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The Effects of Emotional Intelligence of the Foreign Students Learning Turkish Language on Speaking and Writing Anxiety

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Abstract

Emotional intelligence is expressed as a person's ability to differentiate between oneself and other's emotions, to perceive them, and to act accordingly. The emotions left in the background by the education world, which are based on cognitive skills, have started to take place in education from the perspective of emotional intelligence in recent years. This study aims to determine the effect of emotional intelligence of foreign students learning Turkish language on speaking and writing anxiety. In this direction, within the framework of emotional intelligence, the effect of teaching Turkish as a foreign language on speaking and writing anxiety has been studied and various determinations have been made. This study is a quantitative study and the method of the research is descriptive field research. The study group consists of 173 volunteers who studied at Inonu University TOMER in the academic year of 2018-2019. It was determined that the emotional intelligence writing and speaking anxiety levels of the students were at an average level. It was determined that as the emotional intelligence levels increased, speaking and writing anxiety decreased in the result of the analysis. In addition, as the duration of the students' stay in Turkey increased, there was an increase in the speaking anxiety level, while no significant difference was shown in the writing anxiety level.

Keywords: Emotional Intelligence, Speaking Anxiety, Writing Anxiety

1. Introduction

As a social being, human encounters many difficulties in his/her daily life. It is important how much and how the individual copes with these difficulties. Individuals who are aware of their emotions and use them correctly can establish healthy relationships. People who can keep their impulses under control in social life and have high adaptability and empathy skills are resistant to the negativities they encounter. Therefore, the importance of emotional intelligence for the individual is an undeniable fact.

Emotional intelligence is a term adopted by the American Dialect Association as of 1955 (Özdemir, 2003). But before this date, there have been thinkers who have used the concept of emotional intelligence in the past. Aristotle

and Plato, one of the Greek thinkers, attributed the source of psychological events to "nous" and expressed emotional intelligence as a skill that connects emotions to the methods of controlling and understanding emotions (Goleman, 1995). The first scientific approach investigating the importance of emotions in human life was realized in the 18th century. Descartes, one of the famous thinkers of this period, argued that emotions constitute the essence of behavior and that emotions are a mechanism that functions as the opposite of reality (Kırtıl, 2009). The concept of emotional intelligence took place in Thorndike's work in the 1920s. Thorndike divides intelligence into three parts, the first part is abstract, analytical and verbal intelligence. The second part includes mechanical, performance and visual intelligence and the third part includes social and practical intelligence. In addition, by talking about social intelligence, it was defined as "the ability to understand one's own and others' inner states, motives and behaviors and to act in the light of this understanding" and stated that standard intelligence tests could only measure abstract intelligence, not social intelligence (Aşan & Özyer, 2003). Gardner (1983) also emphasized that intelligence is plural and versatile in the theory of multiple intelligences. Gardner (1983), who divides intelligence into eight types, states that emotional intelligence includes adaptive skills and that the individual's awareness of his/her own emotions and abilities and using them in her own life constitutes emotional intelligence. In 1985, Bar-On determined the characteristics that are important in the success of people with the emotional domain name. In addition, emotional intelligence was placed in the personality theory model within the well-being model and developed a scale for the measurement of well-being (Bar-On, 1988; Yurdakavuştu, 2012).

The term emotional intelligence was first used by Payne (1985) in the thesis titled "A Study on Emotions: Developing Emotional Intelligence" written in the USA. Payne stated that the study aims to contribute to the development of the field of emotional intelligence and to be a guide for developing emotional intelligence (Hein, 2005; Aksaraylı & Özgen, 2008; cited in; Beceren, 2004). In the 1990s, studies on emotional intelligence started with two scientific articles by Mayer and Salovey. In their studies, they revealed a rational understanding of emotions and two researchers established the relationship between emotion and intelligence (Aşan & Özyer, 2003). The person who made emotional intelligence popular is Daniel Goleman. In the book named "Emotional Intelligence", written by the author in 1995, the definition and characteristics of this concept were included. Goleman (2002) also stated that academic intelligence and emotional intelligence are not against each other and are inseparable abilities. After such studies, the concepts of (EQ) and academic intelligence (IQ) came to the fore (Yaşarsoy, 2006). In addition, emotional intelligence has been brought to the literature and many studies have been made in this field. Some of the studies are on emotional intelligence models. Peter Salovey and John Mayer, Daniel Goleman, Reuven Bar-On are the leading models of emotional intelligence.

The contribution of emotional intelligence development to intelligence is discussed in Mayer and Salovey's theory of emotional intelligence. Mayer and Salovey (1993) stated that emotional intelligence is a joint product of cognitive and emotional systems. Thinkers argued that in this model, the cognitive system makes abstract judgments about emotions and this increases cognitive capacity. In addition, emotional attributes are used to express some emotions. These qualities are empathy, expressing and understanding emotions, controlling temperament, independence, adaptability, admiration, solving interpersonal problems, perseverance, compassion, kindness and respect (Shapiro, 1998). In this model, Mayer (2006) stated that emotional intelligence has dimensions such as perceiving, evaluating and expressing emotions, using emotion to facilitate thought, thinking and understanding with emotions, and managing/regulating emotions. Goleman's individual emotional intelligence model, which is based on the model of Mayer and Salovey, is the most common model. According to Goleman (1995), the thinking part of the brain reproduces from the emotional part of the brain, and the thinking and emotional elements of the brain work together to complement each other. Goleman (2000) considers emotional intelligence in two competence areas, personal and social, and states that emotional intelligence consists of five dimensions: self-awareness, managing emotions, activating oneself, understanding the emotions of others, and managing relationships. The Bar-On mixed model is characterized as a mixed model because it tries to explain why some people are better emotionally and why some people are more successful than others. Bar-On started his emotional intelligence studies in the 1980s. Bar-On's emotional intelligence model includes emotional intelligence and social intelligence models (Çakar & Arbak, 2004). The subject that Bar-On wants to explore includes the personal, emotional, social and survival dimensions of the economy. Accordingly, Bar-On developed emotional intelligence inventories separately for adults and youth to measure emotional intelligence (Pfeiffer, 2001). Bar-on

(2000) explained the dimensions of emotional intelligence as personal skills, interpersonal skills, adaptability, stress management and general mental health.

Robert Cooper- Ayman Sawaf model of emotional intelligence, in the four corner stone model Cooper and Sawaf (2000) stated that emotions are the ability to sense, understand and use effectively as a source of human energy, knowledge, relationships and influence. They also recommend making a study plan to develop emotional intelligence skills. This plan is the 'Four Cornerstone Model', which takes emotional intelligence out of the field of psychological analysis and philosophy and brings it directly to science, and puts it into practice. Cooper and Sawaf (2000) stated that there are four dimensions of emotional intelligence that they describe as cornerstones in the emotional intelligence model, namely learning about emotions, emotional vitality, emotional depth, and emotional alchemy.

Studies on emotional intelligence have determined that gender, age, family environment and education are important factors in the development of an individual's emotional intelligence. The first factor in the development of emotional intelligence is considered to be age, because with the birth of the baby, emotional intelligence begins to develop. Craig (1989) states that primitive emotions such as pleasure and anger are observed in babies younger than 6 months. Other learned emotions such as joy, unhappiness or anger are observed in babies older than 6 months. The gender factor is another variable that is important in the development of emotional intelligence. Ceylan (1999) states that girls are better at showing and expressing their emotions than boys. Family environment is another factor that is effective in the development of emotional intelligence skills. In the family environment, parents and siblings set an example for the child with their behaviors and words, and the child's self-expression is taught by modeling. Another factor that affects emotional intelligence is education. Shapiro (1998) states that the basis of emotional intelligence is the lessons learned at school during childhood shape the emotional circuits of children. Supporting this idea, Goleman (2000) also states that emotional intelligence can be developed with education, and emotional stages will be shaped by experiences in childhood.

Areas such as the active working of the mind, reasoning, abstract thinking, and memory constitutes intelligence. Emotion is the situation in which the environment or individual differences arouse emotions such as joy, sadness, pain, excitement in the individual, and the word emotion is originated from the Latin word "motere" and means to perform. Emotional intelligence, on the other hand, consists of a combination of these two concepts and is considered as the act of emotions and the direction of people. In the light of the information scanned in the literature, we can list the characteristics of emotional intelligence as follows:

1. Emotional intelligence skills are not static, but have a constantly changing and developing feature (Goleman, 2016; Mayer & Salovey, 1993; Caruso, D. R., Mayer, J. D., Salovey, P., Riggio, R. E., & Murphy, S. E. 2002; Özdemir, 2003).
2. Emotional intelligence is associated with mental health, psychological well-being, emotional stability, and life satisfaction (Ciarrochi, Chan, & Caputi, 2000, Austin, et al., 2005; Bhullar, Schutte, & Malouff, 2012)
3. Emotional intelligence is related to the concepts of empathy, self-control and social skills (Schutte et al., 2001)
4. There is a positive and significant relationship between life satisfaction and emotional intelligence (Constantine & Gainor, 2001; İkiz & Kırtıl-Görmez, 2010).
5. There is a significant relationship between emotional intelligence and happiness (Furnham & Petrides, 2003).

Emotional intelligence, which covers the entire emotional intelligence of individuals, can be defined as the "feeling mind". Individuals with high emotional intelligence have abilities such as perseverance, self-control, being empathetic, controlling their emotions, and self-motivation (Yelkikakan, 2006). Emotional intelligence emerged with the beginning of researching the reasons behind the failures of individuals in their social lives despite getting high results in intelligence measurement tests. In the last century, studies have mostly focused on the cognitive aspect of intelligence., recent studies have revealed that perception is not the only predictor of performance, emotional development is equally a predictor of success (Nasir & Masrur, 2010). Emotional intelligence is also part of the social intelligence landscape.

The purpose of studying a foreign language is to express the feelings, thoughts, wishes and dreams of the individual through this language. In order for the individual to reach this level, he/she must be able to use his/her speaking and writing skills effectively. In this direction, speaking and writing skills, come to the fore in the foreign language learning process, and this is seen as an indicator of success in the foreign language learning process. However, there are many affective and cognitive factors that prevent reaching the desired level of success in foreign language learning. Although factors such as attitude, self-confidence, extroversion, and self-esteem are seen as important variables in the foreign language learning process by researchers, anxiety is thought to be the most important factor affecting this process (Gardner & MacIntyre, 1993). In this direction, researchers have conducted studies considering that anxiety is main component in the foreign language learning process (Campbell & Ortiz, 1991; Dewaele et al. 2016; Elaldi, 2016; Horwitz, 2001; Steinberg & Horwitz, 1986; Zheng & Cheng, 2018). As a result of the researches, they studied on the effects of anxiety on learning foreign language and tried to define anxiety, which is an important part of the psychological aspect of this process (Matsuda & Gobel, 2001).

Anxiety has emerged as a subject that has been handled by medical and psychiatry sources since the 18th century. Towards the middle of the 19th century, Freud started the study of anxiety. According to Freud (1927), anxiety is “the worry that there may be things that do not exist in reality”, Lewis (1970), anxiety from the root of “Anx” is “suffocation, drowning”, Spielberg (1983) describes anxiety as “tension, irritability and a feeling of fear”. Tuma and Maser (2019) stated that it was defined in different ways at different times in human history and stated that this emotion has biological, behavioral and experiential components, and that it is a situation that raises suspicion and causes anxiety when the individual is in difficult situations. Based on these explanations, anxiety, which is at every stage of human life, emerges as a threat that prevents or decreases the success of individuals by causing them to worry and fear, especially in learning environments. A situation where anxiety is frequently experienced is foreign language learning. In the context of second language learning, it can be defined as the feeling of anxiety and fear that appears during the acquisition of basic skills and hinders the success of individuals in the target language. Due to its multidimensional and complex structure, it is not known exactly how anxiety affects the foreign language learning process. It is important to investigate the causes of anxiety, especially in foreign languages. In this study, the effect of emotional intelligence of foreign students learning Turkish language on speaking and writing anxiety was investigated.

Studies on the speaking anxiety of foreign students learning Turkish language in the literature (Boylu & Çangal, 2015; E. Özdemir, 2013; K. Yoğurtçu & G. Yoğurtçu, 2013; Polatcan, 2019; Rashid, 2017; Tunçel, 2014; Sallabaş, 2012); Şen & Boylu, 2015; Yalçın & Sarıgül, 2017; Köse, 2009) and writing concerns (Maden, Dinçel, Maden, 2015; İşcan, 2015; Aytan & Tunçel, 2015; Ülker, & Boylu, 2017; Taşdemir, 2017, Bayat, 2018; Dalcı, 2020) are available.

There have been studies investigating the relationship between emotional intelligence and foreign language learning anxiety. In the study conducted by Chao (2003), it was determined that there is a relationship between the emotional intelligence of students and their academic success. In the study conducted by Dewaele, Petrides, and Furnham (2008), it was determined that there is a significant relationship between emotional intelligence, native language speaking anxiety and foreign language anxiety. A study by Shaoo, Yu, and Ji (2013) found moderate to relatively strong relationships between Chinese students' emotional intelligence, foreign language anxiety, English achievement, and English proficiency. Movahed and Kerns (2017) examined the relationship between emotional intelligence, foreign language anxiety, language proficiency, and Iranian language success, and it was determined that emotional intelligence was significantly related to achievement and self-rated competence. Li, Huang, (2017) investigated the predictive effects of classroom environment and emotional intelligence on foreign language liking and anxiety.

In the literature, there are studies examining the relationship between emotional intelligence and anxiety, and there are studies that determine the relationship between foreign language anxiety and emotional intelligence of people who learn English as a foreign language. Kılıç (2021), in a study on the relationship between English as a foreign language learners' willingness to communicate, their emotional intelligence levels and their attitudes towards learning a foreign language, found that students' emotional intelligence levels were partially effective on their willingness to communicate in English. Gök (2020) found that there is a connection between the foreign language

anxiety of students studying English and their academic success. Budak (2020) found a positive and significant correlation between emotional intelligence, foreign language anxiety and demotivational factors in their study examining the relationship between emotional intelligence, foreign language anxiety and demotivation factors in foreign language learning in Turkish preparatory students. Kılıç (2018) investigated the relationships between emotional intelligence factor and foreign language anxiety, and the effect of emotional intelligence level on anxiety level. As a result of the research, it was determined that gender did not change according to the level of foreign language anxiety, but changed according to the level of emotional intelligence. Şakrak (2009) investigated the relationship between emotional intelligence and foreign language anxiety. The results showed a negative correlation between students' emotional intelligence levels and foreign language anxiety.

In this analysis, the outcome of emotional intelligence on speaking and writing anxiety in teaching Turkish as a non-native language was investigated. The main question of the research is “What is the effect of emotional intelligence on speaking and writing anxiety of students learning Turkish as a non-native language?” The sub-issues of the research are given below:

1. What are the emotional intelligence, speaking anxiety and writing anxiety levels of foreign students learning Turkish language?
2. What is the relationship between emotional intelligence, writing anxiety and speaking anxiety of foreign students learning Turkish language?
3. What is the status of the emotional intelligence, writing and speaking anxiety scores of the foreigners learning Turkish language according to the variable of being in Turkey?

2. Method

2.1 Research Model

This research is a quantitative study in terms of data gathering and data evaluation, and the method of the research is descriptive field research. Is there a correlation between research and more? As a referral, is it also elevated under scrutiny? Relational research is one of the important elements that cannot be manipulated in the laboratory, which can be high fear, deprivation, or success related to a large number of students at the same time. (Tutar and Erdem, 2020: 56). This is done to consider the concerns of emotional intelligence in speaking and writing.

2.2 Working Panel

In the study group, 173 students from İnönü University TÖMER in the 2018-2019 academic year voluntarily participated. First of all, the purpose and importance of the research they participated in were explained to the students, and then the questionnaires were distributed on a voluntary basis. Demographic characteristics of the students cooperating in the research are given in Table 1.

Table 1: Demographic characteristics of the students cooperating in the study

Groups	Number(n)	Rate (%)
Gender		
Female	109	63,0
Male	64	37,0
Total	173	100
Nationality		
Syria	157	90,8
Afghanistan	3	1,7
Turkmenistan	10	5,8
Yemen	1	0,6
Palestine	1	0,6
Azerbaijan	1	0,6

Duration of Stay in Turkey

3 Years and Below	43	24,9
4 Years and Above	130	75,1

According to Table 1, the students are distributed as 109 (63.0%) females and 64 (37.0%) males according to gender. According to nationality, 157 (90.8%) of the students are of Syrian origin, 3 (1.7%) Afghanistan, 10 (5.8%) Turkmenistan, 1 (0.6%) Yemen, 1 6% (0.6%) are distributed as Palestine and 1 (0.6%) as Azerbaijan. According to the duration of stay in Turkey, 43 (24.9%) of the students were determined as 3 years and below, 130 (75.1%) were determined as 4 years and above.

2.3 Data gathering tools

The data gathering tools of the research were decided after the literature was searched by the researchers in accordance with the purpose. Most suitable data gathering tool was used by the researchers.

The writing anxiety scale generated by Aytan and Tuncel (2015) for foreign students learning Turkish language was used to measure student's writing anxiety. It is known that the reliability measurement of the Turkish as a non-native Language Writing Anxiety Scale, which consists of 35 items, is .86, and the internal consistency factors for the scale's dimensions are .93 for the first dimension, .84 for the second dimension, .84 for the third dimension, and .84 for the last dimension. It has been determined that the scale can differentiate writing anxiety, and since it is a valid and reliable test, it was used as a data gathering tool in this research.

Another data gathering tool used in the research is the speaking anxiety scale. The speaking anxiety scale was created by Melanhoğlu and Demir (2013) by testing the credibility and accuracy of the Turkish version of the "Second Language Speech Anxiety Scale" (Woodrow, 2006). The test-retest reliability coefficient of the scale comprising of 12 items was found to be 0.90 for the whole scale.

The Schutte Emotional Intelligence Scale, which was altered into Turkish in 2011 by Tatar, Tok and Saltukoğlu, was used to calculate the emotional intelligence of the students. There are 3 factors in the 41-item scale. In addition, the accuracy coefficient of the scale, which was organized by Ateş (2019) in a way that foreign students learning Turkish language could understand and whose validity and reliability were established, was found to be .856. The highest score to be obtained on this scale is 205, while the lowest score is 41.

2.4 Analysis of Data

The data prevailed in the research were examined using the SPSS (Statistical Package for Social Sciences) for Windows 22.0 program. In the evaluation of the data, percentage, number, mean, regression analysis, correlation analysis, standard deviation and t-test were used as descriptive statistical technique.

3. Findings

In this section, the result prevailed from the analysis of the data collected through the scales of the students participating in the research are included in order to solve the research problem. The first question, one of the sub-problems of the research, was "How is the emotional intelligence, speaking anxiety and writing anxiety of foreign students learning Turkish language?". In this respect, the scores that the students obtained from the scales were calculated.

Table 2: Students' Emotional Intelligence, Speech Anxiety and Writing Anxiety Scores Mean

	N	Avg	Ss	Min.	Max.	Alpha
Emotional intelligence	173	3,165	0,330	2,320	4,050	0,833
Speaking Anxiety	173	30,578	7,741	13,000	55,000	0,799
Writing Anxiety	173	105,567	12,407	71,000	167,000	0,845

In Table 2, the student's emotional intelligence mean score is 3.165 ± 0.330 (Min=2.32; Max=4.05), the mean "speaking anxiety" score is 30.578 ± 7.741 (Min=13; Max=55), the mean "writing anxiety" score is $105,567$ It was determined as $\pm 12,407$ (Min=71; Max=167). Considering the average score of all scales, it is possible to interpret that the students have average score.

One of the other sub-problems of the research, "How is the connection between emotional intelligence, writing anxiety and speaking anxiety of foreign students learning Turkish language?" Correlation evaluation was conducted to answer the question.

Table 3: Correlation Analysis between Student's Emotional Intelligence, Writing Anxiety and Speaking Anxiety

		Emotional Intelligence General	Speaking Anxiety	Writing Anxiety
Emotional Intelligence General	r	1,000		
	p	0,000		
Speaking Anxiety	r	-0,334**	1,000	
	p	0,000	0,000	
Writing Anxiety	r	-0,186*	0,153*	1,000
	p	0,014	0,044	0,000

* $<0,05$; ** $<0,01$

According to Table 3, when the correlation analyzes between emotional intelligence, speaking anxiety, writing anxiety is examined; $r=-0.334$ negative ($p=0.000 < 0.05$) between speaking anxiety and emotional intelligence overall, $r=-0.186$ negative between writing anxiety and emotional intelligence overall ($p=0.014 < 0.05$), $r=0.153$ productive between writing anxiety and speaking anxiety ($p=0.044 < 0.05$) correlation was found.

This research also aims to include the title, "What is the effect of the emotional intelligence of foreign students learning Turkish language on speaking and writing anxiety?" Regression analysis was performed to answer the question.

Table 4: The Outcome of Emotional Intelligence on Speaking Anxiety and Writing Anxiety

Dependent variable	Independent variable	β	T	p	F	Model (p)	R^2
Speaking Anxiety	Constant	55,381	10,285	0,000	21,448	0,000	0,106
	General Emotional Intelligence	-7,837	-4,631	0,000			
Writing Anxiety	Constant	127,771	14,205	0,000	6,160	0,014	0,029
	General Emotional Intelligence	-7,016	-2,482	0,014			

The regression analysis performed to determine the cause-effect relationship between emotional intelligence and speaking anxiety was found to be significant ($F=21.448$; $p=0.000 < 0.05$). The total change in speaking anxiety level is explained by emotional intelligence at a rate of 10.6% ($R^2=0.106$). Emotional intelligence reduces the general speaking anxiety level ($\beta=-7,837$). Regression analysis to determine the cause-effect relationship between emotional intelligence and writing anxiety was found to be significant ($F=6.160$; $p=0.014 < 0.05$). The total change in the level of writing anxiety is explained by emotional intelligence at a rate of 2.9% ($R^2=0.029$). Emotional intelligence reduces the level of writing anxiety ($\beta=-7.016$). These findings are perhaps one of the main findings in the study. It should be said that emotional intelligence reduces the levels of writing and speaking anxiety.

Another sub-problem of the research, "How is the writing and speaking anxiety scores of foreign students learning Turkish language compared to the variable of being in Turkey?" A t-test was conducted for the question.

Table 5: Variation of Speaking Anxiety and Writing Anxiety Scores by Time of Presence

	Group	N	Avg	Ss	T	sd	P
Speaking Anxiety	3 Years and below	43	27,558	7,235	-3,020	171	0,003
	4 Years and above	130	31,577	7,668			
Writing Anxiety	3 Years and below	43	105,698	13,435	0,080	171	0,937
	4 Years and above	130	105,523	12,102			

Independent Groups t-test

When Table 4 is considered, it is observed that the speaking anxiety scores of the students differ significantly according to the duration of their stay in Turkey ($t(171)=-3.020$; $p=0.003<0.05$). Speaking anxiety scores of those who have been in Turkey for 4 years or more ($\bar{x}=31,577$) were found to be higher than those who have been in Turkey for 3 years or less ($\bar{x}=27,558$). In the light of these findings, it can be said that the longer the students' stay in Turkey, the higher their anxiety level. According to the variable of the length of stay in Turkey ($p>0.05$), the writing anxiety scores of the students do not vary significantly.

4. Conclusion and Discussion

In teaching Turkish to foreigners, the aim is to enrich the language teaching and make it permanent. There may be some disruptions in the language education given for this purpose. Situations such as anxiety and anxiety experienced by students can have negative effects on the language acquisition process of students. Although it is possible to understand all kinds of problems that students encounter from the lessons, as instructors, it is helpful to the field to present them in the light of science. Indeed, studies have found that anxiety negatively affects academic achievement (Hunsley, 1985; Vitasari et al., 2010; Weda & Sakti, 2018).

This study aimed to determine the effects of a known problem in teaching Turkish to the foreigners. Evaluating the speaking and writing anxiety of foreign students on the axis of emotional intelligence will be beneficial for the instructors in respect of using different procedures and strategy. For this purpose, emotional intelligence, speaking anxiety and writing anxiety status of foreign students learning Turkish language were examined in the study. As a result of the tests conducted on 173 students, it is noticed that the students have average outcome in line with the scores obtained from the scales. Therefore, it was ascertained that there was $r=0.153$ positive ($p=0.044<0.05$) relationship between writing anxiety and speaking anxiety. In addition, it was determined in the study that the speaking anxiety scores of the students varied notably according to the duration of their stay in Turkey, but the writing anxiety scores of the students did not vary notably as per to the duration of their stay in Turkey.

The outcome of a study directed by Nasir and Masrur (2010) in which 132 university students participated, revealed that there is an important link between emotional intelligence and academic achievement. Therefore, it was determined that emotional intelligence is an important predictor of academic success. Lu et al. (2010) examined the effect of emotional intelligence (EI) on English learning anxiety of Chinese students. Thus, it was determined that there is a strong relationship between the emotional intelligence of the students and their English success. All these results revealed the fact that emotional intelligence affects the anxiety level of students in the language learning process.

In the literature, there are studies in which notable association was determined between emotional intelligence and speaking skill. In the research conducted by Rode et al., (2007), it was determined that individuals with high emotional intelligence are practical speakers. In this respect, it is possible to say that emotional intelligence affects effective speaking and communication skills. Şakrak (2009), E. Kurt and Savuran (2016) found a negative relationship between foreign language anxiety and emotion in their research. In these studies, it has been determined that emotional intelligence contributes to the reduction of anxiety level. In addition, in the study conducted by Avcı (2016), Gül and Güney (2019), a significant relationship was found between emotional intelligence and communication skills. This result is in line with the result of our study. Ebrahimi, Khoshsima, and Zare-Behtash Heydarnejad (2018) determined the effect of emotional intelligence on speaking skills in their studies. Thus, it was determined that both the EQ and speaking skills of the students in the experimental group

improved substantially. In addition, there are studies in the literature that have determined significant relationships between emotional intelligence and writing skills. Huerta et al. (2016), in the studies where graduate students examined the connection among writing anxiety, self-efficacy and emotional intelligence, a moderate relationship was found between emotional intelligence and writing anxiety. Shao et al. (2013) recognized that there was a relatively firm connection amid emotional intelligence and writing success in a study examining the relationship between student's emotional intelligence and writing success. Chen et al. (2021) examined the interactions of emotional intelligence, non-native language anxiety and non-native language liking in the non-native language classroom. As a result of the research, it was determined that emotional intelligence has an effect on non-native language anxiety and non-native language liking. Rode et al. (2007) found that people with high emotional intelligence are effective speakers. It can be said that the result of this research contributes to effective speaking and communication skills.

As a result of the findings, various suggestions were made to practitioners and researchers.

- In order to reduce students' speaking and writing anxiety, teachers should inform students about ways of positive thinking.
- Activities that encourage students to realize their speaking and writing skills should be organized.
- Activities that increase the emotional intelligence level of children should be organized in educational environments.
- Studies can be conducted to examine the speaking and writing anxiety of foreign students learning Turkish language in terms of various variables.
- Researches involving students at the level of basic education and secondary education who learn Turkish as a foreign language can be conducted.

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