Scrutinizing the Relationship between Emotional Intelligence and Academic Performance in Foreign Language Learning

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Abstract

Emotional Intelligence (EI) has recently received an enormous amount of interest within the educational settings when pioneers have found integration between EI and academic performance among foreign language learners. Therefore, the present paper is an attempt to discuss the EI in three main sections. In the following sections, the origin and a theoretical framework and major models of EI is presented. Then, the relationships between EI and academic performance will be elaborated. Finally, a review on the studies focusing on the correlation between EI and language learning specifically in different language skills will be presented. On the basis of the results, the researchers conclude that overall EI has a close relationship with academic achievement and is an important requirement for academic success. Thus, it can be claimed that teachers should make a great effort to employ the principles which includes higher levels of EI to activate the interpersonal and intrapersonal intelligences to improve learners' performance in classroom settings.

Keywords: emotional intelligence (EI), academic performance, language learning

INTRODUCTION

The concept of EI is partly rooted in Thorndike's idea of social intelligence (1920) and Gardner's theory of multiple intelligences (1983). Thornike based on his studies on emotions asserted that true intelligence is composed of academic, emotional and social components. Then he wrote about social intelligence and defined it as the ability to understand and manipulate men and women, boys and girls to act wisely in human relationships (Kaufhold & Johnson, 2005). More importantly, Howard Gardner who in 1983 proposed his famed model of *Multiple Intelligences*, point out the distinction

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between intellectual and emotional capacities. He proposes *personal intelligences* for managing oneself and relationships and describes them as two kinds of intelligence which form the foundation for most of the models created on EI. In a nutshell, those intelligences are the following ones:

1. Intrapersonal intelligence: the ability to understand yourself and identify the emotions including stress and willingness.

2. Interpersonal intelligence: the ability to perceive and understand the intentions, motivation and desire of other individuals.

These two kinds of intelligence form the foundation for most of the models created on EI. In the middle of 1980s, Reuven Bar-on, a psychologist interested in non-cognitive competencies, sought to create a measure of social EI. He defined it as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures" (p.14). Then, Salovey and Mayer (1990) maintained that social intelligence had been defined too broadly and for the first time introduced EI as an important part of social intelligence. They discovered that some individuals performed better than others at identifying their own and others' feelings, problem solving, and managing emotional issues; and published their famous article on EI in the journal imagination, cognition and personality. They defined EI as "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" (Salovey & Mayer, 1990, p. 189). Besides, according to Gardner's inter- and intra-personal intelligences, they proposed four mental processes: identifying emotions, using emotions, understanding emotions and regulating emotions.

Afterwards, Goleman (1995) presented his mixed model of EI based on Gardner's interpersonal and intrapersonal intelligences. The additional abilities are divided into five domains by Goleman. However, the notion of EI became the center of interest by the publication of Daniel Goleman's book in 1988. Thereupon, many businessmen understood that the success of a person at the workplace extremely integrates with EI. Besides intellect, an employee needs other qualities as well: self-control, motivation, interpersonal skills and etc. Goleman realized the importance of EI for business, introduced "a new area of study in the field of business, human behaviors, job development, leadership and psychology" (as cited in Mohd Mohzan et al., 2012, p. 304) and then published his book: Working with EI. Later on, many businessmen understood the special place of EI in the success of employers.

Believing that many intellectual problems contain emotional information, Mayer and Salovey (1997) developed an ability-based construct of EI and established EI as a "the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 10). Mayer and Salovey's model

addressed the use of emotions to understand individual and people's emotions, manage them and make a good decisions to solve the problems.

After presenting the models, many pioneers and researchers focused on relationship between EI and job satisfaction and performance reported the results in their studies (Behbahani, 2011). On the other hand, in recent years EI drew a special attention in educational settings and made many researchers interest in undertaking further research on the relationship between EI and academic performance specifically, language learning. Therefore, this literature review firstly takes a quick glance on the models of EI which are the basis of any research studies focusing on EI. Moreover, it explores whether EI has any relationship with academic performance in foreign language learning.

MODELS OF EI

There are several well-defined models of EI which are composed of various and interrelated components. However, they all involve the same major components based on the understanding and managing self and understanding and managing others. Models of EI are broadly divided into two types: ability model and mix model. A model that is much broader in their definitions and include a variety of traits, and one that is much narrower in its focus (Dahl, 2010). The first model proposed by Salovey and Mayer (1990) introduces EI as a set of emotional and cognitive abilities and a form of pure intelligence. The second model by Reuven Bar-On (1998) conceptualizes EI as a mixed intelligence, consisting of cognitive ability and personality aspects. In general this model focused on the effects of the personality and cognitive aspects on individual's decision. The third model introduced by Daniel Goleman, perceives EI as a mixed intelligence involving cognitive ability and personality aspects dealing with workplace success (Goleman, 2001).

Salovey and Mayer's model (1990): Ability model of EI

Salovey and Mayer (1990) identified the earliest construct of EI and introduced an ability model of EI. They defined it as "an ability to recognize the meaning of emotions and their relationships and to reason and problem-solve on the basis of them" (1999, p. 267). This definition closely ties to two main elements of emotion and intelligence which is based on the capacity of human, comprising four major branches: perceiving emotions, facilitating thought, analyzing emotions and managing emotions. (Mayer, Salovey & Caruso, 2000). In their initial work, Salovey and Mayer were interested in elaborating the cognitive and emotional interaction. They also sought a framework regarding emotion at the physiological, social, and cognitive levels could be brought together and determined individual differences in emotional competencies (Salovey & Mayer, 1990; Salovey & Pizarro, 2003).

In comparison with the mixed models, that will be explained, the Mayer-Salovey EI model have a narrower look at the treats of emotional intelligence as a mental ability (Feldman Barrett & Gross, 2001; MacCann & Roberts, 2008; Mayer & Salovey, 1997;

Mayer et al., 2000). In many empirical research studies this model is introduced as the best model and more useful in scientific research (Conte, 2005; McEnrue & Groves, 2006; Ortony, Revelle & Zinbarg, 2007; Zeidner, Matthews & Roberts, 2004). The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is a self-assessment test. It measures personality and characteristics traits and designs for people who have 17 years of age for measuring the four major abilities used in Salovey and Mayer's model. In a nutshell, Mayer and Salovey proposed a four-branch model of EI including the abilities to:

1. Perceiving, appraising and expressing emotions: Ability to identify emotions in oneself and others, ability to accurately express emotions, and ability to differentiate between accurate and inaccurate feelings.

2. Emotional facilitation of thinking: Ability to use emotions to prioritize thinking and direct attention to important information, ability to use emotions to assist judgment, and ability to use emotions to consider multiple points of view.

3. Understanding and analyzing emotions: Ability to name emotions and recognize links between words and emotions, ability to interpret the significance of emotions, and ability to understand feelings.

4. Regulating and managing emotions: Ability to be receptive to good and bad feelings, ability to employ or disengage from an emotion depending on its usefulness, ability to analyze emotions in oneself and others, and ability to appropriately manage emotions.

The scale yields six scores: an overall EI score (expressed as an EI quotient, or EIQ), two area scores (experiential EI and strategic EI, or SEIQ) and four branch scores corresponding to the four branches of EI. Each score is expressed in terms of a standard intelligence with a mean score of 100 and a standard deviation of 15. Further, it provides some qualitative information by presenting numeric scores. For example a person who receive 69 can be considered as having good development of EI while the one who received 130 will be rated as a great one (Mayer, Salovey & Caruso, 2002). Although this model is one of the most valid and reliable models of EI, it is not without limitations (Mayer et al., 2000). The major strong point of the model is regarding to the facilitation of thinking and adaptive behavior. However, it provides a means to understand how students manipulate their emotions and those of others to achieve results, it does not show the applicability of particular traits within the model.

"The model does not focus on personality traits or dispositions, except as a product of having these underlying skills. Similarly, EI conceived of as ability can be measured using objective, ability-based measures…[This] ability model has been empirically validated and the four branches of EI have been shown to be separable, but also related to a single construct" (Caruso et al. as cited in Trabun, 2002, p. 17).

Bar-On (1988): A mixed model of EI

At the beginning, in 1988 Bar-on initially presented the concept of emotional quotient (EQ) as a set of ability and behavior that the individuals use in order to help the other and manage their own activities in daily life as well. Bar-on (2004) suggested that emotional skills are process-oriented abilities which can nurture over time, change throughout life and relate to people's behavior and performance through training (Bar-On, 2004). Then, he introduced his model based on Darwin's and Thorndike's studies on social intelligence which insist on the importance of emotional and social intelligent behavior and its role on human performance (Bar-On, 2006).

According to Bar-On model, EI is "a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands" (Bar-On, 2006, p. 3) and defined it as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" (1997, p. 14). Therefore, he developed his model to explain why some people succeed in life more than others. Consequently he designed his Emotional Quotient Inventory (EQi) questionnaire to measure "the potential to succeed rather than success itself" (Mayer et al. 2000, p. 402). It contains five main subscales: interpersonal, intrapersonal, adaptability, stress management and general mood component and knows as one of the most valid and reliable measures of EI.

Bar-On model's definitions is included some main components including the ability to perceive and express individuals and other feelings and how integrate the others' emotions, how to control the feelings, how to solve the personal problems, and generate the beneficial effect (Bar-on, 2006). In general, this model following six major categories:

1. Emotional self-awareness: the ability to be aware of and understand our emotions.

2. Empathy: the ability to be aware of and understand how others feel.

3. Interpersonal relationship: the ability to share positive relationships with other individuals.

4. Optimism: the ability to sustain a right and good attitude to life.

5. Stress tolerance: the ability to effectively and successfully control the feelings.

6. Flexibility: the ability to modify the emotions, the way of our thinking and behavior to new situations (Bar-On, 2007).

However, Bar-On's model has its limitations. Since model is based on clinical context it is not valid to predict workplaces (Cherniss, 2000). Additionally, it is difficult to make consistent correlations between the variables because it combines mental abilities and

characteristics. Moreover, that measurement is accomplished via self-report is the other problem with this model (Mayer et al., 2000).

Goleman (1998): A mixed model of EI

After the first scientific presentation of EI in early 1990s, some other scholars including Goleman (1995) developed the meaning of EI by mixing the ability to understand and process emotion with other diverse parts of personality or skills. Goleman (1998) has suggested that EI is more powerful than IQ and it was reported in Time Magazine that it may be the best predictor of success in life. Although, the concept of EI was firstly coined by Salovey and Mayer in 1990, the major popularity of the EI is mainly due to the publication of Goleman's books. Therefore he presented his model as mixed model and identified five domains of EI:

1. Self-Awareness: The ability to recognize individual feelings and its results on the other people including self-confidence and self-assessment.

2. Self-Management: The ability to control our own feelings and think before the action, including adaptability, trustworthiness and self-control.

3. Motivation: The strong feeling for achieving the goals whether gaining more money or higher status.

4. Empathy: The ability to understand the other feelings based on their emotional response to a particular action, including service orientation and organizational awareness.

5. Social Skill: the ability to manage the relationships and building networks, including leadership, communication, collaborative activities.

Locke (2005) believed that although many experts defined mostly ability EI measures as a criterion of correctness, there is no absolute correctness criterion. He actually argued that EI is a discrete intelligence which facilities and manages the using of the emotions and thinking before the act. Furthermore, Brody (2004) considered ability EI measures as the ability to manage the emotions and handle the feelings. According to Carsue et al. (2000) the serious criticism levelled to it can be due to the products of the emotional abilities. Likewise, the self-report measure of EI highlights a fundamental limitation. Since it should be based on an ability model, it adds other psychological areas. By including personality traits or characteristics of behavior in their models, Goleman model confused the researchers to explain the ability and its particular sub-scales or categories, for example social desirability bias, where learners choose replies that are deemed to be more idealistic or socially acceptable. It may represent an inaccurate appraisement of the skills abilities (Humphrey, Curren, Morris, Farrell & Woods, 2007).

EI AND ACADEMIC PERFORMANCE

Relatively recent developments have heightened the appropriateness of EI in measuring the students' academic performance (Ciarrochi, Deane & Anderson, 2002; Mayer, Salovey & Caruso, 2000; Petrides & Furnham, 2003; Roberts, Zeidner & Matthews,

2001; Saklofske, Austin & Minski, 2003). It makes a connection between interpersonal and intrapersonal relationships, moods, adaptability and stress management skills, which have a considerable effect on the learners' academic performance (Fallahzadeh, 2011; Farooq, 2003). However, the assumption of EI became popularized in academic performance Goleman's EI theory, which highlights that individual's learning and overall life success is determined by emotional regulation.

There are seven teaching EI or seven intelligence which has a considerable profound on the students' academic progress (Joibari & Mohammadtaheri, 2011, p. 1335): Vocal intelligence: Spoken, Logical intelligence: Mathematics, Space intelligence: visual, movement intelligence: physical, musical intelligence, interpersonal intelligences and interpersonal intelligence. According to Joibari and Mohammadtaheri (2011), these intelligences are crucial for schools and can guarantee individuals' success. Developing these intelligences, students nurture all of their talents and capabilities that will practically lead them towards achieving success or helping them carry out their tasks, schools will turn into centers for nurturing life skills. That is, emotional skills can help them to control their emotions and develop their self-confidence and gradually lead them to get better scores through the standard teaching condition.

There is a large volume of published studies describing the role of EI in improving academic performance highlighting that EI plays a pivotal role in academic achievement of university students. In 2004, Pau, Croucher, Sohanpal, Muirhead, and Seymour published a paper on Evaluation of stress and depression among dental undergraduates. The participants were divided into low and high EI groups and EI questionnaire was used to determine the EI scores of the participants. The findings proved that while students with high EI accepted reflection and appraisal, social and interpersonal, organization and time-management skills, the ones with low EI students were they concluded that the applying emotional and self-perceived abilities which are the foundation of his trait EI would be implicated in academic achievement.

Besides, Barchard (2003) has sought the effects of EI on academic success in undergraduate students. They found that successful students are those with better intra-personal abilities and adaptability. Successful students are also those who have the ability to manage stressful situations in a calm and proactive manner. Likewise, Pau et al. (2007) highlighted that students with higher levels of EI report less perceived stress, are more able to identify and help in times of stress and are better able to judge that health-damaging behaviors, such as drinking alcohol, will not alleviate stress. Downey, Mountstephen, Lloyd, Hansen, and Stough (2008) found that high EI contributes to increased motivation, planning and decision making, which positively influence academic performance.

A number of theoretical and empirical studies have supported the positive relationship between EI and academic success (Aghasafari, 2006; Fahim & Pishghadam, 2007; Fallahzadeh, 2011; Khajehpor, 2011; Mohd Mohzan et al., 2012; Stottlemayer, 2002). For instance, Fallahzadeh (2011) and Mohd Mohzan et al. (2012) reported the influence of EI on academic achievement among the students. The results of their study revealed

that the students had high level of EI. Two domains (self-emotion appraisal and understanding of emotion) of the EI were found to be significantly and positively associated with the students' academic achievement. Besides, Khajehpor (2011) explore relationship between emotional intelligence, parental involvement and academic performance of 300 high school students. The results indicated that there were a meaningful and direct relationship between emotional intelligence, academic achievement and parental involvement and academic performance.

At the moment, Joibaria and Mohammadtaheri (2011) also conducted a more detailed investigation to find out whether EI play any roles in high school students' academic achievement and gender in Tehran. The participants were both male and female students. The analysis of the data indicated that there is significant relationship between sub-sections of EI and students' academic performance and there was a significance difference between female and male students' EI. Another study was carried out on 97 first year medical undergraduates of a medical college based in India with the objective of evaluating the relationship between learners' EI and their academic performance. EIS (EI Scale) was carried out to find out learners' EI scores. The results of the Spearman's rho correlation showed the fact that high EI determines better academic performance (Joshia, Srivastava & Raychaudhuri, 2012).

Since the mentioned studies have reported such strong relationship between EI and academic success, and the findings were in line with findings from Nelson, Jin, and Wang (2002), Singh, Chan, and Sidhu (2009) and Parker et al. (2004) which concluded that EI is correlated and highly predicative of academic achievement, many researchers attracted to investigate the role of EI in language learning. For example, Pishghadam's (2009) study explored the role of EI in second language learning. To conduct the study, 508 second year students at four universities in Iran were asked to complete the EI Inventory. The results demonstrated that the emotional competencies which affect reading include: stress management (stress tolerance and impulse control), adaptability (problem solving, reality testing and flexibility) and general mood (happiness and optimism). It may thus be possible to conclude that second language learning is strongly associated with several dimensions of EI.

Zarafshan and Ardeshiri (2012) intend to evaluate the influence of EI and use of language learning strategies on English proficiency. To conduct the current research study, 135 undergraduate translation students selected to take part in this study. Some instruments were used including Nelson Proficiency Test, Bar-On EI questionnaire and strategy inventory for language learning. The results indicated that there was a negative relationship between EI and English proficiency but a positive relationship was found between English proficiency and use of language learning strategies. Similarly, Rastegar and Karimi (2013) provide some findings on the relationships among Iranian EFL learners' EI, their affective and social strategy use and their academic achievement. To this end, 106 Iranian junior and senior EFL students at Kerman University selected to participate in this research study. EI scale to measure EI and the Strategy Inventory for Language Learning prepared to determine the frequency of affective and social strategy

use was used. The participants were also applied as a measure of their academic achievement. The results were revealed a significant and positive relationship between the pairs' EI and social strategy and academic performance.

However, despite the massive amount of cumulative evidence that shows the meaningful relationship between EI and academic success, some other studies such as Johnson (2008) and Suliman (2010) indicated there is no relationship between EI and learning abilities or academic success of university students. Furthermore, Lawrence and Deepa (2013) deliberately did a study to explore the possible relationship among high school students and reported that there is no difference between EI and academic achievement of high school students.

EI AND LANGUAGE LEARNING

EI has become well-known in different fields especially in language learning as one of the increasable factor which can nurture and develop through academic principles. Among the early studies regarding EI, perhaps the most significant one is the study which is done by Gensder (1976). He considered two groups of high and low EI and found that students in higher EI group had a better operation than the other group. Afterwards, a great number of researches investigating EI have been carried out on the relationship between EI and foreign language learning. For instance Pishghadam (2010) claimed there is a positive and significant relation between EI and learning foreign languages. Zandi (2012) carried out an investigation to seek the role of EI in French language learning. According to the results, EI had an important role in the learning of French language.

Shakib and Barani (2012) made an attempt to investigate the relationship between Iranian high school students' EQ level and their level of language proficiency. Two tests of Nelson test, to get to the participants level of language proficiency and EQ test were used EI level. The tests were administered to 130 high school students in Gorgan. The correlation between EQ scores and language proficiency scores were calculated by using Pearson coefficient correlation. The findings indicated that there was positive relationship between language proficiency and EI. Further, the relationship between students' EQ level and their level of language proficiency was stronger in females than males. In the other study Zarafshan and Ardeshiri's (2012) study explored the influence of EI and use of language learning strategies on English proficiency. One hundred thirty-five undergraduate translation students selected to take part in this study. The results indicated that there was a negative relationship between EI and English proficiency but a positive relationship was found between English proficiency and use of language learning strategies.

Afterwards, a large and growing number of studies have investigated the relationship of EI and different language skills especially reading comprehension (Abdolrezapour & Tavakoli, 2011; Angadi, 2011; Motallebzadeh, 2009). Rouhani (2008), for example, examined the impact of short literary reading on EI, empathy and anxiety. Seventy EFL undergraduate students were participated in the research study. The result of the study

suggested that literary readings a cognitive-affective reading based can improve participants' EI and decrease the amount of anxiety. Motallebzadeh's (2009) investigation focused on the relationship between the EI of Iranian EFL learners and their reading comprehension and structural ability. The purpose of the study was to determine whether EQ had any relationship with reading comprehension and structural ability of language learners. To this end, 170 Iranian EFL learners at Islamic Azad University who were at the intermediate level were selected as the participants of the study. Results showed that except for social responsibility and empathy as interpersonal categories, there was a strong relationship between EI and EFL learners' reading comprehension and structural ability.

Angadi (2011) replicated Motallebzadeh's study on a total sample of secondary school. He similarly evaluated The result was in harmony with previous study in which there was a positive and significant relationship between EI and reading comprehension of boys and girls, rural and urban students and Hindu and Non-Hindu students. Abdolrezapour and Tavakoli (2010) also carried out a study the effectiveness of literature responses activities based on Goleman's framework in enhancing the EI and considered the relationship between EI and EFL learners' reading comprehension achievement. The participants consisted of 63 students studied Interchange Two course in a language center in Iran. Some pieces of literary work including short stories with highly emotional content were given to the students of experimental group with purpose of talking about their emotions and raising their EI. Results indicated that the participants in the experimental group showed outperformed in reading comprehension and they scored higher on our EI test than students who were taught under the ordinary approaches.

There are a bunch of studies examining the positive and meaningful relationship between EI and listening and writing skill (Abdolrezapour, 2012; Badakhshan, 2012, Ghasemi, Behjati & Kargar 2013; Shao, Yu & Ji 2012; Serraj & Noordin 2013). In this regard, Badakhshan (2012) attempted to find whether there is a significant relationship between EI and EFL learners' listening comprehension ability. One hundred seventy-seven participants were selected as intermediate ones. They were asked to fill out EQ questionnaire (Bar-on) and listening comprehension test. The results showed a strong and positive relation between EI and listening.

In respect of the writing skill, Shao, Yu, and Ji (2012) attempted to examine the relationship between EI and writing achievement. The participants of the study consisted of 68 non-English major freshmen in a university in Hang Zhou. To check the equality of the two groups, a writing ability test and TEIQue-ASF questionnaire were administered before and after the treatment. The experimental group was given some pieces of short literature readings with high emotional content to engage them talk and write about their emotions and feelings however in control group an ordinary English writing class was used. Results demonstrated that learners in the experimental group scored significantly higher than those in the control group on both EI questionnaire and writing in the post-tests. There was also a relatively strong positive relationship

between EI and writing achievement. Furthermore, Ghasemi et al.'s (2013) findings revealed that the there is a relationship there were no significant differences between female and male learners' writing achievements and their emotional managements.

Regarding speaking skill, Bora (2012) attempted to find out the relation of EI and learners' speaking. Two questionnaires were administered to the subjects to see their viewpoints on Brain-based speaking activities. The findings of the study reported that learners with high level of EI were more eager to attend to speaking classes and brain-based activities because they had self-esteem and managed to cooperate with others due to their social skills. However, the students who had low level of EI did not have healthy social relations and self-confidence. Additionally, a meaningful relationship was found by Abolrezapour's (in press) study between EI and students' L2 oral performance in complexity, accuracy, and fluency.

Asadollahfam, Salimi, and Pashazadeh (2012) did a study to examine the relationship between EI and vocabulary. Three tests of Oxford Placement Test, Bar-On's EQ-i questionnaire and Nation's Vocabulary Level Test were used. Two hundred students were selected from Maragheh Azad University. A homogeneous group were selected to answer EQ-i questionnaire and Vocabulary Level Test. The analysis of data revealed the fact that there was a meaningful and reliable relationship between EI and vocabulary knowledge. The results also showed that females with higher EI had higher vocabulary knowledge than males. Rostampour and Niroomand (2013) had conducted a study to seek such correlation between EI and undergraduate students' vocabulary knowledge and motivation. Fifty-nine undergraduate English students took part in the study and filled vocabulary test, EI and motivation questionnaire. The analysis of the data showed that the elements of motivation had a positive and significant correlation with EI. Therefore, it can be concluded that when learners were familiar with more vocabulary, their motivation will be increased and vice versa. Finally, Khalil (2013) examined the impact of EI on four language skills. The results indicated that there is not any significant relationship between reading and speaking and EI's score, while there was a positive relationship between writing and listening and EI.

Despite the substantial body of research that shows the relationships between EI, academic success and language learning, not so much is currently known about the ways through which to increase EI in educational settings (Abdolrezapour & Tavakoli, 2010; Mehdiabadi & Arabmofrad, 2014). An example in point is the investigation by Abdolrezapour & Tavakoli (2012) which applied some pieces of literary work including short stories with high emotional content to develop students' EI. It was found that literature responses activities can increase learners' EI. In another study, Abdolrezapour, Tavakoli, and Ketabi (2013) utilized emotionalized dynamic assessment to nurture the students' EI and reported the potential effect of emotionalized dynamic assessment in promoting EI. Moreover, based on what Weare and Gray (2003) discussed on the appropriateness of activities include group work, mental and emotional health in educational setting, in a more recent study Mehdiabadi and Arabmofrad (2014) provided some evidence for the effectiveness of collaborative task

on learners' EI and introduced collaborative dictogloss activity as the other proper option for raising EI in educational settings. They claimed that as students work in a group the amount of stress and anxiety can be decreased whereas the motivation and self-confidence can be increased and gradually all these factors promote their EI.

CONCLUSION

Overall, the present article reviewed the background of EI and its important models and then presented the studies which were done by many theorists and researchers. These findings that we have presented, do seem to suggest that there should have been a meaningful relationship between EI and academic achievements, specifically language learning. As a result of conducting this research, we propose that teachers should make efforts to help students understand how EI can influence their performance in language learning. Based on what Salovey and Mayer (1990) remark, feelings and thinking work together, teachers should improve learners' positive feeling such as motivation, self-confidence, positive self-image and etc. to think and act better in classroom. Thus, it is better to teach language in a positive atmosphere through giving students the chance to participate in activities which nurture and develop learners' EI. However, other important questions can be raised on why and how to increase EI. It is clear that more studies are needed to address such questions. Therefore, in future study it might be possible to focus on these areas.

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