



An Analysis on EFL learners' Emotional Intelligence, Academic Emotions and EFL Learning Achievement

Qian Yang 

School of Foreign Languages, Zhejiang University of Finance and Economics, Hangzhou, China.

Type of Work: Peer Reviewed.

DOI: <https://dx.doi.org/10.21013/jems.v18.n4.p8>

Review history: Submitted: Nov. 18, 2022; Accepted: Dec. 24, 2022

How to cite this paper:

Yang, Q. (2022). An Analysis on EFL learners' Emotional Intelligence, Academic Emotions and EFL Learning Achievement. *IRA-International Journal of Education & Multidisciplinary Studies* (ISSN 2455-2526), 18(4), 59-72. <https://dx.doi.org/10.21013/jems.v18.n4.p8>


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Qian Yang  [/0000-0001-5422-7022](https://orcid.org/0000-0001-5422-7022)

ABSTRACT

With the development of society, the influence of emotional intelligence and emotion on foreign language learning is receiving increasing attention from scholars. At the same time, with the development of positive psychology in the field of second language acquisition, the research on academic emotion is changing from negative emotion to positive emotion. A thorough understanding of the current research on emotional intelligence and foreign language learning emotion can enrich the relevant research theoretically and promote students' positive emotions in practice. This paper reviews the development of the field and summarises the relevant theories, research content and research methods. Through an in-depth interpretation of the relationship between emotional intelligence, academic emotions and English language achievement, the paper proposes a vision of research that is complex in terms of research variables, diverse in terms of research methods, and diverse in terms of research themes, laying the foundation for further research.

Keywords: Emotional Intelligence; Academic Emotions; EFL Learning Achievement

1. Introduction

The introduction of emotional intelligence and academic emotion into second language acquisition (SLA) has led to a great upsurge in SLA research both at home and abroad. Anxiety and enjoyment are the two most concerning emotional topics. Since emotional intelligence and academic emotions are considered to be irrational factors, most previous studies have focused on the cognitive level of learners and largely ignored the emotional level. However, a large number of relevant studies have shown that the level of emotional intelligence has an important impact on students' academic performance. As the two most common learning emotions, anxiety and enjoyment are both important predictors of foreign language achievement. Anxiety as a negative emotion seriously hinders the motivation of students to stimulate and maintain learning. However, enjoyment can help to improve students' learning emotions, thus actively participating in foreign language learning.

In theory, the study of emotional intelligence and academic emotion can improve the understanding of emotion and enrich the study of factors affecting foreign language learning. In teaching practice, on the one hand, it is necessary to improve the positive attitude of students by providing positive environments for students. On the other hand, it's good for students to optimize the state of foreign language learning by reducing their negative attitudes. Based on the concepts of emotional intelligence and academic emotion, this study combs the development of emotional intelligence and academic emotion and investigates the theoretical basis, topic scope and research methods used in this field, then, it puts forward the prospect for the related research and practice in the future.

2. Studies on Positive Psychology

2.1. Background of Positive Psychology

The concept of "positive psychology" is first proposed by humanistic psychologist Abraham Maslow (Maslow 1954), who believes that positive psychology focuses on the positive qualities that can make people successful, satisfied and realize themselves. However, with the introduction of the concept of positive psychology, in the field of foreign language learning, the research on positive psychology is not prominent, and the psychology field still retains the traditional psychology viewpoint. Traditional psychology regards emotion as an intrinsic attribute of an individual and defines it as a psychological concept that is out of contexts, such as attitude, motivation, anxiety, and empathy (Scovel 1978). Traditional psychologists think emotion is a factor as opposed to cognition, and believe that emotion hinders the process of language cognitive learning (Sarason 1984).

After the 1970s, the focus of psychology begins to show a "positive turn", and scholars also shift from focusing on negative factors to focusing on positive factors. The positive turn in psychology not only distinguishes various emotions from a psychological and physiological perspective but also highlights the functionality of emotions and affirms the positive effects of positive emotions (Fredrickson 2001). With the development of positive psychology, Seligman (2002) inherits and

develops Maslow's earlier views. He points out that different from the defect orientation of traditional psychology, positive psychology advocates that more attention should be paid to the advantages of human beings while exploring defects. Through creating and developing advantages, humans achieve success and ultimately self-realization. In the 21st century, positive psychology based on humanistic psychology has become the mainstream academic force in the field of psychology. At the same time, in the field of foreign and second language teaching, the influence of research on teachers' and students' emotions is increasing day by day.

2.2. Development of Positive Psychology

In foreign language learning research at home and abroad, positive psychology has been widely used, especially since the related research on emotion is in full swing. However, the exact impact of positive psychology on SLA research has not been affirmed by scholars from the beginning. Reviewing the development of positive psychology in SLA, there are three important stages to realize the rise and application of emotion research: (1) Emotion-avoid Period, (2) Negative Emotional Bias, (3) Emotional "Positive Turn".

In the early 1960s and the mid-1980s, researchers in the field of SLA regard psychological related factors (such as "emotion") as irrational factors, which is contrary to the "scientific" cognitive factors favoured by scholars at the time. Therefore, in the early stage, emotions are not paid much attention by scholars and are often ignored.

However, from the 1980s to the 2010s, scholars gradually affirm the importance of emotions in the study of SLA. During this period, researchers begin to put forward hypotheses and theories to explore the role of emotion in second language learning. The generally accepted one is the "affective filter hypothesis" proposed by Krashen (1985), which holds that sufficient language input cannot fully guarantee the effect of second language acquisition. Krashen (1985) thinks that emotional factors in the learners' brains (such as anxiety, motivation, hobbies, etc.) control the effectiveness of language input, limit and affect the process of language acquisition, and finally filter the language input.

The proposal of the "affective filter hypothesis" has stimulated extensive research on second language acquisition, and emotional factors have therefore become a new focus in this field. At this stage, with the application of the affective filter hypothesis, scholars recognize the role of emotions in foreign language learning but only focus on emotions that negatively affect learners (such as "anxiety").

After 2010, the development of emotion-related research enters the third stage. However, the development of positive psychology pushes positive emotions (e.g. "enjoyment") into the public (Lake 2013), and subsequently creates a wave of positive psychology research in the field of foreign language studies. Since then, the study of positive and negative emotions has entered a period of "symbiosis" (Dewaele & MacIntyre 2014), and the study of second language learners' academic emotions has become more diverse.

2.3. Related Theories of Positive Psychology

The theory of well-being is the foundation theory of positive psychology research. Happiness originates in early ancient Greek philosophy, and psychologists think about and extend the concept of happiness and introduced it into the field of psychology, forming the early psychological level of happiness research. Based on previous research, Seligman (2011) proposes the theory of well-being and constructs a model of true happiness, the PERMA model. The PERMA model identifies positive emotions, engagement, relationships, life meaning and achievement as the five key elements that make up happiness.

After the PERMA model is proposed, the theory of well-being begins to be introduced into bilingual studies. Under the PERMA model of well-being, Li (2021) explores the well-being of foreign language teachers and learners. She argues that the well-being theory, as the founding theory of positive psychology, the theory enlightens foreign language educators to pay attention to foreign language learners' acquisition of language knowledge and skills as well as to learners' psychological well-being to promote their learning well-being.

With the development of positive psychology, Oxford (2016) innovates and expands the PERMA model of well-being theory and introduces a new model, the EMPATHICS model, where “E” is emotional and emotional intelligence, “M” is meaning and motivation, “P” is perseverance, “A” is autonomy, “T” is time, “H” is hardiness and habits of mind, “I” is intelligence, “C” is character strengths, and “S” is self-factors. Compared to the PERMA model, the EMPATHICS model adds consideration of emotional categories, context and other factors. Oxford revises the PERMA model’s neglect of negative emotions and emphasizes the socio-cultural influence on language learning and teaching. He argues that the interaction between psychosocial factors helps to provide a deeper interpretation of the psychological structure of more foreign language learners.

3. Studies on Academic Emotions

3.1. Definitions of Academic Emotions

Emotion is the experience of a person’s attitude toward the relationship between objective things and his or her needs, which is a higher function unique to the human brain. Positive emotions have an organizing, regulating, and thrusting effect. While negative emotions have an interfering, destructive, and resistive effect. Studies have shown that emotions have a significant impact on students’ physiological and psychological well-being, mainly in the academic area, such as affecting students’ cognitive, information processing, and memory processes.

The concept of academic emotion is first explicitly introduced by Perkun (2002), who considers academic emotion as subjective feelings directly related to the learning process, classroom activities, or learning achievement (e.g., enjoyment in enjoying learning, pride in achieving good grades). Considering the contextual diversity of academic emotions, Yu and Dong (2005) localize and improve Perkun’s definition of academic emotions. They consider academic emotions as a variety of emotions that students experience while performing academic activities and academic tasks in teaching or learning contexts. Specifically, these emotions include various emotions that students feel after learning about academic success or failure, as well as emotional experiences that students perceive during classroom learning, doing homework, and taking exams.

3.2. Structure and Classification of Academic Emotions

In Perkun’s (2002) study, he summarizes nine academic emotions frequently experienced by students, which are pleasant, hopeful, proud, relaxed, angry, anxious, ashamed, despair, and bored. According to emotional valence, the above nine emotions can be classified as positive academic emotions and negative academic emotions. Meanwhile, according to the degree of arousal, the emotions can be classified as high arousal and low arousal. Therefore, academic emotions can be classified into four categories, namely positive-high arousal, positive-low arousal, negative-high arousal, and negative-low arousal, in terms of both validity and arousal dimensions. On this basis, Chinese scholars Dong and Yu (2010) further improve and supplement the classification of academic emotion, and the study of academic emotion is thus more in line with the characteristics of China’s education system and students.

Reviewing the application of academic emotions in the field of second language acquisition, the affective filter hypothesis allows scholars to recognize the importance of emotions in second language acquisition research but mainly focus on negative emotions. The rise of positive psychology has enriched and diversified emotion-related research, and positive emotions other than negative emotions have begun to receive gradual scholarly attention. However, in general, anxiety and enjoyment are the two academic emotions that have received the most attention in second language acquisition research.

3.3. Related Theories of Academic Emotions

The main theories related to the emotional dimension in SLA research are the broaden-and-build-theory and control-value theory.

3.3.1. Broaden-and-Build Theory

The broaden-and-build theory, developed by Fredrickson (2001), is based on the idea that

positive emotions help to expand thinking, broaden perspectives, and enhance creativity, thus providing individuals with long-lasting and adaptive benefits. At the same time, he believes that positive emotions construct lasting personal resources, including intellectual, psychological, physical and social resources. Broaden-and-build theory emphasizes the relationship between emotions and thinking and highlights the role of positive emotions. With positive emotions, the continuation of positive functioning can cope with negative emotional experiences, thus promoting human physical and mental health.

Meanwhile, in relation to the broaden-and-build theory, it has been suggested that positive emotions can expand learning activities and increase learner perseverance and engagement, while negative academic emotions can limit learner flexibility and thus affect academic performance (Li 2021). Considering the importance of positive emotions, some scholars have conducted research in order to explore the mobilization of positive emotions. Dong (2021) proposes to promote cross-sectional cross-measurement of foreign language emotions across skills and construct a multi-emotional intervention model for foreign language learners to develop their self-emotional regulation. Xue (2022), based on the broaden-and-build theory of expanded emotions, uses the potential profile analysis and concludes that enhancing students' English proficiency is the most effective strategy to mobilize their positive emotions. However, Dewaele & Li (2020) points out that the broaden-and-build theory only emphasizes the one-way influence of emotions on individuals, and does not address the two-way relationship between emotions and their "cause and effect". Therefore, other theories are needed to address the shortcomings of the broaden-and-build theory.

3.3.2. Control-Value Theory

Control-value theory (Pekrun 2006), as one of the important emotion theories in the field of educational psychology, has commonalities and compatibility with the broaden-and-build theory. Compared to the broaden-and-build theory, the control-value theory focuses on the causes of emotions, the mechanisms of action and the interaction among different factors (Dong 2022), thus the control-value theory is suggested to be introduced into the study of foreign language learning. In the field of second language acquisition, the control-value theory focuses on the structure, origins, influencing factors, and outcomes of academic emotions (Pekrun 2006).

Control-value theory suggests that academic emotions are influenced by two important factors. One is an assessment of the subjective sense of control over academic activities and outcomes, such as an assessment of one's mastery of learning content. The other is an assessment of the value of academic activities and outcomes, such as an assessment of the importance and usefulness of learning tasks. With the development of the control-value theory, some scholars have recapitulated the ideas of the theory. Xia (2022) indicates that academic emotions are influenced by both proximal antecedents and distal antecedents. The proximal antecedents include control assessment and value assessment respectively, while, the common distal environment factors include individual factors such as cognitive quality, motivation, and goal structure, and contextual factors such as task type, social expectations, academic feedback, and academic influence.

Although the control-value theory has been widely used in the field of educational psychology to explain academic emotions, empirical studies applying the theory to explain the causes of learners' foreign language emotions in the field of second language acquisition are uncommon (Dong, 2022). Based on academic emotion control-value theory, Dong (2022) surveys 251 Chinese English learners and finds that both control and value assessments of foreign language learning among second language learners significantly predict foreign language classroom anxiety and enjoyment. Xia and Chen (2022) conducts a questionnaire survey of 819 English major college students to examine the level and relationship between perceived classroom givens, control-value assessments, and foreign language classroom boredom. They conclude that students' control and value assessments can predict boredom indirectly.

Overall, broaden-and-build theory and control-value theory highlight the influence of emotions on academic performance and provide theoretical support for the study of academic emotions in second language learning scenarios.

4. Studies on Foreign Language Anxiety and Enjoyment

Foreign language anxiety and enjoyment are the two main academic emotions, which are deeply studied in the paper. Both are specifically described in aspects of definitions, scales and previous studies.

4.1. Foreign Language Anxiety

4.1.1. Definition

Anxiety is one of the most basic emotions for second language learners. Anxiety refers to a subjective emotion such as uneasiness, nervousness, fear, and dread in a person (Spielberger, 1966). However, there is a difference between foreign language anxiety and anxiety. Also, domestic and international scholars have different opinions about foreign language anxiety.

The concept of foreign language anxiety is first introduced by Horwitz (1986), who distinguishes foreign language anxiety from general anxiety and views it as a separate affective state. He defines foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom learning arising from the uniqueness of the language learning process. At the same time, Horwitz (1986) points out that foreign language anxiety has a hindering effect on learners' learning behaviour. Foreign language anxiety is more common in learners' schedules. For example, learners' fear of not doing well on a foreign language test or failing in performance is called test anxiety. The anxiety that arises when learners worry about not being able to communicate fluently with others in the target language is called communicative anxiety.

On the basis of drawing on foreign research, Chinese scholars define foreign language anxiety as follows: "Foreign language anxiety refers to the tension and emotional state with fear formed by the frustration of self-esteem and self-confidence, the sense of failure and guilt increased when the individual cannot achieve the expected goal or overcome the obstacles." According to Wang (2003), foreign language anxiety refers to a range of negative emotions that students experience during the learning process, such as worry, nervousness, fear of communication, and fear of the English classroom.

4.1.2. Scale

Foreign language anxiety is one of the key affective variables that influence learners' second language acquisition and can have a significant impact on foreign language learning. In order to explore the measurement of foreign language anxiety, scholars have researched a variety of foreign language anxiety scales on the basis of theory. However, the research on foreign language anxiety scales has undergone a process from infancy to maturity. At the early stage of research, scholars' lack of knowledge about foreign language anxiety leads to certain limitations of anxiety scales and ambiguous measurement results. After the 1980s, there is a breakthrough in research about foreign language anxiety and research results are clearer.

The most widely used foreign language anxiety scale in the world is the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986), which consists of three dimensions: communicative anxiety, test anxiety, and negative evaluation anxiety, with a total of 33 items, and is scored on a five-point Likert scale. Studies have shown that the scale has good reliability and validity and is widely used in studies to measure learners' foreign language anxiety levels. Dewaele & MacIntyre (2014) surveyed 1746 foreign language learners from around the world through the web-based questionnaire and find that their overall foreign language classroom anxiety is moderate ($m=2.80$). Dewaele & Witney (2018) investigate two high schools in the UK with 189 students. The study finds that their overall foreign language classroom anxiety is moderate ($m=2.40$). Li (2020) searches 348 non-English major university students in China and finds that foreign language online class learners have moderate to high levels of foreign language anxiety ($m=3.20$).

However, some scholars have argued that the FLCAS scale is deficient. For example, some studies have suggested that there may be an overlap in the scale's entries and also that some entries may not be related to foreign language anxiety (Aida, 1994; Gardner, 1992).

4.1.3. Previous Studies

Foreign language anxiety is prevalent in second language acquisition and has a negative impact on learners' behaviour, which affects their academic performance. In order to mitigate the negative effects of foreign language anxiety in second language teaching activities, some scholars have explored the sources and influencing factors of foreign language anxiety from its origin.

Research on the sources of foreign language anxiety is more diverse. Horwitz (1986) points out that there are three main sources of anxiety, which are communicative anxiety, test anxiety, and negative evaluation anxiety. Most researchers believe that learners themselves are an important source of foreign language anxiety, such as learners' gender, age, personality, foreign language learning attitude, foreign language learning experience, etc. are important factors affecting foreign language anxiety. Some scholars start from the teacher level, believing that teachers will also affect learners' foreign language anxiety. Gardner & MacIntyre (1992) suggest that the sources of foreign language anxiety are mainly influenced by teachers' teaching styles, teachers' views on teaching, teaching skills and teaching practices. For example, inappropriate teacher teaching styles can cause negative emotions such as anxiety, worry and anxiety in foreign language learners. Miyazoe and Anderson (2011) study the effect of the Internet on anxiety in foreign language learning and find that internet learning reduces students' anxiety to a certain extent.

In summary, learners' foreign language anxiety is influenced by multiple factors. It is important to investigate the factors of foreign language classroom anxiety and find strategies to reduce foreign language anxiety so as to improve learners' foreign language performance.

4.2. Foreign Language Enjoyment

4.2.1. Definition

Enjoyment is thought of as the sense of accomplishment that arises when an individual's needs are satisfied. Foreign language pleasure developed from the concept of pleasure, however, scholars do not have a uniform definition of foreign language enjoyment. From the perspective of second language acquisition, Dewaele & MacIntyre (2014) argue that foreign language enjoyment unleashes learners' foreign language learning potential, creates a pleasant and reassuring psychological atmosphere for learners to explore unfamiliar languages and cultures, and thus facilitates their foreign language learning. Later, Dewaele & MacIntyre (2016) add that foreign language enjoyment is the positive emotion felt by learners after overcoming learning difficulties, completing academic tasks and achieving psychological needs in the process of foreign language learning. Domestic scholars Jin & Zhang (2018) consider foreign language enjoyment as a trait of emotional experience and state response to a learning task. They point out that foreign language enjoyment is related to a specific foreign language learning context. Zhao (2021) argues that foreign language enjoyment is expressed as learners' ability to form good interpersonal relationships in their daily language learning and to keep making progress toward their learning goals.

Overall, there is no clear definition of foreign language enjoyment. However, more scholars agree with the definition of foreign language enjoyment by Dewaele & MacIntyre (2014).

4.2.2. Scale

Dewaele & MacIntyre (2014) develop the first foreign language enjoyment scale to investigate learners' foreign language enjoyment. The scale is scored on a five-point Likert scale and contains 21 items, and measures learners' enjoyment in a foreign language in two dimensions, respectively personal enjoyment in the foreign language and environmental enjoyment in the foreign language. The scale is found to have good reliability and validity. Later, Dewaele (2017) revises and improves the scale by adding a new dimension to the original two dimensions, the namely positive atmosphere created by peers and teachers.

Compared with foreign countries, domestic scholars have started to pay attention to foreign language pleasure emotions later. To adapt foreign language research in a specific Chinese context, domestic scholars have revised the international version of the Foreign Language Enjoyment Scale locally. Li (2020) adapts the Foreign Language Enjoyment Scale (Dewaele & MacIntyre 2014) based

on a sample of Chinese high school students. She adds the dimension of “teacher factor enjoyment” to the original dimensions of the scale, with 11 items. Jin and Zhang (2018) adapt the scale from three dimensions: teacher support, peer support, and enjoyment of learning English, using a sample of 320 Chinese high school students. The scale continues to be scored by using a five-point Likert scale.

The application of the Foreign Language Enjoyment Scale has promoted the development of positive psychology in the field of second language research and has given learners a valid tool for measuring foreign language enjoyment.

4.2.3. Previous Studies

With the development of positive psychology, the field of second language acquisition has broken through the previous focus on negative emotions such as foreign language anxiety, and positive emotions, led by foreign language enjoyment, have gradually received attention in the field of second language acquisition (Xu 2020).

Dewaele et al. (2017) argue that during the long foreign language learning process, foreign language enjoyment, as a positive emotion, can facilitate foreign language learning by eliminating the negative emotions that arise during foreign language learning. By conducting a study of 108 high school students’ foreign language use and foreign language pleasure over time, Saito et al. (2018) finds that learners’ foreign language enjoyment significantly and positively predicted their frequency of foreign language use. Li et al. (2020) investigate the significant relationship between foreign language enjoyment and two other academic emotions and English performance. The results show that students with higher levels of enjoyment are more confident in their English proficiency and more able to excel in exams. In addition, foreign language enjoyment is also effective in enhancing motivation to learn a foreign language (Shao et al. 2020).

5. Studies on Emotional Intelligence

5.1. Definition

There is no single definition of emotional intelligence. Mayer and Salovey (1997) consider emotional intelligence as a separate component distinct from intelligence. They define emotional intelligence as the ability to accurately assess, correctly express, and adaptively control one’s own and others’ emotions. Since then, emotional intelligence has begun to receive attention from scholars. Goleman (1995) defines emotional intelligence as the ability to control emotional impulses, read the emotions of others, and handle various social relationships. He believes that emotional intelligence covers five dimensions, which include motivation, empathy, self-awareness, self-regulation and social skills.

Domestic scholars have also supplemented the definition of emotional intelligence. On the basis of foreign research, Lu (2005) points out that the essential attribute of emotional intelligence is to take emotions as the operating object, and the definition of emotional intelligence needs to reflect this essential attribute. Therefore, he believes that emotional intelligence is a psychological characteristic that individuals need to have to carry out emotional activities smoothly, and from the perspective of species relationships, emotional intelligence is an individual’s ability to operate emotions. In recent years, scholars have given a new definition of emotional intelligence.

In general, in foreign language learning, learners can manage their emotions through emotional intelligence, so that they can use their emotions to promote their thinking ability, and then improve their learning performance.

5.2. Scale

Based on the definition of emotional intelligence, Mayer et al (1997) develop the Multifactor Emotional Intelligence Scale (MEIS). Petrides & Furnham (2001) divide emotional intelligence into trait emotional intelligence (TEI) and aptitude intelligence (AI). The reduced version of the Trait Emotional Intelligence Scale (TEIQue-SF) contains 30 items and four dimensions, examining well-being, self-control, emotions, and social competence. Studies have shown that the scale has good reliability and validity (Wei, 2021).

5.3. Previous Studies

The development of emotional intelligence started earlier in foreign countries. In the field of second language acquisition, research on emotional intelligence has focused on communicative anxiety, English skills, and academic achievement in English. Petrides & Furnham (2006) collect data through questionnaire distribution to explore the correlation between emotional intelligence and anxiety. The results find that individuals with higher levels of emotional intelligence had lower levels of communicative and foreign language anxiety. Ciarrochi & Mayer (2007) show that emotional intelligence can facilitate brain thinking by generating and using positive academic emotions to moderate the negative effects of negative academic emotions in foreign language learning. Pishghadam (2009) finds that emotional intelligence can help learners predict the appropriate emotional response to maximise the effectiveness of learning a foreign language in different contexts.

Domestic studies of emotional intelligence are also gradually gaining attention from scholars. At present, research on emotional intelligence in China is focused on university and secondary school students. Researchers have mainly explored the relationship between emotional intelligence and academic performance. Yu (2015) uses 510 non-English majors as the subjects of his study and finds that emotional intelligence could improve learners' language confidence. He also adds that when faced with challenges and frustrations in the process of foreign language acquisition, foreign language learners with high levels of emotional intelligence are better able to control their emotions, manage stress and maintain a positive mindset, thus reducing their foreign language learning anxiety and ultimately improving their English learning performance.

To sum up, the research on emotional intelligence is relatively mature at home and abroad, but there is still much room for research. From the perspective of research objects, research on emotional intelligence targeting junior high school students and primary school students needs to be expanded. In terms of research variables, most research variables on emotional intelligence are relatively single, and future research could focus on diversifying the variables.

6. Studies on Links among EI, FLA & FLE, and FLLA

6.1. FLA&FLE and FLLA

Because of the prevalence of foreign language anxiety (FLA) and its impact on foreign language learning achievement (FLLA), scholars have conducted research on the relationship between foreign language anxiety (FLA) and foreign language learning achievement (FLLA). Most of the research findings suggest that foreign language anxiety negatively affects students' foreign language learning achievement. However, the degree of correlation between foreign language anxiety and foreign language achievement has led to different assertions.

Some scholars believe that foreign language anxiety is highly negatively related to foreign language achievement. Yu (2015) conducts a questionnaire survey on 510 non-English major undergraduates in three universities in Zhejiang Province. Based on CET-4 scores, these students are divided into three groups to investigate the correlation between foreign language achievement and foreign language anxiety. Statistical analysis of the data reveals that there is a significant negative correlation between foreign language achievement and foreign language anxiety. Students who score higher in the English test are more confident in their foreign language learning ability and thus have lower levels of anxiety. Conversely, students with higher levels of anxiety have less confidence in their learning ability and thus struggle to achieve good grades. Li (2020) conducts a mixed study of 1307 high school students and finds that students in the high achievement level group have the lowest foreign language anxiety. Meanwhile, there is a significant negative correlation between academic achievement and foreign language classroom anxiety for students in the high-achievement level group.

However, some scholars hold different conclusions, with some suggesting that foreign language anxiety affects academic achievement, but that the two are not strongly correlated. To examine the causal relationship between English learners' English writing anxiety and writing performance, Li(2015) tracks 330 non-English major university students on a writing test in a foreign language writing teaching context. Their findings found that students' writing anxiety is generally at a moderate

level and that learners' writing anxiety and writing performance are moderately negatively correlated. The findings echo the study of Guo (2010). Guo & Qin (2010) investigates the foreign language writing anxiety of 453 Chinese non-English major university students through questionnaires and interviews. The findings indicate that their foreign language writing anxiety is moderate and the negative correlation between learners' writing anxiety and writing performance is low. According to Dai (2000), the perception of anxiety should not be limited to negative aspects. She holds the opinion that learners' anxiety in foreign language classes can sometimes generate greater motivation to learn and thus facilitate learning.

Based on the above studies, it can be found that scholars have mostly used mixed research methods to explore the relationship between foreign language classroom anxiety and overall academic performance. At the same time, researchers have also investigated the relationship between individual language skills and foreign language anxiety in terms of independent language skills. For example, writing anxiety, speaking anxiety and reading anxiety. In general, the findings are mostly negative, but there is still some controversy.

In contrast to foreign language anxiety, research on foreign language enjoyment (FLE) and foreign language learning achievement (FLLA) in English is more recent. In order to investigate the effect of positive and negative emotions on academic achievement, the correlation between FLA and FLE has been investigated, with most results indicating a negative relationship between each other. (Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2016; Dewaele & Dewaele, 2017; Saito et al, 2018). However, Dewaele & MacIntyre (2014) add that although there is a significant negative relationship between foreign language anxiety and enjoyment, the two are separate emotions and not opposing hierarchies. Domestic scholars have also conducted corresponding studies to explore the association between foreign language anxiety and enjoyment. Li (2022) studies the overall level of foreign language anxiety and enjoyment among university students in an online classroom environment. She finds that foreign language enjoyment is negatively related to anxiety, which is consistent with the findings of Dewaele & MacIntyre (2014). Zhao (2021) investigates the levels of foreign language enjoyment and anxiety among English major undergraduates at Xi'an Foreign Language University. The study finds that undergraduate English majors have low levels of foreign language anxiety and medium levels of foreign language enjoyment, and there was a significant negative correlation between each other.

In line with the overall negative relationship between foreign language anxiety and foreign language enjoyment, compared to the negative relation between foreign language anxiety and academic performance, foreign language enjoyment is significantly more positively related to academic achievement. The majority of researchers have found that foreign language enjoyment positively affects students' academic performance and promotes foreign language learning (Dewaele & Alfawzan 2018; Jiang & Dewaele 2019). Saito et al (2018) conducts a study of 108 Japanese high school students who speak English as a second foreign language and finds that enjoyment is more conducive to improving their foreign language skills. Mierzwa (2018) makes a survey of a total of 233 students in five Polish secondary schools. The results show that students with high levels of foreign language enjoyment have better academic performance and that students' levels of foreign language enjoyment also increased as their foreign language proficiency improved. Dong (2022) surveys 300 students in a high school in western China and uses students' real test scores and self-assessment scores as the basis for measuring their foreign language performance. The study shows that there is a significant positive association between foreign language enjoyment and foreign language achievement and that foreign language enjoyment directly and positively predicted students' foreign language achievement.

6.2. EI and FLLA

As an important component of individual intelligence, emotional intelligence (EI) has an inexpressible impact on individual achievement (Goleman, 1995 & Bar-on, 2006). In the field of second language acquisition, exploring the relationship between emotional intelligence (EI) and foreign language learning achievement (FLLA) helps second language learners to improve their

emotional intelligence and hence their academic performance. A series of important academic results have been produced by national and international scholars accordingly, covering primary schools, secondary schools and universities.

Most scholarly research has shown that emotional intelligence (EI) and foreign language learning achievement (FLLA) are positively correlated and that emotional intelligence predicts learners' academic performance. Mavroveli & Maria (2011) explore the relationship between EI and FLLA in a group of primary school students by completing a trait emotional intelligence questionnaire with 565 primary school students. The survey reveals a moderate correlation between emotional intelligence and academic achievement in the third grade of primary school. While, for the students in the fourth to sixth grade, a correlation between emotional intelligence and academic achievement is less significant. In China, Yu (2013) investigates the emotional intelligence levels of 510 students in three universities in Hangzhou. He finds that trait of emotional intelligence could have a positive effect on academic achievement and is significantly and positively correlated with academic achievement.

6.3. EI, FLE & FLA and FLLA

The correlation between emotional intelligence (EI) and foreign language learning achievement (FLLA), as well as the correlation between foreign language anxiety (FLA) and foreign language enjoyment (FLE) and foreign language learning achievement (FLLA) have been confirmed. Considering the importance of emotional intelligence and academic emotion to academic achievement, some scholars have further studied the relationship between the three. Shao & Yu (2013) proposes a more complex relationship model to explore the mediating role of academic emotion in the relationship between emotional intelligence and learning achievement. Li (2020) investigates the relationship between emotional intelligence, academic emotion and English achievement in 1307 high school students in Anhui Province. The results show that there is a moderate correlation between emotional intelligence and academic achievement, and academic emotion is the mediation of the relationship.

To sum up, although there have been studies on academic emotions' mediation between emotional intelligence and foreign language achievement. While relevant studies are few and they lack systematization. The theoretical and practical value of emotion in second language acquisition should be further explored.

7. Research Prospect of SLA

The author suggests that future research on foreign language academic emotions should be made from three aspects: the complexity of research variables, the diversity of research methods and the abundance of research topics.

7.1. Complexity of Research Variables

Foreign language learning anxiety and enjoyment are produced in the process of the learner's learning activities. Emotions are situational psychological characteristics produced in the complex interaction with the surrounding environment, which has the characteristics of contextualization in foreign language learning and is influenced by students' factors. Future research can further understand the study of SLA from complex variables, such as students' family background, parents' emotional support, age and gender.

7.2. Diversity of Research Methods

The author believes that the future research methods should be rich, foreign language happy mood is a complex, multi-dimensional system, produced in the learner and its environment, with the characteristics of dynamic complexity, future research can be done from the Dynamical systems theory. In the future, qualitative research should be strengthened in order to gain insight into foreign language pleasure. In terms of quantification, we should combine the characteristics of native peanut foreign language teaching with the help of the mature pleasure scale.

7.3. Abundance of Research Topics

It is found that most researchers only pay attention to the influence of foreign language learners' academic mood on a specific language skill level. Considering that learners' experience of listening, speaking, reading and writing in English may vary to a certain extent when exploring the emotional experience of foreign language learners, the researcher can consider the correlation of various language skills.

8. Conclusion

In this paper, the development of positive psychology, the concept of emotional intelligence and academic emotion and related theories are deeply interpreted. At the same time, this paper explores the themes and methods of existing research and discusses the relationship between emotional intelligence, academic emotion and English achievement. At last, the deficiency of the present research is summarized and the future research direction has prospected. Foreign language learning emotion is a new topic in recent years, which needs to be further explored by scholars.

Acknowledgement

This paper is supported by the research project [22XJKT081] at Zhejiang University of Finance and Economics. A Study on the Relationship between Emotional Intelligence and English Achievement of English Learners: The Dual Mediating Role of Enjoyment and Anxiety.

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