

# **The Relationship between Emotional Intelligence and Reading Comprehension among ELT Undergraduate Students**

**Sara Abdorazik**

Submitted to the  
Institute of Graduate Studies and Research  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
English Language Teaching

Eastern Mediterranean University  
September 2017  
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

---

Assoc. Prof. Dr. Ali Hakan Ulusoy  
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

---

Assoc. Prof. Dr. Javanshir Shibliyev  
Chair, Department of Foreign Language Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

---

Asst. Prof. Dr. İlkey Gilanlıoğlu  
Supervisor

Examining Committee

---

1. Assoc. Prof. Dr. Javanshir Shibliyev

2. Asst. Prof. Dr. Fatoş Erozan

3. Asst. Prof. Dr. İlkey Gilanlıoğlu

---

## ABSTRACT

Psychological traits seem to have an effect on foreign language learning; consequently, the current study aims to examine the possible correlation between the emotional intelligence (EI) levels of the ELT undergraduate students and their reading achievement. Besides, the study explores whether there are any gender differences in terms of emotional intelligence levels as well as reading comprehension performance.

This study attempts to answer these four research questions: (1) Is there any significant relationship between ELT university students' emotional intelligence and their reading comprehension in English? (2) Which components of Emotional Intelligence can best predict ELT learners' reading performance? (3) Is there any significant difference between the emotional intelligence levels according to gender among ELT university students? (4) Are there any gender differences according to ELT university students' emotional intelligence level and their reading performance?

This study utilized a quantitative research method. The participants of the study were 49 ELT undergraduate students from the Department of Foreign Language Education at Eastern Mediterranean University in North Cyprus. Schutte's (1998) *Emotional Intelligence Scale* was employed as a first data collection instrument to measure the participants' EI levels. In addition, an IELTS reading test was used to identify the students' reading proficiency.

The data of the current study was analyzed through some statistical measures of the SPSS software: descriptive statistics, Pearson correlation and regression analysis formulas. The analysis revealed that there is a non-significant relationship between ELT university students' emotional intelligence and their reading comprehension. In addition, the results of the four EI components proved that all of these four components were unable to predicate the reading achievement among the ELT undergraduate students. Besides, a non-significant difference in the emotional intelligence levels between the ELT undergraduate male and female students was noticed in this study. Furthermore, evidence showed that there were no significant difference gender difference in terms of the relationship between emotional intelligence levels and reading performance scores. Lastly, implications for English language teaching and suggestions for further research studies were provided in this study.

**Keywords:** Emotional Intelligence, reading comprehension performance, ELT students, gender differences.

## ÖZ

Psikolojik özelliklerin yabancı dil öğrenimi üzerinde etkili olduğu düşünülmektedir; dolayısıyla, bu çalışma ELT lisans öğrencilerin duygusal zeka düzeyleri ile okuma başarıları arasındaki olası ilişkiyi incelemeyi amaçlamaktadır. Ayrıca, çalışma, yüksek duygusal zekâ düzeyleri olması ve okuduğunu anlama performansı açısından cinsiyet farklılıkları olup olmadığını araştırmaktadır.

Bu çalışma şu dört araştırma sorusunu cevaplamaya çalışmaktadır: (1) ELT üniversite öğrencilerinin duygusal zeka ve İngilizce okuduğunu anlama arasında anlamlı bir ilişki var mı? (2) Duygusal zekanın hangi bileşenleri ELT öğrencilerinin okuma performansını en iyi şekilde tahmin edebilir? (3) Erkek ve bayan ELT Üniversitesi öğrencilerinin duygusal zeka düzeyleri arasında anlamlı bir fark var mı? (4) ELT Üniversitesi öğrencilerinin duygusal zekâ düzeyi ve okuma performanslarına göre cinsiyet farklılıkları var mı?

Bu çalışmada nicel bir araştırma yöntemi kullanılmıştır. Çalışmanın katılımcıları Kuzey Kıbrıs'taki Doğu Akdeniz Üniversitesi Yabancı Diller Eğitimi Bölümü'nden 68 ELT lisans öğrencisidir. İlk olarak, katılımcıların duygusal zeka seviyelerini ölçmek için Schutte (1998)'nin geliştirdiği *Duygusal Zeka Ölçeği* kullanılmıştır. Buna ek olarak, öğrencilerin okuduğunu anlama yeterliliğini belirlemek için bir IELTS okuma testi kullanılmıştır.

Mevcut çalışmanın verileri, SPSS yazılımının birtakım istatistiksel ölçüleri vasıtasıyla analiz edilmiştir: betimsel istatistikler, Pearson korelasyonu ve regresyon

analiz formülleri. Yapılan analizler ELT üniversite öğrencilerinin duygusal zekaları ile okuduğunu anlama arasında anlamlı bir ilişki bulunmadığını ortaya koymuştur. Ayrıca, dört EI bileşeni sonuçları, bu dört bileşenden her birinin ELT lisans öğrencileri arasındaki okuma başarısını öngöremediğini ortaya koymuştur. Ayrıca, ELT lisans bayan ve erkek katılımcılar arasında duygusal zeka düzeyleri açısından anlamlı olmayan bir fark bulunduğu dikkat çekmiştir. Ayrıca, duygusal zeka düzeyleri ve okuduğunu anlama becerisi arasındaki ilişki açısından bayan ve erkek katılımcılar arasında anlamlı bir fark bulunmadığı gösterilmiştir. Son olarak, bu çalışma İngilizce öğretmenliği alanı ve ileri araştırmalar için öneriler sunmaktadır.

**Anahtar kelimeler:** Duygusal Zeka, okuduğunu anlama performansı, ELT öğrencileri, cinsiyet farklılıkları.

TO

My dearest father, mother, and siblings,

My beloved husband

My children (Seba, Gury and Mohamed Abujnah)

## ACKNOWLEDGMENT

Firstly, it would be my great pleasure to express my appreciation to my supervisor Assist. Prof. Dr. İlkey Gilanlıođlu for his great assistance, without him this work would not exist. He supported me with his brilliant ideas helped me a lot in planning this study. His patience is undeniable from the first stages of this research study till the end. I am very indebted to him.

Secondly, I would like to record my acknowledgments to the jury members of my thesis defense for their beneficial feedback and their valuable advice; precisely, Assoc. Prof. Dr. Javanshir Shibliyev, Asst. Prof. Dr. Fatoş Erozan, and Asst. Prof. Dr. İlkey Gilanlıođlu.

Thirdly, I would like to thank the all instructors of the Foreign Language Education Department; mainly, those who taught me throughout my study years: Prof. Dr. Gülşen Musayeva Vefalı, Assoc. Prof. Dr. Naciye Kunt , and Prof. Dr. Ülker Vancı Osam for their fruitful instruction that I used as a guide in writing this thesis.

Finally, it would be my pleasure to express my thanks to my friends and my family members for their support and their encouraging words from time to time, which made me strong enough to carry out this work successfully.



# TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZ .....	v
DEDICATION.....	vii
ACKNOWLEDGMENT .....	viii
LIST OF TABLES.....	xii
LIST OF ABBREVIATIONS .....	xiv
1 INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 The Statement of the Problem .....	3
1.3 Purpose of the Study.....	4
1.4 The Research Questions.....	4
1.5 Significance of the Study.....	5
1.6 Definition of Terms.....	6
2 LITERATURE REVIEW.....	8
2.1 The Notion of Intelligence.....	8
2.2 Models of Intelligence.....	10
2.2.1 Binet’s Intelligence Quotient (IQ) Model.....	10
2.2.2 Thorndike’s Social Intelligence (SI) Model.....	11
2.2.3 Gardner’s Multiple Intelligences (MI) Model.....	12
2.2.4 Mayer and Slovery’s Emotional Intelligence (EI) Model.....	14
2.3 Emotional Intelligence.....	15
2.4 The Most Popular Emotional Intelligence Models.....	17

2.4.1 Goleman’s (1995) EI Model.....	18
2.4.2 The Bar-On’s (1997) Emotional Quotient Inventory.....	20
2.4.3 Schutte’s (1998) Emotional Intelligence Model.....	21
2.5 Types of Emotional Measures.....	22
2.6 Emotional Intelligence and Language Learning.....	23
2.7 Emotional Intelligence and Gender.....	33
3 METHODOLOGY.....	37
3.1 Research Design.....	37
3.2 Research Context.....	38
3.3 Participants.....	39
3.4 Research Questions.....	40
3.5 Data Collection instruments.....	41
3.6 Data Collection Procedures.....	45
3.7 Method of Data Analysis.....	46
3.8 Data Analysis Procedures.....	47
4 RESULTS.....	50
4.1 Emotional Intelligence Questionnaire.....	50
4.2 IELTS Reading Test.....	54
4.3 Correlations between the Participants EI and Reading Scores.....	55
4.4 Summary.....	61
5 DISCUSSION AND CONCLUSION.....	62
5.1 Discussion of Results.....	62
5.1.1. Emotional Intelligence and Reading Performance.....	62
5.1.2 Components of Emotional Intelligence.....	63
5.1.3 Emotional Intelligence and Gender differences.....	64

5.1.4 The Relationship between EI and Reading Performance According to Gender.....	65
5.2 Summary.....	65
5.3 Implications for Practice.....	68
5.4 Limitations .....	69
5.5 Suggestions for Further Research .....	70
REFERENCES.....	72
APPENDICES.....	84
Appendix A: A Copy of Schutte’s E-mail.....	85
Appendix B: Approval Letter from the BAYEK .....	86
Appendix C: EI Questionnaire .....	87
Appendix D: IELTS Reading Test .....	89
Appendix E: Consent Form .....	95

## LIST OF TABLES

Table 1: Table 1: Calculation of the Band Scores of IELTS.....	45
Table 2: Descriptive Statistics of EI Scores .....	50
Table 3: The Mean and Standard Deviation for EI Scores according to Male and Female Groups .....	51
Table 4: Descriptive Statistics for the EI Components .....	51
Table 5: Descriptive Statistics of the Male Participants' EI levels and their Reading Scores.....	52
Table 6: Descriptive Statistics of the Female Participants' EI Levels Scores.....	52
Table 7: Independent T-Test for the Significance of Difference between the EI Scores of the Male and Female Groups .....	53
Table 8: Descriptive Statistics of IELTS reading Test Scores.....	54
Table 9: Descriptive Statistics of the Male Participants' Reading Test Scores. ....	54
Table 10: Descriptive Statistics of the Female Participants' Reading Test Scores.....	55
Table 11: Mean and Standard Deviation of EI and Reading Achievement according to Z score Measurement.....	56
Table 12: Pearson Product Correlation between EI and Reading Performance.....	56
Table 13: Correlation between Males' EI and their Reading Performance .....	57
Table 14: Correlation between Females' EI and their Reading Performance .....	57
Table 15: Variables Entered/ Removed in the Regression Analysis.....	58
Table 16: Model Summary of Regression Analysis.....	59
Table 17: ANOVA .....	59

Table 18: Coefficients of the EI Components.....	60
Table 19: Z score Formula for the Mean and Standard Deviation of the Female Participants' EI Levels and their Reading Scores.....	60
Table 20: Z score Formula for the Mean and Standard Deviation of the Female Participants' EI Levels and their Reading Scores.....	61

## **LIST OF ABBREVIATIONS**

EI	Emotional Intelligence.
ELT	English Language Teaching.
IQ	Intelligence Quotient.
SI	Social Intelligence.
MI	Multiple Intelligences.
SSRES	Schuttes' Self-Report Emotional Scale.
IELTS	International English Language Test System.

# Chapter 1

## INTRODUCTION

This introductory chapter presents different sections; the background of the study, the statement of the problem, the purpose of the study, the research questions, significance of the study, definitions of key terms, and the summary of the chapter.

### 1.1 The Background of the Study

The concept of *Intelligence* has undergone different stages of developing. This notion has been indicated in the literature differently. Intelligence first appeared as a one-dimensional concept in the study of Binet in 1905, which is based on the cognitive ability of people like logic and mental skills; therefore, intelligence was measured according to the level of cognition (as cited in Terman, 1916).

Later, intelligence was described as a multiple notion; accordingly, the Multiple Intelligences (MI) Theory by Howard Gardner (1983) included the intrapersonal and interpersonal intelligences, which were called personal intelligences, and they were very alike to the emotional intelligence (EI) of Daniel Goleman (1995) as it was acknowledged by Gardner (1983) himself later. Consequently, Gardner's Multiple Intelligences Theory was the basis of the appearance of the other kinds of intelligences like emotional intelligence, which is literary called as emotional quotient (EQ) or emotional intelligence (EI). Finally, intelligence was coined with the term "emotion" and in 1990 it became emotional intelligence by the

psychologists Salovey & Mayer. Emotional intelligence is linked to the ability of feeling regulations, which is the understanding and perceiving the feelings of one's own self and that of others. Nevertheless, this final feature of intelligence did not become popular till the appearance of Daniel Goleman's book "Emotional intelligence" in 1995.

Emotional intelligence (EI) is discussed by Salovey and Mayer (1990), as the "ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (p. 189). According to Goleman (1998) EI is the skill to evaluate, and recognize the feelings of ones' own self and that of others. Moreover, Goleman (1998) asserted that:

... EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ. (p. 317).

From the 1990s, researchers have found that a persons' emotional intelligence is one related predictor for success in life as well as education. For example, Pishgam (2009) argued that EI holds a more important and effective role in success in life and education than intelligence quotient (IQ). Besides, a study by Stottlemayer (2002) declared that skills of emotional intelligence are related to academic success significantly.



Moreover, the correlation between the capacity to learn a language and the emotional intelligence level has become a study focus for both language instructors and book designers. For instance, Brown (2000) asserted that it was totally perceived that an individual with a greater level of EQ would be more successful in language learning than those with no significant level of emotional quotient. Moreover, Shakib and Barani (2011) discussed that language learners' EQ aspects should not be neglected; conversely, they stated that it is necessary for the language instructors to be familiar with the EI concept and they should pay attention for students' EI aspects and factors, as well as to make efforts to develop language learners' EI skills. Besides, Rossiter (2003) reported that language learning success is being related to individual differences, like, motivation, decision making, and age; including emotional intelligence.

Accordingly, it can be argued that one of the important factors in mastering a foreign language is the emotional intelligence level of learners.

## **1.2 The Statement of the Problem**

Learning how to teach English language is considered as a challenging process for many students. However, the achievement of which can be affected by different psychological factors like aptitude, anxiety, enthusiasm, and intelligence (Shams, 2008). Among the other factors that influence the success of ELT learners is the EI, which has been debated in many studies (Abdolrezapour, 2015; Oz, Demirezen, & Pourfeiz, 2015; Zarafshan & Ardeshiri, 2012). Although emotional intelligence has been found of great importance for language learning in general, few studies in the literature were conducted to explore the link between emotional intelligence and the reading comprehension skill particularly. Consequently, this study seeks to fill in the

gap in the literature about the possible correlation of the EI levels and reading achievement for ELT university students, as well as to examine whether high EI level is related to gender differences.

### **1.3 The Purpose of the Study**

Emotional intelligence is thought to have a great impact on English language learning. Although a great number of studies have considered the importance of linking EI to different aspects of English language success (Abdolrezapour, 2013; Bagheri & Ghasemi, 2013; Khademi & Farokhmehr, 2016; Zafari & Biria, 2014), few studies have been done about the connection between emotional intelligence and the proficiency of reading comprehension. Consequently, this research study was conducted to find out whether there is any correlation between EI and reading comprehension among the ELT students, as well as to examine whether there is any gender differences in terms of emotional intelligence level.

In other words, this study aims to show whether language learners' emotional intelligence is related to their success in foreign language learning reflected in higher level of reading comprehension. To explore which components of EI are mostly related to reading achievement, and to discriminate the emotional intelligence level among ELT learners according to their gender.

### **1.4 The Research Questions**

The current study seeks to answer these four questions:

1. Is there any significant relationship between ELT university students' EI and their reading comprehension in English?

2. Which components of Emotional Intelligence can best predict ELT students' reading performance?
3. Is there any significant difference between the emotional intelligence levels according to gender among ELT university students?
4. Are there any gender differences according to ELT university students' EI level and their reading performance?

### **1.5 The Significance of the Study**

Nowadays, the number of learners who learn English is increasing day by day, and there is no doubt that English is the global language, as Seaton (1997) stated that English is becoming rapidly the merely language for communicating globally. Accordingly, the main goal for English learners is to master the language in order to be able to communicate with people from different parts in the world effectively. However, learning English is not an easy educational process for many language students. Thus, teachers have great concerns about guiding their learners to master the language. One of the important personality traits for increasing the students' academic success is to achieve a high EI level as argued by many scholars; like Pishgadm (2009).

Furthermore, emotional intelligence has been studied a lot recently and it was correlated with academic success. For instance, Downey et al. (2008) argued that high level of EI is needed in order to increase learners' planning, motivation and decision making, and these factors have significantly affected academic performance. Besides, Alias and Arnold (2006) discuss that learners who possess high EI level are

found to be more successful in their academic learning, and they advocate integrating EI skills to the education programs. Therefore, English language learners need to develop their emotional intelligence level in order to achieve their proficiency goal, and English teachers are demanded to consider the importance of this psychological trait in their classroom instructions.

Consequently, this study will look into the link between EI and reading comprehension achievement as the literature in this area is limited. Finally, this study will help language teachers in processing teaching by considering the psychological side of learners and help them to develop their emotional intelligence and raising their awareness of the importance of this trait in learning a foreign language.

## **1.6 Definitions of Terms**

Correlation: “The way that two or more things are connected.” (Oxford Dictionary, p. 610).

Emotional intelligence (EI): “abilities such as being able to motivate oneself and persist in the face of frustrations to control impulses and delay gratification: to regulate one’s moods and keep distress from swamping the ability to think; to emphasize and to hope”(Goleman, 1995, p.34)

EFL: An abbreviated term stands for English as a foreign language. This term is used when describing people who learn English as a foreign language; for example, an Arabic person studies English in his country, we call him an EFL learner.

Reading comprehension: “the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.” (Woolley, 2011, p.15).

Schutte Self Report Inventory (SSRI): A brief emotional intelligence measurement tool that is consisted of 33 self-reporting items. (Schutte et al., 1998).

## Chapter 2

### LITERATURE REVIEW

This chapter explores firstly the notion of intelligence. Secondly, it discusses the types of intelligence. Thirdly, the definitions and history of emotional intelligence are reviewed. Fourthly, the most popular emotional intelligence models are presented, and fifthly, types of emotional intelligence measures are introduced. Sixthly, research studies about the correlation of emotional intelligence and English language achievement; mainly, the four main language abilities; reading, writing, listening and speaking, as well as language learning strategies and gender differences will be discussed. Finally gender difference according to emotional intelligence level is presented at the end of this chapter.

#### **2.1 The Notion of Intelligence**

The notion of *Intelligence* is considered a challengeable issue, in the sense that many psychologists have defined the term *Intelligence* differently according to their own perception. For instance, Binet explained intelligence as “the tendency to take and maintain a definite direction; the capacity to make adaptations for the purpose of attaining a desired end, and the power of auto-criticism” (as cited in Terman, 1916, p. 45).

However, Gardner (1983) pointed out that intelligence is the ability “to resolve genuine problems or difficulties as they are encountered” (p. 60). Furthermore,

Gottfredson (1997) argued that "...no other ability has been shown to have such generality or pervasiveness of effect as does intelligence" (p.6).

Definitions of intelligence have always been elusive in nature. In 1921, the editor of the Journal of Educational Psychology organized a conference of 17 professionals in the psychology field to discuss the definition of intelligence. In the conference, the notion of Intelligence was interpreted differently by many scholars (as cited in Fogarty, 1999), as follows:

- (1) The capacity of learning (Buckingham, 1921).
- (2) The ability of responses to actions wisely (Thorndike, 1921)
- (3) The ability to maintain intellectual thinking (Terman, 1921).
- (4) The capability of adaptation with different life situations (Pintner, 1921).
- (5) The skill of acquiring other skills (Woodrow, 1921).

However, Carroll (1993) reported that "the symposium did not produce any definitive definition of intelligence, nor was it expected to" (p. 36), accordingly, Carroll (1993) discussed that the interpretations of intelligence are not fixed over the time; they are changeable. Conversely, McNemar (1964) argued that "... it might be claimed that no definition is required because all intelligent people know what intelligence is; it is the thing that the other guy lacks." (p. 871). Consequently, all of these previous interpretations did not agree with each other. Every approach expresses its own diverse perspective.

## **2.2 Models of Intelligence**

The term Intelligence has undergone different stages; it started first by Binet in 1905 as a one-dimensional concept, then it developed in 1983 by Gardner into a multiple notion. Finally, the notion Intelligence was correlated with emotions to become Emotional Intelligence by Salovey and Mayer in 1990.

### **2.2.1 Binet's Intelligence Quotient (IQ) Model**

Alfred Binet' (1905) scale of Intelligence Quotient (IQ) is the basis of measuring intelligence, and it is widely used till today. This scale emerged first in a French school for testing the students' intelligence, in order to find out which students need assistant teaching lessons. In the quest of trying to know the students that need more assistance as directed by the French government, Binet and Simon have worked together for developing questions that are not related to school; like skills, problem solving and memorization, in order to identify the issues that affect success in schools. In fact, the Binet scale is concerned with the levels of the cognitive ability of the individuals; like logic and memory. Later on, in 1916, the Stanford University utilized the Binet original scale with the American students by the psychologist Terman, who brought the notion Intelligence Quotient (IQ), and after standardizing it, the Binet Intelligence Scale was first published in 1916, and used by other American teaching authorities as the standard intelligence test (as cited in Wechsler, 1958).

Thus, in the beginning of the 20<sup>th</sup> century, the IQ scores were considered by many people as the most adequate measurement of the persons' potential achievement in life. Additionally, the term *Intelligence* was focusing only on the cognitive abilities; for instance, Binet' theory connected intelligence with logic and language abilities (Wechsler, 1958).



### **2.2.2 Thorndike's Social Intelligence (SI) Model**

The modern *Social Intelligence* (SI) notion was developed by Thorndike in 1920, which was widely called the theory of Thorndike. He categorized intelligence into three aspects: capacity to comprehend and control thoughts (abstract intelligence), concrete entities (mechanical intelligence), and people (social intelligence).

In 1920, Thorndike argued that intelligence is not related to the academic performance only, but also to social and emotional components. Thorndike was the first one who brought the term of Social Intelligence (SI). He went further to define it as the capacity of managing the relationships with people.

In the view of Thorndike (1920), Social Intelligence is “the ability to understand and manage men and women, boys and girls – to act wisely in human relations” (p. 228). He pointed out that Social Intelligence is the ability that “shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory” (Thorndike, 1920, p. 231).

In the same manner, Moss and Hunt (1927) stated that Social Intelligence (SI) is the "ability to get along with others" (p. 108). Moreover, Vernon (1933) defined (SI) more widely as the "ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers" (p. 44). However, Wechsler (1958) did not give an adequate attention to SI, pointing to the fact that "social intelligence is just general intelligence applied to social situations" (p. 75).

Nevertheless, researchers such as Taylor (1990), and Walker and Foley (1973) rapidly interpreted these abstract explanations of social intelligence into standardized instruments in order to measure the differences of the social intelligence ability among the individuals (as cited in Sternberg, 2000).

### **2.2.3 Gardner's Multiple Intelligences (MI) Model**

The emotional quotient or emotional Intelligence theory first appeared with the work of the psychologists Gardner (1983) and Salovey and Mayer (1990). Later this concept regularly became the core of interest with an increasing emphasis on studies over the connection of emotions and thinking in the psychological research studies (Grewal & Salovey 2005).

The emotional intelligence theory was derived from the Social Intelligence concept; that is to say that emotional intelligence emerged in the lights of the social intelligence theory. Thorndike (1920) explained that SI is the capacity to be sensitive to the others' feelings, needs and to perform wisely in terms of relating with people. However, his views were not taken into account till several years later in the mid-1980s, when Gardner in 1983 wrote about the multiple intelligences. In Gardner's (1983) frame of intelligences, he pointed out that the personal intelligences (interpersonal and intrapersonal intelligences) brought the development of emotional intelligence. The following are the eight intelligences as stated by Gardner (1983):

(1) Linguistic Intelligence: It is the skill of using the language to obtain one's own goals. It is also ability to administer language both in written and in oral form perfectly, as well as both in poet and in rhetoric. For Gardner, poets, authors and speakers are among those with high levels of linguistic performance (Gardner 1999).

(2) Logical-Mathematical Intelligence: This is the skill to think rationally, to solve problems, to analyze mathematical operations, and view issues in a scientific way (Gardner 1999).

(3) Musical Intelligence: It is the capacity of recognizing musical tones and composing rhythms. In Gardner opinion, Musical intelligence has a common notion with linguistic intelligence (Gardner 1999).

(4) Bodily-Kinesthetic Intelligence: It involves utilizing one's physique to solve problems. Besides, it is the capacity of utilizing mental aptitudes to match body movements. Gardner thinks that mental activities and the physical one are correlated (Gardner 1999).

(5) Spatial Intelligence: It contains the effort to identify the patterns of wide and restricted areas (Gardner 1999).

(6) Interpersonal Intelligence: This is the capacity of understanding the others' intents, desires, and feelings. According to Gardner, teachers, leaders, and counselors, all should have a high Interpersonal intelligence (Gardner 1999).

(7) Intrapersonal Intelligence: It is the skill of perceiving one's own thinking, to identify one's feelings, fears and interests. For Gardner, this kind of intelligence involves possessing an effective working idea of ourselves, in order to use this information for regulating our life (Gardner 1999).

(8) Natural Intelligence: It is the ability to find, perceive and classify patterns, minerals and the living objects in the world. This type of intelligence was added to the previous seven intelligences by Gardner (1999).

According to Gardner (1999), the eight intelligences seldom work independently; they are utilized at the same time and they are complementing each other whenever there is a skill development or a problem-solving.

#### **2.2.4 Mayer and Salovey's Emotional Intelligence (EI) Model**

In 1990, Mayer and Salovey introduced their first emotional intelligence model, which was based on Gardner's views. They were the first who used the notion emotional intelligence to describe thinking emotionally. In fact, EI was defined by these scholars as a cognitive ability that aids to understand one's own emotions and that of others and the ability to act in our relations accordingly. This model is concerned with emotional skills which can be developed in life throughout learning and experiences (Fernandez-Berroca et al., 2005). In 1997, Mayer and Salovey developed their EI model, in which emotional intelligence was identified through four different abilities. These four branches were arranged from lower to higher order capacities.

(1) Emotion perception: It is the ability of perceiving one's own feelings and that of others. It is also the understanding of the non-verbal emotions; like perceiving the beauty of a landscape or a piece of art (Mayer et al, 2004).

(2) Emotional facilitation: It is the capability of emotions that helps people to think in an easy reasonable way (Mayer et al, 2004).

(3) Understanding emotions: This is the capacity of perceiving emotions; emotional words; and recognizing the way of how they are mixed to produce other emotions that are substituted overtime (Mayer et al, 2004).

(4) Managing emotions: It is the skill of controlling emotions of the one's own-self and those of others (Mayer et al, 2004).

Therefore, Mayer and Salovey's (1997) theory is concerned with identifying, perceiving the feelings of people as well as of one's own self, and using the information about the feelings of others to act accordingly in human relations.

### **2.3 Emotional Intelligence**

The theory of emotional Intelligence has drawn a lot of attention in the recent years especially in the field of psychology. EI is considered as the tool that leads consciousness of language to become learned, enables people to understand, clarify, and communicate thoughts among themselves. In fact, language continues unconscious until it meets with emotions. Language and emotion are two used equivalent systems and their relationship implies in that one system (emotions) effects on the act of the other (language); accordingly, both systems are shared in the communicative process between people (Bamberg, 1997).

Salovey and Mayer (1990) define emotional intelligence as “the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions” (p. 189).

According to Bar-On's (1997) view point of the EI, he reported that emotional intelligence is "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14). Likewise, Goleman (1995a) discussed emotional intelligence as a non-cognitive ability, he also stated that "the abilities called here *emotional intelligence*, which includes self-control, zeal and persistence, and the ability to motivate oneself" (p.28).

Emotional intelligence and emotional quotient (EQ) are two coined terms with different meaning. Accordingly, the EQ is based on cognitive abilities like memorizing and thinking in a scientific way; however the EI is based on the non-cognitive abilities such as identifying and managing the one's own emotions as well as that of others.

As for the emergence of these two labels (EI and EQ), Bar-On (1988) was the first who introduced the emotional quotient concept (EQ), and it was equated to the cognitive ability like problem-solving and memorizing. On the other hand, combining the concepts of *Emotion* and *Intelligence* to become *Emotional Intelligence* was introduced firstly in 1990 by Salovey and Mayer. They presented EI in a different way; accordingly, Slavory and Mayer (1990) discussed EI as the ability to monitor the feelings of one's own-self and that of others, to distinguish them, as well as to utilize this information to lead one's own thinking and manners.

Although Gardner (1983) labeled his two approaches of emotional intelligence differently, as the *Intrapersonal Intelligence* and *Interpersonal Intelligence*, the

theory of his two approaches was the basis of the EI theory of Mayer and Slavy (1990), and they share the same theory interpretation for the term EI. In Gardner (1983) intrapersonal intelligence is explained as the capability to perceive the ones' own emotions, whereas the Interpersonal intelligence as the ability to predict the others' desires and thinking.

Moreover, emotional and social intelligences are considered as the basic abilities for life success, as discussed by Bar-On (1997). Similarly, Javaheri (2006) stated that emotional intelligence cannot be measured in the lack of the social relationships so that emotional intelligence is created through peoples' interactions and it leads to maintain relations with others successfully. Consequently, EI has been argued as an important factor to survive as explained by Darwin et al. (1998) when he connected the importance of having a high level of emotional intelligence with the individuals' survival in their daily situations.

Hence, it is obvious that having a high level of EI is considered as one of the important criteria that aid to success in life spheres; especially in the educational field. In contrast with cognitive intelligence, emotional intelligence is considered an essential factor for learning a second language (Homayouni, 2011).

Most of the researchers who investigated the theory of EI came to a similar end with the other researchers about the discussion of the skills that are related to the EI. For instance, research studies by Bastian (2005) and Caruso (2002) discussed that emotional intelligence consists of the following four skills:

(1) Self-control: This is understanding one's thinking and feelings (Caruso, 2002).

(2) Self-management: It is the exact awareness of one's reactions (Caruso, 2002).

(3) Social knowledge: It is used to recognize the others' feelings and thinking (Caruso, 2002).

(4) Management of relations: It is applying our information about others' emotions and thinking in order to manage our interactions about them (Caruso, 2002).

Accordingly, EI is considered as the skill of controlling and managing one's own feelings, as well as to be aware about the feelings and thoughts of others.

## **2.4 The Most Popular Emotional Intelligence Models**

In this section three emotional intelligence models are introduced by different scholars according to their own perspectives; (Bar-on, 1997; Gardner, 1983; Goleman, 1995; Mayer and Salovey, 1997; Schutte, 1998)

### **2.4.1 Goleman's (1995) EI Model**

There are different views about describing the EI theory. Accordingly, the psychologist Daniel Goleman introduced the term *Emotional Intelligence* to the world more extensively with his book "*Emotional Intelligence*" in 1995. In Goleman's (1998) book, it was stated that EI acts a main role according to life achievement. Goleman (1998) defined the notion of emotional intelligence as the capacity to understand our emotions and manage our feelings, also those of others. Goleman introduced his mixed model under the term of performance, which relates



the persons' skills and behaviors in application to workplace success (as cited in Stys & Brown, 2004).

Goleman (1998) divided the emotional intelligence ability into five emotional competencies as the following:

(1) Self-awareness: It is the skill of perceiving the one's own feelings in order to utilize them in making decisions effectively (Goleman, 1998).

(2) Self-regulation: It is the capacity of being stable emotionally stable and be able to control one's emotions and thinking more positively (Goleman, 1998).

(3) Motivation: Been able to allow for the recognition of desires in a more demanded direction (Goleman, 1998).

(4) Empathy: It is the capability of understanding the feelings, thinking and needs of others, and to act accordingly (Goleman, 1998).

(5) Social skills: It is the capacity to manage interrelationships and be more talented in leaderships (Goleman, 1998).

Consequently, Goleman's EI definitions reveal that emotional intelligence possesses two relations; one relation is combined with the one's own self (internal/ intrapersonal relation) and the other one is related to the others' interactions (external/ interpersonal relation. These two relationships are similar with the work of Gardner's (1983) intrapersonal and interpersonal intelligences.

#### **2.4.2 The Bar-On's (1997) Emotional Quotient Inventory**

Bar-On is the inventor of the term emotional quotient (EQ). The same emotional intelligence elements of Goleman (1995) were described by the study of Bar-On (1997), in which he defined EI as the concerning of the individuals to understand themselves, as well as understanding others' feelings and intentions. Bar-On (1997) also went further to describe EQ as the capability to cope with surroundings in order to deal with life demands rationally. Besides, this model is considered as process oriented, not as outcome- oriented. This model deals with performance and success potentials both together. (as cited in Stys& Brown, 2004).

Bar-On's model (1997) is based on the personality theory, and it emphasizes on the correlation as well as the codependence of emotional intelligence ability with the personality factors, and the performance of this relation on individuals' welfare. Moreover, Bar-On's (1997) emotional intelligence scale is divided into five main categories: interpersonal ability, intrapersonal ability, adaptability, stress management, and general mood.

(1) Intrapersonal Ability: This is the capacity of recognizing one's own needs and feelings and to be more self-aware as well as more independent. Intrapersonal subcategories are self-awareness, assertiveness, self-regard, self-actualization, and independence (Mayer et al., 2000b).

(2) Interpersonal Ability: This is the capacity to be more sensitive towards the others' needs and thinking and to be able to maintain relationships. Interpersonal

subcategories are empathy, interpersonal relationship, social responsibility (Mayer et al., 2000b).

(3) Adaptation: It is the ability to be flexible in different situations and to be skillful in finding solutions. Adaptation subcategories are personality and individual differences, problem-solving, reality testing, and flexibility (Mayer et al., 2000b).

(4) Stress Management: It is the capacity to control the persons' own feelings. Stress management subcategories are stress tolerance, impulse control (Mayer et al., 2000b).

(5) General Mood: the capacity to maintain a positive thinking. Its' subcategories are; Happiness and Optimism (Mayer et al., 2000b).

Accordingly, emotional intelligence is argued by Bar-On (1995) as the skill of having awareness towards the feeling of the self and that of others, to be flexible in life situations, to tolerate stress, and maintain positive thinking.

### **2.4.3 Schutte's (1998) Emotional Intelligence Model**

The Schutte's Emotional Intelligence Scale is called in literature the Self-Report Emotional Intelligence Test which attempts to measure the trait of EI. In fact, it is based on the EI model of Salovey and Mayer (1990). Although this scale was refined in 2004, the basic aspects of their EI model remained the same. In Schutte's (1998) study, it is argued that EI trait is categorized into four skills: emotions appraisal and regulation of emotions in both one's own self and that of others, expression of emotions, and utilizing emotions to solve problems. Functions are classified under

these branches like verbal and non-verbal emotion expression and appraisal, as well as using emotions for motivation (Schutte et al., 2009).

The need for a brief and validated emotional intelligence measurement which is based on a theoretically cohesive EI model led to the emergent of The Schutte's Self-Report Emotional Intelligence Test (1998). Thus, the original model of Salovey and Mayer (1990) as well as their (1997) revised scale were the basis of Schutte's EI model.

## **2.5 Types of Emotional Intelligence Measures**

Most of the current experts of EI models have followed the principles of Thorndik (1920) and Gardner's (1983) emotional intelligence scales. Every theoretical concept of EI models conceptualizes EI either as an ability model or as a mixed model. The ability model presents EI as a pure intelligence that basically has to do with mental ability. For instance, Mayer and Salovey's (1990) model is an ability scale that is defined as individuals' capacity to manage and perceive their emotions (Brackett & Mayer, 2003).

The other kind of EI models is the mixed one. The mixed model consists of both mental capacity and personality features like optimism, motivation and well-being, these two features are significantly combined (Mayer, 1999). For example, the EI inventories of Bar-On's (1997) and Goleman's (1995) are considered as mixed models (Goleman, 2001). In contrast to the main concept of Goleman's EI model that combines personality to EI ability in order to determine success in life, Bar-On's inventory corresponded personality traits to the ability of emotional intelligence to explore personal well-being (Goleman, 2001).

In addition, emotional intelligence measures are like EI theories, they are fallen into either the ability model or the mixed model, and they are formed into different measures as: self- report, other report, or performance.

As for the different models, the Self-report scale asks participants to identify the statement that totally describes them as argued by Mayer, Caruso, and Salovey (2000). Other-report scale concerns with the others' features. This kind of questionnaire requires the participants' information about other people; it asks individuals to mark the sentences that describe a group of people who they know. (Funder and Dobroth, 1987). However, the Performance or ability measures engage people in a much cognitive tasks as discussed by Mayer and Salovey (1997). Consequently, the self-report and the other report measure are utilized within the mixed measures of EI, while performance models are utilized within the pure model of emotional intelligence.

## **2.6 Emotional Intelligence and Language Learning**

Emotional intelligence is thought to have a substantial effect on second language success. Moreover, there is a great body of research studies that explored deeply the correlation between EI and foreign language achievement. Accordingly, the following studies were carried out to examine the relationship between EI and English language learning.

Razmjoo (2008) examined the correlation between emotional intelligence and English language proficiency. Accordingly, 278 EFL Ph.D. students in Shiraz University participated in this study. These participants were required to complete a 90 items EI survey and a language proficiency test of 100 items as well in order to determine the type of intelligence that predicts the success of language learners. The

findings showed that there was a non-significant correlation between English proficiency and the multiple intelligences' components in general and the EI trait particularly. Similarly, a non-significant correlation between English language achievement and gender differences was found.

Pishghadam (2009) investigated the relationship between EI and the four major abilities of English language: listening, reading, writing and speaking. In this quantitative study, participants were 508 male and female students from four Iranian universities, and they were all EFL second year university students. Pishghadam (2009) related the GPA grades of EFL second year university students to EIQ in order to examine the correlation between language learning and the EI trait among English language learning students. The researcher revealed that there is a significant correlation between EI and reading, listening, writing and speaking respectively.

Shakiba and Baranib (2011) examined the correlation between EI and English language proficiency of 84 male and female high school students in Iran. Shakiba and Baranib (2011) employed Nelson test (a placement English language test) to evaluate students' language proficiency and Daniel Goleman's Emotional Quotient test (EQ) for measuring their emotional intelligence levels. The study proved that there was a significant relationship between emotional intelligence and language proficiency. In terms of gender differences, the results showed that female group showed more sensitivity to their EI traits. Shakiba and Baranib (2011) stated that English language teachers should raise awareness for both gender difference and emotional intelligence in their teaching process.

Nesari, Karimi, and Filinezhad (2011) explored the correlation between EI and FL vocabulary learning. The researchers conducted their study with 120 intermediate EFL learners at two Iranian institutes. Participants were given Bar-On emotional intelligence test for measuring EI trait and Nelson placement test for evaluating their vocabulary level. The findings showed a negative correlation between EI and vocabulary learning. Besides, gender differences of EI levels weren't noted in this study.

Rahimi, Sadighi, and Fard (2011) investigated the role of linguistic and emotional intelligences on EFL learners' reading achievement. Participants were 90 intermediate EFL Iranian university students and all of them were female. To this end, researchers employed two questionnaires translated into Persian; Schutte's (SSRES) EI scale for assessing students' emotional intelligence and Linguistic Intelligence section of the Multiple Intelligence questionnaire employed by Sadri (2007). Besides, students TOEFL reading test scores were obtained for correlating them with the questionnaire results. The findings showed that Iranian female students' linguistic intelligence affected significantly their reading performance. However, the trait of emotional intelligence didn't affect EFL students' reading achievement.

Abdolrezapour and Tavakoli (2012) examined the link between EI and reading achievement on EFL students. In this quasi-experimental design study, 63 Iranian students were separated into two groups; experimental and control groups. In this research, learners were given The Trait Emotional Intelligence Questionnaire Adolescent Short Form (TEIQue-ASF) developed by Petrides et al. (2006) and short

reading topics twice; i. e. both groups were given a pre and post general reading test and were asked to complete the EI inventory of TEIQue-ASF. However, through the period in between the reading tests both groups were introduced to reading subjects, the only difference was that the experimental group was given reading topics full of emotional content and words, while the control group was taught through the ordinary reading texts. Finally, the findings revealed that the experimental group showed a great reading achievement, however, the control group was at the same reading level. This study implies that EI has a great impact on reading achievement so that teachers are recommended to raise awareness of EI trait in language teaching process.

Zarafshan and Ardeshiri (2012) explored the correlation between EI and language learning strategies (LLS) among EFL proficiency of 135 Iranian university students. This research adapted a correlative design for analyzing data, and it employed three data instruments for conducting the study: Bar-on EI Inventory for measuring participants' EI level, Strategy Inventory Language Learning (SILL) for testing students' language learning strategy use, and Nelson test for evaluating learners' English language proficiency. Although the correlation between language proficiency and language learning strategies was found highly significant in this study, the results revealed that there was not a correlation between EI and English language proficiency.

Mohammadi (2012) explored the effect of emotional intelligence on ESL learners. This research was conducted with a total participant of 191 Iranian undergraduate students, who volunteered to contribute in this study, and they were required to



complete Bar-On EI Inventory, which was utilized as a first data collection instrument for measuring students' level of emotional intelligence. Besides, the Cumulative Grade Points Average (CGPA) of the students was employed as a second data collection instrument. This correlative study revealed that the link between EI and second language achievement was significant.

Fouladi (2012) explored the impact of EI on language learning strategies use. Accordingly, fifty Iranian post-graduate students aged between 24 and 34 participated in the study. In the data collection instruments, Fouladi (2012) employed the Short Form of Trait Emotional Intelligence Questionnaire (TEIQue) and Oxford's (1990) questionnaire of language learning strategies. The findings revealed that only three language learning strategies (Memory, Cognitive and Compensation strategies) were positively correlated with the students' emotional intelligence, while the other strategies were negatively correlated. However, the significant correlation was revealed only with the cognitive strategy, which proved that EI didn't affect the choice of language learning strategies.

Karaman (2012) conducted an empirical study to determine the correlation between EI and English language achievement with 64 Turkish senior undergraduate students at EMU in North Cyprus. All participants were studying ELT and CITE at the Faculty of Education. They were asked to complete Bar-On EI Inventory (1997) and to answer an English placement test for matching their English proficiency exam results with their EI level. The results of this quantitative study revealed that although the EI categories of interpersonal and adaptability were associated with one part of the

English tests (grammar), EI was found to have no relationship to students English language success.

Bora (2012) examined the link between EI and speaking skill. Accordingly, twenty-one EFL English language university students of intermediate language level from English preparatory school in Turkey participated in this study. The researcher developed two questionnaires; one for assessing students' level of EI, and the other for determining the students' views about the brain-based speaking activities. The findings of the study showed that students with high EI levels were more active and confident in the speaking classes as well as having the capacity in solving brain-based activities. However, students with low EI levels were less active in the classes of speaking as well as less sociable with their class-mates. Bora (2012) recommended that teachers should help students to increase their EI referring to the findings of this study.

Jahandar, Khodabandehlou, Seyedi, and Abadi (2012) explored the influence of EI on listening performance among EFL Iranian undergraduate university students. The population of the study was 75 male and 93 female students at an intermediate English language level. Bar-on Emotional Intelligence Inventory (1980) was employed for assessing learners' EI level. Besides, students' TOEFL listening test scores were obtained to correlate with the participants' EI level. The results of the study showed that although the EI components have a great influence on both male and female EFL learners in general, this impact was correlated more with the females' results than that of the males. Besides, the results of the study showed that males were more tolerated to stress than females.

Abdolrezapour (2013) examined the link between EI and writing achievement with 44 Iranian EFL learners. Participants were at an intermediate English language level, and they were all female learners with average age 16. After dividing them into experimental and control groups, the experimental group was given the Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF) by Petrides, Sangareau, Furnham, and Frederickson (2006) for measuring their emotional intelligence before the first writing test. After the EI and writing tests, Goleman's EI theory was introduced for the experimental group, as well as a literary reading piece with lots of emotional expressions. In a period of two months, another literary piece was given to the experimental group students to read and to write a topic about it later for evaluating their writing skill improvement. The Trait Emotional Intelligence Questionnaire Adolescent Short Form was later filled by them. However, the control group was given ordinary reading pieces without any emotional words and expression. Abdolrezapour (2013) concluded that writing improvement for the experimental group was much noticed, whereas, the control group did not show any writing improvement. The researcher recommended that EI must be introduced in EFL classes for better language achievement.

Khalili (2013) investigated the impact of the EI traits on Iranian English language learners. Khalili correlated TOEFL scores of 65 EFL students to Bar-on EI Inventory. The results showed that EI trait was positively correlated with writing and listening only; however, the EI was negatively related with reading and speaking. Besides, the study illuminated that there were three on top emotional intelligence features that were affected by students' TOEFL scores, the first was the dimension of

Social-Responsibility which was the first priority among students, the second one was Independence, and finally came Empathy.

Bagheri and Ghasemi (2013) explored the correlation between emotional intelligence's components and writing performance of 30 Iranian students at intermediate English language level, who studied an IELTS course in a private institution. This quantitative study used the SSRES test (Schutte, 1998) for measuring students' EI and IELTS writing test for testing their writing ability. The results of this research study proved that there was a non-significant correlation between EI and writing achievement.

Oz, Demirezen, and Pourfeiz (2014) conducted a study in a Turkish university with 159 EFL students to examine the correlation between the learners' attitude about English learning and their EI perception. The findings revealed that the EI trait was correlated significantly with the students' language learning attitude. However, the personal intelligences were highly affected in second language learning for communication skills. This study showed a significant difference between the gender attitudes about foreign language learning, with females overcoming males in the attitude scale scores.

Zafari and Biria (2014) examined the role of EI trait on the select of language learning strategies. The sample of the study was 100 Iranian university students, who were studying MA and BA at the department of ELT. Zafari and Biria (2014) used three instruments for the complement of this study; the Oxford Placement Test for measuring students' language proficiency, emotional intelligence inventory, which

was translated into a Persian version for avoiding miss-understanding (Bar-On, 1997), and Strategy Inventory Language Learning (SILL) questionnaire (Oxford, 1990). The findings showed that the metacognitive language learning strategy was the mostly used among EFL learners, whereas the effective strategy was found the seldom used language learning strategy. Moreover, it was found the EFL students of high emotional intelligence level had used more language learning strategies than the less emotionally intelligent EFL learners. This significant difference was noted clearly in the descriptive results of the study.

Badali and Bonyadi (2015) explored the possible link between the EI components and listening comprehension. In conducting the study, a total population of 40 Iranian university students who were studying at translation department participated in the research. Besides, the Bar-On EI Inventory was used for assessing students' emotional intelligence levels. The findings proved that there was a significant link between intrapersonal EI component and EFL students' listening comprehension. However, the interpersonal sub-category of emotional intelligence has no correlation with EFL learners' listening achievement.

Khademi and Farokhmehr (2016) conducted a study for e-learning in order to explore the role of EI trait and speaking achievement among EFL learners. Participants of the study were 150 Iranian students at an intermediate English language level. To this end, participants' speaking proficiency was evaluated by using Nelson English Test, in order to select the participants with a high speaking score. Then learners' EI was assessed by employing Bar-On Emotional Intelligence Inventory (the Persian version) as a first data collection instrument. Accordingly,

learners were enrolled in an e-learning speaking course for four months; all the classes were recorded and not processed on-line. At the end of the course, the students completed a TOEFL test, and as was arranged with the researchers, they gave their TOEFL scores as a third data collection material, for relating them to their first two collective data. Results of the study showed a significant correlation between EI and speaking skill. Moreover, it was revealed that Interpersonal EI category was a great prediction for speaking proficiency.

Izadi and Nowrouzi (2016) investigated the role of the reciprocal reading strategies among EFL learners, as well as the EI impact on reading performance. The study used a sample of 42 EFL learners, who were asked to complete the Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue- ASF) (Petrides, et al., 2006) for assessing their EI level. Moreover, participants were given a pre and post IELTS reading test for evaluating their reading proficiency. In this study, the learners answered the reading test and later were engaged in reading classes that process the reciprocal reading strategy. After this process used cooperative instructions through the reading classes, learners were asked to answer the same pre-test of IELTS, students' scores were categorized as low and high scores. In each group they were identified according to their reading score.. Findings revealed that EFL learners were affected by the reciprocal reading strategy as the post-test scores have shown, whereas, the EI trait didn't have an impact on reading achievement of the EFL learners.

Tabrizi and Esmaeili (2016) investigated the correlation between emotional intelligence and reading performance among EFL impulsive and reflective learners.

To this end, 121 EFL Iranian female students participated in the study, ageing between 16 and 19, who were studying at high school in Tabriz. Regarding the data collection instruments, the study utilized four different instruments; the first one was a Preliminary English Test (PET) for measuring the students' reading proficiency level. The second instrument was the translated version of Bar-On EI Inventory by Samuie et al. (2005) for determining the participants' emotional intelligence level. The third and the fourth employed data collection instruments were the scale of Barratt's impulsiveness for determining the students with the impulsive personality trait, and the reflective thinking scale of Kember, Leung, Jones, and Loke (2000) for identifying students who possess a reflective personality. Firstly, the participants completed the EI scale and the second reading test. In the next session, the students answered the impulsive and reflective sections of the questionnaire. Consequently, the results of these four instruments showed that there was a significant correlation between EFL learners' EI levels and their reading success in general. Besides, a great correlation between the EI of the impulsive students and their reading proficiency was found. However, a negative relationship between the reflective EFL learners' EI and reading achievement was shown in particular.

To conclude, a lot of research studies have been conducted to find out the variables that can correlate with the emotional intelligence trait; accordingly, most of the previous studies have found out that EI correlates with improving the proficiency of English language learners.

## **2.7 Emotional Intelligence and Gender**

The gender differences in emotional intelligence levels can be influenced by childhood contexts. Bindu and Thomas (2006) pointed out that gender difference in

emotional intelligence is significantly depended on infancy and childhood socialization. Children are affected by the education they receive from their parents at the infant stage. For instance, Fivush, Brotman, Buckner, and Goodman (2000) stated that the relationship between parents and their daughter put emotional experiences into more interpersonal situations than the relationship between parents and their son. Fivush et al. (2000) explained that females develop verbal skills from infancy more than males; therefore, emotional intelligence awareness for girls is higher than the emotional intelligence for boys. So, when both genders grow up, women become more skillful in expressing their feelings and emotions than men.

Furthermore, in cases where boys are brought up within a context where parents often engage in emotional conversations, Dunn (1990) pointed out that males become more skillful in expressing their emotions as well as more aware of their emotional intelligence than other boys who grew up in contexts that lack the emotional conversations (as cited in Bindu & Thomas, 2006). Therefore, childhood education and socialization seem to have a great influence on emotional intelligence development among both genders.

Despite the assurance of Goleman (1998) that women and men are completely equivalent according to their emotional intelligence level, other psychologists proved that gender differences in EI significantly exist. For example, studies by (Grewal & Salovey, 2005; Mandell & Pherwani, 2003; Mayer, Caruso, & Salovey, 1999; Mayer & Geher, 1996) proved that females' emotional intelligence level is higher than that of males.



Moreover, females are found to be better in emotional perceptions and regulation of emotions than males in many studies; (Craig et al., 2009; Harrod and Scheer ,2005; Schutte et al., 1998).

However, according to the EI measure tools, it is argued that the EI scales may affect the results of the individuals EI scores according to gender differences. For instance, Brackett and Mayer (2003) pointed out that women achieved higher EI scores than men when their emotional intelligence was identified by using the EI model of Mayer-Salovey-Caruso, whereas, when utilizing the self-report models like the Bar-On EI Inventory and the SREIT, gender difference in emotional intelligence was significantly negative.

Although it is obvious from the previous findings that it is widely believed that females are more emotionally intelligent than males, gender difference according to emotional intelligence is a big issue that demands more attention.

To sum up, EI and EQ are two labels with different meanings, in which EQ is related to cognitive thinking, whereas emotional intelligence is related to the perception, managing and using the emotions for the one own self and that of others. In addition, emotional intelligence has been related significantly with English language achievement, in particular, with writing, speaking, and listening, as it was proved in many studies. Nevertheless, the link between EI and reading comprehension was not examined much in the literature. Furthermore, gender difference in terms of EI levels was the concern of the studies for many psychologists. Yet, identifying which gender is more emotionally intelligent than the other (male or female) is still an indefinite

issue in the literature. Consequently, the present study seeks to fill in the gap in the literature about the link of EI with reading comprehension, as well as to explore the levels of EI among the two genders separately.

## **Chapter 3**

### **METHODOLOGY**

This chapter presents the method that was applied to conduct this research study. It contains six main sections: the research design part, research questions, data collection instruments of this study, data collection procedures, the method of data analysis, and the last main section is data analysis procedures.

#### **3.1 Research Design**

A quantitative research method was utilized in this study. The quantitative approaches focus on collecting numerical data to describe a specific phenomenon among a group of people in order to generalize the findings of the analyzed data. Leedy and Ormrod (2001) stated that “Quantitative researchers seek explanations and predictions that will generateto other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory” (p. 102). Moreover, this research approach is defined by Creswell (2003) as the research method that utilizes “strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p. 18).

In addition, this work is also considered as a case study, which was carried out with the undergraduate students of Foreign Language Education, who are majoring in English Language Teaching (ELT) at EMU in Northern Cyprus. As for the definition

of case study, Mitchell (1983) defined it as the “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principles” (p. 192). Besides, Yin (1994) stated that the case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident... [and] relies on multiple sources of evidence” (p. 13).

### **3.2 Research Context**

This current study was carried out at Eastern Mediterranean University (EMU) in North Cyprus. It was carried out at the Department of Foreign Language Education (FLE) of the Faculty of Education.

The Department provides one undergraduate (BA) and two graduate (MA and Ph.D.) study programs; the first one (BA) is an undergraduate program leading to the Bachelor degree of Arts in ELT (English Language Teaching). According to the ELT program curriculum for the BA students, the EFL Department offers courses that are considered effective for teaching performance and professional development such as classroom management, teaching language skills, approaches to ELT, linguistic foundation, research methods, and testing and evaluation ([www.fedu.emu.edu.tr](http://www.fedu.emu.edu.tr)).

Moreover, the Department of Foreign Language Education has reputedly maintained international standards of teaching quality and research at all levels of the university programs. In 2014 the BA program of the FLE Department received official accreditation from the AQAS (Agency for Quality Assurance of the accreditation

educational-programs) that is registered with the European quality program for higher education.

The mission of the Department of Foreign Language Education is to offer tertiary education, to enhance the efforts of innovations and professional developments in the academic research studies, as well as to train competent, confident and creative professionals who are expected to play greater educational roles in the current globalized world ([www.fedu.emu.edu.tr](http://www.fedu.emu.edu.tr)).

### **3.3 Participants**

This study was conducted with sixty-eight (68) participants. The sample of the study were the first, second, third, and fourth year undergraduate students of the Department of Foreign Language Education at EMU in North Cyprus. The participants majored in ELT (English Language Teaching). The total number of female participants was more than double the number of male that participated; female participants were 46, whereas male participants were 22. In general, the students in the four years are of age 16 to 25. According to the native English language, only 11 participants among the four study years were native English language speakers, and this group was excluded from the study analysis as they presented a low sample percentage in this study.

In respect to the first year students, there were 20 participants of 8 males and 12 females. Only 3 out of 20 students were native English language speakers. Their ages ranged between 16 and 22.

According to the second year students, there were 26 students of 9 males and 17 females. Only three of the 26 students were native English language speakers. Their ages were between 18 and 25.

Besides, there were 12 participants studying in the third year. Two of them were males and 10 students were females. Only 2 participants among the third year students were native English language speakers. Their ages were between 20 and 24.

For the fourth year students, there were 10 students of 3 males and 7 females. Only 3 participants of the 10 students were native English language speakers. Their ages were between 20 and 25.

In fact, the main reason for conducting this study with the students from all the four study years was to arrive at a very strong conclusion in our result and to obtain more realistic findings, as well as to be able to draw clear comparisons between students' levels of reading comprehension and their EI levels.

### **3.4 Research Questions**

The current research study seeks in general to find out the correlation between EI and reading proficiency among ELT undergraduate students of Eastern Mediterranean University (EMU), to explore which one of the emotional intelligence components is more related to success in English language reading comprehension, as well as to investigate gender differences among the participants. In brief, this study aims to answer the following questions:

- (1) Is there any significant relationship between ELT university students' EI and their reading comprehension in English?
- (2) Which components of Emotional Intelligence can best predict ELT learners' reading performance?
- (3) Is there any significant difference between the emotional intelligence levels according to gender among ELT University students?
- (4) Are there any gender differences according to ELT University students' EI level and their reading performance?

### **3.5 Data Collection Instruments**

In this study, two data collection instruments were used: The Schutte's Self-Report Emotional Intelligence Scale (SSRES), which was developed by Schutte (1998) to assess ELT undergraduate students' EI level, and the IELTS reading test (which was taken from the British Council website) was administrated to IELTS candidates at the beginning year of 2017. It was used to evaluate ELT undergraduate students' reading proficiency.

Written permission was obtained from the developer of the SSRES Schutte by an email (see appendix A). The Schutte Self-Report Emotional Intelligence Scale (SSRES) is based on the EI model of Mayer and Salovey (1990). The SSRES test includes 33 items with a five-point scale. Respondents of this questionnaire are asked to choose the items that strongly matched by them by choosing a number from 1 to 5, these numbers follow a special criteria, in which 1 = strongly disagree, 2 = somewhat disagree, 3 = neither agree nor disagree, 4 = somewhat agree 5 = strongly agree. It

should be mentioned that three items of the questionnaire are stated negatively (5, 28, and 33).

The SSRES Scale is a self-report model that focuses on a typical EI. It requires about 15 minutes for completing the questionnaire. Moreover, the scores of the scale are calculated by summing all the item numbers; however, items 5, 28 and 33 require a reverse coding; accordingly, the scores of the scale range from 33 to 165.

The reliability of the scale was calculated by Cronbach's Alpha method (the reliable measurement of a scale to show how its item responds are closed to each other). Accordingly, the reliability of Schutte's (1998) EI scale was calculated as 0.90, as mentioned in Schutte (1998). As a result, this scale is found as a fairly reliable EI test for young people as well as adolescents. However, the only sub-scale which shows a poor reliability is the Utilization of Emotions sub-scale as reported in Ciarrochi, Chan, and Bajgar (2001) for noticing the internal consistency of SSRES scale.

Furthermore, some research studies have used the Schutte's EI inventory for measuring the participants' EI level associated with another EI test, such as in the Van Rooy and Viswesvaran study of meta-analysis in 2004. In the study, the Evaluating Emotions Scale scores were linked at 0.23 with outcomes in different life domains (Schutte, 1998). This study findings showed the convergent validity of SSRES Test in that the EI scores of the university students predicted their end-of-term GPA average (Schutte, 1998). Consequently, this scores' matching prove the convergent validity of the SSRES scale.



According to the divergent validity of the SSRES inventory, it is found that measures of other psychological dimensions like EI are extremely different from other personality constructs. Consequently, many studies have searched the correlation of the evaluating emotions scale scores and the Big Five elements. For instance (Bastian et al., 2005; Brackett and Mayer, 2003, and Schutte, 1998) respectively examined the correlation between emotions assessment scale and the Big Five Dimensions. Consequently, they reported that the scores of emotions assessment scale are relatively distinct from the Big Five scores.

Items of the SSRES questionnaire are related to the items of Mayer and Salovey's (1990) EI model. These four main categories were measured through the SSRES questionnaire, and they were distributed over the 33 items. Hence, the four components of emotional intelligence in Schutte (1998) are: Perception of Emotion, Managing Own Emotions, Managing others' Emotions, and Utilization of Emotions. Besides, these components of EI are implemented in the 33 items as follows:

Component 1: Perception of Emotion, which is found in these items (5, 9, 15, 18, 19, 22, 25, 29, 32, and 33).

Component 2: Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, and 31).

Component 3: Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, and 30).

#### Component 4: Utilization of Emotion (items 6, 7, 8, 17, 20, and 27).

All of the thirty-three items of SSRES Test are implemented in the four scale components as argued by Ciarrochi et al. (2001). The reliability of these items has been calculated through Cronbach's Alpha as 0.89 that has a very significant consistency and very closed to Schutte's (1998) reliability analysis.

The second data collection instrument which was employed in this study is an IELTS reading test. In fact IELTS test is an authorized English language test, which is conducted in British Council in every major city. The test is divided into 4 sections. The first three tests; listening, reading, and writing take 3 hours for completing the questions; the time limit for each test is an hour. In addition, the speaking test is held either before or after one day of accomplishing the other three tests.

According to the band scores of IELTS, having 9 score refers to an expert language user, 8 indicates to a very good language user, 7 refers to a good language user, 6 means the user is competent, 5 indicates that the language user is at modest level, 4 indicates to a limited language user, 3 an extremely limited language user, 2 indicates that the user of English language is at intermittent level, and 1 refers to non-language user. Therefore, the highest IELTS score is 9, whereas, the lowest IELTS score is 1. Meanwhile, candidates can have a whole score bands such as 7, 8 or half bands scores like 8.5, 7.5, etc. ([www.britishcouncil.com](http://www.britishcouncil.com))

According to the reading test section, it involves three long reading passages that are usually consist of one and half page for each passage. The reading topics are taken

from scientific journals and books, and the vocabulary are difficult which can be understood within the passage context. In addition, the reading test has 40 questions distributed through the three reading texts, and their answers are multiple choice questions (MCQ) that should be written in the answer form sheet, not inside the question papers. ([www.britishcouncil.com](http://www.britishcouncil.com))

Moreover, for every test section there is a band score, and these four band scores are calculated by extracting the general band score for candidates. For reading section, the forty questions are calculated as it is illustrated in Table 1 below:

Table 1: Calculation of the Band Scores of IELTS

Score Band	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5
Grade out Of 40	39-40	37-38	35-36	32-34	30-31	26-29	23-25	18-22	16-17	13-15	10-12	8-10	6-7	4-5

([www.britishcouncil.com](http://www.britishcouncil.com))

And lastly, the reading IELTS test of this study was taken from ([www.ielts.org](http://www.ielts.org)) and only two reading passages were used. By taking out the third reading passage, the questions were reduced to be 20 questions.

### 3.6 Data Collection Procedures

The data for this study was collected in the spring semester of the 2016-2017 academic year in the Department of FLE at Faculty of Education of Eastern Mediterranean University.

After obtaining the approval letter from the Ethical Committee of Research Studies at EMU (see appendix B) to administer the research data collection instruments, the

researcher has started collecting data of the EI questionnaire (see appendix C) and the IELTS reading test (see appendix D) in the first week of May 2017. Moreover, the data collection of the second and third year students were gathered in the same day through two sessions, after that the data collection for the fourth year students was collected in the same week, then in the subsequent week the first year students' data were obtained.

At the beginning of the procedures of data collection, the participants of the study were asked to fill a consent form (see appendix E). Then they were allowed to spend about 15 minutes to complete their demographic information, along with the EI questionnaire, which was attached with 2 reading passages of IELTS. The reading test required 40 minutes to answer all the questions. Therefore, the duration of every data collection session was 50 minutes, the same time limit of EMU undergraduates teaching classes.

It should be noticed that the participants were given instructions about the aim of the study and the way for completing the questionnaire and the reading test. Additionally, they were informed that their identities and names will not be used in the study.

### **3.7 Method of Data Analysis**

The data for the current study was analyzed through the SPSS (version 24) (Statistical Package for Social Sciences) software. In order to explore the correlation between EI and reading comprehension, the Pearson product-moment correlation (PPMC) measurement was utilized to correlate the participants' EI levels and their reading test scores (the relationship between EI and reading comprehension).

Besides, correlation coefficient ( $r$ ) was calculated, to clarify any positive, negative, or zero correlation between variables. Moreover, other measures were computed in this study for descriptive analysis; the maximum, minimum scores, means, and standard deviation. For calculating the mean scores and standard deviation of the two variables (EI and reading test scores), the Z score measurement was employed as the two scales are scored differently, i. e. , EI scores are out of 165, whereas reading IELTS test band scores are out of 9. So that if we compare scores of two different bunches of data, a standard measurement is definitely needed, and Z score measurement is very appropriate for this kind of statistics.

Meanwhile, the regression analysis was done in order to find out which ones of the EI components are the best predictors for reading comprehension performance. However, Independent T-Test formula was run to find out the level of significance in the differences among both genders of the study. Finally, the Cronbach's alpha coefficients were run for estimating the reliability (internal consistency) of the study instruments. According to the reading test, the original answer sheet was used to correct the questions ethically, as it was provided in the web page with the questions.

### **3.8 Data Analysis Procedures**

The first step for analyzing the data of this case study was marking the reading IELTS test that was answered by the participants. In fact, the key answers for the test were available and ready from the same web page of the test questions ([www.britishcouncil.com](http://www.britishcouncil.com)).

Then, the sample of the study was divided into two groups according to the reading scores, that is, those students whose scores were less than 18 Out of 40 (which refers

to 5 band IELTS score out of 9) were excluded out of the study. Only participants with 18 and more scores (from 5.5 till 9 band IELTS score) were included in the study analysis. This criterion was done for identifying and selecting the competent users of English in reading skill. However, In order to gain a grade out of 40 in the reading test, the researcher multiply the participants' scores by 2 and accordingly every student received a band reading score out of 9. Particularly, only reading scores from 18 and more were utilized in this study; students with 5.5 reading band score or more.

After the study sample was selected according to the reading test scores, the number of the participants became 49 students of 22 males and 27 females. Then, the SSRES questionnaire was calculated by the researcher. As the EI questionnaire is a point Likert-scale, so it was calculated according to the number given to each item instead of items 5, 28, and 33, which were calculated diversely.

Next, the researcher computed the 49 participants' scores by using SPSS and enter the sample's data at the same time that were composed of gender, emotional intelligence level, and the IELTS reading band score. After that the Pearson Coefficient Correlation for every two variables was done, i.e., the correlation between EI and reading comprehension of all participants, the correlation between EI and gender, and the correlation between gender and reading comprehension. Along with these correlations, the means, standard deviation levels, maximum and minimum scores was computed at meanwhile.

As for the first correlation, which is concerned with the first research question, the null hypothesis (H0: there is no correlation between EI and reading comprehension of EFL university students) was accepted for non-significant correlation at 0.05 of  $\alpha$  probability level. Or, the null hypothesis (H0: there is no statistically significant relationship between EI and reading comprehension of EFL university students) was rejected for significant correlation at a 0.05 probability level and the alternative hypothesis (H1: there is a significant correlation between EI and reading comprehension of EFL university students) was accepted.

Furthermore, the researcher computed the four components of the EI scale by using the regression analysis to examine the best predictor of the EI components.

## Chapter 4

### RESULTS

In this chapter, the findings of this research study are presented. Firstly, the results of the EI questionnaire are introduced. Secondly, the results of the IELTS reading test are showed. In the last part, the correlations of these finding are presented.

#### 4.1 Emotional Intelligence Questionnaire

In this section, the results of the statistical analysis of the EI questionnaire quantitative data are presented. Accordingly, Table 2 below shows the descriptive statistics (maximum and minimum scores of the participants) for EI test performance.

Table 2: Descriptive Statistics of EI Scores

	N	Minimum	Maximum	Mean	Std. Deviation
EI	49	64	165	128.0	15.9
Valid N (listwise)	49		49		

As it is shown in Table 2, the total sample size that answered the EI questionnaire is 49 participants. Besides, the minimum grade of the participants' EI is 64, while their highest EI score is 165. As for the Mean and Standard Deviation of the all participants' EI scores, Table 2 illustrates the fluctuation in the students' EI scores. So the standard deviation for the participants EI is 15.9, whereas the computed EI mean score is 128.0.



Possible gender differences were also explored by measuring the Mean and Standard Deviation scores in terms of the two genders separately: male and female. The results based on the two gender types are presented in Table 3 below:

Table 3: The Mean and Standard Deviation for EI Scores according to Male and Female Groups

EI			
Gender	Mean	N	Std. Deviation
M	129.4	22	20.5
F	126.8	27	11.1
Total	128.0	49	15.9

In Table 3, it is shown that the EI scores of the male group, which consists of 22 participants has a mean of 129.4 with a standard deviation of 20.5, whereas the EI scores for the female group, that contains 27 participants has a slightly less mean of 126.8 with a standard deviation of 11.1.

The four main components of the EI questionnaire: perception of emotion, managing own emotions, managing others' emotions, and utilization of emotion respectively were investigated by measuring the mean and standard deviation of each of these EI components, as it is illustrated in Table 4 below:

Table 4: Descriptive Statistics for the EI Components

	N	Minimum	Maximum	Mean	Std. Deviation
Perception	49	18	50	39.3	7.0
Own	49	15	45	35.4	7.0
Others	49	16	43	31.6	6.2
Utilization	49	9	30	21.4	5.6
Valid N (listwise)	49				

According to the EI components in Table 4, it is seen that the perception of emotion component (perception) has the highest mean score of 39.3, whereas the lowest mean score among the EI components is found in the utilization of emotion component (utilization) with a value of 21.4. Besides, the component of managing own emotions (own) has a mean score value of 35.4, while the component of managing others' emotions (others) showed a mean score value of 31.6.

Furthermore, the descriptive statistics of the male group of this study were investigated in terms of the relationship between their EI levels and their reading test scores. The results are shown in Table 5 below:

Table 5: Descriptive Statistics of the Male Participants' EI levels and their Reading Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Males' EI	22	64	165	129.4	20.5
Valid N (listwise)	22				

In Table 5, the minimum and maximum scores, as well as mean and standard deviation of the male participants' EI levels are presented respectively. With a male sample size that consists of 22 participants, whose EI levels fluctuated between 64 and 165 points. Likewise, the descriptive statistics of the female group in this study were explored in terms of relating their EI levels to their reading grades. The findings are shown in Table 6 below:

Table 6: Descriptive Statistics of the Female Participants' EI Levels Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Females' EI	27	102	146	126.9	11.0

As for Table 6, the descriptive statistics for the EI scores of the female sample are illustrated. With 27 female participants, their achieved EI levels fluctuated between 102 and 146 points respectively.

In order to determine the significance of the difference between the EI scores of the male and female groups, the EI scores of both gender groups were separately computed in this statistic analysis to find out the results of the second research question of this study. Table 7 below shows the statistic findings of the independent t-test.

Table 7: Independent T-Test for the Significance of Difference between the EI Scores of the Male and Female Groups

	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
EI	variances assumed	1.9	.175	.566	47	.574	2.6	4.6	-6.6	11.8
	variances not assumed			.534	30.7	.597	2.6	4.9	-7.3	12.5

According to Table 7, it is shown that the observed t-value in the independent T-Test formula is .566 and the significance value is .566 at the confidence level of 0.05. Consequently, it can be seen that a non-significant difference between the EI scores of the male and female groups is noticed in this study.

## 4.2 IELTS Reading Test

In this part of the chapter, the statistical analysis of the reading IELTS test is illustrated. Consequently, Table 8 shows the descriptive statistics for the participants' scores of the IELTS test. Accordingly, the lowest reading test score for the participants is 5.5. Besides, the highest reading score of the participants is 8.

Table 8: Descriptive Statistics of IELTS reading Test Scores

	N	Minimum	Maximum	Mean	Std.Deviation
Reading Test	49	5.5	8.0	5.8	0.6
Valid N (listwise)	49				

As for Table 8, the mean and standard deviation for the participants' reading test grades are analyzed statistically. Hence, the achieved standard deviation of the students' reading scores is noticed as 0.6 and the computed reading mean score of the participants of the study is 5.8.

The minimum and maximum scores as well as mean and standard deviation of the male participants' reading test scores were analyzed respectively, as it is shown in Table 9.

Table 9: Descriptive Statistics of the Male Participants' Reading Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Males' Reading	22	5.5	8.0	5.8	0.6
Valid N (listwise)	22				

In Table 9, it is illustrated that the male size consists of 22 participants. In addition, their reading scores ranges from 5.5 as a minimum grade to 8 as the highest or maximum reading score.

Similar to the males' descriptive analysis, the minimum and maximum scores, as well as mean and standard deviation of the female participants' reading test scores were explored respectively. As it is shown in below in Table 10:

Table 10: Descriptive Statistics of the Female Participants' Reading Test Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Female's Reading	27	5.5	7.5	5.6	0.5
Valid N (list wise)	27				

According to Table 10, the descriptive statistics for the reading test scores of the female sample are illustrated. With 27 female participants, their reading test grades ranges from 5.5 to 7.5.

### **4.3 Correlations between the Participants' EI and Reading Scores**

In this section, the results of the EI questionnaire and the IELTS reading test are correlated according to the different aspects of the four research questions of this study.

The mean and standard deviation of the participants EI levels and their reading scores were investigated by running the Z score measurement, as it is illustrated in Table 11.

Table 11: Mean and Standard Deviation of EI and Reading Achievement according to Z score Measurement

	N	Mean	Std. Deviation
Z Score(EI)	49	0.0	1.0
Z Score(reading)	49	0.0	1.0
Valid N (listwise)	49		

According to Table 11, it is seen that the participants of the study' EI levels as well as their reading scores fell one standard deviation above the mean as the Z score formula results shows.

The correlation between EI and reading performance of the participants were explored by employing the Pearson Correlation Coefficient (r) measurement. Table 12 below illustrates this correlation.

Table 12: Pearson Product Correlation between EI and Reading Performance

		EI	Reading
EI	Pearson Correlation	1	.249
	Sig. (2-tailed)		.084
	N	49	49
Reading	Pearson Correlation	.249	1
	Sig. (2-tailed)	.084	
	N	49	49

As for Table 12, the statistic findings of data analysis illustrates that  $r = .249$ ; r value is  $> 0.05$ , which expresses the correlation between EI and reading performance of the study participants. As the possibility value (P) of significance is  $p < 0.05$ . Accordingly, a non-significant relationship between the emotional intelligence level of EFL undergraduate students and their and reading proficiency is noticed in this data analysis.

However, in order to investigate the correlation between males' EI level and their reading scores, data is analyzed through The Pearson Correlation Coefficient as in Table 13 below:

Table 13: Correlation between Males' EI and their Reading Performance

		Males' EI	Males' Reading
Males' EI	Pearson Correlation	1	.326
	Sig. (2-tailed)		.139
	N	22	22
Males' Reading	Pearson Correlation	.326	1
	Sig. (2-tailed)	.139	
	N	22	22

According to Table 13, it is notable that  $r = .326$ , which illustrates the correlation between males' EI levels and their reading proficiency. In regarding to the probability value of significance value is  $p < 0.05$ , the extracted results point out that the relationship between the males' EI levels and their reading scores is not at a significant level.

Likewise, the correlation between EI level and reading performance of the female participants of this study is analyzed statically through The Pearson Product Correlation Coefficient. As it is shown below in Table 14:

Table 14: Correlation between Females' EI and their Reading Performance

		Females' EI	Females' reading
Females' EI	Pearson Correlation	1	.138
	Sig. (2-tailed)		.494
	N	27	27
Females' reading	Pearson Correlation	.138	1
	Sig. (2-tailed)	.494	
	N	27	27

Therefore, Table 14 shows that the correlation between the EI levels of the female group and their reading performance is at a level of .138. As the reliable correlation (r) value of r is  $>0.05$ ; hence the relationship between the two variables is not significant due the P value in the table, which is .494.

The correlation between the four main EI components and the reading performance of the participants is analyzed through the statistical analysis of the multiple regression measurement. Accordingly, the next four tables (15, 16, 17 and 18) illustrate the results of the multiple regression analysis. The entered variables that are being used to predict one variable (reading) are seen in Table 15 below:

Table 15: Variables Entered/ Removed in the Regression Analysis

Model	Variables Entered	Variables Removed	Method
1	Perception, Own, Others, Utilization <sup>b</sup>	.	Enter

a. Dependent Variable: Reading

b. All requested variables entered.

Thus, Table 15 shows that the perception of emotion variable (perception), managing own emotions variable (own), managing others' emotions variable (others), and utilization of emotion variable (utilization) are 4 independent variables used to predict the dependent variable of reading proficiency of the participants of this study.

The adjusted R Square in the model summary of the regression analysis was explored to show the level of the variance of the dependent variable that can be expressed by the non-dependent variables; consequently, it is shown in table 16 below:



Table 16: Model Summary of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415 <sup>a</sup>	.172	.097	0.5

a. Predictors: (Constant), Perception, Own, Others, Utilization

It is notable in Table 16 that the adjusted R square is .097 % of the variance in the reading performance variable can be explained by the independent variables.

The significant level of the four EI components was investigated through the ANOVA statistical analysis. As Table 17 below shows:

Table 17: ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.670	4	.667	2.289	.075 <sup>b</sup>
	Residual	12.830	44	.292		
	Total	15.500	48			

For the ANOVA statistical analysis in Table 17, it can be seen that the significance level of the four independent variables is at a level of .075 under the credible possibility level of  $p < 0.05$ .

Moreover, the relationship between the four main EI components and the reading performance of the participants of the study was statistically analyzed by the coefficient measurement through the regression analysis. Table 18 illustrates that.

Table 18: Coefficients of the EI Components

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.826	.629		7.673	.000
Perception	.023	.012	.288	1.961	.06
Own	.016	.012	.199	1.285	.2
Others	-.007	.014	-.079	-.526	.6
Utilization	-.014	.015	-.137	-.962	.3

According to Table 18, all the values of the EI components are higher than 0.05, nevertheless, the borderline of the significant level for the perception of emotion EI component cannot be ignored, which is illustrated as .06.

However, the standard deviation for the EI and reading scores of the male participants were investigated by using the Z score formula. As Table 19 below shows:

Table 19: Z score Formula for the Mean and Standard Deviation of the Female Participants' EI Levels and their Reading Scores

	N	Mean	Std. Deviation
Z score (Males' Reading)	22	0.0	1.0
Z score (Males' EI)	22	0.0	1.0
Valid N (list wise)	22		

Accordingly, Table 19 illustrates that the two standard deviations for the males' EI levels and their reading scores is 1 level above the two means for both variables according to Z score formula.

In the same way, the standard deviation for the EI and reading scores of the female participants were investigated by using the Z score formula. As it is shown in Table 20 below:

Table 20: Z score Formula for the Mean and Standard Deviation of the Female Participants' EI Levels and their Reading Scores

	N	Mean	Std. Deviation
Z score (Females' Reading)	27	0.0	1.0
Z score (Females' EI)	27	0.0	1.0

For the standard deviation of the females' EI scores and their reading grades, Table 20 expresses that the both variables has the same standard deviation, which is one level above the average mean score.

#### **4.4 Summary**

The findings of the statistical analysis of the EI questionnaire and the IELTS reading test showed that there is a non-significant relationship between the participants' EI level and their reading scores. Besides, the significance level of the gender difference in the study was not noticed in terms of the EI levels of the male and female participants. Despite the perception of emotion under the four EI components was at the margin of statistical significance, the four EI components could not predicate the reading variable significantly. Lastly, it is shown that there were not a significant gender differences in terms of the relationship between the participants' EI levels and their reading proficiency.

## Chapter 5

### DISCUSSION AND CONCLUSION

This chapter discusses the findings of this study according to the research questions. A summary of the results is introduced, then implications for practice are presented, followed by limitations of the study, and lastly suggestions for further research are discussed here.

#### 5.1 Discussion of Results

In this part, the results of the data analysis of this study are discussed in sub-headings according to the organization of the research questions.

##### 5.1.1 Emotional Intelligence and Reading Performance

As the first research question is related to the correlation between EI and reading performance of the EFL undergraduate students, the participants' EI scores and their grades of the IELTS reading test were investigated. Accordingly, the finding of the correlation analysis showed that the lowest EI grade was 64, whereas the highest was 165. Moreover, the IELTS grades were ideal ones as they started from 5.5 till 8 out of nine. Consequently, a small non-significant relationship was revealed in this study between the participants' EI levels and their reading achievement. Conversely, the students' EI levels were not high enough for comparing them with their high reading scores.

This result was supported by part of findings in Khalili's study (2013), which explored the EI effect on language learning. As a result, it was found out that reading and speaking performances are not in correlation with emotional intelligence. In contrast, the study by Abdolrezapour and Tavakoli (2012), which investigated the relationship between EI and reading achievement, emotional intelligence has a positive relationship with reading performance. The data collection instrument used for identifying the students' reading proficiency levels in Abdolzapour and Tavakoli's study was two pre and post-reading passages given to two groups - the control and the experimental group. These reading topics were introduced to the experimental group without emotional content or words in the pre-reading test; however, after the reading topics were enriched with emotional content in the post reading stage, the experimental group achieved high reading scores. This showed that emotional intelligence is related to reading performance.

### **5.1.2 Components of Emotional Intelligence**

The answer for the second research question required investigating the four components of Schutte's (1998) emotional scale. Thus a regression analysis was used to explain the four EI components that can best be a predictor for reading achievement. Thus, the results showed that the perception of emotion was the only EI component which may predicate reading achievement with borderline significance level of .06 under the credible value of 0.05 respectively. In contrast to the other three EI components; managing own emotions, managing others' emotions and utilization of emotion EI components, that expresses the inability for predicating reading performance. This same issue was explored by Ciarrochi et al. (2001), however, in this study only the utilization of emotion subscale was at a very low

level for the participants, whereas the perception of emotion was found at the highest level, followed by others' managing, then the self-management of emotions.

The fluctuation of the values in the coefficients table of the regression analysis for the non-predicator EI components is an arguable issue; accordingly, it is found that the EI component of managing others' emotions is at a meaningful distance for predicating reading performance with a value of .601, followed by the EI component of utilization of emotion with a value of .342 that is one value level above the last EI component of managing ones' own emotions.

Furthermore, according to the value of adjusted R square, it was found out that .097 % of the variance in the reading performance can be explained by these four EI components. Consequently, it is revealed that the ELT undergraduate students have a little bit high level of their emotion perception, which indicates to their awareness of perceiving and understanding their emotions more than the other three EI factors.

### **5.1.3 Emotional Intelligence and Gender differences**

In order to investigate which gender (male or female) has the highest emotional intelligence level, the third research question of the study was investigated. For answering this question, the EI levels of the EFL undergraduate students of this study were measured separately according to gender label. Consequently, the gender difference was noticed to be related to emotional intelligence at a non-significant level. This difference accrued positively in the males' sample, when their EI scores were a little bit more than that of the females' group. Nevertheless, the difference of the EI scores cannot be reliable as its significance level is not powerful. Therefore, a non-significant difference is found in the EI scores of both genders of this study.

Although a large number of studies (Mandell & Pherwani, 2003; Mayer, Caruso, & Salovey, 1999; Schutte et al., 1998) have a consensus that high emotional intelligence levels are more related to females; thus, this study finding revealed that both genders are equivalent according to levels of emotion intelligence. Consequently, this study finding is the same of Goleman's study (1998), in which he stated that males and females have equivalent levels of emotional intelligence.

#### **5.1.4 The Relationship between EI and Reading Performance According to Gender**

In the last research question of this study, the correlation between EI levels of the EFL undergraduates and their reading achievement is investigated. Accordingly, the data analysis for male and female participants of this study was examined separately according to gender difference.

As a result, it has been proved that the relationship between the participants' EI level and their reading proficiency level is stronger in male group than in the female group. Despite the small male sample size of this study, which was 22 participants, males were able to demonstrate that their EI levels and reading performance are in a relationship, although not at a significant level. In contrast to the female group, whose sample size was bigger, the relationship between the females' EI levels and their reading achievement was very weak. Nevertheless the both groups of gender did not reveal a significant correlation between their EI scores and reading performance in this study analysis.

## **5.2 Summary**

In conclusion, the analysis of the first research question proved that the EI level of the participants of this study has a positive correlation with the participants' reading

achievement; however, this positive relationship was found at a non-significant level. As the participants' EI and their reading performance positive relationship might be achieved by chance, it can be discussed that there was not a significant correlation between the ELT undergraduate students' EI and their reading achievement.

Many research studies' findings in the English language field (Bagheri & Ghasemi, 2013; Karaman, 2012; Fouladi, 2012; Zarafshan & Ardeshiri, 2012) have shown that there is not a significant correlation between the EI level and language learning in general. These study findings went in line with the results of our study, which declare that emotional intelligence is not correlated with language learners' achievement.

According to the second research question, it can be stated that the perception of emotion skill has a borderline significant level of correlation with the participants of this study. Again, it was found out that among the other three EI constituents; managing own and others' emotions components and utilization of emotion EI component, only the perception factor was very close to predicate the participants of the study' reading achievement.

In fact, the self-awareness of emotions was not noticed significantly among the ELT undergraduate students of the current study. This result showed that the participants of the study are not much aware of understanding and perceiving of the verbal and non-verbal emotions like perceiving the beauty of an artist painting. Abrahams (2007) discussed that self-awareness is the individual's capability to perceive his or her feelings with realizing the variations of feelings from time to time.



According to the emotions management EI factor, it is revealed that the component of self-regulation of emotions was not an effective EI indicator for the ELT learners of the study. Thus, it was obvious that the ELT undergraduate students in this study lacked the aptitude to manage their emotional responses in the existence of the others in variant occasions. Goleman (1998a) claimed that the self-management of emotions in the emotional intelligence aspect is the factor that liberates people from being caged by their feelings. Unfortunately, persons are not always talented in regulating their emotions, as argued by Tice and Baumeister (1993).

Moreover, the participants of the study revealed the lack of the ability of the EI in managing others' emotions factor. As managing others' feeling is concerned with helping people to regulate their feelings, for instance, to suggest to a friend how to deal with a certain classroom problem, Mayer et al. (2004) pointed out that emotion regulations for own and others must be integrated within a person's overall objectives and plans. Thus, the ELT participants in general showed inability for helping others in how to perform in different emotional issues at every giving situation.

As the EI component of utilization of emotions has been demonstrated as being the lowest factor that may predicate the students' reading achievement, so the participants of the study were found to be incapable to use their emotions and feelings to think in a reasonable way. This utilization of emotion was significantly argued by Izard (2001), who pointed out that the knowledge of the connection between thinking and feelings could provide persons with worthy planning outcomes whenever this knowledge of link is used wisely (as cited in Mayer et al., 2004)

Although the males and female participants acted differently according to the levels of emotional intelligence, however, the answer of the third research question has revealed that the gender differences related to EI was not significantly related in accordance with the findings of this study. The reason for an existence of the small significant level is related to the males' EI levels, which was higher than that of the female group.

According to the fourth research question, it can be argued that there was a non-significant correlation between the EI levels and the reading achievement for the two genders of the study. Yet the males' EI findings showed more positive correlation with reading performance than the females' results. Conversely, both of the correlations were positive according to the linear direction of the correlation, but still, their significance level was negative, in other words, there was an indication of a non-significant correlation between the EI levels and reading achievement according to male and female participants of this study.

### **5.3 Implications for Practice**

In this study, the correlation between EI and reading achievement was found at a non-significant level for the ELT undergraduate students. As most of the literature discussed the importance of having a high EI level in the academic learning generally and in language learning particularly, the participants' EI level in the current study was considered as at a good level; however, their reading scores were not high, which indicates that ELT undergraduate students needs more assistance for improving their reading proficiency. This finding led to the implication that English language teachers should find enough reading materials to help their students to improve their students reading performance.

In addition, the ELT learners of this study showed some interest according to their perception of emotion ability. This EI feature helps learners to perceive and understand their own feelings and that of others. In the contrary of the other three emotional abilities; emotions management of own and others, and the use of emotion, which implies that ELT teachers should include an enough material in their teaching that will enable them to teach and explain to the students on how people can regulate their own emotions and that of others and direct their plans and thinking according to their feelings, as well as using these emotions to solve problems and to realize how things are going on around them. Moreover, the ELT learners' perceiving of emotion ability can be taken for granted by teachers when processing their instruction; this will help students to understand the teaching process very well.

Furthermore, as gender differences were not found at a significant level in this study, which showed that the male group as well as the female group are not different according to their EI levels and their reading proficiency, this finding suggests that teachers should introduce teaching materials that help to increase the students EI levels as well as their reading proficiency without paying more attention on the gap between gender in learning and teaching.

#### **5.4 Limitations**

There have been some limitations of this study. The first one is concerned with the study sample-size, as the number of undergraduate students in ELT department is not as much as this study data requires, as well as female size in ELT department is more than male size in general. A larger sample size makes the results of the study more powerful and reliable.

The second limitation of this study was the limited time frame of each single teaching class. As the real IELTS reading section is presented in three reading passages, which requires that one completes the questions in an hour, this has a setback owing to the fact that each of these sections last at least 50 minutes making it difficult for the students to answer all the reading test question correctly.

The third limitation of the current study is that the students are all non-native English language speakers, which may affect their reading test scores.

The last limitation of this study is that the used research method of analysis for this study was the quantitative approach only.

## **5.5 Suggestions for Further Research**

One obvious concern about this study was the small sample size, which has majority of the respondents are female; thus it is suggested to conduct the correlation between EI and reading achievement with a larger sample size that contains an equal number for the both genders.

Another concern about this study is the time limit of 50 minutes, within in the participants of this study were required to complete the two administrated instruments. As the EI questionnaire requires about 15 minutes, and the IELTS reading test requires 60 minutes to answer it, it is suggested that another study should be conducted in the correlation between EI and reading performance within time duration not less than 70 minutes.

Furthermore, as this study was conducted with non-native English language speakers only, it is suggested that similar studies should be carried out to explore the relationship between EI and reading achievement among native English language speakers, comparing these scores to those of the non-native English language speakers

Finally, the study employed a quantitative approach, further study should be carried out using a mixed approach in order to identify the relationship between EI and reading achievement, to determine a powerful justification for results.

## REFERENCES

- Abdolrezapour, P. (2013). The relationship between emotional intelligence and EFL learners' writing performance. *Procedia-Social and Behavioral Sciences*, 70, 331-339.
- Abdolrezapour, P., & Tavakoli, M. (2012). The relationship between emotional intelligence and EFL learners' achievement in reading comprehension. *Innovation in Language Learning and Teaching*, 6(1), 1-13.
- Abrahams, D. S. (2007). Emotional Intelligence and Army Leadership: Give It to Me Straight!. *Military Review*, 87(2), 86.
- Badali, S., & Bonyadi, A. (2015). Investigating the Relationship between Emotional Intelligence and Listening Comprehension of University Students. *Modern Journal of Language Teaching Methods*, 5(4), 150.
- Bagheri, M. S., & Ghasemi, E. (2013). The relationship between emotional intelligence and writing performance of IELTS learners. *Modern Journal of Language Teaching Methods*, 3(4), 83.
- Bamberg, M. (1997). Emotion talk (s): The role of perspective in the construction of emotions. *The language of emotions*, 209-225.

- Bar-On, R. (1988). The development of a concept of psychological well-being. Unpublished doctoral dissertation. Rhodes University, South Africa.
- Bar-On, R. (1997). Bar-On Emotional Quotient Inventory: User's manual. Toronto: Multi-Health Systems.
- Bar-On, R. (1997). Emotional Intelligence Quotient Inventory: A measure of emotional intelligence. Toronto, ON: Multi-Health Systems.
- Bastian, V. A., Burns, N. R., & Nettelbeck, T. (2005). Emotional intelligence predicts life skills, but not as well as personality and cognitive abilities. *Personality and individual differences*, 39(6), 1135-1145.
- Bindu, P., & Thomas, I. (2006). Gender differences in emotional intelligence. *Psychological studies-university of calicut*, 51(4), 261.
- Bora, F. D. (2012). The impact of emotional intelligence on developing speaking skills: From brain-based perspective. *Procedia-Social and Behavioral Sciences*, 46, 2094-2098.
- Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and social psychology bulletin*, 29(9), 1147-1158.
- Brown, H.D. (2000). *Principles of language learning and teaching* (4<sup>th</sup> ed.). White Plains, NY : Longman.

- Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge University Press.
- Caruso, D. R., Mayer, J. D. & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment*, 79(2), 306- 320.
- Ciarrochi, J., Chan, A. Y., & Bajgar, J. (2001). Measuring emotional intelligence in adolescents. *Personality and individual differences*, 31(7), 1105-1119.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2<sup>nd</sup> ed.). Sage publications.
- Darwin, C. (1998). *The expression of the emotions in man and animals*. Oxford University Press, USA.
- Downey, L. A., Mountstephen, J., Lloyd, J., Hansen, K., & Stough, C. (2008). Emotional intelligence and scholastic achievement in Australian adolescents. *Australian Journal of Psychology*, 60(1), 10-17.
- Elias, M. J., & Arnold, H. (2006). *The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Corwin Press.
- Fivush, R., Brotman, M. A., Buckner, J. P., & Goodman, S. H. (2000). Gender differences in parent-child emotion narratives. *Sex roles*, 42(3-4), 233-253.



- Fogarty, Gerard J. (1999) Intelligence: theories and issues. In: J. Athanasou, *Adult educational psychology*. (pp. 183-210). Sydney: Social Science Press.
- Fouladi, M. (2012). The effects of Emotional Intelligence on the choice of Language learning strategies. *Indian Journal of Education and Information Management*, 5(11), 518-526.
- Funder, D. C., & Dobroth, K. M. (1987). Differences between traits: properties associated with interjudge agreement. *Journal of personality and social psychology*, 52(2), 409.
- Gardner, H. (1983). *Frames of mind*. New York: Basic.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic books.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Goleman, D. (1998a). *Working with emotional intelligence*. New York: Bantam books.
- Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss and D. Goleman (Ed's.), *The Emotionally Intelligence Workplace: How to select for, measure, and improve emotional intelligence in*

*individuals, groups, and organizations* (pp. 15-26). San Francisco: Jossey-Bass.

Gottfredson, L. (1997). Foreword to "Intelligence and Social Policy", *Intelligence*, 24 (1), 1-12.

Grewal, D., & Salovey, P. (2005). Feeling smart: The science of emotional intelligence. *American scientist*, 93(4), 330-339.

Grewal, D., & Salovey, P. (2005). Feeling smart: The science of emotional intelligence. *American Scientist*, 93(4), 330-339.

Homayouni, A. (2011). Personality traits and emotional intelligence as predictors of learning english and math. *Procedia-Social and Behavioral Sciences*, 30, 839-843.

Izadi, M., & Nowrouzi, H. (2016). Reciprocal Teaching and Emotional Intelligence: A Study of Iranian EFL Learners' Reading Comprehension. *The Reading Matrix: An International Online Journal*, 16(1), 133-147.

Jahandar, S., Khodabandehlou, M., Seyedi, G., & Abadi, R. M. D. (2012). The impact of emotional intelligence on Iranian EFL learners' listening proficiency. *International Journal of Scientific and Engineering research*.(3), 7, 1-11.

- Javaheri Kamel, Abedin (2006). *Investigating the relationship between the attachment styles and the emotional intelligence with the social skills in students of Tehran*. (M.A thesis). Tarbiat Moaalem University, Tehran.
- Karaman, E. (2012). *Turkish Undergraduate Students' Emotional Intelligence and Their Performance on English Language Test* (M.A dissertation). Eastern Mediterranean University, Northern Cyprus.
- Khademi, H., & Farokhmehr, M. (2016, October). The Relationship between EI (Emotional Intelligence) and speaking proficiency in e-Learning. In *ECEL 2016-Proceedings of the 15th European Conference on e-Learning* (p. 357).
- Khalili, S. (2013). Any Effects of Emotional intelligence on Learning English Language at Amir Bahador English Language Institute- Tehran. *Switzerland Research Park Journal*, 102(10), 998-1010.
- Kihlstrom, J. F., & Cantor, N. (2000). Social intelligence. In R.J. Sternberg (Ed.), *Handbook of intelligence* (2<sup>nd</sup> ed.) (pp. 359-379). Cambridge, UK: Cambridge University Press.
- Leedy, P. & Ormrod, J. (2001). *Practical research: Planning and design* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

- Mandell, B., & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership style: A gender comparison. *Journal of business and psychology, 17*(3), 387-404.
- Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence, 22*(2), 89-113.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence, 27*(4), 267-298.
- Mayer, J. D., Caruso, D., & Salovey, P. (1999). Emotional Intelligence: Popular or Scientific Psychology?, *The American Psychological Association Monitor, 30*: 8.
- Mayer, J. D., Salovey, P., & Caruso, D. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396–420). Cambridge, England: Cambridge University.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry, 15*(3), 197-215
- Mayer, J.D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D.J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence: Educational Implications* (pp. 3-31). New York: Basic Books.

Mayer, J.D., Caruso, D.R., & Salovey, P. (2000). Selecting a measure of emotional intelligence: The case of ability scales. In R. Bar-On & J. D. A. Parker (Eds.), *The handbook of emotional intelligence. Theory, development, assessment, and application at home, school, and in workplace*. San Francisco: Jossey-Bass.

McNemar, Q. (1964). Lost: our intelligence? Why?. *American Psychologist*, *19*(12), 871.

Mitchell, J. C. (1983). Case and situation analysis. *The sociological review*, *31*(2), 187-211.

Mohammadi, M. (2012). The role of emotional intelligence on English learning as a second language. *International Research Journal of Applied and Basic Sciences*, *3*(9), 1953-1956.

Nesari, A. J., Karimi, L., & Filinezhad, N. (2011). On the relationship between emotional intelligence and vocabulary learning of Iranian EFL learners at the intermediate level. *Procedia-Social and Behavioral Sciences*, *28*, 900-903.

Oz, H., Demirezen, M., & Pourfeiz, J. (2015). Emotional intelligence and attitudes towards foreign language learning: Pursuit of relevance and implications. *Procedia-Social and Behavioral Sciences*, *186*, 416-423.

- 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
- Rahimi, M., Sadighi, F., & Hosseiny Fard, Z. (2012). The impact of linguistic and emotional intelligence on the reading performance of Iranian EFL learners. *Journal of Teaching Language Skills*, 30(1), 151-171.
- Razmjoo, S. A. (2008). On the relationship between multiple intelligences and language proficiency. *The Reading Matrix*, 8(2).
- Rhee, Y. (2004). *The employee-public-organization chain in relationship management: A case study of a government organization* (Doctoral dissertation). Maryland University, College Park.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and individual differences*, 25(2), 167-177.

- Schutte, N.S., Malouff, J.M., & Bhullar, N. (2009). The Assessing Emotions Scale. In C. Stough, D. Saklofske & J. Parker (Eds.), *The Assessment of Emotional Intelligence* (pp. 119-135). New York: Springer Publishing.
- Seaton, I. (1997). Comment: Linguistic non-imperialism. *ELT Journal*, 51(4), 381-382.
- Shakib, S., & Barani, G. (2011). The relationship between emotional intelligence and language proficiency of Iranian high school students. *Procedia-Social and Behavioral Sciences*, 30, 1603-1607.
- Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research*, 2, 121-144.
- SPSS Inc. (2017). SPSS 15.0 for Windows. Chicago: Statistical Package for Social Sciences.
- Sternberg, R. J. (2000). *Handbook of intelligence* (2<sup>nd</sup> ed.). Cambridge, U.K.: Cambridge University Press.
- Stottlemeyer, B. G. (2002). *A conceptual framework for emotional intelligence in education: Factors affecting student achievement* (Unpublished doctoral dissertation). Texas A&M University, Kingsville.

- Stys, Y., & Brown, S. L. (2004). A review of the emotional intelligence literature and implications for corrections. *Research branch correctional service of Canada, 10*.
- Tabrizi, A. R. N., & Esmaceli, L. (2016). The Relationship between the Emotional Intelligence and Reading Comprehension of Iranian EFL Impulsive vs. Reflective Students. *International Journal of English Linguistics, 6(6)*, 221.
- Terman, L. M. (1916). The uses of intelligence tests. *The measurement of intelligence, 3-21*.
- Thorndike, E. L. (1920). Intelligence and its uses. *Harper's magazine, 140*, 227–235.
- Tice, D. & Baumeister, R. (1993). *Handbook of mental control*. Englewood Cliffs, NJ: Prentice Hall.
- Van Rooy, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of vocational Behavior, 65(1)*, 71-95.
- Wechsler, D. (1958). *The measurement and appraisal of adult intelligence* (4th ed.). Baltimore, MD: The Williams & Wilkins Company.
- Woolley, G. (2011). Reading comprehension: Assisting Children with Learning Difficulties. *Springer Netherlands, 15-34*.



Yin, R. (1994). *Case study research*. Newbury Park, CA: Sage.

Zafari, M., & Biria, R. (2014). The relationship between emotional intelligence and language learning strategy use. *Procedia-Social and Behavioral Sciences*, 98, 1966-1974.

Zarafshan, M., & Ardeshiri, M. (2012). The relationship between emotional intelligence, language learning strategies and English proficiency among Iranian EFL University students. *Journal of Educational & Instructional Studies in the World*, 2(3).

## **APPENDICES**

## Appendix A: A Copy of Schutte's E-mail

-----Original Message-----

From: Nicola Schutte <[nschutte@une.edu.au](mailto:nschutte@une.edu.au)>  
To: "[135463@students.emu.edu.tr](mailto:135463@students.emu.edu.tr)" <[135463@students.emu.edu.tr](mailto:135463@students.emu.edu.tr)>  
Date: Tue, 15 Mar 2016 00:14:23 +0000  
Subject: scale

Thank you for your message. You are welcome to use the scale for your project. Please find attached the manuscript version of a published chapter that contains the scale and background information, including regarding scoring, reliability and validity.

Kind regards, Nicola Schutte

**Nicola Schutte**  
Ph.D.

Associate Professor of Psychology

University of New England  
Armidale NSW 2351

Australia

Phone 61 2 67733779

Email [nschutte@une.edu.au](mailto:nschutte@une.edu.au)

## Appendix B: Approval letter from the BAYEK

	<b>Doğu Akdeniz Üniversitesi</b> "Uluslararası Kariyer İçin"	<b>Eastern Mediterranean University</b> "For Your International Career"	P.K.: 99628 Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 bayek@emu.edu.tr
Etik Kurulu / Ethics Committee			
Reference No: ETK00-2017-0046		24.03.2017	
RE: Sara Abdorazik (135463) Department of English Language Teaching			
To Whom It May Concern,			
As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Sara Abdorazik (135463), from the Department of English Language Teaching Master Graduate Program, to pursue with her survey entitled <i>The Effect of Emotional Intelligence (EI) on ELT Undergraduate Students' Reading Comprehension</i> . This decision has been taken by the majority of votes. (Meeting number 2017/39-36)			
Regards,			
			
Assoc. Prof. Dr. Şükrü Tüzmen Director of Ethics Committee			
ŞT/sky.			
www.emu.edu.tr			

## Appendix C: EI Questionnaire

### Questionnaire

#### PART 1/ Background Information:

1.1 Age: .....

1.2 Gender: M  F

1.3 Class: 1<sup>st</sup> year  2<sup>nd</sup> year  3<sup>rd</sup> year  4<sup>th</sup> year

1.4 Proficiency in English:

Native English speaker

Non-native English speaker

#### PART 2/ The Schutte's Self-Report Emotional Intelligence Test (SSEIT)

Instructions: Tick the item which applies more to you by indicating to the following scale:

1 = strongly disagree

2 = disagree

3 = neither disagree nor agree

4 = agree

5 = strongly agree

no	Item					
1	I know when to speak about my personal problems to others.	1	2	3	4	5
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcome them.	1	2	3	4	5
3	I expect that I will do well on most things I try.	1	2	3	4	5
4	Other people find it easy to confide in me.	1	2	3	4	5
5	I find it hard to understand the non-verbal messages of other people.	1	2	3	4	5
6	Some of the major events of my life have led me to re-evaluate what is important and not important.	1	2	3	4	5
7	When my mood changes, I see new possibilities.	1	2	3	4	5
8	Emotions are one of the things that make my life worth living.	1	2	3	4	5
9	I am aware of my emotions as I experience them.	1	2	3	4	5

10	I expect good things to happen.	1	2	3	4	5
11	I like to share my emotions with others.	1	2	3	4	5
12	When I experience a positive emotion, I know how to make it last.	1	2	3	4	5
13	I arrange events others enjoy.	1	2	3	4	5
14	I seek out activities that make me happy.	1	2	3	4	5
15	I am aware of the non-verbal messages I send to others.	1	2	3	4	5
16	I present myself in a way that makes a good impression on others.	1	2	3	4	5
17	When I am in a positive mood, solving problems is easy for me.	1	2	3	4	5
18	By looking at their facial expressions, I recognize the emotions people are experiencing.	1	2	3	4	5
19	I know why my emotions change.	1	2	3	4	5
20	When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5
21	I have control over my emotions.	1	2	3	4	5
22	I easily recognize my emotions as I experience them.	1	2	3	4	5
23	I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
24	I compliment others when they have done something well.	1	2	3	4	5
25	I am aware of the non-verbal messages other people send.	1	2	3	4	5
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.	1	2	3	4	5
27	When I feel a change in emotions, I tend to come up with new ideas.	1	2	3	4	5
28	When I am faced with a challenge, I give up because I believe I will fail.	1		3	4	5
29	I know what other people are feeling just by looking at them.	1	2	3	4	5
30	I help other people feel better when they are down.	1	2	3	4	5
31	I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5
32	I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
33	It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

## Appendix D: IELTS Reading Test

Remember, you have 60 minutes to complete the Reading test! You should spend about 20 minutes on each of the three sections.

### Reading passage 1

**This is the first section of your IELTS Reading test. You should spend about twenty minutes on it. Read the passage and answer questions 1-10.**

#### Making time for science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation

mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night’s sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o’clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

### Questions 1–6

Do the following statements agree with the information given in Reading passage 1?

Answer True, False or Not given to questions 1–7.

True	if the statement agrees with the information
False	if the statement contradicts the information
Not given	if there is no information on this

### Questions

- 1) Chronobiology is the study of how living things have evolved over time.
- 2) The rise and fall of sea levels affects how sea creatures behave.
- 3) Most animals are active during the daytime.
- 4) Circadian rhythms identify how we do different things on different days.
- 5) A ‘night person’ can still have a healthy circadian rhythm.
- 6) New therapies can permanently change circadian rhythms without causing harm.

### Questions 7–10

### Questions



7) What did researchers identify as the ideal time to wake up in the morning?

- A) 6.04
- B) 7.00
- C) 7.22
- D) 7.30

8) In order to lose weight, we should

- A) avoid eating breakfast
- B) eat a low carbohydrate breakfast
- C) exercise before breakfast
- D) exercise after breakfast

9) Which is NOT mentioned as a way to improve supplement absorption?

- A) avoiding drinks containing caffeine while taking supplements
- B) taking supplements at breakfast
- C) taking supplements with foods that can dissolve them
- D) storing supplements in a cool, dry environment

10) The best time to stop drinking coffee is

- A) mid-afternoon
- B) 10 p.m.
- C) only when feeling anxious
- D) after dinner

Choose the correct letter, A, B, C or D.

## Reading passage 2

This is the second section of your IELTS Academic Reading test. You should spend about twenty minutes on it. Read the passage and answer questions 11-20.

## The Triune Brain

The first of our three brains to evolve is what scientists call the reptilian cortex. This brain sustains the elementary activities of animal survival such as respiration, adequate rest and a beating heart. We are not required to consciously “think” about these activities. The reptilian cortex also houses the “startle centre”, a mechanism that facilitates swift reactions to unexpected occurrences in our surroundings. That panicked lurch you experience when a door slams shut somewhere in the house, or the heightened awareness you feel when a twig cracks in a nearby bush while out on an evening stroll are both examples of the reptilian cortex at work. When it comes to our interaction with others, the reptilian brain offers up only the most basic impulses: aggression, mating, and territorial defence. There is no great difference, in this sense, between a crocodile defending its spot along the river and a turf war between two urban gangs.

Although the lizard may stake a claim to its habitat, it exerts total indifference toward the well-being of its young. Listen to the anguished squeal of a dolphin separated from its pod or witness the sight of elephants mourning their dead, however, and it is clear that a new development is at play. Scientists have identified this as the limbic cortex. Unique to mammals, the limbic cortex impels creatures to nurture their offspring by delivering feelings of tenderness and warmth to the parent when children are nearby. These same sensations also cause mammals to develop various types of social relations and kinship networks. When we are with others of “our kind” – be it at soccer practice, church, school or a nightclub – we experience positive sensations of togetherness, solidarity and comfort. If we spend too long away from these networks, then loneliness sets in and encourages us to seek companionship.

Only human capabilities extend far beyond the scope of these two cortexes. Humans eat, sleep and play, but we also speak, plot, rationalise and debate finer points of morality. Our unique abilities are the result of an expansive third brain – the neocortex – which engages with logic, reason and ideas. The power of the neocortex comes from its ability to think beyond the present, concrete moment. While other mammals are mainly restricted to impulsive actions (although some, such as apes, can learn and remember simple lessons), humans can think about the “big picture”. We can string together simple lessons (for example, an apple drops downwards from a tree; hurting others causes unhappiness) to develop complex theories of physical or social phenomena (such as the laws of gravity and a concern for human rights).

The neocortex is also responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals. Anticipating a better grade on the following morning’s exam, a student can ignore the limbic urge to socialise and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first class degree and a scholarship to graduate school; over a lifetime, it can mean ground-breaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex.

Understanding the triune brain can help us appreciate the different natures of brain damage and psychological disorders. The most devastating form of brain damage, for example, is a condition in which someone is understood to be brain dead. In this state a person appears merely unconscious – sleeping, perhaps – but this is illusory. Here, the reptilian brain is functioning on autopilot despite the permanent loss of other cortexes.

Disturbances to the limbic cortex are registered in a different manner. Pups with limbic damage can move around and feed themselves well enough but do not register the presence of their littermates. Scientists have observed how, after a limbic lobotomy<sup>2</sup>, “one impaired monkey stepped on his outraged peers as if treading on a log or a rock”. In our own species, limbic damage is closely related to sociopathic behaviour. Sociopaths in possession of fully-functioning neocortexes are often shrewd and emotionally intelligent people but lack any ability to relate to, empathise with or express concern for others.

One of the neurological wonders of history occurred when a railway worker named Phineas Gage survived an incident during which a metal rod skewered his skull, taking a considerable amount of his neocortex with it. Though Gage continued to live and work as before, his fellow employees observed

a shift in the equilibrium of his personality. Gage’s animal propensities were now sharply pronounced while his intellectual abilities suffered; garrulous or obscene jokes replaced his once quick wit. New findings suggest, however, that Gage managed to soften these abrupt changes over time and rediscover an appropriate social manner. This would indicate that reparative therapy has the potential to help patients with advanced brain trauma to gain an improved quality of life.

1 Triune = three-in-one

2 Lobotomy = surgical cutting of brain nerves

### Questions 11–16

Classify the following as typical of

A	the reptilian cortex
B	the limbic cortex
C	the neocortex

Answer A, B or C, to questions 11–16.

### Questions

11) maintaining the bodily functions necessary for life

12) experiencing the pain of losing another

13) forming communities and social groups

14) making a decision and carrying it out

15) guarding areas of land

16) developing explanations for things

### Questions 17–20

Complete the sentences below.

### Questions

17) A person with only a functioning reptilian cortex is known as .....

18) ..... in humans is associated with limbic disruption.

19) An industrial accident caused Phineas Gage to lose part of his .....

20) After his accident, co-workers noticed an imbalance between Gage's ..... and higher-order thinking.

Use no more than two words from the passage for each answer.

<http://takeielts.britishcouncil.org/>

## Appendix E: Consent Form

Dear student,

As part of my MA studies, I am conducting a research study titled “*The Effect of Emotional Intelligence (EI) on EFL Undergraduate Students’ Reading Comprehension*”. The purpose of the questionnaire and the English language test is to find out whether there is a correlation between Emotional Intelligence and English language achievement. Your individual responses will be kept confidential and used for research purposes only. Please be informed that you can withdraw from the study anytime you want to. Also, if you need further information, you can contact me or my thesis supervisor.

Thank you for your cooperation.

**Sara Abdorazik**

MA student

Department of Foreign Language Education  
Education

Faculty of Education

Eastern Mediterranean University

E-mail:saraabdorazik@gmail.com

**Asst. Prof. Dr.İlkay Gilanlioğlu**

MA thesis supervisor

Department of Foreign Language  
Education

Faculty of Education

Eastern Mediterranean University

E-mail:Ilkay.gilanlioglu@emu.edu.tr

### CONSENT FORM

Upon reading the information given above, I have understood the main purpose of the research and how my responses will be used. Therefore, I agree to participate in this research study.

Name-surname: ..... / Date:...../ Signature.....

