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## **AN INVESTIGATION INTO THE IMPACT OF EMOTIONAL QUOTIENT (EQ) ON IRANIAN EFL LEARNERS' LANGUAGE ACHIEVEMENT**

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**Summary.** The contribution of emotional quotient and its dimensions to the students' language achievement have been widely acknowledged; however, the association between the two variables has been varied in different contexts. In this vein, this study aimed to investigate the relationship between emotional quotient (EQ) and language achievement (LA) of Iranian EFL students, and the extent to which EQ components can predict their language achievement. To this end, 138 undergraduate Iranian EFL learners from three different Iranian universities in Shiraz, Iran were selected through the census sampling technique to participate in the study. General English questions (adapted from university entrance exam) and the Persian validated version of the Schutte Self-report Emotional Intelligence Test (SSEIT) were employed to collect data on language achievement and emotional quotient, respectively and SPSS software was used to analyze the data. A total of 103 students, aged 18 to 27, returned the questionnaires. Findings revealed a significant correlation between EFL learners' EQ and their LA, while EQ explained 6.7% of the variability of students' LA, and none of the subscales of the EQ had a linear relationship with LA. Given the positive correlation between EQ and LA, educational policy-makers and education providers are recommended to focus on these factors that can leverage students' and teachers' emotions in the learning environment.

**Keywords:** EFL Learners; Emotional Quotient (EQ); EQ subscales; Iranian EFL learners; Language Achievement (LA).

### **Introduction**

The concept of emotional intelligence (EI), also referred to as emotional quotient (EQ), has emerged as a verified tool that can describe language achievement in various ESL/EFL and bilingual/multilingual contexts, which is predictive of language learners' performance in different assessment formats including written and spoken tasks (Abdolrezapour, 2012; Dewaele, Petrides & Furnham, 2008; Rong, 2012; Karimi, 2012). Arguably, EQ has asserted itself as a crucial aspect of academic achievement over the last decade or so (Downey et al., 2008; Genç, 2016; Ketabdar et al., 2014).

From a different point of view, some studies have shown that the emotional part of the brain develops before the neocortex. Because of the brain's basic design, all information goes into our emotional centre and then to our thinker centre. Emotions come before thought and behaviour. Our feelings regulate the engine that drives our enthusiasm, energy, competitiveness and creativity. Emotions have been behind some of our great achievements. Emotion involves everything that is going on in our memory, thinking, imagination and even perception of surroundings (Kanhai, 2014, p. 798).

Emotional Intelligence has various but analogous definitions. Mayer and Salovey (1997) explained emotional intelligence, commonly referred to as EI or EQ, as the ability to recognize and understand one's feelings and those of others in the environment as a way of managing one's own emotions and influencing the emotions of others and motivating them, and for managing the significant relationships with each other.

Goleman (1995) believed that EQ is unique to each person and each individual's thoughts, feelings, behaviours, and acts are distinct. Nelson and Low (2005) maintained EQ as the ability to be in a positive relationship with other individuals, reflecting that EQ is the capability of identifying, understanding, experiencing, and efficiently expressing human emotions. Saeidi and Yusefi (2008) explained EQ as the ability to achieve favourable results in companionship between individuals and others. For Mayer and Salovey (1997), emotional intelligence consists of three subscales of the utilization of emotion, appraisal and expression of emotion, and regulation of emotion.

Mayer and Salovey (1997) defined utilization of emotion as the ability to use feelings constructively; it was defined as the capability of letting feelings to lead one to think about what is essential. Appraisal and expression of emotion were defined as the potencies of recognizing emotions in physical states, feelings, thoughts, behaviours and works and also the abilities to show wishes that relate to these feelings. They explained this feature as the ability to discriminate between the accurate and inaccurate, and truthful or untruthful manifestation of feelings. On the other hand, regulation of emotion was referred to as the ability to accept negative and positive

feelings, engage and detach thoughtfully from feelings, logically monitor feelings and managing feelings by reducing negative feelings and increasing positive ones.

Language achievement is one of those concepts that has been reviewed in the last century for many times as it is naturally a kind of concept that is in relation with many other concepts and contexts; language and language learning is in relation with psychological, cultural and even physical traits of persons who want to learn a language in different ESL/EFL contexts (Salahshour et al., 2013; Ghaedi et al., 2014; Isazadegan et al., 2014; Mahmoodi et al., 2015; Homayouni et al., 2016); also, a lot of research has been carried out concerning language learning procedures and language achievement (Dörnyei, 2005; Albert et al., 2006; Nosratinia & Zaker, 2013).

Canagarajah (2006) defined English language achievement as the knowledge of norms related to native English and all other existing forms of English in bilingual or multilingual contexts. The capability to use these various norms flexibly is necessary. Canagarajah (2006) also pointed out that it is vital to acknowledge the systematic and legitimate status of different varieties of English in the diverse family of languages.

This study aimed to explore the predictive relationship that might exist between EQ (and its components) and language achievement of Iranian EFL learners and to show which component of EQ is a better predictor of language achievement in the Iranian EFL context. To be specific, the following questions were addressed in this study:

1. Is there any significant relationship between EQ, and LA of the Iranian EFL learners as speakers of a less frequently taught language?
2. Which EQ component is a better predictor of LA among the Iranian EFL learners?

## **Literature Review**

Research on the relationship between emotional quotient (EQ) and language achievement (LA) is inconsistent, with some studies showing a positive correlation and some others showing negative or no correlation (Jamali

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Nesari et al., 2011; Salehzade & Lashkarian, 2015; Genç et al., 2016; Karimi et al., 2017). More recent studies of EQ and LA show that EQ is in line with LA. For example, in Turkey, Genç et al. (2016) reported a study on the role of emotional intelligence in second language learning and its influence on productive language skills and it showed that there is a positive and strong relationship between EQ and foreign language proficiency.

Karatas et al. (2015) investigated the predictive power of the academic achievement of Turkish ELT students by using their language learning orientation and autonomous learning-related data. Findings showed that (1) a positive correlative relationship exists between intrinsic motivation and academic achievement, (2) a positive correlative relationship exists between autonomous learning and academic achievement, and (3) autonomous learning and intrinsic motivation have a strong predictive relationship concerning academic achievement.

D' Souza et al. (2016) by comparing 351 Thai and Chinese students of an international university in Thailand, conducted the research to see if culture, gender and academic achievement are significantly concerning reading and writing anxiety. Findings of this research showed the following:

(1) general reading anxiety is not significantly different between Thai and Chinese students;

(2) considering gender, Chinese male students feel more reading anxiety compared with Thai male students, but such differences do not exist between Chinese and Thai females;

(3) Chinese students who had a lower grade point average show acuter general reading anxiety;

(4) writing anxiety is more common among Chinese students compared with Thai students;

(5) the somatic factor is higher in Chinese students, but the avoidance factor is higher in Thai students;

(6) considering gender, Thai female students show more somatic anxiety compared with Chinese female students, but Chinese male students have higher somatic anxiety and avoidance compared with Thai male students;

(7) considering average grade, Thai students have better grades, more avoidance and also more somatic anxiety compared to Chinese students with lower grades.

Elaldi (2016) collected data from 98 Turkish students (41 male and 57 female students) to determine foreign language anxiety levels of students, in the preparatory class and when they were in the fourth grade, and tried to see if gender had any effect on foreign language anxiety of students. Findings showed that foreign language anxiety levels of the students were at a moderate level in the preparatory class and fourth grade, but students had slightly higher anxiety in the fourth grade than when they were in the preparatory class. This study also revealed that foreign language anxiety is higher among male students compared with female students.

Rong (2012) explored the possible relationship between the emotional intelligence of Chinese EFL students and their learning strategies and English proficiency. They used an Emotional Intelligence Scale, a Strategy Inventory for Language Learning, and learners' marks for basic learning skills, including English listening, speaking, reading, and writing. Findings indicated that a significant relationship exists between the emotional intelligence of EFL students and their learning strategies and English proficiency. This study also showed that the relationships that exist between emotional intelligence and affective strategies and also emotional intelligence and English-speaking proficiency are more significant than those that are between emotional intelligence and other skills of language learning.

Inggårde (2014) studied the purposeful application of the creative method in an EFL context and investigated its impact on the EFL learning of the Swedish students (in terms of using more different vocabulary, writing more original scripts, and using more story elements like story goal, obstacle, character motive). Findings showed that the learners who are exposed to creative methods (1) design and implement more story elements, (2) have more variety in the use of lexical items, (3) write more creative stories, and (4) are more attentive and active than the students who are exposed to conventional teaching methods.

Säälik (2014) studied the possible effect of learning strategies on students' reading literacy performance in Finland and Estonia to discover

the origins of variation in students' reading literacy performance concerning the student and school level. Results indicated that about 30% of the school-level variation and about 20% of the student-level variation were explained by students' awareness of learning strategies; that learning strategies play a significant role in explaining the differences in students' reading test results and that gender affects the implementation of learning strategies.

McDonough et al. (2015) studied the possible relationship between creativity and second language use of Thai students in a group problem-solving task. The researchers attained a positive relationship between the creativity of the learners and their production of questions and coordination but found no relationship between creativity and other language features such as pronouns, subordinate reasoning clauses and conditionals.

Mallah and Pourgharib (2015) studied the relationship between emotional intelligence and grades of English reading skill of 324 high school male students. The results of this descriptive study showed that a significant correlation exists between EQ and grades of English reading skill of the students.

Ketabdar et al. (2014) collected data about gender, age and the first and second language of learners to determine the factor that affects EFL students' willingness to communicate. The results of this research suggested that willingness to communicate has a positive relationship with emotional intelligence and its subcomponents and with interpersonal relationships as well.

Salehzade and Lashkarian (2015) explored the relationship between verbal intelligence and emotional intelligence of 120 Iranian EFL learners in learning English. The findings of this investigation revealed a positive and significant relationship between verbal intelligence and emotional intelligence of Iranian EFL learners.

In another research, Aliakbari et al. (2016) explored the effect of anxiety, self-confidence, communicative competence, and international posture on 194 Iranian EFL students' willingness to communicate. Findings of this research showed that willingness to communicate in students is in direct relationship with their attitude about the international community, their linguistic knowledge and also their self-confidence.

Hemmati and Sadeghi (2015) performed the research to investigate the relationship between intelligence ability types and learners' foreign language achievement. Results showed that learners that have higher verbal intelligence have higher language achievement.

Mehdiabadi et al. (2016) studied the possible relationship between emotional intelligence and academic performance of foreign language learners. Findings indicated that emotional intelligence is in a relationship with the academic achievement of the participants, and it is an important factor for students to become successful in their academic activities.

Taghinezhad et al. (2016) investigated the effect of gender on foreign language learning anxiety by collecting data from 305 students (74 male and 231 female students) between 18 to 30 years old. Results showed that no significant difference exists between male and female students concerning foreign language learning anxiety, and that gender as a factor does not have a predictive relationship with foreign language learning anxiety.

Jamali Nesari et al. (2011) investigated the relationship between emotional intelligence and foreign language vocabulary learning of Iranian learners. Findings revealed that there is no significant relationship between EI and vocabulary learning, and no difference exists between the emotional intelligence of male and female students.

In another research, Karimi et al. (2017) investigated the relationship between emotional intelligence quotient and intelligence quotient with respect to the vocabulary proficiency of 150 Iranian high school EFL learners. Findings showed that there is no significant correlation between EQ and vocabulary knowledge of the participants and—no significant relationship between IQ and vocabulary proficiency of the learners. Thus the contribution of emotional intelligence and intelligence quotient to the vocabulary improvement is controversial.

In a study, Heydari and Azari (2009) examined the probable relationship between emotional intelligence and language learning strategy utilization and language proficiency levels of several students from the University of Ahvaz. Results indicated a negative relationship between emotional intelligence and proficiency level and a positive correlation between language learning strategy use and language proficiency level of students.

Fallahzadeh (2011) examined EQ and its correlation with the academic achievement of 223 adolescent students of medical science (70 males and 153 females). The results of this research study revealed a significant relationship between emotional intelligence and academic performance. This research also revealed a strong relationship between two subcomponents of EQ, as adaptability and stress management, and academic performance and strongly highlighted that EQ could improve the mental health of students and help them to do their task more effectively.

Motallebzadeh and Azizi (2012) investigated the relationship between Iranian EFL learners' emotional intelligence and their performance on TOEFL/PBT and revealed a significant positive relationship between the learners' EQ and their TOEFL/PBT scores.

Abdolmanafi Rokni et al. (2014) studied the relationship between EQ of 115 undergraduate EFL and non-EFL university students and their language achievement at the university level and confirmed that a significant relationship exists between emotional intelligence of the students and their language achievement.

Overall, the review of the literature on the relationship between EQ and LA is almost incompatible. While the previous research shows that EQ has a positive and direct correlation with LA in different educational contexts around the world, the results of some other studies are different. Nevertheless, few studies were found that have investigated the variables as mentioned earlier in the Iranian context in detail. While it has been recognized that EQ affects students' LA, previous research into students' academic achievement and their performance have attempted to isolate single factors. What remains unclear is whether or not EQ and its components predict students' LA, and hence it seems necessary to conduct more research in this area to provide the ground for future studies.

## **Method**

In this study, a descriptive-correlational research design was employed to explore the relationship between the EQ and language achievement of Iranian EFL learners.



## **Participants**

A population of 138 students from three universities in Shiraz, Iran, was selected through the census sampling technique to participate in this study. A total of 107 questionnaires were returned for analysis, but only 103 questionnaires were considered for an in-depth analysis. Four questionnaires were taken out because the participating students had not answered the items attentively.

## **Instruments**

The Persian validated version of the Schutte Self-report Emotional Intelligence Test (SSEIT) was employed to collect data on EQ. The test is a 33-item self-report measure of emotional intelligence with a minimum and maximum score of 33 and 165, in which items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree), (Schutte et al., 1998; Khosro Javid, 2002). Items of the test relate to and measure three aspects of EI including a) appraisal, and expression of emotion; b) regulation of emotion; and c) utilization of emotion. The questionnaire was assessed and confirmed to have a reliability of over 81 %, and its validity was confirmed by experts in the field. The test was assessed to be suitable for the given purpose. To measure LA, general English questions, adopted from the university entrance exam version 2018, were used based on the availability. These questions were validated by the Iranian educational experts in the field.

## **Procedures**

The questionnaires/scales were distributed among the students during class hours with prior arrangement by their teachers. The collected data were fed into and processed by the SPSS program for in-depth analysis. Descriptive statistical tests, Pearson Product-Moment Correlation analysis and Pearson correlation coefficient were used to analyze the relationships between

the study variables. The significance level was set at 0.05 throughout. Ethical approval was obtained for all participating universities prior to conducting the research.

## Results

A total of 103 students, aged 18 to 27, returned their questionnaires. Their EQ scores ranged from 80 to 159, with a mean and SD values of  $118.40 \pm 16.84$ , respectively. Their regulation of emotion scores ranged from 20 to 49, with a mean and SD values of  $35.42 \pm 6.07$ , respectively. Their appraisal and expression of emotion scores ranged from 35 to 63, with a mean and SD values of  $47.64 \pm 6.73$ , respectively. Their utilization of emotion scores ranged from 9 to 47, with a mean and SD values of  $34.87 \pm 6.23$ , respectively. Also, their LA scores ranged from 0 to 16, with a mean and SD values of  $6.92 \pm 3.25$ , respectively. Table 1 depicts the descriptive statistics of the study variables in terms of range, min, max, mean, standard deviation (SD) and variance.

**Table 1**

*The Descriptive statistics of the study variables*

|                                     | <b>N</b> | <b>Range</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>SD</b> | <b>Variance</b> |
|-------------------------------------|----------|--------------|------------|------------|-------------|-----------|-----------------|
| EQ                                  | 103      | 79.00        | 80.00      | 159.00     | 118.40      | 16.84     | 283.81          |
| Regulation of Emotion               | 103      | 29.00        | 20.00      | 49.00      | 35.42       | 6.07      | 36.91           |
| Appraisal and Expression of Emotion | 103      | 28.00        | 35.00      | 63.00      | 47.64       | 6.73      | 45.40           |
| Utilization of Emotion              | 103      | 38.00        | 9.00       | 47.00      | 34.87       | 6.23      | 38.91           |
| Language achievement                | 103      | 16.00        | .00        | 16.00      | 6.92        | 3.25      | 10.60           |
| Valid N (listwise)                  | 103      |              |            |            |             |           |                 |

Pearson product-moment correlation analysis was conducted to answer the research question about the relationship between EQ and EFL learners' language achievement (Table 2). The analysis of the data showed that a significant correlation exists between EQ and language achievement of the Iranian EFL learners ( $r = 0.285$ ,  $p = 0.008$ ).

**Table 2**

*The correlation between EQ and language achievement of EFL learners*

|                      | EQ                  | Language achievement |
|----------------------|---------------------|----------------------|
| EQ                   | Pearson Correlation | 1                    |
|                      | Sig. (2-tailed)     | .258**               |
|                      | N                   | 103                  |
| Language achievement | Pearson Correlation | .258**               |
|                      | Sig. (2-tailed)     | .008                 |
|                      | N                   | 103                  |

\*\* Correlation is significant at the 0.01 level (2-tailed).

Based on the positive value of the correlation coefficient and the gradient of the fit line in Figure 1, it can be stated that the relationship between EQ and LA is positive ( $r = .285$ ). Associated Figure 1 shows the variability between EQ and LA ( $R^2 = 0.067$ ), reflecting that 6.7 per cent of the variability of the students' LA can be explained by their EQ.

**Figure 1**

*EQ relationship with language achievement of EFL learners*

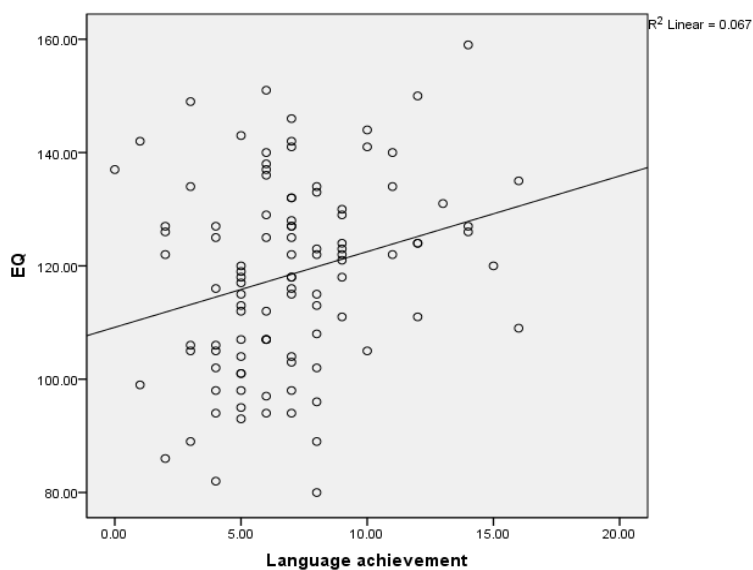


Table 3 introduces the correlations matrix for LA in relation to the components of EQ. This Table shows that there is a statistically significant correlation between LA and the regulation of emotion (with the p-value .037, which is less than .05). Also, there is a statistically significant correlation between LA and appraisal and expression of emotion (with the p-value .011, which is less than .05). Besides, the utilization of emotion is significantly correlated with LA (with the p-value .014, which is less than .05).

**Table 3**

*Correlations matrix for language achievement concerning EQ components*

|   |                        | <b>Language<br/>achievement</b> | <b>Regulation<br/>of Emotion</b> | <b>Appraisal<br/>and<br/>Expression<br/>of Emotion</b> | <b>Utilization<br/>of Emotion</b> |
|---|------------------------|---------------------------------|----------------------------------|--|-----------------------------------|
| Language<br>achievement                   | Pearson<br>Correlation | 1                               | .206*                            | .249*  | .242*                             |
|   | Sig. (2-tailed)        |                                 | .037                             | .011   | .014                              |
|   | N                      | 103                             | 103                              | 103  | 103                               |
| Regulation of<br>Emotion                  | Pearson<br>Correlation | .206*                           | 1                                | .738**   | .620**                            |
|   | Sig. (2-tailed)        | .037                            |                                  | .000   | .000                              |
|   | N                      | 103                             | 103                              | 103  | 103                               |
| Appraisal and<br>Expression of<br>Emotion | Pearson<br>Correlation | .249*                           | .738**                           | 1  | .613**                            |
|   | Sig. (2-tailed)        | .011                            | .000                             |  | .000                              |
|   | N                      | 103                             | 103                              | 103  | 103                               |
| Utilization of<br>Emotion                 | Pearson<br>Correlation | .242*                           | .620**                           | .613**   | 1                                 |
|   | Sig. (2-tailed)        | .014                            | .000                             | .000   |                                   |
|   | N                      | 103                             | 103                              | 103  | 103                               |

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

\*\* Correlation is significant at the 0.01 level (2-tailed).

In addition, multiple linear regression was conducted to investigate the relationship between learners' LA and the scores obtained from three subscales of EQ.

**Table 4**

*Multiple regression with language achievement as criteria and EQ subscales as predictors*

| Criteria             |         | Predictors            |                                     |                        |        |            |
|----------------------|---------|-----------------------|-------------------------------------|------------------------|--------|------------|
|                      |         | Regulation of Emotion | Appraisal and Expression of Emotion | Utilization of Emotion |        |            |
| Language Achievement | $\beta$ | -.006                 | .165                                | .145                   |        |            |
|                      | t       | -.038                 | 1.099                               | 1.123                  |        |            |
|                      | p       | .970                  | .274                                | .264                   |        |            |
| R = .274             |         | $R^2 = .075$          | $R^2_{\text{adjusted}} = .047$      | F = 2.676              | df = 3 | $p = .051$ |

Table 4 indicates that no significant multiple linear regression exists between LA and EQ subscales ( $r = 0.075$ ,  $p = 0.051$ ), and since  $p > .05$ , the multiple linear regression is not significant. In other words, none of the subscales of EQ has a linear relationship with language achievement. The regression coefficient for each subscale of EQ is presented in Table 4.

## Discussion

This study disclosed EQ as a verified way that increases Iranian EFL learners' language achievement. The findings of this study are in line with some of the previous research, as found by Pishghadam (2009) and Salehzade and Lashkarian (2015). The current study also showed that EQ predicts students' language achievement. However, these findings are against those that were revealed by Jamali Nesari et al. (2011) and Karimi et al. (2017). While these studies believe that there is no correlation between the two variables, the view is held in this study that the relationship between the two is statistically significant and positive. One possible reason is that EQ is a fundamental trait of students who deal with studying and learning a new language since some students like learning a second medium while others are not so interested (Changlek & Palanukulwong, 2015; Weiler, 2017; Yamashita, 2018). Such a positive passion helps learners of a second

language to pave new ways for mastering the new language in the form of inventing language learning strategies which are somehow a sign of creativity, as can be verified by previous research (Mall-Amiri & Fekrazad, 2015). The current study did also explore the extent to which the components of EQ can predict language achievement. The result of multiple linear regression in this study revealed no significant relationship between EQ subscales and language achievement. Yahaya et al. (2012) and Ketabdard et al. (2014), however, found that there is a positive relationship between EQ and its components and LA.

Considering that in the present study different questionnaires and subscales were used to investigate EQ and LA of the students, the difference between results of the present study and the research as mentioned earlier indicates that various questionnaires can produce different results, and hence application of different research designs and methodologies may create inconsistent findings.

### **Conclusion**

What distinguishes the present study from other previous research and makes it novel, is its instruments and point of view. To the best knowledge of the researchers, in the Iranian EFL context, no other studies had investigated the relationships between EQ and its components, and LA by using SSEIT questionnaire and general English questions of a university entrance exam. In fact, in most of the other studies that have been conducted in the Iranian context, questionnaires like Bar-On emotional intelligence inventory and Cambridge Language Proficiency Test have been used to consider EQ and its subscales, and language achievement. The other novelty of this research lies in its finding regarding the predictive relationship of EQ and its components with LA. As findings indicated, EQ is in a significant relationship with LA, but none of its components has such a relationship. This finding reveals that we ought to consider EQ as a monolithic whole, not a synthetic feature.

On the other hand, this study is limited to a small sample size which may produce bias. To confirm the findings of this study, it is recommended to

organize other investigations with more participants and different types of tasks, instruments and designs to be able to generalize the findings to other contexts. Another limitation of the present study is its reliance on a single, specific context. The study was conducted in Shiraz, Iran, which might produce different results if it is conducted within another educational context. As a suggestion, it is wise to conduct similar studies in other contexts to compare and contrast the results. In addition, based on the findings and statistical results of the current study, syllabus designers, material developers and teachers are recommended to put more emphasis on the emotional intelligence of the students and select their designing, developing and teaching techniques on the foundation of students' emotions.

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### **Declaration of Interest**

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## **EMOCINIO KOEFICIENTO (EQ) POVEIKIS ANGLŲ KAIP UŽSIENIO KALBOS BESIMOKANTIEMS IRANIEČIAMS**

**Santrauka.** Emocinis koeficientas ir jo spektrų įtaka mokantis kalbos plačiai pripažinti, tačiau ryšys tarp minimų kintamųjų vertintas skirtingai pagal aplinkybes. Šio tyrimo tikslas – išsiaiškinti ryšį tarp iranėčių, besimokančių užsienio kalbos (anglų), emocinio koeficiento (EQ) ir kalbos mokymosi rezultatų (LA) bei kiek galima prognozuoti EQ komponentų įtaką kalbos mokymosi pasiekimams. Pritaikius surašymo atrankos metodą tyrimui buvo atrinkti 138 iranėčiai, bakalauro studijų studentai, besimokantys užsienio kalbos (anglų), iš trijų skirtingų Irano universitetų Shirazo mieste. Duomenims apie kalbos pasiekimus ir emocinį koeficientą rinkti pasinaudota bendrosios anglų kalbos klausimais (stojimo į universitetą egzaminu) ir persų kalba patvirtinto savęs įvertinimo emocinio intelekto testo „Schutte test“ (SSEIT) versija. Duomenys analizuoti SPSS programine įranga. Klausimynus analizei gražino 103 studentai, kurių amžius – 18–27 metai. Rezultatai parodė reikšmingą koreliaciją tarp užsienio kalbą (anglų) studijuojančiųjų EQ ir jų LA. Nors EQ paaiškino 6,7 % studentų LA nepastovumą, nė viena iš EQ subskalių neturėjo linijinio ryšio su LA. Atsižvelgiant į teigiamą EQ ir LA ryšį, švietimo politikos formuotojams ir švietimo paslaugų teikėjams rekomenduojama sutelkti dėmesį į veiksnius, kurie gali pagerinti studentų ir mokytojų emocijas mokymosi aplinkoje.

**Pagrindinės sąvokos:** užsienio kalbos (anglų) mokiniai; emocinis koeficientas (EQ); EQ spektras; užsienio kalbos (anglų) besimokantys iranėčiai; kalbos pasiekimas (LA).