



On Interrelatedness between Emotional Intelligence, Linguistic Intelligence, and Gender, the Case of Iranian EFL Learners

Ebrahim Mohammadkhah^{1*}, Parviz Alavinia²

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ABSTRACT

Among the many factors concerning the success of an educational programs are emotional intelligence and linguistic intelligence. Psychologically speaking, emotional intelligence (EI), which is a kind of social intelligence identifying the ability to adjust to one's emotions with others, has gained a lot of import in the field. The other factor in this realm is linguistic intelligence (LI) which is correlated to language learning and academic success. As such, the purpose of this research was to explore the role of EI, and LI to determine their interrelationship with among EFL M.A learners in the context of Higher Education in Iran. In so doing, one hundred and twenty EFL M.A learners (83 females and 37 males) from different universities completed two self-report questionnaires. Having analyzed the data, the results showed that there is a significant and meaningful relationship between EI and LI.

Introduction

Many new psychological constructs and measures have emerged as possible reasons why some are more academically successful than others. The very first thing springing to our minds is the idea of intelligence. In the realm of intelligence, the emergence of psychological constructs followed by the introduction of Multiple Intelligence (hereafter MI) shifted the perspective of research in this field a great deal. As such, we have been hearing a lot about two major dimensions of these psychological hot words, two widely referred to of which are Linguistic Intelligence (hereafter LI) and Emotional Intelligence (hereafter EI).

Professor Harvard Howard Gardner developed the theory of multiple intelligences in the early 1980's. He suggests that the concept of a "pure" intelligence that can be measured by a single IQ score is seriously flawed. Instead, Gardner points out that intelligence isn't a singular phenomenon, but rather a plurality of capacities (Gardner, 1988). Among the intelligences identified by Gardner based on MI Theory, linguistic intelligence, is the one that is correlated to language learning worldwide, and, subsequently, academic success. From a very early age, we have all been encouraged to develop the art of communication. Even if we do not consider ourselves particularly talented, we have at least learned sufficient to interact successfully with others. There are however, individuals who have developed their linguistic skills to the point where it becomes an art.

In search of Linguistic intelligence which is thought to contribute to academic success, it is advisable to trace its origin and related up-to-date theories, as was done for LI in the previous paragraphs. Traditionally, comprehending the nature of intelligence was complex. There is diversity of definitions for intelligence, though. Barret and Salovey (2002) posited that

emotions are multifaceted response patterns involving behavioral and physiological fundamentals to individuals' major events.

In addition, the gravity of the issue of (EI) dovetails (LI), too. Oller (1978) was one of the first researchers who addressed the relationship between the two, EI and LI. In his words, "language proficiency, rather than innate intelligence, may account for the lion's share of variance in the so-called IQ tests and in achievement tests as well" (p.1). This dissatisfaction with IQ tests led to the development of new theories by Gardner in 1983 as well. He introduced the theory of (MI) identifying seven categories of skills and abilities; linguistic, mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, and natural.

Despite all this, there has been meager research on the intelligences that the researcher has chosen to study, EI and LI, specifically at Higher Education. Therefore, it made sense that conducting a research aimed at investigating the relationship between EI and LI would bring about academically accredited results.

Thus, the following research question was dealt with in the study: is there any relationship between the emotional intelligence and linguistic intelligence of Iranian EFL learners in Higher Education with consideration of the role of gender?

Literature Review

The History of Intelligence

Emotion is one of the significant factors that affect our life. Some of the professionals have the same opinion that EI is a new idea that helps to recognize the relationship between thinking and emotions (Wong & Law, 2002). The results of the research proved that IQ tests alone prove neither efficient nor

^{1*} PhD candidate in TEFL. Tarbiat Modares University, Tehran, Iran.

(Corresponding Author's Email: Muhammadkhah.i@gmail.com)

² Assistant professor in TEFL. Urmia University, Urmia, Iran.

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sufficient in spotting successful language learners; therefore, attempts were made in 1967 by Guilford who presented a view of intelligence as a multifaceted construct composed of one hundred and twenty different types of intelligence. While the results of these tests can be combined to form a single estimate of general intelligence, they were considered as a difficult and unwieldy measurement tool. Dissatisfaction with IQ tests also led to development of a new theory by Gardner in (1983). He introduces the theory of MI in his book, *Frames of Mind*, in which he describes different forms of knowing which provide a much clearer picture of intelligence. Gardner has proposed a model of at least 8 types of intelligence including spatial, musical, intrapersonal, interpersonal, bodily-kinesthetic, naturalistic, linguistic and logical-mathematical.

Understandably, though, current research trend has moved away from IQ scores as the only measure of intelligence. As early as 1920, Thorndike hypothesized that true intelligence was composed of not only an academic component, but also of emotional and social components. (Pishghadam, 2009). Social intelligence, wrote Thorndike, is "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (p. 228). Salovey and Mayer (1990) hold that with EI life would be more meaningful, colorful, and tasteful. It is, then, an 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" (p. 231). Early research by Spearman endeavored to chart intelligence and abilities in whole population, in order to establish a single measure of ability that could be described as general intelligence, which is known as "G model", (Morgan, 1996). Besides, while society has traditionally placed a great deal of weight on academic achievement, Bar-On (1997) argued that emotional and social intelligences were better predictors of success in life, (Pishghadam, 2009).

Among the explanations for the explosion of interest in EI are the following (Ciarrochi, Forgas, Mayer, 2001):

- 1) EI in one way or another suits the zeitgeist _the intellectual spirit_ of the times. EI helps to solve problems.
- 2) Possessing high degrees of EI has usually correlated with success.
- 3) EI makes humans healthy, rich, loved, and happy.

Research findings on LI and EI in Second Language Learning

In a study to find any correlation between EI and Leadership, Iordanoglou (2007) investigated 332 primary education teachers in Greece. The results showed that EI has a positive effect on leadership effectiveness and is also strongly related to teachers' commitment and satisfaction, as determined by self-report measures

Wolfradt, Felfe, Koster (2001 - 2002) in two studies, shifting back to the psychological utilities, showed that emotional intelligence is mainly associated with personality traits (extroversion, agreeableness, conscientiousness, self-perceived creativity), life satisfaction and thinking styles with only a low relation to verbal intelligence. In addition, they stated that people who benefit more from emotional intelligence dimension, are creative performers in comparison with those who are lower in this domain.

It was the time when input rarely equaled output in terms of its quantity. Achievement and success were to blame. In a hunt for finding success-determining factors, Stottlemayer (cited in Rouhani, 2008) in a study of EQ and its relation to students' achievements among 200 eleventh and twelfth grade American students in Texas found that EI skills were significantly predictor of academic achievement.

The search for the relationship between EI and success extended to teachers' territory. Chan (2004) in a study investigated the relationship between perceived EI and self-efficacy among 158 secondary school teachers. Results indicated that teachers scored much better on different

components of EI. Furthermore, findings signified that there was a positive relationship between EI and self-efficacy.

In much the same vein, Rastegar and Memarpour (2009) investigated the relationship between EI and self-efficacy among Iranian EFL teachers. The researchers found that there was no significant difference among EFL teachers with different gender, ages and teaching experiences concerning their EI and self-efficacy.

Hashemi (2008) also studied the relationship between teachers' EI and professional success. In his a study, the relationship between Iranian teachers' emotional intelligence and their professional success was investigated, and, much to his surprise, failed to find out any significant relationship between them.

Besharat (cited in Rouhani, 2008) examined the impact of emotional intelligence on mental health and academic success in a sample of 220 Iranian university students in Isfahan. He reported that EQ was negatively correlated with psychological stress and positively with academic success.

In combining different theories of psychology to yield better-generalizable results, Skourdi and Rahimi (2010) investigated the relationship among EI, LI and acquiring vocabulary among 66 junior students of Shiraz Azad University and Shiraz state university, Iran, studying in three fields of language learning: English language teaching, English language translation, and English language literature. The finding revealed that there was a positive relationship between EI and LI, between EI and vocabulary knowledge, and between LI and vocabulary knowledge, EI was found to be a potential predictor for LI, and vice versa.

Zahed-Babelan and Moenikia (2010) in a study explored the role of emotional intelligence and its components to predict academic achievement among 328 students of the Ardabil Payame_E_Noor University, Iran. As the sample size was sufficient to consider some generalization, this research is of relative import. The results indicated that emotional intelligence and its dimensions predict students' academic achievement in a statistically significant way.

In the heydays of EI, Pishghadam (2009) determined the impact of emotional and verbal intelligences on English language learning success in Iran. To fully understand the nature of learning, he calculated and analyzed both the product and the process data. The results of the product-based phase demonstrated that EI is instrumental in learning different skills specifically productive ones. In the process-based phase, the analyses of oral and written modes of language exhibited the effects of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability.

Successive to the research on EI and its predictive power in education, ShojaHeidari (2009) posited that children should be educated with emotional intelligence skills in order to reduce anxiety and temperamental problems and increase their functions.

By reviewing the related literature on language academic achievement, EI, and LI, it becomes self-evident that there have been scant studies investigating this area, exclusively at higher education levels. Due to this paucity of research on EI/LI and academic achievement of Iranian EFL M.A students, it is, therefore, instructive to investigate the relationship among emotional intelligence, Linguistic intelligence of EFL students in higher education.

Method

Participants

In order to guarantee maximum variability in the sample characteristics and make sure about the generalizability issues, albeit backbreaking, different students from different universities were randomly selected and given the questionnaire to complete in the presence of both the supervisor and researcher. The universities the questionnaires

were distributed at included: Urmia state university, Islamic Azad University, Urmia branch, Iran, Tabriz state university, Iran, Islamic Azad University, Tabriz branch, Iran and Pardis International Campus. The total number of subjects was 120 EFL M.A students among whom 83 were females and 37 males. All participants were asked, if not begged, to complete the questionnaires for which there was no time limit. It took them some 25 to 30 minutes which was as expected so.

Materials

In the present study, two instruments were used so as to investigate whether there is any correlation between the students' emotional intelligence and linguistic intelligence, and gender.

The first instrument was Bar-On's Emotional Intelligence test (1980-1997). This questionnaire was designed by Dr. Reuven Bar-On in 1980 by suggesting the question "why some people are more successful than others?" (Cited in Samouei, 2004). The questionnaire is comprised of five main components (interpersonal, intrapersonal, adaptability, stress management and general mood) and 15 subparts (self-regard, empathy, emotional self-awareness, assertiveness independence, self-actualization, social responsibility, flexibility, problem-solving, stress tolerance, impulse control, interpersonal relationships, reality testing, and components of optimism, and happiness). The questionnaire is of a Likert-type form including 90 items, the responses of each item of which range from "Strongly Disagree" to "Strongly agree" and with a scoring range of 1 (Strongly Disagree) to 5 (Strongly agree). However, it should be mentioned that some of the items had reverse scoring so as to diagnose haphazardly provided information, i.e. item number eleven. The minimum possible score is 90, and the maximum 450.

The reliability of the questionnaires based on Cronbach alpha was 93% in total, (cited in Samouei, 2004). The reliability of Emotional Intelligence test based on Cronbach Alpha in the present study was 89% in total.

It should not be left out that the translated version of Bar-On's EI test (which was in Persian) was used because of its simplicity in structure and avoidance of any misunderstanding.

The second instrument was Linguistic Intelligence test being a part of Gardner's MI test. Multiple Intelligence Developmental Assessment Scale (MIDAS) is the recommended instrument to measure LI by Gardner and self-report instrument of intellectual disposition designed later on by Shearer (1996) to be completed by respondents.

The MI test is comprised of 119 Likert-type questions that cover eight areas of abilities, skills and activities. Gardner's MI test divides human intelligences into nine categories, linguistic intelligence being one of them. The LI questionnaire includes 19 items ranging from "Not at all", to "All the Time". The score for each item ranges from 0 (Not at all) to 4 (All the time).

As reported in the professional Manual, across several diverse samples, internal consistencies of the MIDAS scale fall in the high-moderate to high range, with alpha coefficients ranging from 78 to 79 (median= 86). The test retest reliability MIDAS was assessed in two separate investigations, revealing one-month stability coefficients ranging from 76 to 92 (median=84) and two month stability coefficients ranging from 69 to 92 (median= 81) across the various intelligence scales (cited in Shearer, 1996). The reliability of the present study based on Cronbach alpha was 82%.

Procedure

The purpose of this study was to seek the EFL learners' EI and LI (inter)relationship at higher education in Iran along with considering the role of gender.

The first questionnaire administered was the EI followed by LI. It should be mentioned that in order to avoid any misunderstanding regarding the test items, the translated version of Bar-On's EI test, English to Persian, was used.

Moreover, the abovementioned questionnaires were administered at Tabriz State University, Urmia State University, Tabriz Islamic Azad University, Urmia Islamic Azad University, and Pardis International Campus, Urmia. The questionnaires were administered to 120 EFL M.A students. There was no time limit for the respondents to complete the questionnaires; however, it took them about 25 to 30 minutes. The questionnaires were administered at the end of participants' regular university classes.

Data Analysis

To ensure the normality of the distribution, Kolmogorov-Smirnov test was employed. Afterwards, in order to explore the relationship between emotional intelligence and linguistic, Spearman-rho correlation was applied to the data. Then, to check the normal distribution of EI's major sub-scales and LI, K-S Z test was used.

Results

This study was conducted to investigate the relationship between emotional intelligence and linguistic intelligence among Iranian EFL M.A learners at higher education level. As such, this section begins with descriptive results of the study and then the variables' statistical outcomes such as maximum and minimum of scores, mean and standard deviation. Also, the results of

Descriptive Results

Data in Table 1 indicate that the number of females in this study is 83 females and 37 males in this research. Based on the Table (1), 69.1 % of the participants were females and 30.1% were males.

Table 1

Frequency of Gender Distribution					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Female	83	69.1	69.1	84
	Male	37	30.9	30.9	100
	Total	120	100	100	
Missing System		0	0		
	Total	120	100		

Description and Normality of the Variables

In Table 2, Emotional Intelligence and its subscales (self-regard, empathy, emotional self-awareness, assertiveness independence, self-actualization, social responsibility, flexibility, problem-solving, stress tolerance, impulse control, interpersonal relationships, reality testing, and components of optimism and happiness), and linguistic intelligence including maximum and minimum of scores, mean and standard deviation have been reported. To check normal distribution of these variables Kolmogorov-Smirnov test to check the normality (K-S) Z test was used. The results of this test also have been reported in Table 2.

Table 2

Descriptive Statistics and Normality Test of Research Variables						
Variables	Min	Max	Mean	Std. Dev	K-S Z	P
Emotional Intelligence	226	362	315.08	34.13	1.41	0.04
Problem solving	10	25	18.35	4.12	1.60	0.01
Happiness	12	29	22.08	3.40	1.97	0.001
Independence	10	27	20.52	4.15	1.62	0.01
Stress tolerance	10	25	20.33	3.83	1.53	0.02
Self-actualization	9	28	21.02	3.59	2.26	0.001
Emotional self-awareness	15	25	20.45	2.62	1.63	0.01
Reality testing	14	27	19.94	2.78	2.17	0.001
Interpersonal relationships	14	30	23.62	3.89	1.79	0.003
Optimism	11	28	20.60	3.46	1.98	0.001
Self-regard	12	26	21.78	3.18	2.04	0.001
Impulse control	11	26	20.39	3.86	1.65	0.009
Assertiveness	11	26	20.28	3.32	1.95	0.001
Flexibility	14	28	21.23	3.17	2.04	0.001
Social responsibility	13	29	22.98	4.14	1.50	0.02
Empathy	12	26	21.53	3.24	2.84	0.001
linguistic intelligence	48	93	72.74	10.02	2.46	0.001

As shown in Table 2, the K-S Z statistics for Happiness (1.97), Self-actualization (2.26), Reality testing (2.17), Optimism (1.98), Self-regard (2.04), Assertiveness (1.95), Flexibility

(2.04), Empathy (2.84), and linguistic intelligence (2.46) are significant at 0.05 alpha level. The K-S Z statistics for Problem solving (1.60), Independence (1.62), Emotional selfawareness (1.63), Interpersonal relationships (1.79), Impulse control (1.65), and academic achievement (1.87) are significant at 0.05 level and these statistics for Emotional Intelligence (1.41), Stress tolerance (1.53), Social responsibility (1.50) are significant at 0.05 alpha level. According to these significant results it may concluded that the distributions of these variables normal and non-parametric tests such as spearman's rho correlation coefficient and Mann-Whitney U Test should be used to answer research questions.

Analyzing the Research Questions

Research Question one

Is there any significant relationship between the emotional intelligence and linguistic intelligence of Iranian EFL learners in Higher Education?

Because the distributions of research variables are not normal, Spearman's rho correlation coefficient was used to answer this question. An important assumption of spearman's rho is that there is a monotonic relationship between variables. A monotonic relationship is a relationship that does one of the following: (1) as the value of one variable increases, so does the value of the other variable; or (2) as the value of one variable increases, the other variable value decreases.

In Table 3 the result of spearman's rho correlation coefficient to examine the relationship between emotional intelligence and its subscales with linguistic intelligence has been reported.

Table 3
Relationship between EI and Its Subscales with LI

Variables	spearman's rho	p Value
Emotional Intelligence	0.37	0.01
Problem solving	0.22	0.01
Happiness	0.24	0.01
Independence	0.23	0.01
Stress tolerance	0.18	0.01
Self-actualization	0.25	0.01
Emotional self-awareness	0.24	0.01
Reality testing	0.03	0.01
Interpersonal relationships	0.59	0.01
Optimism	0.36	0.01
Self-regard	0.66	0.01
Impulse control	0.28	0.01
Assertiveness	0.31	0.01
Flexibility	0.33	0.01
Social responsibility	0.53	0.01
Empathy	0.40	0.01

As shown in Table 3, the relationship between Emotional Intelligence and linguistic intelligence (0.37) is positive and significant at 0.05 level. According to this result, it may be concluded that Emotional Intelligence has positive and significant relationship with linguistic intelligence. Iranian EFL learners that have high scores in Emotional Intelligence they also have high scores in linguistic intelligence.

According to Table 3, Interpersonal relationships (0.59), Optimism (0.36), Self-regard (0.66), Assertiveness (0.31), Flexibility (0.33), Social responsibility (0.53) and Empathy (0.40) have positive and significant relationships with linguistic intelligence at 0.05 alpha levels. In addition, Problem solving (0.22), Happiness (0.24), Independence (0.23), Self-actualization (0.25), Emotional self-awareness (0.24) and Impulse control (0.28) have positive and significant relationships with this variable at 0.05 alpha levels. However, the relationships between Stress tolerance (0.18) and Reality testing (0.03) with linguistic intelligence are not significant. According to these results it could be postulated that learners

that have high scores in Interpersonal relationships, Optimism, Self-regard, Assertiveness, Flexibility, Social responsibility, Empathy, Problem solving, Happiness, Independence, Self-actualization, Emotional self-awareness and Impulse control also have high scores in linguistic intelligence.

Analyzing Research Question two

Is there a significant difference between Iranian Male and Female learners in Higher Education in emotional intelligence, linguistic intelligence and academic achievement?

Non-parametric Mann-Whitney U test was used to answer this question. Descriptive statistics and the result of Mann-Whitney U test for assessing the differences between Male and Female learners in emotional intelligence, linguistic intelligence and academic achievement are reported in Table 4.

Table 4
Results of U Test and Descriptive Statistics of Male and Female Learners in EI, LI and Academic Achievement

Variable	Group	N	Mean Rank	Mann-Whitney U	Z	Sig
Emotional Intelligence	male	37	57.05	1408	-0.73	0.47
	female	83	62.04			
	Total	120				
Problem solving	Male	37	54.32	1307	-1.31	0.19
	female	83	63.25			
	Total	120				
Happiness	Male	37	59.19	1487	-0.28	0.78
	female	83	61.08			
	Total	120				
Independence	Male	37	65.74	1341.50	-1.12	0.26
	female	83	58.16			
	Total	120				
Stress tolerance	Male	37	61.66	1492.50	-0.25	0.81
	female	83	59.98			
	Total	120				
Self-actualization	Male	37	62.26	1470.50	-0.37	0.71
	female	83	59.72			
	Total	120				
Emotional self-awareness	Male	37	56.80	1398.50	-0.79	0.43
	female	83	62.15			
	Total	120				
Reality testing	Male	37	65.05	1367	-0.98	0.33
	female	83	58.47			
	Total	120				
Interpersonal relationships	Male	37	58.22	1451	-0.48	0.63
	female	83	61.52			
	Total	120				
Optimism	Male	37	66.24	1323	-1.23	0.22
	female	83	57.94			
	Total	120				
Self-regard	Male	37	60.31	1528.50	-0.04	0.96
	female	83	60.58			
	Total	120				
Impulse control	Male	37	47.43	1052	-2.78	0.005
	female	83	66.33			
	Total	120				
Assertiveness	Male	37	61.78	1488	-0.27	0.78
	female	83	59.93			
	Total	120				
Flexibility	Male	37	62.65	1456	-0.46	0.65
	female	83	59.54			
	Total	120				
Social responsibility	Male	37	55.20	1339.50	-1.12	0.26
	female	83	62.86			
	Total	120				
Empathy	Male	37	60.96	1518.50	-0.10	0.92
	female	83	60.30			
	Total	120				
linguistic intelligence	Male	37	57.26	1415.50	-0.68	0.49
	female	83	61.95			
	Total	120				
academic achievement	Male	37	64.45	1389.50	-0.83	0.41
	female	83	58.74			
	Total	120				

According to Table 4, these non-significant results indicate that there is not any difference between male and female learners in these variables. However, the results of Table 4 demonstrate that the mean of female learners in impulse control (66.33) is significantly higher than males one (47.43).

This difference is significant at 0.05 alpha level (Mann-Whitney U= 1052, Z= -2.78, sig=0.005).

The second research question attended to the issue of gender in a quest for its possible effects on linguistic intelligence, emotional intelligence, and academic achievement. The results showed that the relationship between linguistic intelligence (Mann-Whitney U= 1415.50, Z= -0.68, sig=0.49) and academic achievement (Mann-Whitney U= 1389.50, Z= -0.83, sig=0.41) with regard to gender is not significant. According to these non-significant results, it may be concluded that there is not any difference between male and female learners in these variables. However, the results of Table 4.4 demonstrate that the mean of female learners in impulse control (66.33) is significantly higher than males (47.43). This difference is significant at 0.05 alpha level (Mann-Whitney U= 1052, Z= -2.78, sig=0.005). These findings are coincident with research results of Samari and Tahmasbi (2007) and Sajadi (2009). Although there is no significant difference in total score of emotional intelligence, females have obtained higher scores in happiness, responsibility and sympathy. Environmental effects and different cultures on emotional intelligence may be the reasons of differences of males and females in some of emotional intelligence components. The environment affects emotional intelligence and it can be acquired and learnt. Thus, gender difference in some of emotional intelligence components results from expectations and attitudes of different societies and cultures towards abilities of two genders regarding emotional intelligence. At the moment, active presence of women in cultural and environmental fields causes them to apply environmental and cultural facilities as efficiently as men and this minimizes gender differences (Sajadi, 2009).

Discussion

The present study investigated the relationship between emotional intelligence and linguistic intelligence. Bar-On's EI questionnaire and Gardner's LI questionnaire, adopted from MIDAS test of MI, were used to gather data. The statistical results showed that there is a significant relationship between emotional intelligence and linguistic intelligence.

Experts of education and educational psychologists have always been interested in factors affecting students' academic life. It is also axiomatic that a set of individual, environmental, cognitive and non-cognitive factors affect this milieu. Gardner (1993) posits that in order to understand the complexity of second language learning processes, we should pay attention to internal mechanisms. Among these mechanisms is the linguistic intelligence that the researcher has opted for in this study. According to Goleman (2003), EI serves as an internal mechanism that interacts with external environment. Emotionally intelligent persons are efficient in managing their emotions, adapting themselves with different situations, making appropriate relations with others, and taking part in social activities. Thus, EI deserve to be labeled an important factor that may have many educational outcomes, one of which might be academic flourishing.

The pivotal research question of this paper tried to explore whether or not there was any significant relationship between emotional intelligence and linguistic intelligence of EFL M.A students. The results related to this question showed that the relationship between Emotional Intelligence and linguistic intelligence (0.37) is positive and significant at 0.05 level, rejecting the H01. According to this result, it is safe to conclude that Emotional Intelligence has positive and significant relationship with Linguistic Intelligence. In other words, those EFL learners who have high scores in Emotional Intelligence are highly likely to possess high scores in Linguistic Intelligence, as well. According to the data, it could be postulated that learners who have high scores in EI subscales, e.g. Interpersonal relationships, Optimism, Self-regard, Assertiveness, Flexibility, Social responsibility, Empathy, Problem solving, Happiness, Independence, Self-actualization,

Emotional self-awareness and Impulse control also have high scores in linguistic intelligence. It is, therefore, safe to reason that these two variable have considerable overlapping and need to be thought of in lockstep. Although linguistic intelligence has gain more ground in the context of Iran, emotional intelligence has received little or no attention ruing the recent years.

Conclusion

The relation between second language learning and EI is has never come as a surprise to us, given the nature of EFL contexts and situations. Succeeding in a second language seems to be burdensome, demanding, and replete with stress and pressure for learners (Krashen, 1981), especially at Higher Education, because learners have to meet certain criteria both by communicating and writing in another language which is not their mother tongue and, therefore, are prone to make lots of mistakes and may even face setbacks. With this in mind, the present study strived to investigate the relationship between emotional intelligence, and linguistic intelligence of EFL M.A learners at higher education level in Iran. As the findings of the study present, Iranian EFL M.A learners' EI is significantly correlated with linguistic intelligence.

The findings of this study suggest several implications for English language teaching profession. If we take it for granted that emotional intelligence can be increased, trained and schooled (Elias, 1997), and if we presume that it may be possible to educate those who are low in emotional competencies to improve their abilities to better recognize their feelings, express them, and regulate them (Mayer & Geher, 1996), language policy makers are, then, expected to include programs to raise the emotional competencies of their learners. Curricula should seek to educate learners about the value of emotional competencies.

They should also seek to foster the development of specific skills in these areas (e.g. recognition of emotions in self and others, empathy, conflict resolution). Moreover, English teachers are expected to be familiar with the concept, striving hard first to raise their own emotional competencies and then to try to enhance the emotional intelligence of their learners. Materials developers are required to include techniques that pay more attention to emotional factors, leading the learners to more self- and other-discovery.

Some helpful techniques that can be used to increase emotional intelligence in the classroom include discussion, listening to light music, watching emotional clips, self-disclosure, designing questionnaires and reading literature and psychological texts. For example, employing questionnaires or holding discussion groups on emotional competencies can strongly contribute to emotional literacy. Well-organized questionnaires can make the learners become more aware of their own emotional competencies. This will come handy in today's congested environments with competing individuals.

Discussion groups in which the learners are asked to express their feelings freely and share it with others in an explicit way can help the learners get to know themselves more deeply, foster good relations with others, and reduce stress and anxiety dramatically.

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