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Research Article

Emotional Intelligence and Reading Comprehension Skill: Links to Bar-On's Model and ESP Students of Clinical Psychology

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ABSTRACT

The present study investigated the relationship between Emotional Intelligence (EI) and the reading comprehension ability of clinical psychology students. In addition, this research compared the possible difference between the participants' achievements regarding their genders. Also, the most and least frequent types of EIs among ESP learners were found in this study. To achieve this end, 58 clinical psychology BA. and MA. students of a university in Kerman were selected based on the cluster sampling method, and regarding the placement test scores, 50 of them participated in the current study. After homogenizing the participants, an EI questionnaire and reading comprehension test were employed to collect data. The researchers distributed the translated EI questionnaires among the students to answer them in a limited time. After that, all of the participants took part in a reading comprehension test and the scores were recorded carefully. Finally, the data were analyzed using SPSS software and interpreted by the researchers. The results indicated a significant relationship between EI and ESP students' reading comprehension ability. Also, the findings revealed no observable difference between the male and female students' performance. Moreover, "interpersonal skills" and "adaptability" were identified respectively as the most and the least frequent types of EIs. The results may be helpful in the educational setting and it is better to consider the principles of intelligence in the field of education, especially in the ESP context.

Keywords: Bar-On's model, emotional intelligence, ESP students, reading comprehension skill

بررسی رابطه بین هوش هیجانی و مهارت درک مطلب: تکیه بر مدل بار-ان و دانشجویان روانشناسی بالینی

پژوهش حاضر به بررسی رابطه بین هوش هیجانی (EI) و توانایی درک مطلب دانشجویان روانشناسی بالینی پرداخته است. علاوه بر این، این تحقیق تفاوت احتمالی بین دستاوردهای شرکت کنندگان را در رابطه با جنسیت آنها مقایسه کرد. همچنین بیشترین و کمترین انواع EI در بین دانشجویان انگلیسی برای اهداف ویژه (ESP) توسط این تحقیق یافت شد. برای دستیابی به این هدف، 58 نفر از دانشجویان مقطع کارشناسی و کارشناسی ارشد روانشناسی بالینی یک دانشگاه در کرمان به روش نمونه‌گیری خوشه‌ای انتخاب شدند و با توجه به نمرات آزمون تعیین سطح، 50 نفر از آنها در پژوهش حاضر شرکت کردند. پس از همگن سازی شرکت کنندگان، برای جمع آوری داده‌ها از پرسشنامه هوش هیجانی و آزمون درک مطلب استفاده شد. محققین پرسشنامه‌های ترجمه شده را بین دانشجویان توزیع کرد تا در مدت زمان محدودی به آنها پاسخ دهند. سپس تمامی شرکت کنندگان در آزمون درک مطلب شرکت کردند و نمرات به دقت ثبت شد. در نهایت داده‌ها با استفاده از نرم افزار SPSS مورد تجزیه و تحلیل قرار گرفت و توسط محققین تفسیر شد. نتایج حاکی از وجود رابطه معنادار بین هوش هیجانی و توانایی درک مطلب دانشجویان ESP بود. همچنین، یافته‌ها تفاوت قابل مشاهده‌ای را بین عملکرد دانشجویان دختر و پسر نشان نداد. همچنین «مهارت‌های بین فردی» و «انطباق‌پذیری» به ترتیب به عنوان بیشترین و کمترین انواع هوش هیجانی شناخته شدند. نتایج ممکن است در زمینه آموزشی مفید باشد و بهتر است اصول هوش در زمینه آموزش به ویژه در محیط ESP در نظر گرفته شود.

واژگان کلیدی: هوش هیجانی، مدل بار-ان، فراگیران ESP، مهارت درک مطلب

INTRODUCTION

English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching English to university students or people employed in different professions, with reference to the specific abilities and skills they need to acquire. According to Hutchinson and Waters (2007), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning" (p.19). Richard and Schmidt (2010) also defined ESP as the role of English in a language course of instruction in which the content and objectives of the course are fixed by a particular group of students' need. Moreover, ESP is a response to students' needs and the acquisition of language related to their future jobs. A given course of ESP generally focuses on a special field of study, an occupation or a particular profession, such as English for science and technology, English for psychology, English for law, etc., and ESP students are usually adults who are familiar with English and are learning it in order to interact, communicate and use English skills professionally.

During the last two decades, a new dimension of intelligence has received much attention such as being more responsible for success than Intelligence Quotient (IQ) (Goleman, 2001). Moreover, as Salovey & Mayer (2000) noted, Emotional intelligence (EI) has proved to be a predictor of success than traditional methods. Further, they defined general intelligence as academic achievement and occupational status. EI was defined as "the ability to perceive, access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions" (Salovey & Mayer, 2000, p. 10). In the other place, EI is explained as the intelligent use of emotions and utilizing the power or information included in emotion in order to make effective decisions. The EI concept argued that conventional intelligence or IQ is too narrow and there are broader areas of EI that determine how successful individuals are. Also, some linguists and psychologist have become interested in this type of intelligence to identify the relationship between EI and English learning skills and strategies (Ciarrochi & Mayer, 2007).

Reading skill received the great importance in the educational environment. It is regarded as a significant English skill, and lack of reading comprehension affects the learner's academic achievements. Reading comprehension is one of the main objectives of EFL/ESL teaching. It can be a remarkable skill for ESP students who have a little chance to speak English in their daily lives (Razi, 2010). According to Rahimi et al., (2011), reading skill can be critical in input-poor EFL environment as Iran due to very little contact with the English native speakers. Apart from that, as Grabe (2010) declared, reading comprehension is a highly complex skill which includes lower level and higher-level processing. Lower-level processing is automatic and it is fast, unstoppable and independent of the amount of information being processed which involves pop-out of the target item from the display. However, as Grabe (2010) noted, higher level processing is associated with the ability of the reader to interpret the text based on their background knowledge. Given the relationships between students' EI and cognitive functioning, it may be possible to hypothesize that students with higher level of EI would be able to do more efficiently" (Abdolrezapour & Tavakoli, 2012).

Learning how to teach English language is regarded as a challenging process for many students. However, the students' achievement can be affected by various psychological factors like aptitude,

anxiety, enthusiasm, and intelligence (Shams, 2008). Also, EI is the other factor which influences on the success of EFL learners and has been debated (Abdolrezapour, 2013; Oz et al., 2015). Some previous studies revealed that EI may have valuable and interesting relationships with many important interpersonal success factors as social network size and quality (Ciarrochi & Mayer, 2007), positive relations with others (Lopes et al., 2003) and life satisfaction (Saklofske et al., 2003). Emotions are not simply a support for teaching and learning, they are considered as the essential and integral part of teaching and learning (Goleman, 2001). Since it is possible to improve students' EI through a suitable learning period, there is a necessary requirement to recognize the EI levels of Iranian ESP learners and how their EI is associated with their choice of reading strategies. In recent years, EI has received significant research interest psychological field and educational setting. Quite a few research have been done to examine this concept in contexts where English is considered as a second or foreign language, given the idea that EI serves both internal mechanisms and the external environment in the process of language learning (Goleman, 2001). Regarding Bar-On's Model on EI, the present study made an attempt to determine whether EI as an interpersonal skill and innate potential, has any relationship with the reading comprehension of ESP students of clinical psychology or not. Accordingly, the following questions have been raised to analyze:

Q1. What is the relationship between emotional intelligence and reading comprehension skills of clinical psychology students?

Q2. What is the difference between males' and females' performance regarding their emotional intelligence?

Q3. What are the most and the least frequent types of emotional intelligence among ESP students of clinical psychology?

LITERATURE REVIEW

Bar-On's Model

The most popular Emotional Intelligence (EI) model is known as Bar-On's Emotional Quotient Inventory. Bar-On (1997) is the inventor of the term emotional quotient (EQ) which defined EI as the concerning of the individuals to understand themselves, as well as understanding others' feelings and intentions. He described EQ as the capability to cope with surroundings in order to deal with life demands rationally. Besides, this model is considered as process oriented, not as outcome-oriented. This model deals with performance and success potentials both together. Bar-On's model (2000) is based on the personality theory, and it emphasizes on the correlation as well as the codependence of emotional intelligence ability with the personality factors, and the performance of this relation on individuals' welfare. Moreover, Bar-On's (2000) emotional intelligence scale is divided into five main categories: interpersonal ability, intrapersonal ability, adaptability, stress management, and general mood.

1. Intrapersonal Ability: This is the capacity of recognizing one's own needs and feelings and to be more self-aware as well as more independent. Intrapersonal subcategories are self-awareness, assertiveness, self-regard, self-actualization, and independence.

2. **Interpersonal Ability:** This is the capacity to be more sensitive towards the others' needs and thinking and to be able to maintain relationships. Interpersonal subcategories are empathy, interpersonal relationship, social responsibility.

3. **Adaptation:** It is the ability to be flexible in different situations and to be skillful in finding solutions. Adaptation subcategories are personality and individual differences, problem-solving, reality testing, and flexibility.

4. **Stress Management:** It is the capacity to control the persons' own feelings. Stress management subcategories are stress tolerance, impulse control.

5. **General Mood:** the capacity to maintain a positive thinking. Its' subcategories are; Happiness and Optimism. Accordingly, emotional intelligence is argued by Bar-On as the skill of having awareness towards the feeling of the self and that of others, to be flexible in life situations, to tolerate stress, and maintain positive thinking.

Regarding the discussion above, the present study considered Bar-On's model. Therefore, the theoretical framework of the current study was based on his work, concentrating on the five main categories to achieve the ESP learners' views on emotional intelligence.

Related Studies

In a more recent study, Ouaja et al. (2020) aimed at discovering the emotional intelligence and receptive English skills of IT students. It involved 31 students of the Higher Institute of Technology and Communications Science of Tunis. The results revealed that the emotional intelligence and receptive English skills of the students were of average levels; there was a significant positive correlation between the students' emotional intelligence and their receptive English skills; and interpersonal and stress management categories of emotional intelligence were the variables that had the highest correlation with receptive English skills. It was also found that, in learning English language, the Tunisian IT students were driven and motivated by their goals and ambitions. In addition, their optimism, linguistic setting, and Tunisian culture strongly influence their receptive English skill. Ateş (2019) also analyzed whether the emotional intelligence of Turkish students affected their reading comprehension skills and reading anxiety. The analysis of the data collected from 138 students demonstrated that the level of emotional intelligence of the students decreased general level reading anxiety levels. It was also concluded that general emotional intelligence level of the students increased their reading comprehension skills. Furthermore, it was determined the general emotional intelligence scores of female students were higher than male students.

Within Iranian context, Khademi and Farokhmehr (2016) conducted a study on intermediate students in order to evaluate the role of EI trait and EFL students' speaking achievement. To do this, speaking proficiency of students and their EI were examined by using Bar-On emotional intelligence questionnaire. The findings displayed a remarkable correlation between EI and students' speaking skill. Furthermore, it was showed that interpersonal EI category was a great prediction for speaking proficiency. In foreign context, Oz et al., (2015) have done a study on EFL students of a Turkish university in order to find the correlation between the students' views towards English learning and their EI perspective. The results demonstrated that the EI trait was correlated remarkably with the EFL learners' views. This study also revealed a noticeable difference between

the views of male and female students about foreign language learning that females outperformed males in the scale scores. In the same year, Badali and Bonyadi (2015) assessed the possible relationship between the EI components and EFL learners' listening comprehension. 40 university translation students were selected as the participants of the study. The outcomes revealed that there was a noticeable relationship between intrapersonal EI component and students' listening comprehension skill. However, there was no relationship between the interpersonal sub-category of emotional intelligence and EFL learners' listening achievement.

Zafari and Biria (2014) evaluated the role of EI trait on the select of language learning strategies. 100 Iranian MA and BA students were the participants of the study and three instruments include Oxford Placement Test, emotional intelligence inventory and Strategy Inventory Language Learning were used for data collection. The results revealed that metacognitive language learning strategy was the mostly used among EFL learners, while the effective strategy was the seldom used language learning strategy. In addition, Khalili (2013) investigated the effect of the EI traits on 65 Iranian language learners through TOEFL scores. The findings indicated that EI trait was positively correlated with writing and listening, but it was negatively related with reading and speaking skills. Moreover, the results showed that there were three emotional intelligence features as Social-Responsibility, Independence and Empathy which were influenced by EFL learners' TOEFL scores.

Continuing the studies on EI and language learning, Karaman (2012) assessed the correlation between EI and EFL learners' English language achievement. The findings showed the EI categories of interpersonal and adaptability were associated with one part of the English tests. However, no relationship was found between the students' EI and their English language success. Bora (2012) also explored the relationship between students' EI and their speaking skill. Turkish university students took part in this study. The results showed that students with high EI levels were more confident and active in the speaking classes as well as having the capacity in solving brain-based activities. While, students with low EI level were less active in speaking skill and less sociable with their peers. In another study, Zarafshan and Ardeshiri (2012) measured the correlation between EI and EFL students' language learning strategies, and the results illustrated no correlation between EI and English language proficiency. However, the correlation between language proficiency and language learning strategies was dominant in this research.

Shakiba and Baranib (2011) explored the correlation between EI and English language proficiency of 84 students. A significant relationship between the students' EI and language proficiency was found. Regarding gender, female students demonstrated more sensitivity to their EI traits. They also noted that EFL teachers should increase their awareness for gender difference and emotional intelligence in their teaching process. Furthermore, Pishghadam (2009) analyzed the relationship between EI and all the language skills. 508 EFL students of both genders from four universities were selected as the participants. The results revealed a significant correlation between students' EI and reading, listening, writing and speaking respectively. Eventually, Razmjoo (2008) analyzed Ph.D. students in university to find the correlation between EI and their language proficiency. The students were asked to complete EI survey as well as a language proficiency test in order to identify the type of intelligence that predicts the success of language

learners. The outcomes illustrated a non-significant correlation between the students' English proficiency and the EI components. A non-significant correlation was also found between language achievement and gender differences.

METHODOLOGY

In the first step, 58 ESP students who were studying clinical psychology at a university in Kerman were selected based on cluster sampling method. The participants were B.A. and M.A. students from both genders (male & female). Three instruments were employed in order to gather data; a language proficiency test, Emotional intelligence questionnaire, and reading comprehension test. In the second step, the students took part in Nelson placement test and 50 of them labeled as pre-intermediate students. The third step as an important one, Bar-On and Handley Emotional Intelligence questionnaire was used to assess the students' EI. The questionnaire is a valid one since it has been repeatedly used for this purpose. The reliability of the questionnaire was also analyzed through Cronbach's Alpha which is .81. In order to the ease of implementation, the questionnaire was translated to Persian and it was checked by two experienced professors. It should be noted that each of the items on the questionnaire was related to one of the 5 composite scales that comprise the subscales of emotional intelligence. These scales and subscales are: (1) Interpersonal skills (encompassing subscales of Empathy, Social Responsibility, and Interpersonal Relationship); (2) Intrapersonal skills (comprising subscales of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization); (3) Stress Management (consisting of subscales of Stress Tolerance and Impulse Control); (4) Adaptability (including subscales of Reality-Testing, Flexibility, and Problem-Solving); (5) General Mood (being composed of subscales of Optimism and Happiness).

In the next step, a reading comprehension test extracted from the ESP textbook "Clinical Psychology", was given to the participants in order to test their reading comprehension ability. The test consisted of four passages followed by 40 questions in a multiple-choice format. The participants had to read the passages and answer the questions carefully on their answer sheets.

The reading comprehension test was scored out of 20 and EI questionnaire was based on the guidelines provided by the questionnaire, and then the total EI scores were calculated. In the last step, the raw scores were transformed into SPSS software. Pearson correlation test was done between two variables, reading comprehension and EI. Then, the mean scores for each subscale of EI were drawn out to find the most and least frequent types of emotional intelligence among ESP learners of Clinical Psychology.

RESULTS

Inferential Statistics (Correlation Tests)

After collecting and analyzing the scores of the reading test and the questionnaire, Correlation Test was employed for finding the possible relationship between the variables, learners' emotional intelligence and reading comprehension test.

1. What is the relationship between emotional intelligence and reading comprehension skill of clinical psychology students?



As it is obvious, the first question has been designed to find out the possible relationship between the emotional intelligence of clinical psychology students and their reading comprehension skills. At first, it is important to test the normality of data. To do this, two tests, Kolmogorov-Smirnov and Shapiro-Wilk were used for checking the normality of data (Table 1). As the table shows, the p-value or Sig in both tests is reported more than 0.05, which proves the normality of the assumptions. Therefore, the variables presented the normal distribution of data.

Table 1
Tests of Normality

	Tests of Normality					
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Emotional Intelligence	0.274	5	0.200	0.912	5	0.577
Reading comprehension skill	0.186	3	0.200	0.953	3	0.760

After analyzing the normality of assumptions, the study tried to find the possible relationship between ESP students' emotional intelligence and their reading comprehension skill. As table 2 indicates, Sig. value (2-tailed) is reported as 0.03 which is less than 0.05. If the amount of p-value (Sig) is less than 0.05, it shows the Pearson test is meaningful. As a result, the test indicates a remarkable relationship between the two variables. According to the received data, it can be said that the scores of reading comprehension skills have increased to the increasing level of ESP students' emotional intelligence.

Table 2
Correlation Test between Reading Skill and EI

Correlation			
		Reading Skill	EI
Reading Skill	Pearson Correlation	1	0.54
	Sig. (2-tailed)		0.03
	N	50	50
EI	Pearson Correlation	0.54	1
	Sig. (2-tailed)	0.03	
	N	50	50

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

By homogenizing the students, all of them took part in a reading comprehension test and questionnaire. After collecting the scores, the Correlation Test was used to find the possible relationship between the variables, students' emotional intelligence, and reading comprehension skill. By analyzing the normality of assumptions, the study tried to find the possible relationship between ESP students' emotional intelligence and reading comprehension skills. The related table indicated that Sig. (2-tailed) is 0.03 which is less than 0.05. If the amount of p-value (sig) is less than 0.05, it shows the Pearson test is meaningful (Sig <0.003). As a result, the test showed a remarkable relationship between the two variables. According to the received data, it can be said



that the scores of reading skill have increased by increasing the ESP learners' emotional intelligence.

1. What is the difference between the males and females' performance regarding their emotional intelligence?

To evaluate the difference between the Iranian male and female performance of the study, correlation test was done. As table 3 highlights, p-value or Sig (2-tailed) is reported as 0.99 which is more than 0.05. Considering the significance level of this test which is more than 0.05 ($\alpha=0.05$), no difference was found between the mean scores of the male and female learners' reading comprehension test. Due to the amount of Sig (sig=0.99>0.05), it can be concluded that there is not any difference between the male and female's performance regarding their emotional intelligence.

Table 3
Correlation Test between Students' Scores and Gender

		Correlation Test		
			Scores	Gender
Test	Scores	Correlation Coefficient	1.000	.001
		Sig. (2-tailed)	.	0.99
		N	50	50
	Gender	Correlation Coefficient	0.001	1.00
		Sig. (2-tailed)	0.99	.
		N	50	50

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

Descriptive Statistics of All the Components

Descriptive statistics of different parts of the emotional intelligence questionnaire were done in order to find out the frequency of the different components of it.

What are the most and the least frequent types of emotional intelligence among ESP students of clinical psychology.

Table 4 ranked all the components of emotional intelligence. That is to say, Friedman test was used for investigating the third question. The results of table 4 displays that the value of this test was 124.98 ($\chi^2 = 124.98$, $df = 8$), with a significance level of less than 0.01 (P-Value = 0.0005). Accordingly, with a high certainty, it can be said that, the emotional intelligence of ESP students was in different ranks. Among the five EIs, the highest ranked referred to "Adaptability" (M= 8.21), and the lowest ranked referred to "Interpersonal Skill" intelligence (M= 4.82).

Table 4
Friedman Test for Factor Ranking

Factors	Mean Rank	Priority	Chi-square	N	df	P-Value
Adaptability	8.21	1st	124.98	50	4	0.0005
General Management	7.15	2nd				
Intrapersonal Skill	6.85	3th				
Stress Management	5.95	4th				
Interpersonal Skill	4.82	5th				

As table 4 displays, "Interpersonal Skill" received the first rank (42.85%), followed by "Stress Management" (27.42%), and "Intrapersonal Skill" (26.62%). Also, "General Management" and "Adaptability" placed in the two last rank with 19.70% and 14.32% respectively. Based on the received data, "interpersonal skill" is identified as the most frequent types of the emotional intelligence, and "adaptability" is highlighted as the least frequent one. Accordingly, it can be concluded that "interpersonal skill" is the most frequent type and "adaptability" is the least frequent one among ESP students of clinical psychology.

Based on table 4, among the five types of EI by Bar-On's model, "Interpersonal Skill" was reported as the most frequently-used strategy among ESP learners. Also, it should be noted that "Adaptability" was used less than other strategies among the students. It is worth mentioning that the frequency of other types of EI was reported in this study. As the study reported, "General Management" (7.15), "Intrapersonal Skill" (6.85%), and "Stress Management" (5.95%) received the second, third, and fourth ranks respectively.

DISCUSSION

The analysis of the first research question proved that the emotional intelligence level of the participants has a positive correlation with their reading achievement. It seems that EI has a significant relationship with learning receptive skills such as reading comprehension, and the ESP students with higher emotional intelligence was usually successful. Some studies are in line with the outcomes of this study, which concluded emotional intelligence is correlated with language learners' achievement. A study by Abdolrezapour and Tavakoli (2012), which investigated the relationship between emotional intelligence and reading achievement, indicated a positive relationship between EI and students' reading performance. However, this result was not supported by part of findings in Khalili's study (2013), which explored the effect of EI on language learning. As a conclusion, it was found out that students' reading performance is not in correlation with emotional intelligence. Also, some other research studies' findings in the English language field (Karaman, 2012; Zarafshan & Ardeshiri, 2012) have shown that there is not a significant correlation between the EI level and language learning in general.

The answer to the second research question has revealed that the gender differences related to emotional intelligence was not achieved significantly. This finding is in line with the findings of Rahimi et al., (2011), because their results were indicative of the fact that there was no significant difference among the male and female students with various degrees of emotional intelligence and their reading ability. Eventually, it was seen that "Interpersonal skill" was the most frequently type of emotional intelligence used by Iranian ESP students, while "Adaptability" was the least used component of EI. It should be stated that although all the components of EI (interpersonal, intrapersonal, stress management, general mood, adaptability) were applied by the participants of this study, interpersonal skill was the significant one among others which is the capacity of recognizing learners' own needs and feelings and to be more self-aware as well as more independent. Krashen (1982) believed that reading a second language can be difficult, challengeable and stressful for the students who read another language other than their mother tongue, and it may lead them to make lots of mistakes and facing challenges. Taking the social

interpersonal interactions involved in this process can be helpful in enhancing the students' language abilities in the sense that learners will encounter more chances to interact and negotiate with their peers.

CONCLUSION

The present study came to the following conclusions regarding the relationship between the mentioned variables investigated. The outcomes of this research indicated a remarkable relationship between the emotional intelligence components and ESP learners' reading comprehension skill. Additionally, the male and female participants almost acted in the same way according to the levels of emotional intelligence. Moreover, "Interpersonal skill" was the most frequently type of emotional intelligence and "Adaptability" was the least component of EI used by Iranian ESP students. As mentioned earlier, IE is the capacity to perceive emotion to increase thinking. To obtain better performance in an educational setting, a good relationship should be encouraged in English language learners with their classmates to overcome stressful classroom situations. As well as that, it is natural that EI plays a vital role in achievement of elementary students. It is worthy to note that reading a foreign/second language appears to be difficult, challenging, and stressful for the students who have to read another language other than their mother tongue, and it may lead to making lots of mistakes and facing challenges. Taking the social interpersonal interactions involved in this process into account can be helpful in enhancing the ESP students' language abilities in the sense that they will have more chances to interact and negotiate with others.

On the basis of the findings, it can be said that the educational system of Iran and also educators should pay much attention to the suitable use of reading strategies in ESP contexts and the students' emotional intelligence. It is essential for the language teachers consider the emotional characteristics of their students and pay more attention to their emotional qualities. To fully perceive the complexity of the language learning process, the internal mechanisms and social interpersonal should be strictly considered. To this end, EI can be viewed as a great help which is it not only serves as an internal mechanism, but also interlocks with the external environment (Goleman, 2001). Accordingly, teachers can do a need analysis and a test before selecting any teaching materials in order to recognize the EI trait and to prevent any mismatch between selected topics and the language learners' needs. They should also motivate learners to apply various reading strategies in different situations and also try to convince them to learn collaboratively with their classmates' support.

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