The effects of Emotional Intelligence on the choice of Language learning strategies

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Abstract
The main purpose of this study was to examine the effects of Emotional Intelligence on the choice of language learning strategies by post-graduate Iranian students who study in foreign countries' universities that environment obligates them to listen, speak, read and write either outside or inside the classroom in English language. English is foreign language for Iranian. The age limit of participants was 24 to 34. A sample of 50 individuals was selected and they voluntarily participated in experiment including 32 men and 18 women. In this study used a language learning strategy system (Oxford, 1990) that is partially based on Oxford's taxonomy (Oxford, 1985). In addition, Trait Emotional Intelligence Questionnaire (TEIQue) Short Form was used. The findings of the study manifested Memory strategy, Cognitive strategy and Compensation strategy has a significant positive correlation with EQ, whereas, Meta-cognitive strategy, Affective strategy and Social strategy had no correlation with EQ. Results indicate that the relation between the EI and the cognitive strategy was significant (P=0.033<0.05) in the high EI group. The correlation was positive and with strength of 0.437. On the other hand, there was no significant relationship between EI and the other language learning strategies (P>0.05). According to the results obtained there is no correlation between high and low EQ with choice of language learning strategies.

Keywords: Emotional Intelligence, Intelligence, Language Learning Strategies

1. Introduction
In the contemporary years, emotional intelligence has been a critical topic of debate in field of individuals’ development and professional achievements. Researchers have claimed that this factor predicts success or failure at work and social life. TIME (1995) magazine claimed that “Emotional Intelligence may be the best predictor of success in life, redefining what it means to be smart,” and Goleman (1996) claimed that EI can predict success at home, at work, and at school, as well as or better than IQ (Barchard, 2003). Research has demonstrated that EQ more than IQ accounts for success in life and education (Goleman, 1995 and Mayer & Salovey, 1990). Much research findings suggest that emotional intelligence is important for work settings (Carmeli, 2003), and classrooms (Petrides, Frederickson, & Furnham, 2004), and enhances performance in interviewing (Fox & Spector, 2000), cognitive tasks (Shuttes, Schuetplez, & Malouff, 2001), and (Carmeli, 2003) contextual performance (Pishghadam, 2009).

Considering empirical research it has been proved that emotional intelligence is also a significant factor associated with foreign/ second language learning. A comprehensive theory of emotional intelligence was proposed in 1990 by two psychologists, Peter Salovey, at Yale, and John Mayer (Mayer, Salovey, & John, 1990), at university of New Hampshire. Another pioneering model of emotional intelligence was proposed in the 1980s by Reuven Bar-on an Israeli psychologist (Goleman,1999).

2. Purpose of the study
The main purpose of this study was to examine the effects of Emotional intelligence on the choice of language learning strategies by students who study in foreign countries’ universities with foreign language. This study can help teacher and mostly students to understand these findings and use them to improve the quality of second/ foreign language learning.

3. Hypotheses of the study
1. Emotional intelligence is negatively associated with choice of language learning strategies.
2. There isn’t any difference between students with low emotional intelligence rank and choice of language learning strategies.
3. There isn’t any difference between students with high emotional intelligence rank and choice of language learning strategies.

4. Significance of the study
The current study was conducted with Iranian post-graduate students studying in an environment which obligates them to listen, speak, read and write either outside or inside the classroom in English language. English is foreign language for Iranian.
Mother tongue or first language for Iranian is Persian. As it is clear, a foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted and a second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language (Oxford, 2003). But in this situation English is a second language for Iranian students. In this study used a language learning strategy system (Oxford, 1990) that is partially based on Oxford’s taxonomy (Oxford, 1985). In addition, Trait Emotional Intelligence Questionnaire (TEIQue) Short Form was used. When a student’s emotional and social skills are addressed, academic achievement of the student increases and interpersonal relationships improve (Goleman, 1996).

5. Review of literature

5.1 Emotion

One of the many things Sigmund Freud (1856-1939) was made famous for was his division of mind theory, which was based on the way ‘innate desires and repressed emotions shape individual human behavior (Richardson, 2008). Emotions are now seen not as reversions to animal behaviors but as the sources of force and energy that brains require for the actions they take to understand the world and themselves (Psichiatr, 2011). Despite the differences in culture and language, the same emotions were ascribed in each culture (Goleman, 1999).

5.2 Intelligence

Defining exactly what intelligence is has proven to be a surprisingly difficult task (Jeffry E. Hecker). Intelligence is a slippery term to define, and there is no consensus over its definitions, from intelligence as a uni-dimensional concept (Binet, 1905) to intelligence as a multiple concept (Gardner, 1983) and finally to intelligence as an emotional notion (Salvory & Mayer, 1990, Mansoor Fahim, 2007). Viewed as a form of intelligence, emotional intelligence has a rich history, including links to social, practical, interpersonal, and intrapersonal intelligences (Zeidner, Matthews, & Rob, 2009).

5.3 Emotional intelligence

The term “emotional intelligence consists of two words: “emotion” and “intelligence”. According to Salovey & Mayer (1997), emotional intelligence is 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 (Johnson & Kimbrough, 2008). Daniel Goleman is commonly known and associated with the term emotional intelligence. Goleman became popular after he published Emotional Intelligence in 1996. His research focused on emotional intelligence in the workplace. Goleman’s emotional intelligence model thus consisted of five basic emotional and social competencies: self-awareness, self-regulation, motivation, empathy, and social skills (Johnson & Kimbrough, 2008).

5.4 Strategies of language learning

Research in the last three decades on second and foreign language learning strategies has witnessed prolific and vigorous growth. Numerous studies around the world have contributed to both theory and teaching by showing fruitful results supporting the significant role of language learning strategies for effective and successful language learning (Lan, 2005). One of the earliest researchers in this field, Rubin (1975) provided a very broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (Griffiths, 2004). Chamot and O’Malley (1990, 2004) proposed a three-part strategy taxonomy based data collection using interviews and think-alouds by ESL young adult learners.

Oxford’s (1990, 2001) model of language learning strategies consists of six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies (Lan, 2005). Oxford broke down the social/affective category of O’Malley and Chamot (1990) into two categories, social and affective, and included more strategies in these two categories. The Oxford (1990, 2001) model’s increased emphasis on social and affective strategies accorded with research from cognitive and educational psychology (Lan, 2005).

5.5 Methodology

5.5.1 Participants

The current study was conducted with Iranian post-graduate students studying in an environment which obligates them to listen, speak, read and write either outside or inside the classroom in English language. English is foreign language for Iranian. Mother tongue or first language for Iranian is Persian. Participants included male and female Iranian students who studied master in Mysore University. The age limit of participants was 24 to 34. They were second or forth semester of master degree. A sample of fifty individuals was selected and they voluntarily participated in experiment including 32 men and 18 women.
5.6 Instruments

In this research Oxford Strategy Inventory for language learning (SILL) and Trait Emotional Intelligence Questionnaire (TEIQue) Short Form were used.

5.6.1 The Strategy Inventory for Language Learning (SILL)

The Strategy Inventory for language Learning (SILL) (Oxford, 1990) was first designed as an instrument for assessing the frequency of use of language learning strategies by students at the Defense language Institute in Monterey, California (Chang, Liu, & Lee, 2007). Two revised versions of the SILL exist, one for foreign language learners whose native language in English (80 items) and the other for learners of English as a second or foreign language (ESL/EFL, 50 items). It is estimated that 40 to 50 major studies, including a dozen dissertations and theses, have been done using the SILL. In this current study, the (ESL/EFL 50) 7.0 of SILL was employed as an instrument to investigate EFL learners’ use of language learning strategies.

The version 7.0 of SILL contains of 50 items, and characterized into six subscales: (a) Memory strategies (items 1 to 9), (b) Cognitive strategies (items 10 to 23), (c) Compensation strategies (items 24 to 29), (d) Metacognitive strategies (items 30 to 38), (e) Affective strategies (items 39 to 44), (f) Social strategies (items 45 to 50). These SILL 50 items are evaluated on a five-point Likert-type scale ranging from 1 to 5. The number indicates how often the learner uses the strategies. Never or almost never true of me = 1, generally not true of me = 2, somewhat true of me = 3, generally true of me = 4, Always or almost always true of me = 5.
Analysis SILL (Strategy Inventory for Language Learning (SILL))

The score for each question is put in specific column. Then each column is added up and the results are put on the line marked SUM then divided by the number under SUM to get the average for each column. Rounded the average off to the nearest tenth, as in 3.4 so, overall average is Figured out. To do this, all the SUMS are add up for the different parts of the SILL, then divided by 50. Averages is Copied (for each part and for the whole SILL) from the Worksheet to the Profile.

Profile of Results on the SILL

This Profile shows SILL results. These results tell the kinds of strategies used in learning English. There is no right or wrong answers. To complete this profile, averages are transferred for each part of the SILL, and overall average for the whole SILL.

<table>
<thead>
<tr>
<th>Part</th>
<th>What Strategies Are Covered</th>
<th>Average on This Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Remembering more effectively</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Using all your mental processes</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Compensating for missing knowledge</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Organizing and evaluating your learning</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Managing your emotions</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Learning with others</td>
<td></td>
</tr>
<tr>
<td>OVERALL AVERAGE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key to Understanding Averages

High
- Always or almost always used
- 4.5 to 5.0

3.5 to 4.4
- Sometimes used
- 2.5 to 3.4

Medium
- Generally not used

Low
- 1.5 to 2.4

1.0 to 1.4

5.7 Trait Emotional Intelligence Questionnaire (TEIQue)

According to (Shipley, Jackson, & Segrest) the TEIQue was developed by K. V. Petrides and is a scientific instrument used to measure trait emotional intelligence (Petrides & Furnham, 2001). The TEIQue is composed of fifteen facets that were derived from a comprehensive content analysis of prominent EI literature: adaptability, assertiveness, emotion appraisal (self and others), emotion expression, emotion management (others), emotion regulation, impulsiveness (low), relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, and trait optimism (Petrides & Furnham, 2006). The instrument used to measure trait emotional intelligence in this study was the Trait Emotional Intelligence Questionnaire—Short Form (TEIQue-SF) (Petrides & Furnham, 2006). The thirty question TEIQue-SF is based on the long form of the TEIQue and is designed to measure global trait intelligence (Petrides & Furnham, 2001). Two questions from each of the fifteen subscales of the TEIQue were included in the short form, which were chosen based on their “correlations with the corresponding total subscale scores” (Petrides & Furnham, 2006). These fifteen subscales were used to provide scores on four broader factors: well-being, self-control, emotionality, and sociability (Petrides & Furnham, 2001). On the paper of “Testing and validating the trait emotional intelligence questionnaire (TEIQue) in a German-speaking sample” by (Freudenthaler, Neubauer, Gabler, Scherl, & Rindermann, 2008), provides conclusive evidence that the TEIQue represents a reliable and valid inventory for the comprehensive measurement of trait EI. The paper provides conclusive evidence that the TEIQue represents a reliable and valid inventory for the comprehensive measurement of trait EI.

5.7.1 Analysis emotional intelligence

There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’
Questions 1-30 measure trait emotional intelligence using the Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (Petrides & Furnham).

5.7.2 Scoring key:

Questions 1-30 provide scores for four factors: Wellbeing, self-control, emotionality, and sociability. Well-being is comprised of questions 5, 20, 9, 24, 12, and 27. Self-control is comprised of questions 4, 19, 7, 22, 15, and 30. Emotionality is comprised of questions 1, 16, 2, 17, 8, 23, 13, and 28. Sociability is comprised of 6, 21, 10, 25, 11, and 26.

The following items have Reverse-score:

I often find it difficult to show my affection to those close to me. (R) 16
I often find it difficult to see things from another person’s viewpoint. (R) 2
I normally find it difficult to keep myself motivated. (R) 18
I usually find it difficult to regulate my emotions. (R) 4
I generally don’t find life enjoyable. (R) 5
I tend to change my mind frequently. (R) 7
I tend to get involved in things I later wish I could get out of. (R) 22
Many times, I can’t figure out what emotion I’m feeling. (R) 8
I normally find it difficult to stand up for my rights. (R) 10
I tend to “back down” even if I know I’m right. (R) 25
I don’t seem to have any power at all over other people’s feelings. (R) 26
On the whole, I have a gloomy perspective on most things. (R) 12
Those close to me often complain that I don’t treat them right. (R) 13
I find it difficult to bond well even with those close to me. (R) 28
I often find it difficult to adjust my life according to the circumstances. (R) 14

Questions 3, 14, 18, and 29 contribute only to the global trait EI score.

5.8 Design of the study

This study used the non-experimental research method. Non-experimental research indicates how two events are related and does not manipulate variables or control the environment in which the study takes place (Merriam & Simpson, 2000). Non-experimental methods describe behavior, but do not let us identify the causes or reasons for the behavior unlike experiments; they don’t let us explain why the behavior occurs. Still, they provide solid, scientific data--when correctly executed and interpreted.

5.9 Data collection

The questionnaires were designed in five pages. The first page was related to basic principles and procedures of the answering the questions. Questionnaires were divided in three sections. In first section questions regarding age, gender and academic major
were asked. The second section was related to Oxford’s Strategy Inventory for Language Learning (SILL) (Oxford, 1990). The third section was about Trait Emotional Intelligence Questionnaire (TEIQue) Short Form. Questionnaires were directly distributed among students. The researcher gave brief verbal explanation about the test without mentioning the term emotional intelligence, since most people do not want to be judged about their intelligence. Nobody has mentioned his or her name and each subject had a specific number.

The Pearson’s correlation test for different language learning strategies and EI components

<table>
<thead>
<tr>
<th>LLS</th>
<th>Statistics</th>
<th>Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>Well-being</td>
</tr>
<tr>
<td>Memory</td>
<td>Sig. (2-tailed)</td>
<td>0.324*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.022</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Pearson Correlation</td>
<td>0.287*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.043</td>
</tr>
<tr>
<td>Compensation</td>
<td>Pearson Correlation</td>
<td>0.292*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.040</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>Pearson Correlation</td>
<td>0.136</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.347</td>
</tr>
<tr>
<td>Affective</td>
<td>Pearson Correlation</td>
<td>0.164</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.254</td>
</tr>
<tr>
<td>Social</td>
<td>Pearson Correlation</td>
<td>0.230</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.107</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).

5.10 DATA ANALYSIS AND RESULTS

In the present study, 50 students in diverse majors, ages ranged 24 to 34, including 18 women and 32 men participated.

Table 4.1 Means and standard deviation of EI and LLS scores. The variables derived from the average scores of related questions. Thus the range of Emotional Intelligence (EI) and its components is between 1 and 7, while for Language Learning Strategies (LLS), between 1 and 5. Table 4.1 presents means and standard deviations of variables. The table shows that EI and its components means were above 4 and different learning strategies means are above 3. This indicates that all the variables were above the average.

Hypothesis 1: Emotional intelligence is negatively associated with choice of language learning strategies.

To test the above hypothesis, the Pearson’s correlation test is used.

Table 4.2 The table 4.2 shows results of the Pearson’s correlation test for the relationship between different language learning strategies and Emotional Intelligence and its components. Results indicated that:

Memory strategy was associated significantly and positively with well-being component of EI at the 0.05 level (p=0.022<0.05). The strength of the relation was 0.324. There was no significant relation between Memory strategy and other components of EI and EI itself.

Pearson’s correlation test for different language learning strategies and low EI

<table>
<thead>
<tr>
<th>Language Learning Strategies</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory</td>
<td>-0.177</td>
<td>0.388</td>
<td>26</td>
</tr>
<tr>
<td>Cognitive</td>
<td>-0.070</td>
<td>0.733</td>
<td>26</td>
</tr>
<tr>
<td>Compensation</td>
<td>-0.104</td>
<td>0.614</td>
<td>26</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>0.110</td>
<td>0.593</td>
<td>26</td>
</tr>
<tr>
<td>Affective</td>
<td>0.093</td>
<td>0.652</td>
<td>26</td>
</tr>
<tr>
<td>Social</td>
<td>-0.035</td>
<td>0.864</td>
<td>26</td>
</tr>
</tbody>
</table>

Cognitive strategy was associated significantly and positively with well-being component of EI at the 0.05 level.
(p=0.043<0.05). The strength of the relation was 0.287. There was no significant relation between the Cognitive strategy and other components of EI and EI itself.

Compensation strategy was associated significantly and positively with well-being component of EI at the 0.05 level (p=0.040<0.05). The strength of the relation was 0.292. There was no significant relation between the Compensation strategy and other components of EI and EI itself. Meta-cognitive strategy had not any significant relationship with components of EI and EI itself (p>0.05). Affective strategy had not any significant relationship with components of EI and EI itself (p>0.05). Social strategy had not any significant relationship with components of EI and EI itself (p>0.05).

Hypothesis 2: There isn’t any difference between students with low emotional intelligence rank and choice of language learning strategies.

To test the above hypothesis, firstly, students were divided into 2 groups of low and high EI rank. The cut point was taken to be the EI mean (4.69). Then the Pearson’s correlation test was used for the low EI group.

Table 4.3 The Table 4.3 presents the Pearson’s correlations between EI and different Language Learning Strategies in the low EI group. Results show that there wasn’t any significant relation between EI and language learning strategies (p>0.05).

Hypothesis 3: There isn’t any difference between students with high emotional intelligence rank and choice of language learning strategies.

To test the above hypothesis, the Pearson’s correlation test was used for the high EI group.

Table 4.4 Table 4.4 shows the Pearson’s correlations between EI and different Language Learning Strategies in the high EI group. Results indicate that the relation between the EI and the cognitive strategy was significant (p=0.033<0.05) in the high EI group. The correlation was positive and with strength of 0.437. On the other hand, there was no significant relationship between EI and the other language learning strategies (p>0.05).

6. Summary, Implications, and Recommendations

EQ is one of many concepts and models originating in psychology which are being incorporated into language learning and teaching. Goleman defines EQ as ‘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.’ The theory has been applied extensively in the business world, but has also become a focus of attention in education as the result of research which shows that successive generations are becoming less emotionally aware (Darn, 2008).

Since the pioneering work carried out in the mid-seventies (for instance by Rubin, 1975 and Stern, 1975) there has been an awareness that language learning strategies have the potential to be “an extremely powerful learning tool” (O’Malley, Chamot, Stewner-Manzanares, Kupper, and Russo, 1985, Griffiths, 2004).

The current study was conducted with Iranian post-graduate students studying in an environment which obligates them to listen, speak, read and write either outside or inside the classroom in English language. English is foreign language for Iranian. Mother tongue or first language for Iranian is Persian. As it is clear, a foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted and a second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. But in this situation English is a second language for Iranian students. In previous studies the sample groups have never been the students studying in foreign countries. However, in this study the sample groups are the ones who live and study abroad.

7. Conclusions

The relation between second language learning and emotional competencies is not surprising, given the nature of English classes in EFL situations. Learning a second language seems to be difficult, demanding, and full of stress and pressure for learners (Karshen, 1981), especially for adults, because learners have to speak in another language which is not their mother tongue, make lots of mistakes and may face setbacks. Every second language learner is likely to be placed in a social context, with a need to use the new language. It becomes critical when there is a communication gap due to lack of sufficient emotional intelligence. Emotional intelligence is a crucial element in language learning and is perhaps one of the chief elements (Bhavani, 2004). In aspects of Memory strategy, Cognitive strategy and Compensation strategy there is a significant positive correlation with EQ, whereas, Meta-cognitive strategy, Affective strategy and Social strategy there is no correlation with EQ. Results indicate that the relation between the EI and the cognitive strategy was significant (p=0.033<0.05) in the high EI group. The correlation was positive and with strength of 0.437. On the other hand, there was no significant relationship between EI and the other language learning strategies (p>0.05). According to the results obtained there is no correlation between high and low EQ with choice of language learning strategies. The most important
research known to the researcher with regard to the role of EQ in second language learning is the work of Fahim and Pishghadam (2007), in which they explored the relationship between EQ, IQ and verbal intelligence with the academic achievement of students majoring in English language. Interestingly, they found that academic achievement was strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general mood competencies). Moreover, it was found that academic achievement did not correlate much with IQ, but it was strongly associated with verbal intelligence which is a sub-section of IQ test (Pishghadam, 2009).

The Pearson's correlation test for different language learning strategies and high EI

<table>
<thead>
<tr>
<th>Language Learning Strategies</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-EI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memory</td>
<td>0.150</td>
<td>0.484</td>
</tr>
<tr>
<td>Cognitive</td>
<td>0.437*</td>
<td>0.033</td>
</tr>
<tr>
<td>Compensation</td>
<td>0.029</td>
<td>0.893</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>-0.195</td>
<td>0.360</td>
</tr>
<tr>
<td>Affective</td>
<td>0.205</td>
<td>0.336</td>
</tr>
<tr>
<td>Social</td>
<td>0.219</td>
<td>0.303</td>
</tr>
</tbody>
</table>

8. Limitations of the Study

The number of students whom the tests were taken from them is not satisfactorily appropriate.
The emotional intelligence test used in this research is the short form of the original number question emotional intelligence test. The reason for this selection is because of time limitation.
The research is conducted on Iranian foreign students which make the population of the study limited.
The age limit of 24 to 34 has been considered in the study and the others below or above this age is not considered.
The population of the study is 50 master degree students and nobody else out of this category is included (those who are not student or those who study other degrees are not included.
This study does not take age, gender, and language proficiency into account; it is not acceptable to generalize the findings of study across different ages, genders, or different levels of language proficiency.

9. Prospects for further research

In the present research sex, age, educational major, marital statues and English language Proficiency were not taken into account. A more detailed study is required to explore the relationship between emotional intelligence and these components. Furthermore, in the current project, the influence of emotional intelligence was on choice of language learning strategies, further studies are required to investigate the find out the impact of emotional intelligence on strategies of foreign language teaching. Another beneficial research can be designed in order to study the impact of emotional intelligence on choice of language learning strategies in children, since the findings of such a research can affect their academic achievement and personal development.

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