Emotional Intelligence and Language Proficiency

Ronak Bakhtiary Kaboudjoubee

BA in English, South Tehran Branch, Islamic Azad University, Tehran, Iran
ronak.bakhtiary@yahoo.com

Abstract: The emotional intelligence (EQ) is referred as one of the important criteria in measuring the individuals' success in different areas of life especially in educational achievement. So in this study the relationship between the emotional intelligence and language proficiency are determined. Bar-on questionnaire is used to calculating EQ and TOEFL score used to determining aspects of language proficiency (Reading, Listening, Speaking and Writing). Emotional Quotient Scale has 15 different scales of emotions. Pearson test was used to calculate relation between these 15 different scales of emotions and 4 language skills. Results showed s significant correlation between the total score of TOEFL and the emotional quotient. And according Friedman's test Reading with mean rank equal to 2.62 is in the first priority and the Social-Responsibility (SR) is in the first priority with the mean rank equal to 11.45.

[Ronak Bakhtiary Kaboudjoubee. **Emotional Intelligence and Language Proficiency.** *J Am Sci* 2014;10(1s):15-27]. (ISSN: 1545-1003). http://www.jofamericanscience.org. 4

Key words : Self-awareness, Self-management, Social awareness, Relationship Management.

Introduction

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly… etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later psychologists maintained that it is more complicated and could not be determined by such a simplistic method.

Intelligence is considered as one of the significant aspects in individuals' compromise with environment and as the important factors of individual differences. Some of the connoisseurs have considered the intelligence as the unit nature and the others considered as the factor with numerous components and categories. Based on the traditional definition, the intelligence was considered as the main factor of educational success and achievement for a long time, but nowadays with changes in theoretical views especially in terms of factors which form the intelligence, it cannot be considered as the successful predictor for educational achievement (Pishghadam, 2008).

Obviously, the intelligence only contains a limited part of ability by these definitions, thus their other aspects should also be detected. Emotional intelligence is one of these known human aspects or abilities. (Goleman, 1995) believes that the emotional intelligence is another aspect of intelligence which plays the greater role in individuals' success achievement in different aspects of life than the cognitive intelligence. The emotional intelligence has deep roots at Darwin's primary works in which he reminded the importance of emotional tool for survival and adaptation. Global development in 21st century has been described by the development of science and technology and their effects on all aspects of life and it informs us about the importance of language as the tool of global relationship. Development in information technology has almost made the world phenomena clear and dependent on each other, so that the interaction among the nations has changed the role of foreign language to a very important role. Therefore, teaching and learning the foreign language has become so important (Goleman, 1995).

Since the late 1970s, the abundant scientific studies related to the education have been conducted in the field of learning strategies and emotional intelligence and this point has been led to a tendency in educating the second and foreign language. Until now, numerous studies have been conducted in supporting the effectiveness of using the learning strategies and the emotional intelligence. Researchers have discovered that the successful foreign language learners have used more mental strategies (learning strategies) than their classmates, who have not been successful enough, and have frequently enjoyed them. It has become obvious that the use of strategy is done before, during and after the second language homework (Oxford, 1993 - Oxford et. al, 2004). In 1990, Oxford mentioned that the learning and emotional intelligence strategies are so important for the students and pupils theoretically or practically.

The aim of this study is to investigate the relationship between the emotional intelligence and language proficiency.

Research Basics

Main objective of this article has explaining the relationship between the emotional intelligence and language proficiency and subsidiary objectives are,

- ✓ Identifying the relationship between the emotional intelligence and listening (aural) proficiency.
- ✓ Identifying the relationship between the emotional intelligence and speaking proficiency.
- ✓ Identifying the relationship between the emotional intelligence and reading proficiency.
- ✓ Identifying the relationship between the emotional intelligence and writing proficiency.

1- Theoretical Principles

Emotional Intelligence,

Most of the studies in the field of emotional intelligence have the theoretical origins in the research by Salovey and Mayer. According to their points of view, the emotional intelligence is as an ability which supervises the capacity of perception, expression, understanding, application and control of emotions in individuals and other ones. Sufficient evidence proves that the people who have the emotional proficiency are those who understand their own emotions and lead them and also understand the other individuals' feelings and deal with them effectively (Bar-On, R. 1996).

Language proficiency,

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write.

These are called the four "language skills or Language proficiency ".

Listening proficiency,

Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Speaking proficiency,

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Reading proficiency,

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Writing proficiency,

Writing is the fourth language skill. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

2- Research Background

(Shahmohamadi, 2011) studied the relationship between the emotional intelligence and learning strategies in a study. Statistical sample of this study consisted of 100 university students in different fields of study. For this purpose, two types of questionnaires were prepared and the results suggested that: 1- There is a close relationship between the emotional intelligence and amount of learning and this is not different for women and men. There is no significant difference between the students' emotional intelligence and their field of study. There is a difference between men and women in applying the learning strategies.

(Bastian, 2005) has studied the relationship between the emotional intelligence and the students' perception towards the classroom. Two questionnaires were given to the studied student in the field of emotional intelligence; the results of questionnaires have indicated that the students with higher EQ are more eager to participate in language classrooms and the activities based on the brain because they have the self-confidence and ability to manage the cooperation with other individuals.

(Homayouni, 2011) examined the relationship between the personality traits and emotional intelligence in learning the English and Math in a research. In this research, data were collected from 100 students with a kind of test and questionnaire. Obtained results indicate that learning the math is directly related to the extraversion and conscientiousness, while its relationship with the introversion was opposite. Language learning has a direct relationship with the extraversion. English learning is associated with all components of emotional intelligence, but there is any relationship between learning the Math and components of emotional intelligence.

(Aghaei, 2008) has shown that there is a significant relationship between the emotional intelligence and the behavioral actions.

(Ghasemzadeh, 2007) has shown that there is no significant relationship between the emotional intelligence and the verbal participation.

(Javaheri Kamel, 2006) has found a positive relationship ($r = 363$) at the significant level $p = 0.01$ between the emotional intelligence and social skills. In investigating the relationship of emotional intelligence and social skills components, no significant relationship has been found between the component of utilizing the emotional intelligence and social skills, but a positive significant relationship has been indicated between the components of controlling,

evaluating and expressing the emotion with the social skill.

(Dehshiri, 2006) has also reported a significant relationship between the emotional and verbal and Psychometric intelligence with the educational achievement.

(Bastian, 2005) they found a little and non-significant correlation between the emotional intelligence and educational achievement in their study. They recommended that the future studies should pay attention to the factors such as the cognitive abilities and personality precisely along with the emotional intelligence.

(Hakim Javadi, 2003) has examined the relationship between the quality of attachment and emotional intelligence in clever and normal students in a research and concluded that the quality of attachment can predict the emotional intelligence. In this research, the difference between the mean of emotional intelligence in both genders indicates the superiority of girls over boys.

(Caruso, 2002) examine the relationship between the approach of emotional intelligence ability with the scales of personality and introduced the emotional intelligence and the scales of personality as two separate factors.

(Brown, 2001) approved that the individual's success in being fluent in second language is due to the individual's investment in the field of time, effort and attention to the destination language as a set of strategies for understanding and generating the language. The most common results indicate that using the appropriate strategies of language learning will lead to the development in the proficiency or general achievement or a special proficiency.

(Schutte, 2001) indicated in a study that the subjects with higher scores in emotional intelligence show higher collaborative practices in contrast with those with lower scores.

Research Methodology

This research is applied based on the objective and among the correlation studies based on the nature and method. Document mining is the tool of collecting data, and the required data are collected through the inventory. Finally, this research is descriptive based on the implementation method and seeks to describe the relationships among the variables through the statistical tests. Therefore, the research method is descriptive from the subset of correlation.

1- Data collection method and tool

Data is collected based on the library method. Information related to the theoretical principles and research literature is collected through the books, articles, Internet and so on, and the inventory is used in order to collect the information and statistics related to the research variables. Data collection tools include Book, Related Articles, Internet, Library, resources, Inventory.

Bar-On Emotional Quotient Inventory, which is one of the standard inventories in this regard, has been used in this research. Test answers have been designed according to a five-point Likert scale (totally agree, agree, relatively disagree, or completely disagree). The scales of are as Emotional self-awareness (ES), Assertiveness (AS), Self-Regard (SR), Self-Actualization (SA), Independence (In), Empathy (EM), Social-Responsibility (SR), Interpersonal Relationship (IR), Reality Teshiny (RT), Flexibility (FL), Problem solving (PS), Stress Tolerance (ST), Impulse Control (IC), Optimism (OP), Happiness (HA).

2- Reliability and validity of inventory

Standard assessment tools and inventories have appropriate reliability and validity. Thus, the researchers can apply them with confidence. This inventory, which is called Bar-On Emotional Quotient Inventory, has validity and reliability. However, Cronbach's alpha coefficient was used in this study in order to identify the reliability of inventory. Cronbach's alpha value higher than 60% is acceptable. The table of software SPSS output for determining the reliability is presented as follows,

No. of Items	Cronbach's Alpha (a)
90	0.97

As it can be seen, the value of Cronbach's α was obtained higher than 0.75 for all questions. Thus, the reliability of inventory was confirmed.

3- Statistical population, sample size and sampling method

Statistical population of this study contains 65 individuals who have attended in TOEFL test in Tehran city who. The target sample size for this study is calculated by simple random sampling methods from the participants' TOEFL scores in TOEFL test in a one-year period in 2012. Thus, the target sample size can be calculated from the following equation,

$$n = \frac{z^2\sigma^2}{d^2} = \frac{(1.96)^2}{(0.05)^2}(0.041) \cong 63$$

σ^2: Sample Variance which is equal to 0.041 in this study by using the preliminary sample.

Z: The Significant Level below the normal curve; it is equal to 1.96 by considering the Significant Level of error.

d: The error percentage which is considered equal to 5% in this study.

According to the lost population in some cases and other potential problems, the number of samples was enhanced to 65. These samples have been

randomly selected from three institutions, which hold TOEFL test in Tehran. These institutions are as follows,

1. Amirbahador Educational Complex (Tehran)
2. Allameh Sokhan Cultural Institute (Tehran)
3. Tehran Institute of Technology

The study period is the year 2012. Therefore, the people, who participated in the tests in this year, were used for the research.

4- Data Analysis Method

In this study, the descriptive analysis methods including the mean, standard deviation, Skewness, kurtosis, along with the curves associated with each variable have been used. In the inferential test, the student's t-test, Friedman rank test and estimation of Pearson correlation coefficient are used. Kolmogorov-Smirnov test will be used in order to test the normality of data and the pre-test and Cronbach's alpha coefficient will be used for determining the reliability and validity of inventory. Friedman rank test is used in order to rank each of the language skills (reading, listening, speaking and writing) and dimensions of emotional quotient. Student's t-test is also done in order to evaluate the emotional quotient in both male and female groups. Pearson test is also used for evaluating the correlation between the emotional quotient and the language proficiency.

Data Analysis

1- Descriptive statistics of variables

The following table represents the descriptive statistics related to the emotional quotient and its 15 components and the total mark and the marks for each of the language skills (reading, writing, listening and speaking) along with the statistics related to the number (N), Mean, Std. Deviation, Maximum and Minimum of variables, Std. Error Mean, Kurtosis and Skewness.

Table (1) Descriptive Statistics of research variables

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic
(ES)	65	15.00	29.00	22.4308	0.42685	3.44134	-0.025	-0.935
(AS)	65	14.00	30.00	21.9538	0.44041	3.55066	0.128	-0.509
(SR)	65	14.00	30.00	21.9538	0.44691	3.60308	0.003	-0.285
(SA)	65	14.00	28.00	21.2154	0.41631	3.35639	-0.029	-0.737
(In)	65	16.00	30.00	22.7385	0.42926	3.46084	0.090	-0.836
(EM)	65	15.00	30.00	22.5231	0.44888	3.61899	-0.033	-0.802
(SR)	65	14.00	30.00	23.3077	0.44285	3.57038	-0.248	-0.528
(IR)	65	13.00	30.00	21.7231	0.40282	3.24763	-0.086	-0.116
(RT)	65	13.00	29.00	20.8462	0.42980	3.46514	0.162	-0.331
(FL)	65	14.00	30.00	22.0462	0.46432	3.74346	0.125	-0.653
(PS)	65	15.00	27.00	21.3231	0.35295	2.84554	0.035	-0.720
(ST)	65	15.00	29.00	22.2769	0.43496	3.50672	0.067	-0.943
(IC)	65	14.00	28.00	21.3077	0.43574	3.51303	-0.010	-1.034
(OP)	65	16.00	29.00	22.8000	0.40797	3.28919	0.011	-0.910
(HA)	65	13.00	27.00	21.3846	0.39204	3.16076	-0.491	0.042
EQ	65	234.00	419.75	329.7231	4.77606	38.50584	0.011	-0.351
Reading	65	20.00	29.00	24.9231	0.22501	1.81407	-0.222	0.350
Listening	65	21.00	29.00	24.6462	0.24162	1.94800	0.139	-0.627
Speaking	65	20.00	29.00	24.8615	0.24305	1.95957	-0.044	0.098
Writing	65	19.00	30.00	24.8615	0.28069	2.26300	-0.032	-0.145
Total Mark	65	88.00	111.00	99.2308	0.54233	4.37239	0.095	0.214

Given the obtained Skewness coefficient, which its value is less than 1.96 for all variables, the hypothesis of symmetric distribution can be accepted and the mean can be used as the representative of central tendency and the standard deviation as the dispersion representative. Moreover, it can be seen that the Kurtosis coefficient of all variables is also less than 1.96, thus the distribution can be assumed normal.

Except the Skewness and Kurtosis statistics, the following statistics are presented in the descriptive statistics: Minimum means the minimum number associated with each variable (for 6 questions related to each hypothesis). Maximum means the maximum value of each variable. The Mean refers to the total number of variables in the statistical sample divided by the number of people, and the standard deviation means the deviation of each variable towards the

statistical mean; and according to the mathematics, it is the square root of variance.

2- Descriptive statistics of demographic information

Descriptive information of population of respondents is investigated based on the gender; age and educational degree are as table No. 2-4.

Table (2) sampling members based on the gender

Gender	Frequency	Percent
Female	38	58.5
Male	27	41.5
Total	65	100.0

Table (3) sampling members based on the age

Age	Frequency	Percent
Below 25 years of age	16	26.4
25-30 years of age	20	30.7
30-35 years of age	18	27.6
35-40 years of age	8	12.3
Total	65	100.0

Table (4) sampling members based on the educational degree

Educational degree	Frequency	Percent
Associate degree	6	9.5
Bachelor's degree	44	69.8
Master's degree and above	13	20.6
Total	65	100.0

Table (5) Normality Test by using One-Sample Kolmogorov-Smirnov

	Kolmogorov-Smirnov (a)		
	Statistic	df	Sig.
Emotional self- Awareness (ES)	0.111	64	0.076
Assertiveness (AS)	0.098	64	0.197
Self-Regard (SR)	0.090	64	0.200
Self-Actualization (SA)	0.089	64	0.200
Independence (In)	0.123	64	0.116
Empathy (EM)	0.093	64	0.200
Social–Responsibility (SR)	0.113	64	0.338
Interpersonal Relationship (IR)	0.128	64	0.110
Reality Teshiny (RT)	0.089	64	0.200
Flexibility (FL)	0.118	64	0.026
Problem solving (PS)	0.116	64	0.030
Stress Tolerance (ST)	0.111	64	0.045
Impulse Control (IC)	0.129	64	0.109
Optimism (OP)	0.087	64	0.200
Happiness (HA)	0.100	64	0.172
EQ	0.103	64	0.087
Reading	0.160	64	0.130
Listening	0.109	64	0.055
Speaking	0.133	64	0.106
Writing	0.110	64	0.053
Total Mark	0.072	64	0.210

3- Investigating the data normality

In this section, the valid Kolmogorov-Smirnov test is used in order to investigate the normality of variables. If the calculated significant level in the Smirnov test, calculated with statistics Z, is higher than 0.05 at the error level 0.05, the mentioned variable is normal, and if the value is less than 0.05, the variable is not normal. Table of Software SPSS Output in this regard is as table five.

Given the value of sig, which is higher than 5% for the Total Mark and emotional quotient (EQ), the normality distribution hypothesis of target population is not rejected at the significant level 95% and the parametric tests such as student's t-test can be used for testing the research hypotheses.

4- Student's t-test for comparing the male and female emotional quotients

In this section, Student's t-test is used in order to determine the significant difference between the emotional quotients in men and women. Each of these factors is compared with the value 18 (the ranking mean of five-point Likert scale in 6 questions related to each indicator) and thus the means of two statistical populations are compared together. Here, the null hypothesis is defined as follows: There is a significant difference between the emotional quotient in men and women. Obtained results for investigating the significant difference between two male and female independent populations of men and women are as table No. 6.

Table (6) Independent Samples Test

	T	df	Sig (2-tailed)
Men	2.336	63	0.023
Women	2.350	59.482	0.022

As it can be seen, p-value = 0.023, thus it is lower than 0.05 and it can be concluded that there is a significant difference between emotional quotient in men and women.

5- **The main hypotheses test of research**

Pearson correlation coefficient is used in order to determine the correlation (positive or negative) and magnitude of correlation among the variables of research. In this section, the emotional quotient is the main independent variable and Reading, Listening, Speaking, Writing and Total Mark (Sum of 4 main language skills) are the dependent variables. The main hypothesis is as follows,

✓ Emotional quotient affects each of the language proficiency.

For investigating the emotional quotient, the mark, obtained from the Inventory, is used; and the TOEFL marks in each of skills of reading, listening, speaking and writing, and the total mark (which is the sum of marks in these skills) are used for each of the language skills. Summary of results is as follows,

Table (7) estimating Pearson Correlation Coefficient of the main research hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.152	0.353	0.203	0.319	0.454
p-value	0.225	0.004	0.105	0.010	0.000
Result	Not Significant	Positive Significant	Not Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Speaking with the emotional quotient. Moreover, the correlation of Listening with emotional quotient is positive and equal to 0.353 and the correlation of Writing with emotional quotient is positive and equal to 0.454. In general, the Total Mark has a significant positive correlation with emotional quotient and the correlation coefficient is equal to 0.454.

✓ Pearson correlation coefficient test for examining the first research sub-hypothesis

In this section, the independent sub-variable is the Emotional self-Awareness (ES), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Emotional self-Awareness (ES) and examining this hypothesis that the Emotional self-Awareness affects each of the language skills. Summary of results is as follows.

Table (8) estimating Pearson Correlation Coefficient of the first research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.213	0.426	0.280	0.289	0.528
p-value	0.088	0.000	0.24	0.020	0.000
Result	Not Significant	Positive Significant	Positive Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Emotional self-Awareness (ES). Moreover, the correlation of Listening with Emotional self-Awareness (ES) is positive and equal to 0.426, Speaking and Emotional self-Awareness (ES) equal to 0.280 and Writing with Emotional self-Awareness (ES) is positive and equal to 0.289. In general, the Total Mark has a significant positive correlation with Emotional self- Awareness (ES) and the correlation coefficient is equal to 0.528.

✓ Pearson correlation coefficient test for examining the second research sub-hypothesis

In this section, the independent sub-variable is the Assertiveness (AS), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Assertiveness (AS) and examining this hypothesis that the Assertiveness (AS) affects each of the language skills. Summary of results is as follows.

Table (9) estimating Pearson Correlation Coefficient of the second research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.213	0.418 (**)	0.246 (*)	0.304 (*)	0.520 (**)
p-value	0.89	0.001	0.048	0.014	0.000
Result	Not Significant	Positive Significant	Positive Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Assertiveness (AS). Moreover, the correlation of Listening with Assertiveness (AS) is positive and equal to 0.418, Speaking and Assertiveness (AS) equal to 0.246 and Writing with Assertiveness (AS) is positive and equal to 0.304. In general, the Total Mark has a significant positive correlation with Assertiveness (AS) and the correlation coefficient is equal to 0.520.

✓ Pearson correlation coefficient test for examining the third research sub-hypothesis

In this section, the independent sub-variable is the Self Regard (SR), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Self Regard (SR) and examining this hypothesis that the Self Regard affects each of the language skills. Summary of results is as follows.

Table (10) estimating Pearson Correlation Coefficient of the third research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.243	0.285 (*)	0.077	0.154	0.319 (**)
p-value	0.051	0.021	0.545	0.219	0.010
Result	Not Significant	Positive Significant	Not Significant	Not Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Speaking and Writing with the Self Regard (SR). Moreover, the correlation of Listening with Self Regard (SR) is positive and equal to 0.285. In general, the Total Mark has a significant positive correlation with Self Regard (SR) and the correlation coefficient is equal to 0.319.

✓ Pearson correlation coefficient test for examining the fourth research sub-hypothesis

In this section, the independent sub-variable is the Self-Actualization (SA), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Self-Actualization (SA) and examining this hypothesis that the Emotional self-Awareness affects each of the language skills. Summary of results is as follows.

Table (11) estimating Pearson Correlation Coefficient of the fourth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.134	0.375 (**)	0.273 (*)	0.271	0.464 (**)
p-value	0.289	0.002	0.028	0.029	0.000
Result	Not Significant	Positive Significant	Positive Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Self-Actualization (SA). Moreover, the correlation of Listening with Self-Actualization (SA) is positive and equal to 0.375, Speaking and Self-Actualization (SA) equal to 0.273 and Writing with Self-Actualization (SA) is positive and equal to 0.271. In general, the Total Mark has a significant positive correlation with Self-Actualization (SA) and the correlation coefficient is equal to 0.464.

✓ Pearson correlation coefficient test for examining the fifth research sub-hypothesis

In this section, the independent sub-variable is the Independence (In), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Independence (In) and examining this hypothesis that the Independence affects each of the language skills. Summary of results is as follows,

Table (12) estimating Pearson Correlation Coefficient of the fifth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.141	0.253 (*)	0.209	0.217	0.376 (**)
p-value	0.262	0.042	0.095	0.083	0.002
Result	Not Significant	Positive Significant	Not Significant	Not Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Independence (In). Moreover, the correlation of Listening with Independence (In) is positive and equal to 0.253 and in general, the Total Mark has a significant positive correlation with Independence (In) and the correlation coefficient is equal to 0.376.

✓ Pearson correlation coefficient test for examining the sixth research sub-hypothesis

In this section, the independent sub-variable is the Empathy (EM), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Empathy (EM) and examining this hypothesis that the Empathy (EM) affects each of the language skills. Summary of results is as follows.

Table (13) estimating Pearson Correlation Coefficient of the sixth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.173	0.233	0.209	0.204	0.372(**)
p-value	0.169	0.062	0.095	0.104	0.002
Result	Not Significant	Positive Significant	Not Significant	Not Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Listening, Speaking and Writing with the Empathy (EM), but in general, the Total Mark has a significant positive correlation with Empathy (EM) and the correlation coefficient is equal to 0.372.

✓ Pearson correlation coefficient test for examining the seventh research sub-hypothesis.

In this section, the independent sub-variable is the Social-Responsibility (SR), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Social-Responsibility (SR) and examining this hypothesis that the Social-Responsibility affects each of the language skills. Summary of results is as follows.

Table (14) estimating Pearson Correlation Coefficient of the seventh research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.173	0.326 (**)	0.171	0.193	0.378 (**)
p-value	0.169	0.008	0.172	0.124	0.002
Result	Not Significant	Positive Significant	Not Significant	Not Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Writing and Speaking with the Social-Responsibility (SR). Moreover, the correlation of Listening with Social-Responsibility (SR) is positive and equal to 0.326. In general, the Total Mark has a significant positive correlation with Social-Responsibility (SR) and the correlation coefficient is equal to 0.378.

✓ Pearson correlation coefficient test for examining the eighth research sub-hypothesis

In this section, the independent sub-variable is the Interpersonal Relationship (IR), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Interpersonal Relationship (IR) and examining this hypothesis that the Interpersonal Relationship affects each of the language skills. Summary of results is as follows.

Table (15) estimating Pearson Correlation Coefficient of the eighth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	-0.226	-0.263 (*)	-0.040	0.052	-0.221
p-value	0.070	0.034	0.749	0.680	0.077
Result	Not Significant	Negative Significant	Not Significant	Not Significant	Not Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Writing and Speaking with the Interpersonal Relationship (IR). Moreover, the correlation of Listening with

Interpersonal Relationship (IR) is negative and equal to 0.263. In general, the Total Mark has no significant correlation with Interpersonal Relationship (IR).

✓ Pearson correlation coefficient test for examining the ninth research sub-hypothesis

In this section, the independent sub-variable is the Reality Teshiny (RT), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Reality Teshiny (RT) and examining this hypothesis that the Reality Teshiny affects each of the language skills. Summary of results is as follows.

Table (16) estimating Pearson Correlation Coefficient of the ninth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.187	0.381 (**)	0.218	0.320 (**)	0.491 (**)
p-value	0.136	0.002	0.081	0.009	0.000
Result	Not Significant	Positive Significant	Not Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Speaking with the Reality Teshiny (RT). Moreover, the correlation of Listening with Reality Teshiny (RT) is positive and equal to 0.381, and Writing with Reality Teshiny (RT) is positive and equal to 0.320. In general, the Total Mark has a significant positive correlation with Reality Teshiny (RT)) and the correlation coefficient is equal to 0.491.

✓ Pearson correlation coefficient test for examining the tenth research sub-hypothesis

In this section, the independent sub-variable is the Flexibility (FL), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Flexibility (FL) and examining this hypothesis that the Flexibility affects each of the language skills. Summary of results is as follows.

Table (17) estimating Pearson Correlation Coefficient of the tenth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.070	0.247 (*)	0.022	0.371 (**)	0.320 (**)
p-value	0.582	0.048	0.861	0.002	0.009
Result	Not Significant	Positive Significant	Not Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Speaking with the Flexibility (FL). Moreover, the correlation of Listening with Flexibility (FL) is positive and equal to 0.247, and Writing with Flexibility (FL) is positive and equal to 0.371. In general, the Total Mark has a significant positive correlation with Flexibility (FL) and the correlation coefficient is equal to 0.320.

✓ Pearson correlation coefficient test for examining the eleventh research sub-hypothesis

In this section, the independent sub-variable is the Problem solving (PS), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Problem solving (PS) and examining this hypothesis that the Problem solving affects each of the language skills. Summary of results is as follows,

Table (18) estimating Pearson Correlation Coefficient of the eleventh research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	-0.131	0.072	-0.110	0.104	-0.021
p-value	0.297	0.570	0.385	0.409	0.867
Result	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Speaking, Writing, Listening and the Total Mark with the Problem solving (PS).

✓ Pearson correlation coefficient test for examining the twelfth research sub-hypothesis

In this section, the independent sub-variable is the Stress Tolerance (ST), and the dependent variables include Reading, Listening, Speaking and

Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Stress Tolerance (ST) and examining this hypothesis that the Stress Tolerance (ST) affects each of the language skills. Summary of results is as follows.

Table (19) estimating Pearson Correlation Coefficient of the twelfth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.163	0.236	0.115	0.286 (*)	0.350 (**)
p-value	0.194	0.058	0.362	0.021	0.004
Result	Not Significant	Not Significant	Not Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Speaking and Listening with the Stress Tolerance (ST). The correlation of Writing with Stress Tolerance (ST) is positive and equal to 0.286. In general, the Total Mark has a significant positive correlation with Stress Tolerance (ST) and the correlation coefficient is equal to 0.350.

✓ Pearson correlation coefficient test for examining the thirteenth research sub-hypothesis

In this section, the independent sub-variable is the Impulse Control (IC), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Impulse Control (IC) and examining this hypothesis that the Impulse Control (IC) affects each of the language skills. Summary of results is as follows.

Table (20) estimating Pearson Correlation Coefficient of the thirteenth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.146	0.359 (**)	0.229	0.336 (**)	0.469 (**)
p-value	0.246	0.003	0.067	0.006	0.000
Result	Not Significant	Positive Significant	Not Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Speaking with the Impulse Control (IC). Moreover, the correlation of Listening with Impulse Control (IC) is positive and equal to 0.359 and Writing with Impulse Control (IC) is positive and equal to 0.336. In general, the Total Mark has a significant positive correlation with Impulse Control (IC) and the correlation coefficient is equal to 0.469.

✓ Pearson correlation coefficient test for examining the fourteenth research sub-hypothesis

In this section, the independent sub-variable is the Optimism (OP), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Optimism (OP) and examining this hypothesis that the Optimism affects each of the language skills. Summary of results is as follows.

Table (21) estimating Pearson Correlation Coefficient of the fourteenth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.134	0.328 (**)	0.224	0.257 (*)	0.427 (**)
p-value	0.289	0.008	0.073	0.039	0.000
Result	Not Significant	Positive Significant	Not Significant	Positive Significant	Positive Significant

Given the results obtained from the correlation test, there is no correlation between Reading and Speaking with the Optimism (OP). Moreover, the correlation of Listening with Optimism (OP) is positive and equal to 0.328 and Writing with Optimism (OP) is positive and equal to 0.257. In general, the Total Mark has a significant positive correlation with the Optimism (OP) and the correlation coefficient is equal to 0.427.

✓ Pearson correlation coefficient test for examining the fifteenth research sub-hypothesis

In this section, the independent sub-variable is the Happiness (HA), and the dependent variables include Reading, Listening, Speaking and Writing and Total Mark (Sum of 4 main language skills). The total mark of questions related to this component is used for calculating the Happiness (HA) and examining this hypothesis that the Happiness affects each of the language skills. Summary of results is as follows.

Table (22) estimating Pearson Correlation Coefficient of the fifteenth research sub-hypothesis

Emotional quotient	Reading	Listening	Speaking	Writing	Total Mark
Estimation of corr. coef.	0.016	0.236	0.112	0.189	0.239
p-value	0.898	0.059	0.374	0.132	0.055
Result	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Given the results obtained from the correlation test, there is no correlation between Reading, Speaking, Writing and Listening with the Happiness (HA). And in general, the Total Mark has no correlation with the Happiness (HA).

6- Ranking the effect of emotional quotient on each of the language skills

Friedman rank test has been used in order to determine the priority of effect of each language skills from the respondents' perspective as follows. The following table shows the mean rank of each of the language skills. Summary of results is as follows.

Table (23) Ranking the effect of emotional quotient on each of the language skills

	Mean	Rank
Reading	2.62	1
Listening	2.32	4
Speaking	2.54	2
Writing	2.52	3

As seen in the above table, Reading with mean rank equal to 2.62 is in the first priority. Similarly, the emotional quotient on speaking with the mean rank 2.54, writing with the mean rank 2.52, and finally, listening with mean rank 2.32 are important. These results are summarized in Figure below.

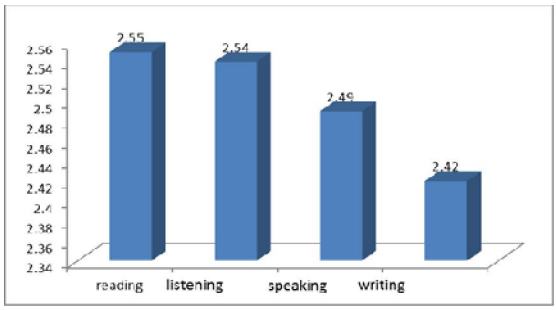

Figure (1) Chart of ranking the effect of emotional quotient on each of the language skills

Table (24) Ranking the effect of each of the emotional quotient indicators on each of the language skills

	Mean	Rank
Emotional self- Awareness (ES)	8.35	6
Assertiveness (AS)	7.34	11
Self-Regard (SR)	8.17	7
Self-Actualization (SA)	5.18	13
Independence (In)	10.72	2
Empathy (EM)	10.66	3
Social-Responsibility (SR)	11.45	1
Interpersonal Relationship (IR)	7.58	9
Reality Teshiny (RT)	4.11	15
Flexibility (FL)	8.45	5
Problem solving (PS)	7.20	12
Stress Tolerance (ST)	8.02	8
Impulse Control (IC)	5.08	14
Optimism (OP)	10.33	4
Happiness (HA)	7.35	10

Friedman rank test has been used in order to determine the priority of each of the indicators of language skills on the emotional quotient from the respondents' perspective. The following table shows the mean rank for each of the emotional quotient indicators.

As seen in the above table, the Social-Responsibility (SR) is in the first priority with the mean rank equal to 11.45. Independence (In) is in second priority and Empathy (EM) in the third priority. These results are summarized in the Figure below.

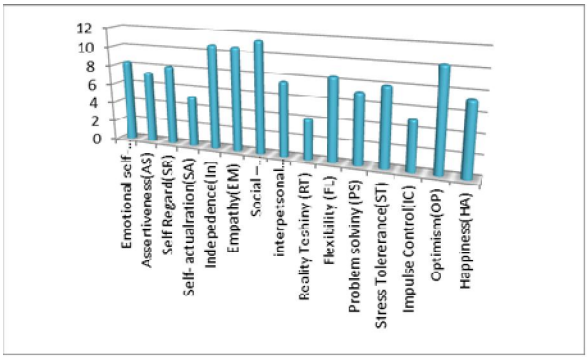

Figure (2) Chart of ranking the effect of each emotional quotient indicators on each of the language skills

Conclusion

At the beginning of research analysis, the normality of population distribution was confirmed by using the Kolmogorov-Smirnov valid test. Cronbach's alpha coefficient was used in order to determine the reliability of inventory and the reliability of inventory was accepted with coefficient 0.98. The results are summarized as follows,

Evaluating the effect of emotional quotient on each of the language skills

In this section, of the Student's t-test was used in order to assess the effect of gender on TOEFL mark among the participants in Tehran TOEFL test. Given the results and value of sig less than 0.05, it has been indicated that the null hypothesis (no influence of gender on the emotional quotient among the participants in Tehran TOEFL test) is rejected at the significant level 99%. Therefore, it can be concluded with significant level 99% that the emotional quotient affects each of reading, listening, speaking and writing skills in Tehran TOEFL test participants.

Furthermore, the effect of emotional quotient scales including the emotional self-awareness, Assertiveness, Self-Regard, self-actualization, independence, empathy, social responsibility, interpersonal relationship, reality teshiny, flexibility, problem solving, stress tolerance, impulse control, optimism and happiness on four main skills of reading, listening, speaking and writing, and TOEFL total mark was also examined; and Pearson correlation coefficient was used in order to determine the correlation (positive or negative) and the amount of correlation among the research variables. In this section, the emotional quotient is the main independent variable and the dependent variables are Reading, Listening, Speaking and Writing, And Total Mark (Sum of 4 main language skills). Given the results obtained from the correlation test, there is no correlation between Reading and Speaking with the emotional quotient. Moreover, the correlation of Listening with emotional quotient is positive and equal to 0.353 and the correlation of Writing with emotional quotient is positive and equal to 0.454. In general, the Total Mark has a significant positive correlation with the emotional quotient and the value of correlation is equal to 0.454.

A significant correlation was almost observed in other 14 sub-hypotheses between the total score of TOEFL and the emotional quotient.

Ranking the language skills

Given the tables obtained from Chapter 4, it can be stated that Reading is placed in the first priority with the mean rank equal to 2.62. Similarly, the emotional quotient on speaking with mean rank equal to 2.54, writing with the mean rank 2.52, and finally, listening with the mean rank equal to 2.32 are important. Furthermore, the Social-Responsibility (SR) is put in the first priority with the mean rank equal to 11.45 and the Independence (In) in the second priority and the Empathy (EM) is put in the third priority.

1- Suggestions resulted from the research

- ✓ Specify the type of text. For instance, a text with the classification types of cause/effect, comparison/contrast, problem/answer, descriptive, narrative ….
- ✓ Apply the method Scan and Skim; in other words, review quickly and try to have a general image of the text; your mind completes the puzzle for you by re-reading.
- ✓ When you find the answer of a question in the text, read one or two sentences before and after the main text carefully in order not to get the deviating points of text.
- ✓ Do not worry if you get a little information about the text in the first review.
- ✓ In the First review, do not insist on translating the words which you do not their meanings.
- ✓ Focus on the structures or the sentences.
- ✓ Think in English; in other words, try to learn the English meaning of the words as far as possible and use the English Dictionary and reduce the dependence on Persian Dictionary.
- ✓ Reading process is a supplementary process.
- ✓ Identify the unfamiliar words in the text and try to determine their meanings by using the subject of text.
- ✓ Consider all pronouns (he, him, they, them, etc.) and determine that these pronouns refer to which names in the text.
- ✓ Always read purposefully.
- ✓ Interpret the sentences individually in the text, and then interpret the whole paragraph.
- ✓ Boosting the vocabulary can further help to enhance the ability in reading proficiency.
- ✓ Repeated reading of relevant texts is the best way to boost the Reading proficiency.

2- Suggestions for Future Research

- ✓ Identifying the factors affecting the language skills by investigating the emotional quotient.
- ✓ Comparing and rankings the language skills which are affected by the emotional quotient.
- ✓ Identifying the most important emotional quotient indicators affecting the language skills.
- ✓ Identifying the other factors affecting the language skills.
- ✓ Investigating the correlation between the social-cultural parameters on the language learners' proficiency.

✓ Investigating the correlation between the language learners' educational motivation and proficiency.

✓ Investigating the correlation between the professors' different personality dimensions and skill with the language learners' proficiency.

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1/6/2014