

The Relationship between Emotional Intelligence, Test-Taking Strategies, and Language Proficiency among the Iranian EFL Learners

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Abstract

Emotional Intelligence (EI) entails the ability to adopt accurate reasoning about emotions and the ability to use emotions and emotional knowledge to improve thought. Regarding the importance of EI and its effect on different dimensions of education, the present study is aimed at investigating the relationship between EI, test taking strategies (TTSs), and language proficiency of Iranian EFL learners. It also tried to examine which EI sub-components are the best predictors of TTSs and language proficiency. For the purpose of the study, 175 male and female Iranian EFL learners from Shiraz and Ahvaz Universities took part in the study. EI was measured through the short form of Bar-On Emotional Quotient Inventory (Bar-On EQ-i) in the participants' first language, Farsi. The knowledge of the participants' TTSs was investigated through a TTSs questionnaire which was developed by the researchers. A TOEFL test was further administered to measure the participants' language proficiency. Pearson Correlation analyses revealed that among the EI sub-components, problem solving and optimism had positive relationship with TTSs, with large and medium effect sizes, respectively. Moreover, EI and its related subcomponents had no significant relationship with language proficiency. The results of the multiple regression analyses also showed that self-regard, impulse control, and problem solving were weak predictors of language proficiency. Finally, it was revealed that problem solving was the best predictor of TTSs.

Key words: emotional intelligence, test taking strategies, problem solving, EFL learners, language proficiency

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1. Introduction

Emotional Intelligence (EI) has been defined as the individuals' ability to realize their own and other persons' emotions, to distinguish among various kinds of emotions, to organize these feelings precisely, and to control and regulate their own thinking and behavior (Goleman, 1995). Bar-On (1997) asserted that Emotional Intelligence (EI) is a cross-section of interconnected emotional and social capabilities, skills and facilitators which determine how efficiently an individual recognizes and expresses himself, recognizes other people and socially interacts with them, and faces everyday life challenges. Since its inception in 1990s, EI has been influential in educational psychology in general and in second and foreign language learning and teaching in particular. According to Martin (2010), EI plays a significant role in all cognitive and psychological aspects of foreign language learning. Although some studies have been conducted on the relationship between emotional intelligence and different languages skills and sub-skills including reading, writing, and L2 vocabulary (e.g. Motallebzadeh, 2009; Martin, 2010), few studies have been launched to scrutinize the relationship between Emotional Intelligence and test taking behavior of EFL learners. Accordingly, the present investigation attempted to study the relationship between Emotional Intelligence (EI), test taking strategies (TSSs), and language proficiency of Iranian EFL learners.

2. Literature Review

It was traditionally believed that intelligence is something fixed and remains constant from birth up to the end of life (Goleman, 1995). Likewise, intelligence quotient (IQ), as an indicator of one's intelligence, was interpreted as something constant meaning that instruction has no effect on its improvement. The idea of determinism of intelligence was supported by the works of Binet (1905) and Galton (1962).

Later, the works of Vygotsky (1978) and Gardner (1983) brought this view into discredit. Vygotsky (1978) proposed the notion of Zone of Proximal Development (ZPD) which implies that intelligence is not something fixed and it can be increased through the collaboration of novices with experts. Vygotsky (1978) defined ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86).

Similarly, Gardner (1983) replaced the notion of general intelligence that had long been broadly accepted by psychologists, by

multiple intelligences. Gardner (1983, p. 81) defined intelligence as “the ability to solve problems or to create fashion products that are valued within one or more cultural settings.” This definition challenged the traditional psychological view of intelligence as a single capacity that drives logical and mathematical thought.

Later, Gardner (1993) put forward nine intelligences that in combination enable people to understand and perceive the world and to express themselves: Linguistic, spatial (visual), logical/mathematical, interpersonal, intrapersonal, bodily-kinesthetic, musical, naturalist, and existential intelligence. Gardner’s interpersonal intelligence made way for the extensive development of EI. Mayer and Salovey (1990) introduced their complete model of EI and defined it comprehensively based on Gardner’s view and emphasis on individual differences. Bar-On (1997, p. 14) further described EI as “an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” In Goleman’s (2000) view, emotional intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship” (p. 317).

Bar-On (1997) suggested that since EI is an important element in one’s life showing and predicting success, there is an urgent need to measure, operationalize, and quantify this construct. Bar-On’s model of EI is believed to be process-oriented rather than performance-oriented. In 1997, he proposed his EI questionnaire to measure EI. The questionnaire included five components and fifteen subcomponents of EI: intrapersonal (emotional self-awareness, assertiveness, self-regard, self-actualization, and independence), interpersonal (empathy, interpersonal-relationship, and social responsibility), adaptability (problem solving, reality testing, and flexibility), stress management (stress tolerance, and impulse control), and general mood (happiness, and optimism).

A century of research on general intelligence and cognitive performance has overshadowed the effect of other non-cognitive EI factors which may play an important role in one’s success in different learning contexts including the EFL context.

Although there have been a number of studies on EI (e.g., Motallebzadeh, 2009; Martin, 2010; Shakib & Barani, 2011), a few have been conducted in an EFL context. The studies conducted in the Iranian EFL context have examined the way EI is related to reading comprehension (Motallebzadeh, 2009); performance on TOEFL

(Motallebzadeh & Azizi, 2012); verbal intelligences in language learning (Pishghadam, 2009b); and language achievement (Shahmohamadi & Hasanzadeh, 2011). A few of Iranian studies have investigated the relationship between EI and language proficiency; For example, in a study by Zarafshan and Ardeshiri (2012), a negative correlation was found between EI and language proficiency. This finding is not in line with similar studies (e.g., Shakib and Barani, 2011) reporting a positive relationship between EI and proficiency.

The importance of research on TTSs as facilitators for the students to do well on their tests seems undeniable. According to Cohen (1998), strategy “empowers students by allowing them to take control of the language learning process” (p. 70). According to Dodeen (2009), TTSs have undeniably their effect on test performance and as such may have a role in improving test validity. Cohen and Upton (2007, p. 211) defined TTSs as “those test-taking processes which respondents have selected and which they are conscious of, at least to some degree”.

Hirano (2009) also argued that there are basically three distinct types of strategies that respondents use as they do language tests: 1) language learner strategies (i.e., the way learners operationalize their basic skills of listening, reading, speaking and writing including the related components of grammar, vocabulary, and translation), in which cognitive and meta-cognitive strategies are included; 2) test management strategies (i.e., strategies for responding meaningfully to the test items and tasks; and 3) test-wiseness strategies (i.e., strategies for using knowledge of test formats and other peripheral information to answer test items without going through the expected linguistic and cognitive processes). Overall, a few studies have probed into the test-taking processes on language tests and have tried to arrange TTSs (e.g., Anderson, Backman, Perkins, & Cohen, 1991; Cohen, 1984; Kletzien, 1991; Nevo, 1989; Sarig, 1987). Such studies have identified diverse TTSs used by the test takers in responding to test items. The results have been used to validate testing formats, explaining how proficiency level and other learner features interact with strategy use and test performance. For instance, Phakiti (2003) investigated the relationship of test-takers’ use of cognitive and meta-cognitive strategies to the EFL reading test performance. The participants were 384 students of Thai University who took a multiple choice reading comprehension achievement test, followed by a cognitive-metacognitive questionnaire on how they thought while completing the test. The findings revealed that TTSs had a positive relationship to the reading test performance. In another related study, conducted by Phakiti (2006), the nature of cognitive and meta-cognitive strategies was examined

and their relationships to EFL reading test performance was investigated by employing structural equation modeling (SEM). The participants were 358 Thailand university students who answered a reading comprehension test and a TTSs questionnaire. The results revealed that memory and retrieval strategies facilitated EFL reading test performance; only comprehending strategies were found to directly influence EFL reading test performance.

The relationship between EI and TTSs is rarely investigated, especially in the Iranian EFL context. Furthermore, the results of the studies conducted on the relationship between EI and language proficiency are contradictory and need is felt for more studies to be conducted in this regard. As such, the present study is aimed at investigating the relationship between EI and TTSs on the one hand and EI and language proficiency on the other. To this end, the following questions were put forward:

1. Is there any significant relationship between EI and TTSs?
2. Is there any significant relationship between EI and language proficiency?
3. Is there any significant relationship between the TTSs and language proficiency?
4. Which of the EI components is the best predictor of language proficiency?
5. Which of the EI components is the best predictor of TTSs?

3. Method

This section consists of four main parts. First, information regarding the participants, the second part, different instruments utilized in the process of data collection, their structure, and issues regarding their reliability and validity are discussed. Finally, in the third and fourth parts data collection procedures and data analysis are presented in detail.

3.1 Participants

Based on their availability, 223 participants were chosen from EFL students majoring in English Language Teaching and English Literature at Shiraz University and Islamic Azad University of Ahvaz. The participants' age ranged from 18 to 44 with the mean of 23.35. Some of the participants did not take the proficiency test in the second session of data collection, so the number of participants reduced to 175. Table 1 summarizes the descriptive statistics of the final participants.

Table 1
Demographic Features of the Participants

N:175	Degree		Grade				Gender	
	A	A	Freshman	Sophomore	Junior	Senior	Female	Male
Frequency	118	57	22	28	52	16	114	61
Percent	67.4	32.6	12.6	16.0	29.7	9.1	65.1	34.9

3.2 Instruments

3.2.1 Bar-On Emotional Quotient Inventory (EQ-i)

The short form of Bar-On EQ-i questionnaire was adopted from Samooee (2002). It is a 5-option Likert scale questionnaire consisting of 90 questions which measures 5 major categories and 15 subcategories as follows:

- 1) Intrapersonal: emotional self-awareness, assertiveness, self-regard, self-actualization, independence
- 2) Interpersonal: empathy, interpersonal-relationship, social responsibility
- 3) Adaptability: problem solving, reality testing, flexibility
- 4) Stress management: stress tolerance, impulse control
- 5) General mood: happiness, optimism

The reliability of the translated version of Bar-On EQ-i in Persian is reported by Samooee et al. (2005) to be quite high ($r = 0.93$). The reliability of the Persian version of the questionnaire was re-estimated in the present study. The Cronbach's alpha turned out to be 0.85.

3.2.2 Proficiency Test

A sample of TOEFL test was used in this study. It consisted of two sections including structure and written expression (40 items) as well as reading comprehension (40 items).

3.2.3 Test-Taking Strategies (TTSs) Questionnaire

A researcher-made questionnaire was employed for the purpose of this study. Items of the questionnaire were basically taken from the available questionnaires in the literature (e.g., Phakiti, 2006, 2008). However, some items were also added by the researchers to make a comprehensive questionnaire of TTSs. Overall, 33 items were developed. This draft of the questionnaire was piloted with 242 participants to check for the construct validity of the questionnaire. The results of the factor analysis led to the exclusion of four faulty items. Therefore, the final questionnaire included

29 items. The reliability of the questionnaire estimated through Cronbach's Alpha turned out to be quite high ($r = 0.89$).

3.3 Data Collection Procedure

The data collection was conducted in two sessions. Before collecting the data, the researchers explained the purpose of the study to the potential participants and gave a brief description of the instruments. The participants were informed that all the information collected during the study would be kept confidential, and their scores would not be shared with anybody. In the first session, the participants answered the Bar-On EQ-i and TTS questionnaires within 60 minutes. In the second session, the proficiency test was administered which lasted for about 70 minutes.

3.4 Data Analysis

To find the relationship between the variables of EI, TTSs and language proficiency, Pearson correlation was used. Regression analysis (stepwise method) was also employed to see which EI component is the best predictor of TTSs and language proficiency. Stepwise multiple regression, therefore, was utilized for the following reasons: 1. the aim of the study was to reveal the best predictors of language proficiency and stepwise method predicts the best independent variables as the predictors of the dependent variable; 2. the stepwise method removes independent variables which are unrelated to the dependent variable in order to reach the best predictors.

4. Results and Discussion

4.1 Results

Table 2 shows the results of the correlation between Emotional Intelligence (EI) and test taking strategies (TTSs).

As indicated in table 2 nine EI subcomponents significantly correlated with TTSs. TTSs have positive correlation with self-regard ($r = .19$, $r^2 = .19$, $p = .003$); empathy ($r = .22$, $r^2 = .04$, $p = .001$); social responsibility ($r = .16$, $r^2 = .02$, $p = .015$); inter-personal relationship ($r = .13$, $r^2 = .01$, $p = .043$); stress tolerance ($r = .13$, $r^2 = .01$, $p = .049$); problem solving ($r = .40$, $r^2 = .16$, $p = .000$); optimism ($r = .28$, $r^2 = .07$, $p = .000$); and negative correlations with reality testing ($r = -.21$, $r^2 = .04$, $p = .002$); and happiness ($r = -.17$, $r^2 = .02$, $p = .011$). Pearson correlation showed that

there was not any significant correlation between TTSs and other subcomponents of EI.

Table 2
Correlation of EI and TTSs

<i>variables</i>	<i>Pearson Correlation</i>	<i>Sig. (2-tailed)</i>
Self-regard	.198	.003*
Emotional self-awareness	.034	.612
Assertiveness	.043	.522
Independence	-.103	.124
Self-actualization	-.062	.353
Empathy	.223	.001*
Social responsibility	.163	.015*
Interpersonal relationship	.136	.043*
Stress tolerance	.132	.049*
Impulse control	-.081	.229
Reality testing	-.210	.002*
Flexibility	-.029	.665
Problem solving	.401	.000*
Optimism	.285	.000*
Happiness	-.171	.011*
EI in general	.123	.066

Considering the total EI, disregarding its subcomponents, Pearson correlation failed to show a significant correlation with TTSs in general. As for the two types of strategies (cognitive and meta-cognitive strategies), there was no correlation between the total EI and cognitive strategies; however, there was a positive correlation between the total EI and meta-cognitive strategies ($r = .17$, $r^2 = .02$, $p = .008$).

Table 3 shows the results of the correlation between EI and cognitive strategies (those cognitive strategies that the participants utilize while taking test).

Table 3 reveals that four EI subcomponents had positive and three had negative correlations with cognitive strategies. positive correlations were related to empathy ($r = .20$, $r^2 = .04$, $p = .002$); social responsibility ($r = .15$, $r^2 = .02$, $p = .024$); problem solving ($r = .36$, $r^2 = .12$, $p = .000$); optimism ($r = .16$, $r^2 = .02$, $p = .01$), and negative correlations to self-actualization ($r = -.13$, $r^2 = .01$, $P = .05$); reality testing ($r = -.23$, $r^2 = .05$, $p = .000$); and happiness ($r = -.16$, $r^2 = .02$, $p = .01$).

Table 3
Correlation of EI and Cognitive Strategies

	<i>Pearson Correlation</i>	<i>Sig. (2-tailed)</i>
Self-regard	.090	.182
Emotional self-awareness	-.053	.427
Assertiveness	-.045	.499
Independence	-.124	.065
Self-actualization	-.131	.050*
Empathy	.204	.002*
Social responsibility	.151	.024*
Inter personal relationship	.114	.089
Stress tolerance	.010	.886
Impulse control	-.128	.057
Reality testing	-.235	.000*
Flexibility	-.087	.195
Problem solving	.367	.000*
Optimism	.162	.015*
Happiness	-.169	.011*
EI in general	-.001	.989

Table 4 shows the results of the correlation between EI and meta-cognitive strategies (the meta-cognitive strategies that the participants use while taking test).

Table 4 reveals that six EI subcomponents had positive and two had negative correlation with meta-cognitive strategies, i.e. positive correlations with: self-regard ($r = .22$, $r^2 = .04$, $p = .001$); empathy ($r = .18$, $r^2 = .03$, $p = .005$); social responsibility ($r = .13$, $r^2 = .01$, $p = .042$); stress tolerance ($r = .18$, $r^2 = .03$, $p = .007$); problem solving ($r = .34$, $r^2 = .11$, $p = .000$); and optimism ($r = .30$, $r^2 = .09$, $p = .000$); and negative correlation with: reality testing ($r = -.15$, $r^2 = .02$, $p = .024$) and happiness ($r = -.13$, $r^2 = .01$, $p = .041$).

As it can be inferred from the results, except for the subcomponents of problem solving and optimism which had large and medium effect sizes respectively, the other above mentioned subcomponents had small effect sizes.

Table 4
Correlation of EI and Meta-Cognitive Strategies

	<i>Pearson Correlation</i>	<i>Sig. (2-tailed)</i>
Self-regard	.226	.001*
Emotional self-awareness	.082	.222
Assertiveness	.090	.181
Independence	-.069	.302
Self-actualization	-.007	.922
Empathy	.188	.005*
Social responsibility	.137	.042*
Interpersonal relationship	.121	.071
Stress tolerance	.182	.007*
Impulse control	-.035	.605
Reality testing	-.151	.024*
Flexibility	.013	.845
Problem solving	.340	.000*
Optimism	.303	.000*
Happiness	-.137	.041*
EI in general	.176	.008*

Table 5 illustrates the results of correlation between EI and language proficiency. As depicted in Table 5, Total EI was not related to language proficiency. Among the EI subcomponents, only impulse control had a negative correlation with language proficiency ($r = -.16$, $r^2 = .02$, $P = .029$), and other subcomponents indicated no correlation in this regard. Table 6 shows the results of the relationship between TTSs and language proficiency.

As Table 6 displays, there is no significant relationship between the use of TTS and proficiency overall. However, a weak negative correlation exists between language proficiency and the use of meta-cognitive strategies ($r = -.17$, $r^2 = .02$, $P = .01$).

In order to understand which EI subcomponents are the best predictors of language proficiency, multiple regression was conducted. Table 7 reveals the results of multiple regressions (stepwise method) for EI subcomponents and language proficiency.

As Table 7 illustrates, impulse control, self-regard, and problem solving can predict language proficiency (Beta= 0.18, 0.19, and 0.15 for impulse control, self-regard, and problem solving, respectively). In other

words, these three components are the best but weak predictors of language proficiency with the R^2 of 2.7%, 5.3%, and 7.5%, for impulse control, self-regard, and problem solving, respectively. In other words, only 2.7%, 5.3%, and 7.5% of the variance in language proficiency is explained by the impulse control, self-regard, and problem solving respectively.

Table 5

Correlation of EI and Language Proficiency

	<i>Pearson Correlation</i>	<i>Sig. (2-tailed)</i>
Self-regard	-.121	.110
Emotional self-awareness	.067	.381
Assertiveness	-.061	.425
Independence	.000	.997
Self-actualization	.043	.574
Empathy	.009	.905
Social responsibility	.065	.391
Inter personal relationship	-.028	.710
Stress tolerance	.029	.700
Impulse control	-.165	.029*
Reality testing	-.012	.871
Flexibility	-.075	.324
Problem solving	.134	.077
Optimism	-.044	.561
Happiness	-.053	.483
EI in general	-.046	.548

Table 6

Correlation of TTSs and Language Proficiency

		<i>Cognitive</i>	<i>Meta-cognitive</i>	<i>TTS</i>
Proficiency score	Pearson correlation	.06	-.17	-.09
	Sig.(2-tailed)	.41	.01*	.19

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

As for the predictors of TTSs, Table 8 reveals significant predictive relationship between three EI subcomponents (problem solving, empathy, and happiness) and TTSs.

Table 7
Multiple Regressions for EI Subcomponents and Language Proficiency (Stepwise Method)

<i>predictor</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>F</i>	<i>Sig.</i>	<i>B</i>
Impulse control	.165	.027	.022	4.832	.015	-.18
Self-regard	.230	.053	.042	4.813	.012	-.19
Problem solving	.274	.075	.059	4.626	.045	.15

Table 8
Multiple Regressions for EI Subcomponents and TTSs (Stepwise Method)

<i>predictor</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>F</i>	<i>P</i>	<i>B</i>
Problemsolving	.401	.161	.157	42.354	.000*	.356
Empathy	.430	.185	.178	24.972	.006*	.169
Happiness	.452	.204	.194	18.762	.022*	-.141

As indicated, problem solving, empathy, and happiness are the EI components which have a significant contribution to the variance in TTSs. The table indicates that 16%, 18.5%, and 20% of the variance in TTSs could be explained by problem solving, empathy, and happiness, respectively.

4.2 Discussion

This study is aimed at seeing how EI is related to language proficiency and TTSs and which of the EI subcomponents could best predict language proficiency and TTSs. The results showed that problem solving, as one of the subcomponents of adaptability had a sort of acceptable positive relationship with TTSs and its two subcategories (cognitive and meta-cognitive strategies). The *problem solving* subcomponent measures a person's ability to create efficient solutions to personal and social problems. It includes the ability to go through a process of understanding a problem and feeling confident and motivated to handle it efficiently, clarifying the problem as clearly as possible, creating as many solutions as possible, and at last making an ideal decision to apply one of the solutions (Bar-On, 2002). Moreover, as it is mentioned by Zhang et al. (2007), TTSs relate to “what test takers do and might do to solve test problems”. As such, the correspondence between TTSs and problem solving components may be a direct support to the result. Furthermore, optimism, as one of the subcomponents of general mood, had a fairly acceptable positive relationship with meta-cognitive strategies. People who more frequently

display positive affect are more able to enjoy life and are generally cheerful, positive, hopeful and optimistic (Bar-On, 1997). Hence, it is clear that those with high problem solving and optimism capabilities may become successful in TTS use.

The study also found that EI was not related to language proficiency. This finding is in line with the study conducted by Razmjoo (2008) in which he found no relationship between MI and language proficiency. However, it is in contrast to Shakib and Barani (2011) and Motallebzadeh and Azizi (2012) finding a positive relationship between EI and language proficiency, and Zarafshan and Ardeshiri (2012) finding a negative relationship between EI and language proficiency. Given the significance of EI and its effect on different dimensions of life and also the importance of the results of language proficiency tests in EFL context, it seems that EI is a neglected factor and requires more studies to be conducted in this regard.

The results also showed that TTSs and cognitive strategies were not related to the language proficiency. Only a weak negative correlation was found between language proficiency and meta-cognitive strategies. This finding is in line with that of Hong-Nam and Leavell (2006), and Phillips (1991), but it is in contrast with that of Rezaee (2005). Strategies are expected to help one's performance on language tests, that is, strategies should have a facilitating role. However, this is not the case in the present study. This finding may be due to the educational factors; that is, the learners had no familiarity with or were not taught TTSs. As stated in Brown (2000), both research and practice depend on the extent to which cross-cultural variables may facilitate or interfere with strategies use among learners. As such, it may be concluded from the results that Iranian learners need more instruction in TTSs.

5. Conclusion and Implications

This study aimed at investigating the relationship between EI, TTS, and language proficiency of Iranian EFL learners. The results of the study revealed that there was no considerable and significant correlation between EI subcomponents and TTSs. Also the results revealed that EI is loosely related to language proficiency. Moreover, TTSs and cognitive strategies were found to have a loose connection with language proficiency. Contrary to the assumptions, the results revealed that as the Iranian students' proficiency develops, their use of TTSs reduces. It may be concluded that the learners are not aware of the importance of TTSs.

Hence, they may not know how to use the strategies at the appropriate time and situation. Considering the importance of EI in education, it can be concluded that EI is a major compel in learning. Therefore, EI needs to be expanded and improved among the Iranian EFL students in order to help promote their language proficiency. Additionally, it was found that problem solving predicts cognitive strategies more satisfactorily. As far as the EI and meta-cognitive strategies are concerned, the results showed that problem solving better predicted meta-cognitive strategies than other EI subcomponents. In discovering whether EI subcomponents predict TTSs, it was noticed that problem solving, empathy, and happiness are the predictors of TTSs. Similarly, problem solving predicts TTSs better. As a result, Iranian EFL learners should spend more time on their ability of problem solving which in turn enhances the use of TTSs. Since people with problem solving skills have the ability to generate various solutions, and make a decision to carry out the best course of action (Bar-On, 2002), there should be more focus on improving the abilities of problem solving for the purpose of developing TTS use in the Iranian students. Furthermore, developing problem solving as a kind of ability may lead to the students' use of cognitive strategies in a way that enhances the ability of learning.

Research on EI has spreaded out over the last decade and is now being regarded by many social scientists (Goleman, 2000); researchers are interested in this concept because they want to appreciate its implications for people's lives. More to the point, it is expected from English teachers to be familiar with the EI concept, and to try to improve their own learners' EI.

It is also expected that EFL teachers familiarize their students with TTSs by teaching strategies to them. Planning strategies help learners to allot resources to the present task through monitoring and evaluating strategies which facilitate identifying the task, checking on the current progress on that task, evaluating that progress and expecting what the result of that progress will be. Moreover, material developers can include materials which pay attention to emotional factors, helping the learners to be more aware of themselves and others.

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