# Article information:

(PDF) An Exploration of Chinese EFL Students' Emotional Intelligence and Foreign Language Anxiety  
<https://www.researchgate.net/publication/259551090_An_Exploration_of_Chinese_EFL_Students'_Emotional_Intelligence_and_Foreign_Language_Anxiety>

# Article summary:

1. More than half of Chinese college students possess a middle to high level of emotional intelligence (EI) and at least one third experience language anxiety in English class.

2. Moderate to relatively strong associations were found among students' EI, foreign language anxiety (FLA), English achievement, and self-rated English proficiency.

3. FLA had a significant and partial mediating effect on EI in predicting students' English achievement, as well as on the relationship between EI and self-rated English proficiency.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

本文旨在探讨中国英语作为外语（EFL）学生的情商和外语焦虑。文章通过对510名来自中国杭州三所大学的学生进行Trait Emotional Intelligence Questionnaire–Short Form（TEIQue–SF）和Foreign Language Classroom Anxiety Scale（FLCAS）测试，得出以下结论：（a）超过一半的中国大学生具有中等到高水平的情商，至少三分之一在英语课堂上经历了语言焦虑；（b）学生的情商、外语焦虑、英语成绩和自评英语水平之间存在中等到相对强烈的关联；（c）FLA在预测学生英语成绩方面对EI具有显著且部分中介作用；以及（d）FLA还显著且部分地介导了EI与自评英语能力之间的关系。文章讨论了结果和影响，并强调了情感因素对于英语学习的重要性。

然而，本文存在一些潜在偏见和不足之处。首先，作者没有提供关于样本选择方法或抽样误差的详细信息，这可能会影响结果的可靠性和推广性。其次，在文章中并未明确说明情商与外语焦虑之间存在因果关系还是相关关系。此外，作者没有考虑其他可能影响学生英语成绩和自评能力的因素，如家庭背景、教育水平等。最后，文章没有探讨如何帮助那些遭受外语焦虑困扰但情商较低的学生。

总体而言，本文提供了有价值的信息，并为进一步研究提供了基础。然而，在解释结果时需要更加谨慎，并应该考虑更多可能影响结果的因素。

# Topics for further research:

* Sample selection method and sampling error
* Causal or correlational relationship between emotional intelligence and foreign language anxiety
* Other factors that may affect students' English performance and self-assessment ability
* How to help students with low emotional intelligence but high foreign language anxiety
* Caution in interpreting the results and considering other influencing factors
* Further research and exploration of the topic

# Report location:

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