پژوهشگر گرامی

صفحاتی را که مشاهده می‌فرمایید، گزیده‌ای محدود از یک سند پژوهشی طولانی است که شامل:

- صفحه روز جلد
- جزئیات مطالعه
- صفحه اول مقدمه
- پیشنهادات

جهت مطالعه دقیق جزئیات بیشتر سند به صورت چاپی به یک پایان‌نامه‌ها در کتابخانه مرکزی و نیز برای مشاهده شغل دیجیتالی آن وارد پیوند ذیل شوید:


در صورتی که به وجود آمدن یک کتاب مشکل و پرسش در زمینه دسترسی، نهی و استفاده از منابع الکترونیکی و دیجیتالی به مرکز اطلاع‌رسانی و بخش منابع دیجیتالی کتابخانه مرکزی و مرکز استادان دانشگاه مراده و پیامزاده و پیامزاده پیگیری شهدا، تماس ۸۸۷۳۰۰۱-۲۰۰۳۳۳۴۳
University of Kurdistan
Faculty of Language and Literature
Department of English Literature and Linguistics

A Thesis
Submitted to the Postgraduate Studies Office in Partial Fulfillment of the
Requirements for the Degree of M.A. in Teaching English as a Foreign
Language (TEFL)

Title:
Self-efficacy and Emotional Intelligence as Predictors of
Writing Anxiety: A Case of Iranian EFL Learners

By:
Ala Asadolah

Supervisor:
Dr. Habib Soleimani

Advisor:
Dr. Jalil Fathi

July, 2019
In the Name of God
University of Kurdistan
Faculty of Language and Literature
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The above thesis was evaluated and approved by the following members of
the thesis committee with excellent quality on May 21, 2019.

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<td>Assist. Prof. Dr. Habib Suleimani</td>
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<td>2. Advisor:</td>
<td>Assist. Prof. Dr. Jalil Fathi</td>
<td></td>
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<tr>
<td>3. Internal Examiner:</td>
<td>Assist. Prof. Dr. Sirous Amiri</td>
<td></td>
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<td>4. External Examiner:</td>
<td>Assist. Prof. Dr. Rahman Veisi Hesar</td>
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Head of Department:
Dr. Zakarya Bezdideh

Faculty Graduate Coordinator:
Dr. Atieh Nazemi
Abstract

Emotional intelligence and self-efficacy are two important factors in foreign language learning studied by many researchers (e.g. Salovey, & Mayer, 1997; Bandura, 1977). The present thesis attempted to investigate the predicting role of emotional intelligence and self-efficacy in writing anxiety, and the relationship among these variables. The participants of the study were 92 intermediate students majoring in Teaching English as a Foreign Language (TEFL) in University of Kurdistan, Iran. To achieve the purpose of the present study, the participants were asked to complete three types of Likert-scale questionnaire including emotional intelligence (Schutte, et al. 1998), self-efficacy (Gaumer Erickson, et al. 2016), and writing anxiety (Cheng, 2004). The data were analyzed by calculating Pearson correlation and linear regressions. The findings indicated that there is no significant relationship between emotional intelligence and writing anxiety, and also self-efficacy and writing anxiety are not correlated significantly. Furthermore, writing anxiety was not predicted significantly by emotional intelligence and self-efficacy.

Keywords: emotional intelligence, self-efficacy, writing anxiety
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Chapter One
Introduction
1.1 Background

Many researches have been done on cognition and emotional processes and the way they interact to enhance learning and thinking in educational context. One of the important concepts related to this issue is the concept of emotional intelligence (EI). The concept of emotional intelligence was first introduced by Salovey and Mayer; they define EI as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey and Mayer, 1990, p. 189). Based on this definition, EI is related to those works that describe, define and access social behavior like social intelligence (Thrdike, 1920). Many theorists such as Gardner (1983) and Sternberg (1989), worked on general intelligence. For example Gardner suggested the concept of intrapersonal and interpersonal intelligence. Regarding Gardner's definition, intrapersonal intelligence is the ability to understand one's emotions, and interpersonal intelligence is the ability to understand other's emotions. These definitions have the main role in the development of the model which introduces EI as a subset of social intelligence (Salovey and Mayer, 1990).

Because of many psychological factors such as intelligence, personality, and emotional self-regulation, it has been considered that EI is a multifaceted concept with several different perspectives which has worth to be studied (Austin, Saklofske, & Egan, 2005; Stough, Saklofske, & Parker, 2009; Zeidner, Roberts, & Matthews, 2008). Recent studies of EI are dominated by two main approaches which is called trait and ability approach (Petrides and Furham, 2001). In trait approach EI is considered as tendencies such as self-efficacy beliefs (Petrides, Sanchez-Ruiz, Siegeling, Saklofske, & Mavroveli, 2018). This approach is known as including "mixed models" because according to these models EI is a mixture of traits, and abilities (Bar-On, 2006; Goleman, 1998).

The other approach referring to EI is the ability approach that conceives EI as a cognitive ability. In this approach EI is based on emotion information process and is assessed by performance tests (Fiori, & Vesely-Maillefer, 2018). In ability approach EI is regarded as a form of intelligence. It argues that emotional cognitive process is related to general intelligence, so it would be assessed by performance measures (Freeland, Terry, & Roger, 2008; Mayer, Caruso, & Salovey, 2016; Mayer & Salovey, 1997). Petrides (2001) made a
distinction between trait and ability EI explaining that trait EI is concerning emotional perceptions that are assessed via questionnaire and rating scale (Petrides et al., 2007). Ability EI relates to cognitive abilities that are concerned with emotions depending on IQ-type testing (Mayer & Salovey, 1997). It is important to note that some researchers attempt to integrate these two approaches. One of these integrations is tripartite model introduced by Mikolajczak (2009) that defines three levels of EI: 1) knowledge about emotion 2) the extent to which the individuals are able to apply this knowledge in real situations 3) certain behavior's tendency in emotional situations (typical behavior).

Considering EI as ability, one of the main models introduced by Mayer and Salovey (1997) is known as the four-branch model that aided in the development of other models related to EI. In this model EI is identified as a set of mental abilities that allow emotions to be appraised, expressed and regulated. The model of Salovey and Mayer (1997) describes four areas of skills that explain many areas of EI namely perceiving emotions accurately, using emotion to facilitate thought, understanding emotions, managing emotions. It emphasizes that integration of emotion processes with cognitive processes promote growth and achievement (Salovey & Grewal, 2005; Salovey & Mayer, 1990).

One of the important issues that receive little attention in literature refers to the fact that the distinction of emotional abilities that is referring to self and others has been unclear. One of the reasons of limited contributions in outcome's prediction is the fact that the distinction between emotional abilities referring to self and others has been blurred particularly in the model of Mayer and Salovey (1997). In this model if individual uses emotional abilities in their own self they would be successful in using these abilities with others (Fiori & Vesely-Maillefer, 2018) although good understanding of one's own emotional reaction does not lead to the ability of understanding others emotional reaction automatically (Fiori, & Vesely-Maillefer, 2018).

Another important concept concerned with cognition and emotional processed is self-efficacy. As Bandura (1997) contended, comparing people's self-efficacy they are different both in the area of cultivation and in the level of its development. He continued that self-efficacy demonstrates the diversity of human capabilities. It is one of the human capabilities; therefore it treats efficacy belief system as distinguished set of self-beliefs related to distinct area of functioning. Efficacy beliefs are related to both exercise of control over action and
the self-regulation of thought process and psychological issues (Bandura, 1997). It is not a fixed ability that one may have or not; it is a generative capability with which several sub skills are concerned such as behavioral, cognitive and emotional. As it is clear, efficacy beliefs has a key role in generative system of human competence. Accordingly, different people with either different or similar skills may perform differently depending on their circumstances. Bandura (1997) argued that there is a significant difference between possession of sub skills and the ability of integrating these sub skills into proper course of action and to apply them properly in difficult conditions. Referring to previous literature, (e.g. Bandura, 1992a) it was stated that "perceived self-efficacy is an important contributor to perform accomplishments, whatever the underlying skills might be" (Bandura, 1997, p.37). Therefore perceived self-efficacy is not related to the measure of the skills that individuals have, it is a belief of what they can do with their own skills in different conditions (Bandura, 1997).

According to Bandura's statements the major aspect of self-knowledge is "peoples beliefs about their personal efficacy" (1997, p.79). He explained self-efficacy has four main sources of information: 1) performance outcomes (past experiences) 2) vicarious experiences 3) verbal persuasion 4) psychological feedback.

Previous studies on self-efficacy have shown that higher emotional self-efficacy lead to higher academic self-efficacy that consequently leads to higher academic performance (Adeyemo, 2007; Hen & Goroshit, 2014).

On the other hand, one of the cognitive activities is writing that could be related to EI and psychological factors such as self-efficacy. In other word during writing we think and feel simultaneously (Cheng, 2002). As Brand (1987) stated "It is in cognition that idea make sense. But it is in emotion that this sense finds value. Without such priorities we could not think" (p. 442)

An important issue that has worth to be mentioned is that higher capability in competence among L2 learners may not lead to lower anxiety because they may not perceive themselves as competent L2 learners necessarily. In other words L2 learners may not be free from anxiety just because they are high in L2 competence (Pajares, & Johnson, 1995; Pajares and Valiante, 1996). As the result the feeling of uncertainty about their own abilities may affect learners' L2 anxiety. As Bandura (1986) declared self-efficacy beliefs define "how well people cope with threats and how much fear arousal they experience" (p.321). Consequently it can be said that self-efficacy has
Based on information learned in the literature review, L2 writing anxiety seems to be correlated with other facts including writing self-efficacy, students' multiple intelligence, learners' different level of proficiency, sub-majors of EFL field including teaching, translation, and literature, and different types of teachers' feedback. Besides, demographic information such as age, gender, ethnicity, and race may have a moderating role in prediction of writing anxiety among EFL learners.

Students' internal self-judgment and their self-comparison, regardless of their level of proficiency, may make them feel that their writing performance were not as well as the other students. Consequently fear of failure and students judgment about their accomplishment increases their level of writing anxiety (Cronk-Raby, 2018).

Furthermore, writing anxiety could be created due to the lack of self confidence and self-esteem. Teaching pedagogy in regards to writing can design beneficial strategies and techniques to reduce the phenomenon of writing anxiety. Students may improve their own confidence and self-esteem (Seullin & Baron, 2013) through writing strategies such as expressive writing (Seullin & Baron, 2013; Wynne et al., 2014) which in turn help to decrease writing anxiety in EFL classroom.

5.4 limitation of the study

Like any other researches present study faced with some limitations and obstacle as well. First limitation was the rare number of available previous related review literature to the field under investigation in the present study. As expressed above, the predicting role of emotional intelligence and self-efficacy in writing anxiety was rarely examined concerning L2 learning similar research in this area account for factors such as academic writing, writing performance, and further demographic information and descriptive data. (Abdolrezapour, 2013; Huerta, Goodson, Beigi & Chlup, 2017) consequently, due to the newness of the present study, it lacks making use of similar articles and literature reviews.

Second, Due to the purpose of this study the best possible way to choose participants were convenience sampling. Owing to the way of sampling, the researcher could not differentiate between male and female writing anxiety and examining the predicting role of emotional
intelligence and self-efficacy in writing anxiety concerning gender of participants.

Third, there was a time constrain during conducting this study and gathering data in particular. For the course was nearly to be finished in the time of collecting data, it turned into a difficult job.

Finally, this study was not taking benefit of placement test in order to determine the real English proficiency level of students and they were chosen just based on their field of study both in BA and MA.

### 5.5 Pedagogical implications

It is noteworthy that anxiety is inevitable for EFL students during writing activities both in L1 and L2. Lower level of writing anxiety may be facilitative and may motivate the students, although highly writing anxiety is debilitating and demotivates the EFL learners from performing better in writing activities. The findings of the present study have some pedagogical implications for teachers, students, syllabus designers and curriculum developers.

Needless to say, psychological and cognitive factors play a key role on writing anxiety among EFL learners. The finding of this study may have some implications for teachers and instructors. They would pay more attention to concepts such as emotional intelligence and self-efficacy in EFL classroom to teach the students how to take advantage of emotional intelligence and how to improve their self-efficacy beliefs in order to control their anxiety while they do writing activities. Besides, teachers can utilize emotional intelligence and self-efficacy to provide a positive atmosphere for the students so that they feel less anxious and improve their writing in L2 learning classroom.

It could suggest a beneficial guideline to students for the development of writing skills and provide them with strategies that improve their self-efficacy beliefs and emotional intelligence. Many scholars proposed developing students' self-efficacy skills in academic context is advantageous to their writing outcomes (Pajares, 2003; Prat-Sala & Reford, 2012; Zimmerman & Bandura, 1994). Providing students with strategies, models, and activities to improve their writing skills in L2 learning classroom could help the EFL students with their self-efficacy and emotional intelligence in writing activities.

This study has also pedagogical implications for Syllabus designers and curriculum developers. Regarding emotional intelligence strategies and activities, syllabus designers and curriculum developers could design syllabuses, strategies, practices, and activities which
motivate the learners, and give them a feeling of less anxiety during L2 writing.

Furthermore, for reducing writing anxiety, it can be suggested that universities provide students with workshops and services. There are many techniques such as writing self-regulation, writing support group, and regular writing that may help L2 writers to improve self-efficacy and control anxiety. In addition EFL students can improve their emotional intelligence to benefit their L2 writing.

5.6 Suggestion for further research

The results of the present study add new dimension for further research to find out the answer for questions such as whether the findings in different sub majors of English field will differ from the present study. As it is known, there are three sub majors in the field of English including English literature, English translation, and English teaching. It could be a suggestion for further research if other scholars add this issue to the variables of the present study.

Previously expressed, present study aim to examine whether emotional intelligence and self-efficacy could predict anxiety during L2 learning in writing skill, other scholars interested in this area of research are recommended to investigate the predicting role of these two variables in other language learning skills and their sub skills as well.

Another suggestion is replication of the present research by focusing on learners in both elementary and advanced levels, for the focus of the present study was intermediate students.

For the last suggestion, the researchers could take other factors into account investigating the role of emotional intelligence and self-efficacy in L2 learning. For instance the gender, age and other demographic information of participant can be taken into consideration while the investigators work on this area of research.

Moreover, present research did not account for writing productivity. To link the variables of this study (e.g. emotional intelligence, self-efficacy and L2 writing anxiety) to writing productivity, researchers are suggested to take writing outcomes and writing achievement into account for future research.
References


Hodgson, J., & Harris, A. (2013). ‘It is hard to know what you are being asked to do.’Deciphering codes, constructing schemas. *English in Education, 47*(1), 6-17.


محققان بر این باورند که یادگیری زبان بیگانه احساسی است و این فرایند می‌تواند طیفی از احساسات و عواطف را در برگیرد. یکی از مشکلات دانش آموزان در یادگیری زبان دوم اضطراب در نوشتن است. محققان به فاکتورهای روان‌شناسی تأثیرگذار بر نوشتن در یادگیری زبان اول و دوم علاقمندند. بافت‌های این مطالعه به راه‌های ابزاره خواهد داشت که معلم می‌تواند به دانش‌آموزان کمک کند تا اضطرابهای بیشتر و اضطراب کمتری را تجربه کند. به علاوه این مطالعه رابطه هوش هیجانی، خودکارآمدی و اضطراب در نوشتن را بررسی خواهد کرد. در این مطالعه ۱۲۴ دانشجوی زن و مرد، در دانشگاه کردستان مشغول تحصیل در رشتهٔ آموزش زبان انگلیسی هستند به‌صورت تصادفی انتخاب شدند. اطلاعات مورد نیاز توسط پرسشنامه‌های مربوط به هوش هیجانی، خودکارآمدی و اضطراب در نوشتن جمع‌آوری و با منظور بررسی رابطهٔ بین این متغیرها تجزیه و تحلیل شدند. نتایج این تحقیق نشان می‌دهد که رابطه‌های معناداری بین هوش هیجانی و اضطراب در نوشتن وجود ندارد. همچنین خودکارآمدی و اضطراب در نوشتن رابطه معنادار ندارند. با علاوه هوش هیجانی و خودکارآمدی پیش‌بینی کننده اضطراب در نوشتن نیستند.

کلمات کلیدی: هوش هیجانی، خودکارآمدی، اضطراب در نوشتن
دانشگاه کردستان
دانشکده زبان و ادبیات
گروه زبان و ادبیات انگلیسی و زبانشناسی

پایان نامه‌ی کارشناسی ارشد رشته زبان و ادبیات انگلیسی گرایش آموزش زبان انگلیسی

عنوان:
خودکار آمدی و هوش هیجانی به عنوان پیش‌پیش‌گی کننده‌گان
اضطراب در نوشتن: مطالعه‌ای موردی از زبان آموزان ایرانی

پژوهشگر:
آلاء اسداللهی

در تاریخ ۱۳۹۸/۰۶/۰۴ توسط کمیته‌ی تخصصی و هیئت داوران زیر مورد بررسی قرار گرفت و
با درجه‌ی عالی به تصویب رسید.

همان داوران
نام و نام خانوادگی

مرتبه علمی

امضاء

استاد

پژوهشگر

کمیته‌ی امضاء معاون امور زبان و نشریات تکمیلی دانشکده
پسمهی تعهداتی دانشجویان مربوط به کمک‌رسانی کردستان در انجام پایان‌نامه

اینجانب آماده‌سازی دانشجوی مقطع کارشناسی ارشد رشته آموزش زبان انگلیسی

ستوده می‌شوم:

۱- صادقانه، اندیشه‌ور و بی‌طرفی در انجام پژوهش و انتشار نتایج حائز از آن رعایت نماید.
۲- در نگارش نتیجه‌ها پژوهش‌های حائز از موضوع پایان‌نامه، از باز توصیف توصیف‌های دیگر بی‌شمار درک مناسب با رابطه جهانی، کلی گویی و جمله نویسی و تصرف

گرایی برخیب تمایل و نتایج پژوهشی خود را در موعد مقرر و با اطمینان استاد راهنمای منشأ

نامیم.

۳- تمامی یافته‌های مستنداتی از پایان‌نامه متعلق به دانشگاه کردستان بوده و لازم است در

کلیه مقالات مستنداتی از آنها نام دانشگاه کردستان را تحت عنوان (دانشجویان دانشگاه

کردستان) با (دانشجو دانشگاه کردستان) ذکر نمایم.

۴- در انتشار مقالات نام استاد (استادان) راهنمای و استاد (استادان) مشاور را در لیست مولفین

مقاله ذکر نمایم و از آرزوی افرادی که نشر مقاله در انجام پژوهش نداشته‌اند، جدا

خودداری نمایم.

۵- در بخش سیاسی‌گزاری مقاله، از تمامی افراد و سازمان‌هایی که در اجرای پژوهش، ساکنی

سیاست اندازه‌گیری، با ذکر نام مشترک، تشریح و قدیمی نمایم.

۶- انتشار همه پژوهش‌های اشرافی زمانی یک مقاله به چند مجله و یا ارسال مجدد مقاله چاب

شده به مجلات دریک خودداری نمایم.

۷- در صورت عدم رعایت موارد مذکور، دانشگاه کردستان مجاز خواهد بود یا برای مقتضات

آماده نماید.

امضاء دانشجو

دستورالعمل نحوه پرخوردن با موارد تخصیص دانشجویان تحصیلات تکمیلی در هنگام

انتشار نتایج پژوهش

۱- در مواردی که دانشگاه با سوالات مربوط به مکاتبات و درخواست‌های عضو دانشگاه به مشترک کار مشخص می‌شود، نتایج اطلاع خواهد گرفت.

۲- باید با ناکاندی برخوردار باشد در دانشگاه‌های دیگر نام دانشگاه

۳- در صورت ارزیابی آماده‌سازی مورد جنجال در دانشگاه، همراه با نام مکاتبات با سوالات مربوط به

بحث مورد تضمین دست به دستگاه مورد.
کلیه حقوق مادی و معنی مترتب بر نتایج مطالعات، ابتكارات و نوآوری‌های ناشی از پژوهش موضوع این پایان‌نامه متعلق به دانشگاه کردستان است.
دانشگاه کردستان
دانشکده زبان و ادبیات
گروه زبان و ادبیات انگلیسی و زبان شناسی
پایان نامه کارشناسی ارشد رشته زبان و ادبیات انگلیسی گرایش آموزش زبان انگلیسی

عنوان:
خودکار آماده و هوش هیجانی به عنوان پیش بیننی کننده‌اندی اضطراب در نوشتن: مطالعه‌ای موردی از زبان آموزان ایرانی

پژوهشگر:
آلاء اسداللهی

استاد راهنما:
دکتر حبیب سلیمانی

استاد مشاور:
دکتر علی جلیل فتحی

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خودکار آمدی و هوش هیجانی به عنوان پیش بهینه کننده‌ای
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دکتر جهان ظهیر فتحی

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