



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**



## **Role of Emotional Intelligence on Language Learning**

(A Case Study of AL-Jouf University Students Common First Year- Saudi Arabia)

**دور الذكاء العاطفي في تعلم اللغفة**

**(دراسة حالة طلاب جامعة الجوف بالسنة الأولى العامة- المملكة العربية السعودية)**

Submitted in Fulfillment of the Requirements for the Degree of PhD in English  
(Applied Linguistics)

Submitted by:

**Ahmed Mahjoub Barakat**

Supervised by:

**Dr. Mahmoud Ali Ahmed**

(2021)

*Dedication*

*To the best father and mother ever for their endless giving and  
sacrifices,*

*To my beloved wife, to my brother and sisters and all the people  
who I love and love me back*

## *Acknowledgment*

*To my supervisor Dr. Mahmoud Ali for his support, patience,  
generosity and valuable directives*

*And to all the people who supported me along the way*

## **Abstract**

The study aims to investigate the role of emotional intelligence and its effect on the learning process, by showing that emotional intelligence is one of the factors that has great influence on learning English faster. The scientists have been studying natural intelligence which participates by 20 % only in learning process whereas, emotional intelligence participates by 80% in learning process. It is now the time to give more attention to EI since it has a big deal of influence on learning and skills acquisition. Emotional intelligence (EI) plays a key role in EFL learning effectiveness. This study is important because it explains how EI is used by students. The purpose of this study is to examine EI factors (emotions, attitudes, and behaviours) to determine if EI level effects one's learning. Survey responses were collected from over 200 participants from Al-jouf University by using Emotional Intelligence Questionnaire. Only high achievers were selected to be given the Questionnaire. The sample of the students was selected based on our previous knowledge of the students' levels, we selected only the high achievers to confirm our hypothesis and the correlation between EI and English learning. The result of the study shows that there is an effect but it is not a big one. The analysis of our research shows contrasting results and the researcher recommended more researches to be conducted in the area, since that we still need to know more about EI and how it exactly functions.

## Abstract

### Arabic Version

#### مستخلص الدراسة

تهدف الدراسة إلى معرفة دور الذكاء العاطفي وتأثيره على عملية التعلّم. وذلك من خلال إثبات أن الذكاء العاطفي هو أحد العوامل التي لها تأثير كبير على تعلم اللغة الإنجليزية بشكل أسرع. ظل العلماء يدرسون الذكاء الطبيعي الذي يشارك بنسبة 20% فقط في عملية التعلم بينما يشارك الذكاء العاطفي بنسبة 80% في عملية التعلم. لقد حان الوقت الآن لإعطاء مزيداً من الاهتمام للذكاء العاطفي لأنه يؤثر بشكل كبير على التعلم واكتساب المهارات.

يلعب الذكاء العاطفي دوراً رئيسياً في عملية تعلم اللغة الإنجليزية كلغة أجنبية. هذه الدراسة مهمة لأنها تشرح كيفية استخدام الطلاب للذكاء العاطفي، لذلك تهدف الدراسة أيضاً إلى إيضاح عوامل الذكاء العاطفي (العواطف والمواقف والسلوكيات) لتحديد ما إذا كان مستوى الذكاء العاطفي يؤثر على تعلم الفرد. تم جمع إجابات الاستبيان من أكثر من 200 مشارك من جامعة الجوف باستخدام استبيان الذكاء العاطفي. تم اختيار المتفوقين فقط من الطلاب للإجابة على الاستبيان. تم اختيار عينة الطلاب بناءً على معرفتنا السابقة بمستويات الطلاب، واخترنا المتفوقين فقط لتأكيد فرضيتنا وهي العلاقة بين الذكاء العاطفي وتعلم اللغة الإنجليزية. بناءً على تحليل الارتباط، أظهرت نتيجة الدراسة أن هناك تأثيراً ولكنه ليس تأثيراً كبيراً. يُظهر تحليل بحثنا نتائج متباينة وأوصى الباحث بإجراء المزيد من الأبحاث في المنطقة لأننا ما زلنا بحاجة إلى معرفة المزيد عن الذكاء العاطفي وكيف يعمل بالضبط.

## Table of Contents

| No                                    | Subject   | Page |
|---------------------------------------|---|------|
| 1                                     | Dedication  | i    |
| 2                                     | Acknowledgements  | ii   |
| 3                                     | Abstract (English)                                      | iii  |
| 4                                     | Abstract (Arabic)                                       | iv   |
| 5                                     | Table of Contents                                       | v    |
| 6                                     | List of Table   | viii |
| <b>CHAPTER ONE: INTRODUCTION</b>      |   |      |
| 1.0                                   | Background  | 1    |
| 1.1                                   | Statement of the Problem                                | 5    |
| 1.2                                   | Objectives of the Study                                 | 6    |
| 1.3                                   | Questions of the Study                                  | 7    |
| 1.4                                   | Hypotheses of the Study                                 | 8    |
| 1.5                                   | Significance of the Study                               | 8    |
| 1.6                                   | Methodology of the Study                                | 9    |
| 1.7                                   | Limits of the Study                                     | 9    |
| <b>CHAPTER TWO: LITERATURE REVIEW</b> |   |      |
| 2.0                                   | Introduction  | 11   |
| 2.1                                   | The Historical Background of the Emotional Intelligence | 13   |
| 2.2                                   | Historical Definitions                                  | 15   |
| 2.3                                   | Psychological Background of EI                          | 17   |
| 2.3.1                                 | EI, Gender, and Age                                     | 19   |
| 2.3.2                                 | ELT and EI  | 20   |
| 2.3.3                                 | Ethics and EI   | 21   |
| 2.3.4                                 | EI and High Performing Leaders                          | 23   |
| 2.4                                   | Q, EQ and Creativity                                    | 23   |
| 2.5                                   | EQ and Second Language Learning                         | 25   |
| 2.6                                   | IQ and EQ   | 28   |

|   |   |    |
|---|---|----|
| 2.7   | Emotional Intelligence and Language Skills in ELT | 34 |
| 2.8   | Using NLP to Improve EQ                           | 37 |
| 2.8.1   | Emotional Intelligence and NLP                    | 37 |
| 2.8.2   | What is NLP?                                      | 39 |
| 2.8.3   | EI and NLP as Stress Coping Mechanisms            | 39 |
| 2.9   | Does EQ Affect Teacher's Critical Thinking?       | 41 |
| 2.10  | Experimental Work on Motivation                   | 46 |
| 2.11  | Previous Studies                                  | 51 |
| 2.12  | Conclusion  | 65 |
| <b>CHAPTER THREE: RESEARCH METHODOLOGY</b>                    |   |    |
| 3.0   | Introduction                                      | 66 |
| 3.1   | Population of the Study                           | 66 |
| 3.2   | Sample of the Study                               | 66 |
| 3.3   | Procedure of the Study                            | 67 |
| 3.4   | Tools of Data Collection                          | 67 |
| 3.4.1   | Questionnaire                                     | 68 |
| 3.5   | Reliability of Questionnaire                      | 68 |
| 3.6   | Validity of Questionnaire                         | 68 |
| <b>CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION</b>             |   |    |
| 4.0   | Introduction                                      | 70 |
| 4.1   | The Analysis of the Result of the Questionnaire   | 70 |
| 4.2   | Testing of Hypotheses                             | 95 |
| <b>CHAPTER FIVE: CONCLUSION, FINDINGS AND RECOMMENDATIONS</b> |   |    |
| 5.0   | Introduction                                      | 97 |
| 5.1   | Conclusion  | 97 |
| 5.2   | Findings  |    |

|     |                                 |     |
|-----|---------------------------------|-----|
| 5.3 | Recommendations                 | 99  |
| 5.4 | Suggestions for Further Studies | 100 |
|     | References                      | 101 |
|     | Appendix                        | 109 |



## List of Table

| N.O  | Subject   | Pages |
|------|---|-------|
| 4.1  | My emotions generally have a strong impact on the way I behave                              | 70    |
| 4.2  | I am generally guided by my goals and values.   | 71    |
| 4.3  | When I am under pressure, I generally have changed behaviors from normal.                   | 72    |
| 4.4  | I generally learn most by actively doing activities.  | 73    |
| 4.5  | Where there are uncertainties and pressures, I am always decisive and make sound decisions. | 74    |
| 4.6  | I always voice views that most others agree with and support.                               | 75    |
| 4.7  | I always like to take on new challenges   | 76    |
| 4.8  | I generally inspire confidence in others.   | 77    |
| 4.9  | I generally allow my emotions and moods to impact on my behaviors.                          | 78    |
| 4.10 | When I am under pressure I get easily distracted in other things.                           | 79    |
| 4.11 | I always do only what I have to do.   | 80    |
| 4.12 | Trust by others is built through reliability and authenticity.                              | 81    |
| 4.13 | I am always flexible in how I see events.   | 82    |
| 4.14 | During changing situations, I always work hard to try and keep up with the demands.         | 83    |
| 4.15 | I always complete the goals that are set for me   | 84    |
| 4.16 | When obstacles and setbacks occur in pursuing my goals,                                     | 85    |

|      |   |    |
|------|---|----|
|      | I always persist in seeking the goals despite what has happened.                              |    |
| 4.17 | Generally, I pursue goals beyond what is required or expected of me.                          | 86 |
| 4.18 | When I Identify opportunities, I am always uncertain about whether to pursue the opportunity. | 87 |
| 4.19 | Group differences are always causing difficulties and unrest.                                 | 88 |
| 4.20 | I always help based on understanding others needs and feelings.                               | 89 |
| 4.21 | I always listen well and am attentive to emotional cues.                                      | 90 |
| 4.22 | Others perspectives are always clouding the issues and getting us off track.                  | 91 |
| 4.23 | I always use informal key power relationships to get what I need.                             | 92 |
| 4.24 | I always communicate in a way that everyone understands what I am saying.                     | 93 |
| 4.25 | I always handle difficult people with diplomacy and tact.                                     | 94 |

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background

The idea that language learning is facilitated or inhibited by a multitude of factors has prompted scholars in the pedagogy field. This is to investigate variables considered to be crucial in the process of teaching English as a second language ESL or English as a foreign language EFL. This study is conducted to investigate the impact of emotional intelligence EI on EFL tertiary students' language learning in Saudi context. It is an attempt to relate the notion of emotional intelligence as an incentive to different skills of language learning and/or language acquisition. Indeed, learners' beliefs, language learning strategy use, learning style, and the L2 achievement of Saudi EFL students will be the back bone of this study. The researcher attempts to blend the emotional intelligence ability to harness emotions to facilitate various cognitive activities, such as critical thinking, problem solving and learners' autonomy. The emotionally intelligent learner of language can capitalize fully upon his or her learning process in order to best fit the task at hand throughout this integration.

Before the popularity of emotional intelligence in the 1990s, Gardner (1983) proposed the existence of seven types of intelligence to which he has added more, such as natural, spiritual, and existential, consisting of linguistic competence, logical-mathematical, musical, bodily-kinesthetic, spatial and intrapersonal.

Nasir (2010) pointed that "the individual's cognitive and psychological factors can affect learners' ability in fulfilling different tasks. Among these, emotional intelligence is one of the concepts which has shown different degrees of

relationship with the individual's learning skills". Similarly, Murphy (2006) stated that *"Emotional Intelligence was considered as one of the most important dimensions of intelligence"*

Bar-On (2006) argued that *"emotional intelligence is a psychological feature pertaining to the effective identification, understanding, and regulation of emotion and its application in problem solving and decision making for the acquired knowledge"*.

Goleman (1996:54) defined emotional intelligence as *"mental abilities such as being able to motivate oneself and persist in the face of frustrations to control impulse and delay gratification to regulate one's moods and keep distress from swamping the ability to think, to analyze, to judge, to empathize and to hope"*. Similarly, Neophyte (2013) demonstrated that *"emotional intelligence helps to recognize, control, and regulate feelings; additionally, it calls for a concordant emotional expression that is translated into satisfactory performance"*. Thus, scholars in the pedagogy field agreed that emotional intelligence by itself is not the only predictor of success and failure. On the contrary, as Goleman (1996) indicated that *"the contribution of emotional intelligence to achievement is around 40 percent, leaving 80 percent to affective factors"*. However, through my observation as an ELT practitioner I have noticed that many factors have affected EFL learners' ability. No one can deny the role of strong memory, language competence, background knowledge, proficiency level, practical experience, and practice in the success of language learning process. This study will contribute in emphasizing emotional intelligence concept as an influential factor in improving language learning and/or language acquisition.

According to Saeidi and Yusefi (2008) defined emotional intelligence as the capacities for bringing forth the optimal results in the relationships between the individual and others. They also provided another useful definition from Orioli,

Jones, and Trocki (1999) who believe that emotional intelligence is the ability to understand and apply the power and judging skill of emotions as a source of human energy, information, trust, creativity and influence. Consequently, this study endeavors to show the ability to comprehend emotional language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve in language learning.

As the researchers have become convinced of the importance and effect of emotional intelligence in the language learning success and performance. The need for research concerning emotion intelligence's relationship with and impact on different language skills and tasks becomes greater than ever before. Therefore, this study will turn the attention of the necessity to such factor of EFL learning. Both Sudanese EFL teachers and tertiary students would benefit of this experience. Emotional Intelligence is a challenging topic in the area of language teaching and learning. Among other factors that might manipulate the learners' mind, their Emotional Intelligence level might be an influential element, too. The present study focuses on examining the correlation between emotional intelligence and Sudanese tertiary students' writing skills production.

Nelson (2005) stated that *emotional intelligence as a confluence of developed abilities:*

- (1) *know and value self.*
- (2) *Build and maintain a variety of strong, productive, and healthy relationships.*
- (3) *get along and work well with others in achieving positive results.*
- (4) *Effectively deal with the pressures and demands of daily life and work.*

*Reference IE and achievements.*

Goleman et.al, (2002:3), stated that *Emotional Intelligence is not innate talents but rather learned capabilities that must be worked on and developed to archive outstanding performance.* Moreover, the concept of emotional intelligence has been rooted in Thorndike's idea of 'social intelligence' and Gardner's 'intrapersonal' and 'interpersonal' intelligence and has attracted such an interest since its introduction by Salovey and Mayer during the last two decades (Nikepour et.al, 2011).

Salovey and Mayer (1990) noted that "*Emotional intelligence as the mental ability to perceive, generate and understand emotions so that it can help thinking and also to reflectively regulate emotions so as to promote emotional and intellectual growth*". To sum up all above mentioned, emotional intelligence in terms is a learned ability to identify, understand, experience and express human emotions in healthy and productive ways. In EFL setting, emotional experience and expression are unique to each teacher and student. Sessions of emotional intelligence concepts are needed. No one else thinks, expresses feelings, choices behaviors and acts in the same way. It is about the intelligent use of emotions and utilizing the information contained in emotion to make effective decision. This intelligence awareness contributes directly in EFL classroom, interaction, language production and above all students' achievement. It operates on emotional information in the same manner that other types of intelligence might operate. The researcher tries to bring this intelligence to language learning process. It is speculated that the existence of self-reported personality changes could be assigned more to certain personality traits. The learner's personal trait would affect positively or otherwise his/her learning progress.

## **1.1 Statement of the Problem**

Emotional intelligence has recently gained prominence in education. Most plausibly due to the fact that conventional theories of intelligence are not completely adequate. As Bar-On (2007) maintained that education has long tried to strengthen the cognitive skills involved in the acquisition, remembering, and application of information. However, despite this emphasis on cognition and despite being cognitively intelligent, some students do not yet perform effectively in EFL learning, which might imply that another more determining factor in education is missing.

In this study there is an investigation of the impact of emotional intelligence on improving Sudanese EFL tertiary students' learning English the study also tries to reveal that there exists a significant correlation between subjects' achievement and emotional intelligence adaptability. This will examine Saudi students' emotional intelligence with regard to EFL learning progress in general and narrative essay writing in specific. The researcher attempts to find out whether emotional intelligence affects English language learning and one of the important issues in the realm of education is that to what extent emotional intelligence can correlate to Saudi EFL tertiary students' self-rated English proficiency. Also, students' emotions may influence on language learning. Introducing the concept of emotional intelligence is the crucial event in interdisciplinary fields of study especially in the moral education. Incorporating emotional intelligence is the underlying goal of teaching and learning especially in to the higher education. Determining the relationship between emotional intelligence and Sudanese EFL tertiary students' beliefs about language learning. There is a lively debate underway within about the effect of integrating emotional intelligence in to academic performance, educational policy and learning environment.

This study tries to emphasize the emotional intelligence concept as important as learning styles. Identify the role of this intelligence in decreasing Sudanese EFL tertiary students' language learning anxiety. In addition to instill emotional intelligence to enable Sudanese EFL teachers to predict their students' achievement. It is irrefutable fact that emotions and beliefs play an important role in foreign language learning. Above all this study will prove the necessity of emotional intelligence in supporting learners to achieve outstanding performance. Utilizing such intelligence in promoting intellectual growth. Enhancing the ability to relate emotional processing to a wider cognition. Assisting thought to understand emotions and emotional knowledge in certain adaptive behaviors likewise.

## **1.2 Objectives of the Study**

A learner who is more responsive emotionally to crucial issues will attend to the more crucial aspects of his or her learning process. Aspects of emotional facilitation factor are to also know how to include or exclude emotion from thought depending on context and situation. This is also related to emotional reasoning and understanding in response to the tasks, interaction and assessment in which the learner encounters in his or her day-to-day learning progress. Therefore, this study aims to:

1. Find the correlation between emotional intelligence and Saudi EFL tertiary students' self-rated English proficiency.
2. Determine the relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning.
3. Emphasize the emotional intelligence concept as important as learning styles.
4. Identify the role of emotional intelligence in decreasing Saudi EFL tertiary students' language learning anxiety.



5. Instill emotional intelligence to enable Saudi EFL teachers to predict their students' achievement.
6. Encourage Saudi EFL teachers to raise students' emotional intelligence awareness.
7. Promote learners' emotional intelligence growth to achieve outstanding performance.
8. Utilize emotional intelligence in promoting intellectual growth.
9. Enhance the ability to relate emotional processing to a wider cognition.
10. Assist thought to understand emotions and emotional knowledge in certain adaptive behaviors.

### **1.3 Questions of the Study**

Based on the purpose mentioned above, the following research questions will be addressed in this study:

1. How can emotional intelligence affect Saudi EFL tertiary students' self-rated English proficiency?
2. To what extent there exists relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning?
3. To what extent can emotional intelligence decrease Saudi EFL tertiary students' language learning anxiety?
4. How can emotional intelligence practicability help Saudi EFL teachers to predict their students' achievement?
5. In what way can Saudi EFL teachers raise their students' emotional intelligence awareness?

## **1.4 Hypotheses of the Study**

The researcher proposes the following assumptions:

1. Emotional intelligence impacts Saudi EFL tertiary students' self-rated English proficiency.
2. There exists relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning.
3. Emotional intelligence decreases Saudi EFL tertiary students' language learning anxiety.
4. Emotional intelligence practicability enables Saudi EFL teachers to predict student's achievement.
5. Emotional intelligence awareness contributes positively to improve EFL learning outcomes.

## **1.5 Significance of the Study**

Goleman (1995) noted that "*Emotional Intelligence is much more important than academic intelligence in developing a well- prepared student*". Thus, emotional intelligence plays an increasingly important role at the highest levels of contribution of the study. Therefore, this study is important due to the fact that not only should Saudi students be aware of this ability, but so should the teachers. The roles of teachers' emotional intelligence in increasing language teaching abilities can be achieved. On the other hand, the role of students' emotional intelligence is that students who have emotional intelligence will learn language better than students who do not. The study also reveals emotional intelligence as influencing Sudanese EFL students' self-rated English proficiency. It sheds a light on the relationship between emotional intelligence and Sudanese EFL students' attitude towards language learning. It will reflect how emotional intelligence decreases Saudi students' language learning anxiety. Emotional intelligence practicability

would become a tool in which enables Saudi teachers to predict student's achievement. Last but not least, emotional intelligence awareness improves EFL learning outcomes. Learning different languages helps to serve an individual's ability to communicate with others. Due to this, learners with higher emotional intelligence levels are seen to be more successful when learning a language.

The primary purpose of this study is to show the relationship between emotional intelligence and language learning achievement. Also, it aims at investigating whether there is any significant relationship between emotional intelligence and EFL learners' beliefs about language learning. The current study attempts to explore the effect of emotional intelligence in relationship with learners' beliefs about language learning and to examine whether such intelligence is the predictor of learners' beliefs about language learning. In case the researcher gets a positive result and could prove that there is a bond between EI and EFL performance this will make us focus more on the EI of the students and do our best to improve our students EI so they can perform better.

## **1.6 Methodology of the Study**

This study is descriptive and observational research. Questionnaire is going to be used. The questionnaires used in this study are designed to measure the effect of the Emotional Intelligence on EFL students. 150 students are selectively chosen to be the participants. The obtained data will be processed statistical via statistical package for social science SPSS software program

## **1.7 Limitations of the Study**

The study is limited to the impact of emotional intelligence on improving EFL students' language learning achievement in the Saudi context. It's also restricted to EFL teachers' written discourse in their lesson/ course delivery in writing skills

context and EFL students' written discourse. 60 of first year students of AL- JOUF University in Saudi Arabia will represent control and experimental group. The motivation in choosing this group stems from its distinctive features. Those tertiary students are selectively chosen to be subject of the study. A collection of 25 different nationality teachers, who have different cultural, academic, educational and national backgrounds, will be the participants likewise. Consequently, the results of this study may be generalized for a broad context, not only for Saudi context.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

For decades, schools have tried to predict which students would do well both in higher education and in the workplace. The tools they used to make their best guess were standardized achievement tests and IQ scores. Recent studies, however, indicate that there may be a better predictor. Experts now believe that success is influenced emotional intelligence. Therefore, if teachers are concerned with helping students develop their L2 abilities, they might want to improve their emotional intelligence and take it as a measurement unit when it comes to language learning. Ever since the publication of Daniel Goldman's first book on the topic in 1995, emotional Intelligence has become one of the hottest buzzwords in corporate America. For instance, when the *Harvard Business Review* published an article on the topic two years ago, it attracted a higher Percentage of readers than any other article published in that periodical in the last 40 years.

When the CEO of Johnson & Johnson read that article, he was so impressed that he had copies sent out to the 400 top executives in the company worldwide. Given that emotional intelligence is so popular in corporate America, and given that the concept is a psychological one, it is important for I/O psychologists to understand what it really means and to be aware of the research and theory on which it is based. So we want to see if really affects the EFL and second language acquisition.

When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as the aggregate

or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment. (Wechsler, 1958: 7).

As early as 1940 he referred to non-intellective as well as intellective, elements Wechsler, (1940), by which he meant affective, personal, and social factors. Furthermore, as early as 1943. Wechsler was proposing that the non-intellective abilities are essential for predicting one's ability to succeed in life. Wechsler states that

*"The main question is whether non-intellective, that is affective and conative abilities, are admissible as factors of general intelligence. (My contention) has been that such factors are not only admissible but necessary. I have tried to show that in addition to intellective there are also definite non-intellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors".*

Wechsler was not the only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success. Robert Thorndike, to take another example, was writing about social intelligence. in the late thirties (Thorndike & Stein, 1937). Unfortunately, the work of these early pioneers was largely forgotten or overlooked until 1983 when Howard Gardner began to write about multiple intelligence. Gardner (1983) proposed that intrapersonal. and interpersonal intelligences are as important as the type of intelligence typically measured by IQ and related tests. IQ is not always the factor on which an individual performance should be measured, because different people with same IQ will not perform the same works with the same proficiency because there is something we have forgotten to take in consideration for a long time and it is related to the

psychological side of the human formation "Emotional Intelligence". But far I have been describing research suggesting that emotional intelligence is important for success in work and in life.

However, this notion actually is somewhat simplistic and misleading. Both Goleman (1998) and Mayer et.al, (1998b) have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are. Goleman has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. The emotional competencies are linked to and based on emotional intelligence, lets now give different definitions for the emotional intelligence. According to Cambridge dictionary is the definition is "*the ability to understand and control your own feelings, and to understand the feelings of the others and react to them in a suitable way.*" Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

## **2.1 The Historical Background of the Emotional Intelligence**

All sectors seem to be implementing emotional intelligence training, coaching, and strategies for the purpose of improving policymakers' perceptions and behavior, reducing or eliminating biases, preconceptions, predispositions, favoritisms, partialities, prejudices, and profiling in organizational setting and

procedures. Unfortunately, lack of emotional intelligence awareness could hinder any organization not only during their day-to-day operational procedures, but also during marginal processes such as employment recruitment process, making policies, and during organizational changes. Emotional intelligence could be implemented not only to improve workplace performance, but also to improve employees' satisfactions, management strategies, leadership, and employee's retentions strategies.

Emotional Intelligence History Throughout history, scholars in the field of social behavioral science shared countless connotations, descriptions, definitions, and the meaning of emotions as it could be associated with the workplace environment depending on scholarly investigations, perception, experiences, and professional research. Even though the frenzy of emotional intelligence theoretical frameworks started early in the 1980s with Howard Gardner's book *Frame of Mind: The Theory of Multiple Intelligences*, others scholars such as Peter Goleman to name few have also imprinted the field with excellent theories and research studies on emotional intelligence. However, studies show that the contextual construction of emotional intelligence might have started in the 19th century. Some philosophers started writing about it even before that. For example, in 1877, the American Philosopher Henry Noble Day used the context of emotional intelligence to examine the contemplative and practical unification of feeling and intelligence.

Day (1877) argued that *"the interrelationship of intelligence an interconnection between feelings, intelligence, and endeavor"*. In 1880, the Scottish philosopher Alexander Bain explored the modes of mind interconnected by feelings (emotions), volition (behavior), and intellect (intelligence). Bain (1880) found that feelings and emotions were cognitively interconnected with the natural relationship between the individual's self-emotions, beliefs, and morality, and the In 1910, the English psychologist James Sully used the context of emotional



intelligence to describe the connections between emotional and intellectual process.

Sully (1910) found that emotions and intellect influence the individual's perception and that the combination of emotional and intellectual experiences exercises a powerful modifying influence in the individual natural linkage of emotion and intellect. In 1920, Thorndike studied the cognitive variances of intelligence resulting from situations and interactions. Thorndike (1920:228) found the existence of three types of intelligence: "social intelligence, mechanical intelligence, and abstract intelligence, boys and girls—to act wisely in human relations". In 1921, the medical practitioner and researcher Abraham Myerson used the context of emotional intelligence. describing social intelligence as "The ability to understand and manage men and women.

## **2.2 Historical Definitions**

In 1961, Sechrest and Jackson examined predictors of abilities and interpersonal skills variances attributable to the concept and complexity of social intelligence. They studied ways of measuring social intelligence by implementing Kelly's theory of original role construct repertory. Sechrest and Jackson (1961) found that human's interaction was an essential factor to construct with predictive and differential accuracy, finding two essential abilities, academic intelligence, and social intelligence. Sechrest and Jackson (1961) also found that social intelligence was significantly associated with individuals' judgments, stimulus, problem-solving, or cognitive complexities, and with the social effectiveness and performance. In 1973, scholars Ronald Walker and Jeanne Foley studied the development and measurement of social intelligence, which they described as the ability and capacity Intelligence: Its History and Measurement, Walker and Foley (1973:839) compiled multiple to "understand others and to act wisely in social

situations”. In their study Social meanings and concepts which are the focused on the cognitive of social intelligence, such as the ability to interpersonal judgment, perceptions, behavior, and actions-oriented based on the perception and judgment of others. Further, Walker and Foley (1973), as cited by Hunt (1928), Thorndile and Stein (1937), and O’Sullivan, Guilford, and Demille (1965) found that the main core of emotional intelligence was focused on the ability and capacity to understand the emotions, thoughts, and intentions of others.

In 1983, Howard Gardner, in his studies of multiple theories defined intelligence as "ability to solve problems". In 1990, Mayer, Paolo, & Salovey studied emotional intelligence as a tool of purpose of enhancing their quality of life. They found that emotional intelligence was an ability that could be learned and improved, favoring result in a higher level of quality of life. Mayer and Salovey (1997) later defined EI as *"The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth"*.

Also in the 1990s, Daniel Goleman introduced five dimensions of emotional intelligence, which included self-awareness, the management of one’s emotions, motivating other’s emotions, empathy, and staying connected (Goleman, 1998). Goleman (1998) argued the importance and essentiality of intelligence quotient (IQ) and emotional intelligence determining that both (IQ and EQ) intelligence were essential for individual success. However, Goleman’s rationale that emotional intelligence was an essential attribute to achieved excellence performance was of great benefit. Goleman (1998:20) concluded that to be a true leader, one needed to recognize “human problem and stepped into create a solution”, a cognitive or learned ability essential in leadership, personal, and professional successful interrelationships. From the 1877 to 1999, many studies revealed the core context of emotional intelligence revolved on the practical unification of feeling and

intelligence to create socially responsible top leaders and policymakers who knew what was the best for human development and the communities and people around them (Days, 1877; Book & Stein, 2012; Gardner, 1983). In a more contemporary overview, in 2015, in *The Emotional Dynamics of Consent* Stannard described emotions as a multi-component of clustered philosophical, physiological, and sociological responses based on dimensions of perceptions and social contexts such as cognitions, expressions, reactions, and instrumental behavior relevant to the individual.

*"Through history, scholars in the field focused their emotional intelligence research on human development and individuals' cognitive capacities and the individuals' abilities to act purposefully, and on the continue development of strategic models to unify the practical conceptualization of emotional intelligence to the improvement of performance and relationships" (Bar-On, 2012; Jafri, Dem, & Choden, 2016).*

As the result, Book and Stein (2012) explained that the private sector, non-profit organizations, and different branches of the U.S. government have been implementing emotional intelligence strategies with the purpose of developing the individual's skills, abilities, and quality of life at the workplace with developmental training and other strategies.

### **2.3 Psychological Background of EI**

This chapter discusses the issues surrounding the construct and measurement of emotional intelligence. The distal roots of emotional intelligence (EI) can be traced back to the concept of "social intelligence," coined by E. L. Thorndike to refer to the ability to understand and manage people and to act wisely in human relations. Its proximal roots lie in Gardner's work on multiple intelligences and, more specifically, in his concepts of intra-personal and interpersonal intelligence.

According to Gardner, 'interpersonal intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others". By contrast, 'intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself— including one's own desires, fears, and capacities— and to use such information effectively in regulating one's own life". Two different EI constructs can be differentiated on the basis of the method of measurement used to operate them (self-report, as in personality questionnaires, or maximum performance, as in IQ tests.) Trait EI (or trait emotional self-efficacy) concerns emotion-related self-perceptions measured via self-report, whilst ability EI (or cognitive-emotional ability) concerns emotion-related cognitive abilities that ought to be measured via maximum performance tests. The distinction between trait EI and ability EI is now standard in the scientific literature, which helps to organize its development and the accumulation of knowledge in the field.

Research that does not heed the distinction does, of course, exist, and there have also been cases where the distinction was acknowledged, but explicitly misinterpreted. Maximum-performance measurement is a *sine qua non* for the assessment of genuine intelligence. The operation of ability EI is problematic because the subjectivity of emotional experience. The core problem with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), as the most widely used test of ability EI, is not simply that it does not measure intelligence of any kind—as is constantly, albeit erroneously, claimed by its authors—but that it does not measure any coherent dimension of psychological interest. The avalanche of scientific criticism and negative findings on the MSCEIT has prompted the development of alternative measures of ability EI, whose empirical bases have not

yet been fully developed. Before proceeding with a full evaluation of the construct validity of any new ability-EI test, we must answer two questions:

- (1) Is it based on truly vertical scoring criteria (as opposed to novelty psychometrics).
- (2) Does it provide comprehensive coverage of the sampling domain of the construct (as opposed to a handful of convenient facets).

Unless these two questions can be answered in the affirmative, it is not worthwhile to embark on the psychometric journey to establish criterion, predictive, and incremental validity, because ultimately construct validity will remain elusive. What can be said with relative certainty is that the model of ability EI with the MSCEIT as it operates vehicle is a scientific cul-de-sac. Instead, a tendency is unfolding to rebuild almost any test with emotional content that does not rely on self-report methodologies as a measure of ability EI. Not only are these tests often inadequate in terms of their coverage of the content domain of this construct, focusing as they do on a few narrow and specific facets, but they do not even seem to correlate strongly, either with the MSCEIT or among themselves. Another important issue that will need to be addressed is that of the often intentional blurring of the difference between intelligence, behavioral effectiveness, and mere declarative knowledge, which plagues tests of ability EI. (PsycINFO Database Record (c) 2016 APA, all rights reserved).

### **2.3.1 EI, Gender, and Age**

Traditional beliefs and stereotypes have conclusively suggested that women are better at expressing their emotions and are more emotionally aware, so possess higher levels of EQ. A review of the literature on the relationship between gender and EQ reveals that the majority of these studies substantiate the widely held view

that females are emotionally more intelligent than males. For instance, Perry, Ball and Stacey (2004) pointed out that females reported higher EI than did male. In a similar vein, Day and Carroll's (2004) study indicated that females scored significantly higher than did men on overall EI. In contrast, previous research investigating the relationship between gender and EQ demonstrates that that the issue of age differences in EQ has remained an area of controversy among researchers. Goleman (1995) and Bar-On (2006) maintained that EQ is acquired and nurtured through repeated exposure and experience over time. Atkins and Stough (2005) and Perry, Ball and Stacey (2004) found no significant age effects for overall EI. In contrast, Penrose, Perry and Ball (2007) noted that older teachers and females had higher levels of EI than younger male teachers although the difference was relatively small in magnitude. A recent study conducted by Gahnizadeh and Moafian (2010) demonstrated identical results with EFL teachers.

### **2.3.2 ELT and EI**

A lot of studies (Boyatzis, 2006; Carmeli, 2003) have reported a positive connection between different affective traits, in specific, EI, and job attitudes such as affective commitment. Affective commitment, one of the core constructs of carrier and organizational commitment, is defined as *“positive feelings of identification with, attachment to and involvement in the work of the organization”* (Mayer & Allen, 1984:292). As Carmeli (2003) noted, emotionally intelligent individuals are expected to recognize, manage, and use their emotions to manipulate the ensuing obstacles and prevent their negative effects on attitudes towards their profession (cited in Salami, 2007). This is particularly true when it comes to professions such as teaching, with its high levels of challenges and constant interaction. Study of EI in the educational setting is a relatively new endeavor and, as such, few studies have focused on the overall effects of EI on second or foreign language learning. These few studies have been limited to certain

dimensions as management, self-esteem, anxiety, strategy use, or motivation only. In ESL/EFL context, different studies examined the relationship between EQ and second language success (Chao, 2003; Clement, Dornyei, & Noels, 1994; Nelson & Low, 1999). For instance, Aghasafari (2006) found a positive relationship between overall EQ and language learning strategies. Furthermore, Riemer (2003) argues that EQ skills contribute to the learning potential of foreign language acquisition, particularly as it relates to acknowledging the legitimacy of other cultures as being equally valid.

### **2.3.3 Ethics and EI**

To the extent that ethical conduct perception is based on own and others behaviors understanding, and in empathetic capacity towards others, emotional intelligence is closely related to ethics and success perceptions, and is expected to be less probable that emotionally intelligent individuals once are less likely to believe that others are not ethical and being themselves more ethical, should behave without ethics to succeed it is expected that this relationship is mediated by self-esteem. Specifically, individuals with high levels of EI are often more successful in their interactions with others, achieving desired results, due to its competitive advantage in adaptability to the recognition and use of emotion and emotion-focused behaviors, contributing to the a higher self-esteem development. In addition, persons who have a higher self-esteem, have a greater awareness of their own value and competence, and are more likely to believe that they can achieve success at their own risk. A high self-esteem has a hedonic function and general well-being in the life of each individual with beneficial effects in the respect that each one has for himself in life and about the future. Individual ethicality, perceptions of others ethicality, self-esteem and emotional intelligence

are correlated with the perceptions of unethical behavior being necessary for success.

Ethics emerges closely related to success. Intelligence, and specifically Emotional Intelligence, also shows a deep connection to organizational success, therefore, more and more in addition to the types of knowledge, skills and traditional abilities associated to individual performance and work success, personal configuration skills are required, such as, personal management, empathy and interpersonal sensitivity, that is, a set of skills that to achieve the required success, deal with the recognition, regulation and emotional expression. The use of emotion can be genuine or simply a tactic to achieve the objectives pursued, being ethically more acceptable the premeditated use of emotions as tactic with greater ethical tolerance in use of positive emotions than negative emotions, than other types of dissimulation strategies, like the use of false information or failure to comply promises. Emotions are intrinsic to a rational process of ethical decision-making, and currently in organizations and in the media itself, the ethical issues are often discussed emotionally. Ethics is inextricably linked to emotion and consequently to emotional intelligence. Organizational climate and culture have the ability to promote in their worker's emotional states with direct influence on their ethical decisions. Although emotion and ethics theory is not yet conveniently established, any research in ethics should have no continuation isolated from the emotional factor In order to test the hypotheses of this research and to compare the results with previous investigations was assumed the Reference methodology. (Open Journal of Business and Management).



### **2.3.4 EI and High Performing Leaders**

A Study by Kathleen Cavallo revealed that "a strong relationship between superior performing (HiPR) leaders and emotional competence, supporting theorist's suggestions that the social, emotional and relational competency set commonly referred to as Emotional Intelligence, is a distinguishing factor in leadership performance. Leaders who received performance ratings of 4.1 or greater on a 5-point scale were rated significantly higher than other participants in all four of the Emotional Intelligence dimensions of Self-Awareness, Self-Management, Social Awareness, and Social Skills by Supervisors and Subordinates. Peers found HiPR leaders to be stronger in the Self-Awareness and Self-Management clusters. Six competencies were found to distinguish HiPR's across all three rater groups, specifically, Self-Confidence, Achievement Orientation, Initiative, Leadership, Influence and Change Catalyst. This finding is consistent with conclusions reached by McClelland (1998), in a study of leaders in thirty different organizations that found the most powerful leadership differentiators were Self-Confidence, Achievement Drive, Developing Others, Adaptability, Influence and Leadership. In our study, of the twenty emotional competencies measured, Subordinates and Supervisors rated HiPR leaders stronger in seventeen, and fourteen EI competencies respectively. Peers found HiPR leaders to be stronger in nine of the twenty emotional competencies".

### **2.4 I Q, EQ and Creativity**

*"Countless numbers of researches prove that every IQ is not the only standard on which we judge or predict one's success. But EQ should be taken in consideration too"* Education, growth and development of creativity can be sub structure of planning development of education. Because development is done via investment in education and the first priority in developed countries is human

development and the basis of human development is learning based on student's creativity. By reflecting in educational system of our country, we can find that we are far from the growth and development of creativity in children and adolescents, thus consideration and research in different elements of education and their role in developing creativity of students are of great importance. School as one of the important components of education system can affects thought and mental skills and learning methods of students considerably and presents good solution for problems. Thus, school can be the center of learning and developing creative thoughts.

Recently, researchers and physiologists considered more social, emotional and environment dimension of creativity and believe that emotional field is as important as cognitive field in creating creativity. One of the issues that took the attention of some psychologists such as Mayer& Goleman is that to attain success, only having intelligence quotient, their studies showed that most of intelligent people are not successful in their life but they are good experts in scientific field and they lack any kind of creativity and success in their personal and social life. It was defined that the answer to the question of this success or failure are found the in the works of some theorists such as Mayer, Salovey and Carso and Goleman in EQ and its components. The studies show the role and importance of EQ in different aspects of people life including education, job, social environment and productivity and mental health. But our education system emphasizes still on intelligence quotient and its effect on different aspects of life, education and success. Thus, the investigation of EQ shows that this phenomenon is very effective in individual and collective life and indicates achievement and success grounds. Thus, the researcher considers the doing research to answer this question that whether EQ predicts creativity of EFL students and the main problem of the

research is identification of the relation between EQ and creativity of students. One of the main purposes of this research is identifying the relation between EQ and creativity of EFL students. (Rahmatollah Dadvar<sup>1</sup>, Mahmood Mohamadrezai<sup>2</sup>, Maryam Habibi Fathabadi<sup>3</sup>)

## **2.5 EQ and Second Language Learning**

In the 20<sup>th</sup> century, IQ has been considered as an important part of human intelligence, in accordance with growing evidence in the 21st century which an important part of human intelligence is considered as EQ (Emotional Intelligence). Theorists of emotional intelligence with psychological reasons have distinguished EQ from IQ (Mayer et al, 2002). It is crucial to say that both EQ and IQ are the extension of ability not the ability itself. Theorists believe that “IQ tells us what we can do, however EQ tells us what we should do” (Hatch & Kornhaber, 2006:63). Our ability for recognition, rational, and abstract thinking are related to IQ, but EQ is considered with using IQ for achieving success in our lives. The emotional intelligence would be an important element in human resources in terms of “planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and even more” (Serrat, 2009:50). Accordingly, emotional intelligence represents an ability to use emotions to improve thinking as well as to have a valid reason with emotions. Although different competing and sometimes conflicting components have been integrated into emotional intelligence, this construct has offered the potential to integrate the Iranian EFL Journal 42 reasoning of a person's cognition and emotion. Recently more attention has been paid to the effect of emotional intelligence on academic success in education (Elias, Arnold, & Hussey 2003).

Nevertheless, as Brackett and Katulak (2007) state, only few studies have been conducted to explore this concept in contexts where English is spoken as a second or foreign Language (ESL/EFL), given the idea that the emotional intelligence serves both internal mechanisms and external environment in the process of language learning (Goleman 2001). EQ describes abilities distinct from, but complementary to academic intelligence, the purely cognitive capacities measured by IQ. Many people who are book-smart but lack EQ end up working for people who have lower IQs than them but who excel in EQ (Mayer, et al., 2002). According to Bar-On (2004:111), emotional intelligence is "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures". For the first time, Bar-On (1988) coined the term emotional quotient (EQ) as a counterpart to IQ, that is, to cognitive ability. Bar-On thought of EQ as representing a set of social and emotional abilities that help individuals cope with the demands of daily life.

Bar-On (1997) suggested that since EI is an important element in one's life showing and predicting success, there is a dire need to measure, operational, and quantify this construct. In his definition, EI is a collection of capabilities, competencies, and non-cognitive skills that have an effect on a person's abilities to gain success in the face of environmental pressures. In other words, he believed that EI is the ability to understand emotions and how such emotions influence interpersonal relationships (Bar-On, 2000). According to Hein (2003:154), the concept of EQ connotes that IQ or conventional intelligence is too narrow and that there are wider areas of emotional intelligence that determine how successful we are. He maintains that success requires more than IQ, which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character

elements; in fact, *“we have all met people who are academically brilliant and yet are socially and inter-personally inept; and we know that despite possessing a high IQ rating, success does not automatically follow”*. Study of EI in the educational setting is a relatively new endeavor and, as such, few studies have focused on the overall effects of EI on second or foreign language learning. These few studies have been limited to certain dimensions as management, self-esteem, anxiety, strategy use, or motivation only.

In ESL/EFL context, different studies examined the relationship between EQ and second language success (Chao, 2003; Clement, Dornyei, & Noels, 1994; Nelson & Low, 1999). Iranian EFL Journal 43 One of the most significant manifestations of the success of translation studies has been the development of scientific approaches to training translators academically. Among so many factors contributing to the task of translation it seems that emotional intelligence plays a critical role in translation. There are lots of questions about why one translator succeeds, but the other does not. Why two people with the same age and academic background are so different in their task of translation. No one can deny the role of strong memory, language competence, world knowledge, experience, and practice in the success of a translator. Recent studies (e.g. Murphy, 2006) make it obvious that translation has always gone hand in hand with so many factors, so that it should be studied along other fields, and it is not separate from them. One of the fields that can have a close relationship with translation is psychology.

Psychology always seeks to identify, characterize, manage, and measure the different aspects of individuals. People use language to talk about events, memories, emotions, and sensations. They use language to inform other people of different cultures and different nationalities; and the main bridge between different languages is translation. By translation people around the world get information

about different issues. Translation is a task that is done by individuals, so there can be a close relationship between translation and psychology. It is stated, “One of the recent studies in psychology is the study of intelligence and especially emotional intelligence which is considered as one of the most important dimensions of intelligence” (Murphy, 2006: 43). (Dr. Mohammad).

According to the previous researcher, EQ plays a significant role in language learning. The researcher mainly focused on translation and how the EQ could help doing the translation job due to what translation job requires. Some researcher have different opinion, they think that EQ does not play any role in language learning. The researcher is taking all the views in consideration so as to cover this area of research.

## **2.6 IQ and EQ**

Emotions contribute directly to rational thought; messages to an individual’s brain from the eyes and ears first go through the brain structure most heavily involved in emotional memory. Emotions clearly play a major part in helping an individual to decipher and interact with the surrounding environment. Findings suggest that IQ may be connected to as little as 4% of real-world success as IQ does not measure creativity or a person’s unique potential. Intellect, measured by IQ, can fall short without EQ. A detailed report from a very smart engineer may be close to undecipherable to the manager who makes the final decisions. EQ contributes to identifying the needs of others and to identifying those projects that are more important to the task at hand. Intellectual accomplishments and social skills can be enhanced through EQ.

Furthermore, EQ can be changed, but an adult’s IQ is said to be fairly constant. IS EQ FOR ENGINEERS? It should be noted that EQ is not the opposite

of IQ. In industry, IQ gets you hired, but EQ gets you promoted. For example, a manager at AT&T Bell Labs was asked to rank his top performing engineers. High IQ was not the deciding factor, but instead how the person performed regarding answering emails, how good they were at collaborating and networking with colleagues (rather than lone wolf), and their popularity with others (rather than socially awkward) in order to achieve the cooperation required to attain the goals. This example highlights the benefits of high EQ regarding communication skills, time management, teamwork, leadership skills and business acumen. These important skills flow on from emotional intelligence, such as the skilful recognition of others' emotional reactions and empathy to come across as genuine and warm, which will achieve greater cooperation from others, rather than coming across as oblivious and boorish. The engineer's stereotypical negative image of the socially inept genius can inhibit student recruitment and retention. This may be countered through graduates employing EQ tactics in the workplace, thereby generating an improved image for engineers through interaction.

However, these skills must be thought to the engineering students in the first place. Employment Opportunities Practical applications for EQ also relate to hiring practices in business. Graduates applying for the same jobs with the same degrees will prove to be successful not just by intra- and extracurricular activities, but also by the level of emotional intelligence imparted by such activities. EQ tests may also be involved, particularly as the field expands and new questionnaires are devised and implemented. It has also been argued that people with low EQ miss out on promotion, as other workers do not like working with them. Furthermore, a poor working life can spill over into the private life, and vice versa. EQ IN ENGINEERING EDUCATION given the principles stated above, it becomes quite apparent that encouraging EQ abilities should be a component of student

education. This becomes especially relevant given that the skills that employers value include a willingness to learn, flexibility, communication skills, teamwork and other forms of working with others. Because such skills fall into the category of EQ, universities need to be aware of industry demands on graduates. Examples of EQ Integration In assessing the needs of industry, the Technical University of Czestochowa, in Czestochowa, Poland, identified various practical and psychological elements required of their graduates in power engineering.

Emotional intelligence was seen as being 3 of major importance in teamwork or in the management of a group of people. A course in computational visualistics at the Otto-van-Guericke University, in Magdeburg, Germany, set out to blend technical aspects with perspectives from the humanities. Reflection was combined with the traditional technical computer science to cover computer game design; this allowed for something relevant for visualistics that would simultaneously gain a high level of motivation from the students. Some students may initially have rejected the integration of the soft fields of competence and claimed that an engineer need not know about the fuzzy stuff. Yet the process of reflection was embraced by virtually every student in the subject. This lecture contributed to the EQ of the students through this process of regulation and utilization of emotion to become more self aware, creative and motivated. Incorporation Into Studies Incorporating elements of EQ learning in studies, rather than as a separate study unit or module, will link learning and work attitudes, including motivation, creativity and interpersonal skills, with the tasks at hand, such as project work. Learning EQ skills seems to be in line with experiential learning and a constructivist approach to studies, as EQ by nature implies an experiential approach.



Encouraging students to learn these new skills through project work activities and in student-centered learning will succeed more than would a stand-alone lecture on EQ; theory without practice does not run very far. Real Engineering and Real Life The heavy traditionalism of many courses have the perspective of teaching only real engineering, defining and isolating problems and achieving technical solutions. Exposure to this culture of traditionalist engineering education not only discourages reflection, but also generates future engineers who both lack and do not appreciate the value of the skills of reflection. As such, do engineering studies actively discourage the EQ factor by the very nature of the traditionalist style of teaching in this field? Such traditionalist teaching imparts engineering as a discipline rather than as a career. Certainly, the prevailing traditional stereotype of the engineer suggests a specifically male individual who is not especially emotionally intelligent, but more likely to be manipulated by those who are. The Evolution of Engineering Education Engineering is progressively becoming less and less of a standalone subject. Influences from other disciplines are being increasingly incorporated to increase the attractiveness of a university's graduates and thereby respond to industry demands, eg: management, business strategy, marketing, philosophy, communication, ethics, environmentalism, etc.

Furthermore, the expansion of the number of double degrees on offer suggests that industry and society require that graduates have a fusion of core and non-core engineering skills, instead of just engineering alone. Engineers' attitudes to the soft skills area, incorporating people, ideas and self-reflection, have to be tackled at a fundamental level. Curricula has to incorporate general skills and abilities that are valued by both universities and particularly employers, including:

1. Self- and context-awareness.
2. Decision-making and action planning.

3. Research and analysis.
4. Communication skills.
5. Critical reflection.

These characteristics incorporate elements of EQ. Indeed, subjects in humanities can play an active role in the education of future engineers who can reflect and display sensitivity to both individuals and society. Create the Future Emotionally intelligent engineers have the opportunity to manifest future change and actively create the future. Indeed, Cooper and Sawaf state that: ...successfully intelligent leaders and managers continually question many of the assumptions that others accept ... [and] they challenge it perceiving the deeper risks and limitations, and in many cases find ways to transcend it ... They know the future is not something we wait for; it is something we must actively help create. And emotional intelligence plays a vital role. Studies indicate that a single person with a low EQ can lower the collective IQ of an entire group. Engineers must be a part of this active and creative change process to achieve. An engineer with a low EQ will not be of much benefit to anyone, no matter what the engineer's IQ is some recommendations Broadening the scope of the engineering degree will encourage students to view engineering beyond the narrow confines of a technical description. Isolating EQ education into one subject will not achieve the desired change as much as incorporating EQ elements across the curricula.

Enhancing communication skills across the curricula, again rather than in a stand-alone subject, will contribute to higher EQ by targeting certain elements. This includes delivery of oral presentations in engineering studies and incorporating communication and presentation skills in the marking structure of reports so that the students treat them more seriously. This may involve a restructuring of certain components of subjects and, indeed, the curriculum.

However, students do not come to university just for the sake of study; they go to universities to acquire and amplify career skills. Experiential approaches, which involve the student in the actual experience of communication, with opportunities for debriefing and re-application, provide opportunities for the development of self-awareness. Videotape playbacks of oral presentations also stimulate reflection in the student. Constructivist approaches build on past learning and should be utilized to build on students' positive learning experiences to enhance learning and skills development. 4 Role-play will encourage self-awareness, while role reversal will contribute to the student's understanding of empathy, of knowing how the other side perceives engineers. Indeed, this need not be confined to specifically engineering concerns.

However, such context-specific role-play will help to cement those skills within the engineering framework. More encouraging feedback to students will help to create the future. In this area, it may be the educators who need to be trained up more in the area of EQ and the importance of positive comments. Negative comments decrease the chance that the student will respond and learn from feedback. Positive feedback encourages the student and builds on strengths. However, student errors should not be ignored; criticism should be applied constructively, rather than in an adversarial manner. Peer reviews, with initial advice on how to structure comments constructively, can have a positive learning effect on students. The student receiving the peer feedback also recognizes others' viewpoints, encouraging empathy, but also helping to generate self awareness, key elements of EQ. Building opportunities for reflection will also contribute to greater EQ understanding as the students become more self aware. Another study in software engineering found that reflective essay tasks generated gains in student

development activity; the students saw the impact of their practices and began to connect practices with potential improvement strategies.

Furthermore, the students could also articulate the influence of their own work and motivation on the quality of output, thereby engendering a deeper understanding of the subject. In this example, incorporating a greater emphasis on communication activities served to enhance EQ aspects, including more active participation, greater self-control and awareness, heightened motivation and a better understanding of course material. Teamwork and cooperation will help engender EQ qualities and are particularly important skills given the high level team-based environments in industry. This will include negotiation skills between team workers. Encouraging a proactive, rather than reactive, attitude is also a valued work skill associated with EQ that can be educated in the university student. Other skills can be applied in the university environment from Ref.

## **2.7 Emotional Intelligence and Language Skills in ELT**

After giving general information on emotional intelligence, it is necessary to give the literature on the relationship between EI and productive language skills in ELT. In a study, Pishghadam (2009) determines the impact of emotional and verbal intelligences on English language learning success in Iran. In order to understand the nature of learning, he calculates and analyzes the product and the process data. The results of the study demonstrate that the emotional intelligence is instrumental in learning productive skills. In the process-based phase, the analyses of oral and written modes of language exhibit the effects of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability. Karimi (2012) findings also support Pishghadam's results. In his study (2012), Karimi found that understanding and managing students' own emotions and being aware of and responsive to others' emotions will contribute to

the L2 productive skills, particularly writing, as well as motivation and self-actualization of both university professors of L2 writing and their students.

In another study conducted by Sadeghi and Farzizadeh (2014) revealed the relationship between EI and the writing ability of Iranian EFL learners. The students are first given BarOn's Emotional Quotient Inventory (a Likert scale questionnaire) and are asked to respond to its items based on the relevance of the statements to themselves. After that the students are given a writing test and the resulting scores were seen to correlate with their EI scores. Results obtained through Pearson Correlation indicated a positive relationship between the writing ability and the emotional self-awareness, a subcategory of EI.

Shao and Ji (2013) aimed to examine the possibility of using literature-based activities to raise EFL students' emotional intelligence and to see whether there was any relationship between students' EI and writing achievement. A writing ability test and TEIQue-ASF (Trait Emotional Intelligence Questionnaire-Adolescent Short Form) were administered prior to the experiment. The experimental group was given some pieces of short literature readings with high emotional content and the control group was assigned texts exclusive of emotional words and taught as an ordinary English writing class China. The result of the study revealed that students in the experimental group scored significantly higher than those in the control group and writing in the post-tests. They concluded that there was a relatively strong positive relationship between EI and writing achievement as Sadeghi and Farzizadeh (2014) stated before.

While the researchers mentioned above study on the EI and writing skill, Afshar and Rahimi (2013) studied on the EI and speaking skill. They investigated the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. The learners filled out the Bar-On emotional

intelligence questionnaire, took the California Critical Thinking Skills Test (CCTST) form B, and had an interview. The results of the study showed that emotional intelligence, followed by critical thinking, correlated with speaking abilities, all components of emotional intelligence correlated significantly with speaking abilities and there was a significant positive relationship between critical thinking and emotional intelligence. Bora (2012) studied the relation between Emotional Intelligence (EQ) and students' perceptions towards speaking classes. For the study, two questionnaires were given to the participants in order to see their EQ levels and understand their views on Brain-based speaking activities. The results demonstrated that students with high level of EQ were more eager to attend speaking classes and brain-based activities. However, the ones with low level of EQ did not have healthy relations with the society or confide in themselves, thus being isolated from the classroom atmosphere.

Ghabanchi and Rastegar (2014) studied the impact of both IQ and emotional intelligence on reading comprehension in Iran. Bar-On's emotional intelligence inventory (EQ-i), Raven's Advanced Progressive Matrices, and the reading comprehension portion of the TOEFL (2005) tests were administered. The results showed that the relationship between IQ and reading comprehension was stronger than the relationship between total emotional intelligence and reading comprehension. A small correlation was found between reading comprehension scores and some emotional-intelligence subscales as interpersonal abilities, intrapersonal abilities, and stress management. The study also revealed that IQ was a more determinative factor in reading comprehension proficiency than emotional intelligence. Zarezadeh (2014) claimed that emotional intelligence affected English language learning. His study investigated the function of the emotional intelligence in learning English and found out that a significant correlation between subjects'

achievement and Stress Management, Adaptability, reading skills and Stress management, General Mood and Adaptability, speaking skill and Emotional Intelligence Quotient and Intrapersonal Intelligence.

## **2.8 Using NLP to Improve EQ**

### **2.8.1 Emotional Intelligence and NLP**

There are many ways of conceptualizing EI, and an exhaustive review is not done here. The three theories that have generated the most interest regarding academic research and practical applications are the theories of Bar-On (1988, 2006), Mayer and Salovey (1997), and Goleman (1998). Bar-On (1988), in his doctoral dissertation, coined the term “emotional quotient” (EQ), as an analogy to the intelligence quotient (IQ). Bar-On (1997) defined his model using five main social and emotional abilities including stress management and mood, intrapersonal skills, interpersonal skills, adaptability. These in combination, influence a person’s ability to cope effectively with environmental demands. His model framed EI in the context of personality theory, psychological well-being, and adaptation (Goleman, 1998).

Mayer and Salovey (1997) on the other hand viewed EI within a model of intelligence. They argued that traditional measures of intelligence failed to take into account, that different people have different abilities to perceive, process and effectively managing emotions. Mayer and Salovey (1993) proposed that EI is made up of distinct skills, which can be improved by training. Mayer & Salovey (1993: 433) defined EI is “the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions.” Their model frames EI from the developmental point of view, and it comprises of four tiers of abilities with the complexity of emotional skill

increasing from basic emotional perception to more complex processes integrating emotion and cognition.

Goleman (1998) on the other hand presented an EI based theory of performance, which is competency based and this is what differentiates him from Bar-On (1988) and Mayer and Salovey (1997). Goleman (1998) identified five dimensions of emotional intelligence, which are:

1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values, and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Self-motivation - being driven to achieve for the sake of achievement.
4. Empathy - considering other people's feelings especially when making decisions and
5. Social skill – managing relationships to move people in the desired direction

These are classified into two broad categories, namely personal competence in dealing with one's self, and social competence in dealing with others (Goleman, 1998). Given the accumulating evidence suggesting the importance of EI competencies for effective work performance, we have adopted Goleman's (1998) model in so far as the operationalization of the EI dimensions is concerned. Furthermore, many studies have shown a significant correlation between EI dimensions as measured by Goleman (1998) and favorable work outcomes. Mayer and Salovey's (1997) idea that EI is something that can be developed and improved is also adopted in this study, but without the operationalization of the distinct levels as proposed by them. Rather, this research views that EI has several



dimensions, which can all be improved by training, consistent with the general idea espoused by Mayer and Salovey (1997) and the refinement by Goleman (1998).

### **2.8.2 What is NLP?**

NLP is about understanding the structure of subjective experience, i.e., how people process information and then using that knowledge to improve performance in others (Einspruch & Forman, 1985). NLP is eclectic, in that it utilizes many tools drawn from a wide range of sources (Tosey & Mathison, 2003; 2010). NLP was founded in 1975 by Richard Bandler, a mathematician and John Grinder, a linguist, who argued that NLP is a powerful technology for engineering change (Bandler & Grinder, 1975; Grinder & Bandler, 1981). The basic premise of NLP is modeling which is identifying the specific sequence of thoughts and behavior in one person and teaching that structure to another person (Dilts, Grinder, Bandler, Cameron-Bandler, & DeLozier, 1980). Using the modeling processes, Bandler and Grinder together successfully elicited the critical patterns used by Milton Erickson, Virginia Satir, Fritz Perls, and taught them to others. NLP is therefore often described as a ‘study of human excellence’ and ‘the difference that makes a difference’ (Andreas & Faulkner, 1994). In short, NLP can be regarded as a toolbox that contains many tools and techniques, such as visualization, mental manipulation, and body language techniques, that can be chosen for various situations and concerns. Further description of the NLP techniques chosen for this study is found in the methodology section.

### **2.8.3 EI and NLP as Stress Coping Mechanisms**

EI training has also been shown improve health and well-being (Slaski & Cartwright, 2003) and the ability to cope with stress (Croucher et.al, 2004).

Similarly, NLP can be used widely in health care settings (Henwood & Lister, 2007). Wei, Ku, Russell, Mallinckrodt, and Liao (2008) examined three coping strategies about stress: reflective, suppressive and reactive. Examples of reflective styles are planning and thinking ahead –activities that enable one to anticipate and prepare for problems before they arise, which resembles the value elicitation and goal setting exercise in NLP. The suppressive style of coping involves suppressing the problem, and in some extremes, being in denial of the problem. Suppressive style, which ignores or denies the existence of the problem, is not congruent with the philosophy of NLP. On the contrary, NLP advocates that one must uncover and treat the problem at its source. Reactive style of coping is the tendency to have strong emotional responses, impulsivity, and cognitive confusion often worsening the problem. NLP techniques, on the other hand, equip people with tools to handle the emotional challenges when faced with problems.

There are many similarities between NLP and ‘The Ways of Coping Questionnaire’ (WCQ: Folkman & Lazarus, 1988; recently used by Sinha & Watson, 2007). The WCQ yields eight scores, namely, confronting coping (aggressively trying to change the stressful situation), distancing, self-controlling, seeking social support, accepting responsibility, escape-avoidance, problem-solving and positive reappraisal. Distancing, and self-controlling, are the rationales behind the dissociative technique in NLP. Positive reappraisal and accepting responsibility are the prerequisites for the value elicitation and goal setting in NLP. Social support and NLP rapport can be seen to be related to one another. Thus it would be reasonable to argue that NLP techniques are implementation tools for the WEQ, where the primary aim is to reduce stress. Since EI is negatively related to stress, and NLP techniques can help one to cope with stress, then it would also be reasonable to propose that NLP techniques can help improve EI. The challenge

would be to select the relevant technique(s) in NLP to improve the relevant dimension of EI.

## **2.9 Does EQ Affect Teacher's Critical Thinking?**

Language teaching and learning has been involved in a surge in approaches and methods from the 1880s to the 1970s. After one century of "changing winds and shifting sands" in the history of the field and the emergence of the post method era, the time was ripe to observe covert sluggishness and even stagnancy in language teaching development. In order not to repeat the same error, experts must eradicate the causes of the problem and eschew probable reasons. Along with this line of inquiry, recently, a greater awareness of issues like teacher, learner, classroom, setting, and culture have achieved and received considerable attention, among which, teacher is the major focus of the current study. Recently, the teacher has been the subject of investigation (e.g., Richards & Nunan, 1990; Suwantee 1995; Taghilou, 2007); with an indispensable role assigned to the teacher in the classroom, and more importantly his beliefs. Indeed, it seems that "beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems and are stronger predictors of behavior" (Pajares, 1992: 311). The question at issue is what the role of a teacher can be while approaches and methods are prescribed.

Provided that teachers accept to be a more active agent in their classroom, how can they intelligently adjust the latest achievements of the eminent educational experts? How can they imagine having their own say in their unique class while implementing the latest scientific findings, while they are aware of their stance in academic hierarchy? Seemingly, critical thinking (CT) is one of the "lost rings". It appears that CT lurks behind much of the thinking about higher

education and professional development. Now, this construct and its relation to the educational development seem to have emerged crucial. CT development is considered to be central to the higher levels of education or it is a fundamental goal of learning (Keeley & Shemberg, 1995; Kuhn, 1999). *"CT is a kind of evaluative thinking which involves both criticism and creative thinking and is particularly concerned with the quality of reasoning or argument which is presented in support of a belief or a course of action"* (Fisher, 2001:13).

*"Thinking critically involves our recognizing the assumptions underlying our beliefs and behaviors. It means we can give justifications for our ideas and actions. More importantly, perhaps, it means we try to judge the rationality of the justifications.... We can test the accuracy and rationality of these justifications against some kind of objective analysis of the „real“ world as we understand it"* (Brookfield, 1987: 13–14; cited in Moon, 2008).

Watson and Glaser (2002:21-23) associated CT with the following abilities:

*"inferences drawn from factual statements; recognition of assumptions in a series of statements; interpreting whether conclusions are warranted or not; determining if conclusions follow from information in given statements, and evaluating arguments as being strong and relevant or weak and irrelevant"*.

It appears that CT could be obtained while the teacher puts credence in his knowledge and abilities and here again another factor, called self-efficacy, might be required to help the teacher think he is also able to create a dynamic method unique to his classroom and even prescribe one for each student.

Bandura (1997:3) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments". According to Bandura (2001:10), CT is associated with other cognitive variables

such as motivation and self-efficacy beliefs. He stated that individuals assess their motivation, beliefs and values through critical and reflective practices which in turn may lead to "verification of soundness of one's thinking". In an educational context, Bandura's (2001) contention regarding the association between CT and self-efficacy seems reasonable and applicable. The history of human inventions and innovations is full of people who have had a deep belief in their own abilities that they can make a change for a better, easier, and more successful life. So teachers, by the same token, shall not be exceptions. As a logical conclusion, and not based on empirical studies due to the lack of enough empirical research in this realm, self-efficacious teachers seem to be more able to critically think about the stimuli (including experts' theories and views, students' needs, etc.) they receive in an educational context. In other words, since they believe in their capabilities and knowledge in their profession, they are more able and more likely to bring experts' ideas, theories and suggestions into modification based on the facts they encounter in their unique educational environments and the feedbacks they receive from students. Another factor which does not seem irrelevant to the improvement of teachers' CT is emotional intelligence (EI).

Bar-On (2000) defined EI as the sum of capabilities, competencies and non-cognitive skills that influences a person's abilities to succeed while encountering environmental pressures. To put it another way, he sustained that EI is the capability to realize emotions and the way these emotions influence interpersonal relationships (cited in Hashemi, 2008). The term EI, as the name implies, indicates the connection between emotion and cognition (Mayer et.al, 2000). Brookfield (1987) believed that emotion is central to CT. He stated, "*challenging unquestioned assumptions, looking skeptically at givens we have lived by, and*

*trying to shake off habitual ideas and behaviors so that we can try out alternatives, are emotionally potent activities"* (Brookfield, 1987: 231–2; cited in Moon, 2008).

Berg (2008:94) regarded emotions as affective, subjective and neurochemical phenomena influencing the cognitive, psychological and physical systems. In her view, "emotions drive goals and are integrated with cognitive functions". Moon (2008) considered CT as a direct social activity (often) and emotional awareness as its indispensable ingredient to communicate appropriately and in a clear and precise manner. Additionally, Elder (1996) contended that CT cannot successfully conduct individuals' acts and beliefs unless it constantly evaluates not only their cognitive abilities, but also their feelings and emotional states, as well as their hidden and overt drives and plans.

Since CT plays a crucial role in effective teaching (Birjandi & Bagherkazemi, 2010; Richrads & Nunan, 1990), a plethora of studies have been conducted focusing on teachers' CT as one of their major variables. For example, Dinkelman (2000) studied the extent, nature and development of CT in three social studies of preservice teachers. The results yielded that teacher educators had great influence in enhancing critical reflection in preservice teachers. The results of the study also backed assuming critical reflection as a practical aim of preservice teacher education. Yeh (2004) also studied the impact of a computer simulation self-efficacy beliefs; though, gender did not moderate the relationship between the two variables. Considering the significant relationship between EFL teachers' CT and their professional success (Birjandi & Bagherkazemi, 2010), reviewing the theoretical contentions regarding the existence of a possible relationship between CT and the two constructs of EI and self-efficacy (Bandura, 2001; Brookfield, 1987; Elder, 1996; Moon, 2008) and the dearth of empirical research in this area led the researchers to empirically investigate the relationship between high school

English language teachers' CT (as a dependent variable) and these two variables, i.e., EI and self-efficacy (as independent variables). To fulfill the aims of the study, the following research questions were posed and investigated:

- 1) Is there any relationship between EFL teachers' CT and self-efficacy?
- 2) Is there any relationship between EFL teachers' CT and EI?
- 3) Does gender moderate the relationship between EFL teachers' CT and EI?
- 4) Does age moderate the relationship between EFL teachers' CT and EI?
- 5) Does teaching experience moderate the relationship between EFL teachers' CT and EI?

The above study showed a significant correlation between teacher's emotional intelligence and students' performance. Delivering competence is always related to one's emotions. By all the studies which have been displayed in this chapter we can say that there a vast place for the emotional intelligence when it comes to the EFL students' achievements and performance. The researcher now will move to the third chapter so he can prove this in statistics and authentic tests through long observations and supported questionnaire. individuals to be “more emotional pleasing with those around them” which will also be used for “motivational and decision-making purposes” (p-778). They concluded that perception and appraisal to recognize and regulate one and other's emotions with the. concluded that to be a true leader, one needed to recognize “human problem and stepped into create a solution” (p-20), a cognitive or learned ability essential in leadership, success.

However, Goleman's rationale that emotional intelligence was an essential motivating other's emotions, empathy, and staying connected (Goleman, 1998). Goleman individuals to be “more emotional pleasing with those around them”

which will also be used for “motivational and decision-making purposes” (ibed:778). They concluded that perception and appraisal to recognize and regulate one and other’s emotions with the an “ability to solve a problem” (ibed:25). Gardner also defined interpersonal intelligence as “*the ability to understand other people, motivate them, how they work, how to work practically with them*” (ibed:29). Gardner associated individuals’ intelligence with their as an “ability to solve a problem” (ibed:25). Gardner also defined interpersonal intelligence as “*the ability to understand other people, motivate them, how they work, how to work practically with them*” (ibed:29). Gardner associated individuals’ intelligence with theirs an “ability to solve a problem” (ibed:25). Gardner also defined interpersonal intelligence as “*the ability to understand other people, motivate them, how they work, how to work practically with them*” (ibed:29). Gardner associated individuals’ intelligence with their as an “ability to solve a problem” (ibed:25). Gardner also defined interpersonal intelligence as “*the ability to understand other people, motivate them, how they work, how to work practically with them*” (ibed:29). Gardner associated individuals’ intelligence with their individuals’ capacity for controlling one’s thinking, feeling, and emotions. sentiments were cognitive abilities derived from the respect for one’s self, social attitudes and sentiments associated with the respect for others, patriotic sentiments, concluding that individuals’ mental process was dominated by a cognitive.

## **2.10 Experimental Work on Motivation**

Motivation is identified as a fundamental aspect of learning (Brewer & Burgess, 2005). Saville-Troike (2006) maintained that, based on the research findings concerning the beneficial role of motivation in learning, there is sufficient ground for acknowledging the existence of "a consistently high correlation between reported strength of motivation and level of L2 achievement which make



it seem quite likely that the connection is indeed significant" (p. 86). In what follows, a laconic account is provided of some of the most recent studies done with regard to varied facets of learners' motivation.

Vaezi (2008:54) was interested in exploring undergraduate Iranian EFL learners' integrative and instrumental motivation toward the process of language learning. To amass the data, a 25-item questionnaire was administered to the participants (non-English Iranian academic learners). In line with the gained results, it was revealed *"those Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated"*. In an organized hunt for pinning down the "learning strategies and motivational factors predicting information literacy self-efficacy of e-learning students", Kiliç-Çakmak (2010:129) launched an investigation with 119 e-learners via the use of "Information Literacy Self-efficacy Scale and the Motivated Strategies for Learning Questionnaire." In tandem with the obtained results, the researcher claimed that *"metacognitive, effort management, elaboration and critical thinking strategies, as well as control belief, predict different dimensions of information literacy self-efficacy"*.

In another recent probe into the bonds between the learners' degree of motivation and their achievement, Choosri and Intharaksa (2011) set about an investigation with 140 second-year vocational certificate students in electronics technology and building construction programs. Successive to questionnaire and interview analysis, the data were quantitatively analyzed through running descriptive statistics as well as t-test and correlation analysis. Based on the findings of their research, a significant correlation was reported to be at work between the learners' motivation and their English learning achievement. Moreover, instrumental motivation was found to play a more significant part in learners'

achievement, compared to integrative motivation. Finally, in an avant-garde investigation over "the effects of technological variables such as the Internet and satellite television programs, and social issues like migration and willingness for education at universities abroad on motivation for learning English as a foreign language among Iranian learners," Mehrpour and Vojdani (2012:43) worked with a sample of 238 Iranian EFL institute learners (107 females and 131 males) through the implementation of a questionnaire. The final analysis of data urged them to hold that *"technological, sociological and scientific aspects created or intensified through the process of globalization influenced Iranian EFL learners' motivation to learn English and that the participants were mainly instrumentally motivated"*.

Though the notions of emotional intelligence and motivation and their diverse repercussions and implications for pedagogy have long won the attention of several educationalists and scholars, most of the researchers' studies, to date, seem to have attended to the implications of these two psychological traits in isolation and the potential bonds between emotional intelligence and motivation in the educational settings has received quite scant attention. Furthermore, very meager heed has been given to exploring the significance of teachers' possessing a high level of emotional intelligence and its would-be impact on learners. Thus, in view of the afore-said gaps in the literature, the current study is after finding the viable correlation between the teachers' level of emotional intelligence and EFL learners' degree of motivation. By way of doing so, the researchers hope to be able to open up new horizons in enlightening the true path for education and sensitizing educational stakeholders toward the key role of such affective factors in the process of learning.

Results and Discussion Findings Gained for the First Research Questions  
RQ1: Is there a significant correlation between Iranian EFL teachers' emotional

intelligence and their learners' motivation? To analyze the first research question, Pearson product-moment correlation Coefficient was applied. The results of correlation revealed that there is a positive significant correlation between Iranian EFL teachers' emotional intelligence and EFL learners' motivation at the level of .05 ( $r = .32$ ;  $p < .05$ ). Therefore, the first null hypothesis stating "there is no relationship between Iranian EFL teachers' emotional intelligence and their learners' motivation" was rejected (see Table 4). Findings Gained for the Second Research Questions RQ2: Is there any significant difference between motivation level of elementary and pre-intermediate Iranian EFL learners? To explore the second research question, independent samples t-test was run. Before embarking on t-test analysis, it is deemed indispensable to go through the descriptive statistics. Based on the results of descriptive statistics regarding motivation level of elementary and pre-intermediate learners, the present study indicated that the mean scores of elementary learners and pre-intermediate learners had a significant difference and elementary learners were shown to be better than pre-intermediate learners in terms of motivation.

According to Levene's test, there was no equal variance, because the meaningful levels values in each of them are more than error level, ( $p = .09$ ;  $> .05$ ). The results of t-test also confirmed the significant difference between the motivation level of elementary and pre-intermediate learners ( $p = .00$ ;  $< .05$ ). Based on these findings, the second hypothesis stating that "there is no significant difference between motivation level of elementary and pre-intermediate Iranian EFL learners" was also rejected. Findings Gained for the Third Research Questions RQ3: Is there any significant relationship between Iranian EFL teachers' subscales of emotional intelligence and their learners' motivation? In order to answer this question, again use was made of Pearson product moment correlation.

According to Table 7, the results of correlation analysis indicated that all the components of Bar-On's EQ-i had positive significant correlation with learners' motivation. The relevant results are as follows: (1) adaptability and motivation ( $r = .03$ ;  $p < .05$ ), (2) intrapersonal and motivation ( $r = .19$ ;  $p < .05$ ), (3) interpersonal and motivation ( $r = .44$ ;  $p < .05$ ), (4) general mood and motivation ( $r = .26$ ;  $p < .05$ ), (5) stress management and motivation ( $r = .15$ ;  $p < .05$ ).

According to the obtained results, the third hypothesis was rejected, as well. Table 8 displays the results of multiple regressions analysis run for investigating which components of emotional intelligence had more predictive power vis-à-vis EFL learners' motivation. The amount of Durbin Watson ( $1.5 > 1.61 < 2.5$ ) indicated that the existing correlation is significant. Drawing on the results of Table 8, it can be claimed that the model containing all components of EQ can predict 41% of the EFL learners' motivation. It means that about 41% of the variation in EFL university learners' motivation can be explained by taking the 5 scales of emotional intelligence into account. Furthermore, based on Durbin Watson test results regarding the predictive power of emotional intelligence scales for learners' motivation, the following results were gained: adaptability (.64%), interpersonal (.90%), intrapersonal (.10%), stress management (.11%), and general mood (.23%). Accordingly, among the five scales of emotional intelligence, interpersonal competency was found to have the highest correlation with learners' motivation (see table 9). In line with the findings for this research question, then, the third hypothesis stating "there are no relationship between Iranian EFL teachers' sub-scales of emotional intelligence and their learners' motivation" was rejected. Is there any significant relationship between Iranian EFL teachers' emotional intelligence and their learners' sub-scales of motivation?

To investigate this research question, once more, the researchers applied Pearson correlation and found that all the components of Gardner's AMTB had positive significant correlations with teachers' emotional intelligence. The relevant results are as follow: Interest in Foreign Languages and EI ( $r = .33$ ;  $p < .05$ ), Parental Encouragement and EI ( $r = .30$ ;  $p < .05$ ), Motivational Intensity and EI ( $r = .38$ ;  $p < .05$ ), English Class Anxiety and EI ( $r = -.23$ ;  $p < .05$ ), English Teacher Evaluation and EI ( $r = .35$ ;  $p < .05$ ), Attitudes towards Learning English and EI ( $r = .33$ ;  $p < .05$ ), Attitudes towards English-Speaking People and EI ( $r = .18$ ;  $p < .05$ ), Integrative Orientation and EI ( $r = .16$ ;  $p < .05$ ), Desire to Learn English and EI ( $r = .34$ ;  $p < .05$ ), English Course Evaluation and emotional EI ( $r = .28$ ;  $p < .05$ ), English Use Anxiety Evaluation and EI ( $r = -.38$ ;  $p < .05$ ), Instrumental Orientation and EI ( $r = .25$ ;  $p < .05$ ). According to the obtained results, the fourth hypothesis was also rejected, and among the sub-scales of motivation, Motivational Intensity was found to have the highest correlation with teachers' emotional intelligence.

## **2.11 Previous Studies**

Sayed Jalal explored the area of emotional intelligence and came up with the following study. Students who have higher IQ scores considered more intelligent, but recently studies showed that EQ can be more powerful than IQ (Hasanzadeh & Shahmohamadi, 2011). The effect of emotions on learning can be either positive or negative. But the effect of emotional intelligence on learning experience is positive and it can promote good study behavior (Sucaromana, 2012). Researches proved that students who are independent and able to express themselves, and like to learn new language are more successful (Hasanzadeh & Shahmohamadi, 2011). Students and teachers at school with high EQ have better proficiency in standardized tests and have good atmosphere in the classroom which makes it easier to learn (Holt & Jones, 2005). Children should be educated with emotional intelligence skills in

order to reduce anxiety and temperamental problems and increase their functions (ShojaHeidari, 2009). Learning a language is more pertinent to emotional intelligence than other subjects like math (Alavinia & Mollahosseini, 2012).

The history of EI originated from the concept of social intelligence which is the ability to empathize with others and behave correctly in social relationships (Zarafshan & Ardeshiri, 2012). The word “intelligence” did not appear in books before the twentieth century. In the past, individual differences like EI was ignored to have a role in teaching and learning a language but studies revealed that beside IQ’s role EI may have a role in this system too (Alavinia & Mollahosseini, 2012).

**Salovey and Mayer (1990)** in their Emotional Intelligence article claimed that emotional intelligence is the subset of social intelligence that monitors a person’s own emotions and even others’ emotions and feelings and discriminate among people. Previous studies indicates that people with higher EI are more successful in social competent, relationships, and they are more interpersonally sensitive than people with lower EI (Lopes, Salovey, & Straus, 2003).

**Pishghadam and Moafian (2008)** studied on the role of EI on teachers’ success in language teaching at high schools. 93 English teachers were selected from different high schools in Mahshad, Iran. The findings indicate that there wasn’t any significance relationship between emotional intelligence and teachers’ success in language teaching. To determine the relationship between emotional intelligence and language proficiency and the effect of gender on language proficiency,

**Razmjoo (2008)** researched on 278 PhD candidates at Shiraz University. EQ questionnaire and a 100-item Proficiency test were distributed among participants. The findings indicate that there was no significant relationship between participants’ language proficiency and their combination of intelligences.

Also, the results revealed that there was no difference between male and female participants and between their emotional intelligences and language proficiency.

**Pishghadam (2007)** studied the relationship between 528 Iranian university students' emotional intelligence and their language achievement in Tehran. At the end students' emotional intelligence scores were correlated with their Grade Point Average (GPA), and with their scores at listening, speaking, reading and writing. The results showed that students' language achievement is correlated with stress management and EQ level.

**Aghasafari (2006)**, worked on the relationship between emotional intelligence and second language learning strategies among 100 sophomore Azad University students in Iran. The results proved that there was a relationship between emotional intelligence and language learning strategies. The results of these studies help us to understand the relation between EQ and second/foreign language achievement. However, in this study we're not talking about how to improve emotional intelligence. This research is an attempt to prove the relationship between EQ and students' achievement and also to fulfill the gap in this area.

Although many teachers might be aware of the importance of multiple intelligences on the one hand and emotional intelligence on the other hand in Iranian EFL contexts at university levels, a few of them try to increase this particular type of intelligence on the part of the students. The problem that gives rise to this study is a shortage of evidence about the relationship between a teacher with low level of EI cannot expect to increase his/her students' emotional intelligence. Emotional intelligence of teachers should be promoted so students learn better (Sucaromana, 2012). Several research studies (e.g., Epstein, 1998; Nelson & Low, 2003) indicate that the focus of present educational system is on

cognitive aspects not on emotional mind. Psychologists found factors which are good for human beings but they're seeking to find future harm to self and others by identifying harmful behaviors which effect person's decision (Tomczak, 2010).

The purpose of this quantitative study was to investigate the relationship between emotional intelligence and students' academic achievement. Participants included 115 EFL and non-EFL students, out of which eighty-six were homogenized. The quantitative portion of this exploratory research was completed using a survey. Levels of students' emotional intelligence were explored through the use of a survey instrument created for this study. Finally the collected data were analyzed using frequencies, percentages, means and standard deviations.

**(by Seyed Jalal Abdolmanafi Rokni English Department, Golestan University, Gorgan, Iran)**

There has been a controversy between researchers over the influence of IQ and EQ on academic achievement, especially on language learning proficiency in an EFL context.

**Sifarian (1992)** examined the nature of the connection between intelligence and inductive reasoning and language learning in general. Results revealed the presence of a median correlation between IQ and foreign language proficiency.

**Salahi (1998)** investigated the effects of intelligence on the performance of EST (English for Science and Technology) students on reading comprehension. Ninety-three male and female ESP (English for specific purpose) students of Islamic Azad University participated in this research. The main finding of this study was that there existed a weak relationship between intelligence and reading-comprehension achievement.



**Szilvia (2007)** examined the components of foreign language learning and their connection with learning motivation and other characteristics of students, such as intelligence, learning orientations, self-concept, locus of control, and school achievement. According to those results, intelligence is not connected closely to learning or language learning motivation.

**Chao (2003)** studied the relationship between foreign language anxiety and emotional intelligence in a sample of 306 EFL students in Taiwan. The researcher concluded that emotional intelligence skills can serve as global indicators of academic achievement and language learning.

**Aghasafari (2006)** investigated the relationship between EQ and language learning strategies among 100 EFL sophomore participants at Ghazvin Islamic Azad University. The results indicated that there was a positive relationship between overall emotional intelligence and language learning strategies.

**Fahim and Pishghadam (2007)** explored the relationship between EQ, IQ, and verbal intelligence with students majoring in English language. They found that academic achievement was strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general mood competencies). Moreover, it was found that academic achievement did not correlate greatly with IQ, but was strongly associated with verbal intelligence, which is a subsection of the IQ test. In yet another study, Pishghadam (2009) explored the impact of emotional and verbal intelligence on English language success in Iran. To fully understand the nature of learning, he calculated and analyzed both the product and process data. The result of the product-based phase demonstrated that emotional intelligence is instrumental in learning different skills, specifically, productive ones. In the process-based phase, the analysis of oral and written modes of language exhibited the effects of emotional and verbal

intelligences on turn-taking, amount of communication, the number of errors, and writing ability.

**Skourdi and Rahimi (2010)** equally investigated the relationship between emotional intelligence and linguistic intelligence in acquiring vocabulary among sixty-six EFL junior students from Shiraz Azad and Shiraz Universities. Findings revealed that there was a positive relationship between emotional intelligence and linguistic intelligence, between emotional intelligence and vocabulary knowledge, and between linguistic intelligence and vocabulary knowledge. Emotional intelligence was found to be a potential predictor for linguistic intelligence, and vice versa. Furthermore, multiple regressions showed that linguistic intelligence was a better predictor of receptive vocabulary knowledge than emotional intelligence.

The study aimed to answer the following questions:

1. Is there a significant relationship between EQ and the reading-comprehension proficiency of EFL university students?
2. Is there a significant relationship between IQ and the reading-comprehension proficiency of EFL university students?
3. Do the students with higher EQs outperform the students with higher IQs in reading-proficiency tests?

The result of the study showed that there is a significant correlation between the EQ, IQ and language learning (reading comprehension). This study goes on the same direction the current study goes on.

### **Zargham Ghabanchi Ferdowsi University of Mashhad**

Emotional Intelligence (EI), a concept rooted in the theory of social intelligence, is the combination of factors which allows a person to feel, to be

motivated, to regulate mood, to control impulse, to persist in the face of frustration, and thereby to succeed in day to day living also, EI is a different way of being smart (Goleman, 1995). In recent years, there has been a substantial amount of interest in individual differences among learners. They bring to the language learning situation a wide spectrum of individual differences that influence the learning rate and the ultimate learning results. It is worth mentioning that intelligence is often thought to be one of the most significant predictors of language learning Success. Students who receive higher intelligence quotient (IQ) scores are usually considered more intelligent. Intelligence as a general concept encompasses social and emotional factors besides the cognitive factors.

**Goleman (1995)** stresses that, IQ contributes about 20 percent to the factors that determine life success; the rest is related to other factors including EI. Emotional intelligence refers to the capacities to recognize and regulate emotions in ourselves and in others. EI can be as much powerful, and at times, more powerful than IQ in predicting success in various life challenges (Goleman, 1995). By development of the concept of EQ, different issues and variables are attributed to it.

**Sternberg (1997)** believes that academic achievement and intelligence are not measured only by academic scores, and we should consider people skills and attitudes. Sternberg researches on intelligence resulted into a new theory called “successful intelligence” and he (1997) believes that successful intelligent is required to achieve success in life and this theory is substantially broader than conventional theories of intelligence. It defines intelligence in terms of the ability to achieve one’s goals in life Conventional views of intelligence favor individuals who are strong in memory and analytical abilities, while to achieve success in life, practical and creativity abilities are important. Speaking is "the process of building

and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching.

Previous studies have been carried out to investigate the relations of affective factors including Emotional Intelligence of learners with distinctive areas of learning a foreign language. Most of the research which has been done till now in Iran about emotional intelligence and its relation with various skills of learning strategies, are about listening, reading and writing strategies. In comparing with other skills, quite a few studies have been conducted to explore the effects of emotional intelligence in speaking skill. This research was determined to compensate the failure and pay more attention to this field. Globalization has encouraged everybody to get the knowledge of English as a second language. English language then has become the international language for communication.

This paper specifically concerned on discovering the relationship between student Emotional Intelligence and their English speaking performance in intermediate EFL learner among gender. In addition, this study also tried to find out which dimensions of Emotional Intelligence such as Self-Awareness, Self-Control, Self-Motivation, Empathy and Social skills, can mostly predict students' English speaking ability. This study employed the theory of Emotional Intelligence of Goleman which defines EI as the way in which an individual processes information about emotion and emotional responses. Furthermore, oral presentation was administered to measure students' English speaking ability. The students were asked to deliver a speech in English language.

This study was an attempt to investigate the relationship between speaking proficiency of Iranian EFL learners and their Emotional Intelligence (EI) and gender. To this end, 40 students aged 16 to 19 from Avaye Zaban Institute in Tehran during the academic year of 2015-2016 took part in this study. The data was analyzed through SPSS (21), using descriptive statistics and analysis of the results of the Nelson English Language Test, Bar-On Emotional Quotient Inventory, and Farhady et al. speaking proficiency scales. The results of this study showed that there was a significant relationship between EI and the intermediate Iranian learners' speaking performance. Besides, a significant relationship was found between their EQ scores and the amount of their English language proficiency on fluency. Finding of the study also showed that there was a significant difference in problem solving, independence, self-actualization, optimism, and self-regard components of emotional intelligence. This indicates that the emotional capacity of male and female students has developed differently, and they have their own strengths and weaknesses when it comes to emotional intelligence. Keywords: Emotional Intelligence (EI), Gender Differences, Speaking Performances

**Ira and Mohammad Reza Oroji EQ does not play important role in language learning (Kafieh Salar Department of English, Damavand Branch, Islamic Azad University, Damavand, \* Department of English, Zanjan Branch, Islamic Azad University, Zanjan, Iran)**

Many researchers came up with the result which says that It is not necessary to have a really high EQ, to become a successful language learner. however, I would suggest that the higher it is, the more likely you are to find ways that work for you. For ones who have a low EQ they are more likely to be not open to

exploring other ways of learning. Instead they are more likely to readily give up on themselves when it all seems like a giant struggle.

**Parviz Alavinia, Alireza Bonyadi, Nasim Razavi, On the Correlation between Teachers' Emotional Intelligence and Learners' Motivation: The Case of Iranian EFL Learners**

Though the concept of Emotional Intelligence (EI) emerged in the 1970s and 80s, the popularization of this world-shattering theory was mainly materialized through attempts by its leading pioneers, Goleman and Bar-On, around mid-90s. Among the manifold psychological traits which have made their ways to and through the pedagogical arenas, emotional intelligence is thought to enjoy a more exalted status, and evidence for this claim comes from the eye-catching outburst and conspicuous augmentation in the extent of work being done in the recent years on diverse ramifications of emotional intelligence for educational, academic, occupational, and lifelong success. Lying at the heart of emotional intelligence theory is the once-queer postulation that emotion and reason are two inseparable axes and guarantors of an individual's overall success in varied life domains. Ignorance of emotions having its roots in the ideology of early philosophers like Aristotle, and negative outlook held regarding the adverse role of affective factors in human development had brought about irrevocable harms, particularly in the realm of education. Indeed, the instigation of EI as an avant-garde psychological theory helped put an end to such deleterious and injurious views, and, by way of doing so, it aided pedagogy to enter a new unparalleled phase.

Another paramount, yet partially under-researched psychological trait, motivation has been recognized by Brown (2007: 168) as "undoubtedly the most frequently used catch-all term for explaining the success or failure of virtually any complex task." Ellis (1994:36) states that motivation "affects the extent to which

individual learners persevere in learning the L2, the kinds of learning behaviors they employ and their actual achievement". Richards and Schmidt (2002: 343) describe motivation as "the driving force in any situation that leads to action." Noels (2001:110) maintains that "motivation is basically the extent of the effort of individual to achieve the goal of language learning because of a desire to do so and of favorable attitudes toward such language". Csiz'er and Dörnyei (2005), on the other hand, define the term as the desire to achieve one's ideal language self by reducing the discrepancy between one's actual and ideal.

selves. As such, this motivation will be dependent on the learner's ability to develop a salient vision of the self as an agreeable, competent, and successful L2 user (p.30). Being informed of the key role emotional intelligence is said to play with regard to general educational/academic achievement (Brewer & Burgess, 2005; Fernandes & Rego, 2004; Low & Nelson, 2004; Parker, Summerfeldt, Hogan & Majeski, 2001; Saville-Troike, 2006), and postulating that teachers' possession of a high level of emotional intelligence is liable to bring about an augmentation in their learners' motivation and crave for learning, the researchers in the current study strived to probe the issue through the implementation of a partially full-fledged experiment. Further incentive for performing the present scrutiny came from MacIntyre's (2002) claim holding that emotions "just might be the fundamental basis of motivation, one deserving far greater attention in the language learning domain" (p. 45). Thus, to put it more clearly, the researchers in the current study were after finding the would-be correlation between the teachers' emotional intelligence and Iranian EFL learners' motivation. In so doing, the learners' gender and levels of proficiency were also kept within control. To be able to come up with kosher expositions and justifications as to the study postulations, the following research questions were formulated:

RQ1: Is there a significant correlation between Iranian EFL teachers' emotional intelligence and their learners' motivation?

RQ2: Is there any significant difference between motivation level of elementary and pre-intermediate Iranian EFL learners?

RQ3: Is there any significant relationship between Iranian EFL teachers' sub-scales of emotional intelligence and their learners' motivation?

RQ4: Is there any significant relationship between Iranian EFL teachers' emotional intelligence and their learners' sub-scales of motivation?

**Bar-on (1997)** describes emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14). His emotional intelligence model encompasses five broad areas of skills or competencies known as intrapersonal, interpersonal, adaptability, stress management, and general mood. Faced with the sizable body of work on myriad gains resulting from a high level of emotional intelligence, the researchers in the current study decided to simply go through the most recent investigations on the issue, as a comprehensive coverage of EI studies within the limited scope of this article looked quite daunting and unfeasible.

**Pishghadam (2009)** embarked on a project with 508 (134 males and females 374) university students. The participants of this study were all sophomore EFL learners studying in four Iranian universities located in Tehran and Mashhad. Based on the findings of the study, the researcher concluded that emotional factors, especially intrapersonal competencies and stress management abilities, can be of considerable importance in Iranian context of learning. In another recent comparative analysis of pre-service teachers' perceptions of self efficacy and emotional intelligence, carried out with 248 Turkish pre-service teachers (132



males, 116 females), Gürol. Özercan and Yalçın (2010) came up with no significant difference in the levels of EI and self-efficacy among pre-service teachers in terms of their gender. Drawing on the upshots of the study, these researchers argued that both male and female pre-service teachers can be equally successful in teaching.

**Labbağ, Ansari and Masoudi (2011)** strived to pinpoint the potential effect of emotional intelligence on different dimensions of learning organization. To conduct the study, these researchers randomly selected 86 respondents (education officials and Library assistants). Following the likert-type questionnaire analysis and resorting to the results of regression analysis, they concluded that "EI had significant positive impact on dimensions of Learning Organization, clarity of mission and vision, effective transfer of knowledge and teamwork and group problem solving" (p. 536). In their hunt for the possible impact of emotional intelligence and self-efficacy beliefs on high school students' achievement.

**Yazici, Seyis and Altun (2011)** used a sample of 407 participants (236 females and 171 male high school learners). Successive to the analysis of data gained through emotional intelligence and self-efficacy questionnaires, they found that gender, age and self-efficacy act as the major predictors of learners' academic achievement. Their study further came up with the existence of an interaction effect between academic achievement and the learners' socio-economic status. Moreover, females' academic achievement was reported to be significantly higher than that of male participants. In another recent probe into the viability of emotional intelligence enhancement.

**Alavinia (2012)** strived to find the possible impact of schooling with a particular major on the learners' emotional enhancement. The participants of this study were 371 male and female Iranian academic EFL learners who studied in

five different majors, and the main instrument utilized for data collection was Bar-On's EQ-i. Making use of two-way ANOVA, Post Hoc analysis (Scheffe test), as well as simple and repeated contrast tests, the researcher claimed that though a few areas of emotional intelligence were found to be affected by differences in learners' majors, none were influenced by differences in their grades of study. Furthermore, in their probe into the viable relationship between emotional intelligence and self-efficacy of Iranian EFL university professors, Alavinia and Kurosh (2012) came up with a significant correlation between the participants' scores on emotional intelligence and self-efficacy. The participants of this study were some 50 EFL university professors from whom the data were tapped through the use of Bar-On's EQ-i questionnaire and Tschannen-Moran and Woolfolk Hoy's self-efficacy scale. The final upshots of this study further revealed that the participants' ages and their years of teaching experience were of no interaction effect regarding the correlation between the subjects' emotional intelligence and their self-efficacy. Finally, in an attempt to come up with a lucid view as to the go-togetherness between EFL teachers' emotional intelligence and their burnout level, Alavinia and Ahmadzadeh (2012:37) used 75 high school EFL teachers who were then administered Bar-On's EQ-i and Maslach Burnout Inventory-Educators Survey. Subsequent to feeding the data into SPSS and running Pearson Product-Moment Correlations, regression analyses and independent-samples t-tests, these researchers found that a reverse correlation existed between the participants' EI and their burnout level, i.e. the more emotionally intelligent they were, the less they were found to suffer from burnout. Also, based on the findings of this study, "age and teaching experience were positively correlated with EI and reversely correlated with teacher burnout. Finally, significant differences among teachers' burnout (but not their EI) were found with respect to gender".

## **2.12 Conclusion**

The current study strived to find the potential correlation between Iranian EFL teachers' emotional intelligence and their learners' motivation in a sample comprising 240 EFL learners and 26 EFL institute teachers. Altogether, the obtained results showed that there is a positive significant correlation between teachers' emotional intelligence and EFL learners' motivation in Iranian context, which, in turn, indicates that teachers' emotional intelligence plays a key role in making EFL learners' more motivated in the process of learning. It is important to note that prior researchers had approximately ignored the linkages between emotional intelligence and motivation and hence the current study was developed with the intention of filling in this research gap. The findings obtained in the present investigation can have manifold implications for all the stakeholders in the educational arena, in particular the teachers and teacher trainers. An awareness of the salience of teachers' emotional intelligence and its role in motivating the learners can help sensitize the teacher trainers toward this paramount issue which will, in turn, result in gaining better educational outcomes. After all, the inclusion of some preparatory courses allotted to developing and upgrading such crucial psychological traits in novice teachers might be a possible beneficial recommendation which is thought to help invigorate the pedagogical endeavors.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

A total of 30 EFL undergraduate students studying in AL-JOUF University were selected as the sample of this study. According to the result of the quantitative questionnaire they will do we have to finally come up with results and carry on the study. All the recommendations and the suggestions will be based on the result of the questionnaire. The questionnaire targets the level of the intelligence of the students and how this affects their English learning. The questionnaire was given to the high achievers to prove the hypotheses and see if there is actual relation between EQ and EFL. Knowing the nature of the relation is essential and a focal point, by knowing how much EQ plays a role and what other than EQ can be even beneficial and a source of energy there. The researcher also used observation method to collect the data. Since the researcher has been working with the same students at the same place (JOUF University), he could use the observation method due to his knowledge of the student's attitudes and behaviors.

#### **3.1 Population of the Study**

The population of this study was drawn exclusively from the students of AL-JOUF University and also the teachers of English from various of AL-JOUF University.

#### **3.2 Sample of the Study**

The sample is randomly selected from the students of AL-JOUF University chosen from the subject they are about 30 students.

### **3.3 Procedure of the Study**

The data obtained by means of a questionnaire which had been analyzed by using calculation statistical procedures. The collected data is analyzed by computing percentages and tables were used to convey statistical information.

### **3.4 Tools of Data Collection**

The procedure which were followed in collecting the data for this study. They were questionnaire for students'. The questionnaire was designed in English language to test the hypotheses of the study, it includes (25) statements and multiple choices as: (1) Agree (2) Strongly agree (3) Neutral(4)

Disagree(5)Strongly disagree. The information was collected through a self-administered questionnaire distributed personally to the subject of this study.

#### **3.4.1 Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. However, a problem with questionnaire is that respondents may lie due to social desirability. Most people want to present a positive image of them and so may lie or bend the truth to look good, e.g., pupils would exaggerate revision duration. Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions and,

intentions of relatively large numbers of subjects more cheaply and quickly than other methods. An important distinction is between open-ended and closed questions. Often a questionnaire uses both open and closed questions to collect data. This is beneficial as it means both quantitative and qualitative data can be obtained. The positive points about using the questionnaire:

- (1) They can be economical. This means they can provide large amounts of research data for relatively low costs. Therefore, a large sample size can be obtained which should be representative of the population, which a researcher can then generalize from.
- (2) The respondent provides information which can be easily converted into quantitative data (e.g., count the number of 'yes' or 'no' answers), allowing statistical analysis of the responses.
- (3) The questions are standardized. All respondents are asked exactly the same questions in the same order. This means a questionnaire can be replicated easily to check for reliability. Therefore, a second researcher can use the questionnaire to check that the results are consistent.

### **3.5 Reliability of Questionnaire**

The study uses the SPSS programme for statistical and analytical operation. The research use present correction and the results options.

### **3.6 Validity of Questionnaire**

The questionnaire is said to be valid if it measures what it is intended to measure. five lecturers judged the questionnaire and confirmed its validity. They confirm every question separately. Based on their comments, the questionnaire was put in its final draft. Thus the questionnaire is valid and reliable.

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

$\Sigma$ : Sum

$$R = \frac{2 \times r}{1 + r}$$

$$\text{Val} = \sqrt{\text{reliability}}$$

$$\text{Correlation} = 0.80$$

$$R = \frac{2 \times r}{1 + r} = \frac{2(0.80)}{1 + 0.80} = \frac{1.6}{1.80} \quad \text{Reliability} = \underline{0.89}$$

$$\text{Val} = \sqrt{0.89} \quad \text{Validity} = \underline{0.94}$$

## CHAPTER FOUR DATA ANALYSIS AND DISCUSSION

### 4.0 Introduction

This chapter is concerned with the analysis of the research data gathered by the research's instruments: firstly, the questionnaire which was designed for teachers and; secondly, the test which had taken place with students, summary and discussion of the results.

### 4.1 The Analysis of the Result of the Questionnaire

**My emotions generally have a strong impact on the way I behave**

**Table(4.1)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 14        | 46.7    |
| Strongly agree | 5         | 16.7    |
| Neutral        | 6         | 20.0    |
| Disagree       | 5         | 16.7    |
| Total          | 30        | 100.0   |

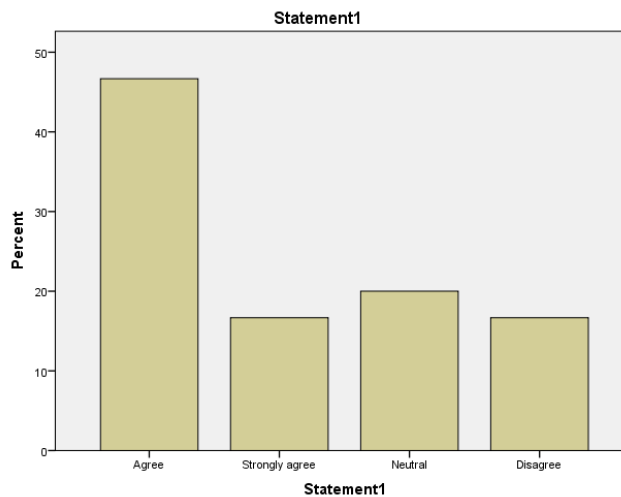


Figure (4.1)

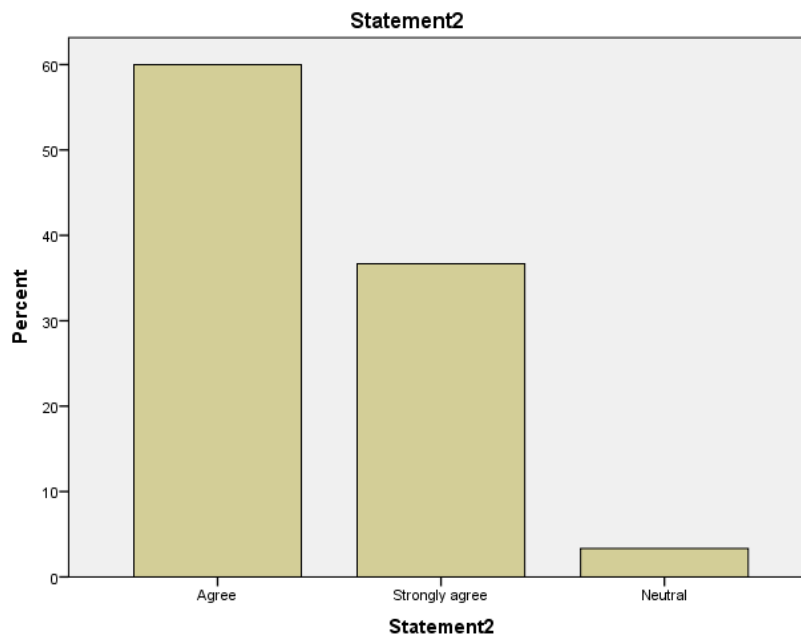
It is clear from the above table (4.1) and figure (4.1) that there were 19 (63.4%) participants who agreed that my emotions generally have a strong impact on the way I behave, (20%) neutral and (16.7 %) disagreed.



**I am generally guided by my goals and values.**

**Table (4.2)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 18        | 60.0    |
| Strongly agree | 11        | 36.7    |
| Neutral        | 1         | 3.3     |
| Total          | 30        | 100.0   |



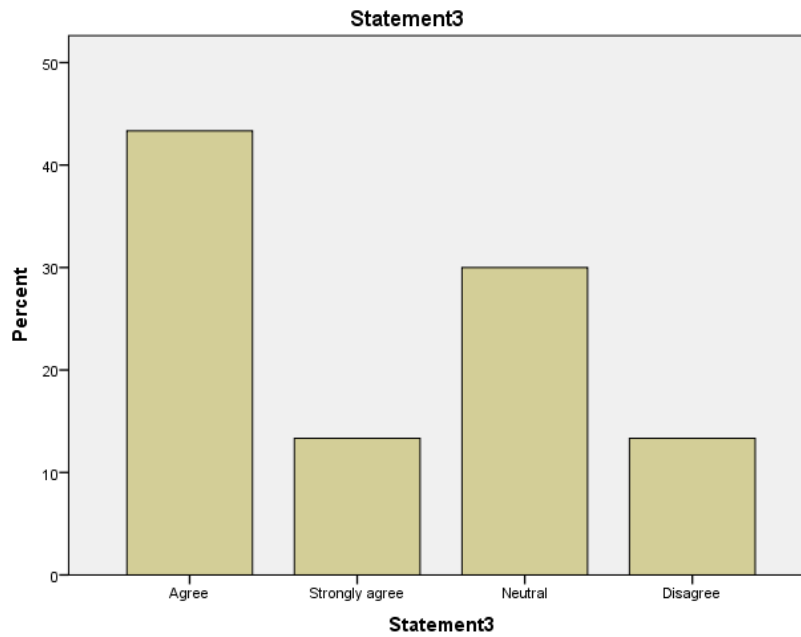
**Figure (4.2)**

The statistical analyses of statement (2) in table and diagram (4.2) show that (42.7%) of the respondents agreed. (3.3%) of the sample choose the answer neutral that I am generally guided by my goals and values. Thus the statement is accepted.

**When I am under pressure, I generally have changed behaviors from normal.**

**Table(4.3)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 13        | 43.3    |
| Strongly agree | 4         | 13.3    |
| Neutral        | 9         | 30.0    |
| Disagree       | 4         | 13.3    |
| Total          | 30        | 100.0   |



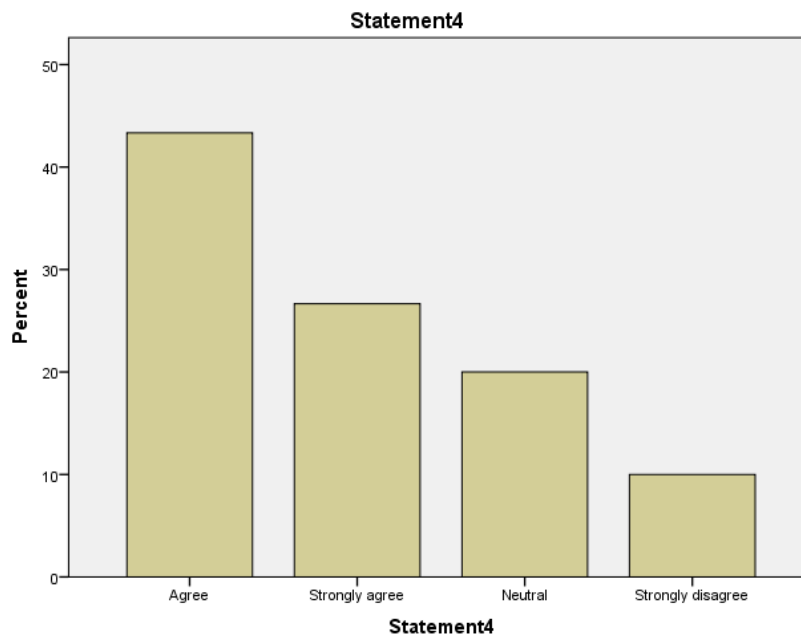
**Figure (4.3)**

The following figure table summarized the above table (56.6%) of the respondents agreed that when I am under pressure, I generally have changed behaviors from normal, neutral (30%) and (13.3%) disagreed. These results indicate that when I am under pressure, I generally have changed behaviors from normal.

**I generally learn most by actively doing activities.**

**Table(4.4)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 13        | 43.3    |
| Strongly agree    | 8         | 26.7    |
| Neutral           | 6         | 20.0    |
| Strongly disagree | 3         | 10.0    |
| Total             | 30        | 100.0   |



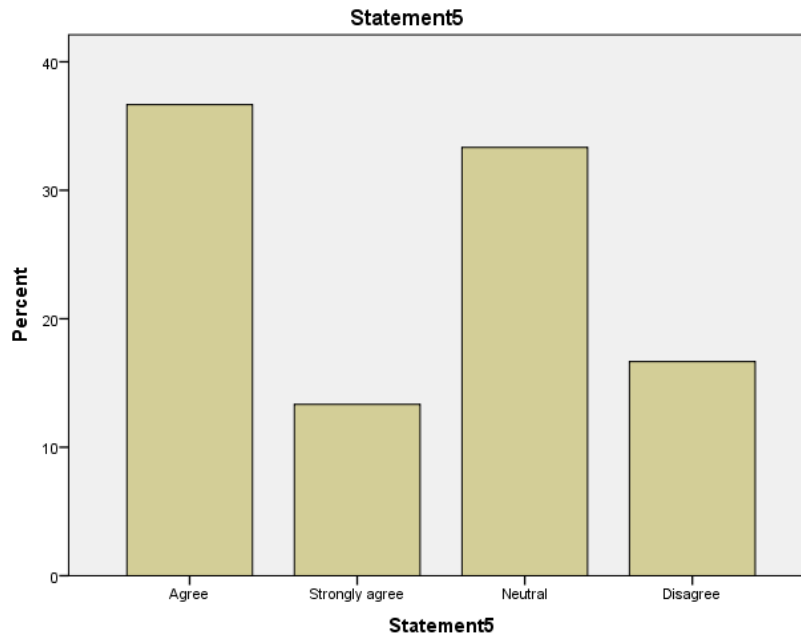
**Figure (4.4)**

Table and diagram (4.4) show that, (70%) of the respondents agreed with the statement, (20 %) of the sample's answer neutral with the statement and strongly disagreed (10%), therefore the statement is accepted.

**Where there are uncertainties and pressures, I am always decisive and make sound decisions.**

**Table(4.5)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 11        | 36.7    |
| Strongly agree | 4         | 13.3    |
| Neutral        | 10        | 33.3    |
| Disagree       | 5         | 16.7    |
| Total          | 30        | 100.0   |



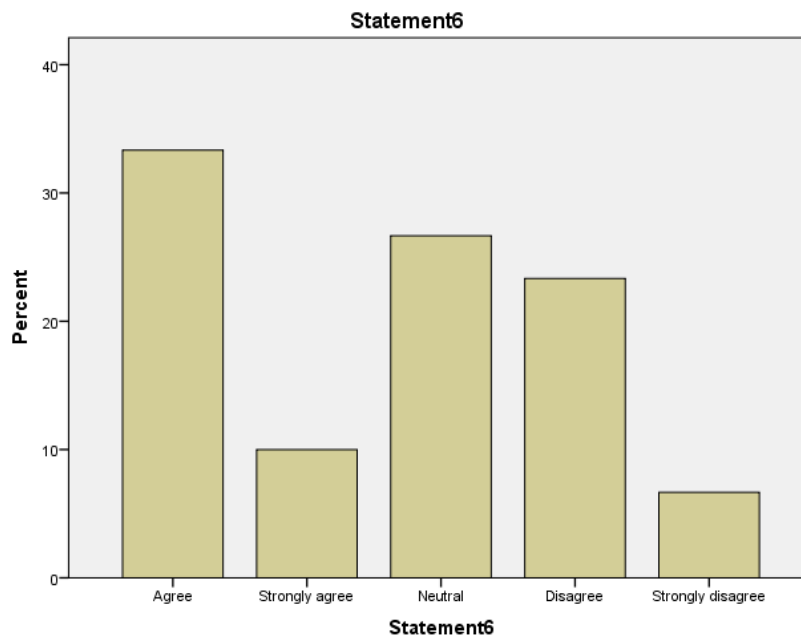
**Figure (4.5)**

The following figure table summarized the above table (50%) of the respondents agreed that when I am under pressure, where there are uncertainties and pressures, I am always decisive and make sound decisions, neutral (33.3%) and (16.7%) disagreed. These results indicate that where there are uncertainties and pressures, I am always decisive and make sound decisions.

**I always voice views that most others agree with and support.**

**Table(4.6)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 10        | 33.3    |
| Strongly agree    | 3         | 10.0    |
| Neutral           | 8         | 26.7    |
| Disagree          | 7         | 23.3    |
| Strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



**Figure (4.6)**

Table and diagram (4.6) show that, (43.3%) of the respondents agreed with the statement, (26.7%) of the sample's answer neutral with the statement and disagreed (30%), therefore the statement is accepted.

## I always like to take on new challenges

**Table(4.7)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 12        | 40.0    |
| Strongly agree    | 12        | 40.0    |
| Neutral           | 4         | 13.3    |
| Disagree          | 1         | 3.3     |
| Strongly disagree | 1         | 3.3     |
| Total             | 30        | 100.0   |

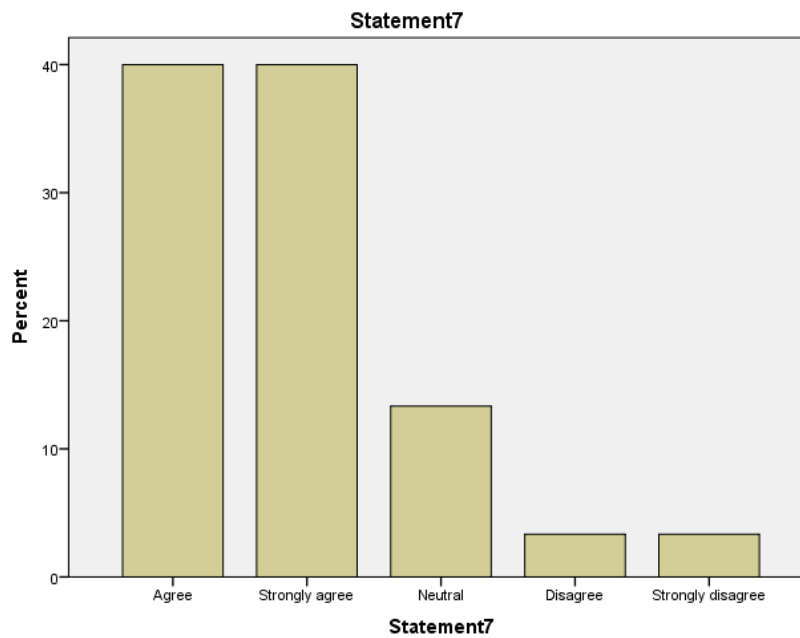


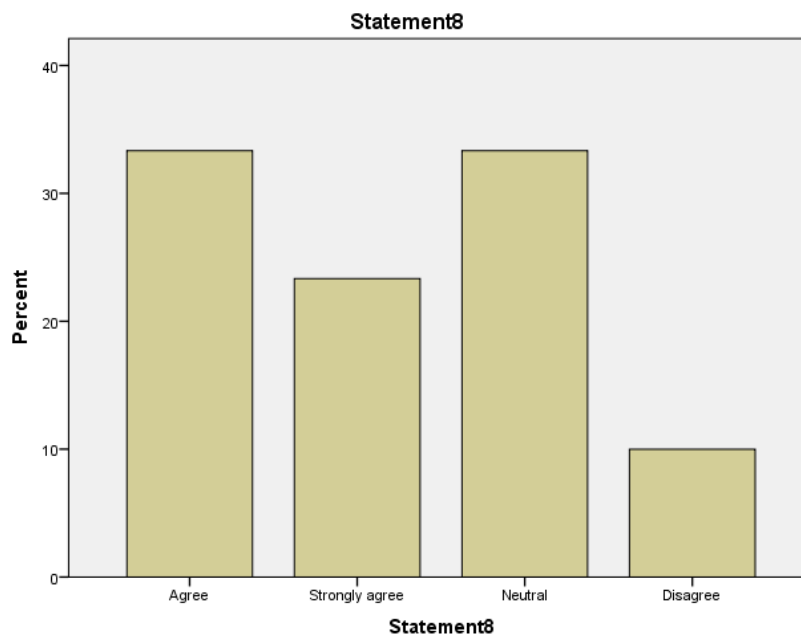
Figure (4.7)

Table and diagram (4.7) show that, (80%) of the respondents agreed with the statement, (13.3%) of the sample's answer neutral with the statement and disagreed (6.6%), therefore the statement is accepted.

**I generally inspire confidence in others.**

**Table(4.8)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 10        | 33.3    |
| Strongly agree | 7         | 23.3    |
| Neutral        | 10        | 33.3    |
| Disagree       | 3         | 10.0    |
| Total          | 30        | 100.0   |



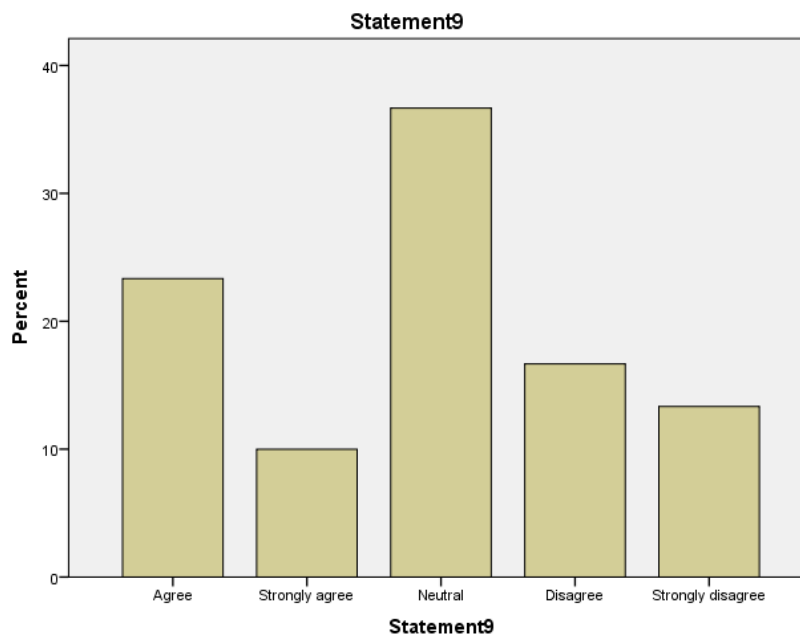
**Figure (4.8)**

Table and diagram (4.8) show that, (56.6%) of the respondents agreed with the statement, (33.3 %) of the sample's answer neutral with the statement and disagreed (10%), therefore the statement is accepted.

## I generally allow my emotions and moods to impact on my behaviors

**Table(4.9)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 7         | 23.3    |
| Strongly agree    | 3         | 10.0    |
| Neutral           | 11        | 36.7    |
| Disagree          | 5         | 16.7    |
| Strongly disagree | 4         | 13.3    |
| Total             | 30        | 100.0   |



**Figure (4.9)**

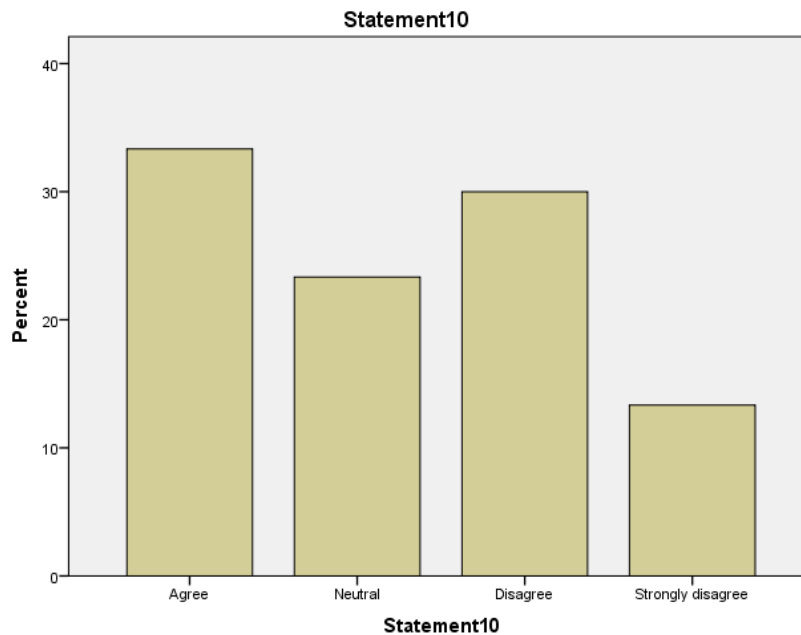
Table and diagram (4.9) show that, (33.3%) of the respondents agreed with the statement, (36.7%) of the sample's answer neutral with the statement and disagreed (30%), therefore the statement is accepted.



**When I am under pressure I get easily distracted in other things**

**Table(4.10)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 10        | 33.3    |
| Neutral           | 7         | 23.3    |
| Disagree          | 9         | 30.0    |
| Strongly disagree | 4         | 13.3    |
| Total             | 30        | 100.0   |



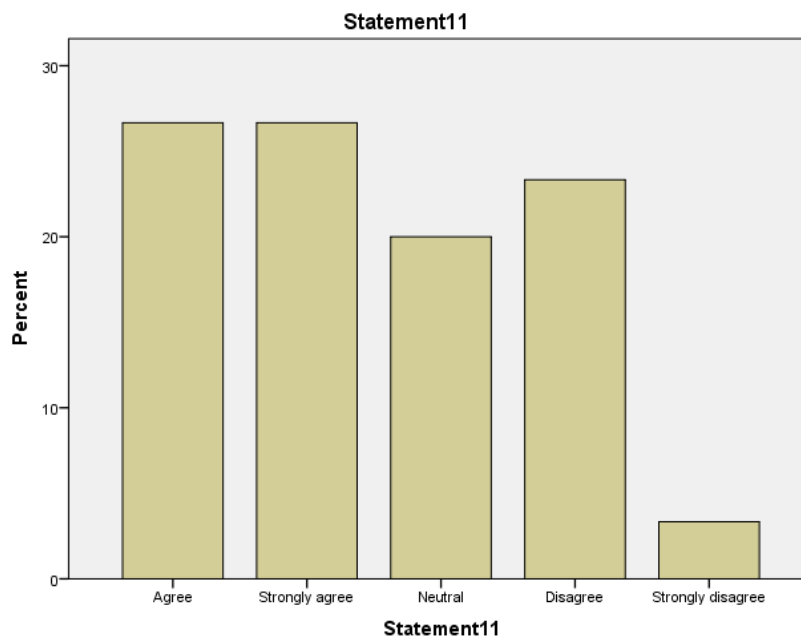
**Figure (4.10)**

It is clear from the above table (4.10) and figure (4.10) that there were 17 (33.3%) participants who agreed that when I am under pressure I get easily distracted in other things, (23.3%) neutral and disagreed(43.3%).

## I always do only what I have to do

**Table(4.11)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 8         | 26.7    |
| Strongly agree    | 8         | 26.7    |
| Neutral           | 6         | 20.0    |
| Disagree          | 7         | 23.3    |
| Strongly disagree | 1         | 3.3     |
| Total             | 30        | 100.0   |



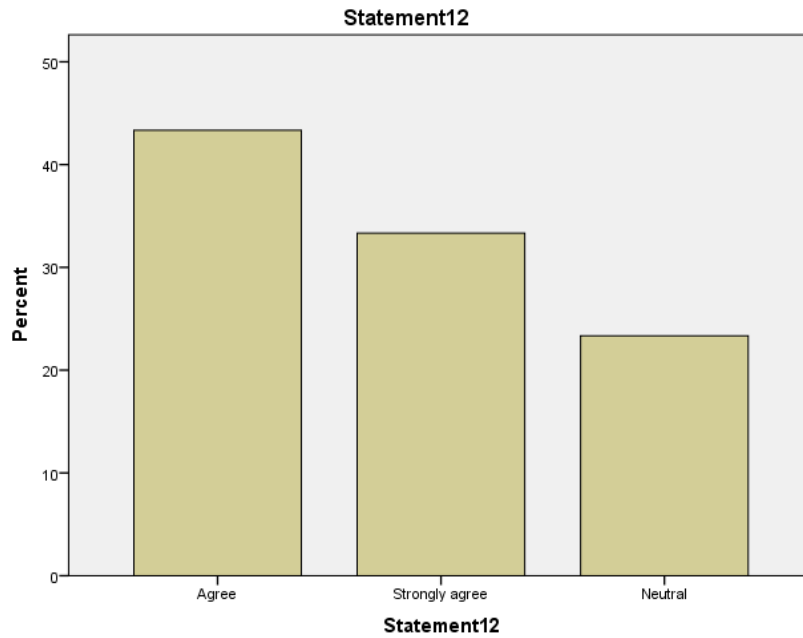
**Figure (4.11)**

Table and diagram (4.11) show that, (53.4%) of the respondents agreed with the statement, (20 %) of the sample's answer neutral with the statement and disagreed (26.6%), therefore the statement is accepted.

## Trust by others is built through reliability and authenticity

**Table(4.12)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 13        | 43.3    |
| Strongly agree | 10        | 33.3    |
| Neutral        | 7         | 23.3    |
| Total          | 30        | 100.0   |



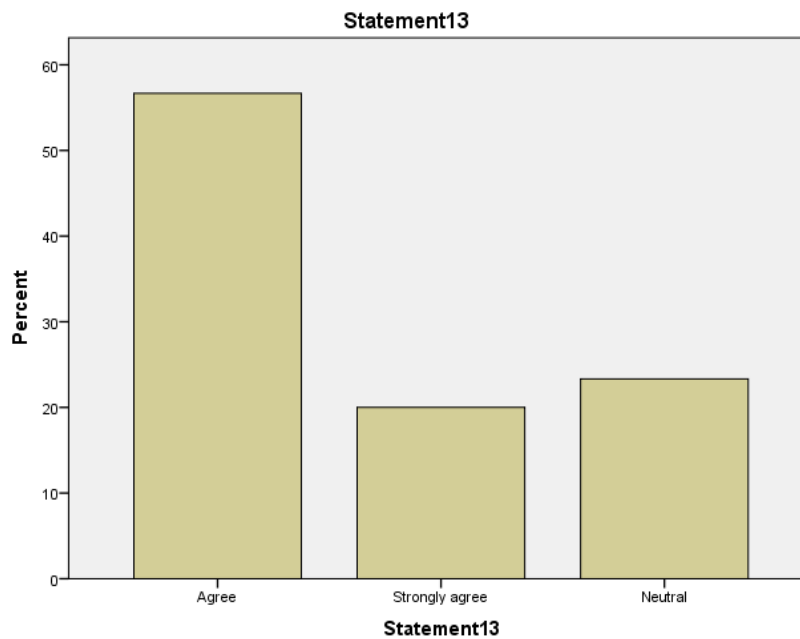
**Figure (4.12)**

It is clear from the above table (4.12) and figure (4.12) that there were 23 (76.7%) participants who agreed that Trust by others is built through reliability and authenticity, (23.3%) neutral.

## I am always flexible in how I see events

**Table(4.13)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 17        | 56.7    |
| Strongly agree | 6         | 20.0    |
| Neutral        | 7         | 23.3    |
| Total          | 30        | 100.0   |



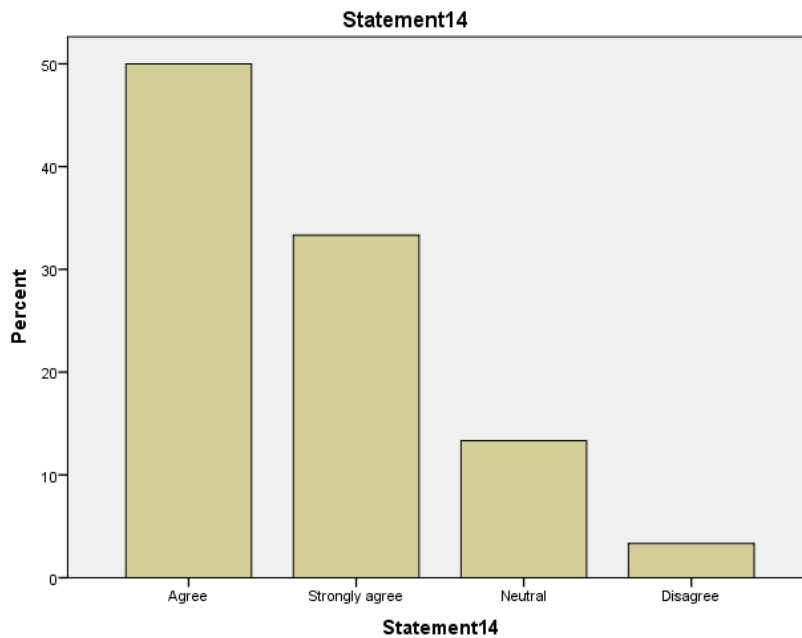
**Figure (4.13)**

Table and diagram (4.13) show that, (76.7%) of the respondents agreed with the statement, (23.3%) of the sample's answer neutral with the statement, therefore the statement is accepted.

**During changing situations, I always work hard to try and keep up with the demands**

**Table(4.14)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 15        | 50.0    |
| Strongly agree | 10        | 33.3    |
| Neutral        | 4         | 13.3    |
| Disagree       | 1         | 3.3     |
| Total          | 30        | 100.0   |



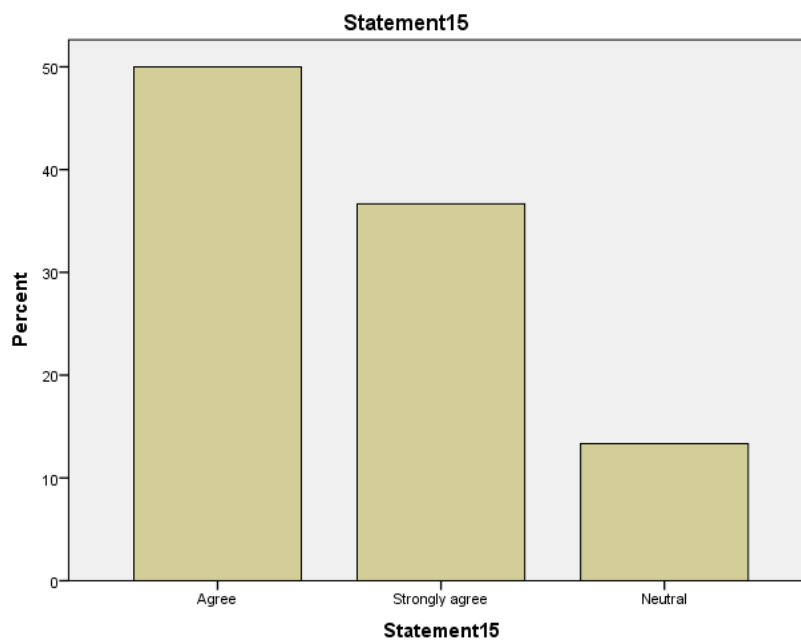
**Figure (4.14)**

Table and diagram (4.14) show that, (83.3%) of the respondents agreed with the statement, (13.3%) of the sample's answer neutral with the statement and disagreed (3.3%), therefore the statement is accepted.

## I always complete the goals that are set for me

**Table(4.15)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 15        | 50.0    |
| Strongly agree | 11        | 36.7    |
| Neutral        | 4         | 13.3    |
| Total          | 30        | 100.0   |



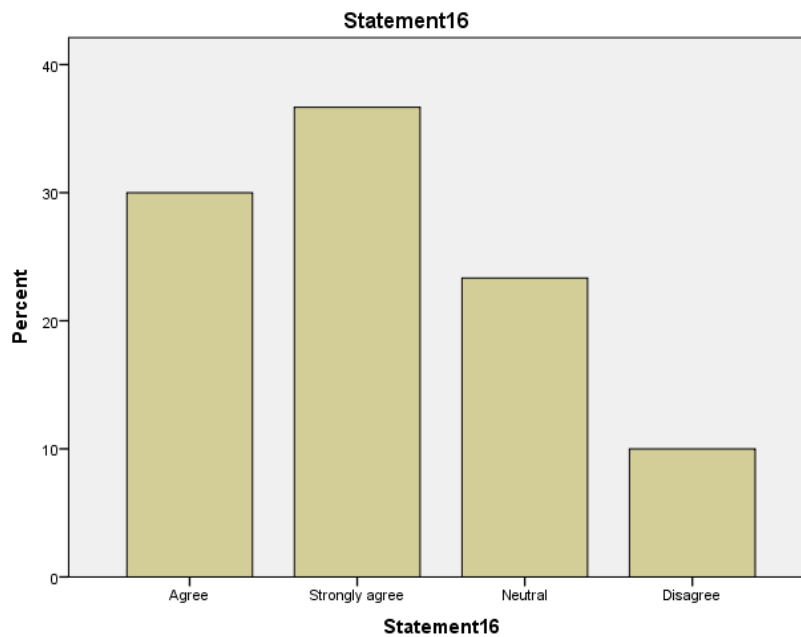
**Figure (4.15)**

It is clear from the above table (4.15) and figure (4.15) that there were 25 (86.7%) participants who agreed that I always complete the goals that are set for me, (13.3%) neutral.

**When obstacles and setbacks occur in pursuing my goals, I always persist in seeking the goals despite what has happened**

**Table(4.16)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 9         | 30.0    |
| Strongly agree | 11        | 36.7    |
| Neutral        | 7         | 23.3    |
| Disagree       | 3         | 10.0    |
| Total          | 30        | 100.0   |



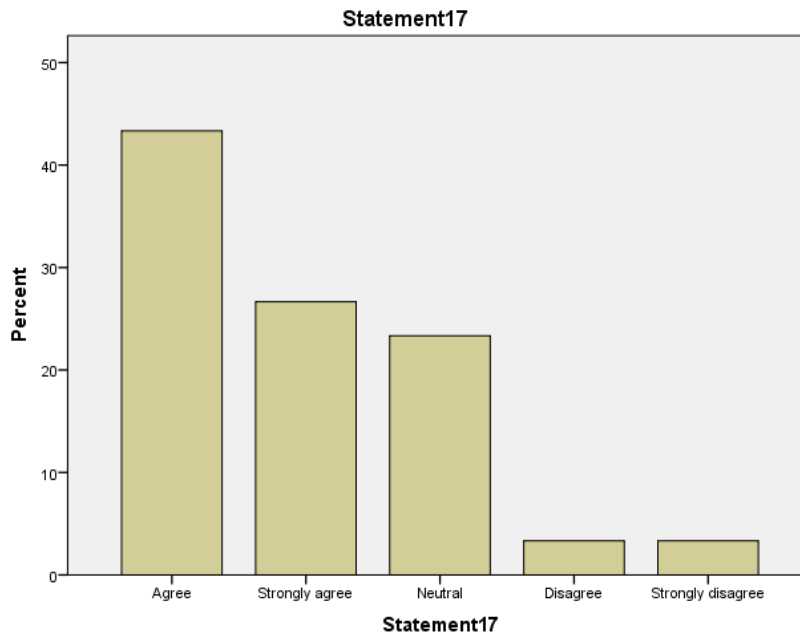
**Figure (4.16)**

Table and diagram (4.16) show that, (66.7%) of the respondents agreed with the statement, (23.3%) of the sample's answer neutral with the statement and disagreed (10%), therefore the statement is accepted.

**Generally, I pursue goals beyond what is required or expected of me**

**Table(4.17)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 13        | 43.3    |
| Strongly agree    | 8         | 26.7    |
| Neutral           | 7         | 23.3    |
| Disagree          | 1         | 3.3     |
| Strongly disagree | 1         | 3.3     |
| Total             | 30        | 100.0   |



**Figure (4.17)**

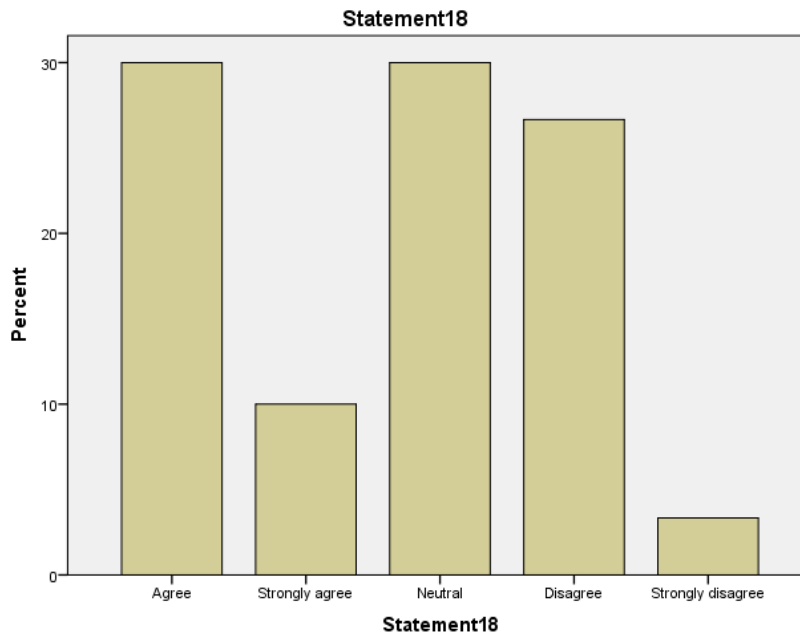
Table and diagram (4.17) show that, (70%) of the respondents agreed with the statement, (23.3%) of the sample's answer neutral with the statement and disagreed (6.6%), therefore the statement is accepted.



**When Identify opportunities, I am always uncertain about whether to pursue the opportunity.**

**Table(4.18)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 9         | 30.0    |
| Strongly agree    | 3         | 10.0    |
| Neutral           | 9         | 30.0    |
| Disagree          | 8         | 26.7    |
| Strongly disagree | 1         | 3.3     |
| Total             | 30        | 100.0   |



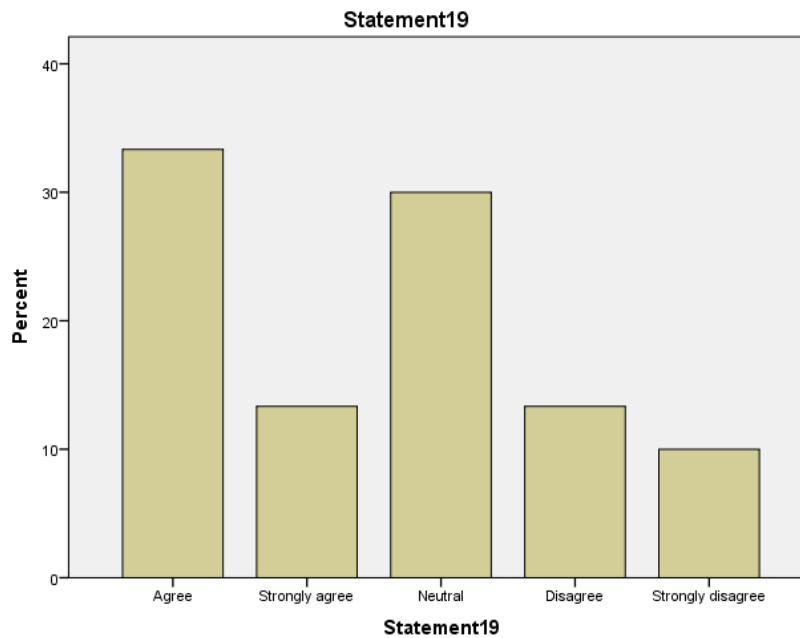
**Figure (4.18)**

Table and diagram (4.18) show that, (40%) of the respondents agreed with the statement, (30%) of the sample's answer neutral with the statement and disagreed (30%), therefore the statement is accepted.

## Group differences are always causing difficulties and unrest

**Table(4.19)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 10        | 33.3    |
| Strongly agree    | 4         | 13.3    |
| Neutral           | 9         | 30.0    |
| Disagree          | 4         | 13.3    |
| Strongly disagree | 3         | 10.0    |
| Total             | 30        | 100.0   |



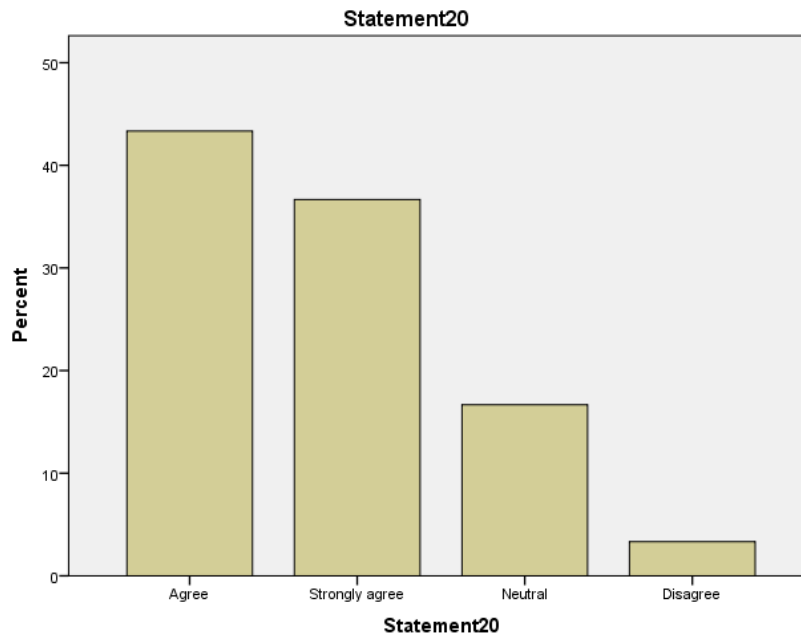
**Figure (4.19)**

Table and diagram (4.19) show that, (46.6%) of the respondents agreed with the statement, (30%) of the sample's answer neutral with the statement and disagreed (23.3%), therefore the statement is accepted.

## I always help based on understanding others needs and feelings

**Table(4.20)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 13        | 43.3    |
| Strongly agree | 11        | 36.7    |
| Neutral        | 5         | 16.7    |
| Disagree       | 1         | 3.3     |
| Total          | 30        | 100.0   |



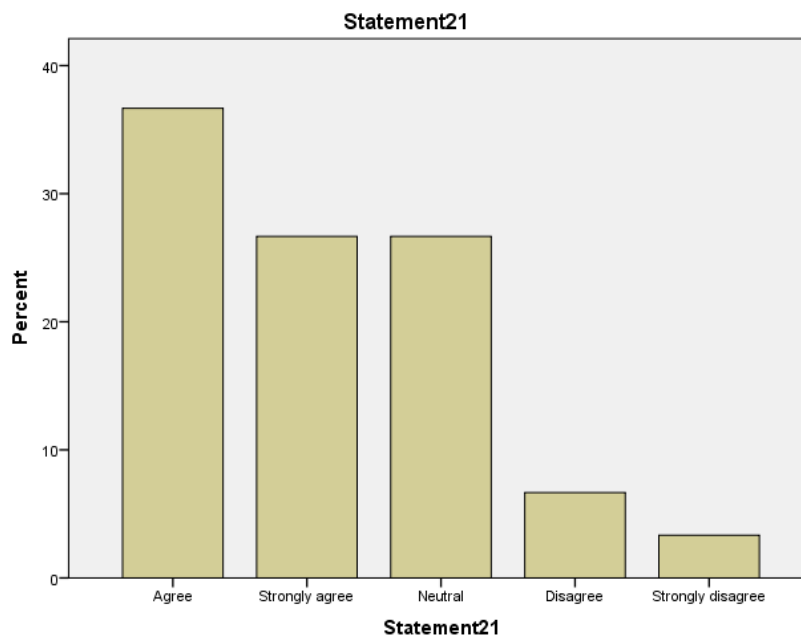
**Figure (4.20)**

Table and diagram (4.20) show that, (80%) of the respondents agreed with the statement, (16.7%) of the sample's answer neutral with the statement and disagreed (3.3%), therefore the statement is accepted.

## I always listen well and am attentive to emotional cues

**Table(4.21)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 11        | 36.7    |
| Strongly agree    | 8         | 26.7    |
| Neutral           | 8         | 26.7    |
| Disagree          | 2         | 6.7     |
| Strongly disagree | 1         | 3.3     |
| Total             | 30        | 100.0   |



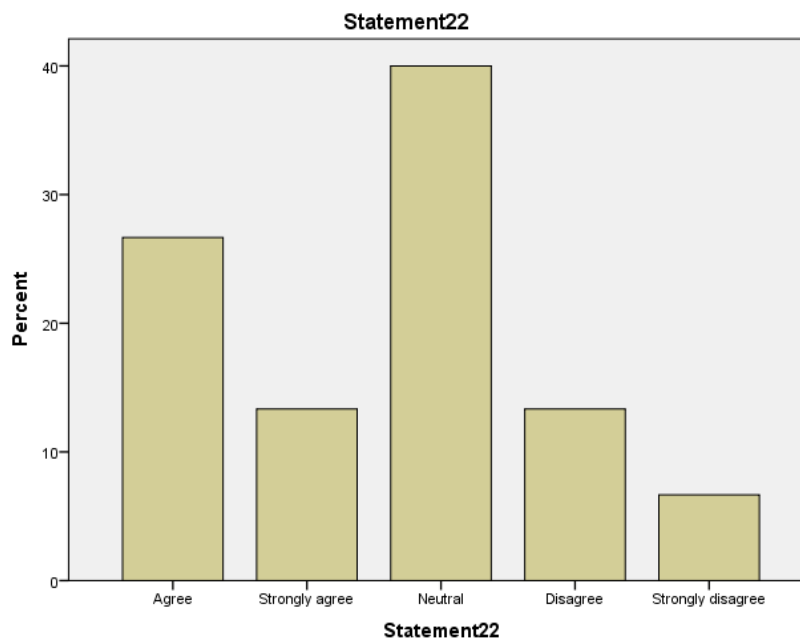
**Figure (4.21)**

Table and diagram (4.21) show that, (63.4%) of the respondents agreed with the statement, (26.7%) of the sample's answer neutral with the statement and disagreed (10%), therefore the statement is accepted.

## Others perspectives are always clouding the issues and getting us off track

**Table(4.22)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 8         | 26.7    |
| Strongly agree    | 4         | 13.3    |
| Neutral           | 12        | 40.0    |
| Disagree          | 4         | 13.3    |
| Strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



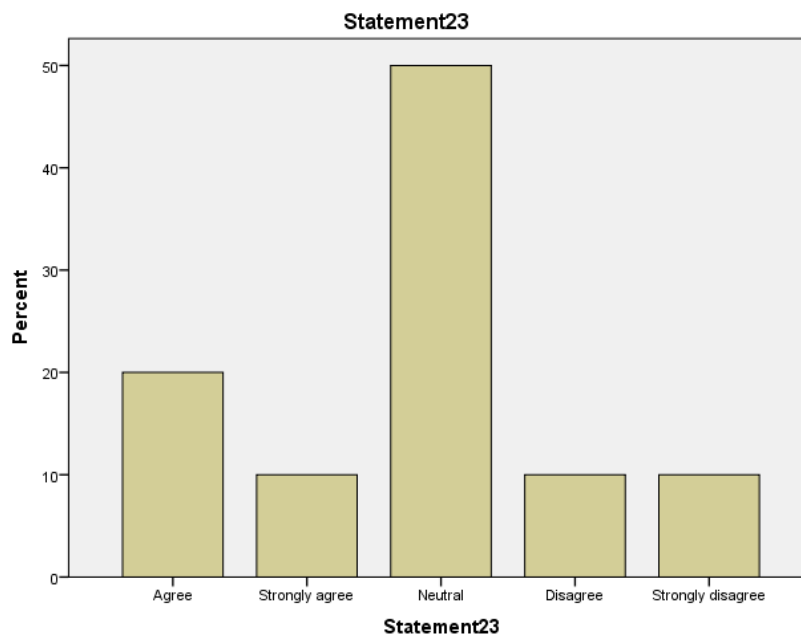
**Figure(4.22)**

It is clear from the above table (4.22) and figure (4.22) that there were 12 (40%) participants who agreed that others perspectives are always clouding the issues and getting us off track, (40%) neutral and (20%) disagreed. According to others perspectives are always clouding the issues and getting us off track.

## I always use informal key power relationships to get what I need

**Table(4.23)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 6         | 20.0    |
| Strongly agree    | 3         | 10.0    |
| Neutral           | 15        | 50.0    |
| Disagree          | 3         | 10.0    |
| Strongly disagree | 3         | 10.0    |
| Total             | 30        | 100.0   |



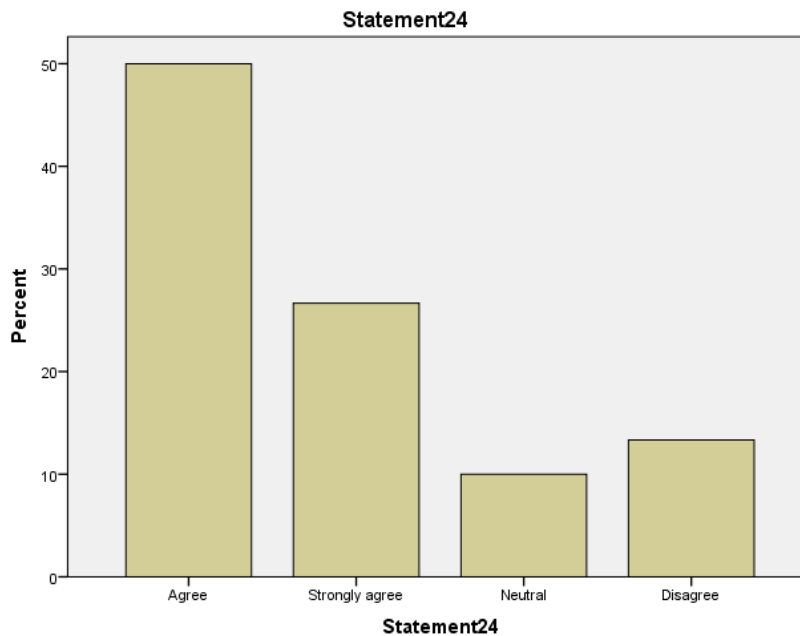
**Figure (4.23)**

Table and diagram (4.23) show that, (30%) of the respondents agreed with the statement, (50%) of the sample's answer neutral and (20%) disagreed with the statement, therefore the statement is accepted.

**I always communicate in a way that everyone understands what I am saying**

**Table(4.24)**

| Options        | Frequency | Percent |
|----------------|-----------|---------|
| Agree          | 15        | 50.0    |
| Strongly agree | 8         | 26.7    |
| Neutral        | 3         | 10.0    |
| Disagree       | 4         | 13.3    |
| Total          | 30        | 100.0   |



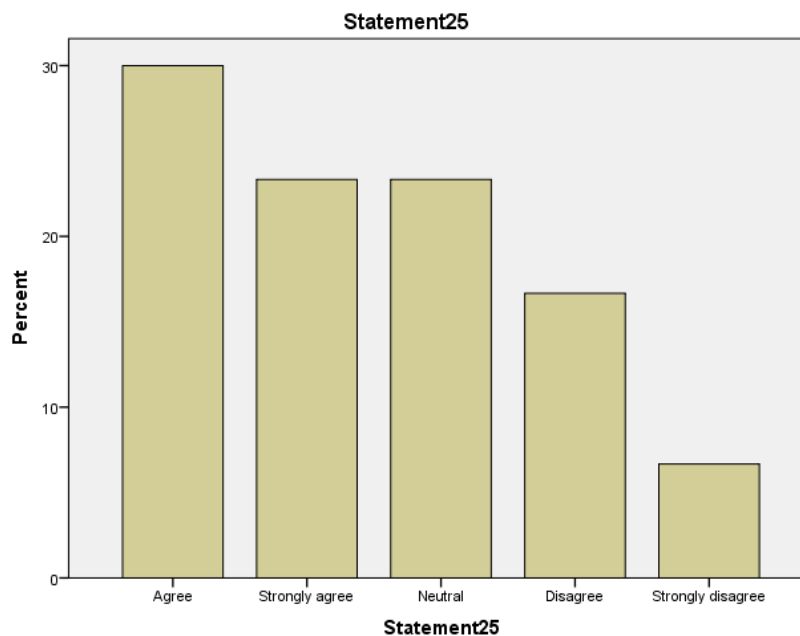
**Figure (4.24)**

Table and diagram (4.24) show that, (76.7%) of the respondents agreed with the statement, (10%) of the sample's answer neutral and (13.3%) disagreed with the statement, therefore the statement is accepted.

## I always handle difficult people with diplomacy and tact

**Table(4.25)**

| Options           | Frequency | Percent |
|-------------------|-----------|---------|
| Agree             | 9         | 30.0    |
| Strongly agree    | 7         | 23.3    |
| Neutral           | 7         | 23.3    |
| Disagree          | 5         | 16.7    |
| Strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



**Figure (4.25)**

It is clear from the above table (4.25) and figure (4.25) that there were 16 (53.3%) participants who agreed that I always handle difficult people with diplomacy and tact, (23.3%) neutral and (23.4 %) disagreed.



## 4.2 Testing Hypotheses

The topic tries to ensure and test the hypotheses that may answer previous question.

**Hypothesis one:** Emotional intelligence impacts Saudi EFL tertiary students' self-rated English proficiency.

According to the statistical analysis of table (4.15), most respondents (87.6%) agree that, emotional intelligence impacts Saudi EFL tertiary students' self-rated English proficiency. Therefore, the hypotheses is accepted.

**Hypothesis Two:** There exists relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning.

Tables (4.14), show that, there exists relationship between emotional intelligence and Saudi EFL tertiary students' beliefs about language learning, (83.3%) of the respondents agree. Therefore, the hypothesis is accepted.

**Hypothesis three:** Emotional intelligence decreases Saudi EFL tertiary students' language learning anxiety.

According to the statistical analysis of table (4.7), (80%) agree that, emotional intelligence decreases Saudi EFL tertiary students' language learning anxiety, so it is accepted.

**Hypothesis Four:** Emotional intelligence practicability enables Saudi EFL teachers to predict student's achievement.

Table (4.24) show that, emotional intelligence practicability enables Saudi EFL teachers to predict student's achievement. According to the statistical analysis

of statements most respondents (76.7 %) agree with the statement. Thus it is accepted

**Hypothesis Five:** Emotional intelligence awareness contributes positively to improve EFL learning outcomes.

Table (4.17) show that, emotional intelligence awareness contributes positively to improve EFL learning outcomes, (70 %) of the respondents yes. Therefore, the hypothesis is accepted.

## CHAPTER FIVE

### CONCLUSION, FINDINGS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary and conclusion of the study. This part of the research will show the reader what are the results and findings of the effect of the EQ on language learning based on the sample which has been taken from AL-jouf University (Common First Year).

The study was conducted at AL-jouf University with Common First Year students, according to the statistics the researchers got from the questionnaire, he found a very weak link between EQ and language learning. Nevertheless, those who have high EQ still one of the important elements that shapes the students' mentality and makes them different from the others who have low level of EQ.

#### 5.1 Conclusions

The relation between second language acquisition and emotional competencies isn't surprising, given the character of English categories in EFL situations. Learning a second language looks to be difficult, demanding, and full of stress and pressure for learners (Krashen, 1981), particularly for adults, because learners ought to speak in another language that isn't their mother tongue, build immeasurable mistakes and will face setbacks. English is taken into account a far off language to Saudis, as a result of it's spoken solely in class. In Saudi Arabia, students, before going to university, study General English for eight years in schools and so pursue their English studies in different courses at the university. it's prestigious to speak English in Saudi Arabia and to have a native-like accent, as a result of people place additional premium on learning English. Besides, many

jobs in Saudi Arabia need a good level of English. Because of all previously mentioned reasons, English academics in Saudi Arabia are perfectionists, they put a lot of pressure on students to use English accurately and appropriately. English classes usually produce a form of threatening atmosphere in Saudi Arabia; students' errors are corrected immediately during a direct way. Students usually suffer from error phobia, which means that they are doing not write or speak till they suppose they're perfect. Therefore, it looks to be natural that emotional factors, particularly intrapersonal competencies and stress management abilities can be of great.

### **5.1 Implications and applications**

The findings of this examine advocate numerous implications for English language coaching profession. If we accept as true with that emotional intelligence may be increased, educated and schooled (Elias et al., 1997), and if we count on that it could be feasible to train individuals who are low in emotional talents to enhance their talents to higher understand their emotions, explicit them, and alter them (Mayer & Geher, 1996), language coverage makers are anticipated to encompass applications to elevate the emotional talents in their novices.

Curricula need to are seeking for to train novices approximately the value of emotional talents.

They need to additionally are seeking for to foster the improvement of unique competencies in those areas (e.g. popularity of feelings in self and others, empathy, warfare resolution).

Moreover, English instructors are anticipated to be acquainted with the concept, striving tough first to enhance their personal emotional talents after which to try and decorate the emotional intelligence of their novices.

Materials builders are required to encompass strategies which pay extra interest to emotional factors, main the novices to extra self- and other-discovery. Some useful strategies which may be used to boom emotional intelligence with inside the lecture room encompass: discussion, paying attention to mild music, looking emotional clips, self-disclosure, designing questionnaires and reading literature and mental texts. For example, using questionnaires or keeping discussion companies on emotional talents can strongly make contributions to emotional literacy.

Well-organized questionnaires could make the novices grow to be extra privy to their personal emotional talents. Discussion companies wherein the novices are requested to explicit their emotions freely and proportion it with others in an express manner can assist the novices get to recognize themselves extra deeply, foster good family members with others, and decrease pressure and tension dramatically

### **5.3 Recommendations:**

1. EI must be one of the focal points in schools since it has massive influence on the learning outcomes.
2. New and modern technology should be activated and used in this field to train and enhance EQ.
3. NLP is one of the most effective ways on change oneself and obtain results therefore, we need to move forward with researches in such fields and know more.
4. Psychological coaching to children and adults as well is one of the issues that should never be neglected since the psychological status determines what you will be capable of doing in the future.
5. Linguists and scientist must know it is not only about IQ any more. EQ is the next domain where most of the successful individuals will focus on.

## **5.4 Suggestions for Further Research**

1. In the gift analysis sex, age, and ethnic bias weren't taken into account.
2. An additional elaborated study is required to explore the connection between emotional intelligence and these variables in second language learning.
3. Moreover, within the current study, the impact of emotional intelligence was on second language learning, more studies are required to analyze the impact of emotional intelligence on second language teaching.
4. Another study might to look at the role of emotional intelligence in language testing, specifically the connection between emotional intelligence and totally different test forms.
5. This study was conducted in an EFL situation. more research with an equivalent format and design can be conducted in other situations to compare the results and to find out whether EQ has different effects in different contexts.

## REFERENCES

- Abdolrezapour, P. (2013). The Relationship between Emotional Intelligence and EFL Learners' Writing Performance. *Procedia - Social and Behavioral Sciences*, 70, 331- 339.
- Acar, F.T. (2001). The relationship between emotional intelligence skills and leadership behaviors (employee-centered and job-centered): A survey research on bank managers. Doctoral Dissertation. İstanbul University, İstanbul, Turkey.
- Ahmad, S., H. Bangash and S.A. Khan. 2009. Emotional intelligence and gender differences. *Sarhad J. Agric.* 25(1): 127-130.
- Afshar, H.S., Rahimi, M. (2013). The relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. *Procedia - Social and Behavioral Sciences*, 136, 75–79.
- Alavinia, P. (2012). A Probe into the Would-be Effect(s) of Schooling on the Enhancement of Emotional Intelligence. *American Journal of Scientific Research*, 66, 55-81. <http://dx.doi.org/10.5539/elt.v5n4p37>
- Alavinia, P., & Ahmadzadeh, T. (2012). Toward a Reappraisal of the Bonds between Emotional Intelligence and Burnout. *English Language Teaching*, 5 (4), 37-50. <http://dx.doi.org/10.4304/tpls.2.5.956-964>
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: User's Manual*. Toronto: Multi-Healt Systems.
- Brewer, E. W., & Burgess, D. N. (2005). Professor's Role in Motivating Students to Attend Class. *Journal of Industrial Teacher Education*, 42 (3), 24-63.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). White Plains, NY: Longman.
- Chen, J., Warden, C., & Chang, H. (2005).

- Motivators that Do not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation. *TESOL Quarterly*, 39 (4), 609-633. <http://dx.doi.org/10.2307/3588524>
- Bar-On, R., & Handley, R. (1999). *Optimizing people: A practical guide for applying emotional intelligence to improve personal and organizational effectiveness*. New Braunfels, TX: Pro Philes Press.
- Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): National, description and psychometric properties. In G. Geher (Ed.), *Measuring emotional intelligence: Common ground and controversy*. Hauppauge, NY: Nova Science.
- Binet, A. (1905). A propos la mesure de l' intelligence. *L' Annee Psychol.*, 2, 411–465. Retrieved from: <http://dx.doi.org/10.3406/psy>.
- Bora, F.D. (2012). The impact of emotional intelligence on developing speaking skills: From brain-based perspective. *Procedia - Social and Behavioral Sciences*, 6, 2094-2098. 1895.1541
- Bar-On, R., (2002). *Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual*. Toronto, Canada: Multi-Health Systems.
- Bar On, R., (2006). The Bar-On Model of Emotional-Social Intelligence (ESI), *Psicothema*, 18, supl., 13-25. Retrieved February 01, 2007, from [http://www.eiconsortium.org/research/baron model of emotional social intelligence.htm](http://www.eiconsortium.org/research/baron%20model%20of%20emotional%20social%20intelligence.htm). *Aust. J. Basic and Appl. Sci.*, 6(12): 41-51, 2012
- Bora, F. D. (2012). The Impact of Emotional Intelligence on Developing Speaking Skills: From Brain-Based Perspective. *Procedia - Social and Behavioral Sciences*, 46, 2049- 2098.



- Burns, A. & Joyce, H. (1997). Focus on speaking. Sydney: National Centre for English Language Teaching and Research.
- Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY: Freeman.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review Psychology*, 52, 1-26. <http://dx.doi.org/10.1146/annurev.psych.52.1.1>
- Barnett, R. (1997).
- Cavallo, K. & Brienza, D. (2002). Emotional competence and leadership excellence at Johnson and Johnson: the emotional intelligence leadership study.
- Chaney, S. (2011). Writer's workshop: Implementing units of study, findings from a teacher study group, and student success in writing. Retrieved from <http://www.eric.ed.gov/PDFS/ED520323.pdf>
- Choosri, C., & Intharaksa, U. (2011). Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year Vocational Certificate Level Hatyai Technical College Students. The 3rd International Conference on Humanities and Social Sciences, Faculty of Liberal Arts, Prince of Songkla University.
- Csizér, K, & Dörnyei, Z. (2005). The Internal Structure of Language Learning Motivation and its Relationship with Language Choice and Learning Effort. *Modern Language Journal*, 89 (1), 19-36. <http://dx.doi.org/10.1111/j.0026-7902.2005.00263.x>
- Cooper, R. K. (1996/1997). EQ-Map. San Francisco, CA: AIT and Essi Systems.
- Crespi, I. (2003).

- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Embi, M.A. (2000). *Language learning strategies: A Malaysian context*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Epperson, S.E. and Mondri, L., Some EQ is innate. *Time*, 9 October, 93 (1995).
- Emotional intelligence. New York: Bantam. Goleman, D. (1996) *Emotional Intelligence. Why it can matter more than IQ*. Bloomsbury Publishing. Plc, London Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Engaging the curriculum in higher education. Maidenhead: SRHE/Open University Press. Bar-On, R. (1997).
- Emotional quotient inventory: Technical manual. Toronto: Multi-Health Systems.
- Fahim, M., & Pishghadam, R. (2007). On the Role of Emotional, Psychometric, and Verbal Intelligences in the Academic Achievement of University Students Majoring in English Language. *Asian EFL Journal*, 9 (4), 240-253.
- Gardner, H. (1993). Intelligence and intelligences: Universal principles and individual differences. *Archives de Psychologie*, 61, 169 172.
- Goleman, D., 1995. *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Goleman, D., 1998. *Working with Emotional Intelligence*. Bantam, New York.

Goleman, D., *Emotional Intelligence: Why It Can Matter More than IQ*. New York: Bantam Books (1995).

Goleman, D., *Working with Emotional Intelligence*. London: Bloomsbury Publishing (1998). Student development: emotion versus intelligence. <http://www.qub.ac.uk/cap/studentdevelopment/news.htm>.

Gibbs, N., The EQ factor. *Time*, 9 October, 86-92 (1995).

*Higher education: A critical business*. Buckingham: The Open University Press and Society for Research in Higher Education. Barnett, R., & Coate, K. (2005).

Howard Gardner In 1983, *studies of multiple theories* (p-25).

lavina, P., & Kurosh, S. (2012). On the Would-be Bonds between Emotional Intelligence and Self-efficacy: The Case of Iranian EFL University Professors. *Theory and Practice in Language Studies*, 2 (5), 956-964.

Mohammad Nabi Karimi, (Ph.D) Kharazmi University, Tehran, Iran. *The Iranian EFL Journal* October 2013 Volume 9 Issue 5.

MacIntyre, P. D. (2002). Motivation, Anxiety and Emotion in Second Language Acquisition. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 45-68). Amsterdam: John Benjamins

Mehrpour, S., & Vojdani, M. (2012). Globalization and EFL Learning Motivation: A New Perspective on Integrative vs. Instrumental Motivation among Iranian Learners of English. *Open Journal of Modern Linguistics*, 2 (2), 43-50. <http://dx.doi.org/10.4236/ojml.2012.22006>

- New York: Basic Books. Ghabanchi, Z., & Rastegar, R. E. (2014). The correlation of IQ and emotional intelligence with reading comprehension. *Reading*, 14 (2). Goleman, D. (1995).
- Nasir, M., R. Masrur, 2010. An Exploration of Emotional Intelligence of the Students of IIUI in Relation to Gender, Age and Academic Achievement. *Bulletin of Education and Research*, 32(1): 37-51.
- Nelson, D. and G. Low, 1999. Exploring and developing emotional intelligence skills. Kingsville, TX: EI Learning System.
- Nelson, D. and G. Low, 2005. Emotional intelligence: the role of transformative learning in academic excellence. *Texas Study of Secondary Education*, 13: 7-10.
- Noels, K. (2001). Learning Spanish as a Second Language: Learners' Orientations and Perceptions of Their Teachers' Communication Style. *Language Learning*, 51 (1), 107–144. <http://dx.doi.org/10.1111/0023-8333.00149>
- O'Hair, D., Friedrich, G.W., Wiemann, J.M. and Wiemann, M.O., *Competent Communication*. New York: St Martins Press (1995).
- Open Journal of Business and Management*, 2014, 2, 5-23 Published Online January 2014.
- Parker, J. D. A., Summerfieldt. L. J., Hogan, M. J., & Majestic, S. (2001). Emotional Intelligence and Academic Achievement. A paper presented at the Annual Meeting of the Canadian Psychological Association, Quebec City, Quebec.
- Pishghadam, R. (2009). A Quantitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning. *Electronic Journal of Foreign Language Teaching*, 6 (1), 31-41.

Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA, April 15, 2000[Wechsler, 1943 #316, p. 103).

Ronald E. Walker and Jeanne M. Foley. December 1, 1973 Loyola University of Chicago

Richards, J. C. & Schmidt, R. (2002). Longman Dictionary of Language Teaching & Applied Linguistics (3rd Ed.) Harlow: Longman.

Relationship between emotional intelligence and gender difference: An empirical study. Prabandhan: Indian Journal of Management, 1 15-23. Doi:10.17010/ pijom/2015/ v8i9/77188.

Retrieved on 22 December 2015 from: <http://www.management.com/index.php/pijom/article/view/7718822> Ellis, R. (1999). Learning a second language through interaction. Philadelphia: John Benjamins. Gardner, H. (1983). Frames of mind.

Salovey, P. and Meyer, J.M., Emotional Intelligence. In: Jenkins, J.M., Oatley, K. and Stein, N.L. (Eds), Human Emotions: A Reader. Malden, Mass.: Blackwell (1998).

Seyed Jalal Abdolmanafi Rokni English Department, Golestan University, Gorgan, Iran)

Saeidi, M. and M. Yusefi, 2008. The Relationship between EFL Learners' Emotional Intelligence and Critical Reading. The Journal of Applied Linguistics: 1(1): 134-157.

Salovey, P. and D. Grewal, 2005. The Science of Emotional Intelligence. Current directions in psychological science. American Psychological Society..

- Salovey, P. and J.D. Mayor, 1990. Emotional Intelligence. Imagination, Cognition and Personality.
- Segal, J., Raising Your Emotional Intelligence: A Practical Guide. New York: Henry Holt and Co (1997).
- Socialization and gender roles within the family: A study on adolescents and their parents in Great Britain. Retrieved on 3 March 2012 from: <http://www.iser.essex.ac.uk/files/conferences/bhps/2003/docs/pdf/papers/crespi.pdf>.
- Das, R. P., Sahu, T. L. (2015).
- The Relationship between Emotional Intelligence and Creativity J. Basic. Appl. Sci. Res., 2(4)4174-4183, 2012 © 2012, TextRoad Publication.
- Yazici, H., Seyis S., & Altun, F (2011). Emotional Intelligence and Self-efficacy Beliefs as Predictors of Academic Achievement among High School Students. Procedia Social and Behavioral Sciences 15, 2319– 2323. <http://dx.doi.org/10.1016/j.sbspro.2011.04.100>

## Appendix

### Questionnaire

Dear students,

The following questionnaire is designed to elicit information about " The Impact of Emotional Intelligence on Language Learning ". You are kindly requested to tick the box (  ) that best reflect your point of view.

|    | <b>Statements</b>   | <b>Agree</b> | <b>Strongly agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|----|---|--------------|-----------------------|----------------|-----------------|--------------------------|
| 1  | My emotions generally have a strong impact on the way I behave                              |              |                       |                |                 |                          |
| 2  | I am generally guided by my goals and values.   |              |                       |                |                 |                          |
| 3  | When I am under pressure, I generally have changed behaviors from normal.                   |              |                       |                |                 |                          |
| 4  | I generally learn most by actively doing activities.  |              |                       |                |                 |                          |
| 5  | Where there are uncertainties and pressures, I am always decisive and make sound decisions. |              |                       |                |                 |                          |
| 6  | I always voice views that most others agree with and support.                               |              |                       |                |                 |                          |
| 7  | I always like to take on new challenges   |              |                       |                |                 |                          |
| 8  | I generally inspire confidence in others.   |              |                       |                |                 |                          |
| 9  | I generally allow my emotions and moods to impact on my behaviors.                          |              |                       |                |                 |                          |
| 10 | When I am under pressure I get easily distracted in other things.                           |              |                       |                |                 |                          |
| 11 | I always do only what I have to do.   |              |                       |                |                 |                          |
| 12 | Trust by others is built through reliability and authenticity.                              |              |                       |                |                 |                          |
| 13 | I am always flexible in how I see   |              |                       |                |                 |                          |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | events.  |  |  |  |  |  |
| 14 | During changing situations, I always work hard to try and keep up with the demands.                                      |  |  |  |  |  |
| 15 | I always complete the goals that are set for me  |  |  |  |  |  |
| 16 | When obstacles and setbacks occur in pursuing my goals, I always persist in seeking the goals despite what has happened. |  |  |  |  |  |
| 17 | Generally, I pursue goals beyond what is required or expected of me.   |  |  |  |  |  |
| 18 | When I identify opportunities, I am always uncertain about whether to pursue the opportunity.                            |  |  |  |  |  |
| 19 | Group differences are always causing difficulties and unrest.  |  |  |  |  |  |
| 20 | I always help based on understanding others needs and feelings.  |  |  |  |  |  |
| 21 | I always listen well and am attentive to emotional cues.   |  |  |  |  |  |
| 22 | Others perspectives are always clouding the issues and getting us off track.   |  |  |  |  |  |
| 23 | I always use informal key power relationships to get what I need.  |  |  |  |  |  |
| 24 | I always communicate in a way that everyone understands what I am saying.  |  |  |  |  |  |
| 25 | I always handle difficult people with diplomacy and tact.  |  |  |  |  |  |