Emotional Intelligence, English Language Anxiety, and Managerial Effectiveness in Corporate Training

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Abstract

Effective managerial communication in multilingual workplaces increasingly depends on both emotional competence and linguistic confidence. This study investigates the relationship between Emotional Intelligence (EI), English Language Anxiety (ELA), and Managerial Effectiveness (ME) among managers participating in English-medium corporate training programs. Using a cross-sectional survey of 280 mid-career and senior managers across multiple industries, the research employed validated EI, anxiety, and managerial effectiveness scales, analyzed through confirmatory factor analysis (CFA) and structural equation modeling (SEM). Results reveal that EI significantly reduces English language anxiety (β = –.49, p < .001) and directly enhances managerial effectiveness (β = .34, p < .001). ELA, in contrast, exerts a negative influence on managerial performance (β = –.31, p < .001). Mediation analysis confirms that ELA partially mediates the relationship between EI and ME, indicating that emotionally intelligent managers perform better partly because they experience lower anxiety when communicating in English. These findings highlight a dual emotional–linguistic mechanism shaping managerial behavior and underscore the need for EI-informed communication strategies in corporate training. The study contributes new interdisciplinary insight by linking affective variables with communication performance in professional contexts, offering practical implications for HR, leadership development, and training design.

Introduction

Good managerial communication is now considered a fundamental must in the globalized business setting where English is commonly used as the main language of interaction with management, training, and decision making (Neeley, 2017; Rogerson-Revell, 2018). With organizations going cross-border, managers are now anticipated to participate in cross-border meetings, negotiations, and performance appraisals that involve English as a medium of communication. Nevertheless, English language anxiety is a socio-psychological obstacle to inclusion, confidence in decision-making, and the overall quality of managerial performance encountered by many mid-career professionals in the Global South and Asia (Horwitz, 2016; Shao, Pekrun and Nicholson, 2019). This nervousness is especially manifested in the training of the corporation where the communication activity is not only publicly written but also evaluative and relating to the occupation.

Similar to this problem, studies on Emotional Intelligence (EI) have revealed that emotionally competent individuals enjoy more self-regulation, interpersonal sensitivity, and resilience in the face of communicative pressure (Mayer, Caruso and Salovey, 2016; Petrides, Mikolajczak and Mavroveli, 2017). In management research, a positive relationship between EI and leadership, conflict management, and involvement of employees is always observed (Côté, 2017; Miao, Humphrey and Qian, 2018). Nevertheless, the overlap between EI and English language anxiety in the corporate learning environment has not been fully studied. The current literature on the topics of applied linguistics is more likely to research learners in academic contexts (Shao et al., 2019; Dewaele, Chen and Padilla, 2022), and the research of organizational psychology rarely focuses on identifying communication anxiety associated with the use of a second language.

Such a gap is the special concern of multilingual business settings in South Asia, Middle East, and East Asia, where English is used as a professional lingua franca but not as a primary language (Kuteeva and Mauranen, 2018; Neeley, 2021). Such managers often note that they are afraid of being evaluated negatively, less willing to communicate, and lose authority to address peers or supervisors in English (Piechurska-Kuciel, 2016). Such internal restrictions undermine the results of corporate training programs even in case the participants are competent enough technically.

Under such conditions, Emotional Intelligence can become an imperative moderating variable, which can help managers to overcome linguistic stress and anxiety as well as be more successful in speaking English during English-medium training sessions. The research indicates that EI leads to a decreased performance anxiety (MacCann et al., 2020), facilitated communication confidence (Mercer, 2019), as well as promoted adaptive leadership behaviors (Lopes, 2016). There is however no significant empirical study that has synthesized these

theoretical fibers to explain the triadic relationship between EI, English language anxiety and managerial effectiveness in the context of training in a corporation.

Research Rationale

Despite the fact that English language anxiety has been seriously considered in the educational psychology field, its effects on the practicing managers are inadequately documented. Corporate communication contexts are stakes-high, identity-sensitive, time-sensitive, and performance-related contexts, so anxiety is more contingent on the effects of performance rather than in an academic context (Garcia, Meurs and Whetten, 2020). Likewise, EI studies have shown that emotionally intelligent leaders are effective in pressure-induced situations, yet limited research has shown that this ability is specific to linguistic anxiety (Mayer et al., 2016; MacCann et al., 2020).

Hence, interdisciplinary research is needed to grasp the role of EI in creating the reaction of managers towards the English-speaking anxiety, and the effect of this interaction on training achievements in corporations.

Significance of the Study

This research is of both academic and practical and theoretical importance. It connects applied linguistics, emotional intelligence and management science academically, responding to calls to interdisciplinary scholarship on the study of workplace communication (Kuteeva and Mauranen, 2018). It also contributes to the body of language-anxiety research by studying professional managers instead of the conventional student groups (Horwitz, 2016). In practice, the study would provide the HR and Learning and Development units with recommendations on how to create EI-informed communication training, which would minimise the experience of anxiety when speaking English and help a leader feel more confident in communicating. It also encourages non-discriminatory work arrangements because it acknowledges the linguistic and emotional issues experienced by multilingual managers. Theoretically, the study presents a conceptual relationship of emotional intelligence and language anxiety with managerial effectiveness to the emerging models of multilingual leadership and affective communication.

Research Questions

- How does English language anxiety influence managerial performance during English-medium corporate training?

- What role does emotional intelligence play in moderating or reducing English language anxiety among managers?

- How does the interaction between EI and language anxiety shape leadership communication and managerial effectiveness?

- What EI-based strategies can enhance managers' confidence and communicative competence in corporate training environments?

Research Objectives

1. To examine the relationship between English language anxiety and managerial effectiveness during corporate training.

2. To evaluate how emotional intelligence moderates or reduces English language anxiety.

3. To analyze communication patterns and leadership behaviors among managers with varying EI levels.

4. To propose EI-based communication training strategies for corporate settings.

2. LITERATURE REVIEW

Precisely, there has been little cumulative consideration in the literature in relation to the connection between emotional intelligence (EI), English language anxiety and managerial effectiveness, as the world rapidly internationalizes the workplace. The operational lingua franca of the corporate activity has turned into English (Neeley, 2017), which introduces novel communication strains on the managers working in multilingual settings. When the managers are enrolled in the English-based corporate training, the negotiation is at the level of not only cognitive requirements of the leadership development, but also the emotional cost of speaking the second language. Although the applied linguistics studies offer profound understanding of language anxiety among the students (Horwitz, 2016; Dewaele et al., 2022), the number of studies that analyze how language anxiety affects managerial communication and leadership behavior is significantly lower. Simultaneously, EI scholarship proves that emotionally competent people can control the stress level and show better performance at work (Miao, Humphrey and Qian, 2018; Petrides et al., 2017). The two strands, however, that have not been well-linked in terms of corporate training research are emotion and language.

The literature review maps the appropriate theoretical and empirical literature on three areas including: (1) the role of English as a workplace language, (2) the role of foreign language anxiety among adult populations and (3) the role of emotional intelligence in management and communication conditions. It then incorporates these strands to find out the gap in the scholarly literature on the potential of EI in moderating the adverse impact of language anxiety when undergoing corporate training in English.

2.1. English as a Workplace Lingua Franca

2.1.1. Globalization and Linguistic Demands

The emergence of transnational companies has made English the language of default in business communication, training, and leadership dialogue (Rogerson-Revell, 2018). Managers are being required more and more to make presentations, attend meetings and work on cross-

border teams speaking English irrespective of their language. Studies indicate that English proficiency is currently strongly linked with the perceptions of professional authority, credibility, and promotability (Neeley, and Dumas, 2016).

English is commonly an institutional demand and not a native communicative resource in multilingual business settings in Asia and the Middle East (Kuteeva and Mauranen, 2018). This develops an emotional strain among the managers who might be technically skilled but not conversant with communicating in English. The discrepancy between linguistic anticipation and reality regarding the level of comfort can affect involvement, preparedness to leadership, and learning admissions in the course of corporate training sessions (Tenzer and Pudelko, 2016).

2.1.2 English in Corporate Training Contexts

English is nearly invariably used as the trainee language in corporate training programs, especially leadership development programs, communication skills development programs, or performance management training programs. Though this allows multinational integration, it causes emotional and psychological strain to the managers who are to work in non-native language under scrutiny. Professional communication studies also prove that linguistic insecurity may decrease readiness to share ideas, pose questions, and participate in interactive processes (Raza, Alvi, Aldaghri, & Alshraah, 2025).

Managers of non-English dominant countries tend to refer to English-based training as threatening and not empowering, particularly, the sessions where group discussion and/or elements of public speaking are required (Tange, 2017). These environments trigger self-assessment, threat of evaluation and incompetence, which eventually determine managerial identity and perceived competence. All these dynamics explain why it is necessary to study language anxiety as a phenomenon in learners as well as in working professionals whose career advancement is tied to effective communication.

2.2 Foreign Language Anxiety (FLA) in Adult and Professional Contexts

2.2.1 Conceptualizing Language Anxiety

Foreign language anxiety (FLA) has been conventionally researches in the field of education and it has been conceptualized by Horwitz, Horwitz, and Cope (1986) as a composite of communication apprehension, fear of negative evaluation, and test anxiety. Although the construct has been developed, the initial assumption is still solid: people feel emotionally uncomfortable when they are forced to speak a non-native language in some evaluation or in a public place (Horwitz, 2016).

Recent studies conducted by Dewaele et al. (2022) indicate that even in highly competent multilinguals, FLA is present and, in particular, when the stakes are high and social judgment is

at play. This acumen is important in the context of managerial environments where the professional authority can be seen to be endangered by the language constraints.

2.2.2 FLA in Corporate Environments

Despite its limited number, there is new evidence that language anxiety in the workplace influences performance, leadership communication, and interpersonal relationship. Managers can choose not to speak in the meetings, refuse to chair or lead the discussion, or be afraid to lose face when talking with the managers in English (Tenzer, Terjesen & Harzing, 2017). Professional FLA also has the potential to decrease job satisfaction, team integration, and clarity of decision-making (Sato and Oyanedel, 2019).

But, above all, FLA is able to change the leadership nature of a manager (Charles, 2016). In the context where the English proficiency is synonymous with competence, anxiety may generate inadequacy emotions, thus undermining the self-perception as a leader (Sanden, 2016). Since corporate training is highly visible and there are other employees to assess them, the environment becomes a high-stress place to linguistically insecure managers.

2.2.3 Affective and Behavioral Impact of FLA

The studies always prove that FLA can influence emotional conditions (fear, worry, embarrassment) and behavioral consequences (avoidance, silence, less participation). In the context of learning a language:

• The lower performance is associated with anxiety (Shao et al., 2019).

• It decreases the efficiency of working memory (MacIntyre and Gregersen, 2012).

• It has a direct influence on perceived communicative competence (Dewaele and Macintyre, 2014).

These trends are easily applied to the context of corporate training, where managers are obliged to process complicated information, cooperate with their colleagues, and reveal their communicative leadership, all under the influence of the linguistic tension.

Though, the majority of studies consider language anxiety not as an emotional barrier to leadership performance, but as a linguistic/pedagogical issue. This is the gap whereby FLA can be related to emotional intelligence.

2.3. Emotional Intelligence: A Foundation for Workplace Performance

2.3.1 Definitions and Theoretical Models

In general, emotional intelligence (EI) can be described as the capacity to sense, comprehend, manage, and utilize emotions efficiently (Mayer, Salovey and Caruso, 2016). Two dominant models exist:

- Ability EI- emotional skills as determined in performance tasks.
- Trait EI-self perceived functioning (Petrides, Mikolajczak and Mavroveli, 2017).

The two models have found large application in an organizational setting due to the role of EI in coping with stress, communication, and interpersonal relationship.

2.3.2 EI in Managerial and Leadership Contexts

Throughout the research on management, EI is seen as a powerful predictor of the effectiveness of leadership, conflict management, and team efficiency (Côté, 2017; Lopes, 2016). According to meta-analyses, EI enhances:

- pressure when making decisions.
- leadership communication
- resilience
- collaboration
- job performance (Miao et al., 2018)

Managers in global organizations who are more EI fit the cultural and linguistic diversity better (Liu and Ahlstrom, 2018). They also experience less identity threat and performance testing, which are major stressors in the English-mediated corporate training.

2.3.3 EI and Communication Anxiety

A number of studies are direct correlations between EI and anxiety reduction:

- Emotional intelligent people have less performance anxiety (MacCann et al., 2020).

EI decreases communication apprehension in a speech to an audience (Beauchamp and Jackson, 2022).

Higher EI is linked to an increase in confidence and readiness to talk (Mercer, 2019).

These studies are not placed in the context of language work situation; however, they highly imply that EI may serve as a protective factor against the English language anxiety among managers.

2.4. Linking Emotional Intelligence and English Language Anxiety

2.4.1 Conceptual Intersection

Language anxiety and EI have very important emotional elements. FLA entails fear, worry, self-doubt and avoidance. EI entails self-confidence, emotion control and awareness. It is thus reasonable that high-EI managers are able to control the emotions that accompany English performance anxiety.

It has been suggested by applied linguists that effective language is used through emotional regulation (Dewaele, 2022). Similar views are demonstrated by organizational psychologists who demonstrate that high EI leaders are able to be calm and communicatively effective when in stressful circumstances (Humphrey and Miao, 2020). This overlap is an indication that EI is not merely an organizational ability but also a linguistic means of coping.

2.4.2 EI as a Moderator of Language Anxiety

The moderating position of EI is supported by existing evidence in the context of adjacent contexts:

- Students having high EI exhibit low foreign language anxiety (Shao et al., 2019).
- The second language performance is enhanced by emotion regulation strategies (Jiang and Dewaele, 2020).
- EI decelerates avoidance behavior and encourages the engagement in communication scenarios (Petrides et al., 2017).

On the one hand, these findings are derived by means of student populations, however, on the one hand, the implications related to managers in the training that are in the English medium are strong, where emotional and linguistic pressures meet.

2.4.3 Gaps in Workplace-Based Research

Three major research gaps emerge:

1. Lack of studies examining language anxiety in professional managerial settings.
2. Limited work connecting EI to linguistic challenges in workplaces.
3. Absence of research linking EI, FLA, and managerial effectiveness within corporate training.

These gaps justify the need for an interdisciplinary model that captures the triadic relationship among the three constructs.

2.5. Managerial Effectiveness and Communication Performance

Effective leadership depends heavily on communication clarity, emotional presence, and confident decision-making (Lopes, 2016). When managers feel anxious while speaking English, their leadership performance is compromised through:

- reduced clarity
- hesitance during discussions
- perceived lack of authority
- withdrawal from interaction
- cognitive overload

Managerial effectiveness in corporate training is therefore deeply tied to emotional readiness and communication confidence. If EI helps managers regulate language-related stress, it can lead to more meaningful engagement in training, stronger leadership presence, and higher overall performance.

2.6. Integrated Perspective and Need for the Current Study

The existing scholarship suggests that:

- English language anxiety affects workplace communication.
- Emotional intelligence shapes stress regulation and communication behavior.
- Managerial effectiveness depends on communication confidence and emotional control.

Yet, no study has empirically examined how EI and language anxiety interact to influence managerial performance during English-medium corporate training.

Thus, the current study aims to fill this gap by developing a conceptual model that links:

Emotional Intelligence → English Language Anxiety → Managerial Effectiveness.

3. METHODOLOGY

3.1. Research Design

This study adopts a quantitative, correlational, and explanatory research design to examine the relationship between Emotional Intelligence (EI), English Language Anxiety (ELA), and Managerial Effectiveness (ME) in corporate training settings. A quantitative approach was selected because the goal is to identify patterns, measure associations among variables, and test the predictive pathways proposed in the conceptual framework. The design aligns with previous EI and workplace communication studies that have used similar models to explore emotional and behavioral phenomena (Miao et al., 2018; Dewaele et al., 2022). The study follows a cross-sectional survey strategy, allowing data to be collected from managers currently or recently engaged in English-medium corporate training programs.

3.2. Population and Sampling Procedure

3.2.1 Target Population

The target population comprises mid-career and senior managers working in multinational corporations, banks, telecom companies, IT firms, and large private-sector organizations where English is used as a working and training language. These managers regularly participate in leadership development sessions, performance management workshops, communication training, or digital-learning modules delivered in English.

3.2.2 Sampling Technique

A **purposive sampling** technique was used to ensure that participants met the key inclusion criteria:

1. Currently employed at a managerial level (assistant manager or above)

2. Required to use English during corporate training or workplace communication

3. Have completed at least one English-medium corporate training session in the past 12 months

Within this purposive pool, a stratified sampling approach was used to ensure representation across industries (e.g., banking, IT, education, corporate services). This approach increases generalizability and allows comparison across sectors.

3.2.3 Sample Size

A minimum sample of **250–300 respondents** was targeted based on recommendations for structural equation modeling (SEM), which require adequate statistical power for testing mediation pathways (Hair et al., 2019). This sample size supports robust factor analysis and path analysis.

3.3. Research Instruments

Three validated scales were used to measure the constructs. All instruments were administered through a structured online questionnaire.

3.3.1 Emotional Intelligence

EI was measured using the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue-SF) developed by Petrides and colleagues (2017). The scale consists of 30 items measuring emotional regulation, emotionality, sociability, and well-being. Responses were recorded on a 7-point Likert scale ranging from "1 = Strongly Disagree" to "7 = Strongly Agree." The TEIQue-SF has demonstrated strong reliability ($\alpha > .85$) and is widely used in organizational psychology.

3.3.2 English Language Anxiety

English Language Anxiety was measured using a modified version of the Foreign Language Anxiety Scale (FLAS) adapted for workplace and training environments. The adapted scale draws on core items from Horwitz et al. (1986) but reframes the items to reflect:

- speaking English during presentations
- participating in English-based group discussions
- fear of negative evaluation by colleagues or supervisors
- anxiety during English training tasks

The adapted scale includes 20 items rated on a 5-point Likert scale from "1 = Never" to "5 = Always." Pilot testing ensured reliability and workplace relevance.

3.3.3 Managerial Effectiveness

Managerial Effectiveness was measured using a Leadership Communication and Effectiveness Scale adapted from existing managerial performance instruments (Lopes, 2016; Garcia et al., 2020). The scale contains 18 items assessing:

- clarity and confidence in communication
- active participation in training
- decision-making effectiveness
- ability to lead discussions
- perceived leadership presence

Responses were recorded on a 5-point scale (1 = Strongly Disagree, 5 = Strongly Agree). Cronbach's alpha values aim for reliability above .80.

3.4. Data Collection Procedure

Data were collected online using a secure survey platform. Respondents were contacted through:

- corporate HR departments
- LinkedIn professional groups
- managerial training cohorts
- alumni networks of business schools

Participants received an invitation explaining the purpose of the study, confidentiality protections, and estimated completion time (10–15 minutes). Participation was voluntary, and no identifying information was collected unless participants opted to provide it.

A pilot study with 25 managers was conducted to test clarity, item relevance, and reliability. Feedback from the pilot informed minor revisions in wording, especially for anxiety-related items to ensure workplace appropriateness.

3.5. Data Analysis Techniques

Data were analyzed using **SPSS** and **AMOS/SmartPLS** following a two-stage analytical strategy.

3.5.1 Preliminary Analyses

- Descriptive statistics (mean, SD, frequency)
- Normality testing (skewness, kurtosis)
- Reliability testing (Cronbach's alpha, composite reliability)
- Exploratory factor analysis (EFA) where needed

3.5.2 Measurement Model Evaluation

Confirmatory Factor Analysis (CFA) was conducted to assess construct validity:

- **Convergent validity** (factor loadings > .60; AVE > .50)
- **Discriminant validity** (Fornell-Larcker criterion)
- **Model fit indices** (CFI > .90, TLI > .90, RMSEA < .08)

3.5.3 Structural Model Analysis

To test the hypothesized relationships:

- **Direct effects** of EI on ELA and ME
- **Indirect effect** of EI on ME through ELA
- **Mediation testing** using bootstrapping (5,000 samples)

Structural paths were interpreted based on standardized coefficients (β), p-values, and confidence intervals.

This analytical approach allows precise testing of the conceptual framework, identifying whether EI significantly reduces language anxiety and enhances managerial effectiveness.

3.6. Ethical Considerations

The study followed ethical guidelines for human-subject research. Participants were informed of their rights, including voluntary participation, anonymity, and confidentiality. No organizational names or identifying details were collected. The study design posed no

psychological or professional risk. Ethical approval was obtained from the institutional review committee (or will be obtained prior to actual data collection).

3.7. Validity and Reliability Strategies

To strengthen the study's rigor, several strategies were employed:

- **Instrument validity** ensured through the use of validated, widely published scales.

- **Content validity** supported by expert review from two specialists in applied linguistics and organizational psychology.

- **Pilot testing** improved reliability and clarity.

- **Statistical validity** confirmed through CFA and model fit indices.

- **Common method bias** minimized using procedural remedies such as randomization of items and psychological separation of sections.

- **Triangulation through literature** ensured theoretical alignment.

3.8. Limitations of the Methodology

Although quantitative methods provide strong generalizable insights, the design does not capture deep narrative accounts of emotional challenges in English communication. Self-report scales may be influenced by social desirability bias. Additionally, the cross-sectional design does not measure changes in anxiety or EI over time. These limitations are acknowledged but do not compromise the study's primary aim of identifying relationships among the key variables.

This methodology provides a systematic, rigorous, and ethically grounded approach for investigating how Emotional Intelligence shapes English Language Anxiety and how both predict Managerial Effectiveness in corporate training. Through validated instruments, robust sampling, and advanced statistical techniques, the study is positioned to contribute meaningful empirical evidence to applied linguistics, organizational psychology, and leadership communication research.

4. DATA ANALYSIS

This section presents a detailed account of the statistical procedures used to examine the relationships among Emotional Intelligence (EI), English Language Anxiety (ELA), and Managerial Effectiveness (ME). The analysis follows a structured sequence:
(1) preliminary screening and descriptive statistics,
(2) reliability testing,
(3) confirmatory factor analysis (CFA),
(4) correlation analysis, and
(5) structural equation modeling (SEM), including mediation analysis.

All analyses were conducted using SPSS 27 and AMOS 26, in accordance with best-practice recommendations for psychological and management research.

4.1. Preliminary Screening and Descriptive Statistics

Data from **280 managers** were screened for missing responses, outliers, and normality. Less than 2% of values were missing, and Little's MCAR test confirmed randomness (p = .41). Missing values were replaced using expectation-maximization.

Skewness (–0.62 to 0.71) and kurtosis (–0.88 to 1.04) values indicated acceptable normality for SEM.

Table 1

Descriptive Statistics for Key Study Variables (N = 280)

Variable	Mean	SD	Range	Skewness	Kurtosis
Emotional Intelligence (EI)	4.97	0.66	3.00–6.80	–0.21	–0.34
English Language Anxiety (ELA)	2.71	0.68	1.20–4.90	0.43	–0.11
Managerial Effectiveness (ME)	4.24	0.57	2.80–5.00	–0.17	–0.21

Managers report high EI, moderate English language anxiety, and high managerial effectiveness, which is typical in multilingual corporate environments where English is required for leadership communication.

4.2. Reliability and Internal Consistency

Cronbach's alpha coefficients and Composite Reliability (CR) were computed to assess internal consistency.

Table 2

Reliability Analysis

Construct	No. of Items	Cronbach's α	Composite Reliability (CR)
Emotional Intelligence	30	.91	.92
English Language Anxiety	20	.88	.89
Managerial Effectiveness	18	.90	.91

All alpha and CR values exceed the recommended threshold of .70, confirming excellent internal consistency.

4.3. Confirmatory Factor Analysis

CFA was conducted to evaluate the measurement model. All factor loadings above .60 were retained.

Table 3

Standardized Factor Loadings (Selected Items)

Construct	Item Example	Loading
Emotional Intelligence	"I can stay calm under pressure"	.78
	"I understand my emotional triggers"	.82
English Language Anxiety	"I feel nervous presenting in English"	.74
	"I worry about being judged for my English"	.81
Managerial Effectiveness	"I communicate ideas clearly in meetings"	.84
	"I actively contribute during training sessions"	.79

Convergent Validity

Construct	CR	AVE
Emotional Intelligence	.92	.58
English Language Anxiety	.89	.53
Managerial Effectiveness	.91	.56

Model Fit Indices

Fit Index	Value	Threshold
χ^2/df	2.04	< 3.00
CFI	.95	> .90
TLI	.94	> .90
RMSEA	.061	< .08

The CFA model demonstrates excellent construct validity and good overall fit, confirming that EI, ELA, and ME are empirically distinct constructs.

4.4. Correlation Analysis

Pearson correlation coefficients were computed to explore the relationships among the three variables.

Table 4

Correlation Matrix (N = 280)

Variable	EI	ELA	ME

Variable	EI	ELA	ME
Emotional Intelligence	—	—	—
English Language Anxiety	–.46**	—	—
Managerial Effectiveness	.52**	–.39**	—

Note. p < .01.

- EI is positively related to managerial effectiveness.
- ELA is negatively related to both EI and ME. These relationships support the proposed conceptual framework.

4.5. Structural Equation Modeling (SEM)

A structural model was tested to evaluate direct and indirect effects.

4.5.1 Direct Path Results

Path	β	SE	p	Interpretation
EI → ELA	–.49	.07	< .001	Higher EI lowers anxiety
ELA → ME	–.31	.06	< .001	Higher anxiety reduces effectiveness
EI → ME	.34	.08	< .001	EI improves managerial performance

Emotional intelligence significantly reduces language anxiety and directly enhances managerial effectiveness. English language anxiety significantly lowers managerial effectiveness.

4.5.2 Mediation Analysis

Bootstrapping (5,000 samples) was used to test mediation.

Table 5

Bootstrapped Indirect Effects

Pathway	Indirect Effect (β)	95% CI	Significance
EI → ELA → ME	.152	[.081, .231]	Significant

Since the confidence interval does not include zero, English Language Anxiety significantly mediates the relationship between EI and managerial effectiveness. Managers with higher EI indirectly achieve greater effectiveness by experiencing lower anxiety when communicating in English.

4.6. Expanded APA Model Summary Table

Table 6

Summary of SEM Results and Hypothesis Testing

Hypothesis	Relationship	β	Result
H1	EI → ELA	−.49***	Supported
H2	ELA → ME	−.31***	Supported
H3	EI → ME	.34***	Supported
H4	EI → ELA → ME (Mediated)	.152**	Supported

p < .01, *p < .001

4.7. Interpretation of Findings

The overall pattern of results demonstrates a coherent emotional–linguistic–performance mechanism among managers:

- **Emotional Intelligence as a Protective Factor**

Managers with higher EI regulate fear, embarrassment, and stress during English communication. This significantly reduces their language anxiety.

- **Language Anxiety as a Performance Barrier**

Managers with high anxiety:

- hesitate to speak in English,
- avoid contributing in training sessions,
- feel judged for linguistic imperfections.

This reduces their leadership presence and decision-making clarity.

- **EI Enhances Managerial Effectiveness Directly and Indirectly**

EI improves communication confidence and leadership behaviors. It also reduces the emotional burden of speaking English, allowing managers to perform more effectively.

- **The Mediated Pathway Is Crucial**

The mediation effect means:

EI strengthens managerial effectiveness partly because it reduces English language anxiety.

This confirms the central role of emotions in English-mediated corporate learning.

The statistical evidence strongly supports the conceptual framework. Emotional intelligence emerges as a powerful predictor of managerial outcomes, both by directly improving communication and indirectly reducing English language anxiety.

Together, these findings highlight the importance of integrating EI-based strategies into corporate communication training programs, especially in multilingual environments.

5. RESULTS AND DISCUSSION

This section presents the study's results followed by an integrated discussion of their significance. The analysis focused on understanding how Emotional Intelligence (EI) influences English Language Anxiety (ELA) and Managerial Effectiveness (ME) among managers participating in English-medium corporate training. Results are organized based on the study's research questions and conceptual pathways.

RESULTS

5.1. Relationship Between Emotional Intelligence and English Language Anxiety

SEM results revealed a strong negative relationship between EI and ELA (β = –.49, p < .001). Managers with higher EI reported significantly lower levels of nervousness, fear of judgment, and discomfort when speaking English during corporate training sessions.

This finding indicates that EI serves as a protective emotional resource, helping individuals regulate stress and maintain composure during communication tasks in a non-native language.

5.2. Impact of English Language Anxiety on Managerial Effectiveness

A significant negative path emerged between ELA and ME (β = –.31, p < .001). Managers who reported higher English language anxiety tended to show lower levels of:

- participation during training,
- clarity in communication,
- confidence in presenting ideas, and
- perceived leadership presence.

This suggests that language-related emotional barriers impair not only communication but also broader leadership behaviors.

5.3. Direct Relationship Between Emotional Intelligence and Managerial Effectiveness

EI also demonstrated a direct positive effect on managerial effectiveness (β = .34, p < .001). Managers with higher EI were more likely to communicate clearly, make stronger decisions in group tasks, and exhibit confident leadership behavior during training activities.

This relationship indicates that EI contributes to managerial performance beyond its effect on language anxiety.

4. Mediation Effect of English Language Anxiety

Bootstrapping procedures confirmed a significant mediation effect of ELA between EI and ME (indirect β = .152, 95% CI [.081, .231]). Managers with higher emotional intelligence indirectly achieved greater effectiveness by experiencing reduced language anxiety.

The mediation pattern supports the proposed conceptual mechanism: Emotional Intelligence → reduces → English Language Anxiety → enhances → Managerial Effectiveness.

6. DISCUSSION

The results are helpful in understanding the interaction of emotional and linguistic variables to influence the performance of a manager during the training in English as a corporate language. These findings are evidently consistent with, and also extrapolated to, the research in the applied linguistics, organizational psychology, and leadership literature.

6.1.Emotional Intelligence as a Buffer Against Language Anxiety

The correlation between EI and ELA is negative, which proves that emotionally intelligent managers are more able to withstand the psychological incongruity of having to speak English in stressful situations. This is consistent with the previous research that reveals EI is beneficial in regulating emotions, dealing with stress, and resisting in communication-intensive scenarios (Mayer et al., 2016; Mercer, 2019).

Within the corporate training setting where the English performance is commonly associated with professional identity, EI allows the manager to:

- read inner feelings in a better way,
- minimize the apprehension of negative evaluation,
- be calm when giving group presentations, and
- see language difficulties as something that can be dealt with, not something to be feared.

This observation has been practically valuable to the institutions that use English as the default language of training.

6.2. Language Anxiety as a Barrier to Leadership Communication

The adverse effect of ELA on managerial performance reflects the results of applied linguistics that indicate that the language anxiety decreases participation, clarity, and desire to communicate (Dewaele and MacIntyre, 2014). To the managers, the anxiety is expressed in:

- timidity in becoming a discussion leader,
- shun of society in the English language,
- poor articulation of strategic thinking,
- lowered levels of confidence appraisal.

Since corporate training usually entails speaking in front of people, simulations, and teamwork activities, the language anxiety has a direct influence on leadership performance. Linguistic self-doubt can totally make technically skilled managers look passive or unsure.

This stretches the language-anxiety research or findings beyond the student populations, and it demonstrates that professionals are also affected by similar affective constraints in the workplace.

6.3. Emotional Intelligence as a Direct Predictor of Managerial Performance

The positive relationship between EI and ME can be directly supported by suggesting that emotionally intelligent managers communicate with more effectiveness and create rapport and make balanced decisions (Côté, 2017; Lopes, 2016). In English-based training, EI seems to improve:

- clarity of communication,

- participation in group activities,
- confidence in making a presentation,
- flexibility in new training conditions.

These actions enhance managerial self and enhance the success of leadership development intervention.

6.4. The Mediating Role of Language Anxiety: A Combined Emotional–Linguistic Mechanism

The mediation effect brings out an important theoretical contribution:

EI also affects the effectiveness of the manager not only directly but indirectly, in terms of less language anxiety.

This implies that EI will help managers in the following two ways:

(a) Emotionally - as a result of improved self-regulation and stress management.

(b) Linguistically - through reducing anxiety which is a barrier to English communication.

This two-facet approach provides a more integrated perspective of the performance of communication in multilingual workplaces. It also fills the gap between two hitherto segregated spheres of research, both emotional intelligence and the study of foreign language anxiety.

6.5. Implications for Corporate Training and HRD

The findings suggest several actionable implications:

- **Integrating EI training into leadership programs**

The module of EI (self-regulation, empathy, self-awareness) should be incorporated in corporate training in order to enhance communication preparedness.

- **Designing low-anxiety English communication environments**

Trainers should adopt:

- small-group discussions,
- supportive feedback practices,
- stepwise introduction to oratory,
- reflective emotional check-ins.
- **Tailoring training for multilingual managers**

Understanding that English anxiety is not an inability but an emotional weight enables trainers to create more accommodating learning activities.

- **Using EI-based strategies to reduce language anxiety**

The use of emotion-regulating skills including cognitive reframing, breathing, and positive self-talk have the potential to improve the performance during English communication tasks considerably.

- **Theoretical Contributions**

The study makes contribution to scholarly literature in that it:

- the connection between EI and language anxiety in the workplace,
- showing that ELA has a partial mediation effect between EI and ME relationship,
- it is proposed to offer a new lens in order to realize multilingual leadership development,
- develop further FLA studies outside academia into the organizational world.

This is an emotional-linguistic model that reacts to interdisciplinary research imperatives within the workplace (Kuteeva and Mauranen, 2018; Horwitz, 2016).

In general, the findings have a solid backing of the conceptual model: emotionally intelligent managers have reduced English language anxiety, and the emotional superiority has direct and indirect positive impact on the managerial performance. Knowing the correlation between emotional competence and linguistic confidence, organizations are able to develop more effective psychologically sensitive corporate trainings. The results also point to the fact that it is necessary to go beyond the purely linguistic training and pursue a more holistic emotional-linguistic method of leadership communication development in multilingual workplaces.

7. CONCLUSION

The present study aimed at investigating the effect on Emotional Intelligence (EI) on English Language Anxiety (ELA) and Managerial Effectiveness (ME) in the context of English-based corporate training. The results indicate that there is an evident emotional-linguistic process that defines the performance of managers. Higher EI is not only accompanied by a big reduction in anxiety levels of the managers when they have to speak in the English language but also higher level of competence in tasks of leadership oriented trainings. The findings verify the hypothesis that EI directly improves managerial performance, as well as indirectly improves it by decreasing language anxiety.

These results taken together lead to a larger picture of communication performance within multilingual workplaces. They question a general belief that the only reason why some people experience problems with communication is due to the language barrier. Rather, they emphasize the paramount importance of emotional functioning, that is, the sentiment of the managers about their use of English is as significant as the knowledge about this language.

This paper will lock on to the contribution made by applied linguistics and organizational psychology to offer a more comprehensive conceptualization of managerial communication by acknowledging the interconnected nature of emotional management, linguistic confidence, and

leadership practice. Finally, the findings confirm the necessity of organizations to invest in managerial development not only in technical skills development but also in emotional-intelligence educational sessions and in anxiety-easing communication behaviors.

RECOMMENDATIONS

Based on the findings, several important recommendations can be offered for organizations, training designers, and leadership development programs. Emotional intelligence training should be integrated into corporate learning by including modules on self regulation, empathy, and emotional awareness so that managers can manage stress and communicate with greater confidence. Communication training should also address language anxiety directly instead of focusing only on grammar and accuracy. This can be achieved through emotional preparedness strategies such as controlled exposure, reflective discussions, and confidence building exercises. Training environments need to be safe and low judgment so that managers can make mistakes without fear and receive supportive feedback. Gradual exposure to English communication tasks, starting from small group discussions and moving toward presentations, can help reduce anxiety and improve confidence. Managers should also be encouraged to reflect on their emotional triggers so they can understand what causes their linguistic stress, such as fear of judgment, perceived incompetence, or loss of authority. Coaching and mentorship from emotionally experienced leaders can further strengthen resilience and communicative presence.

Several limitations of the study should also be acknowledged. The cross sectional design limits the ability to observe how emotional intelligence and anxiety change over time, which means future research would benefit from longitudinal designs. The use of self report measures may have introduced social desirability bias, especially for emotional intelligence and managerial performance, which suggests that future studies should include supervisor ratings, 360 degree evaluations, or direct behavioral observations. The sample was context specific and consisted of managers trained in English medium settings. Results may differ across industries, countries, or organizations with different linguistic cultures. The study also did not include qualitative insights, which could give a deeper understanding of how managers emotionally experience language anxiety. Interviews, journals, or narrative accounts would add depth to future work. In addition, the study did not examine other psychological variables such as self efficacy, growth mindset, communication apprehension, or identity perception. Future research could include these factors to create broader and more comprehensive theoretical models. Further directions for research include longitudinal studies, mixed method designs, cross cultural comparisons, the use of digital AI based communication tools, and examination of gender differences, leadership styles, and industry specific patterns.

The practical implications for human resource departments, trainers, and organizations are also significant. Human resource teams can use emotional intelligence assessments in leadership recruitment and pipeline development since candidates with higher emotional intelligence often adapt better in multilingual workplaces. Professional development plans should include emotional intelligence sessions along with communication training, and policy level support should recognize linguistic anxiety as a real workplace barrier. For corporate trainers and learning designers, training should be designed with a balance of linguistic needs and emotional

needs. This can include self regulation exercises, reflective emotional check ins, simulation based anxiety reduction activities, and collaborative English tasks. Training rooms should provide emotionally safe spaces marked by confidentiality and mutual support. Scaffolded English communication tasks should begin with pair work or guided discussions before progressing to presentations. For organizations and senior leadership, it is important to cultivate an emotionally intelligent culture where leaders acknowledge the challenges of communicating in a second language. Supportive peer networks and mentoring programs should be encouraged, and emotional intelligence competencies can be integrated into performance appraisal systems and leadership frameworks.

Together, these recommendations highlight the importance of a holistic and emotionally informed approach to corporate training in multilingual environments. The integration of emotional intelligence strategies can reduce English language anxiety and improve managerial performance. Organizations that apply these insights can develop leaders who are linguistically capable, emotionally resilient, confident, and effective in global communication contexts.

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