



EMOTIONAL INTELLIGENCE AND FOREIGN LANGUAGE ANXIETY AMONG FOREIGN LANGUAGE LEARNERS

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ABSTRACT

This exploration plans to research the connection between the ability to understand anyone on a profound level and Unknown dialect Nervousness among students of unknown dialects. An example size of 100 members was taken which comprised of Japanese students (N=50) and Spanish students (N=50) who had a place with the age gathering of 18-25 years. The comfort test was finished alongside willful reaction inspecting. Pearson's item second connection and autonomous example t-test were utilized for factual investigation of the gathered information involving Measurable Bundle for Sociologies (SPSS) to track down the outcomes. The factual examination of the information reasoned that there is a critical pessimistic connection is tween's Capacity to understand people on a deeper level and Unknown dialect Tension among unknown dialect students in India. In any case, no huge contrast was found between the unknown dialect nervousness levels of Spanish and Japanese students.

Simultaneously, no huge relationship could be seen between the ability to understand individuals at their core and unknown dialect nervousness levels of Spanish students and Japanese students independently.

Keywords: Emotional Intelligence, Foreign Language Anxiety

INTRODUCTION

Learning another dialect can be an overwhelming encounter yet many individuals decide to take this test up. This is once in a while finished out of esteem for the objective language and moreover can likewise cultivate receptiveness to new social encounters. It sure is a complicated interaction however the sheer delight of having the option to express unfamiliar words is completely unique. The justifications for why individuals take up another dialect are many-having the option to convey while voyaging, scholarly purposes, interest in the language, and so on. As the world's economy keeps on globalizing, many societies and networks are coming into progressively regular touch with each other.

Daniel Goldman proposed that a higher EQ might really settle a few different issues like harassing, brutality, and other disciplinary issues comparing to Goldman's third part of the capacity to understand individuals at their core for example Inspiration, a high EQ is towards progress in scholastic execution too. There's a developing collection of examination that frames the significance of the capacity to understand people on a deeper level with regards to scholastics. The educators assume a functioning part in deciding the understudy's way of behaving and perspectives toward learning. The capacity to understand individuals on a deeper level makes an identity reflection and assists the instructor with ordering and follows up on their own as well as their understudies' personal states. Alongside educators, the understudies ought to likewise have the option to perceive, distinguish, and mark their feelings and perceive what makes them restless.

Sucaromana (2012) investigated the degree to which the capacity to appreciate anyone on a deeper level can be integrated into further developing unknown dialect instructing and learning. It is referenced in the paper how EI is a significant figure learning a language since the cycle includes dynamic correspondence. More consideration from instructors, scientists and researchers should be brought to the ability to understand people at their core to lay out a considerably more powerful learning climate.

METHODOLOGY

3.1 Aim

The present study aims to investigate the relationship between Emotional Intelligence and Foreign Language Anxiety among learners of foreign languages (Spanish and Japanese).

3.2 Objectives

- 1) To study the relationship between Emotional Intelligence and Foreign Language Anxiety among Japanese language learners and Spanish language learners.
- 2) To measure the difference in the level of Foreign Language Anxiety among Japanese and Spanish language learners.

3) To study the relationship between Emotional Intelligence and Foreign Language Anxiety among Japanese language learners.

4) To study the Relationship between Emotional Intelligence and Anxiety among Spanish language learners.

3.3 Hypotheses

1) There will be a significant relationship between Emotional Intelligence and Foreign Language

Anxiety among Japanese language learners and Spanish language learners

2) There will be a significant difference in the level of Foreign Language Anxiety among Japanese and Spanish Language Students.

3) There will be a significant relationship between Emotional Intelligence and Foreign Language Anxiety among Japanese language learners.

4) There will be a significant relationship between Emotional Intelligence and Foreign Language Anxiety among Spanish language learners.

3.4 Sample and its selection

A total of 102 responses were recorded out of which only 100 were considered. Thus, the sample consisted of 100 participants learning Japanese (N=50) and Spanish (N=50) aged between 18-25 years, who were all enrolled in various institutes and programs for learning either of the languages across India.

3.5 Sampling

The sample was collected through convenience sampling along with voluntary response

3.6 Locale

Data was collected from students enrolled in a language learning program.

3.7 Inclusion and exclusion criteria

The sample consisted of 100 participants learning Japanese (N=50) and Spanish (N=50) who specifically were between 18-25 years of age. The participants were all enrolled in various institutes and programs for learning either of the languages. People who were self-learning the languages were excluded from this study.

3.8 Research design

The study is descriptive in nature and aims to explore the nature of the relationship between the two variables, Emotional Intelligence, and Foreign Language Anxiety among foreign language learners across India. In addition to that, the study used the correlation research design.

3.9 Variables

The variables undertaken in this research are-

- Emotional Intelligence
- Foreign Language Anxiety
- Japanese and Spanish language learners

3.10 Tools used

S.No	Name of Tool	Author and year	Reliability
1.	The Foreign Language Anxiety Scale	Elaine K. Horwitz, Michael B. Horwitz and Joann Cope	Reliability= 0.92 Validity supported by Argaman and Abu-Rabia, 2002; Liu and Jackson, 2008; Rodriguez and Abreu, 2003
2.	The Schutte Self-Report Emotional Intelligence Test	Dr. Nicola Schutte	Reliability= 0.93 and a mediocre correlation with the Big Five Scale (0.51)

1. Foreign Language Anxiety

To measure Foreign Language Anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al (1986) was used. The tool consists of 33 items and each item is rated on a 5-point Likert scale with options 'Strongly agree, Agree, neither agree nor disagree, Disagree and Strongly Disagree.' The tool is key reversed, hence for the negative items (2, 5, 8, 11, 14, 18, 22, 28, 32) the scoring is reversed. The FLCAS consists of three components: fear of negative evaluation (2, 5, 6, 11, 12, 15, 16, 17, 19, 22, 23, 25, 26, 28, 30) communication apprehension (1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, 31, 32, 33) and test anxiety (8, 21, 10). The FLCAS measures Foreign Language Anxiety by summing up the score of all 33 items. Thus, the score ranges

from 33 to 165.

2. Emotional Intelligence

To measure Emotional Intelligence, The Schutte Self Report Emotional Intelligence Test (SSEIT) by Schutte et al 1998) was used. The SSEIT is a 33-item questionnaire with item responses Strongly disagree, Disagree, neither disagree nor agree, Agree, Strongly Agree. Three items of the tool (5, 28, and 33) are negative and thus are reverse-scored. it has four subscales- Emotion Perception, Utilization of Emotion, Managing Self- Relevant Emotions, and Managing Others' Emotions. The SSEIT measures EI by summing up the score of all 33 items. The score ranges from 33 to 165.

3.11 Procedure

An informed consent, demographic sheet, and two structured questionnaires were combined and prepared for circulation. The informed consent form delineated the rights of the participants as well as shared information about the research attached to a demographic sheet which asked for essential information like name, email (optional), gender, age, name of the language currently learned, and name of the institute enrolled in.

ANALYSIS OF RESULTS

Table 1: Correlation between Foreign Language Anxiety and Emotional Intelligence among learners of foreign languages

Variable	N	r	P
Foreign Language Anxiety	100	-0.215	Sig*
Emotional Intelligence	100		

*Significant at 0.05 level

Results reveal the existence of a significant negative correlation between emotional intelligence and foreign language anxiety ($= -0.215^*$, $p < .05$). This translates to the fact that an increase in one's emotional intelligence is likely to result in a decrease in one's foreign language anxiety.

Table 2: Mean, SD, and t value for FLA among Japanese and Spanish learners

	Groups	N	Means	SD	t-value	p
Foreign Language Anxiety	Japanese	50	94.68	21.74	-0.11	Insig
	Spanish	50	95.14	19.88		

No significant difference was reported between the means of foreign language anxiety of Japanese learners and Spanish learners. ($t = -0.11, p > .05$)

Table 3: Correlation between Foreign Language Anxiety and Emotional Intelligence among learners of Japanese

Variables	N	r	P
Foreign Language Anxiety	50	-0.220	Insig
Emotional Intelligence	50		

No significant correlation was reported between foreign language anxiety and the emotional intelligence of Japanese learners. ($r = -0.220, p > .05$)

Table 4: Correlation between Foreign Language Anxiety and Emotional Intelligence among learners of Spanish

Variables	N	r	P
Foreign Language Anxiety	50	-0.212	Insig
Emotional Intelligence	50		

No significant correlation was reported between foreign language anxiety and the emotional intelligence of Spanish learners. $F = -0.212, p > .05$)

CONCLUSION

The review named 'Capacity to appreciate anyone on a deeper level and Unknown dialect Nervousness among students of Unknown dialects was directed to research the connection between the two factors under concentrate on I., The ability to understand people on a profound level and Unknown dialect Uneasiness among students of unknown dialects with regards to the Indian populace. The members comprised of 50 Japanese students and 50 Spanish students who at the hour of the review were signed up for a language learning program. Information was accumulated from a sum of 100 students matured between 18-25 years. The instruments used to assemble the information were the Unknown dialect Study hall Nervousness Scale (FLCAS) by Horwitz et al (1986) and the Schutte Self Report The ability to appreciate individuals on a profound level Test (SSEIT) by Schutte et al (1998). The gathered information was then broke down with the assistance of SPSS by ascertaining the Pearson item second relationship, t-test, mean, and standard deviation. Unknown dialect uneasiness and the consequences of the equivalent could be used to grasp the powerful between the two factors. The review can go about as a possible mode for understanding and overcoming any barrier among throb and student dynamic and how remembering profound grade for the showing educational program or the capacity to understand people on a deeper level preparation can improve the growing experience and abo advance better and more viable approaches to imparting one's sentiments and feelings in the climate. This thus will help in the lightening of worries connected with learning, Feeling of dread toward being judged, and different issues that could originate from unknown dialect uneasiness.

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