AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE TENDENCIES OF EFL INSTRUCTORS TO USE THE EMOTIONAL INTELLIGENCE SKILLS AND THEIR ATTITUDES TOWARDS THE TEACHING OF EMOTIONAL INTELLIGENCE SKILLS IN EFL CLASSES

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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INTELLIGENCE SKILLS IN EFL CLASSES

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This study aimed to investigate the relationship between the tendency of English as a Foreign Language (EFL) instructors to use the emotional intelligence (EQ) skills and their attitudes towards the teaching of EQ skills in EFL classes. The quantitative data were collected through a demographic inventory and two questionnaires. In the quantitative data gathering process, 140 EFL instructors working at Atılım University, Başkent University, Boğaziçi University and Erciyes University participated. In order for an in-depth interpretation of the questionnaire results, semi-structured interviews were held with 10 EFL instructors. The results of the study revealed that there is a relationship between the tendency of EFL instructors to use the interpersonal skills and their classroom applications related to the teaching of these skills in EFL classes. The tendency of EFL instructors to use the intrapersonal, interpersonal, adaptability and general mood skills were also found to correlate with their beliefs related to the teaching of these skills in EFL classes. Another outstanding finding of the study is that the tendency of EFL instructors' to teach EQ skills is lower than both their tendency to use EQ skills and their tendency to believe that EI skills should be taught in EFL classes. Furthermore, the analysis of the demographic information along with the questionnaire results revealed a correlation

between the tendency of EFL instructors to teach EQ skills in their classes and their gender, workload and the type of the institution they work. The results also revealed that there is a relationship between the beliefs of EFL instructors related to the teaching of EQ skills in EFL classes and their workload.

Keywords: Emotion, Intelligence, Emotional Intelligence, Emotional Learning.

ÖZ

İNGİLİZCE OKUTMANLARININ DUYGUSAL ZEKÂ BECERİLERİNİ
KULLANMA EĞİLİMLERİ İLE DUYGUSAL ZEKÂ BECERİLERİNİN
İNGİLİZCE DERSLERİNDE ÖĞRETİLMESİNE YÖNELİK TUTUMLARI
ARASINDAKİ İLİŞKİ ÜZERİNE BİR ARAŞTIRMA

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Bu çalışmanın amacı, İngilizce okutmanlarının duygusal zekâ becerilerini kullanma eğilimleri ile duygusal zekâ becerilerinin İngilizce derslerinde öğretilmesine yönelik tutumları arasındaki ilişkiyi araştırmaktır. Nicel verileri toplamak amacıyla kişisel bilgi formu ve iki anket kullanılarak yapılan araştırmada, Atılım, Başkent, Boğaziçi ve Erciyes Üniversitesi'nin İngilizce Hazırlık okullarında görev yapan 140 İngilizce okutmanı yer almıştır. Nicel verilerin daha kapsamlı yorumlanabilmesi için, 10 İngilizce okutmanı ile yarı yapılandırılmış görüşmeler yapılmıştır. Çalışmanın sonuçları, İngilizce okutmanlarının kişilerarası becerilerini kullanma eğilimleri ile bu becerileri İngilizce derslerinde öğretip öğretmedikleri arasında ilişki olduğunu ortaya koymuştur. İngilizce okutmanlarının kişisel ve kişilerarası becerileri, uyum sağlama ve genel ruh durumuna ilişkin becerileri kullanma eğilimleri ile bu becerilerin İngilizce derslerinde öğretilmesine yönelik inançları arasında da ilişki olduğu ortaya çıkmıştır. Bu araştırmanın sonucunda elde edilen bir diğer önemli bulgu da İngilizce okutmanlarının duygusal zekâ becerilerini İngilizce derslerinde öğretme eğilimlerinin bu becerileri kullanma ve bu becerilerin İngilizce derslerinde öğretilmesi gerektiğine inanma eğilimlerinden düşük olmasıdır. Katılımcıların kişisel bilgileri anket

sonuçlarıyla birlikte değerlendirildiğinde, okutmanların duygusal zekâ becerilerini İngilizce derslerinde öğretme eğilimleri ile cinsiyet, ders yükü ve çalıştıkları kurumun türü arasında bir ilişki olduğu görülmüştür. Ayrıca, okutmanların duygusal zekâ becerilerininin İngilizce derslerinde öğretilmesine ilişkin inançları ile ders yükleri arasında da bir ilişki olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Duygu, Zekâ, Duygusal Zekâ, Duygusal Öğrenme.

To Love and Peace

Forever...

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TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER 1

INTRODUCTION

1.1   Background to the Study

The conflict between recognizing and ignoring emotions as basic skills one needs for life is a longstanding wound in Western thought, one caused by the profound difference between thought and feeling. While Eastern thought has never separated the two concepts, Western thought has regarded rational thought as opposed to the irrationality of emotion (Bar-On, 2007). Unlike Eastern thought, which has never split thought and feeling, the educational assumption of scholasticism in the West has been that education was for the rational mind and that emotions were incongruous. This philosophical split concerning the importance and rationality of emotion and cognition has occurred frequently in history. Since the time of the ancient Greeks, humans have found it compelling to separate reason from passion, thinking from feeling, cognition from emotion. These contrasting aspects of the soul, as the Greeks liked to call the mind, have in fact often been viewed as waging an inner battle for the control of the human psyche.

One tradition in Western thought viewed emotions as disorganized interruptions of mental activity that must be controlled. More recently, Young (1943) defined emotion as "acute disturbance of the individual as a whole", and modern texts described emotion as "a disorganized response, largely visceral, resulting from the lack of an effective adjustment" (Shaffer, Gilmer, & Schoen, 1940). In this vein, pure emotion is seen as causing a "complete loss of cerebral control" and containing no "trace of conscious purpose" (Young, 1943). On the other hand, a second tradition views emotions as primarily motivating forces and processes which arise, sustain and direct activity (Leeper, 1948). Although modern theories of emotion also define it as an organizing response which adaptively directs cognitive activities, there is still a great variety of debates about the nature and the conceptual structure of emotions as well as their rationality in our day. This split between emotion and reason has remarkable implications for education because of the fact that focusing on the strengthening of cognitive skills (e.g. acquiring knowledge, recalling learned

information, applying that information to perceive the world, reasoning to solve problems), schools have neglected basic life skills such as self-awareness, emotional self-regulation, empathy and social interaction. Instead, our cognitive skills and our capacity for using these skills have been emphasized. Measured by intelligence tests that provide an intelligence quotient or IQ score, cognitive skills and the capacity for using them would be useful for one's academic performance. The more competent we are at performing cognitive skills, the higher our IQ and, thus, our academic performance are expected to be. On the other hand, IQ scores tell us little about how well we relate with others as well as ourselves, perform at work and deal with a wide variety of challenges we encounter in daily life, which makes us wonder why some people do well in life while others do not, regardless of how cognitively intelligent they are (Bar-On, 2007). Goleman (2004) argues that the difference quite often lies in the emotional intelligence abilities, which include self-awareness, self-control, zeal, persistence, handling relationships and the ability to manage emotions and motivate oneself. He also mentions that those who agree with a narrow view of intelligence and regard intelligence as a genetic given that cannot be changed by life experience, ignores the crucial question: What can we change that will help young people fare better in life? The answer is giving them a better chance to use their intellectual potential and encouraging them to improve their emotional intelligence, which Mayer & Salovey (1997) define as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Just a glance at the world news would reveal what young people go through in our day on so many different levels. Some are confronted with challenges that do not hinder only their academic achievement but also their basic survival. The increase in a range of problems, such as drug addiction, violence, child abuse, bullying, teen pregnancy and disorders related to body image in many countries in the developed world has verified that society needs to reconsider what responsibility educators have in making a difference in the lives of people. The main focus for many schools has been academic achievement, the curriculum, finishing the textbook, carrying out tests, grading and the like. While many schools hold teachers responsible for the academic achievement of their students, they place little or no emphasis on the social and emotional growth of these students. McGown, Freedman,

Jensen and Rideout (1998) suggest that education has given little systematic attention to the positive emotional development of children. That is to say, the prevalent education system, which emphasizes the cognitive aspect of the human being, has failed to educate the whole person. Overlooking the significance of the essential skills people need to acquire in order to manage themselves effectively and to go forward in life, schools have primarily focused on enhancing students' academic achievement. However, as mentioned above, teachers of the twenty-first century have the arduous job of educating a nation of youth at risk. Studies confirm that a relatively few young people possess the kinds of skills, values, and supports that would protect them against such risks as violence, drug addiction and bullying and promote their engagement in positive behaviors (Benson, Scales, Leffert & Rehlkepartain, 1997).

Classrooms have become full of young people suffering from poor self-awareness, an inability to manage distressing emotions, insensitivity to how others feel, low concentration, lack of motivation, little self-discipline, low self-esteem, poor communication, an inability to express feelings effectively and difficulty in resolving conflicts. While people who have been undergoing such conditions are trying to focus on getting what they need and feeling better, there is not much concentration left for learning. Appealing to inappropriate outlets for their emotions, they misbehave often creating conflicts in class. Under these circumstances, encouraging students to learn effectively can be very frustrating for teachers who spend too much valuable class time dealing with such intimidating situations. Research indicates that encouraging emotional and social development is the missing component in education and the preparation of the youth for academic and real life success (Elias, Arnold and Hussey, 2003). There is a growing body of research that shows the significance of educating not just the mind, but the whole person.

Contributing to the significance of educating the whole person, thanks to innovative methods such as new brain-imaging technologies, brain studies have revealed that the neural wiring between our thinking and emotional centers means our feelings can either enhance or inhibit the brain's ability to learn (Ashcroft & Kirk, 2001). The emotional climate is the key to taking risks, making mistakes and exploration during the learning process as when learners feel safe, the brain is able to engage and process rather than allowing anxiety, fear and threat to take over. Furthermore, the complex connection between emotions and learning is so crucial as

emotions have their own memory pathways. Jensen (1998) suggests that emotions not only help us remember things that are most emotionally laden, but that emotions give us a more activated and chemically stimulated brain. He further suggests that while other areas of the brain help process emotions, the amygdala, an almond-shaped mass of nuclei within the limbic system, is highly involved and the more intense the amygdala arousal, the stronger the imprint. Besides, learning is an active process enhanced by social interaction and while two people interact, their emotional centers impact each other, for better or for worse, as well. Therefore, learners need a context in which personal emotions are positively stimulated and social interaction is carefully structured. The emotional tone of a classroom can be set to a large extent by the teacher and teachers can help students get and stay in better brain states for learning by building social and emotional support. Goleman (2006) mentions that these findings have direct implications for creating educational approaches and social climates in schools that can boost students' ability to learn. He further states that the best results come when students, teachers, parents and school leaders each take steps to become more emotionally self-aware and socially intelligent. Teachers who are aware of the links between emotions and thinking can contribute to the emotional and social development of learners. In order for teachers to be able to capture opportunities to develop learners' emotional intelligence, they need to realize the power of emotions and how this can affect learners' retention of information. There is no doubt that if teachers are to support learners' emotional development, they need to be well-equipped with the right social and emotional skills and tools themselves.

Dettore and Cleary (1997) suggest that in order to be able to encourage learners' social and emotional development, teachers should recognize learners' emotional responses as valid and provide learners with the necessary tools and skills to explore emotional challenges. Teachers should also model suitable expressions of emotion. If teachers embody such values as self-awareness, motivation, responsibility, perseverance, kindness and empathy, they will be able to promote social and emotional learning by helping students to get their needs met in positive, healthy and productive ways. That is to say, they will be able to provide their students with a body of information and a set of skills with which students could make informed, positive and independent choices regarding their social, emotional and mental well-being (Dewhurst, 1991; Zins, Elias, Greenberg & Weissberg, 2000).

1.2   Research Questions

This study aims to answer the following research questions:

1.   Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills?

2.   Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes?

3. Do the classroom applications of the EFL instructors related to teaching emotional skills change according to:

a. gender?

b. age?

c. the type of the institution they work in?

d. weekly workload?

4. Do the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to:

a. gender?

b. age?

c. the type of the institution they work in?

d. weekly workload?

1.3   Hypotheses

The hypotheses related to this study are as follows:

1. There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills.

H_0. There is no significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills.

2. There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills

and their beliefs about the teaching of emotional intelligence skills in EFL classes.

H_0. There is no significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes.

3. The classroom applications of the EFL instructors related to teaching emotional skills change according to certain demographic features.

   3.1. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their gender.

   H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their gender.

   3.2. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their age.

   H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their age.

   3.3. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and the type of the institution they work in.

   H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and the type of the institution they work in.

   3.4. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their weekly workload.

   H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their weekly workload.

4. The beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to certain demographic features.

   4.1. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender.

   H_0. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender.

4.2. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age.

H_0. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age.

4.3. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in.

H_0. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in.

4.4. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their weekly workload.

H_0. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their weekly workload.

1.4   Purpose and Scope of the Study

The purpose of this study is to investigate the relationship between the tendency of English as a Foreign Language (EFL) instructors to use the emotional intelligence (EQ) skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes. The universities chosen for data collection are the English preparatory schools of Atılım University, Başkent University, Boğaziçi University and Erciyes University. The data collected from the English instructors of Boğaziçi University were used for the piloting of the questionnaires. Since the questionnaires were proved to be highly reliable, the data collected from the English instructors of Boğaziçi University were also included in the main research data.

The results of this study are expected to shed light on the significance of EFL teachers' emotional competencies. Revealing whether there is a correlation between EFL teachers' tendencies to use emotional intelligence skills and their attitudes towards the integration of these skills in EFL classes, this study is also believed to lead to a better understanding of EFL teachers' perception of the significance of

encouraging emotional learning in EFL classes and their classroom applications related to emotional learning.

1.5 Significance of the Study

Since learning a foreign language means developing a new mode of thinking, feeling, and acting a second identity, the new language ego, intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions (Brown, 2001). In addition to the language ego, self-confidence and risk-taking pose a challenge for learners during the complex process of language learning. Learners who are often not competent in reading and writing skills even in their native language are likely to experience anxiety when they are learning a foreign language. Language learning requires the direct and unique involvement of each learner in such sophisticated processes as goal setting, decision-making, critical thinking, problem solving and evaluation. That language teachers have an insight into learners' emotional experiences and that they encourage learners through their positive attitudes and constructive feedback during the language learning process are crucial factors in the positive learning experience. Taking students' emotions, feelings, likes, preferences, interests and needs into account and developing class materials and learning activities accordingly is another factor that would motivate learners to engage in a variety of language learning opportunities without letting the challenges intimidate themselves and impede their learning. It is an obvious fact that language teachers' understanding of the complex interplay between emotional states and cognition as well as how they can influence the emotional states of their students is crucial. Educating the whole person or enabling holistic learning means that teachers acknowledge learners' emotions, feelings, beliefs, attitudes, problems, skills, and include them in the learning process. That is, students learn best when their minds, hearts and bodies are engaged. Only then could they be encouraged to go beyond the known and the certain.

Findings from brain research supports the fact that emotions play a significant role in such areas as problem-solving, personal judgment and decision-making, all of which are crucial processes for foreign language learning. The studies carried out with patients with brain damage that had severed the frontal reasoning area from the amygdala's emotional resources revealed that these patients performed normally on traditional intelligence tests but were unable to plan, make rational decisions

8

(Damasio, 2003). Furthermore, Freeman (1995) asserts that while the frontal lobes allow us to elaborate on the details of our goals and plans, it is emotions that generate them and drive their execution in our lives.

When learning a foreign language, the learner interacts with that language and culture not only cognitively and linguistically but also emotionally. Since it is both important and possible to educate people to be emotionally intelligent, one of the basic goals that needs to be achieved should be recruiting emotionally intelligent teachers to educate people to become more emotionally intelligent. Only then can the successful application of emotional intelligence in education be maximized. However, teaching, by its nature is a demanding job. It requires teachers to display emotions that they may not actually feel. For instance, teachers are expected to demonstrate unusual love and kindness to their students. They are also expected to serve as mentors and motivate students who are unwilling to learn. All these are in themselves stressful and amount to what Hochschild (1983) called emotional labor, which he defined as the management of feeling to create a publicly observed facial and bodily display; emotional labor is sold for a wage and therefore has exchange value. These expectations lead to a kind of discrepancy between the expected and the actual emotion, thereby leading to emotional dissonance, which is an aspect of emotional labor that is detrimental to one's health and well-being. Teachers' lack of fundamental emotional support is also a major contributor to teacher burnout (Anderson & Iwanicki, 1984). Burnout is demonstrated when teachers experience emotional exhaustion, a sense of little or no personal accomplishment, and depersonalization, which causes them to give unfeeling and impersonal messages to students. In spite of the fact that the understanding of one's and other people's emotions as well as one's ability to regulate and manage them will have a buffering effect on such work-related stress, unfortunately, little attention has been given to the importance of teachers being emotionally intelligent themselves. If teachers are to encourage emotional learning by helping their students to get their social, emotional and mental needs in positive and healthy ways, they, as role models, should embody such values as self-regard, emotional self-awareness, independence, empathy, stress management and optimism. That is, it is crucial that teachers are aware of their own emotional skills so that they can help their students to become emotionally competent.

Identifying the tendency of EFL instructors to use the EQ skills and investigating the relationship between their tendency to use the EQ skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes, this study recognizes the pivotal role of EFL teachers in promoting emotional learning in EFL classes. This research is believed to enhance the scope of the studies conducted to explore both teachers' tendencies to use their EQ skills and their classroom applications as well as their beliefs related to the teaching of EQ skills in EFL classes.

1.6 Overview of Methodology

1.6.1 Procedures

First of all, a piloting study was carried out to ensure the reliability of the questionnaires to be used in the study. Both the Turkish adaptation of Bar-On Emotional Quotient Inventory (Bar-On EQ-i) (Acar, 2001) (see Appendix A) and the Attitude Questionnaire (see Appendix A) developed by the researcher were piloted on 30 participants at the School of Foreign Languages at Boğaziçi University. Since the Cronbach Alpha was highly reliable in both questionnaires (0.909 and 0.905, respectively), none of the questions were reworded and the data collected were included in the main study data.

140 EFL instructors who work at the English preparatory schools of Atılım University, Başkent University, Boğaziçi University and Erciyes University participated in this research. They were first asked to fill in the Demographic Information Form (see Appendix A), which was prepared by the researcher and reveals such information as the participants' gender, age, workload and the type of the institution where they work. Secondly, the tendency of EFL instructors to use the emotional intelligence skills was assessed through the Turkish adaptation of Bar-On Emotional Quotient Inventory (Acar, 2001) (see Appendix A), which is an 88 item self-report instrument. The inventory has five possible answers to each question and is scaled according to Likert type (1. Strongly disagree, 2. Disagree, 3. Undecided, 4. Agree, 5. Strongly agree). Then, both whether the EFL instructors teach emotional intelligence skills in their classes and whether they think these skills should be taught in EFL classes were assessed through the Attitude Questionnaire (see Appendix A) developed by the researcher. The Attitude Questionnaire, which includes 25 items,

was developed by the researcher in accordance with the 5 meta-factors and 15 sub-factors of the Bar-On EQ Model (Bar- On, 2007).

After the administration of the quantitative data gathering tools, the correlation between the tendency of the instructors to use the emotional intelligence skills and their classroom applications as well as beliefs related to the teaching of emotional intelligence skills were measured. The information gained from the demographic information form was used to examine the effects of gender, age, the type of the institution where the participant works and workload on the tendency of EFL instructors to use the EQ skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes.

Finally, in order for an in-depth understanding and interpretation of the quantitative analysis, a semi-structured interview (see Appendix B) was held with a selected representative group of 10 EFL instructors who participated in the study. Taking the number of male and female instructors working at the English preparatory schools of the four universities into consideration, 10 instructors including 2 males and 8 females have been selected for the semi- structured interview.

1.6.2 Participants

The participants of this study (N= 140) (105= F, 35= M) are EFL instructors working at the English preparatory schools at Atılım University, Başkent University, Boğaziçi University and Erciyes University.

1.6.3 Overview of Analytical Procedures

The questionnaires were analyzed by using SPSS 17.0 for Windows while the recordings of the interviews were transcribed and evaluated through content analysis.

1.7 Limitations of the Study

Limitations of the study were as follows: Firstly, the sample size of this study was limited to the English instructors working at four preparatory schools of universities in Turkey. Secondly, in this study, two instruments, questionnaire and interview, were used to gather data. Since these data collection tools were self-report instruments, participants' answers might not realistically reflect their actual experiences. Finally, although the Cronbach Alpha was highly reliable (0.905) in the Attitude Questionnaire (see Appendix A) ensuring its reliability, factor analysis

could not be carried out for this questionnaire. In an attempt to turn sub-factors in Bar-On's EQ Model (1997) into compact items in the second questionnaire, the researcher prepared 25 items for the Attitude Questionnaire (see Appendix A). Therefore, some sub-factors such as empathy are represented by just 1 item in this questionnaire, which makes factor analysis inconvenient. More items for each sub-factor could have been included in the questionnaire, but in that case it would take at least one hour to complete the questionnaires, which would not be applicable.

1.8   Definition of Terms

1.8.1 Intelligence

Intelligence has been defined differently in different periods of time in history. The most often cited definition is Wechsler's statement that intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment (Wechsler, 1958).

In recent years, Howard Gardner developed the Theory of Multiple Intelligences and defined intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings" (Gardner, 1999).

1.8.2 Emotion

Emotions are organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems. Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valenced meaning for the individual. The organized response of emotions is adaptive and can potentially lead to a transformation of personal and social interaction into an enriching experience (Mayer & Salovey, 1990).

1.8.3 Emotional Intelligence

Emotional intelligence involves 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).

1.8.4 Social-Emotional Learning

Social-emotional learning is the process through which one:

a. develops awareness and management of their emotions,

b. sets and achieves important personal and academic goals,

c. uses social awareness skills and interpersonal skills to establish and maintain positive relationships,

d. demonstrates decision-making and responsible behaviors to achieve success in school and life.

<div align="right">(Elias et al. 1997)</div>

CHAPTER 2

REVIEW OF LITERATURE

2.1 History of the Philosophy of Emotion

Philosophers have been concerned about the nature of emotion since Socrates and the "pre-Socratics" who preceded him. Although philosophy has grown up as the pursuit of reason, emotions have always lurked in the background often as a threat to reason and a danger to philosophy and philosophers. One of the most long-lasting metaphors of reason and emotion has been the metaphor of master and slave in which the wisdom of reason is strongly in control and the primitive urges of emotion are suppressed or directed in harmony with reason. The inferior role of emotion and the reason-emotion distinction still determine much of the philosophical view of emotion today. Even those philosophers who attempted to combine emotion and reason maintained the distinction and continued to insist on the superiority of reason.

Plato (ca. 428-347 B.C.) argued that emotions are wild and uncontrollable forces of the soul that are non-rational and that serve no psychological purpose. He painted a picture of the soul as a chariot with three horses and suggested that passions, desires and fears make it impossible for us to think and that emotions were like wild horses that have to be reined in by the intellect, which he thought of as a charioteer (LeDoux, 1999). Socrates (469–399 B.C.) was remarkable for the absolute command he maintained over his emotions and his apparent indifference to physical hardships. Corresponding to these personal qualities was his commitment to the doctrine that reason, properly cultivated, can and ought to be the all-controlling factor in human life. Thus, he held that emotions followed from knowledge.

Similarly, in the Stoic philosophy, which was founded in ancient Greece in the early third century BC, emotions were regarded as too individualistic, too unique and too self-centered to be reliable and the wise person admitted no emotion or feeling. The Stoics analyzed emotions as conceptual errors and misguided judgments about life and our place in the world, which is conducive to misery. Therefore, Stoic philosophers, by whom the cognitive approach to emotions was taken up, wished to

14

find a philosophical cure for the soul by right thinking, based on evaluations that would control or moderate emotions. They considered reason superior to emotion and advocated a life of reason free from the enslavement of the emotions, a life of *apatheia (apathy)*.

Philosophers have not always downgraded the role of emotions. Aristotle (384-322 B.C.) suggested that human beings are essentially rational animals and that emotions involve rationality in terms of their outcomes that are beneficial to the organism exhibiting emotions. Stressing the importance of having the right emotions, Aristotle connected emotions closely with judgment and belief and claimed that emotions have the power to modify our judgments. He seems to have anticipated most of the contemporary theories as his analysis of anger includes a distinctive cognitive component, a specified social context, a behavioral tendency and recognition of physical arousal. Perhaps the most important point to make about Aristotle's view of emotion is the fact that the emotions are central and essential to the good life and that the analysis of their nature is part and parcel of an ethical analysis.

Throughout the Middle Ages, the study of emotion was again typically attached to ethics and it was central to the theories of human nature in terms of which medievalists understood themselves. The master-slave metaphor remained alive and as some emotions such as greed, anger and envy were seen as sins, the highest virtues such as love, hope and faith were equated with reason rather than being classified as emotions.

René Descartes (1596-1650), recognized as the founder of modern philosophy and as the bridge between the scholastic world of the Middle Ages and our own, held that an emotion, which is one type of passion, seems to require the interaction of mind and body in an undeniable way. Descartes' account of the nature of emotions is that they occur in the thinking aspect of ourselves, which he called the soul, and they are also closely connected to our bodies. Laying out the basis for modern neurophysiology, he defended a theory in his treatise *On the Passions of the Soul* (1649), in which the mind and body meet in a small gland at the base of the brain (now known as the pineal gland) and the latter affects the former by means of the agitation of minute particles of blood which bring about the emotions and their physical effects in various parts of the body. However, emotions involve not only sensations caused by this physical agitation, but perceptions, desires and beliefs as

well. In his analysis of emotion, the physiological account gives way to a cognitive account and emotions move from being merely bodily to becoming an essential ingredient in wisdom.

Like the Stoics, Baruch Spinoza (1632-1677) regarded emotions as a form of thought that are passive reactions to our unwarranted expectations of the works and will leave us miserable and frustrated. Having developed an early version of the cognitive theory of emotion, Spinoza also suggested that mind and body are but dual aspects of one and the same being; thus, having anticipated some of the subtle emotion-brain research that is being carried out in our day.

David Hume (1711-1776), one of the most outspoken defenders of the Enlightenment, declared that reason is, and ought to be, the slave of the passions. Challenging the inferior place of passion in philosophy and questioned the role of reason, Hume emphasized the essential place of ideas in emotion, which is the cognitive dimension of emotion. Accordingly, he argued that emotion is not opposed to reason, but, on the contrary, is to be celebrated along with it. Immanuel Kant (1724-1804), another defender of the Enlightenment, also questioned the capacities and limits of passion. However, he reinforced the significant distinction between reason and emotions dismissing the latter as inessential to morals and intrusive. Although it is Hegel (1770-1831) who is credited with it, it was Kant who insisted that nothing greater is ever done without passion.

Friederich Nietzsche (1844-1900) was a philosopher who anticipated the global skepticism and conceptual chaos of the 20th century. Like Sigmund Freud, who admired him, he celebrated the darker, more instinctual and less rational motives of the human mind. He also suggested that emotion and reason are not opposites but complementary and that every passion contains its own quantum of reason.

In the early years of the twentieth century, the nature of emotion was a major concern of William James and John Dewey, but it was James, with his emphasis on the physiological nature of emotion, who determined much of the bias against emotion in philosophy and psychology for years to come. Jean-Paul Sartre's conception of emotions as willful stratagems to cope with a difficult world added a new existential dimension to the investigation of emotion.

It was not until the latter part of the 20th century that it became evident that a simple view of emotion and reason as opposing forces was no longer reasonable. Influential work in psychology, neuroscience and philosophy exemplified an

emerging view of emotion and reason as interdependent processes. There has been a serious effort to join forces with psychologists, neurologists, anthropologists, and moral philosophers to obtain a more holistic theory of emotion. It was with the growing understanding of the interdependence between emotion and reason that the theory of emotional intelligence was introduced.

2.2   Theories of Emotion

In the late 1800s, William James, drawing on the ideas of Carl Lange, put forward what came to be known as the James-Lange theory of emotion. The James-Lange theory of emotion holds that, after the initial perception, the experience of emotion results from the perception of one's own physiological changes. In other words, the physical sensations are the emotions.

In 1929, Walter Cannon pointed out that James-Lange theory was wrong in its assumption that each emotional experience has its own particular set of physiological changes. Cannon's studies gave evidence that similar patterns of physiological arousal accompany a number of emotions. Thus, emotions have to be more than just the sensations of arousal. Cannon constructed a theory, later modified by Philip Bard, suggesting that when a person faces an emotion-arousing event, nerve impulses first pass through the thalamus. From there, half of the message goes to the cerebral cortex, where it produces the subjective experience of fear or anger or happiness and the other half goes to the hypothalamus, which commands the body's physiological changes. According to the Cannon-Bard theory, the psychological experience of emotion and the physiological reactions are simultaneous. Although the Cannon-Bard theory was not correct in its particulars, it was significant in that it brought the origination of emotion back into the brain from the peripheral organs.

While the Cannon-Bard theory focused on the role of the thalamus as a "center" for emotional experience, today, thanks largely to the work of James W. Papez in 1937, we know that emotion is a function not of specific brain centers but of circuitry. Calling this circuit the *stream of feeling*, Papez proposed a *stream of movement*, relaying sensations through the thalamus to the corpus striatum, and a *stream of thought*, relaying sensations through the thalamus to the major parts of the cerebral cortex. He suggested that in the merging of these streams, sensory excitations receive their emotional coloring. Even though the details of his outline have proved to be incorrect and the connections between brain structures that he

originally proposed have been shown to be more complex, Papez's theory of emotion has been the basic outline for what scientists know about the anatomy of emotion.

2.3   Brain Mechanisms of Emotion

In recent years, there has been a sudden increase in research focusing on the significance of emotions in daily life representing a great shift in neuroscience research, which has mostly ignored the role emotions play in such areas as problem-solving, personal judgment and decision-making. The study of decision-making in neurological patients, who cannot process emotional information normally any longer, displays that good decision-making depends on the effective processing of emotions. Studying patients with brain damage that had severed the frontal reasoning area from the amygdala's emotional resources, Damasio (1994) found that these patients performed normally on traditional intelligence tests but were unable to plan, make rational decisions. They were unable to anticipate future pain or pleasure in connection with specific alternatives. Damasio (1994) illustrates the point that emotions are necessary for rational reasoning and planning to occur.

Considering the importance of emotion in many aspects of human behavior, the understanding of cognition and performance calls for a great deal of knowledge of the neurobiology of emotion. A number of structures in the brain stem, the limbic system, parts of the cortex and the neural pathways that connect them to each other and to other parts of the brain and the nervous system all participate in producing emotions (Bloom, Nelson & Lazerson, 2001).

The most primitive part of the brain is the brainstem surrounding the top of the spinal cord. Associated with autonomic systems and the hypothalamus, this root brain controls basic life functions like breathing, blood pressure, heart rate, hormone balance, the digestive system and other involuntary systems throughout the body. This primitive brain cannot think or learn; rather it is a set of preprogrammed regulators that keep the body reacting in a way that ensures survival. MacLean (1990) calls this structure of the brain the reptilian brain because he proposes that it evolved along with reptiles and that it correlates to the rudimentary brains of such animals. Within the brain stem, the reticular formation receives sensory information through various neural pathways and acts as a kind of filter and transmits only information that is novel and persistent (Bloom, Nelson & Lazerson, 2001). Since the reticular formation's fibers project widely to areas of the cerebral cortex, unlike the

neurons in primary sensory pathways, the neurons in the reticular formation can respond to information from many sources. That is, these neurons pass along messages from the eyes, the skin, and the viscera, among other organs and structures, to the limbic system and the cortex (Bloom, Nelson & Lazerson, 2001). In addition, some neural pathways from the locus coeruleus in the pons travel up into parts of the thalamus and hypothalamus while other pathways travel down to the cerebellum and into the spinal cord secreting the neurotransmitter norepinephrine, which triggers emotional arousal. It has been suggested that playing a role in the experience of pleasure, too little norepinephrine action in the brain causes depression, while at very high levels, it leads to severe stress reactions. Besides, the substantia nigra in the midbrain secretes the neurotransmitter dopamine, which facilitates some pleasurable sensations and mediates exhilaration (Bloom, Nelson & Lazerson, 2001).

From the most primitive root, the brainstem, emerged the emotional centers. The most ancient root of our emotional life is in the olfactory bulb, the cells that take in and analyze smell. New key layers of the emotional brain evolved surrounding the brainstem with the arrival of the first mammals. This new neural territory was called the limbic system, from limbus, the Latin word for ring as it rings the brainstem. Associated with the hippocampus and the thalamus, this brain structure has the ability to function in a society and is also correlated to curiosity, emotion and the nurturing of young. After traveling through the pathways in the brainstem, the various processing levels in the cortex, or both, incoming messages from all the senses pass through one or more of the limbic structures: the amygdala, the hippocampus, or part of the hypothalamus. Outgoing messages also pass through these structures. That is why all our interactions with our environment have an emotional quality of some kind (Bloom, Nelson & Lazerson, 2001).

In the limbic region lies the hypothalamus whose neurons produce the familiar changes in the autonomic nervous system that accompany strong emotions. Besides, emotion is regulated largely by two almond- shaped structures within the limbic system called the amygdala, which matures before the cortex. Located deep in the lateral forebrain, the amygdala is a walnut-sized mass of gray cells. A major role of the amygdala is to ensure that we react quickly to potentially dangerous or emotion-laden situations – fight or flight, also known as the stress response (Wolfe, 2006). Animal studies have shown that the amygdala is active in the production of aggressive behavior and fear reactions as well as playing a key role in emotional

memory and the ability to recognize facial emotion. During the stress response, adrenaline is released, heart rate increases, blood pressure goes up, senses are more alert, muscles tense, palms become sweaty, blood-clotting elements increase in the blood-stream and all centers for movement are mobilized (Wolfe, 2006). Simultaneously, cortical memory systems retrieve any knowledge relevant to the emergency at hand, taking precedence over other strands of thought (LeDoux, 1999). Adrenaline, which is also released during mildly emotional and positive experiences, enhances the memory of an experience. That is, the stronger the emotion connected with an experience, the stronger the memory of that experience. LeDoux's revolutionary research revealed how the architecture of the brain gives the amygdala a privileged position as an emotional sentinel, able to to hijack the brain (Goleman, 1995). His research has shown that sensory signals from eye or ear travel first in the brain to the thalamus, and then - across a single synapse - to the amygdala; a second signal from the thalamus is routed to the neocortex - the thinking brain. This branching allows the amygdala to begin to respond before the neocortex, which mulls information through several levels of brain circuits before it fully perceives and finally initiates its more finely tailored response (Goleman, 1995). LeDoux (1999) suggests that anatomically the emotional system can act independently of the neocortex; and, therefore, some emotional reactions and emotional memories can be formed without any conscious, cognitive participation at all. This bypass seems to allow the amgdala to be a repository for emotional impressions and memories that we have never known about in full awareness. Next to the amygdala is the hippocampus, which plays a key role in memory, including emotional memory. The two-way fiber system, the fornix, connects the hippocampus to the hypothalamus while another structure, the septum, receives neural input through the fornix from the hippocampus and sends neural output to the thalamus (Bloom, Nelson & Lazerson, 2001).

As it evolved, the limbic system improved two powerful tools, namely, learning and memory. These revolutionary advances enabled an animal to make smarter choices for survival and to adjust its responses to adapt to changing demands thanks to the rudimentary basis of the neocortex, the thinking brain. About 100 million years ago, several new layers of brain cells were piled on top of the thin two-layered cortex, which includes the regions that plan, comprehend what is sensed and coordinate movement, to form the neocortex. Unlike the ancient brain's two-layered

20

cortex, the neocortex offered an extraordinary intellectual edge. The neocortex, which is the seat of thought, includes the structures that put together and comprehend what the senses perceive. Our ability to strategize, solve problems, forecast future consequences of present behavior and to manipulate language, logic and symbols are related to this part of the brain. Essentially, all of our higher-order thinking skills as well as our ability to be self-aware are related to the neocortex. Allowing for the subtlety and complexity of emotional life such as having the ability to have feelings about our feelings, the neocortex makes learning from our experience to acquire effective emotional tools and skills possible. The most active parts of the cerebral cortex in emotion are frontal lobes, which receive direct neural projections from the thalamus and amygdala. Howard (2007) states that frontal structures are associated with the emotional expression, and right-hemisphere posterior cerebral structures are associated with emotional perception. Moreover, while damage to the parietal, temporal, or occipital lobes results in no apparent change in emotional activity, damage to the frontal lobe can result in major increases or decreases in emotionality. He further states that the left frontal lobe houses positive and negative emotional processes and the right frontal lobe houses only negative processes (Howard, 2007). As the emotional centers constitute the root from which the newer brain grew, they are connected to all parts of the neocortex via a large number of circuits and this is what gives the emotional centers immense power to influence the functioning of the rest of the brain including its centers for thought.

2.4   Brain Research and Perspectives from Foreign Language Learning

Current brain research shows that emotions are one of the main factors that determine whether or not the brain initially pays attention to and retains information and, thus, they are a significant factor in learning. Everything we experience has an emotional tone to it and emotions mediate our meaning because emotions are the framework for our day and they are an accumulation of learned wisdom since all survival lessons of life are emotionally hardwired into our DNA (Pert, 1997). Emotions affect our behavior as they create distinct, mind-body states, which are our feelings, desires, memories and motivations. They influence learning and memory due to the fact that emotions have their own pathways in our body and they affect brain chemicals (Pert, 1997). The presence or absence of norepinephrine, serotonin, dopamine and other chemicals greatly changes our frame of mind and body.

According to Pert (1997), the majority of communication in our body is carried out by peptides, which are strings of amino acids that travel throughout the blood stream and act as a primary source of information transfer. There are peptide receptors all over the body: the hippocampus, the organs, tissues, skin, muscles, and endocrine glands, which indicates that emotional information is stored in many places in the body, not just the brain; therefore, you can access emotional memory anywhere in the peptide/receptor network, in any number of ways (Pert, 1997). She further states that when emotions are expressed, all systems are united and made whole. When emotions are repressed, denied, not allowed to be whatever they may be, our network pathways get blocked, stopping the flow of the vital feel-good unifying chemicals that run both our biology and our behavior (Pert, 1997). Sylwester (1995) defines peptides as the messengers of our emotional system and suggests that emotions are the glue that integrates our body and brain, and peptide molecules are the physical manifestation of the process.

The amygdala, the orbifrontal cortex and the body proper are relevant to stimulus appraisals, which evaluate the emotional relevance and motivational significance of stimulus events in relation to information stored in one's memory based on past experience. The appraisals generate emotions such as joy, happiness, fear, anger and shame (Gehm & Scherer, 1998), and these emotions lead to action tendencies (Frijda, 1987), such as readiness to undertake mental or motor behaviors in relation to stimulus. Recognizing that learning involves movement and motor activity and that it is goal directed, Schumann and Wood (2004) suggest that learning may be a form of mental or intellectual foraging involving motor activity to acquire knowledge or skill. They state that the goal for learning is generated in the limbic and paralimbic circuits involving the amygdala and the orbifrontal cortex, and is based on the individual's positive appraisal of the skill or knowledge to be acquired (Schumann & Wood, 2004). If the learner appraises the learning situation positively, then the amygdala and the orbifrontal cortex areas project to a motor area of the brain called the basal ganglia. Dopamine (DA) is released from the ventral tegmental area (VTA) and the substantia nigra (SN) into the striatum allowing for learning and remembering the situations that were predictive of reward in the sense that they facilitated acquiring something of the language (Schumann & Wood, 2004). The major implication of Schumann and Wood's theory for foreign language learning is that the stimulus appraisal may be the common denominator in various types of

motivation. That is, such appraisal dimensions as novelty, goal relevance, coping ability, self and social image can pattern in various ways to constitute motivation in foreign language learning. Directing foreign language learning, motivation is guided by stimulus appraisal, which is carried out by the amygdala and orbifrontal cortex and is supported by dopaminergic activity in the basal ganglia. Schumann and Wood (2004) mention that if the appraisals are positive, the learner will undertake action to learn the language; if the appraisals are negative, action tendencies toward stimuli associated with the target language will be diminished.

Besides supporting motivation, the basal ganglia plays a role in the formation of procedural memory. Fabbro (1999) asserts that procedural memory is concerned with the learning of motor and cognitive procedures through not only highly developed cerebral structures but also subcortical structures such as the basal ganglia and cerebellum. Foreign language learners experience difficulties until they are fluent in the target language use. Lee (2004) speculates that the difficulties are caused because the foreign language learners have not had enough opportunities to automatize their second language through the basal ganglia. He argues that with more opportunity for practice and increasing procedural memory of their target language through the basal ganglia, automatization will proceed, and greater fluency will be achieved. Since the declarative memory system and the procedural memory system share the same cortical areas, the cortical areas are likely to affect declarative memory and procedural memory. Furthermore, the hippocampus, which plays a role in declarative memory, is connected with the basal ganglia, which participates in procedural memory, and they influence each other. The parallel activity and the interconnectivity of the basal ganglia system with the hippocampal system makes it clear that both nondeclarative and declarative learning will naturally take place in any language-learning scenario.

Affective component of foreign language learning is highly influential in terms of attentive behavior as well. Schuchert (2004) states that attentive behavior in learning is influenced by the temporal context of the internal and external environment of the organism. The internal temporal context is composed of several items including language learning goals, daily and task-based goals, and a learner's personal history (e.g. academic history, individual learning style, and preferences for methods of instruction). A student's history of language learning success, and general homeostatic needs are also part of the temporal context. Schuchert (2004)

23

supports that attention is a process involving neurobiology and environment and that much of neurobiological function is affected by the changing external environment and personal history (i.e. behavioral goals and internal stimuli and memory.)

Driving attention, creating meaning and having their own memory pathways, our emotions also help us to focus, set priorities and goals, and make value-based decisions (Politano & Paquin, 2000). While the frontal lobes allow us to elaborate on the details of our goals and plans, it is emotions that generate them and drive their execution in our lives (Freeman, 1995). Thanks to the communication systems in our body related to neural and bloodstream networks, emotions form one type of implicit memory. Emotions drive attention, set priorities and create meaning. In addition, memories associated with emotions are enhanced. Therefore, the importance of positive emotions in the long-term memory potentiation should not be ignored.

2.5   History of Emotional Intelligence

In recent years, the popularity of the field of emotional intelligence has steadily increased resulting in widespread, international attention both in media and the research arena. An overview of the emergence of the emotional intelligence concept is as follows:

The roots of the development of the concept emotional intelligence lies in Darwin's early work on the significance of emotional expression for survival and second adaptation. During the period from 1900 to 1969, intelligence and emotions were seen as separate research areas. The field of intelligence emerged and psychological testing for intelligence was first developed during this time. In the realm of emotion, debate centered on whether physiological reaction or emotion happens first. Early investigators also focused on the question whether emotions held universal meaning or whether they were culturally determined and idiosyncratic. Darwin had argued for the heritability and evolution of emotional responses; however, social psychologists of the time believed that emotions were culturally determined. As intelligence testing emerged, the focus was on verbal and propositional intelligence. Even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, a number of eminent researchers in the field of intelligence had begun to acknowledge the importance of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike used the term social intelligence to describe the skill of understanding and

managing other people. Similarly, in 1940, defining intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment, David Wechsler (1958) referred to the influence of non-intellective as well as intellective elements, by which he meant affective, personal, and social factors, on intelligent behavior. He further argued that our models of intelligence would not be complete until we can adequately describe these factors and that the non-intellective abilities are essential for predicting one's ability to succeed in life (Wechsler, 1958).

The period between 1970 and 1989 was a time when intelligence and emotion were integrated in the new field of cognition and affect. Within this area, researchers attempted to find lawful rules of what emotions meant and when they arose. In this attempt, researchers examined earlier philosophical writings concerning the logic of emotions and reasserted Darwin's ideas that, from an evolutionary perspective, emotions were universal expressions of internal feelings and formed a universal language of relationships. They also examined the influence of emotion on thought in such extreme cases as depression and bipolar disorder (Mayer, 2006). Although the term emotional intelligence was used occasionally during this time, it was never defined in a definite way. One reference to emotional intelligence was an unpublished dissertation by Dr. Wayne Payne who distinguished emotional intelligence from cognitive forms of intelligence as follows:

> … The facts, meanings, truths, relationships, etc., are those that exist in the realm of emotion. Thus, feelings are facts…. The meanings are felt meanings; the truths are emotional truths; the relationships are interpersonal relationships. And the problems we solve are emotional problems, that is, problems in the way we feel (Payne, 1986, p. 165).

Another definition which belonged to Howard Gardner was clear but did not refer to emotional intelligence. In 1983, Howard Gardner introduced the idea of multiple intelligences in *Frames of Mind: The Theory of Multiple Intelligences*. In Gardner's view, traditional types of intelligence such as IQ fail to fully explain cognitive ability and performance outcomes. He defined intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture (Gardner, 1999). He focused on individual variation, arguing that each person has a different kind of mind as we each build our intelligences in unique ways and argued that intelligences:

are potentials - presumably neural ones – that will or will not be activated, depending upon the values of the particular culture, the opportunities available in that culture, and the personal decisions made by individuals and/or their families, school teachers, and others." (Gardner, 1999, p. 33-34)

Gardner (1999) has identified eight domains of intellectual contents: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal and naturalist. Additionally, he is exploring the idea that there might be one more, which is existential intelligence. Linguistic domain performs the primary operations of semantics, grammar, phonology, and rhetoric while the logical-mathematical domain performs the primary operations of reasoning, abstraction and calculation. The musical domain involves the ability to understand, appreciate, compare and/or perform musical codes. Bodily-kinesthetic intelligence is the ability to use parts of the body or the whole body in artistic and athletic performance and problem solving. Spatial intelligence involves the correct perception of objects and patterns as well as representing, navigating, abstracting and manipulating them. The naturalist domain is related to the ability to observe, understand, and organize patterns in the natural environment. Interpersonal intelligence is the capacity to understand the intentions, motivations and desires of other people. Intrapersonal intelligence is the capacity to understand oneself, to appreciate one's feelings, fears and motivations. Referring to intrapersonal intelligence, which involved, among other things, the capacity to perceive and symbolize emotions, Gardner suggested that the "capacity at work here is access to one's own feeling life - one's range of affects or emotions" (Gardner, 1999). However, for Gardner, this access to feeling life did not represent emotional intelligence but rather constituted a more general self and social knowing which were connected to one another since any separate emotional intelligence would be an inappropriate application of the intelligence concept (Gardner, 1999).

The concept of emotional intelligence was formally introduced in the research arena by Salovey and Mayer in 1990. Developing a formal theory of emotional intelligence and a coordinated measurement demonstration, they proposed that a diverse group of studies such as brain research, intelligence measurement and artificial intelligence were all dealing with a heretofore overlooked intelligence (Mayer, 2006). Salovey and Mayer provided the first formal definition of the concept as well as explanation of skills involved. They defined EI as a cognitive ability to

monitor and manage feelings and to discriminate among them in oneself and others (Mayer, 2006).

It was Daniel Goleman who first introduced EI to the general public in 1995 through his best-selling book *Emotional Intelligence.* In his book, Goleman (1995) defines EI as the ability to recognize, understand, and manage one's own and others' feelings and emotions. The detailed version of Goleman's model incorporates motivation and traits of personality. In 1997, Reuven Bar-On coined the term *Emotional Quotient* (EQ) and developed an alternative model of emotional intelligence as well as an assessment instrument, the *Bar-On Emotional Quotient Inventory*. Bar-On's own model of EI proposed a connection of emotional and social knowledge to various skills and traits in order to help people adapt to the rigors of the social environment (Freeland, Terry & Rodgers, 2008).

During the period beginning in 1997 and extending to our day, serious research has been taking within the field and new measures of emotional intelligence have been developed. However, the field is complicated by the fact that it posses both scientific and popular aspects. Therefore, it would be beneficial to address the question of what emotional intelligence is.

2.6   Models of Emotional Intelligence

2.6.1 Model of John D. Mayer and Peter Salovey

The theoretical underpinnings of emotional intelligence were established by Mayer and Salovey whose theory of EI integrates key ideas from the fields of intelligence and emotion. Salovey and Pizarro (2003) argues that emotional intelligence is beneficial due to two main reasons: First, emotional intelligence provides an organizing framework that enables the field to synthesize a large body of research on affective phenomena. Second, emotional intelligence reaches beyond traditional views of intelligence by incorporating the emotional system, thus providing a theory of individual differences in emotional competencies. Mayer and Salovey (2003) defines emotional intelligence as the ability to perceive and express emotion accurately and adaptively, the ability to understand emotion and emotional knowledge, the ability to use feelings to facilitate thought, and the ability to regulate emotions in oneself and in others. From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning while from emotion

research comes the notion that emotions are signals that convey regular and discernable meanings about relationships and that a number of basic emotions are universal (Mayer, Salovey, & Caruso, 2002). According to Mayer and Salovey (1997), EI should be conceptualized as an actual intelligence or ability rather than as a personal trait. They held that traits (behavioral tendencies and personal characteristics) and talents (skills unrelated to intellect) are different from mental abilities and, therefore, should be eliminated from a definition of EI (Freeland, Terry & Rodgers, 2008). That is, they argued that "if EI is to be of value, it must measure something unique and distinct from standard personality traits" and that individuals vary in their ability to process information of an emotional nature as well as in their ability to relate emotional processing to a wider cognition. They then posited that this ability is seen to manifest itself in certain adaptive behaviors (Mayer, Salovey, & Caruso, 2002).

Defining emotional intelligence within the confines of the standard criteria for a new intelligence, Mayer and Salovey's conception of emotional intelligence is based on a model of intelligence (Mayer, Salovey, Caruso, 2002). The model of EI promoted by Mayer and Salovey (1997) involves four fundamental emotion-related skills: The first domain, perceiving emotion, is the ability to perceive emotions on oneself and others as well as in other stimuli, including objects, art, stories, and music. The second domain, use of emotion to facilitate thinking, is the ability to use or generate emotions as necessary to focus attention, communicate feelings and facilitate cognitive processes such as reasoning, problem solving and decision-making. The third domain, understanding of emotion, is the ability to understand emotional information, communicate feelings effectively, and understand how emotions combine, progress, and transition from one to another. Lastly, the fourth domain, management of emotion, is the ability to be open to feelings and to employ effective strategies so as to promote personal understanding and growth.

Salovey and Mayer's model of EI is measured using the Mayer-Salovey-Caruso Emotional Test (MSCEIT), which is framed as an ability-based measure and includes 141 items to assess four branches of their conceptualization of EI (i.e. perception of emotion, use of emotion to facilitate thinking, understanding of emotion, management of emotion). An overall score, a score for each branch, and an experiential score, which is based on branches 1 and 2, as well as a strategic score, which is based on branches 3 and 4, are all derived. Brackett and Salovey (2004)

28

reported overall split-half reliability coefficients of .93 and .91 for consensus and expert scoring respectively. The reliability coefficients for the four branches, based on both scoring methods, range from .76 to .91 (Brackett & Salovey, 2004). The MSCEIT has demonstrated the highest correlation with measures of cognitive ability with an average coefficient of .35 after reliability corrections have been made (Bracket & Mayer 2003). In addition, in contrast to self-report measures, the ability-based MSCEIT correlates lower with personality (Van Rooy et al. 2005).

2.6.2 Model of Daniel Goleman

Another view of emotional intelligence was popularized by Goleman. Goleman's model of emotional intelligence involves abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope (Goleman, 1995). It is a mixed model, with four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self- management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). According to Goleman (1995), emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. He claims that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

For the predictive validity of his mixed model, Goleman (1995) claims that emotional intelligence will account for success at home, at school and at work. He states that among the young, emotional intelligence will lead to less rudeness or aggressiveness and more popularity as well as improved learning and better decisions while at work, it will assist people in teamwork, in cooperation and in learning how to work together more effectively. He notes that IQ contributes about 20% to the factors that determine life success, which leaves 80% to other factors. He suggests that emotional intelligence can be as powerful as and, at times, more powerful than

IQ (Goleman, 1995).

Goleman's concept of EI has been measured with the Emotional Competence Inventory (ECI). The ECI was based on Goleman's emotional intelligence competencies as well as an earlier measure of competencies for managers, executives, and leaders (the Self-Assessment Questionnaire) by Richard Boyatzis. It is a multi-rater (360 degree) instrument that provides self, manager, direct report, and peer ratings on a series of behavioral indicators of emotional intelligence. It measures 20 competencies, organized into the four constructs outlined by Goleman's model: self-awareness, social awareness, self-management, and social skills. Each respondent is asked to describe themselves or the other person on a scale from 1 (the behaviour is only slightly characteristic of the individual) to 7 (the behavior is very characteristic of the individual) for each item, and in turn these items are composed into ratings for each of the competencies. The respondent is left with two ratings for each competency: a self rating and a total other rating made up of an average of all other ratings (Boyatzis, Goleman, & Rhee, 1999).

Evidence for content validity of the ECI is reported in the technical manual through an accurate self-assessment study in which those individuals who were not aware of their strengths and weaknesses (had low accurate self-assessment) also had trouble evaluating themselves on emotional intelligence competencies (Sala, 2002). There was a larger discrepancy between their self and other ratings. Structural validity (as tested through factor analysis) to determine if Goleman's emotional competencies clustered around the proposed four- branch model of emotional intelligence has not been promising due to high intercorrelations and theoretical interrelations among competencies (Sala, 2002). Construct validity was established through convergent validity studies with a variety of measures of similar constructs. Goleman's model of emotional intelligence was found to correspond significantly with the sensing/intuiting and thinking/feeling dimensions of the Myers- Briggs Type Indicator and with the extroversion, agreeableness, and conscientiousness factors of the NEO Personality Inventory. A study of divergent validity found no significant correlations between the Emotional Competence Inventory and a measure of analytical/critical thinking (Sala, 2002).

2.6.3 Model of Reuven Bar-On

According to Bar-On's conceptualization of emotional intelligence, people who are emotionally and socially intelligent are able to understand and express themselves, to understand and relate well to others, and to successfully cope with the demands of daily life (Bar-On, 1997). This requires the ability to be aware of their emotions and of themselves, to understand their strengths and weaknesses and to be able to express feelings non-destructively. In addition, being emotionally and socially intelligent involves being aware of the feelings and needs of others, and being able to establish and maintain cooperative, constructive and mutually satisfying relationships (Bar-On 2007). Bar-On (2007) posits that emotionally intelligent people are able to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation and solving problems of an interpersonal nature. In order to achieve this, they need to manage emotions effectively and be sufficiently optimistic, positive and self-motivated.

Reuven Bar-On developed the Bar-On Emotional Quotient Inventory (EQ-i), the first EI measure to be published by a psychological test publisher (Bar-On 1997). The EQ-i is not meant to measure personality traits or cognitive capacity, but rather to measure one's ability to be successful in dealing with environmental demands and pressures (Dawda & Hart, 2000; Bar-On, 2002). It is a self-report measure of emotionally and socially intelligent behavior which provides an estimate of the underlying construct of emotional-social intelligence. Briefly, the EQ-i contains 133 items and employs a five-point response format with responses ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). The items are used to obtain a Total EQ (Total Emotion Quotient) and to produce five composite scales corresponding to the 5 main components (i.e. meta-factors) of the Bar-On model: intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ, and general mood EQ. Total raw scores are converted into standard scores with a mean of 100 and standard deviation of 15, similar to that of IQ scores (Bar-On, 2002).

The results of the study carried out by Dawda and Hart (1999) to examine the reliability and validity of EQ-i suggested that the EQ-i is a promising measure of emotional intelligence. Dawda and Hart (1999) reported that the EQ-i domain and component scales had good item homogeneity and internal consistency and that scores were not unduly affected by response styles or biases and that the reliability

and validity results for men and women were very similar.

In this study the first Turkish adaptation of Bar-On EQ-i (Acar, 2001), which assesses the tendency to use emotional skills, was employed. The reason why an inventory based on the emotional intelligence concept of Bar-On was used in the study is that among the three major models of emotional intelligence in literature (i.e. the Mayer-Salovey model, the Goleman model, the Bar-On model), Bar-On conceptual model of emotional intelligence is the most comprehensive and detailed one. That is, all descriptions, definitions and conceptualizations which comprise the major models of emotional intelligence are all included in the Bar-On conceptual model more comprehensively. How the Mayer-Salovey model and the Goleman model are related to the Bar-On model will be discussed in the sections 2.6.3.1, 2.6.3.2, 2.6.3.3, 2.6.3.4 and 2.6.3.5. Furthermore, the reasons why the skills included in these models are important in the EFL classroom will be presented in the section 2.7.

Table 2.1 summarizes the EI competencies, skills and facilitators measured by the EQ-i.

Table 2.1. 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.

Table 2.1 (Continued)

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

Source: Bar-On, 2007, p. 4

Bar-On conceptual model of emotional-social intelligence includes five meta-factors: the ability to understand emotions as well as express our feelings and ourselves; the ability to understand others' feelings and relate with people; the ability to manage and control our emotions; the ability to manage change and solve problems of an intrapersonal and interpersonal nature; and the ability to generate positive mood and be self-motivated. These five meta-factors refer to intrapersonal, interpersonal, stress management, adaptability and general mood, respectively. Each meta-factor consists of a number of closely related competencies, skills and facilitators, which are briefly explained below.

2.6.3.1 Intrapersonal

The first meta-factor of emotional-social intelligence consists of five sub-factors: self- regard, emotional self-awareness, assertiveness, independence and self-actualization. This meta-factor is related to self-awareness and self-expression, governing our ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves nondestructively. The ability to perceive emotion, use emotion to facilitate thought and understand emotion in the Mayer-Salovey model is connected to the intrapersonal meta-factor of the Bar-On Model. Self-awareness construct in the

Goleman model is also related to this meta-factor. However, these two models do not specifically refer to all of the following sub-factors in the Bar-On model.

Self-Regard. This intrapersonal sub-factor is defined as the ability to accurately perceive, understand and accept ourselves. Self-regard is the ability to accept our perceived positive and negative aspects as well as our limitations and possibilities. A person with good self-regard feels fulfilled and satisfied. At the opposite end of the continuum are feelings of personal inadequacy and inferiority.

Emotional Self-Awareness. This intrapersonal sub-factor is defined as the ability to be aware of and understand our emotions. Emotional self-awareness is not only the ability to be aware of our emotions, but also to differentiate between them, to know what we are feeling and why, and to know what caused those feelings.

Assertiveness. This intrapersonal sub-factor is defined as the ability to constructively express our feelings, beliefs and opinions as well as the ability to stand up for our rights.

Independence. This intrapersonal sub-factor is defined as the ability to be self-reliant and free of emotional dependency on others. Independent people may consider other people's opinions before making decisions; however, they function autonomously in that they do not need protection and support from others.

Self-Actualization. This intrapersonal sub-factor is defined as the ability to set personal goals and the drive to achieve them in order to actualize our potential. Actualizing our potential involves developing enjoyable and meaningful activities and means an ongoing, dynamic process and an enthusiastic commitment to long-term goals.

2.6.3.2 Interpersonal

The second meta-factor of emotional-social intelligence comprises empathy, social responsibility and interpersonal relationship. This meta-factor is related to our ability to be aware of others' feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships. The

ability to perceive emotion and understand emotion in the Mayer-Salovey model is connected to the interpersonal meta-factor of the Bar-On Model. Social awareness and relationship management constructs in the Goleman model is also related to this meta-factor. However, these two models do not specifically refer to all of the following sub-factors in the Bar-On model.

Empathy. This interpersonal sub-factor is defined as the ability to be aware of and understand how others feel. Being empathetic means being able to 'emotionally read' other people, care about them and show concern for them.

Social Responsibility. This interpersonal sub-factor is defined as the ability to identify with our social group and cooperate with others. Social responsibility is the ability to act in a cooperative, contributing and constructive manner in our social group.

Interpersonal Relationship. This interpersonal sub-factor is defined as the ability to establish and maintain mutually satisfying relationships and relate well with others. Mutual satisfaction describes meaningful social interactions that are potentially rewarding and enjoyable for those involved.

2.6.3.3 Stress Management

The third meta-factor, which relates to emotional management and control and governs our ability to deal with emotions so that they work for us and not against us, comprises stress tolerance and impulse control. The ability to manage emotion in the Mayer-Salovey model is connected to the stress management meta-factor of the Bar-On Model. Relationship management construct in the Goleman model is also related to this meta-factor. However, these two models do not specifically refer to all of the following sub-factors in the Bar-On model.

Stress Tolerance. This stress management sub-factor is defined as the ability to effectively and constructively manage emotions. Stress tolerance is related to being able to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress.

Impulse Control. This stress management sub-factor is defined as the ability to effectively and constructively control emotions, which means being able to resist or delay an impulse, drive or temptation to act.

2.6.3.4 Adaptability

The fourth meta-factor of emotional-social intelligence comprises Reality Testing, Flexibility and Problem Solving as defined below. This meta-factor is connected with how we cope with and adapt to personal and interpersonal change as well as change in our immediate environment. Although the skills involved in this meta-factor could be related to the skills in the Mayer-Salovey model and the Goleman model, in these models, there is no specific reference to the ability to cope with and adapt to change.

Reality Testing. This adaptability sub-factor governs the ability to objectively validate our feelings and thinking with external reality, which involves a search for objective evidence to confirm, justify and support feelings, perceptions and thoughts.

Flexibility. This adaptability sub-factor represents the ability to adapt and adjust our feelings, thinking and behavior to unfamiliar, unpredictable and dynamic circumstances.

Problem Solving. This adaptability sub-factor governs the ability to effectively solve problems of a personal and interpersonal nature. It includes the ability to go through the following process: firstly, one senses a problem and feels confident as well as motivated to deal with it effectively; secondly he or she defines and formulates the problem as clearly as possible which necessitates gathering relevant information; thirdly, he or she generates as many solutions as possible; and finally, he or she implements one of the solutions after weighing the pros and cons of each possible solution and choosing the best course of action.

2.6.3.5 General Mood

This meta-factor of emotional-social intelligence comprises optimism and happiness and is closely associated with self-motivation. It determines our ability to enjoy ourselves, others and life in general, as well as influences our general outlook

on life and overall feeling of contentment. Although the skills involved in this meta-factor could be related to the skills in the Mayer-Salovey model and the Goleman model, in these models, there is no specific reference to the ability to have a positive attitude toward life or feel satisfied with ourselves and our lives.

Optimism. This general mood sub-factor is defined as the ability to maintain a positive and hopeful attitude toward life even in the face of adversity.

Happiness. This general mood sub-factor is defined as the ability to feel content with ourselves, others and life in general. It is the ability to feel satisfied with our life, enjoy others and have fun.

Foreign language learners are involved in a process, which is challenging not only cognitively but also emotionally. Language learners' thoughts and feelings about themselves, others as well as the language and the culture which they learn about are important factors in their learning process. This renders EFL teachers' job even more arduous. That is, teaching inevitably leads to a great deal of *emotional load* on the part of teachers. Besides, due to the complex nature of foreign language learning process, EFL teachers often find themselves putting even more strenuous effort to create a positive learning environment. The crucial role of motivation, low anxiety level, self-confidence as well as the complex interaction between the learner and the environment (e.g. the language, the culture and the people that the learner interacts with) require foreign language learners and teachers to be equipped with efficient emotional intelligence skills. Therefore, EFL teachers' understanding of the significance of teaching the main components of Bar-On EQ-i (i.e. intrapersonal EQ, interpersonal EQ, adaptability EQ, stress management EQ, and general mood EQ) is a pivotal step towards the teaching of these skills in EFL classes.

2.7 The Significance of the Emotional Intelligence Skills in the EFL Classroom

Foreign language learning involves not only cognitive and linguistic principles but also principles that are characterized by emotional involvement. Feelings about one's self, relationships in the learning environment and the emotional bond between language and culture all play a significant role in the process of language learning.

As Brown (2001) suggests, while human beings learn to use a foreign language, they also develop a new mode of thinking, feeling, and acting. Having to

develop a second identity could create a new language ego on the part of the learner leaving them with a sense of fragility, defensiveness and a raising of inhibitions. Since a person's belief in his or her ability to accomplish the task is at the heart of all learning, learners' self-confidence is an important factor in their eventual success in attaining the task.

Krashen and Terrel (1983) proposed that attitudinal variables such as motivation, self-esteem, and anxiety are related to success in foreign language learning. Krashen believes that optimal learning occurs with low anxiety and in learners with high confidence. He maintains that attitude is more important in language acquisition than aptitude. This follows his belief that we all have input filters to encourage low anxiety, which is called the affective filter hypothesis. The affective filter is likely to be raised when learners experience low motivation, little self-confidence and high anxiety; and, therefore, the intake of language input will be limited. Learners with high motivation, high self-confidence and low anxiety levels, on the other hand, have low filters allowing greater language input. Unless learners recognize their own ego fragility and sustain self-confidence, they will not be ready to take risks to try out their newly acquired language, to use it for meaningful purposes, to ask questions and to assert themselves.

Cummins (1981) asserted that proficiency in a foreign language requires a two-tiered model of skill acquisition: basic interpersonal skills and cognitive academic language proficiency. That is to say, while learning a foreign language, students need to interact with contexts, tasks, and texts that include complex interdisciplinary content. In order for language learners to be able to deal with this aspect of foreign language learning, they should be well equipped to be able to establish a positive relationship with the environment.

Brown (2001) states that successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to take risks in the language learning process, to attempt to produce and to interpret language that is a bit beyond their absolute certainty. Encouraging risk-taking is conducive to long-term retention and intrinsic motivation. In addition, considering the fact that language and culture are intricately intertwined, it can easily be asserted that when we learn a foreign language, we also learn a complex system of cultural customs, values, and ways of thinking, feeling, and acting (Brown, 2001).

As Gardner (1993) states, to fully understand the complexity of the language learning process, we should pay attention to internal mechanisms and social interpersonal interaction involved in this process. Since emotional intelligence not only serves as an internal mechanism but also interlocks with the external environment (Goleman, 2001), it should be integrated and the development of it should be fostered within EFL classes.

2.8 Recent Studies on the Relationship between EFL and EQ

Rouhani (2008) inquired into the impact of a cognitive-affective course, in which literary excerpts were used as reading materials, on emotional intelligence skills and foreign language anxiety. In this cognitive-affective reading-based course, literary excerpts were used not only as learning materials but also the basis for classroom activities such as group work, peer-led discussion and journal writings where the subjects had opportunities to empathize with the characters, events or settings in the literary excerpts, express their emotions and make use of emotional knowledge to solve problems. The results revealed that emotional intelligence skills and foreign language anxiety scores of the subjects in the experimental group changed more than those of the subjects in the control group. Whereas the score of emotional intelligence skills of the experimental group increased, the foreign language anxiety score of the same group decreased.

A study by Ghanizadeh and Moafian (2009) investigated the relationship between EFL teachers' EQ and their pedagogical success in language institutions. They also examined the relationship between their EQ and the year of teaching experience as well as their ages. For this purpose, they worked with 89 EFL teachers from different language schools in Mashhad, Iran. The teachers were asked to complete Bar-On's 'EQ-i' while the students who were taught by each teacher were given a questionnaire for them to evaluate teaching-related characteristics of their EFL teachers. Subsequent data analysis revealed that there is a significant relationship between the EQ of EFL teachers and how their students evaluate their teaching-related characteristics. Furthermore, significant correlations were found between EFL teachers' EQ and the year of teaching experience as well as their ages. Ghanizadeh and Moafian (2009) also examined whether there was a significant relationship between EFL teachers' EQ and their self-efficacy. They found out that there was a significant relationship between teachers' EQ and their self-efficacy.

Another study was carried out by Pishghadam (2009) investigating the role of emotional intelligence skills in foreign language learning. In his study, at the end of the academic year, 508 second-year college students were given Bar-On EQ-i. Then the relationship between the students' EQ-i scores and their academic records as well as their scores in four language skills was examined. When the relationship between the General Point Average (GPA), four language skills and emotional intelligence was examined, the total EQ and its subscales were found to be poor predictors of foreign language learning. However, Pishghadam (2009) found out that all subscales were significant predictors of GPA. Reading skills were found to be highly associated with stress management, adaptability and general mood competencies while intrapersonal, interpersonal, stress management and general mood competencies were significant predictors of how well students' listening skills were. Furthermore, a strong relationship was found between students' speaking skills and their intrapersonal, interpersonal, stress management and general mood competencies. The study also revealed that writing skills were highly associated with stress management competency.

CHAPTER III

METHOD OF DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.0. Presentation

This chapter provides information about the methodology of the research. First, an overall explanation of the design of the study is presented. Then, information about the participants is provided and the characteristics of the setting are explained briefly. Finally, information about the instruments used in the study, data collection and analysis procedures are provided.

3.1 Design of the Study

This study is designed to investigate the relationship between the tendencies of EFL teachers working at the School of Foreign Languages in Turkey to use emotional intelligence skills and their attitudes towards encouraging emotional learning in EFL classes. In order to achieve this aim, the quantitative data gathered through the Turkish adaptation of the Bar-On EQ-i (See Appendix A) (Acar, 2001) and the Attitude Questionnaire (See Appendix A) designed by the researcher are supported with the qualitative data obtained from the interviews with instructors.

Personal information such as participants' gender, age, workload and the type of the institution where they work was obtained through the Demographic Information Form (see Appendix A). Then, the tendencies of EFL instructors to use emotional intelligence skills were assessed through the Turkish adaptation of Bar-On Emotional Quotient Inventory (Acar, 2001), which is an 88 item self-report instrument based on the 5 meta-factors and 15 sub-factors of Bar-On EQ Model (Bar- On, 2007). Besides, both whether the EFL instructors teach emotional intelligence skills in their classes and whether they think these skills should be taught in EFL classes were assessed through the Attitude Questionnaire developed by the researcher in accordance with the 5 meta-factors and 15 sub-factors of the Bar-On EQ Model (Bar- On, 2007).

The questionnaires were piloted on 30 EFL instructors. In total, 140 EFL instructors participated in the quantitative data gathering process of the study. In

order to gain a deeper understanding of the quantitative data results and provide a more in-depth analysis of the issue, a semi-structured interview with 11 main questions was held with 10 English instructors (M=5, F=5) in Turkish. The participants for the interview were chosen from the group of 140 EFL instructors who participated in the quantitative data collection process. While choosing the representative group for the interview, participants' gender, age, and the type of the university where they work (i.e. whether it is a private or a state university) were considered. The data obtained from Likert scale items were evaluated through SPSS 17.0 and the results of the interview responses are evaluated via content analysis.

3.2   Research Questions

This study aims to answer the following research questions:

1.   Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills?

2.   Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes?

3. Do the classroom applications of the EFL instructors related to teaching emotional skills change according to:

a. gender?

b. age?

c. the type of the institution they work in?

d. weekly workload?

4. Do the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to:

a. gender?

b. age?

c. the type of the institution they work in?

d. weekly workload?

3.3   Hypotheses

The hypotheses related to this study are as follows:

1. There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills.

H_0. There is no significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills.

2. There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes.

H_0. There is no significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes.

3. The classroom applications of the EFL instructors related to teaching emotional skills change according to certain demographic features.

3.1. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their gender.

H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their gender.

3.2. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their age.

H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their age.

3.3. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and the type of the institution they work in.

H_0. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and the type of the institution they work in.

3.4. There is a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their weekly

workload.

H$_0$. There is not a significant relationship between the classroom applications of the EFL instructors related to teaching emotional skills and their weekly workload.

4. The beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to certain demographic features.

4.1. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender.

H$_0$. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender.

4.2. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age.

H$_0$. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age.

4.3. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in.

H$_0$. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in.

4.4. There is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their weekly workload.

H$_0$. There is not a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their weekly workload.

3.4   Participants

The participants of this study (N= 140) (105 =F, 35 =M) are EFL instructors working at the English preparatory schools at Atılım University (N=40), Başkent University (N=42), Boğaziçi University (N=33) and Erciyes University (N=25).

3.5   Setting

The research was carried out at the English preparatory schools at two private (i.e. Atılım University, Başkent University) and two state universities (i.e. Boğaziçi University, Erciyes University). All the participants in this study are EFL instructors who are from Turkey and whose native tongue is Turkish.

3.6   Data Collection Instruments

In this study, the data was collected through both quantitative and qualitative data gathering instruments. Three different instruments were employed to gather data to explore the research questions. First, participants filled in the Demographic Inventory (See Appendix A) and were given the Turkish adaptation of the Bar-On EQ-i (See Appendix A) (Acar, 2001) in order to assess their tendencies to use emotional intelligence skills. They also completed the Attitude Questionnaire (See Appendix A) designed by the researcher to look into EFL instructors' attitudes towards fostering emotional learning in EFL classes. After the administration of the questionnaires, eleven interview questions were developed to examine the data gathered from the quantitative data collection tools. Then, a semi-structured interview with a selected representative group was conducted in the light of these questions.

3.6.1 Quantitative Data

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

The Bar-on EQ-i is an 133 item self-report instrument developed in 1997 by Reuven Bar-On. The instrument assesses socially and emotionally intelligent behavior and gives an estimate of the individual's emotional intelligence, and is used for individuals aged sixteen and above (Bar-On, 2003).

There are five possible answers to each question scaled according to Likert type (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 instrument has five scales. The intrapersonal scale assesses self-awareness and self-expression. There are a total of 40 questions that assess self-regard, emotional self-awareness, assertiveness, independence and self-actualization subscales. The interpersonal scale measures social awareness and interpersonal relationships through empathy, social responsibility and interpersonal relationships subscales with 28 items. The stress management scale is composed of stress tolerance and impulse control subscales. Emotional management and regulation is measured in this scale through 18 items. The adaptability scale measures the change management of the individual with 26 items. Reality testing, flexibility and problem solving are in the subscales. The last scale is general mood which measures self-motivation. Optimism and happiness are the subscales that include a total of 17 questions.

The test-retest reliability of the Bar-On EQ-i was assessed for four months. The coefficients ranged between .78 and .92 and from .55 to .82 respectively (Bar-On, 1997).

Construct validity was assessed by correlating the test results with Sixteen Personality Factor Questionnaire (16 PF) (Bar-On, 1997). Coefficients of subtests and 16 PF ranged between .40 (Social Responsibility) to .60 (Assertivenes) (Bar-On, 1997). Convergent validity results show that the correlation between Bar-On EQ-i and self-reports and observer evaluations were .57 and .52 respectively (Bar-On, 1997). Divergent validity results showed that Bar-On EQ-i and intelligence tests correlated with a coefficient of .12 (Bar-On, 1997). Discriminant validity results displayed that Bar-On EQ-i can discriminate between clinical sample and control group by a coefficient of .90 (Bar-On, 1997).Validity studies suggest that Bar-On EQ-i predicts academic and occupational success (Bar-On, 1997).

The first adaptation of the Bar-On EQ-i to Turkish was done by Füsun Acar in her doctoral dissertation (2001). During the piloting study of this adaptation of the inventory, Acar (2001) removed 15 items from the 133 statements as they were not related to the sub-factors of the Bar-On EQ model and were in the inventory just to assess the tendency of the participants to fill in the questionnaire consistently. Besides, after 4 interviews with people who are knowledgeable about the EQ concept, some ambiguous items were detected and were removed from the inventory. Finally, an 87-item questionnaire including items related to the 5 meta-factors and 15 sub-factors of the Bar-On EQ Model was formed. An 88th item was added to the

questionnaire for participants to state whether they filled in the questionnaire honestly. There are five possible answers to each item scaled according to Likert (1.Strongly disagree, 2.Disagree, 3.Undecided, 4.Agree, 5.Strongly agree). The internal consistency of the total factors in the inventory was assessed through Cronbach Alpha Coefficiency to ensure the reliability (Alpha = .92,12). Then, alpha coefficients for the intrapersonal (Alpha = .83,73), interpersonal (Alpha = .77,87), adaptability (Alpha = .65,42), stress management (Alpha = .73,14) and general mood (Alpha = .75,06) sub-factors were measured.

After the content and statistical findings related to the inventory were examined by the researcher, Acar was contacted to receive information about the distribution of the sub-factors in the inventory. Since each item in the inventory refers to one of the 15 sub-factors (i.e. self-regard, emotional self-awareness, assertiveness, independence, self-actualization, empathy, social responsibility, interpersonal relationship, stress tolerance, impulse control, reality testing, flexibility, problem solving, optimism, happiness) of the 5 meta-factors (i.e. intrapersonal, interpersonal, stress management, adaptability, general mood) in Bar-On's EQ model, information related to which sub-group skill is assessed in each item was needed. The relevant information is given in the Table 3.1.

Table 3.1 The distribution of the sub-factors in the Turkish adaptation of the Bar-On EQ-i (Acar, 2001)

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

Table 3.1 (Continued)

	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
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

In the light of the information received about Acar's adaptation of Bar-On EQ-i, the researcher in this study piloted the inventory on 30 EFL instructors who work at the School of Foreıgn Languages at Boğaziçi University. It was found out that the inventory was highly reliable with .909 coefficiency. Since the Cronbach Alpha was reliable, the items were not reworded. In this study, this questionnaire is referred to as Questionnaire 1 (Q1).

3.6.1.2 The Attitude Questionnaire

An attitude questionnaire (see Appendix A) was designed by the researcher and used to collect quantitative data to answer the research questions on instructors' attitudes towards teaching emotional skills in EFL classes.

The questionnaire, which included 25 items and two scales, was prepared in accordance with the meta-factors and the sub-factors of the Bar-On EQ model. That is, like the first questionnaire employed in the study, each item refers to one of the 15 sub-factors of the 5 meta-factors in Bar-On's EQ model. In each item, a specific emotional intelligence skill was mentioned. In the first scale, the participants were asked to state if they teach or do not teach the given skill in their classes. In the second scale of the same questionnaire, they were asked whether they think the given skills should be taught or not in EFL classes. Table 3.2 displays the distribution of the sub-factors in the second questionnaire.

Table 3.2 The distribution of the meta-factors and sub-factors in the Attitude Questionnaire (Q2)

Bar-On EQ-i Meta-factors	Bar-On EQ-i Sub-factors	The related items in the Attitude Questionnaire:
Intrapersonal	Self-regard	6, 12, 21
	Emotional Self-awareness	1, 16, 24
	Assertiveness	8, 25, 11
	Independence	7, 19
	Self-actualization	20, 23
Interpersonal	Empathy	15
	Social Responsibility	2
	Interpersonal Relationship	10
Stress Management	Stress Tolerance	9
	Impulse Control	3
Adaptability	Reality Testing	22
	Flexibility	4
	Problem-solving	13, 17
General Mood	Optimism	5
	Happiness	14, 18

The piloting study showed that the Cronbach Alpha of the Attitude Questionnaire (see Appendix A) was highly reliable (0.905); however, factor analysis could not be carried out for this questionnaire. In an attempt to turn sub-factors in Bar-On's EQ Model (1997) into compact items in the second questionnaire, the researcher prepared 25 items for the Attitude Questionnaire. Therefore, some sub-factors such as empathy are represented by just one item in this questionnaire, which makes factor analysis inconvenient. More items for each sub-factor could have been included in the questionnaire, but in that case it would take at least one hour to complete the questionnaires, which would not be applicable.

In this study, this questionnaire is referred to as Questionnaire 2 (Q2). The first scale in the questionnaire, which looks into whether instructors teach the given

emotional intelligence skills, is referred to as Q2.1 and the second scale, which investigates whether instructors believe the given emotional intelligence skills is referred to as Q2.2.

3.6.2 Qualitative Data

3.6.2.1 Interview

In this study, in order to obtain more detailed information about EFL instructors' attitudes towards promoting emotional learning in their classes, a semi-structured interview was conducted with a selected representative group. The interview questions, which are in Turkish, were prepared by the researcher and 10 of the instructors who participated in the study were interviewed. The interview questions aimed at revealing how instructors feel, think and act about teaching emotional competencies in EFL classes and why they feel, think and act the way they do (see Appendix B).

The participants for the interview were chosen according to quota sampling in which the researcher determines a quota for each category of samples. In the current study, a semi-structured interview with 11 main questions was held with 10 English instructors (M=5, F=5) in Turkish. While choosing the representative group for the interview, participants' gender and the type of the university where they work (i.e. whether it is a private or a state university) were considered. Five EFL instructors (M=2, F=3) from state universities and five EFL instructors (M=2, F=3) from private universities were interviewed.

The participants were asked eleven questions, each related to their emotional-intelligence related classroom applications as well as their attitudes towards teaching emotional intelligence skills in EFL classes.

Each interview session took maximum 45 minutes. The interviews were recorded through digital sound recorders. The results were categorized and evaluated by using content analysis. A summary of the interview questions and their relationship with the research questions is given in Table 3.3.

Table 3.3   Interview Questions Related to the Research Questions

Research Questions	Interview Questions
RQ 1. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills?	**1.** Do you think there is a relationship between EFL instructors' tendencies to use emotional intelligence skills and their classroom applications in order to encourage emotional learning? Why?
RQ 2. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes?	**2.** Do you think there is a relationship between EFL instructors' tendencies to use emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes? Why?
RQ 1 and 2	**3.** Do you think there could be a discrepancy between the beliefs and the classroom applications of EFL instructors related to the teaching of emotional intelligence skills in EFL classes? Explain.

RQ 3. Do the classroom applications of the EFL instructors related to teaching emotional skills change according to:
    a. gender?
    b. age?
    c. the type of the institution where they work?
    d. weekly workload?
	4. Do you think the classroom applications of EFL instructors related to teaching emotional skills change according to gender? Why?
	5. Do you think the classroom applications of EFL instructors related to teaching emotional skills change according age? Why?
	6. Do you think the classroom applications of EFL instructors related to teaching emotional skills change according to the type of the institution where they work? Why?
	7. Do you think the classroom applications of EFL instructors related to teaching emotional skills change according to weekly workload? Why?

Table 3.3 (Continued)

RQ 4. Do the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to:
    a. gender?
    b. age?
    c. the type of the institution where they work?
    d. weekly workload?
	8. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to gender? Why?
	9. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to age? Why?
	10. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to the type of the institution where they work? Why?
	11. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to weekly workload? Why?

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0   Presentation

Analyses of the data conducted through the questionnaires and the interview questions are presented in this chapter. The quantitative data were analyzed through Statistical Package of Social Sciences (SPSS for Windows 17.0) and the qualitative data were analyzed using content analysis.

This study is designed to investigate the relationship between the tendency of EFL teachers working at the School of Foreign Languages in Turkey to use emotional intelligence skills and their attitudes towards encouraging emotional learning in EFL classes. During the quantitative data collection process, the participants filled in a demographic information form and two questionnaires (i.e. The Turkish Adaptation of Bar-On EQ-i and The Attitude Questionnaire). After the quantitative data was gathered, firstly, the descriptive analysis of the characteristics of the participants was done. Then, the reliability analyses were done for the two questionnaires through Cronbach Alpha calculation. Factor analysis was also carried out for The Turkish Adaptation of Bar-On EQ-i (Q1). Due to the inconveniencies mentioned in sections 1.7 and 3.5.1.2, factor analysis of the The Attitude Questionnaire (Q2) could not be done. After the reliability analyses for both questionnaires were completed, the correlation among the meta-factors and sub-factors in Q1 and the two scales in Q2 (i.e. Q2.1 and Q2.2) was assessed through the use of Pearson's correlation coefficient. Then, independent t-test was conducted to investigate the mean scores and the standard deviation of the meta-factors and sub-factors in the Q2.1 in relation to gender and the type of the university the participants work at. Next, a one-way ANOVA and Tukey's test analyses of variance were carried out to assess the relationship between the group meta-factors and sub-factors in the Q2.1 and the participants' age and workload. After the one-way ANOVA and Tukey's test analyses, another set of independent t-test was conducted to investigate

the mean scores and the standard deviation of the meta-factors and sub-factors in the Q2.2 in relation to gender and the type of the university the participants work at. Then a one-way ANOVA and Tukey's test analyses of variance were carried out to look into the relationship between the group meta-factors and sub-factors in the Q2.2 and the participants' age and workload.

In order to obtain more detailed information about EFL instructors' attitudes towards promoting emotional learning in their classes, a semi-structured interview with 11 questions was held with a selected representative group of 10 instructors. Each interview question aimed to gain a deeper understanding of EFL instructors' attitudes towards teaching emotional intelligence skills in EFL classes, thereby allowing for more reliable interpretations of the quantitative results of the study.

4.1 Descriptive Analysis Regarding the Characteristics of Participants

In order to obtain demographic information related to the sample, the participants in the study were asked to fill in the Demographic Information Form (See Appendix A) revealing their gender, age, workload and the university where they work. Descriptive statistics regarding the demographic features of the participants is revealed in the Figures 4.1-4.5.

As figure 4.1 displays, among the 140 participants, 30% (N=42) were from Başkent University, 28% (N=40) were from Atılım University, 24% (N=33) were from Boğaziçi University and 18% (N=25) were from Erciyes University.
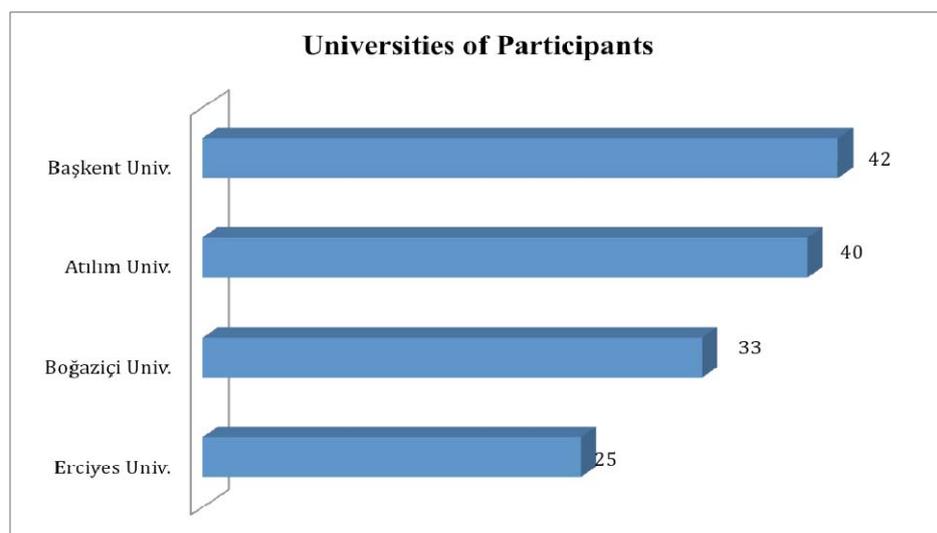
Figure 4.1 Universities of the instructors

Figure 4.2 demonstrates the gender distribution of the participants. 25% (N=35) of the 140 participants were males and 75% (N=105) of them were females.
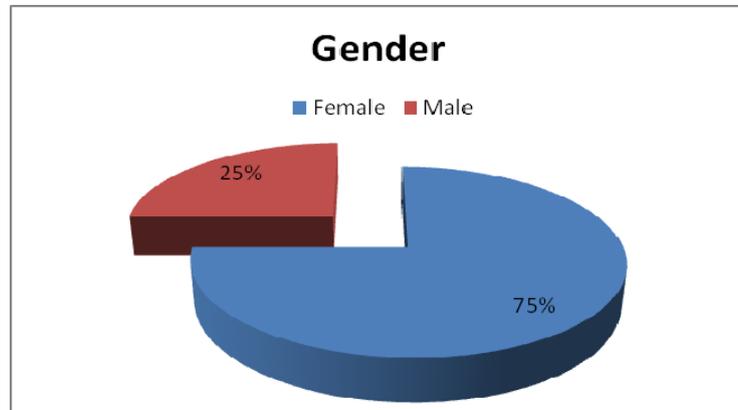
Figure 4.2 Gender distribution of the instructors

As Figure 4.3 shows, one third of the participants (%31) is within the 21-27 age group, one third (%37) of them is within the 28-34 age group, and the other one third (%32) is within the 35 and above group.
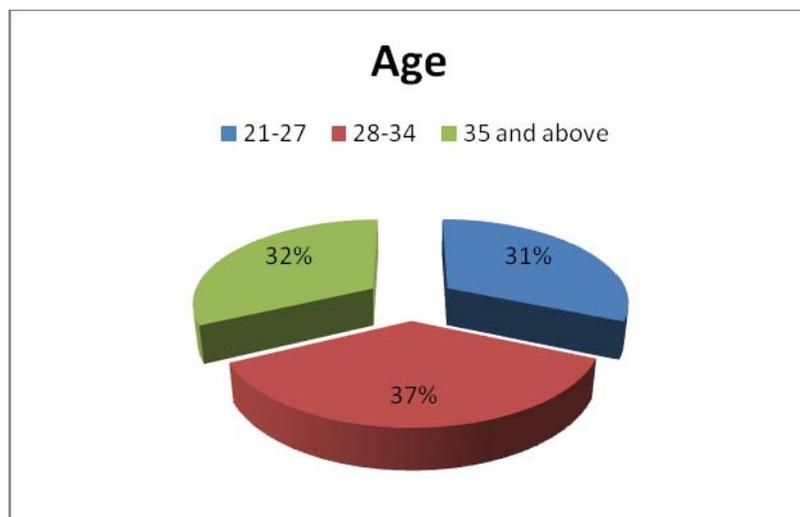
Figure 4.3 Age distribution of the instructors

As illustrated by Figure 4.4, 59% of the participants work at a private university while 41% of them work at a state university.
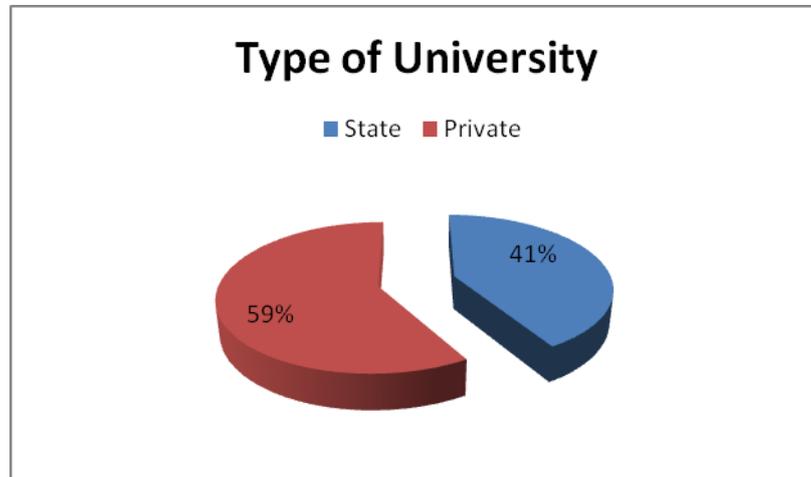
Figure 4.4 Type of university the instructors work at

Figure 4.5 demonstrates the instructors' weekly workload. 25% of the instructors have 15 or more hours of workload, 33% of them have 16-17 hours of workload and 42% of them 18 or more hours of workload.
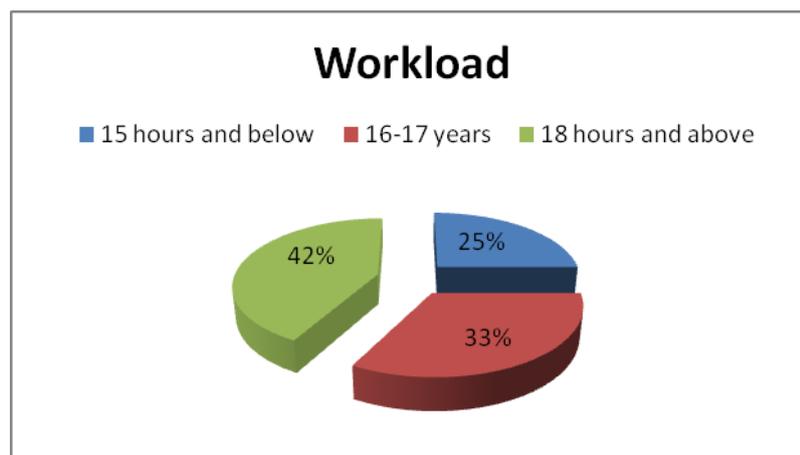
Figure 4.5 Weekly workload of the instructors

4.2 Reliability Statistics of Questionnaire Items

SPSS reliability analysis was conducted in order to check the reliability of the items in Q1 and Q2. It was discovered that the responses were reliable with coefficients of 0,930 for Q1 (0,855 for intrapersonal, 0,835 for interpersonal, 0,783 for stress management, 0,645 for adaptability and 0,833 for general mood) and 0,925 for Q2. As Cronbach's alpha values above 0,60 are considered reliable and those above 0,80 are considered highly reliable, the analysis demonstrates that Q1 and Q2 are highly reliable. The reliability analyses of Q1 and Q2 are presented below in Tables 4.1 and 4.2, respectively. Item-Total Statistics shows the contribution of a particular item to the total test. In the column of "Cronbach's Alpha if Item Deleted", the contribution of the item to the entire test is seen.

Table 4.1 Reliability Analysis for The Turkish Adaptation of Bar-On EQ-i (Q1)

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
a.1	338,5714	904,477	,272	,930
a.2	339,1786	891,946	,371	,929
a.3_R	339,8786	903,460	,172	,931
a.4	338,8429	899,040	,315	,929
a.5	338,7429	893,156	,559	,928
a.6_R	339,9143	901,129	,235	,930
a.7	338,9643	907,876	,167	,930
a.8	338,6643	894,886	,454	,929
a.9_R	339,2643	900,944	,216	,930
a.10	338,7500	896,923	,452	,929
a.11_R	338,8643	897,672	,311	,929
a.12_R	338,4571	908,754	,152	,930
a.13_R	340,0286	893,424	,298	,930
a.14	338,8643	892,492	,509	,929
a.15	338,5286	896,985	,432	,929
a.16_R	338,7714	891,343	,378	,929
a.17_R	338,6643	890,699	,508	,929
a.18	339,3929	906,283	,182	,930
a.19	338,5071	905,144	,297	,930
a.20	339,4000	902,961	,241	,930
a.21_R	338,7357	884,340	,548	,928
a.22_R	338,5214	903,244	,232	,930
a.23	338,7143	898,421	,401	,929

Table 4.1 (Continued)

a.24_R	339,7214	895,641	,310	,930
a.25	338,9071	900,502	,341	,929
a.26	338,7929	899,331	,374	,929
a.27	339,2857	892,536	,425	,929
a.28	338,2857	899,716	,491	,929
a.29_R	339,8929	903,981	,146	,931
a.30	338,4500	902,839	,286	,930
a.31	338,9357	893,874	,508	,929
a.32	338,5714	897,182	,481	,929
a.33	338,6000	898,573	,440	,929
a.34	338,3714	898,796	,494	,929
a.35_R	338,8429	894,695	,398	,929
a.36_R	339,2429	895,308	,297	,930
a.37_R	338,5571	886,076	,605	,928
a.38_R	338,9000	882,853	,582	,928
a.39_R	338,6857	886,893	,526	,928
a.40	338,8786	889,244	,501	,929
a.41_R	339,5000	900,612	,230	,930
a.42	338,8929	893,291	,398	,929
a.43	338,9500	900,206	,284	,930
a.44_R	338,5786	888,174	,567	,928
a.45	338,5571	905,587	,231	,930
a.46	338,3643	901,039	,417	,929
a.47_R	338,6714	899,388	,338	,929
a.48	338,3071	902,502	,410	,929
a.49	338,4500	903,141	,353	,929
a.50_R	340,2357	908,743	,108	,931
a.51_R	339,1786	899,846	,333	,929
a.52	339,7071	905,906	,152	,931
a.53	338,6571	896,011	,558	,929
a.54	338,9071	893,452	,537	,929
a.55	338,7571	884,430	,673	,928
a.56_R	339,1786	906,047	,162	,930
a.57	338,4857	898,597	,438	,929
a.58_R	339,2786	890,821	,348	,929
a.59_R	339,4571	908,250	,110	,931
a.60_R	339,8857	893,210	,349	,929
a.61	339,1857	890,325	,440	,929
a.62	338,9929	884,669	,529	,928
a.63	339,0357	888,322	,659	,928
a.64_R	339,1500	903,841	,290	,930
a.65_R	339,0857	890,467	,434	,929
a.66_R	339,4286	925,268	-,123	,933
a.67_R	338,3643	902,708	,373	,929
a.68	339,1429	882,656	,555	,928
a.69	338,8571	891,749	,534	,928
a.70_R	338,9929	901,446	,214	,930
a.71_R	339,7929	903,115	,200	,930
a.72	338,8143	892,411	,496	,929
a.73_R	338,8643	895,686	,404	,929
a.74	338,3286	907,014	,221	,930
a.75	339,4357	888,823	,511	,928

Table 4.1 (Continued)

a.76	338,9500	888,839	,572	,928
a.77_R	338,4571	899,343	,393	,929
a.78	338,7429	895,790	,425	,929
a.79_R	338,2500	903,628	,353	,929
a.80_R	339,5429	881,746	,493	,928
a.81	338,8571	897,001	,426	,929
a.82_R	339,0571	917,018	-,011	,931
a.83_R	338,4500	899,127	,330	,929
a.84	338,9429	891,838	,524	,929
a.85_R	338,8786	889,129	,455	,929
a.86_R	339,7357	892,656	,355	,929
a.87	338,8143	900,498	,399	,929
a.88	338,0357	907,215	,317	,930

Table 4.2 Reliability Analysis for the Attitude Questionnaire (Q2)

	Item-Total Statistics			
	Scale Mean if Item Deltd.	Scale Variance if Item Deltd.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deltd.
b.1.1	67,2500	37,800	,417	,925
b.2.1	67,0500	39,515	,426	,924
b.3.1	67,1714	37,755	,560	,922
b.4.1	67,2286	36,552	,654	,920
b.5.1	67,1786	37,414	,623	,921
b.6.1	67,2500	36,275	,685	,920
b.7.1	67,4214	36,591	,522	,923
b.8.1	67,1571	37,558	,564	,922
b.9.1	67,1429	38,253	,491	,923
b.10.1	67,1786	38,076	,481	,923
b.11.1	67,1500	38,157	,535	,922
b.12.1	67,2571	36,725	,644	,920
b.13.1	67,2286	36,883	,641	,921
b.14.1	67,2643	37,088	,550	,922
b.15.1	67,3286	36,841	,556	,922
b.16.1	67,4000	35,896	,650	,920
b.17.1	67,1071	37,938	,647	,921
b.18.1	67,2929	36,986	,550	,922
b.19.1	67,1714	37,582	,568	,922
b.20.1	67,0786	38,936	,449	,924
b.21.1	67,0786	38,533	,570	,922
b.22.1	67,3643	36,435	,629	,921
b.23.1	67,1214	38,942	,389	,924
b.24.1	67,3714	35,703	,690	,920
b.25.1	67,1000	38,681	,511	,923

As well as Cronbach's Alpha calculation, factor analysis was done for Q1. Factor analysis is concerned with whether the covariance's or correlations between a set of observed variables can be explained in terms of a smaller number of unobserved constructs. Table 4.3 displays the items loaded to the five meta-factors in Q1. According to the factor analysis results, items in Q1 had significant loadings and were grouped in accordance with the degree of loading. When an item loaded to two or more factors at the same time, the items were grouped in accordance with their content. To illustrate, the item a.28 loaded to Factor 1 with a degree of .658 and to Factor 5 with a degree of .489.

Table 4.3 Factor Analysis of The Turkish Adaptation of Bar-On EQ-I (Q1)

Rotated Component Matrixa						
item	Component					**Factor Names**
	1	2	3	4	5	
a.77_R	,632					**Interpersonal**
a.81	,656					
a.49	,689					
a.30	,682					
a.25	,526					
a.34	,708					
a.79_R	,615					
a.43	,330					
a.45	,350					
a.48	,650					
a.59_R	,463					
a.67_R	,312					
a.62	,676					
a.57	,579					
a.46	,620					
a.42	,258					
a.32	,663					
a.16_R	,648					
a.5		,629				**General Mood**
a.78		,670				
a.85_R		,369				
a.76		,545				
a.31		,461				
a.83_R		,339				
a.72		,710				
a.74		,228				
a.65_R		,579				
a.54		,504				
a.40		,330				
a.37_R		,673				

Table 4.3 (Continued)

a.82_R			-,489			**Adaptability**
a.56_R			-,321			
a.52			,562			
a.12_R			,263			
a.4			,408	,550		
a.71_R			,449			
a.61			,396			
a.58_R			,455			
a.50_R			,375			
a.18			,332			
a.51_R			,312			
a.33			,562			
a.23			,466			
a.1			,348			
a.87			,423			
a.63				,305		**Stress Management**
a.75				,464		
a.3_R				,358		
a.80_R				,435		
a.68				,419		
a.6_R				,368		
a.60_R				,314		
a.70_R				,406		
a.66_R				,454		
a.41_R				,468		
a.36_R				,565		
a.29_R				,655		
a.11_R				,444		
a.69					,320	**Intrapersonal**
a.55					,257	
a.44_R					,626	
a.26					,431	
a.14					,535	
a.10					,370	
a.53					,405	
a.2					,310	
a.13_R					,635	
a.8					,406	
a.38_R		,406			,318	
a.84					,328	
a.7					,740	
a.9_R					,418	
a.20					,706	
a.27					,669	
a.39_R					,330	
a.86					-,577	
a.73_R					,436	
a.64_R		,263			,227	
a.47_R					,321	
a.22_R		,349			,340	
a.24_R					,513	
a.35_R			,359		,378	
a.28	,658				,489	
a.15					,579	

Since the researcher attempted to turn the sub-factors in Bar-On's EQ Model (1997) into compact items in the second questionnaire, she prepared 25 items for Q2. Therefore, some sub-factors such as empathy are represented by just 1 item in this questionnaire, which makes factor analysis inconvenient for Q2.

4.3   Analyses of the Questionnaires

In this study, four main research questions were asked to investigate the relationship between the tendency of EFL instructors to use the emotional intelligence (EQ) skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes. The results will be presented in the same order with the research questions posed for the study.

4.3.1 Research Question 1

The first research question aims to look into the relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. For this purpose, the data obtained from Q1 and the first scale of Q2 (Q2.1) was analyzed.

In order to reveal whether there is a correlation between these two variables Pearson's correlation coefficient was calculated. Pearson's correlation coefficient estimates the correlation coefficient between two variables ignoring the effects of all other variables. The correlations could vary from -1.0 (a perfect negative relationship) to +1.0 (a perfect positive correlation). Table 4.4 displays the correlation between items in Q1 and Q2.1. According to the Pearson's correlation coefficient results, interpersonal meta-factor as well as empathy and flexibility sub-factors in Q1 and Q2.1 are correlated. That is to say, as the mean of each skill gets higher or lower in Q1, the mean of the same skill gets higher or lower in Q2.1, too.

Table 4.4 Correlation Between Meta&Sub-Factors in Q1 and the First Scale of Q2 (Q2.1)

Self Regard	Pearson Correlation	,064	Reality Testing	Pearson Correlation	-,090
	Sig. (2-tailed)	,452		Sig. (2-tailed)	,290
Emotional Self - awareness	Pearson Correlation	,090	**Flexibility**	Pearson Correlation	**,279**
	Sig. (2-tailed)	,291		Sig. (2-tailed)	,001
Assertiveness	Pearson Correlation	-,017	Problem Solving	Pearson Correlation	,094
	Sig. (2-tailed)	,845		Sig. (2-tailed)	,269
Independence	Pearson Correlation	,040	Optimism	Pearson Correlation	,082
	Sig. (2-tailed)	,636		Sig. (2-tailed)	,333
Self Actualization	Pearson Correlation	,044	Happiness	Pearson Correlation	-,037
	Sig. (2-tailed)	,606		Sig. (2-tailed)	,660
Empathy	Pearson Correlation	**,198**	Intrapersonal	Pearson Correlation	,110
	Sig. (2-tailed)	,019		Sig. (2-tailed)	,197
Social Responsibility	Pearson Correlation	,038	**Interpersonal**	Pearson Correlation	**,178**
	Sig. (2-tailed)	,655		Sig. (2-tailed)	,035
Interpersonal Relationship	Pearson Correlation	,053	Stress Management	Pearson Correlation	,018
	Sig. (2-tailed)	,536		Sig. (2-tailed)	,831
Stress Tolerance	Pearson Correlation	,026	Adaptability	Pearson Correlation	,129
	Sig. (2-tailed)	,762		Sig. (2-tailed)	,128
Impulse Control	Pearson Correlation	,042	General Mood	Pearson Correlation	,057
	Sig. (2-tailed)	,618		Sig. (2-tailed)	,507

4.3.2 Research Question 2

The second research question investigates the relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes. For this purpose, the data obtained from Q1 and the second scale of Q2 (Q2.2) was analyzed. Table 4.5 displays the correlation between items in Q1 and Q2.2.

Table 4.5 Correlation Between Meta & Sub-Factors in Q1 and the Second Scale of Q2 (Q2.2)

Self Regard	Pearson Correlation	**,220**	Reality Testing	Pearson Correlation	-,071
	Sig. (2-tailed)	,009		Sig. (2-tailed)	,406
Emotional Self-awareness	Pearson Correlation	**,218**	**Flexibility**	Pearson Correlation	**,238**
	Sig. (2-tailed)	,010		Sig. (2-tailed)	,005
Assertiveness	Pearson Correlation	**,203**	Problem Solving	Pearson Correlation	,145
	Sig. (2-tailed)	,016		Sig. (2-tailed)	,087
Independence	Pearson Correlation	,231	**Optimism**	Pearson Correlation	**,206**
	Sig. (2-tailed)	,006		Sig. (2-tailed)	,014
Self Actualization	Pearson Correlation	**,219**	Happiness	Pearson Correlation	,128
	Sig. (2-tailed)	,009		Sig. (2-tailed)	,132
Empathy	Pearson Correlation	,143	**Intrapersonal**	Pearson Correlation	**,343**
	Sig. (2-tailed)	,093		Sig. (2-tailed)	,000
Social Responsibility	Pearson Correlation	,100	**Interpersonal**	Pearson Correlation	**,192**
	Sig. (2-tailed)	,240		Sig. (2-tailed)	,023
Interpersonal Relationship	Pearson Correlation	,130	Stress Management	Pearson Correlation	,101
	Sig. (2-tailed)	,127		Sig. (2-tailed)	,234
Stress Tolerance	Pearson Correlation	,054	**Adaptability**	Pearson Correlation	**,237**
	Sig. (2-tailed)	,528		Sig. (2-tailed)	,005
Impulse Control	Pearson Correlation	,112	**General Mood**	Pearson Correlation	**,247**
	Sig. (2-tailed)	,189		Sig. (2-tailed)	,003

According to the Pearson's correlation coefficient results, intrapersonal, interpersonal, adaptability and general mood meta-factors as well as self-regard, emotional self-awareness, assertiveness, independence, self-actualization, flexibility and optimism sub-factors in Q1 and Q2.2 are correlated. That is to say, as the mean

of each skill gets higher or lower in Q1, the mean of the same skill gets higher or lower in Q2.2, too.

As the final step of correlational analysis, the analysis of the mean scores of meta-factors and sub-factors in Q1, Q2.1 and Q2.2 were compared as displayed in Table 4.6. This final correlational analysis revealed an outstanding finding since the means of the meta-factors and sub-factors in Q2.1 is always lower than those in Q1 and Q2.2. That is, for all meta-groups and sub-groups of Bar-On EQ model, there is a discrepancy between EFL instructors' tendency to use EI skills and their classroom applications related to the teaching of these skills. There is also a discrepancy between their beliefs related to the teaching of EI skills and their classroom applications.

Table 4.6 Mean Scores of Meta-factors and Sub-Factors in Q1, Q2.1 and Q2.2

	N	Q1	Q2/1	Q2/2
Self Regard	140	4,0762	2,762	4,698
Emotional Self-awareness	140	3,7810	1,690	4,456
Assertiveness	140	3,6202	3,357	4,798
Independence	140	3,8571	2,339	4,530
Self Actualization	140	4,2488	3,625	4,857
Empathy	140	4,2186	2,071	4,476
Social Responsibility	140	4,1940	4,179	4,940
Interpersonal Relationship	140	4,2082	2,821	4,726
Stress Tolerance	140	3,2949	2,929	4,786
Impulse Control	140	3,5226	3,250	4,738
Reality Testing	140	3,7943	1,500	4,417
Flexibility	140	3,2657	2,714	4,643
Problem Solving	140	4,0671	2,875	4,744
Optimism	140	3,9929	3,286	4,726
Happiness	140	4,1255	2,321	4,560
Intrapersonal	140	3,9167	2,755	4,668
Interpersonal	140	4,2069	3,024	4,714
Stress Management	140	3,4088	3,089	4,762
Adaptabilty	140	3,7090	2,363	4,601
General Mood	140	4,0592	2,804	4,643

4.3.3　Research Question 3

The third research question investigates whether the classroom applications of the EFL instructors related to teaching emotional skills change according to their gender, age, weekly workload and the type of the institution where they work. For this purpose, the data obtained from Q2.1 and the demographic information form was analyzed.

In order to examine the relationship between the classroom applications of the EFL instructors related to teaching emotional skills and each given variable, independent t-test was conducted. Interpretation of the independent t-test table is a two-stage process. First, the homogeneity of the variance between the two groups using *Levene's Test for Equality of Variances* is examined. If the 'Sig.' (p-values) is greater than .05, it is possible to test the hypothesis using the t-test row of results labeled *Equal variances assumed.* In the tables below, E.V.A stands for "Equal variance assumed" while E.V.N.A stands for "Equal variance is not assumed".

Table 4.7 presents the means and standard deviations of the meta-factor and the sub-factor scores in Q2.1 according to gender.

Table 4.7 Descriptive Statistics of Meta-factors and Sub-factors of Q2.1 According to Gender

	Gender	N	Mean	Std. Deviation			N	Mean	Std. Deviation
					Group Statistics				
Intrapersonal	Female	105	2,7905	1,34907	Empathy	Female	105	2,0952	2,47885
	Male	35	2,6476	1,53487		Male	35	2,0000	2,48525
Interpersonal	Female	105	3,1111	1,66773	Social Responsibility	Female	105	4,3333	1,70783
	Male	35	2,7619	1,97794		Male	35	3,7143	2,21720
Stress Management	Female	105	3,2619	1,87095	Interpersonal Relationship	Female	105	2,9048	2,47885
	Male	35	2,5714	1,96343		Male	35	2,5714	2,53546
Adaptability	Female	105	2,4206	1,63644	Stress Tolerance	Female	105	3,0000	2,46124
	Male	35	2,1905	1,84229		Male	35	2,7143	2,52716
General Mood	Female	105	2,8333	2,02350	Impulse Control	Female	105	3,5238	2,29169
	Male	35	2,7143	2,08914		Male	35	2,4286	2,53546
Self Regard	Female	105	2,7619	1,78773	Reality Testing	Female	105	1,4762	2,29169
	Male	35	2,7619	1,71226		Male	35	1,5714	2,35504
Emotional Self-awareness	Female	105	1,6984	1,75991	Flexibility	Female	105	2,8095	2,49266
	Male	35	1,6667	1,98030		Male	35	2,4286	2,53546
Assertiveness	Female	105	3,4444	1,63865	Problem Solving	Female	105	2,9762	2,05382
	Male	35	3,0952	1,90213		Male	35	2,5714	2,05492
Independence	Female	105	2,4286	1,84941	Optimism	Female	105	3,2857	2,38470
	Male	35	2,0714	1,96343		Male	35	3,2857	2,40797
Self Actualization	Female	105	3,6190	1,89828	Happiness	Female	105	2,3810	2,20306
	Male	35	3,6429	1,85334		Male	35	2,1429	2,19817

In order to reveal whether the differences in the means of the factors are significant, independent t-test was employed. Table 4.8 displays the independent t-test results according to gender. When the Sig (2-tailed) values are smaller than the specified alpha value of .05, we can conclude that there is a significant difference between two groups. Therefore, it can be claimed that there is a significant difference between men and women in impulse control sub-factor. Females' mean score (3.52) is higher than males' (2,42).

Table 4.8 Independent -T test for Meta-factors and Sub-factors of Q2.1 According to Gender

		F	Sig.	Sig. (2-Tailed)			F	Sig.	Sig. (2-Tailed)
Intrapersonal	E.V.A	2,756	,099	,601	Empathy	E.V.A	,171	,680	,844
	E.V.N.A			,625		E.V.N.A			,845
Interpersonal	E.V.A	3,966	,048	,308	Social Responsibility	E.V.A	10,185	,002	,088
	E.V.N.A			,352		E.V.N.A			,138
Stress Management	E.V.A	,478	,491	,064	Interpersonal Relationship	E.V.A	,863	,355	,494
	E.V.N.A			,074		E.V.N.A			,501
Adaptability	E.V.A	1,642	,202	,486	Stress Tolerance	E.V.A	,901	,344	,556
	E.V.N.A			,514		E.V.N.A			,562
General Mood	E.V.A	,083	,774	,765	Impulse Control	E.V.A	6,871	,010	,019
	E.V.N.A			,770		E.V.N.A			,028
Self Regard	E.V.A	,229	,633	1,000	Reality Testing	E.V.A	,170	,680	,833
	E.V.N.A			1,000		E.V.N.A			,836
Emotional Self-awareness	E.V.A	1,270	,262	,929	Flexibility	E.V.A	,473	,493	,437
	E.V.N.A			,933		E.V.N.A			,443
Assertiveness	E.V.A	5,048	,026	,297	Problem Solving	E.V.A	,553	,458	,314
	E.V.N.A			,335		E.V.N.A			,317
Independence	E.V.A	1,395	,240	,332	Optimism	E.V.A	,000	1,000	1,000
	E.V.N.A			,349		E.V.N.A			1,000
Self Actualization	E.V.A	,108	,743	,949	Happiness	E.V.A	,002	,963	,580
	E.V.N.A			,948		E.V.N.A			,581

The second variable in research question 3 was age. Table 4.9 presents the means and standard deviations of the meta-factor and the sub-factor scores according to age groups.

Table 4.9 Descriptive Statistics of Q2.1 According to Age Groups

				DESCRIPTIVES					
		N	MEAN	STD. DEVIATION			N	MEAN	STD. DEVIATION
Intrapersonal	21-27	44	2,6439	1,34087	Empathy	21-27	44	2,0455	2,48675
	28-34	51	2,7255	1,46433		28-34	51	2,0588	2,48525
	35 and above	45	2,8963	1,38092		35 and above	45	2,1111	2,49747
	TOTAL	140	2,7548	1,39349		TOTAL	140	2,0714	2,47184
Interpersonal	21-27	44	3,0682	1,79517	Social Responsibility	21-27	44	4,0909	1,95077
	28-34	51	3,0065	1,73268		28-34	51	4,3137	1,73770
	35 and above	45	3,0000	1,76240		35 and above	45	4,1111	1,93323
	TOTAL	140	3,0238	1,74957		TOTAL	140	4,1786	1,85933
Stress Management	21-27	44	3,1818	1,89581	Interpersonal Relationship	21-27	44	3,0682	2,46272
	28-34	51	3,0392	1,82440		28-34	51	2,6471	2,52050
	35 and above	45	3,0556	2,05665		35 and above	45	2,7778	2,51259
	TOTAL	140	3,0893	1,91103		TOTAL	140	2,8214	2,48815
Adaptability	21-27	44	2,4053	1,65905	Stress Tolerance	21-27	44	3,0682	2,46272
	28-34	51	2,3039	1,69631		28-34	51	3,0392	2,46545
	35 and above	45	2,3889	1,73715		35 and above	45	2,6667	2,52262
	TOTAL	140	2,3631	1,68637		TOTAL	140	2,9286	2,47184
General Mood	21-27	44	2,5568	2,03449	Impulse Control	21-27	44	3,2955	2,39747
	28-34	51	2,7451	2,03131		28-34	51	3,0392	2,46545
	35 and above	45	3,1111	2,04047		35 and above	45	3,4444	2,34090
	TOTAL	140	2,8036	2,03317		TOTAL	140	3,2500	2,39341
Self Regard	21-27	44	2,6515	1,84399	Reality Testing	21-27	44	1,5909	2,35578
	28-34	51	2,7124	1,76260		28-34	51	1,7647	2,41320
	35 and above	45	2,9259	1,70988		35 and above	45	1,1111	2,10219
	TOTAL	140	2,7619	1,76306		TOTAL	140	1,5000	2,29952
Emotional Self-awareness	21-27	44	1,5152	1,75422	Flexibility	21-27	44	2,6136	2,52629
	28-34	51	1,8627	1,90459		28-34	51	2,5490	2,52439
	35 and above	45	1,6667	1,77667		35 and above	45	3,0000	2,47717
	TOTAL	140	1,6905	1,81020		TOTAL	140	2,7143	2,49974
Assertiveness	21-27	44	3,3712	1,66623	Problem Solving	21-27	44	3,0114	1,91229
	28-34	51	3,1699	1,74021		28-34	51	2,5980	2,17720
	35 and above	45	3,5556	1,72621		35 and above	45	3,0556	2,05665
	TOTAL	140	3,3571	1,70795		TOTAL	140	2,8750	2,05423

Table 4.9 (Continued)

Independence	21-27	44	2,3295	1,89842	Optimism	21-27	44	3,0682	2,46272
	28-34	51	2,1569	1,93776		28-34	51	3,1373	2,44147
	35 and above	45	2,5556	1,80662		35 and above	45	3,6667	2,23607
	TOTAL	140	2,3393	1,87780		TOTAL	140	3,2857	2,38184
Self Actualization	21-27	44	3,3523	2,01327	Happiness	21-27	44	2,0455	2,17496
	28-34	51	3,7255	1,82842		28-34	51	2,3529	2,14545
	35 and above	45	3,7778	1,81708		35 and above	45	2,5556	2,29184
	TOTAL	140	3,6250	1,88054		TOTAL	140	2,3214	2,19636

A one-way Anova analysis was conducted to evaluate the relationship between EFL instructors' classroom applications related to encouraging emotional learning and their age groups. The one-way Anova results in Table 4.10 show that there is no significant relationship between the factor scores and the participants' age groups.

Table 4.10. One-Way Anova for Meta-factors and Sub-factor Scores of Q2.1 and Age Groups

	Anova					
	F	Sig.		F	Sig.	
Intrapersonal	,379	,685	Empathy	,009	,991	
Interpersonal	,021	,980	Social Responsibility	,211	,810	
Stress Management	,075	,928	Interpersonal Relationship	,345	,709	
Adaptability	,050	,951	Stress Tolerance	,370	,691	
General Mood	,858	,426	Impulse Control	,351	,705	
Self Regard	,298	,743	Reality Testing	1,016	,365	
Emotional Self-awareness	,438	,646	Flexibility	,437	,647	
Assertiveness	,608	,546	Problem Solving	,731	,483	
Independence	,536	,586	Optimism	,856	,427	
Self Actualization	,681	,508	Happiness	,605	,548	

Table 4.11 presents the means and standard deviations of the meta-factor and the sub-factor scores according to the type of the university where participants work. In order to reveal whether the differences in the means of the factors are significant, independent t-test was conducted.

Table 4.11. Descriptive Statistics of Meta-factors and Sub-factors of Q2.1 According to Type of University

	Type Of University	N	Mean	Std. Deviation			N	Mean	Std. Deviation
Group Statistics									
Intrapersonal	State	58	3,1494	1,22303	Empathy	State	58	2,1552	2,49773
	Private	82	2,4756	1,44542		Private	82	2,0122	2,46704
Interpersonal	State	58	3,2759	1,65096	Social Responsibility	State	58	4,3966	1,64306
	Private	82	2,8455	1,80473		Private	82	4,0244	1,99367
Stress Management	State	58	3,2759	1,94254	Interpersonal Relationship	State	58	3,2759	2,39732
	Private	82	2,9573	1,88922		Private	82	2,5000	2,51538
Adaptability	State	58	2,7874	1,58077	Stress Tolerance	State	58	3,0172	2,46727
	Private	82	2,0630	1,70343		Private	82	2,8659	2,48830
General Mood	State	58	3,1681	1,94800	Impulse Control	State	58	3,5345	2,29580
	Private	82	2,5457	2,06422		Private	82	3,0488	2,45403
Self Regard	State	58	3,2184	1,61807	Reality Testing	State	58	1,8103	2,42398
	Private	82	2,4390	1,79916		Private	82	1,2805	2,19581
Emotional Self-awareness	State	58	1,8391	1,94189	Flexibility	State	58	3,2759	2,39732
	Private	82	1,5854	1,71539		Private	82	2,3171	2,50864
Assertiveness	State	58	3,8793	1,33873	Problem Solving	State	58	3,2759	1,94254
	Private	82	2,9878	1,84699		Private	82	2,5915	2,09516
Independence	State	58	2,8017	1,81838	Optimism	State	58	3,7069	2,20851
	Private	82	2,0122	1,86086		Private	82	2,9878	2,46704
Self Actualization	State	58	4,0086	1,74841	Happiness	State	58	2,6293	2,16746
	Private	82	3,3537	1,93328		Private	82	2,1037	2,20373

Table 4.12 displays the independent t-test results according to the type of the university participants work at. The independent t-test results revealed that intrapersonal, adaptability, self-regard, assertiveness, independence, self-actualization, flexibility and problem solving are factors that change according to the type of university and that state universities' mean scores are higher than private universities'. That is, the tendency of EFL instructors working at state universities to teach EI skills related to intrapersonal, adaptability, self-regard, assertiveness, independence, self-actualization, flexibility and problem solving is higher than those of EFL instructors working at private universities.

Table 4.12. Independent-T test for Meta-factor and Sub-factor Scores of Q2.1 and Type of University

		F	Sig.	Sig. (2-tailed)			F	Sig.	Sig. (2-tailed)
Intrapersonal	E.V.A	2,013	,158	**,004**	Empathy	E.V.A	,416	,520	,737
	E.V.N.A			,003		E.V.N.A			,738
Interpersonal	E.V.A	2,771	,098	,152	Social Responsibility	E.V.A	5,838	,017	,245
	E.V.N.A			,146		E.V.N.A			,229
Stress Management	E.V.A	,641	,425	,333	Interpersonal Relationship	E.V.A	8,615	,004	,069
	E.V.N.A			,336		E.V.N.A			,067
Adaptability	E.V.A	1,651	,201	**,012**	Stress Tolerance	E.V.A	,524	,470	,723
	E.V.N.A			,011		E.V.N.A			,722
General Mood	E.V.A	,589	,444	,074	Impulse Control	E.V.A	5,918	,016	,238
	E.V.N.A			,072		E.V.N.A			,233
Self Regard	E.V.A	2,297	,132	**,009**	Reality Testing	E.V.A	6,482	,012	,180
	E.V.N.A			,008		E.V.N.A			,188
Emotional Self-awareness	E.V.A	3,755	,055	,416	Flexibility	E.V.A	7,072	,009	,025
	E.V.N.A			,426		E.V.N.A			**,024**
Assertiveness	E.V.A	11,271	,001	,002	Problem Solving	E.V.A	,048	,827	**,052**
	E.V.N.A			**,001**		E.V.N.A			,049
Independence	E.V.A	,543	,462	**,014**	Optimism	E.V.A	13,331	,000	,078
	E.V.N.A			,013		E.V.N.A			,073
Self Actualization	E.V.A	3,511	,063	**,042**	Happiness	E.V.A	,536	,465	,164
	E.V.N.A			,039		E.V.N.A			,163

Table 4.13 presents the means and standard deviations of the meta-factor and the sub-factor scores according to the participants' weekly workload. A one-way Anova analysis was also conducted to evaluate the relationship between EFL instructors' classroom applications related to encouraging emotional learning and their workload.

Table 4.13 Descriptive Statistics of Q2.1 According to Workload

Descriptives				
		N	Mean	Std. Dev.
Intrapersonal	15 and below	35	2,7524	1,31567
	16-17	46	2,3587	1,43069
	18 and above	59	3,0650	1,35224
	Total	140	2,7548	1,39349
Interpersonal	15 and below	35	3,0476	1,69031
	16-17	46	2,5725	1,94703
	18 and above	59	3,3616	1,56260
	Total	140	3,0238	1,74957
Stress Management	15 and below	35	2,9286	1,96343
	16-17	46	2,7717	1,76606
	18 and above	59	3,4322	1,96402
	Total	140	3,0893	1,91103
Adaptability	15 and below	35	2,2381	1,63913
	16-17	46	2,0109	1,64407
	18 and above	59	2,7119	1,70637
	Total	140	2,3631	1,68637
General Mood	15 and below	35	2,6786	2,25128
	16-17	46	2,2283	2,02267
	18 and above	59	3,3263	1,79214
	Total	140	2,8036	2,03317
Self Regard	15 and below	35	2,8095	1,75135
	16-17	46	2,1377	1,67269
	18 and above	59	3,2203	1,71941
	Total	140	2,7619	1,76306
Emotional Self-awareness	15 and below	35	1,2381	1,73124
	16-17	46	1,4855	1,65657
	18 and above	59	2,1186	1,90358
	Total	140	1,6905	1,81020
Assertiveness	15 and below	35	3,7143	1,46225
	16-17	46	2,8986	1,90629
	18 and above	59	3,5028	1,62873
	Total	140	3,3571	1,70795

Table 4.13 (Continued)

Independence	15 and below	35	2,2857	1,95270
	16-17	46	2,0109	1,87228
	18 and above	59	2,6271	1,82321
	Total	140	2,3393	1,87780
Self Actualization	15 and below	35	3,7143	1,85617
	16-17	46	3,2609	1,89074
	18 and above	59	3,8559	1,87555
	Total	140	3,6250	1,88054
Empathy	15 and below	35	2,0000	2,48525
	16-17	46	1,8478	2,44010
	18 and above	59	2,2881	2,51239
	Total	140	2,0714	2,47184
Social Responsibility	15 and below	35	4,1429	1,91193
	16-17	46	3,6957	2,21981
	18 and above	59	4,5763	1,40447
	Total	140	4,1786	1,85933
Interpersonal Relationship	15 and below	35	3,0000	2,48525
	16-17	46	2,1739	2,50603
	18 and above	59	3,2203	2,41452
	Total	140	2,8214	2,48815
Stress Tolerance	15 and below	35	2,7143	2,52716
	16-17	46	2,7174	2,51805
	18 and above	59	3,2203	2,41452
	Total	140	2,9286	2,47184
Impulse Control	15 and below	35	3,1429	2,45120
	16-17	46	2,8261	2,50603
	18 and above	59	3,6441	2,24194
	Total	140	3,2500	2,39341
Reality Testing	15 and below	35	1,2857	2,21720
	16-17	46	1,0870	2,08514
	18 and above	59	1,9492	2,45949
	Total	140	1,5000	2,29952
Flexibility	15 and below	35	2,8571	2,51048
	16-17	46	2,3913	2,52523
	18 and above	59	2,8814	2,49195
	Total	140	2,7143	2,49974

Table 4.13 (Continued)

Problem Solving	15 and below	35	2,5714	2,05492
	16-17	46	2,5543	2,07426
	18 and above	59	3,3051	1,99356
	Total	140	2,8750	2,05423
Optimism	15 and below	35	3,0000	2,48525
	16-17	46	2,9348	2,48911
	18 and above	59	3,7288	2,19585
	Total	140	3,2857	2,38184
Happiness	15 and below	35	2,3571	2,26408
	16-17	46	1,5217	2,07353
	18 and above	59	2,9237	2,08404
	Total	140	2,3214	2,19636

Table 4.14 displays the one-way Anova results according to the participants' weekly workload. The results show that happiness scores change according to workload groups since the sig value is 0,004.

Table 4.14 One-Way Anova for Q2.1 and Workload

Anova					
	F	Sig.		F	Sig.
Intrapersonal	3,436	,035	Empathy	,426	,654
Interpersonal	2,698	,071	Social Responsibility	2,991	,054
Stress Management	1,727	,182	Interpersonal Relationship	2,456	,090
Adaptability	2,409	,094	Stress Tolerance	,707	,495
General Mood	4,025	**,020**	Impulse Control	1,569	,212
Self Regard	5,185	**,007**	Reality Testing	2,050	,133
Emotional Self-awareness	3,131	**,047**	Flexibility	,569	,567
Assertiveness	2,703	,071	Problem Solving	2,277	,106
Independence	1,419	,245	Optimism	1,792	,170
Self Actualization	1,354	,262	Happiness	5,623	**,004**

Tukey's test was conducted to reveal between which workload groups there is a significant difference in terms of teaching happiness-related EI skills in EFL classes.

Table 4.15 shows that the tendency of EFL instructors whose workload is above 18 hours to teach happiness skills is higher than instructors whose workload is below 15 hours or who have 16-17 hours of workload.

Table 4.15 Tukey's Test for Meta/Sub Factor Scores of Questionnaire 2.1 and Workload

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) d10_r	(J) d10_r	Sig.	Dependent Variable	(I) d10_r	(J) d10_r	Sig.	Dependent Variable	(I) d10_r	(J) d10_r	Sig.
Intrapersonal	15 and below	16-17	,408	Assertiveness	15 and below	16-17	,083	Impulse Control	15 and below	16-17	,824
		18 and above	,534			18 and above	,827			18 and above	,587
	16-17	15 and below	,408		16-17	15 and below	,083		16-17	15 and below	,824
		18 and above	,026			18 and above	,167			18 and above	,192
	18 and above	15 and below	,534		18 and above	15 and below	,827		18 and above	15 and below	,587
		16-17	,026			16-17	,167			16-17	,192
Interpersonal	15 and below	16-17	,440	Independence	15 and below	16-17	,790	Reality Testing	15 and below	16-17	,920
		18 and above	,672			18 and above	,670			18 and above	,364
	16-17	15 and below	,440		16-17	15 and below	,790		16-17	15 and below	,920
		18 and above	,056			18 and above	,219			18 and above	,137
	18 and above	15 and below	,672		18 and above	15 and below	,670		18 and above	15 and below	,364
		16-17	,056			16-17	,219			16-17	,137
Stress Management	15 and below	16-17	,928	Self Actualization	15 and below	16-17	,530	Flexibility	15 and below	16-17	,686
		18 and above	,431			18 and above	,933			18 and above	,999
	16-17	15 and below	,928		16-17	15 and below	,530		16-17	15 and below	,686
		18 and above	,185			18 and above	,244			18 and above	,582
	18 and above	15 and below	,431		18 and above	15 and below	,933		18 and above	15 and below	,999
		16-17	,185			16-17	,244			16-17	,582
Adaptability	15 and below	16-17	,817	Emphaty	15 and below	16-17	,960	Problem Solving	15 and below	16-17	,999
		18 and above	,381			18 and above	,850			18 and above	,213
	16-17	15 and below	,817		16-17	15 and below	,960		16-17	15 and below	,999
		18 and above	,087			18 and above	,640			18 and above	,150
	18 and above	15 and below	,381		18 and above	15 and below	,850		18 and above	15 and below	,213
		16-17	,087			16-17	,640			16-17	,150

Table 4.15 (Continued)

General Mood	15 and below	16-17	,573	Social Responsibility	15 and below	16-17	,523	Optimism	15 and below	16-17	,992
		18 and above	,282			18 and above	,511			18 and above	,322
	16-17	15 and below	,573		16-17	15 and below	,523		16-17	15 and below	,992
		18 and above	,016			18 and above	,042			18 and above	,207
	18 and above	15 and below	,282		18 and above	15 and below	,511		18 and above	15 and below	,322
		16-17 years	,016			16-17	,042			16-17	,207
Self Regard	15 and below	16-17	,191	Interpersonal Relationship	15 and below	16-17	,296	Happiness	15 and below	16-17	,190
		18 and above	,501			18 and above	,908			18 and above	,427
	16-17	15 and below	,191		16-17	15 and below	,296		16-17	15 and below	,190
		18 and above	,005			18 and above	,082			18 and above	,003
	18 and above	15 and below	,501		18 and above	15 and below	,908		18 and above	15 and below	,427
		16-17 years	,005			16-17 years	,082			16-17	,003
Emotional Self-awareness	15 and below	16-17	,810	Stress Tolerance	15 and below	16-17	1,000				
		18 and above	,057			18 and above	,605				
	16-17	15 and below	,810		16-17	15 and below	1,000				
		18 and above	,172			18 and above	,558				
	18 and above	15 and below	,057		18 and above	15 and below	,605				
		16-17 years	,172			16-17 years	,558				

4.3.4 Research Question 4

The fourth research question aims to find out whether the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to their gender, age, weekly workload and the type of the institution they work in. For this purpose, the data obtained from Q2.2 and the demographic information form was analyzed.

Table 4.16 presents the means and standard deviations of the meta-factor and the sub-factor scores in Q2.2 according to gender.

Table 4.16. Descriptive Statistics of Meta/Sub Factors of Q2.2 According to Gender

	Gender	N	Mean	Std. Deviation		Gender	N	Mean	Std. Deviation
Group Statistics									
Intrapersonal	Female	105	4,6926	,39705	Empathy	Female	105	4,5079	,83089
	Male	35	4,5937	,51587		Male	35	4,3810	,91159
Interpersonal	Female	105	4,7302	,41570	Social Responsibility	Female	105	4,9683	,22891
	Male	35	4,6667	,52532		Male	35	4,8572	,47338
Stress Management	Female	105	4,8016	,45532	Interpersonal Relationship	Female	105	4,7143	,67214
	Male	35	4,6429	,64821		Male	35	4,7619	,59173
Adaptability	Female	105	4,5979	,54746	Stress Tolerance	Female	105	4,8095	,58078
	Male	35	4,6111	,69428		Male	35	4,7143	,63731
General Mood	Female	105	4,6667	,57317	Impulse Control	Female	105	4,7937	,55157
	Male	35	4,5714	,72512		Male	35	4,5714	,84239
Self Regard	Female	105	4,7090	,52306	Reality Testing	Female	105	4,3810	,84154
	Male	35	4,6667	,59041		Male	35	4,5238	,86427
Emotional Self-awareness	Female	105	4,4815	,64580	Flexibility	Female	105	4,6191	,80918
	Male	35	4,3810	,74744		Male	35	4,7143	,75469
Assertiveness	Female	105	4,8201	,40398	Problem Solving	Female	105	4,7937	,47340
	Male	35	4,7302	,51080		Male	35	4,5952	,65090
Independence	Female	105	4,5952	,55559	Optimism	Female	105	4,7619	,58601
	Male	35	4,3333	,87634		Male	35	4,6191	,81707
Self Actualization	Female	105	4,8572	,40788	Happiness	Female	105	4,5714	,71345
	Male	35	4,8572	,37735		Male	35	4,5238	,70843

Table 4.17 displays the independent t test results according to gender. As seen in the table, there is no significant relationship between the meta-factor and the sub-factor scores and the participants' gender.

Table 4.17 Independent T-test for Meta-factor and Sub-factor Scores of Q2.2 and Gender

		F	Sig.	Sig. (2-Tailed)			F	Sig.	Sig. (2-Tailed)
Intrapersonal	E.V.A	4,672	,032	,240	Empathy	E.V.A	1,574	,212	,446
	E.V.N.A			,305		E.V.N.A			,469
Interpersonal	E.V.A	2,090	,151	,466	Social	E.V.A	13,956	,000	,066
	E.V.N.A			,518	Responsibility	E.V.N.A			,189
Stress	E.V.A	10,276	,002	,113	Interpersonal	E.V.A	,626	,430	,709
Management	E.V.N.A			,186	Relationship	E.V.N.A			,692
Adaptability	E.V.A	1,300	,256	,908	Stress	E.V.A	2,203	,140	,414
	E.V.N.A			,919	Tolerance	E.V.N.A			,437
General	E.V.A	3,071	,082	,428	Impulse	E.V.A	12,164	,001	,075
Mood	E.V.N.A			,483	Control	E.V.N.A			,151
Self Regard	E.V.A	,632	,428	,689	Reality	E.V.A	1,543	,216	,389
	E.V.N.A			,707	Testing	E.V.N.A			,398
Emotional	E.V.A	2,952	,088	,445	Flexibility	E.V.A	1,296	,257	,541
Self-awareness	E.V.N.A			,480		E.V.N.A			,528
Assertiveness	E.V.A	4,193	,042	,289	Problem	E.V.A	11,434	,001	,054
	E.V.N.A			,348	Solving	E.V.N.A			,103
Independence	E.V.A	13,433	,000	,041	Optimism	E.V.A	5,261	,023	,263
	E.V.N.A			,104		E.V.N.A			,344
Self	E.V.A	,008	,929	1,000	Happiness	E.V.A	,488	,486	,732
Actualization	E.V.N.A			1,000		E.V.N.A			,732

Table 4.18 presents the means and standard deviations of the meta-factor and the sub-factor scores according to age groups.

Table 4.18 Descriptive Statistics of Meta-factors and Sub-factors of Q2.2 According to Age Groups

				Descriptives					
		N	Mean	Std. Devtn.			N	Mean	Std. Devtn.
Intrapersonal	21-27	44	4,6907	,41564	Empathy	21-27	44	4,5076	,92199
	28-34	51	4,6950	,40891		28-34	51	4,6079	,78798
	35 and above	45	4,6148	,47012		35 and above	45	4,2963	,83249
	Total	140	4,6679	,43000		Total	140	4,4762	,85021
Interpersonal	21-27	44	4,7475	,42284	Social Responsibility	21-27	44	5,0000	,00000
	28-34	51	4,7713	,40333		28-34	51	4,9347	,32673
	35 and above	45	4,6173	,50003		35 and above	45	4,8889	,42044
	Total	140	4,7143	,44447		Total	140	4,9405	,31041
Stress Management	21-27	44	4,8485	,37150	Interpersonal Relationship	21-27	44	4,7349	,71376
	28-34	51	4,7876	,49562		28-34	51	4,7713	,57924
	35 and above	45	4,6482	,62787		35 and above	45	4,6667	,67420
	Total	140	4,7619	,51249		Total	140	4,7262	,65122
Adaptability	21-27	44	4,5897	,54738	Stress Tolerance	21-27	44	4,8864	,42495
	28-34	51	4,6514	,60564		28-34	51	4,8039	,63658
	35 and above	45	4,5556	,60511		35 and above	45	4,6667	,67420
	Total	140	4,6012	,58496		Total	140	4,7857	,59450
General Mood	21-27	44	4,6212	,66532	Impulse Control	21-27	44	4,8106	,53506
	28-34	51	4,7386	,55877		28-34	51	4,7713	,66830
	35 and above	45	4,5556	,61802		35 and above	45	4,6296	,70073
	Total	140	4,6429	,61329		Total	140	4,7381	,64073
Self Regard	21-27	44	4,7096	,60490	Reality Testing	21-27	44	4,4318	,87627
	28-34	51	4,7386	,50127		28-34	51	4,4771	,84920
	35 and above	45	4,6420	,51840		35 and above	45	4,3333	,82572
	Total	140	4,6984	,53880		Total	140	4,4167	,84642
Emotional Self-awareness	21-27	44	4,4192	,71843	Flexibility	21-27	44	4,5455	,90674
	28-34	51	4,5534	,64807		28-34	51	4,6732	,81783
	35 and above	45	4,3827	,65115		35 and above	45	4,7037	,64441
	Total	140	4,4564	,67127		Total	140	4,6429	,79431
Assertiveness	21-27	44	4,8359	,42495	Problem Solving	21-27	44	4,7917	,44479
	28-34	51	4,8039	,36555		28-34	51	4,8039	,45911
	35 and above	45	4,7531	,51022		35 and above	45	4,6296	,65413
	Total	140	4,7976	,43296		Total	140	4,7441	,52796
Independence	21-27	44	4,6023	,55361	Optimism	21-27	44	4,7349	,61665
	28-34	51	4,4935	,72798		28-34	51	4,7713	,66830
	35 and above	45	4,5000	,67420		35 and above	45	4,6667	,67420
	Total	140	4,5298	,65709		Total	140	4,7262	,65122
Self Actualization	21-27	44	4,8864	,34057	Happiness	21-27	44	4,5076	,82980
	28-34	51	4,8856	,33415		28-34	51	4,7059	,57309
	35 and above	45	4,7963	,50738		35 and above	45	4,4445	,71067
	Total	140	4,8572	,39913		Total	140	4,5595	,70995

The one-way Anova results in Table 4.19 show that since none of the sig values are smaller than 0.05, there is no significant relationship between the meta-factor and the sub-factor scores and the participants' age groups.

Table 4.19 One-Way Anova for Meta&Sub-Factor Scores of Q2.2 and Age Groups

	F	Sig.		F	Sig.
Anova					
Intrapersonal	,502	,606	Empathy	1,665	,193
Interpersonal	1,628	,200	Social Responsibility	1,449	,238
Stress Management	1,822	,166	Interpersonal Relationship	,311	,733
Adaptability	,330	,719	Stress Tolerance	1,569	,212
General Mood	1,106	,334	Impulse Control	,995	,372
Self Regard	,394	,675	Reality Testing	,352	,704
Emotional Self Awareness	,869	,422	Flexibility	,496	,610
Assertiveness	,412	,663	Problem Solving	1,577	,210
Independence	,388	,679	Optimism	,311	,733
Self Actualization	,768	,466	Happiness	1,814	,167

Table 4.20 presents the means and standard deviations of the meta-factor and the sub-factor scores according to the type of the university participants work.

Table 4.20. Descriptive Statistics of Meta-factors Sub-factors of Q2.2 According to Type of University

	Type Of University	N	Mean	Std. Deviation
Group Statistics				
Intrapersonal	State	58	4,7251	,33808
	Private	82	4,6274	,48255
Interpersonal	State	58	4,6839	,44288
	Private	82	4,7358	,44706
Stress Management	State	58	4,7989	,47630
	Private	82	4,7358	,53796
Adaptability	State	58	4,6552	,48897
	Private	82	4,5630	,64451
General Mood	State	58	4,6695	,58801
	Private	82	4,6240	,63347
Self Regard	State	58	4,7414	,43178
	Private	82	4,6680	,60393
Emotional Self-awareness	State	58	4,4636	,64960
	Private	82	4,4512	,69011
Assertiveness	State	58	4,8659	,33415
	Private	82	4,7493	,48724
Independence	State	58	4,6264	,54461
	Private	82	4,4614	,72165
Self Actualization	State	58	4,9282	,28290
	Private	82	4,8069	,45922
Empathy	State	58	4,3966	,86621
	Private	82	4,5325	,83946
Social Responsibility	State	58	4,9713	,21884
	Private	82	4,9187	,36122
Interpersonal Relationship	State	58	4,6839	,65909
	Private	82	4,7561	,64799
Stress Tolerance	State	58	4,7701	,65845
	Private	82	4,7968	,54874
Impulse Control	State	58	4,8276	,51201
	Private	82	4,6748	,71430
Reality Testing	State	58	4,4828	,77779
	Private	82	4,3699	,89352
Flexibility	State	58	4,6839	,79330
	Private	82	4,6138	,79861
Problem Solving	State	58	4,7989	,42205
	Private	82	4,7053	,59103
Optimism	State	58	4,7701	,57973
	Private	82	4,6951	,69921
Happiness	State	58	4,5690	,71943
	Private	82	4,5529	,70753
Empathy	State	58	4,3966	,86621

Table 4.21 displays the independent t-test results according to the type of the university participants work. According to the t-test results, there is no significant relationship between the meta-factor and the sub-factor scores and the type of university.

Table 4.21. Independent-t test for Meta-factor and Sub-factor Scores of Q2.2 and Type of University

		F	Sig.	Sig. (2-Tailed)			F	Sig.	Sig. (2-Tailed)
Intrapersonal	E.V.A	7,916	,006	,186	Empathy	E.V.A	1,777	,185	,353
	E.V.N.A			,161		E.V.N.A			,356
Interpersonal	E.V.A	,051	,823	,498	Social	E.V.A	4,053	,046	,325
	E.V.N.A			,498	Responsibility	E.V.N.A			,287
Stress	E.V.A	1,853	,176	,475	Interpersonal	E.V.A	1,311	,254	,520
Management	E.V.N.A			,466	Relationship	E.V.N.A			,522
Adaptability	E.V.A	4,919	,028	,360	Stress	E.V.A	,360	,549	,795
	E.V.N.A			,338	Tolerance	E.V.N.A			,801
General	E.V.A	,601	,440	,667	Impulse	E.V.A	8,401	,004	,165
Mood	E.V.N.A			,663	Control	E.V.N.A			,143
Self Regard	E.V.A	4,617	,033	,429	Reality	E.V.A	3,144	,078	,439
	E.V.N.A			,403	Testing	E.V.N.A			,428
Emotional	E.V.A	,155	,694	,915	Flexibility	E.V.A	,711	,400	,609
Self-awareness	E.V.N.A			,914		E.V.N.A			,609
Assertiveness	E.V.A	9,434	,003	,117	Problem	E.V.A	6,135	,014	,303
	E.V.N.A			,095	Solving	E.V.N.A			,276
Independence	E.V.A	4,786	,030	,144	Optimism	E.V.A	1,953	,165	,504
	E.V.N.A			,125		E.V.N.A			,490
Self	E.V.A	13,367	,000	,077	Happiness	E.V.A	,018	,893	,895
Actualization	E.V.N.A			,056		E.V.N.A			,896

Table 4.22 presents the means and standard deviations of the meta-factor and the sub-factor scores according to the participants' weekly workload.

Table 4.22 Descriptive Statistics of Meta-factors and Sub-factors of Q2.2 According to Workload

		N	Mean	Std. Deviation			N	Mean	Std. Deviation
					Descriptives				
Intrapersonal	15 and below	35	4,6508	0,41587	Empathy	15 and below	35	4,4286	0,8987
	16-17	46	4,628	0,50619		16-17	46	4,4203	0,87612
	18 and above	59	4,709	0,37387		18 and above	59	4,548	0,80887
	Total	140	4,6679	0,43		Total	140	4,4762	0,85021
Interpersonal	15 and below	35	4,6667	0,52532	Social Responsibility	15 and below	35	4,9048	0,39251
	16-17	46	4,686	0,44832		16-17	46	4,9275	0,34364
	18 and above	59	4,7646	0,3888		18 and above	59	4,9718	0,21698
	Total	140	4,7143	0,44447		Total	140	4,9405	0,31041
Stress Management	15 and below	35	4,6905	0,53801	Interpersonal Relationship	15 and below	35	4,6667	0,6764
	16-17	46	4,7464	0,52321		16-17	46	4,7102	0,72897
	18 and above	59	4,8164	0,49101		18 and above	59	4,774	0,57549
	Total	140	4,7619	0,51249		Total	140	4,7262	0,65122
Adaptability	15 and below	35	4,5159	0,59631	Stress Tolerance	15 and below	35	4,7143	0,63731
	16-17	46	4,535	0,7053		16-17	46	4,8189	0,5245
	18 and above	59	4,7034	0,45516		18 and above	59	4,8023	0,62551
	Total	140	4,6012	0,58496		Total	140	4,7857	0,5945
General Mood	15 and below	35	4,5	0,73431	Impulse Control	15 and below	35	4,6667	0,6764
	16-17	46	4,5199	0,68588		16-17	46	4,6739	0,75519
	18 and above	59	4,8235	0,40355		18 and above	59	4,8305	0,50807
	Total	140	4,6429	0,61329		Total	140	4,7381	0,64073
Self Regard	15 and below	35	4,6508	0,54041	Reality Testing	15 and below	35	4,381	0,81707
	16-17	46	4,6377	0,68511		16-17	46	4,3116	0,96712
	18 and above	59	4,774	0,38764		18 and above	59	4,5198	0,76131
	Total	140	4,6984	0,5388		Total	140	4,4167	0,84642
Emotional Self-awareness	15 and below	35	4,381	0,64298	Flexibility	15 and below	35	4,5238	0,95413
	16-17	46	4,3961	0,75746		16-17	46	4,6015	0,87382
	18 and above	59	4,548	0,61445		18 and above	59	4,7458	0,60439
	Total	140	4,4564	0,67127		Total	140	4,6429	0,79431
Assertiveness	15 and below	35	4,7937	0,44863	Problem Solving	15 and below	35	4,6429	0,58178
	16-17	46	4,7585	0,51921		16-17	46	4,692	0,61761
	18 and above	59	4,8305	0,34609		18 and above	59	4,8446	0,39376
	Total	140	4,7976	0,43296		Total	140	4,7441	0,52796

Table 4.22 (Continued)

Independence	15 and below	35	4,5476	0,65	Optimism	15 and below	35	4,5714	0,73907
	16-17	46	4,4746	0,71056		16-17	46	4,6377	0,77881
	18 and above	59	4,5622	0,62583		18 and above	59	4,887	0,42259
	Total	140	4,5298	0,65709		Total	140	4,7262	0,65122
Self - actualization	15 and below	35	4,881	0,35831	Happiness	15 and below	35	4,4286	0,85203
	16-17	46	4,8732	0,39155		16-17	46	4,4022	0,77903
	18 and above	59	4,8305	0,43162		18 and above	59	4,7599	0,49059
	Total	140	4,8572	0,39913		Total	140	4,5595	0,70995

Table 4.23 displays the one-way ANOVA results according to the participants' weekly workload. There is a significant difference among workload groups according to general mood, optimism and happiness since sig values are smaller than 0.05.

Table 4.23 One-Way Anova for Meta-factor and Sub-factor Scores of Q2.2 and Workload

	Anova				
	F	Sig.		F	Sig.
Intrapersonal	,492	,613	Empathy	,362	,697
Interpersonal	,669	,514	Social Responsibility	,568	,568
Stress Management	,691	,503	Interpersonal Relationship	,316	,730
Adaptability	1,580	,210	Stress Tolerance	,344	,710
General Mood	4,665	**,011**	Impulse Control	1,063	,348
Self Regard	1,010	,367	Reality Testing	,821	,442
Emotional Self Awareness	,955	,387	Flexibility	,950	,389
Assertiveness	,357	,701	Problem Solving	1,964	,144
Independence	,244	,784	Optimism	3,319	**,039**
Self Actualization	,228	,796	Happiness	4,266	**,016**

Tukey's test was conducted to reveal between which workload groups there is a significant difference in terms of the belief that general mood-related EI skills should be taught in EFL classes. According to Tukey's test results in Table 4.24, the tendency of EFL instructors who have workload above 18 hours to believe that EI skills related to general mood should be taught in EFL classes is higher than instructors who work for 16-17 hours or less than 15 hours.

Table 4.24 Tukey's Test for Meta-factor and Sub-factor Scores of Q2.2 and Workload

| | | | | **Multiple Comparisons** | | | |
| | | | | Tukey Hsd | | | |
Dependent Variable	(I) D10_R	(J) D10_R	Sig.	Dependent Variable	(I) D10_R	(J) D10_R	Sig.
Intrapersonal	15 and below	16-17	,970	Assertiveness	15 and below	16-17	,931
		18 and above	,802			18 and above	,917
	16-17	15 and below	,970		16-17	15 and below	,931
		18 and above	,607			18 and above	,678
	18 and above	15 and below	,802		18 and above	15 and below	,917
		16-17	,607			16-17	,678
Interpersonal	15 and below	16-17	,980	Independence	15 and below	16-17	,875
		18 and above	,559			18 and above	,994
	16-17	15 and below	,980		16-17	15 and below	,875
		18 and above	,643			18 and above	,779
	18 and above	15 and below	,559		18 and above	15 and below	,994
		16-17	,643			16-17	,779
Stress Management	15 and below	16-17	,878	Self Actualization	15 and below	16-17	,996
		18 and above	,486			18 and above	,826
	16-17	15 and below	,878		16-17	15 and below	,996
		18 and above	,768			18 and above	,851
	18 and above	15 and below	,486		18 and above	15 and below	,826
		16-17	,768			16-17	,851
Adaptability	15 and below	16-17	,988	Empathy	15 and below	16-17	,999
		18 and above	,290			18 and above	,790
	16-17	15 and below	,988		16-17	15 and below	,999
		18 and above	,309			18 and above	,728
	18 and above	15 and below	,290		18 and above	15 and below	,790
		16-17	,309			16-17	,728

Table 4.24 (Continued)

General Mood	15 and below	16-17	,988	Social Responsibility	15 and below	16-17	,943
		18 and above	,033			18 and above	,573
	16-17	15 and below	,988		16-17	15 and below	,943
		18 and above	,029			18 and above	,751
	18 and above	15 and below	,033		18 and above	15 and below	,573
		16-17	,029			16-17	,751
Self Regard	15 and below	16-17	,994	Interpersonal Relationship	15 and below	16-17	,953
		18 and above	,533			18 and above	,723
	16-17	15 and below	,994		16-17	15 and below	,953
		18 and above	,405			18 and above	,873
	18 and above	15 and below	,533		18 and above	15 and below	,723
		16-17	,405			16-17	,873
Emotional Self-awareness	15 and below	16-17	,994	Stress Tolerance	15 and below	16-17	,716
		18 and above	,475			18 and above	,770
	16-17	15 and below	,994		16-17	15 and below	,716
		18 and above	,485			18 and above	,989
	18 and above	15 and below	,475		18 and above	15 and below	,770
		16-17	,485			16-17	,989
Impulse Control	15 and below	16-17	,999	Reality Testing	15 and below	16-17	,929
		18 and above	,456			18 and above	,723
	16-17	15 and below	,999		16-17	15 and below	,929
		18 and above	,430			18 and above	,427
	18 and above	15 and below	,456		18 and above	15 and below	,723
		16-17	,430			16-17	,427
Flexibility	15 and below	16-17	,901	Problem Solving	15 and below	16-17	,908
		18 and above	,392			18 and above	,172
	16-17	15 and below	,901		16-17	15 and below	,908
		18 and above	,626			18 and above	,304
	18 and above	15 and below	,392		18 and above	15 and below	,172
		16-17	,626			16-17	

Table 4.24 (Continued)

Happiness	15 and below	16-17	,984
		18 and above	,068
	16-17	15 and below	,984
		18 and above	,026
	18 and above	15 and below	,068
		16-17	,026

4.4 Results of the Questionnaire

The quantitative data of this study was analyzed through SPSS 17.0. First, descriptive statistics of the participants were given so as to provide an overall view of the participants' demographic features. Then, Cronbach's Alpha calculation was conducted for questionnaire 1 and questionnaire 2 in order to ensure the reliability of the items in the questionnaires. Factor analysis was also conducted for Q1 to ensure that the items are grouped in accordance with their content. After the reliability check process, descriptive statistics regarding the research questions are examined. Then, in-depth analyses of the statistics were done through independent t-test for research questions 1, 2, 3a, 3c, 4a and 4c; one-way Anova and Tukey's test for research questions 3b, 3d, 4b and 4d. Summary of the quantitative results of the study in the light of research questions is provided in Table 4.25.

Table 4.25 Summary of the Quantitative Results of the Study

Research Questions	Analysis Conducted	Results
RQ 1. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills?	Descriptive Statistics and Pearson's Correlation	There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the interpersonal skills and their classroom applications related to the teaching of these skills in EFL classes.
RQ 2. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes?	Descriptive Statistics and Pearson's Correlation	There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the intrapersonal, interpersonal, adaptability and general mood skills and their beliefs related to the teaching of these skills in EFL classes.
RQ 1 and 2	Descriptive Statistics and Pearson's Correlation	The tendency of EFL instructors' to teach EI skills in their classes is always lower than their tendency to use EI skills and their tendency to believe that EI skills should be taught in EFL classes.
RQ 3. Do the classroom applications of the EFL instructors related to teaching emotional skills change according to: **a.** gender? **b.** age? **c.** the type of the institution where they work? **d.** weekly work load?	3a. Descriptive Statistics, Independent t-test 3b. Descriptive Statistics, One-way Anova test, Tukey's test 3c. Descriptive Statistics, Independent t-test 3d. Descriptive Statistics, One-way Anova test, Tukey's test	**a.** The tendency of females to teach impulse control skills is higher than males. **b.** The classroom applications of the EFL instructors related to teaching emotional skills does not change according to their age. **c.** The tendency of state university EFL instructors to teach intrapersonal and adaptability skills is higher than private university EFL instructors. **d.** The tendency of EFL instructors whose workload is above 18 hours to teach happiness skills is higher than instructors whose workload is below 15 hours or who have 16-17 hours of workload.

Table 4.25 (Continued)

| RQ 4. Do the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to:
a. gender?
b. age?
c. the type of the institution where they work?
d. weekly workload? | 4a. Descriptive Statistics, Independent t-test

4b. Descriptive Statistics, One-way Anova test, Tukey's test

4c. Descriptive Statistics, Independent t-test

4d. Descriptive Statistics, One-way Anova test, Tukey's test | **a.** There is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender.
b. There is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age.
c. There is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in.
d. The tendency of EFL instructors who have workload above 18 hours to believe that EI skills related to happiness should be taught in EFL classes is higher than instructors who work for 16-17 hours or less than 15 hours. |

4.5 Analysis of Interviews with English Instructors

In this section, the analysis of the interviews is presented. The data gathered from the interviews were analyzed through content analysis to improve the quality of interpretation of the results.

4.5.1 Research Question 1

The first research question of the present study was to investigate the relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. Therefore, in the first question of the interview participants were asked whether they think there is a relationship between the tendency of EFL instructors to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. All the instructors who participated in the interviews (N=10) agreed that the tendency of EFL instructors to use the emotional intelligence skills had a significant effect on their tendency to teach these skills in their classes. They all stated that it was not

reasonable to expect teachers not having emotional awareness of themselves and others to be able to integrate the teaching of emotional intelligence skills into their classes. That is, for EFL instructors to teach emotional intelligence skills in their classes, they must be emotionally intelligent themselves first.

Some responses given to this question are given below:

There is certainly a relationship between the tendency of EFL instructors to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. Instructors who are not knowledgeable about emotional intelligence or who do not have an awareness of their own emotional intelligence skills cannot teach these skills in their classes. If, for example, an instructor has not developed efficient problem-solving strategies himself or herself, he or she would not be able to teach problem-solving skills to his or her students. (interviewee 1).

The tendency of EFL instructors to use the emotional intelligence skills has a significant effect on their classroom applications related to teaching emotional skills. Since teachers do not only teach their subjects but also act as a role model, if they have a high tendency to use the emotional intelligence skills, they would naturally integrate the teaching of these skills into their classes. Being emotionally intelligent, they encourage emotional learning in EFL classes to motivate students to develop a positive attitude towards not only the subject but also themselves, others and life in general. (interviewee 2)

… An EFL instructor who has a high tendency to use EI skills and appreciates the value to do so would think that being an EFL teacher is not just teaching English but also teaching necessary skills to cope with the complicated process of foreign language learning and life itself. Therefore, he or she would be aware of the fact that emotional learning should be promoted in EFL classes. (interviewee 6)

… Instructors do not only bring their subject-related knowledge into classroom but also their tendencies as well. Therefore, as they tend to use a certain emotional intelligence skill, they would encourage the teaching of that skill … (interviewee 9)

4.5.2   Research Question 2

Related to the research question 2, the second question of the interview seeks to explore whether there is a relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes.

All the instructors (N=10) stated that the tendency of EFL instructors to use the emotional intelligence skills had a direct effect on their beliefs about the teaching of emotional intelligence skills in EFL classes. That is, EFL instructors who have efficient EI skills would consider fostering emotional learning in EFL classes to be conducive to a more efficient learning environment.

Sample responses to this interview question are as follows:

> I believe that as the tendency of an instructor to use EI skills increases, his or her tendency to believe that teaching EI skills in EFL classes will, too. Instructors who tend to use EI skills efficiently could think that having these skills is necessary for an efficient foreign language learning process. (interviewee 4).

> … One of the factors that shape our beliefs is our tendencies. Therefore, if an EFL instructor has a tendency to use EI skills efficiently and appreciates their benefits, he or she will believe that these skills would be beneficial for others, too. (interviewee 8).

> … An EFL instructor's tendency to use EI skills efficiently would have an influence of his or her beliefs related to the teaching of EI skills in EFL classes. However, whether these beliefs will be put into practice is determined by many factors such as the student profile. (interviewee 10).

4.5.3   Research Questions 1 and 2

Based on one of the significant results that the analysis of the questionnaires revealed related to research questions 1 and 2, the third question in the interview aimed to provide a deeper understanding of the reasons why the tendency of EFL instructors to teach EI skills is lower than both their tendency to use these skills and their tendency to believe that these skills should be taught in EFL classes. All instructors mentioned that there would definitely be a discrepancy between the tendency of EFL instructors to teach EI skills in EFL classes and their tendency to believe that these skills should be taught in EFL classes. They also stated that there would be a disparity between their tendency to use EI skills and their encouraging EFL learners to learn these skills in EFL classes.

The excerpts revealing respondents' opinions are given below:

> This issue is an important one where many factors come into play. First of all, even if the instructor believes that EI skills should be taught in

EFL classes, learners might resist change and keep the way they are. They might even think that the instructor is a know-it-all or too optimistic. Then the instructor loses his or her motivation to teach these skills. In addition, if the instructor does not get any support from the administration and colleagues, his or her tendency to teach EI skills could decrease. That is, if the focus of the administration and the faculty is mainly teaching the subject, the instructor could be demotivated to encourage emotional learning in EFL classes (interviewee 2).

… No matter how much an instructor believes that a certain emotional intelligence skill should be taught in an EFL class, his or her classroom applications might be different. That the content of the curriculum does not include communicative tasks encouraging creativity and critical thinking is an important factor impeding emotional learning in EFL classroom. Having too much workload on their shoulders, instructors could ignore the teaching of EI skills since teaching them would mean creating many extra tasks and having even more workload. (interviewee 4).

It is probable that there will be a discrepancy between the theory and practice. An EFL instructor could just ignore teaching EI skills due to having too much workload already. In addition, college students studying at English preparatory schools are over 18 years old and come to the school with little knowledge of English. Therefore, most of the time, the focus of the instructor is just to teach English in a very short period of time and the focus of the learner is just to pass the English proficiency test at the end of the year. I guess this is the main factor inhibiting the teaching of EI skills in EFL classes. (interviewee 6).

… Many environmental factors such as the rigid and heavy curriculum, students' attitudes as well as the administration's attitudes play a role in the discrepancy between what instructors believe and what they practice in class. When teaching English, instructors are supposed to use textbooks and other materials selected by the curriculum committee of their school. If the materials do not lend themselves to the integration of EI skills, instructors could have hard time including EI-related applications in their classes. Teacher training unit's attitude towards the integration of the teaching of EI skills in EFL classes is also an important factor. If the teacher-training unit does not support encouraging emotional learning in EFL classes and sees it as waste of time, the instructor might have to just focus on teaching the subject. In addition, even if an instructor tends to use EI skills efficiently in his or her life and is supported by the institution where he or she works, he or she might not have the necessary knowledge and skills to be able to integrate them into EFL classes. This could be another reason for the discrepancy. (interviewee 10).

4.5.4   Research Question 3

The third research question investigates the relationship between the EI-related classroom applications of EFL instructors and the instructors' gender, age, workload as well as the type of the institution where instructors work. Therefore, the fourth, fifth, sixth and the seventh questions of the interview aim to find out participants' opinions about whether EI-related classroom applications of EFL instructors change according to four variables: gender, age, the type of the institution where participants work and workload, respectively.

In the fourth interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the instructors' gender. Most of the participants (N=7) stated that they believed female instructors would encourage emotional learning in EFL classes more than male EFL instructors do. They attributed their opinion to the motherly and sensitive nature of females. Some participants (N=3) were skeptical about the issue and mentioned that research done related to the gender differences in EQ should be referred to in order to give a reliable answer to this question. Sample responses given to the fourth interview question related to the relationship between the EI-related classroom applications of EFL instructors and their gender are given below:

> I think that studies investigating the differences between the EQ of males and females should be referred to in order to answer this question. I would not expect a difference between the EI-related classroom applications of male and female EFL instructors, but research done in this area might say something different. (interviewee 7).

> I am not knowledgeable enough to answer this question and I have not done any literature review related to the research done about this issue. However, my observations and experiences show me that female instructors could be more willing to teach EI skills in their classes due to their sensitive, emotional and motherly nature. (interviewee 8).

> I am the head instructor of my group in the department and so far I have observed that female instructors care about students' personal problems and emotional well-being more that male instructors do. I guess being understanding, caring and tolerant towards others is a part of females' motherly nature and that is why I think that female EFL instructors would be more willing to do EI-related applications in their classes. (interviewee 10)

In the fifth interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the instructors' age. Most of the participants (N=8) reported that they believed there was a relationship between the EI-related classroom applications of EFL instructors and the instructors' age. Some participants (N=2) stated that they would not expect age factor to cause a difference in the EI-related classroom applications of EFL instructors. Some excerpts from the responses given are given below:

> I think personal characteristics of the instructor and his or her life experiences is a more determinant factor. However, a novice could be so enthusiastic about the teaching of EI skills in EFL classes due to her full energy at the beginning of his or her teaching career. A more experienced instructor, on the other hand, could be suffering from burnout and could prefer ignoring the teaching of these skills as it would increase his or her burden. (interviewee 2).

> I believe that there is a relationship between instructors' age and their tendency to teach EI skills in their classes. It is not easy for a novice to integrate the teaching of EI skills into EFL classes as he or she does not have enough life and work experience. Due to exhaustion and resistance to change, it is not easy for senior teachers to allocate time to encourage emotional learning, either. Therefore, I think that in their 30s, instructors are more ready to carry out EI-related applications in their classes and the degree of this readiness decreases after the age of 45. (interviewee 3).

> I do not believe that age is a determinant factor in the integratation of EI skills into EFL classes. An instructor who is emotionally intelligent and who appreciates the significance of emotional learning would encourage students to learn EI skills no matter how old he or she is. (interviewee 9).

In the sixth interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the type of the institution where instructors work. All participants reported that they believed there was a relationship between the EI-related classroom applications of EFL instructors and the type of the institution where instructors work. They referred to the philosophy and the curriculum of the institution as being a

determinant factor in this sense. None of the participants agreed that there was a state university and private university distinction determining the EI-related classroom applications of EFL instructors. Some excerpts from the responses are given below:

> Instructors who work in institutions where a structural and rigid curriculum is dominant will find it hard to integrate EI-related applications into EFL classroom. In such institutions, the goal is just to cover the material in the given time and the curriculum is too loaded to let the integration of extra tasks. (interviewee 4).

> Some institutions could force instructors to teach the provided materials in a very short period of time and disapprove of any extra classroom applications diverting from the materials provided. Then the instructor has no choice but to ignore the EI-related applications that could be brought to the EFL classroom. (interviewee 5).

> There is no doubt that the instructional and educational policy of an institution will have an influence on whether the instructor will be willing to integrate EI-related applications into EFL classroom. For example, if an institution sees its instructors as robots that are supposed to do their task in the given time and ignore their emotional needs, the instructors working there would not be motivated to teach these skills in their classes. The case might be the reverse as well. That is, if an instructor works in an institution that supports fostering EI skills for both its teachers and students, the instructor could work towards learning how to use his or her EI skills and teaching these skills to his or her students by integrating them into EFL classes. (interviewee 8).

In the seventh interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the instructors' weekly workload. All participants stated that they absolutely agree that workload is an important factor that affects the EI-related classroom applications of EFL instructors. The participants referred to burnout as being one of the most important reasons why instructors might not bother to encourage emotional learning in EFL classes. Some of the ideas of the interviewees are presented below:

> … When burdened with too much responsibility and expectation, instructors feel exhausted and are fed up with teaching. In this case, let alone encouraging emotional learning in their classes, they find it hard even for themselves to use EI skills. (interviewee 1).

In order for EFL instructors to be able to encourage emotional learning in their classes, they have to allocate a lot of time in and out of the classroom. One-on-one communication, feedback sessions, in-class discussions, etc. will lead to more workload for the instructors. Therefore, if the instructor already has too much workload, he or she will not have the motivation and energy to be able to effectively integrate the teaching of EI skills into EFL classes. (interviewee 3).

4.5.5   Research Question 4

The fourth research question explores the relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their gender, age, workload as well as the type of the institution where instructors work. Therefore, the eighth, ninth, tenth and the eleventh questions of the interview aim to find out participants' opinions about whether instructors' beliefs related to the teaching of EI skills in EFL classes change according to four variables: gender, age, the type of the institution where participants work and workload, respectively.

In the eighth interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their gender. Most of the participants (N=8) stated that they believed female instructors would believe in the significance of encouraging emotional learning in EFL classes more than male EFL instructors do. They all said that females have a more caring nature and would tend to support the teaching of EI skills more enthusiastically than males. Some participants (N=2), on the other hand, mentioned that although there might be a difference between males and females in terms of the applications related to the issue, the beliefs of EFL instructors related to the teaching of EI skills in EFL classes would not change depending on the gender. Sample responses given to the eighth interview question are as follows:

Although I am not knowledgeable about this issue, it seems to be that females are more emotionally intelligent than males. Therefore, I think that they have a stronger belief related to the necessity of teaching EI skills in EFL classes. (interviewee 5).

Females are more sensitive and detail oriented. When I look around, I see that most of my colleagues working on emotional intelligence are females. In our group meetings, most of the time, it is again females who mention students' emotional needs. My experiences show me

that females believe that EI skills should be taught in EFL classes more than males do. (interviewee 7).

I believe that men and women have an equal capacity to use and improve their EI skills. Therefore, their beliefs related to the teaching of EI skills in EFL classes are not influenced by their gender. Personal experiences and characteristics are more important in this sense. (interviewee 9).

In the ninth interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their age. Almost all participants (N=9) agreed that as an instructor gets older, he or she becomes more experienced and more aware of the significant role of emotions in learning. Some of the ideas of the interviewees are presented below:

It is not the age, but the experiences of the instructor gained over the years determine the instructor's beliefs related to the teaching pf EI skills. That is, what the instructor has gone through in his or her personal life as well as professional life shapes his or her attitude towards the teaching of EI skills. (interviewee 1).

I believe that older and more experienced instructors would like to share their life experiences with their students. Therefore, they could believe that EI skills should be taught in EFL classes more strongly than younger and less experienced instructors. (interviewee 5).

As an instructor becomes more experienced and gets older, his or her qualifications and experiences become more sophisticated. That is why they are supposed to think more flexibly and appreciate the importance of encouraging emotional learning in EFL classes. (interviewee 10)

In the tenth interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and the type of the institution where instructors work. The respondents think that working in a state or a private university does not change EFL instructors' beliefs. However, some of them mentioned that the attitude of the institution that the instructor works will have an effect on the instructor's belief related to teaching EI skills. On the other hand, some participants reported that

institutions could have an effect on instructors' EI-related classroom applications, but not beliefs. Some excerpts from the responses are given below:

> Not the type of the institution, but the attitude of the institution towards encouraging emotional learning has an effect on instructors' beliefs related to the issue. If an institution supports emotional learning and encourages its instructors to teach EI skills, instructors who have not appreciated the significance of EI before could change their beliefs. (interviewee 8).

> At college, EFL instructors do not receive education related to EI and how to encourage emotional learning in EFL classes. If they are emotionally intelligent, it is because of their personal life experiences, rather than the academic education they received. Working in an institution that considers having efficient EI skills to be important will have an impact on both the beliefs and the applications of EFL instructors. (interviewee 9).

> An instructor's belief in the significance of emotional learning would not change depending on the institution where he or she works. However, it is possible that it is influential when it comes to the actual classroom applications related to EI. (interviewee 10).

In the eleventh interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their workload. All respondents indicated that although too much workload could discourage instructors from teaching EI skills in EFL classes, it would not change instructors' beliefs related to whether these skills should be taught or not. Two excerpts from the responses are given below:

> Having too much workload, instructors might just ignore the significance of teaching EI skills and focus on the materials to be covered. However, it would not mean that they do not believe in the benefits of encouraging emotional learning. They could still have the same beliefs but act differently. (interviewee 2).

> What we believe and what we practise are not always consistent. Therefore, workload might change what an instructor practice, but I believe that his or her beliefs would not change. (interviewee 6).

4.6   Results of the Interview

The eleven questions in the semi-structured interview, which constitute the qualitative data of this study, aimed to find in-depth answers to the research questions of the study.

The first research question of this study was to explore the relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. Therefore, in the first question of the interview participants were asked whether they think there is a relationship between the tendency of EFL instructors to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. According to all the instructors who participated in the interviews (N=10), EFL instructors' tendency to use the emotional intelligence skills has a significant effect on their tendency to teach these skills in their classes. They all mentioned that unless instructors are not emotionally intelligent themselves, they cannot integrate the teaching of emotional intelligence skills into their classes.

Since the second research question investigates whether there is a relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes, the second question of the interview investigates participants' opinions related to this issue. As in the first interview question, all the instructors agreed that the tendency of EFL instructors to use the emotional intelligence skills had a direct effect on their beliefs about the teaching of emotional intelligence skills in EFL classes. They asserted that if EFL instructors can use EI skills efficiently, they would also consider integrating emotional learning into EFL classes to be beneficial for learners' success both in and out of class.

Based on one of the significant results that the analysis of the questionnaires revealed related to research questions 1 and 2, the third question in the interview aimed to provide a deeper understanding of the reasons why there is a discrepancy between the tendency of EFL instructors to teach EI skills and their tendency to use these skills as well as to believe that these skills should be taught in EFL classes. All instructors mentioned that a discrepancy between the tendency of EFL instructors to teach EI skills in EFL classes and their tendency to believe that these skills should be taught in EFL classes is inevitable. They also stated that there would also be a disparity between their tendency to use EI skills and their encouraging EFL learners

to learn these skills in EFL classes. According to the participants, the most influential factors leading to this discrepancy are heavy and rigid curriculum that emphasizes structural components of English, workload, support from colleagues and the administration, students' attitude, resistance to change on the part of both students and instructors, exam-oriented instruction and student profile.

Since the third research question focused on the role of EFL instructors' demographic features in their EI-related classroom applications, the fourth, fifth, sixth and seventh interview questions aimed to find out participants' opinions about whether EI-related classroom applications of EFL instructors change according to instructors' gender, age, workload as well as the type of the institution where instructors work. The first demographic feature explored was gender. Most of the participants stated that they believed female instructors would encourage emotional learning in EFL classes more than male EFL instructors do. In order to justify their opinion, they all referred to the motherly and sensitive nature of females. However, some participants mentioned that it was not possible to give a reliable answer to this question unless one goes through the research related to the gender differences in EQ.

The second demographic feature whose effect on EFL instructors' EI-related classroom applications was examined was age. In the fifth interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the instructors' age. Most of the participants (N=8) asserted that there was a relationship between the EI-related classroom applications of EFL instructors and the instructors' age. Only two stated that they would not expect age factor to cause a difference in the EI-related classroom applications of EFL instructors.

Another demographic feature whose effect on EFL instructors' EI related classroom applications was the type of the institution where instructors work. In the sixth interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the institution where instructors work. All participants stated that they believed there was a relationship between the EI-related classroom applications of EFL instructors and the type of the institution where instructors work. They explained their answer referring to the philosophy and the curriculum of the institution as being a determinant factor in this sense. None of the participants agreed that there was a state

101

university and private university distinction determining the EI-related classroom applications of EFL instructors.

In the seventh interview question, participants were asked whether they think there is a relationship between the EI-related classroom applications of EFL instructors and the instructors' weekly workload. All participants stated that they absolutely agree that workload is an important factor that affects the EI-related classroom applications of EFL instructors. They justified their opinion by mentioning burnout and how it discourages instructors from doing any teaching-related extra work in or out of the classroom.

The fourth research question explores the role of EFL instructors' gender, age, workload as well as the type of the institution where instructors work in their belief related to the teaching of EI skills in EFL classes. Therefore, the eighth, ninth, tenth and the eleventh questions of the interview aimed to find out participants' opinions about whether instructors' beliefs related to the teaching of EI skills in EFL classes change according to four variables: gender, age, the type of the institution where participants work and workload, respectively.

The first demographic feature whose effect on EFL instructors' beliefs related to the teaching of EI skills in EFL classes was explored was gender. In the eighth interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their gender. Most of the participants (N=8) stated that they believed females have a more caring nature and, therefore, would tend to support the teaching of EI skills more enthusiastically than males. That is, according to most participants, female instructors would believe in the significance of encouraging emotional learning in EFL classes more than male EFL instructors do. Some participants (N=2), on the other hand, mentioned that although there might be a difference between males and females in terms of the applications related to the issue, the beliefs of EFL instructors related to the teaching of EI skills in EFL classes would not change depending on gender.

The second demographic feature whose effect on EFL instructors' beliefs related to the teaching of EI skills in EFL classes was explored was age. In the ninth interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their age. Almost all participants asserted that as instructors grow older, they

become more aware of the significant role of emotions in learning due to their life and professional experiences.

Another demographic feature whose effect on EFL instructors' beliefs related to the teaching of EI skills in EFL classes was explored was the type of the institution where instructors work. In the tenth interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and the type of the institution where instructors work. The respondents mentioned that working in a state or a private university does not change EFL instructors' beliefs. However, some of them mentioned that the attitude of the institution that the instructor works in would have an effect on the instructor's belief related to teaching EI skills. On the other hand, some participants asserted that institutions could have an effect on instructors' EI-related classroom applications, but not beliefs.

The final variable whose role in EFL instructors' beliefs regarding the teaching of EI skills in EFL classes was investigated was instructors' workload. In the eleventh interview question, participants were asked whether they think there is a relationship between EFL instructors' beliefs related to the teaching of EI skills in EFL classes and their workload. All respondents indicated that although too much workload could discourage instructors from teaching EI skills in EFL classes, it would not change instructors' beliefs related to whether these skills should be taught or not.

Summary of the results of the qualitative data in the light of the research questions is illustrated in Table 4.26.

Table 4.26 Summary of the Qualitative Results of the Study

Research Questions	Analysis Conducted	Results
RQ 1. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills?	Content Analysis	The tendency of EFL instructors to use the EI skills had a significant effect on their tendency to teach these skills in their classes. For EFL instructors to teach emotional intelligence skills in their classes, they must be emotionally intelligent themselves first.
RQ 2. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes?	Content Analysis	The tendency of EFL instructors to use the EI skills had a direct effect on their beliefs about the teaching of EI skills in EFL classes. EFL instructors who have efficient EI skills would consider fostering emotional learning in EFL classes to be conducive to a more efficient learning environment.
RQ 1 and 2	Content Analysis	There would definitely be a discrepancy between the tendency of EFL instructors to teach EI skills in EFL classes and their tendency to believe that these skills should be taught in EFL classes. There would also be a disparity between their tendency to use EI skills and their encouraging EFL learners to learn these skills in EFL classes.

RQ 3. Do the classroom applications of the EFL instructors related to teaching emotional skills change according to:
    a. gender?
    b. age?
    c. the type of the institution where they work?
    d. weekly workload?
	Content Analysis	**a.** Female instructors would encourage emotional learning in EFL classes more than male EFL instructors do.
		b. The tendency of EFL instructors to teach EI skills will increase as they get older and gain more experience.
		c. There will not be any difference between instructors who work at state and private universities in terms of their tendency to teach EI skills.
		d. As weekly workload increases, the tendency of EFL instructors to teach EI skills will decrease.

RQ 4. Do the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to:
    a. gender?
    b. age?
    c. the type of the institution where they work?
    d. weekly workload?
	Content Analysis	**a.** Females would tend to support the teaching of EI skills more enthusiastically than males.
		b. As they get older and gain more experience, EFL instructors would become more aware of the significant role of emotions in learning.
		c. Working in a state or a private university does not change EFL instructors' beliefs related to the teaching of EI skills.
		d. Although too much workload could discourage instructors from teaching EI skills in EFL classes, it would not change instructors' beliefs related to whether these skills should be taught or not.

4.7   Summary of the Findings

In this section, the results of the quantitative data and the qualitative data are provided in the light of the research questions.

The first research question of this study was to identify whether there is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills. For this purpose the correlation between the tendency of EFL instructors to use the emotional intelligence skills and whether they teach EI skills in their classes was assessed through the use of two questionnaires and Cronbach's alpha calculation analysis. The results of the analysis showed that there was a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the interpersonal skills and their classroom applications related to the teaching of these skills in EFL classes. Similarly, the interview results revealed that EFL instructors' tendency to use the emotional intelligence skills has a significant effect on their tendency to teach these skills in their classes.

The second research question investigates whether there is a relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes. The questionnaire results revealed that there was a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the intrapersonal, interpersonal, adaptability and general mood skills and their beliefs related to the teaching of these skills in EFL classes. The results of the interview is parallel to the results of the questionnaire as all the participants stated that the tendency of EFL instructors to use the emotional intelligence skills had a direct effect on their beliefs about the teaching of emotional intelligence skills in EFL classes.

An outstanding finding of the quantitative data unearths that the tendency of EFL instructors' to teach EI skills in their classes is always lower than their tendency to use EI skills and their tendency to believe that EI skills should be taught in EFL classes. The interview results support this case as all instructors mentioned that a discrepancy between the tendency of EFL instructors to teach EI skills in EFL classes and their tendency to believe that these skills should be taught in EFL classes is inevitable. They also asserted that there would also be a disparity between their

tendency to use EI skills and their encouraging EFL learners to learn these skills in EFL classes. The participants referred to heavy and rigid curriculum, emphasizing structural components of English, workload, support from colleagues and the administration, students' attitude, resistance to change on the part of both students and instructors, exam-oriented instruction and student profile as the most influential factors leading to this discrepancy.

The third research question investigates whether the classroom applications of the EFL instructors related to teaching emotional skills change according to their gender, age, weekly workload and the type of the institution where they work. The questionnaire results regarding the gender variable revealed that the tendency of females to teach impulse control skills is higher than males. The interview results display that the classroom applications of the EFL instructors related to teaching emotional skills change according to gender as most of the participants expect females to have a tendency to integrate the teaching of EI skills into EFL classes more than males. Regarding the role of age in the tendency of EFL instructors to integrate the teaching of EI skills into EFL classes, the results of the quantitative data analysis show that the classroom applications of the EFL instructors related to teaching emotional skills does not change according to their age whereas most participants in the interview stated they would expect the age factor to cause a difference in the EI-related classroom applications of EFL instructors. As for the relationship between classroom applications of the EFL instructors related to teaching emotional intelligence skills and the type of the institution where they work, the results obtained through the questionnaires showed that the tendency of state university EFL instructors to teach intrapersonal and adaptability skills is higher than private university EFL instructors. However, the instructors who participated in the interviews believe that working at a private or a state university is not influential on whether instructors integrate the teaching of EI skills into EFL classes. When the results related to workload factor are compared, it is seen that according to the results of the questionnaire, the tendency of EFL instructors whose workload is above 18 hours to teach happiness skills is higher than instructors whose workload is below 15 hours or who have 16-17 hours of workload. That is, instructors who have the most weekly workload tend to teach EI skills related to happiness more than other instructors. The results of the interview show that the classroom applications of the EFL instructors related to teaching emotional skills change according to weekly

workload. The participants of the interview asserted that as the weekly workload increased, the tendency to teach EI skills would decrease because instructors who have heavy workload would suffer from burnout and ignore the teaching of EI skills. They might even find it hard to use EI skills themselves as teaching becomes a more demanding and stressful job when workload increases. Since the results of the questionnaire revealed that EFL instructors whose workload is above 18 hours tend to teach happiness skills more than instructors whose workload is below 15 hours or who have 16-17 hours of workload, interviewees were asked what could lead to this situation. They stated that instructors who have more than 18 hours of workload usually teach one class all through the week. Therefore, they would feel like they are the homeroom teacher of their class and would care about students' motivation and outlook on life more than an instructor who teaches more than one class and who spends less time with each class.

The fourth research question aims to find out whether the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to their gender, age, weekly workload and the type of the institution they work in. The questionnaire results regarding the gender variable revealed that there is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender. However, according to the interview results, there is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender. Most of the interviewees stated that females have a more caring nature and, therefore, would tend to support the teaching of EI skills more enthusiastically than males.

Regarding the role of age in the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes, the results of the questionnaires show that there is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age. However, the interview results reveal that there is a significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age. Almost all the interviewees mentioned that as one gets older and has more life experiences, his or her experiences becomes more sophisticated and that he or she become more aware of the significant role of emotions in learning.

As for the relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in, according to the questionnaire results, there is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in. Similarly, the interview results show that whether an instructor works at a state or a private university does not influence the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes.

When the results related to workload factor are compared, the questionnaire results reveal that the tendency of EFL instructors who have workload above 18 hours to believe that EI skills related to happiness should be taught in EFL classes is higher than instructors who work for 16-17 hours or less than 15 hours. In the interviews, the participants asserted that the beliefs of EFL instructors related to the teaching of emotional intelligence skills in EFL classes would change depending on their weekly workload. Then, it was found that the tendency of EFL instructors who have workload above 18 hours to believe that EI skills related to happiness should be taught in EFL classes is higher than instructors who work for 16-17 hours or less than 15 hours and were asked what might be the reason for this finding. They mentioned that teaching more than 18 hours means teaching the same class instead of teaching different classes for shorter hours. Therefore, the students' general attitude to life would matter to an instructor who teaches one class all through the week more than an instructor who teaches more than one class and who spends less time with each of them.

Summary of the results of the quantitative and qualitative data in the light of the research questions is illustrated in Table 4.27.

Table 4.27 Summary of the Quantitative and Qualitative Results of the Study

Research Questions	Questionnaire Results	Interview Results
RQ 1. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills?	There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the interpersonal skills and their classroom applications related to the teaching of these skills in EFL classes.	The tendency of EFL instructors to use the EI skills had a significant effect on their tendency to teach these skills in their classes. For EFL instructors to teach emotional intelligence skills in their classes, they must be emotionally intelligent themselves first.
RQ 2. Is there a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes?	There is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the intrapersonal, interpersonal, adaptability and general mood skills and their beliefs related to the teaching of these skills in EFL classes.	The tendency of EFL instructors to use the EI skills had a direct effect on their beliefs about the teaching of EI skills in EFL classes. EFL instructors who have efficient EI skills would consider fostering emotional learning in EFL classes to be conducive to a more efficient learning environment.
RQ 1 and 2	The tendency of EFL instructors' to teach EI skills in their classes is always lower than their tendency to use EI skills and their tendency to believe that EI skills should be taught in EFL classes.	There would definitely be a discrepancy between the tendency of EFL instructors to teach EI skills in EFL classes and their tendency to believe that these skills should be taught in EFL classes. There would also be a disparity between their tendency to use EI skills and their encouraging EFL learners to learn these skills in EFL classes.

RQ 3. Do the classroom applications of the EFL instructors related to teaching emotional skills change according to:
    a. gender?
    b. age?
    c. the type of the institution where they work?
    d. weekly workload?
	a. The tendency of females to teach impulse control skills is higher than males.
	b. The classroom applications of the EFL instructors related to teaching emotional skills does not change according to their age.
	c. The tendency of state university EFL instructors to teach intrapersonal and adaptability skills is higher than private university EFL instructors.
	d. The tendency of EFL instructors whose workload is above 18 hours to teach happiness skills is higher than instructors whose workload is below 15 hours or who have 16-17 hours of workload.
		a. Female instructors would encourage emotional learning in EFL classes more than male EFL instructors do.
		b. The tendency of EFL instructors to teach EI skills will increase as they get older and gain more experience.
		c. There will not be any difference between instructors who work at state and private universities in terms of their tendency to teach EI skills.
		d. As weekly workload increases, the tendency of EFL instructors to teach EI skills will decrease.

Table 4.27 (Continued)

RQ 4. Do the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to:
  a. gender?
  b. age?
  c. the type of the institution where they work?
  d. weekly workload?
	a. There is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender.
	b. There is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their age.
	c. There is no significant relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and the type of the institution they work in.
	d. The tendency of EFL instructors who have workload above 18 hours to believe that EI skills related to happiness should be taught in EFL classes is higher than instructors who work for 16-17 hours or less than 15 hours.
		a. Females would tend to support the teaching of EI skills more enthusiastically than males.
		b. As they get older and gain more experience, EFL instructors would become more aware of the significant role of emotions in learning.
		c. Working in a state or a private university does not change EFL instructors' beliefs related to the teaching of EI skills.
		d. Although too much workload could discourage instructors from teaching EI skills in EFL classes, it would not change instructors' beliefs related to whether these skills should be taught or not.

CHAPTER V

CONCLUSION

5.0   Presentation

This chapter consists of the summary of the study, discussion of findings, pedagogical implications and recommendation for further research.

5.1   Summary of the Study

The purpose of this study is to investigate the relationship between the tendency of English as a Foreign Language (EFL) instructors to use the emotional intelligence (EQ) skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes. A demographic information form and two questionnaires were designed for the study. The demographic information form reveals such information as the participants' gender, age, workload and the type of the institution where they work. Secondly, the tendency of EFL instructors to use the emotional intelligence skills was assessed through the Turkish adaptation of Bar-On Emotional Quotient Inventory (Acar, 2001), which is an 88 item self-report instrument and is based on the 5 meta-factors and 15 sub-factors of the Bar-On EQ Model (Bar- On, 2007). The second questionnaire, which includes two sections (Q2.1 and Q2.2), was employed to discover whether the EFL instructors teach emotional intelligence skills in their classes and whether they think these skills should be taught in EFL classes. This Attitude Questionnaire, which includes 25 items, was developed by the researcher in accordance with the 5 meta-factors and 15 sub-factors of the Bar-On EQ Model (Bar- On, 2007). The questionnaires were piloted on 30 participants at the School of Foreign Languages at Boğaziçi University. Since the Cronbach Alpha was highly reliable in both questionnaires (0.909 and 0.905, respectively), none of the questions were reworded and the data collected were included in the main study data.

The universities chosen for data collection are the School of Foreign

Languages of Atılım University, Başkent University, Boğaziçi University and Erciyes University. 140 EFL instructors participated in the quantitative data collection process. In order to gain a deeper understanding of the quantitative data results and provide a more in-depth analysis of the issue, a semi-structured interview with 11 main questions was held with 10 English instructors (M=5, F=5) in Turkish. The participants for the interview were chosen from the group of 140 EFL instructors who participated in the quantitative data collection process. While choosing the representative group for the interview, participants' gender, age, and the type of the university where they work (i.e. whether it is a private or a state university) were considered. The analyses of the questionnaires were done through SPSS 17.00 and the interviews were analyzed through content analysis.

5.2 Discussion

The main purpose of this study was to find out whether there is a relationship between the tendency of English as a Foreign Language (EFL) instructors to use the emotional intelligence (EQ) skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes. In order to look into the issue, the correlation between the tendency of EFL instructors to use the emotional intelligence skills and whether they teach emotional intelligence skills in their EFL classes was assessed. Then, the same correlation calculation was carried out to explore the relationship between the tendency of EFL instructors to use the emotional intelligence skills and whether they believe that EI skills should be taught in EFL classes. Finally, the role of certain demographic features (i.e. gender, age, workload and the type of the university they work in) in EFL instructors' EI-related applications and beliefs was examined.

This section provides discussion based on the findings of the study. The discussion starts with comments on the findings regarding the relationship between the tendency of EFL instructors to use the emotional intelligence skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes. Then, the effects of different factors (i.e. gender, age, workload and the type of the university they work in) on instructors' attitudes towards the teaching of emotional intelligence skills in EFL classes are discussed.

Regarding the relationship between the tendency of EFL instructors to use the emotional intelligence skills and whether they teach emotional intelligence skills in

their EFL classes, the quantitative data analysis revealed that there is a significant relationship between the tendency of EFL instructors to use the interpersonal and flexibility emotional intelligence skills and their tendency to teach these skills in EFL classes. This finding is consistent with the responses received from the instructors who participated in the interview. That is, instructors who are not emotionally intelligent themselves cannot encourage emotional learning in their classes. Goleman (1995) asserts that teachers' interpersonal skills at identifying and supporting students' emotions as well as their interpersonal understanding and expression of their own emotions are integral to effective teaching. Emotions constitute a powerful aspect of learning as they help define classroom experiences, providing powerful rationales for engaging in and avoiding teaching and learning opportunities (Meyer & Turner, 2007). However, in spite of their power, emotions have mostly been ignored in educational research, professional practice and teacher education. Considering the major role that emotions play in the complex process of foreign language learning, the effect of EFL teachers' own tendency to use emotional intelligence skills on fostering emotional learning in EFL classes should not be ignored. In order for teachers to be able to promote social and emotional learning by helping students to get their needs met in positive, healthy and productive ways, they should embody such values as self-awareness, motivation, responsibility, perseverance, kindness and empathy. That is to say, being able to provide students with knowledge and skills that would lead to social, emotional and mental well-being involves being a role model displaying efficient emotional intelligence skills.

The quantitative data analysis also revealed that there is a significant relationship between the tendency of EFL instructors to use the interpersonal, intrapersonal, adaptability and general mood skills and their tendency to believe that these skills should be taught in EFL classes. This finding is consistent with the responses received from the instructors who participated in the interview. That is, EFL instructors who have efficient EI skills would tend to consider fostering emotional learning in EFL classes to be conducive to a more efficient learning environment. As Nias (1996) noted, teachers invest themselves into their work and are continuously developing their identity through the interpretation of their experiences within the context they adopt. Therefore, teachers' identity has an influence on their emotions, actions and professional identity formation. Teachers' identity, actions and emotions are all intertwined with each other through an ongoing,

multidirectional and transactional process (Pekrun & Schutz, 2007). In other words, how teachers view themselves guides their actions and emotions during transactions and influences their beliefs about pedagogy (Aultman et al., 2006).

One of the most outstanding results revealed by this study was that the tendency of the EFL instructors to teach emotional intelligence skills is lower than their tendency to believe that EI skills should be taught in EFL classes. In order to gain a deeper understanding of what factors might cause this case, a relevant question was included in the interview. The responses received from the interviewees revealed that the most influential factors leading to the discrepancy between the beliefs and classroom applications of EFL instructors related to encouraging emotional learning and their tendency to teach emotional intelligence skills in EFL classes are heavy and rigid curriculum emphasizing structural components of English, workload, support from colleagues and the administration, students' attitude, resistance to change on the part of both students and instructors, exam-oriented instruction and student profile. This is a crucial finding as it means that teachers' positive attitude towards the teaching of emotional intelligence skills does not ensure their integration of EI skills into their EFL classes. In Turkey, EFL teachers are trained predominantly at universities, where they typically complete a four-year degree. It is possible but not guaranteed that these teachers will encounter the concept of EI during their university education. However, even when EI is introduced into the programs, teachers receive at best a superficial overview of the concept, with little or no practical training. Therefore, teacher training programs must be the first stage in integrating the teaching of EI skills into EFL classes. EFL teachers should be provided with the relevant EI background so that they can teach learners to be emotionally intelligent. Based on a recent study conducted in the US (Haskett, 2002), it could be said that the best teachers are themselves more emotionally intelligent.

When the relationship between whether EFL instructors teach EI skills in their classes and their gender was explored, it was found out that the tendency of females to teach impulse control skills is higher than males. The interview results revealed that female instructors are believed to foster emotional learning more than male instructors do. Most of the interviewees stated that they believed female instructors would encourage emotional learning in EFL classes more than male EFL instructors do thanks to the motherly and sensitive nature of females. These results could be attributed to the biological differences between the male and female brain.

Brizendine (2007) state that the amygdala is larger in the male brain whereas in the female brain pre-frontal cortex is larger. Therefore, women are more adept in effectively controlling impulses, drives or temptations to act.

According to the results of the questionnaire, the EI classroom applications of EFL instructors related to teaching emotional skills does not change according to their age. However, most of the participants of the interview asserted that aging would mean more life experience and professional experience, which leads to more awareness of one's and others' emotions. Therefore, they think that older instructors would tend to encourage emotional learning more than younger teachers. Some participants, on the other hand, held that it is not the age of a person, but the type and the quality of his or her experiences in life and in the profession that would make a difference in whether he or she encourages students to develop efficient EI skills. That is, no matter how old they are, mature individuals who are emotionally intelligent recognize the significance of emotional learning and could encourage their students to improve their EI skills. A study by Freedman et al. (2006) found out that age is only slightly predictive of the self-awareness component of emotional intelligence while other components of EQ such as empathy, managing emotions, optimism and motivating one's self are less likely to increase with just age indicating some competencies must be developed through training.

When the relationship between the type of university that participants work in and their tendency to teach EI skills in EFL classes was examined, the questionnaire results showed that the tendency of state university EFL instructors to teach intrapersonal and adaptability skills is higher than private university EFL instructors. The interviewees did not agree with the private university and state university distinction influencing instructors' tendency to teach EI skills; however, the result revealed by the questionnaire could be attributed to the more strict nature of private universities where there is more pressure on instructors because of the more demanding administration and student profile. That is, for state university instructors, who work in a more flexible environment with less pressure from the administration and the student body, the integration of EI skills into their classes could be more feasible than it is for private university instructors.

Regarding the relationship between the workload of instructors and their tendency to teach EI skills in EFL classes, it was found out that the tendency of EFL instructors whose workload is above 18 hours to teach general mood skills is higher

than instructors whose workload is below 15 hours. Instructors who have 16-17 hours of workload have the least tendency to teach general mood skills among the three workload groups in the study. In order to provide an explanation to the result, in the interviews, instructors were asked what could lead to this case where EFL instructors whose workload is above 18 hours to teach general mood skills is higher than instructors whose workload is below 15 hours. They stated that instructors who have more than 18 hours of workload teach the same class during the whole week and, therefore, they are like homeroom teachers of their classes. That is why, although they have more workload, they could still care about their students' well-being and do not ignore the necessity of encouraging students to develop efficient skills to feel good about themselves, others and life in general.

When the relationship between the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes and their gender, age, weekly workload as well as the type of the institution they work in was explored, the quantitative data results revealed that there was no significant relationship between emotional learning related beliefs of the EFL instructors and their age, gender or the type of the university they work in. However, it was discovered that there is a significant relationship between the workload of instructors and emotional learning-related beliefs. The tendency of EFL instructors who have workload above 18 hours to believe that EI skills related to happiness should be taught in EFL classes is higher than instructors who work for 16-17 hours or less than 15 hours. Among the three workload groups in the study, instructors who have 16-17 hours of workload have the least tendency to believe that general mood skills should be taught in EFL classes. In order to find out the reason underlying this result, interviewees were asked what could lead to this situation. The interviewees mentioned that teaching more than 18 hours means teaching the same class instead of teaching different classes for shorter hours. Therefore, the students' general attitude to life would matter to an instructor who teaches one class all through the week more than an instructor who teaches more than one class and who spends less time with each of them.

5.3   Pedagogical Implications

Foreign language learning involves emotional involvement. That is, feelings about one's self, relationships in the learning environment and the emotional bond between language and culture all play a significant role in the process of language

learning. Foreign language learners' attitudes towards the learning process are closely connected to such variables as attention, memory, meaning-making, goal setting, motivation, risk-taking, self-esteem, social interaction and anxiety, all of which are related to success in foreign language learning. Therefore, teachers, who are expected to facilitate the demanding foreign language learning process, should embody emotional intelligence skills and integrate emotional learning opportunities into EFL classes as well. To achieve these aims, teachers should first gain self-awareness about their own emotional intelligence skills and improve them. Only then will they be well-equipped to be able to foster emotional learning in their classes. The results of this study showed that the tendency of the EFL instructors to teach emotional intelligence skills is lower than their tendency to believe that EI skills should be taught in EFL classes. It means that teachers' positive attitude towards the teaching of emotional intelligence skills does not ensure their integration of teaching these skills into their EFL classes, either. An EFL instructor could just ignore teaching EI skills as he or she already has too much workload. In addition, college students who study at English preparatory schools start the school with little knowledge of English. Therefore, the focus of the instructor usually tends to be teaching English in a very short period of time and the focus of the learner is just to pass the English proficiency test, which is given at the end of the year. Other environmental factors such as the rigid and heavy curriculum, students' attitudes as well as the administration's attitudes also play a significant role in the discrepancy between what instructors believe related to the teaching of EI skills and what they practise in class. Besides, the teacher training unit's attitude towards the integration of the teaching of EI skills in EFL classes is also an important factor. When the teacher-training unit does not support encouraging emotional learning in EFL classes the instructor might have to just cover the material provided by the curriculum committee. On the other hand, even if an instructor is an emotionally intelligent one himself or herself and is encouraged by the institution where he or she works to integrate emotional learning in EFL classes, he or she might not have the necessary knowledge and skills to be able to integrate them into EFL classes. This case, which is caused by the very mechanical system imposed by the institution, calls for planned and intentional training of people working at Ministry of Education, administrators and teachers in order to raise awareness about why and how emotional intelligence skills should be taught in EFL classes. Only then could they have their students be

engaged in a meaningful and purposeful emotional learning process. 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 are just some of the ways EFL teachers could employ to take a step in learners' emotional worlds.

The results of this research revealed that due to their motherly and caring nature female EFL instructors are believed to have a higher tendency to teach EI skills in their classes whereas gender does not have an effect on instructors' beliefs related to the teaching of EI skills. That is, although there is not a significant relationship between EI-related beliefs of EFL instructors and their gender, EI-related applications of instructors could change depending on the gender of instructors. Therefore, taking the gender difference into consideration, special attention should be paid to form heterogeneous groups in workshops which aim to encourage emotional learning and the teaching of EI skills in EFL classes. By that means, female and male instructors will have the opportunity to share their knowledge and experiences related to the issue, enriching each other's points of view. The study also revealed that the age is not a determinant factor in the tendency of EFL instructors to teach EI skills. In the interviews, however, some instructors mentioned that there might occur differences between novice instructors and senior teachers. Therefore, those in administration should take the age factor into consideration when they pair up teachers who will co-teach during the academic term or year so that teachers who have different characteristics and backgrounds would have a chance to share them with their partners.

Another crucial finding in this study is that the type of the university where instructors work has an effect on EI-related classroom applications of EFL instructors. This finding has important pedagogical implications as it reveals the significance of how the institution views the role of instructors and emotions in the learning process. In order for instructors to be motivated and be able to teach EI skills, the institutions they work at should be aware of the significance of having efficient EI skills and should encourage instructors to teach these skills in classes. Therefore, that administrators who work in Ministry of Education and educational institutions have awareness of the crucial role of emotions in learning is as essential as instructors' tendencies to teach EI skills. Only then could important arrangements be done in the curriculum so that the teaching of EI skills will be integrated into the EFL learning environment. Furthermore, inconvenient conditions related to teaching

workload could then be adjusted in order to allow for enough time and energy for instructors to make room for emotional learning in their classes.

5.4 Suggestions for Further Research

As the sample size of this study was limited to 140 English instructors working at four English preparatory schools of universities, broader studies need to be carried out to generalize the relationship between the tendency of EFL instructors to use the emotional intelligence skills and their attitudes towards the teaching of emotional intelligence skills in EFL classes.

The data gathering tools employed in this study are self-report instruments. The employment of more empirical and longitudinal research in which observations and video recordings of EFL classes are employed would definitely ensure more reliable results.

5.5 Limitations of the Study

The findings of this study are confined to 140 English instructors working at four preparatory schools of universities in Turkey. In addition, the data gathering tools employed in this study are self-report instruments. Since teachers gave their answers based on their own experiences and perceptions, the results may not completely reflect the teachers' everyday working experience.

Finally, although the Cronbach Alpha was highly reliable (0.905) in the Attitude Questionnaire ensuring its reliability, factor analysis could not be carried out for this questionnaire. In an attempt to turn sub-factors in Bar-On's EQ Model (1997) into compact items in the second questionnaire, the researcher prepared 25 items for the Attitude Questionnaire. Therefore, some sub-factors such as empathy are represented by just 1 item in this questionnaire, which makes factor analysis inconvenient. More items for each sub-factor could have been included in the questionnaire, but in that case it would take at least one hour to complete the questionnaires, which would not be applicable.

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APPENDICES

APPENDIX A

İNGİLİZCE ÖĞRETMENLERİNİN DUYGUSAL ZEKÂ EĞİLİMLERİ İLE DUYGUSAL ZEKÂ BECERİLERİNİN İNGİLİZCE DERSLERİNDE ÖĞRETİLMESİ KONUSUNDAKİ TUTUMLARI ARASINDAKİ İLİŞKİ

Bu araştırma, Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Öğretimi Yüksek Lisans Programı öğrencisi Sevil Kazak tarafından yürütülmektedir. Araştırmanın amacı, Türkiye'de üniversitelerin İngilizce Hazırlık bölümlerinde çalışan İngilizce öğretmenlerinin duygusal zekâ eğilimleri ile öğrencilere İngilizce derslerinde duygusal zekâ becerilerinin öğretilmesi konusundaki tutumları 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 Sevil Kazak (Tel: 0 212 359 7900; E-posta: sevil.kazak@boun.edu.tr) ile iletişim kurabilirsiniz. Katkılarınız için teşekkür ederiz.

Sevil Kazak
Orta Doğu Teknik Üniversitesi
Sosyal Bilimler Enstitüsü İngiliz Dili Öğretimi
Yüksek Lisans Programı Öğrencisi

KİŞİSEL BİLGİ FORMU

1. Ad, Soyad   : _____

2. Cinsiyet   : ☐ Kadın   ☐ Erkek

3. Yaş   : _____

4. Hangi üniversitede görev yapmaktasınız? _____'nde çalışıyorum.

5. Çalıştığınız kurumdaki haftalık ders yükünüz kaç saattir? _____ .

6. Çalıştığınız kurumda, İngilizce öğretmenliğinin yanı sıra, idari ya da akademik birimlerde (sınav birimi, ders malzemesi geliştirme birimi vs.) de görev yapıyor musunuz? Cevabınız "evet" ise, görevinizi ve bu görev için haftada kaç saat çalıştığınızı verilen boşlukta belirtiniz.

☐ Evet _____ olarak haftada ____ saat çalışıyorum.   ☐ Hayır

BÖLÜM II

BAR-ON DUYGUSAL ZEKÂ ANKETİ[1]

Sayın katılımcı, aşağıdaki ifadelere vereceğiniz cevapları 1'den 5'e kadar sıralanan **1- Kesinlikle katılmıyorum, 2- Katılmıyorum, 3- Kararsızım, 4- Katılıyorum, 5- Tamamen katılıyorum** açıklamalarından birini seçerek **(X)** işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlış yanıtı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk yanıt sizin tutumunuzu en iyi yansıtan olacaktır.

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

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[1] Bar-On Duygusal Zeka Anketi (Bar-On Emotional Intelligence Quotient Inventory / Bar-On EQ-I) Reuven Bar-On (1997) tarafından geliştirilmiştir. Anketin Türkçe uyarlaması Füsun Acar (2001) tarafından yapılmıştır.

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

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

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

BÖLÜM III

Sayın Katılımcı,

Bu ankette **iki ölçek** yer almaktadır. Lütfen, ilk ölçekte, aşağıdaki önermelerde belirtilen duygusal zekâ becerilerini kendi derslerinizde öğretip öğretmediğinizi (beyaz alan) **"a" ya da "b"** seçeneklerinden birini seçerek **(X)** işareti ile belirtiniz. İkinci ölçekte ise, önermelerde belirtilen duygusal zekâ becerilerinin İngilizce derslerinde öğretilip öğretilmemesi konusundaki görüşünüze en yakın ifadeyi (gri alan) **1- Öğretilmemeli, 2- Kararsızım ya da 3- Öğretilmeli** seçeneklerinden birini seçerek **(X)** işareti ile belirtiniz. İfadelerin doğru veya yanlış yanıtı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk yanıt sizin tutumunuzu en iyi yansıtan olacaktır.

	a	b	1	2	3
	Derslerimde Öğretiyorum	Derslerimde Öğretmiyorum	Öğretilmemeli	Kararsızım	Öğretilmeli
1. Kişinin kendi duygularının farkında olma becerisi(ni)					
2. Kişinin içinde bulunduğu sosyal grup içerisinde diğer insanlarla birlikte uyumlu ve yapıcı bir şekilde çalışabilme becerisi(ni)					
3. Kişinin ani dürtü, istek ve hareketlerini etkili bir şekilde kontrol edebilme becerisi(ni)					
4. Kişinin duygu, düşünce ve davranışlarını yeni durum ve şartlara göre değiştirip ayarlayabilme becerisi(ni)					

	a	b	1	2	3
	Derslerimde Öğretiliyor	Derslerimde Öğretilmiyor	Öğretilmemeli	Kararsızım	Öğretilmeli
5. Kişinin zor durumlarda bile hayata iyi tarafından bakabilme becerisi(ni)					
6. Kişinin kendisini doğru olarak tanıma becerisi(ni)					
7. Kişinin duygusal olarak başkalarına bağımlı olmama becerisi(ni)					
8. Kişinin duygularını etkili bir şekilde ifade edebilme becerisi(ni)					
9. Kişinin ters giden ve stresli durumlarla serinkanlılıkla başedebilme becerisi(ni)					
10. Kişinin diğer insanlarla karşılıklı anlayışa dayalı ve tatmin edici ilişkiler kurabilme becerisi(ni)					
11. Kişinin haklarını savunabilme becerisi(ni)					
12. Kişinin kendisini olumlu ve olumsuz yönleriyle birlikte kabul edebilme becerisi(ni)					
13. Kişinin karşılaştığı sorunları tanımlayabilme becerisi(ni)					
14. Kişinin kendisinden memnun olma becerisi(ni)					
15. Kişinin başkalarının ne hissettiğini, nasıl ve neden bu şekilde hissettiklerini anlayabilme becerisi(ni)					
16. Kişinin duygularını ayırt edebilme becerisi(ni)					
17. Kişinin karşılaştığı sorunlara etkili çözümler bulabilme becerisi(ni)					
18. Kişinin hayattan genel olarak memnun olma becerisi(ni)					

	a	b	1	2	3
	Derslerimde Öğretiliyor	Derslerimde Öğretilmiyor	Öğretilmemeli	Kararsızım	Öğretilmeli
19. Kişinin düşünce ve davranışlarını kendisinin kontrol edebilme becerisi(ni)					
20. Kişinin hayatıyla ilgili hedefler koyabilme becerisi(ni)					
21. Kişinin özgüven duyabilme becerisi(ni)					
22. Kişinin kendi duygu, düşünce ve algıları ile gercek hayat arasındaki uyumu nesnel bir biçimde değerlendirebilme becerisi(ni)					
23. Kişinin hedeflerine ulaşabilmek için sahip olduğu güç ve yetenekleri kullanabilme becerisi(ni)					
24. Kişinin duygularına neyin ya da nelerin yol açtığının farkında olma becerisi(ni)					
25.Kişinin düşüncelerini etkili bir şekilde ifade edebilme becerisi(ni)					

İNGİLİZCE OKUTMANLARININ
DUYGUSAL ZEKÂ EĞİLİMLERİ İLE İLGİLİ
GÖRÜŞME SORULARI

1. Okutmanların duygusal zekâ becerilerini kullanma eğilimleri ile İngilizce derslerinde öğrencilerine duygusal zekâ becerilerini öğretmeye yönelik sınıf içindeki uygulamaları arasında bir ilişki var mıdır? Lütfen açıklayınız.

2. Okutmanların duygusal zekâ becerilerini kullanma eğilimleri ile duygusal zekâ becerilerinin İngilizce derslerinde öğrencilere öğretilip öğretilmemesi konusundaki inançları arasında bir ilişki var mıdır? Lütfen açıklayınız.

3. Okutmanların duygusal zekâ becerilerinin İngilizce derslerinde öğrencilere öğretilip öğretilmemesi konusundaki inançları ile bu becerileri öğretmeye yönelik sınıf içindeki uygulamaları arasında tutarsızlık olabilir mi? Lütfen nedenlerini belirterek açıklayınız.

4. Sizce okutmanın cinsiyeti duygusal zekâ becerilerininin öğrencilere öğretilmesine yönelik sınıf içindeki uygulamaları üzerinde etkili midir? Lütfen açıklayınız.

5. Sizce okutmanın yaşı duygusal zekâ becerilerininin öğrencilere öğretilmesine yönelik sınıf içindeki uygulamaları üzerinde etkili midir? Lütfen açıklayınız.

6. Sizce okutmanın çalıştığı kurumun türü duygusal zekâ becerilerininin öğrencilere öğretilmesine yönelik sınıf içindeki uygulamaları üzerinde etkili midir? Lütfen açıklayınız.

7. Sizce okutmanın haftalık ders yükü duygusal zekâ becerilerininin öğrencilere öğretilmesine yönelik sınıf içindeki uygulamaları üzerinde etkili midir?

8. Sizce okutmanın cinsiyeti duygusal zekâ becerilerinin İngilizce derslerinde öğrencilere öğretilip öğretilmemesi konusundaki inançlari üzerinde etkili midir? Lütfen açıklayınız.

9. Sizce okutmanın yaşı duygusal zekâ becerilerinin İngilizce derslerinde öğrencilere öğretilip öğretilmemesi konusundaki inançlari üzerinde etkili midir? Lütfen açıklayınız.

10. Sizce okutmanın çalıştığı kurumun türü duygusal zekâ becerilerinin İngilizce derslerinde öğrencilere öğretilip öğretilmemesi konusundaki inançlari üzerinde etkili midir? Lütfen açıklayınız.

11. Sizce okutmanın haftalık ders yükü duygusal zekâ becerilerinin İngilizce derslerinde öğrencilere öğretilip öğretilmemesi konusundaki inançları üzerinde etkili midir? Lütfen açıklayınız.

INTERVIEW QUESTIONS RELATED TO THE TENDENCIES OF EFL INSTRUCTORS TO USE AND TEACH EI SKILLS

1. Do you think there is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their classroom applications related to teaching emotional skills? Please explain.

2. Do you think there is a significant relationship between the tendency of EFL instructors working at the School of Foreign Languages to use the emotional intelligence skills and their beliefs about the teaching of emotional intelligence skills in EFL classes? Please explain.

3. Could there occur a discrepancy between the beliefs of EFL instructors about the teaching of emotional intelligence skills in EFL classes and their classroom applications related to the teaching of emotional skills? Explain.

4. Do you think the classroom applications of the EFL instructors related to the teaching of emotional skills change according to their gender? Please explain.

5. Do you think the classroom applications of the EFL instructors related to the teaching of emotional skills change according to their age? Please explain.

6. Do you think the classroom applications of the EFL instructors related to the teaching of emotional skills change according to the type of the institution they work at? Please explain.

7. Do you think the classroom applications of the EFL instructors related to the teaching of emotional skills change according to their weekly workload? Please explain.

8. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to their gender?

9. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to their age?

10. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to the type of the institution they work at? Please explain.

11. Do you think the beliefs of the EFL instructors related to the teaching of emotional intelligence skills in EFL classes change according to their weekly workload? Please explain.