

Social Changes and Need of Learning English: Modelling of Emotional Intelligence and English language Anxiety in Bilingual's Society

Ali Reza Homayouni¹
Muhammad Hossein Abdollahi*²
Soheila Hashemi³
Valiollah Farzad⁴
Fariborz Dortaj⁵

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Abstract

The purpose of this study was modeling of emotional intelligence and English language anxiety with English language learning. The present study was one of studies using structural equation modeling. The population included all bilingual adolescence students in third grade of guidance school on Golestan province that speaking Turkmen language, and 321 students were randomly selected among them. Then Foreign Language Classroom Anxiety Scale (FLCAC) (Horwitz et al., 1986) and Schutte Emotional Intelligence Test (EI) (1998) were implemented on them. Also, the information about learning English language of students was gathered through scores of students in English language lesson at end of academic year. Results of confirmatory factor analysis showed that models of measuring latent variables have a good fitness. In addition to direct effects, emotional intelligence can affect learning English language indirectly through English language anxiety. Therefore, increasing of emotional intelligence can reduce language anxiety, and consequently, increase language learning.

Keywords: Social change, Emotional intelligence, English language anxiety, Learning English, Bilingual.

¹. PhD Candidate, Department of Educational Psychology, Imam Reza International University, Mashhad, Iran, homaiony@gmail.com

².*Associate Professor, Department of Psychology, Kharazmi University, Tehran, Iran, abdollahimh@yahoo.fr (Corresponding author)

³.Associate Professor, Department of Psychology, Mazandaran University, Babolsar, Iran, soheilhashemi@yahoo.com

⁴.Associate Professor, Department of Psychology, Kharazmi University, Tehran, Iran, vfarzad@yahoo.com

⁵. Professor, Department of Psychology, AllamehTabataba'i University, Tehran, Iran, dortajf@gmail.com

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1. Introduction

Social changes especially globalization has altered every aspects of life in particular language. Sociology of globalization has come into existence in recent years as both an umbrella for a number of traditional sub-fields, among them, development studies, distinct area studies, and international studies, and also as a theoretical enterprise (Appelbaum & Robinson, 2005). Globalization can be defined as “the interconnections of global economic, political, cultural and environmental processes that continually transform present conditions” (Steger, 2013). It is also a key word in the academic discourse of politics, economy, sociology, technology as well as culture (Block and Cameron, 2002). Today, globalization has had and will continue to have effects on many aspects of society, including language (Steger, 2003). Through its mobility of people and capital, its global technologies, and its global information networks, globalization has changed the conditions under which foreign languages (FLs) are taught, learned, and used (Kramsch, 2014). Learning a second language in countries whose main language is not related to a second language, especially in Asian countries, is based on skills. In this view, people are divided into two groups, bilingual and monolingual. Bilingualism refers to a person who can express himself in two different languages or a person who knows and uses two languages (McKean, 2005). In many countries, teaching and learning English is an important part of material and educational facilities, especially in the last few decades planners and specialists in different countries have tried to use more scientific methods in teaching and learning the language (Shirbegi & Azizi, 2010). Learning and writing English language will be increased by increasing emotional intelligence (Saadat & Fayaz Dastgerdi, 2014). Components of emotional intelligence have a relationship with performance in TOFLE test (Motallebzadeh & Azizi, 2012). People with higher emotional intelligence get better scores. Educating language requires proper relationship with learners. Therefore, learning English language will be increased by increasing emotional intelligence (Sucaromana, 2012). Despite all this effort, many learners have difficulty learning a second language despite succeeding in various subjects. Among the various factors that affect language learning, two variables are more important: emotional intelligence and language anxiety. Emotional intelligence affects understanding self and others, interaction with them and effective deal with daily matters through social relationships or skills

(Bar-On, 2006). Emotional intelligence can develop ability to speak in English language (Soodmand Afshar & Rahimi, 2014). Correct using and managing emotions in class has a positive relationship with learning English language and results to more participation in the language class activities (Hernández, 2006; Homayouni, 2011). Emotional stability and ability of controlling emotions reduce language anxiety among learners that the ability can be continued to learn five languages (Dewaele, 2013).

2. Review of Literature

Emotional intelligence is one of the most important variables. The theory emerged by extending Gardner multiple intelligence especially interpersonal intelligence by Salovey and Mayer (1990). Salovey and Mayer (1990) used the term emotional intelligence to describe the quality and understanding of people's emotions, empathy for the feelings of others, and the ability to manage mood well. In fact, it involves recognizing one's own feelings and those of others and using them to make the right decisions in life; It is a factor that motivates a person when he fails and, due to his high social skills, leads to a good relationship with people. Emotional intelligence theory provides a new perspective on predicting the factors influencing success as well as early prevention of mental disorders that complements the cognitive sciences, neuroscience, and child development (Parrott, 2001). Emotional intelligence is an effective and determining factor in real life processes such as success in school and education, success in work and interpersonal relationships and in general health performance (Ciarrochi, Forgas, & Mayer, 2006). Emotional intelligence and academic achievement are in a positive relationship with each other. The rate of dropout or continuing education in students is significantly related to the level of emotional and social competence of students and emotional intelligence can lead to positive changes in learners (Parker, Summerfeidt, Hogan, Majeski, 2004). Since the 1970s, this can be considered the decade of the birth of the concept of foreign language anxiety, which has attracted many researchers. Among these researchers, Horowitz, Horwitz & Cope (1986) first addressed the issue of foreign language anxiety as a special type of anxiety and tried to provide an operational definition of it. They designed a tool to assess the specific type of anxiety that has arisen in the language learning process. They described the physiological and psychological

symptoms of anxiety based on discussions by beginner foreign language students about anxiety, many of which are usually in anxiety-like symptoms such as classroom depression, and dizziness before Exams and mumbling occur before entering the classroom (Horotiz, et al., 1986). Ability to control emotions can increase participating students in class activities, using proper approaches to learn language and increasing motivation to learn language (Davtalab & Arab, 2012; Hernandez, 2006). Students who learn second and third languages in lower age have higher emotional intelligence and experience lower language anxiety (Dewaele, Petrides & Forenham, 2008). So, the study examined the direct effect of emotional intelligence and language anxiety on learning English; and also the indirect effect of emotional intelligence on English language learning with mediating of language anxiety in students.

3. Methodology

The present study is one of the correlation studies using structural equation modeling. Due to the limitations of statistical methods of correlation in determining causal paths between variables, behavioral and social science researchers have resorted to using causal methods such as path analysis and structural equation analysis. Equations examine the relationships between hidden and explicit (observed) variables. The population included all bilingual adolescence students in third grade of guidance school on Golestan province that speaking Turkmen language. The first Bandar Turkmen city was divided to five areas: east, west, north, south and center, and then two schools from each area were selected and 321 students were randomly selected among the schools and completed to the following questionnaires.

- *Schutte Emotional Intelligence Test*

Schutte et al Self- Report E/I Test (SSREIT) (1998) was used to measure emotional intelligence. Schutte et al (1998) introduced the test based on theory of emotional intelligence of Salovey and Mayer (1990). Using Cronbach's Alpha Coefficient, Austin, Saklofske, Huang, & McKenney (2004) calculated internal consistency of the test questions 0.84-0.90. In research of Khosro Javid (2002) using correlation of its scores with depression scores (-0.38) and anxiety (-0.25) and total credit 0.81 for the test, there was calculated internal compatibility of Farsi form more than 0.75. The test justifiability was calculated by internal equality of subscales' scores with overall score in

research of Mohammadi, Torabi and Gharaei (2008) among guidance students more than 60% and reliability was 0.74 to measure emotion, emotion management 0.80 and using emotion 0.70.

- *English Language Classroom Anxiety Scale*

The questionnaire is the developed model of anxiety of Foreign Language Classroom Anxiety Scale (Horwitz et al, 1986). It contains 33 items to measure anxiety levels of students to learn English language. Retest coefficient of its primary version on students of Texas University was 0.93, and after eight weeks, it was calculated 0.83. To examine justifiability related with the criterion, there were implemented the test and Cattell Anxiety Test on the students that its correlation coefficient was 0.45. The test reliability was 0.86 by diving approach (ShamsSfandabad & Emamipoor, 2001).

- *Learning English Language*

Also, the information about learning English language of students were gathered through scores of students in English language lesson at end of academic year. In this way, score of English language lesson of each student was provided for the researcher by referring academic documents.

To analyze data, structural equation model was used. It is a technique of very powerful multivariable analysis from multi-regression family that researcher can test a set of regression equations simultaneously (Hooman, 2005).

Table 1. Descriptive statistics of the main research variables and their dimensions

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Application of emotion	321	13	46	27.61	5.68	32.30
Assesment of emotion	321	17	65	42.40	7.44	55.38
Management of emotion	321	14	50	35.06	7.33	53.85
Communicaton of anxiety	321	9	41	23.84	6.59	43.44
Test anxiety	321	14	61	37.39	9.50	90.42
Fear of evaluation of anxiety	321	6	29	17.33	4.95	24.56
EnglishScores	321	6	20	16.96	3.23	10.43

4. Findings

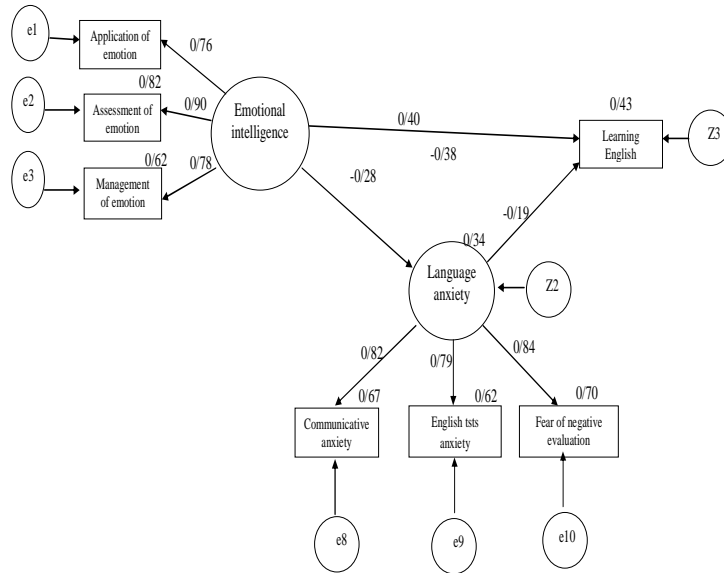


Fig. 1. Results of the supposed structural model

Table 1. Indicators of fitness of structural model

Indicators of fitness	suitable values	obtained values
χ^2	Nil	114.92
df	≥ 0	39
P	$\geq .05$	0.000
χ^2/df	≤ 5	2.94
GFI	$\geq .90$	0.94
AGFI	$\geq .90$	0.90
RMSEA	$\leq .08$	0.07
NFI	$\geq .90$	0.94
TLI	$\geq .90$	0.94
CFI	$\geq .90$	0.96

The above table shows indicators of fitness of structural model. According to the table data, the used indicators of fitness are in proper situation that indicates suitable fitness.

Table 2. Direct and indirect effects of all variables of the research on each other

Variable	Direct effects	Indirect effects	Overall effects	Explained variance
On learning from				
Emotional intelligence	0.402**	0.201	0.603	
Language Anxiety	-0.190**	-	-0.190	0.431
On anxiety from				
Emotional intelligence	-0.283**	-0.216	-0.499	0.343

The above Table shows direct and indirect effects of all variables. The obtained findings indicate significant effect of independent and mediator variables on dependent variable.

5. Conclusion

The purpose of this study was modeling emotional intelligence and English language anxiety with English language learning. Results showed a direct significant of components of emotional intelligence on learning English language. At same time, emotional intelligence had direct effects (0.402), indirect effects (0.201) and overall effects (0.603) on learning English language. Findings of the result are consistent with the obtained results by Horowitz, Horowitz & Koop, (1986), Nishitani & Matsuda, (2011), Dewaele, (2013), Hernández, (2006), Homayouni, (2011), Sucaromana (2012), SoodmandAfshar and Rahimi (2014). Language anxiety is a feeling of tension, embarrassment, fear, apprehension, and worry about the negative evaluation of others that deprives the learner of the ability to take risks in various learning situations, including making contact and direct communication and face-to-face conversation. Impairment of the second language's concentration and pervasive attention weakens his / her learning ability, reduces his / her ability to achieve academic achievement and academic and scientific success (Horowitz, Horowitz & Koop, 1986). It may occur while learning any of the four language skills, namely listening, speaking, reading, and writing, and interfere with the various stages of acquiring these skills. This anxiety is due to poor performance and low all-round scores in various second language exams (Gonen, 2007). Emotional intelligence is a subset of social intelligence and includes the ability to monitor the feelings and emotions of oneself and others and to use this information for guidance in action (Salovey & Mayer, 1990). Despite past that it was supposed that individuals' learning ability follows their

intelligences and talents. In recent years, psychologists believed that other non-inherent factors are important in the relationship, in addition to determinant role of inherent factors of intelligence and talent in learning (HeidariKidani & Azari, 2008). Emotions are effective factors in various cultures with different languages. Language is formed in culture and even emotional behaviors are expressed as language. Emotional intelligence requires convergence thinking to solve emotional problems and ability of analyzing and converging toward the best answer for an emotional question. Having high emotional intelligence predicts positive educational and social consequences for students. In other words, the more having components of emotional intelligence, the higher academic performances (HosseiniFatemi, Pishghadam & Navari, 2010). Importance of emotional intelligence to gain social and individual success as well as possibility of its increase by practice and awareness has been considered by many researchers. Emotional intelligence, with social and emotional skills, affects self-understanding and interaction with them and effective coping with everyday life problems (Bar-On, 2006). In highschools, language classes are implemented as teacher-based, with low interaction between teacher and student. In English classes that learners should interact with each other and teacher, having emotional intelligence will be more important. It should be noticed that teachers' approach and applying of emotional intelligence in teaching process can decrease language anxiety and is effective and important in learning English.

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