The relationship between EFL learners' emotional intelligence and their affective and compensatory strategies

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Abstract: The present study was conducted to investigate the relationship between Iranian learners' emotional intelligence and their affective and compensatory strategy use at the intermediate level. The participants were a group of 60 Iranian EFL learners doing their general language course at a language institute. To meet the aim of the study, the researchers administered a 90-item emotional intelligence questionnaire and a 50-item Strategy Inventory for Language Learning (SILL) questionnaire to the participants. Data were analyzed through correlation and factor analyses. Results indicated that there was a significant relationship between emotional intelligence and affective strategy use but there was not a significant relationship between emotional intelligence and compensatory strategy use.

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Introduction

An important factor which has been reported to affect language learning is the degree of learners' intelligence. Intelligence is an innate capacity of the individual which can be developed and enhanced by factors like experience and environment. In 1920, Thorndike's hypothesis revealed that true intelligence is not only composed of an academic component, but of emotional and social components. Goleman (1995) suggested that emotional intelligence includes "abilities such as being able to motivate oneself and persist in the face of frustrations to control impulses and delay gratification: to regulate one's moods and keep distress from swapping the ability to think; to emphasize and to hope" (p.34).

On the other hand, the process of learning is naturally connected with learners' feelings which appear in particular situations, e.g., feelings of happiness when fulfilling a task successfully, or on the other hand, feelings of nervousness before an important interview. Learners are supposed to cope with their feelings either positively or negatively and thus affective strategies help them control of their feeling (Kozmonova, 2008). On the other hand, Radwan (2011) stressed that compensation strategies enable learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, using synonyms and circumlocution (e.g. making gestures, language switching and seeking help).

Recently emotional intelligence has become one of the important issues in psychology and has an effect on academic success in education. But the point is that learners show inconsistency in their behavior and their use of language so it is difficult to investigate their feelings in order to find out how high their emotional intelligence is and what affective and compensatory strategies they use.

However, few studies have investigated the relation of emotional intelligence with the kinds of language learning strategies. Therefore, an examination of the relationship between language learners' emotional intelligence and affective and compensatory strategies can shed light on the issue. Considering the importance of emotional intelligence in using language learning strategies, this study aims to investigate the relationship between emotional intelligence and the use of affective and compensatory strategies in an EFL context.

According to Oxford's (1990) classification of language learning strategies, affective and compensatory strategies are two kinds of such strategies. So knowledge of emotional intelligence in relation to affective and compensatory strategy will help teachers reconsider their views about traditional instruction, testing and curriculum. Although many studies have been conducted in the area of emotional intelligence, it appears that few have attempted to investigate the relationship between emotional intelligence and affective and compensatory strategies, and it seems there is a lack of research on this issue in

Iran. In addition, despite the investigation of this relationship, there are still different variables (e.g., second language teaching, language testing, different context) which could be taken into consideration. The significance of this study relates to language teachers, parents, and material developers. If it is found that emotional intelligence is a factor which affects using affective and compensatory strategies, language teacher are then suggested to use techniques in order to enhance learners' emotional intelligence, parents are suggested to be emotionally educated in order to provide conditions which help the learners make better decisions and to be successful in life, and material developers are suggested to design materials which help learners to enhance their emotional intelligence in relation to affective and compensatory strategies used in EFL classrooms.

Research questions

The research questions formulated for this study are:

1. Is there any relationship between Iranian EFL learners' emotional intelligence and their affective strategy use at the intermediate level?
2. Is there any relationship between Iranian EFL learners' emotional intelligence and their compensatory strategy use at the intermediate level?

Emotional Intelligence

There are a lot of arguments about the definition of EI. Among these definitions of the concept, the one proposed by John Mayer and Peter Salovey, who recognize EI as the capacity to process emotional information, has been found the most acceptable one in the society (Mayer and Salovey, 1997). Salovey and Mayer (1990) 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 action".

Endler, Kantor, and Parker (1994) stated that students showing coping style classified as active or task-focused being more academically successful and less likely to drop out. According to Goleman's view focusing only on academic development is not enough, because a lack of emotional intelligence often cause inappropriate behavior in particular student. So unless social skills and emotional growth happen, students can effectively deal with their problematic behavior (Jordan and Metais, 2000).

In another study Mestre, Guil, Lopes, Salovey, and Gil-Olarte (2006) tried to discover whether there is any relationship between emotional intelligence and social and academic adaptation for males and females to school. The sample consisted of 127 Spanish adolescents. Participants were aged 14 to 17 years and 50.4% were girls. The ability to understand and manage emotions assessed by a performance measure of emotional intelligence (the MSCEIT) and it correlated positively with teacher ratings of academic achievement and adaptation for both males and females. Among girls these emotional abilities also correlated positively with peer friendship nominations. After controlling for the Big Five personality traits and IQ, the ability to understand and manage emotions remained significantly associated with teacher ratings of academic adaptation among boys and peer friendship nomination among girls. Self-perceived emotional intelligence not relate to these criteria.

Pishghadam (2009) tried to explore the relationship between emotional intelligence and foreign language learning. Participants were 508 university students majoring in English language and literature, teaching and translation at four universities in Iran (Mashhad and Tehran). Students were asked to complete the Bar-On Emotional Quotient Inventory (EQ-I). Also their scores in listening, speaking, reading, writing, and GPA were obtained also. The results reveal that although total EQ and its subscales were poor predicators of second language learning, several subscales were significant predicators of reading (stress management, adaptability, general mood), GPA (all subscales),writing (stress management), and speaking (intrapersonal, interpersonal, stress management, general mood).

Ogundokun and Adeyemo (2010) examined the moderating influence of emotional intelligence, age and academic motivation on academic achievement of secondary school students. The participants were 1563 (males: 826, female: 737) secondary school students from Oyo state, Nigeria. Their age ranged between 12 to 17 years and the mean age was 15.96 years. All the participants of the study were administered the four instruments, namely Intrinsic and extrinsic motivation scale, Mathematic achievement test, English language achievement test, and Emotional intelligent behavior inventory. The results revealed that academic motivation, emotional intelligence and age were effective predicators mildly associated to academic achievement. Therefore the academic performance of the students could be improved and prevent other teaching-learning obstacles.

In a study conducted by Hasanzadeh and Shahmohamadi (2011) the relationship between emotional intelligent and foreign language learners' achievement in Iranian context was investigated. Participants of this study were 111 high intermediate language learners. The participants completed Bar-On questionnaire in half an hour and learners' language achievement (LA) was computed based on the average score of the final examinations of the learners' scores in two successive terms. The final examination is a general achievement test consisting of listening, structures, vocabulary and reading section. The regression analysis was run to find out which

dimension of EQ has predictive power in the learners' language achievement and Pearson product-moment correlation were applied to determine the role of learners' EQ in their language success. The results indicated no relationship between total emotional intelligence and language achievement, but some of the main components of emotional intelligence, i.e. self-assertion, independence, and optimism has statistically meaningful relationship with language achievement. Moreover, regression analysis demonstrate two of the main components of emotional intelligence, interpersonal and intrapersonal intelligence, can predict language achievement. The results also indicated emotional intelligence and age are positively correlated.

In a study Jahandar, Khodabandehlou, Seyedi, and Dolat Abadi (2012) attempted to determine the impact of emotional intelligence components on listening proficiency together with gender differences in some of the significant emotional competencies. Participants of the study were 168 intermediate learners (males:75 and females: 93) who were chosen randomly from among English students. The Bar-On EQ-I is used to obtain the emotional scores of the learners and then they took a TOEFL listening comprehension test. From the results of the study it can be concluded that the EI components have significant impact on listening in males and females. Additionally, by considering the gender through the influence of EI components this impact on female learners is greater than male. Results also found that the Stress Tolerance, Interpersonal Relationship and Flexibility have greater impact on listening in male and female but male ought to be stronger to improve 'Stress Tolerance'.

Motallebzadeh and Azizi (2012) studied the relationship between Iranian higher intermediate EFL learners' emotional intelligence and their performance on TOEFL/PBT. They asked a group of students to take a TOEFL/PBT and the Bar-On EQ questionnaire. The results showed that there was the positive relationship between emotional intelligent abilities and its subcategories with TOEFL/PBT.

Language Learning Strategies

Over the last decades there has been a lot of emphasis on learners and learning rather than teachers and teaching. In parallel to this emphasis an interest to how learners process new information, what kind of strategies they use to learn, understand, or remember the information has been the primary concern of researchers tackling the area of Second Language Learning Strategies (SLLs).

Oxford (1990) defined language learning strategies as specific actions taken by learners to make learning easier, faster, more self-directed and more enjoyable (as cited in Kashefian-Naeeini, Maroof, and Salehi, 2011).

It should be note that this research specifically focus on Compensatory and Affective strategies; therefore, the following parts of this chapter illustrate them in detail.

Compensation Strategies (direct)

As the term suggests, compensation strategies deal with the issues of compensations (Kozmonova, 2008). Radwan (2011) stressed that these strategies enable learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, using synonyms and circumlocution (e.g. making gestures, language switching and seeking help).

According to Oxford (1990:47), as cited in Kozmonova (2008), compensation strategies enable learners to use the new language for either comprehension or production despite limitation in knowledge. Also, Kozmonova (2008) stated that based on either comprehension or production, compensation strategies are divided into two groups, those related to comprehension and thus to language skills of listening and reading under the term of guessing intelligently in reading and listening and those related to production and thus to language skills of writing and speaking under the term of overcoming limitations in writing and speaking.

Affective strategies

The process of learning is naturally connected with learners' feelings which appear in particular situations, e.g., feelings of happiness when fulfilled a task successfully, or on the other hand, feelings of nervousness before an important interview. Learners are supposed to cope with their feelings either positively or negatively and thus affective strategies help them control of their feeling (Kozmonova, 2008).

According to Radwan (2011) these strategies help learners through increasing their motivation, lowering their anxiety levels, and controlling their emotions (e.g., using music to lower anxiety, discussing feelings with others).

Oxford (1990) emphasized that teachers have an important role in creating an influence over the emotional atmosphere of the classroom. There are three ways how to achieve it, namely encouraging yourself, lowering your anxiety, and taking your emotional temperature.

Zarafshan and Ardeshiri (2012) conducted a study to explore the relationships between EI profiles, LLS and English language proficiency among 135 Iranian EFL university students who were majoring in English teaching and translation from Islamic Azad University. Nelson Proficiency Test, Bar-On Emotional Intelligence Questionnaire and Strategy Inventory for language learning (SILL) were used as

instruments. The data were analyzed by correlation and regression methods. Results revealed that there was a positive relationship between English proficiency and use of language learning strategies but a negative relationship between emotional intelligence and English proficiency. Moreover, the findings indicated that Iranian EFL learners are more willing to use metacagnitive strategies followed by affective strategies but social strategies were the least used by Iranian undergraduate students. So, these findings could serve as recommendations to teachers to modify instruction, select a variety of appropriate teaching materials to meet the learners with different abilities and provide variety of opportunities for learners in the classroom as Zarafshan and Ardeshiri (2012) stated.

In this regard, Akbari and Hosseini (2008) also found a relationship between learners' multiple intelligence scores and their use of different language learning strategies.

Unlike studies mentioned above, Razmjoo (2008) who criticized multiple intelligence theory stated that there was no relationship between multiple intelligence and language proficiency.

Language learning strategy and multiple intelligence

In a study Hajhashemi, Ghombavandi, and Amirkhiz (2011) attempted to find out the relationship between the MI and language learning strategies used by Iranian EFL high school students. Participants of the study consist of 229 students (121 males, 108 females). Findings revealed a low, positive correlation between the MI and learning strategies. Also there was a low, positive correlation between MI and different strategy types. The highest correlation did exist between MI and metacognitive strategies, followed by compensation and cognitive strategies. Moreover, the results showed that Iranian students mostly use metacognitive strategies followed by social strategies.

Language learning strategy and academic achievement

Sariçoban and Saricaoğlu (2008) examined the effect of the relationship between learning and teaching strategies on the academic achievement. The findings showed a statistically significant difference among all types of strategies used by learners and teachers. Although the relation of the compensation strategy and the academic success of the students was statistically significant, the affective strategy have a negative meaningful relation with the academic success of the students. Also both teachers and students used metacognitive and compensation strategies more than the other strategies.

Moreover, Al-Natour (2012) conducted a study to investigate the language learning strategies that are most frequently used by EFL learners at Yarmouk University. The results indicated that those students use indirect strategies more than direct ones. Moreover, there are differences between males and females in their use of language learning strategies. There are also statistically significant differences in learners' use of learning strategies attributed to academic level in favor to the forth year students.

2.15.4. Frequency of Language learning strategies

In a class-room based research conducted by Querol (2010) the use of Affective Language Learning Strategies (ALLS) and Social Language Learning Strategies (SLLS) of 24 senior education students majoring in English in a private university and possible relation between the two taxonomies were studied. The results of the study showed that the students used ALLS and SLLS but the use of these strategies was not optimized. Also the use of ALLS and SLLS was positively correlated. Finally the researcher concluded that effective use of strategies lead to better language learning; therefore, students should be trained properly to make good use of these strategies to develop successful learning processes.

Karami and Rastegar (2012), conducted a study to explore the relationship among Iranian EFL learners' emotional intelligence, their affective and social strategy use, and their academic achievement. The findings of the study revealed that there were significant positive relationships between the following pairs: EI and academic achievement, EI and affective strategy use; EI and social strategy use; and affective and social strategy use. However, no significant relationships were found between the participants' social and affective strategy use and their academic achievement.

Similarly, Zare and Noordin (2011) stated that the appropriate and frequent use of learning strategies would result in better achievement in learning the target language and assist the learner to gain more autonomy and independence in the process of language learning. Therefore, following this view they did a study to determine the relation between language learning strategy use and reading comprehension achievement among Iranian undergraduate EFL learners. The study also explored the category of strategies which is more predictive of reading comprehension success. The findings demonstrated that the overall use of language learning strategies had a strong positive correlation with reading comprehension achievement. Moreover, the category of metacognitive strategies was the best predicator of reading comprehension achievement.

Nikoopour, Farsani, and Neishabouri (2011) conducted a study to investigate the most preferred strategy used by EFL students in Iran. Participants of the study consist of 137 EFL learners randomly selected from four universities in Iran. They were

male and female students majoring in TEFL at the MA level. In order to assess the learners' strategy use frequently in language learning SILL was used as an instrument. The findings indicated that Iranian EFL learners used metacognitive, affective, compensation, cognitive, social, and memory strategies respectively, that is, Iranian EFL learners mostly use metacognitive strategies while memory strategy was used as the least.

Daneshvar (2012) conducted a study to discover the type and frequency of language learning strategies that Iranian advanced EFL learners use in learning a language. Participants of the study were 60 IELTS students as well as university students. They took an Oxford SILL questionnaire during one session and were required to answer on a five-point Likert scale. They were told that the results of their test would not affect their course results. According to the analysis of data, some sorts of strategies were used more and some, less frequently than others. Moreover, the results showed that the most frequently LLS employed by learners was metacognitive. Also, the least frequently used strategies by IELTS students were affective strategies, while the least frequently used strategies by the university students were memory and affective and compensation strategies respectively. The findings include pedagogical implications for teachers, learners, and material designers.

Language learning strategies and emotional intelligence

In a study Olivares-Cuhant (2011) gained insights into learner factors prominent in high-poverty urban schools. Some general psychological constructs (namely learning styles/ strategies and emotional intelligence) were specifically as learner factors in this study. Three surveys were administered to students attending a high-poverty, urban middle school; so, their learning style preferences, language learning strategy use and emotional intelligence can be measured. The findings indicated that there was a strong preference for kinesthetic and sensing-perceiving learning style. Moreover, the level of use of affective learning strategies were high and the cognitive, metacognitive and memory strategies were medium. Results also showed a low level of emotional intelligence in the interpersonal, stress management and adaptability scales and an average one in intrapersonal and positive impression scale. Different ethnic groups in this study revealed the divergent tendencies in learning preferences and learning strategy too.

Shahmohamadi and Hasanzadeh (2011) conducted a study to investigate the relationship between emotional intelligence and learning strategies. The participants of the study involved 100 university learners. In order to collect the date they administered two questionnaires: Bar-On questionnaire and Learning And Studying Strategies Inventory (LASSI). The results showed a significant relationship between learners' emotional intelligence and their learning strategies. But in terms of the correlation between the learners' major and their emotional intelligence and learning strategies no significant results were shown in the study.

Participants

The participants of this study were a group about 60 Iranian EFL learners doing their general language course at a language institute. There are different classes basis of their academic achievement and the criteria as well as the cut-off scores set by the institutes standards and policies. All of the students are female and the reason of choosing them from the intermediate level is the homogeneity of the students.

Instruments and Procedures

In order to measure emotional intelligence, a questionnaire developed by Bar-On (1999) was employed; it consists of 90 questions, the scale of quantification or the measurement of each question is multiple choice format, which includes five responses, and the participants were asked to choose the most appropriate answer among the other choices within each item. For the students' convenience and to make emotional connections with the circumstances noted in the questions, the questionnaire is translated in Farsi. Each item in the questionnaire has claimed to have a specific construct. The items in the questionnaire are divided into problem solving, happiness, independence, stress tolerance, self actualization, emotional self-awareness, reality testing, interpersonal relations, optimism, self-respect, impulse control, flexibility, responsibility, empathy, and assertiveness. Each construct consists of six items (see Appendix A). A Strategy Inventory for Language Learning (SILL) questionnaire which was developed by Oxford (1990) were also administered. It is one of the most frequently used manuals of strategy assessment tool currently available and was applied to determined the frequently of use of language learning strategies. The version of SILL used in this study is a 50 Likert-type item instrument that is grouped into two main groups, direct strategies which are divided into memory, cognitive and compensation strategies and indirect strategies which are classified into metacognative, affective and social strategies (see Appendix B). As this study aimed to investigated the use of affective and compensatory strategies, the scores of the other strategies are not considered. Meanwhile, in order to maximize the concentration on the test and minimize the effects of students' stress, they were asked to answer the questions in a silent class and they were told that the results of their test would not affect their course results.

Table 3.1. Construct of items in the EI questionnaire

Subcomponents of El	Items in the EI questionnaire					
Problem- solving	1	16	31	46	61	76
Happiness	2	17	32	47	62	77
Independence	3	18	33	48	63	78
Stress Tolerance	4	19	34	49	64	79
Self- actualization	5	20	35	50	65	80
Emotional Self-awareness	6	21	36	51	66	81
Reality testing	7	22	37	52	67	82
Interpersonal Relation	8	23	38	53	68	83
Optimism	9	24	39	54	69	84
Self- respect	10	25	40	55	70	85
Impulse control	11	26	41	56	71	86
Flexibility	12	27	42	57	72	87
Responsibility	13	28	43	58	73	88
Empathy	14	29	44	59	74	89
Assertiveness	15	30	45	60	75	90

Table 3.2. Construct of items in the SILL questionnaire

Types of strategies	Items in the SILL questionnaire
memory	1, 2, 3, 4, 5, 6, 7, 8, 9
cognitive	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
compensation	24, 25, 26, 27, 28, 29
metacognitive	30, 31, 32, 33, 34, 35, 36, 37, 38
affective	39, 40, 41, 42, 43, 44
social	45, 46, 47, 48, 49, 50

Data analysis

A Pearson correlation was conducted to find initially any significant relationship between emotional intelligence and affective and compensatory strategy uses. The Pearson correlation was also run between the subcomponents of emotional intelligence and their affective and compensatory strategy uses. Of course in order to run the Pearson correlation the data were measured on an interval scale and they enjoy normal distribution; therefore, the Normality tests were conducted in this regard. Moreover, Factor analysis was carried out to probe the underlying constructs of the fifteen subcomponents of the emotional intelligence and the affective and compensatory strategy uses.

Testing Assumptions

In order to run the Pearson correlation two main assumptions must be met; the data should be measured on an interval scale and they should enjoy normal distribution. The present data are measured on an interval scale and they enjoy normal distribution. As displayed in Table 4.1 the values of skewdness and kurtosis are within the ranges of +/- 2 (Bachman, 2005).

Table 4.1 Normality tests

	N	Skewdness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Problem Solving	60	-.050	.309	-.567	.608
Happiness	60	-.075	.309	.064	.608
Independence	60	.578	.309	.854	.608
Stress Tolerance	60	.113	.309	-.379	.608
Self-actualization	60	-.069	.309	.049	.608
Emotional Self-Awareness	60	.034	.309	-.660	.608
Reality Testing	60	.547	.309	1.256	.608
Interpersonal Relations	60	.530	.309	1.119	.608
Optimism	60	-.285	.309	-.695	.608
Self-respect	60	.116	.309	-1.049	.608

Impulse Control	60	-.080	.309	-.818	.608
Flexibility	60	.053	.309	-.911	.608
Responsibility	60	.085	.309	-.437	.608
Empathy	60	-.609	.309	.395	.608
Assertiveness	60	-.638	.309	-.212	.608
Affective	60	.058	.309	-.742	.608
Compensation	60	-.372	.309	.222	.608

Research Question 1:

Is there any relationship between Iranian EFL learners' emotional intelligence and their affective strategy use at intermediate level?

A Pearson correlation is run to probe any significant relationship between Iranian EFL learners' emotional intelligence and their affective strategy use at intermediate level. Based on the results displayed in Table 4.2 it can be concluded that there is a significant relationship between the two variables (r (58) = .27, P = .036 < .05; it represents an almost moderate effect size). Thus the first null-hypothesis as there is not any relationship between Iranian EFL learners' emotional intelligence and their affective strategy use at intermediate level **is rejected** although the results should be interpreted with cautious due to the moderate effect size of the correlation coefficient. It should be noted that Pearson correlation coefficient has three effect size values which show the quality of the relationship between the two variables; .1 and below = weak, .3 = moderate and .5 and above = strong (Field, 2009).

Table 4.2 Pearson Correlation Affective Strategy Use with EQ and Its Subcomponents

		Affective
EI	Pearson Correlation	.271*
	Sig. (2-tailed)	.036
	N	60
Problem Solving	Pearson Correlation	.638**
	Sig. (2-tailed)	.000
	N	60
Happiness	Pearson Correlation	.154
	Sig. (2-tailed)	.241
	N	60
Independence	Pearson Correlation	.259*
	Sig. (2-tailed)	.046
	N	60
Stress Tolerance	Pearson Correlation	.116
		Affective
EI	Pearson Correlation	.271*
	Sig. (2-tailed)	.036
	N	60
Problem Solving	Pearson Correlation	.638**
	Sig. (2-tailed)	.000
	N	60
Happiness	Pearson Correlation	.154
	Sig. (2-tailed)	.241
	N	60
Independence	Pearson Correlation	.259*
	Sig. (2-tailed)	.046
	N	60
Stress Tolerance	Pearson Correlation	.116
	Sig. (2-tailed)	.377
	N	60
Self-Actualization	Pearson Correlation	-.142
	Sig. (2-tailed)	.280
	N	60
Emotional Self-Awareness	Pearson Correlation	.076
	Sig. (2-tailed)	.565
	N	60
Reality Testing	Pearson Correlation	.285*
	Sig. (2-tailed)	.028
	N	60
Interpersonal Relations	Pearson Correlation	.170
	Sig. (2-tailed)	.194
	N	60
Optimism	Pearson Correlation	.150
	Sig. (2-tailed)	.252
	N	60
Self-Respect	Pearson Correlation	.077
	Sig. (2-tailed)	.558
	N	60
Impulse Control	Pearson Correlation	.088
	Sig. (2-tailed)	.501
	N	60
Flexibility	Pearson Correlation	.012
	Sig. (2-tailed)	.928
	N	60
Responsibility	Pearson Correlation	.038
	Sig. (2-tailed)	.772
	N	60
Empathy	Pearson Correlation	.141
	Sig. (2-tailed)	.281
	N	60
Assertiveness	Pearson Correlation	.274*
	Sig. (2-tailed)	.034
	N	60
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

Table 4.3 also displays the relationships between the affective strategy uses with the 15 subcomponents of the emotional intelligence of which four show significant relationships and the rest do not show any significant correlation with affective strategy uses as follows;

There are significant relationships between problem-solving (r (58) = .63, P = .000 < .05; it represents a strong effect size), reality testing (r (58) = .28, P = .025 < .05; it represents an almost moderate effect size), assertiveness (r (58) = .27, P = .034 < .05; it represents an almost moderate effect size) and independence (r (58) = .25, P = .046 < .05; it represents an almost moderate effect size) with emotional intelligence.

On the other hand, flexibility (r (58) = .01, P = .928 > .05; it represents a weak effect size) and responsibility (r (58) = .038, P = .772 > .05; it represents a weak effect size) show the lowest correlations with the affective strategy use.

Research Question 2:

Is there any relationship between Iranian EFL learners' emotional intelligence and their compensatory strategy use at intermediate level?

A Pearson correlation is run to probe any significant relationship between Iranian EFL learners' emotional intelligence and their compensatory strategy use at intermediate level. Based on the results displayed in Table 4.3 it can be concluded that there is not any significant relationship between the emotional intelligence and compensatory strategy use (r (58) = .065, P = .622 > .05; it represents a weak effect size). Thus the second null-hypothesis as there is not any relationship between Iranian EFL learners' emotional intelligence and their compensatory strategy use at intermediate level is supported.

Table 4.3 also displays the relationships between the compensatory strategy uses with the 15 subcomponents of the emotional intelligence of which four show significant relationships and the rest do not show any significant correlation with compensatory strategy uses as follows;

There are significant relationships between problem-solving (r (58) = .75, P = .000 < .05; it represents a strong effect size), flexibility (r (58) = -.38, P = .002 < .05; it represents a moderate to large effect size), assertiveness (r (58) = .37, P = .003 < .05; it represents a moderate to large effect size) and happiness (r (58) = .27, P = .033 < .05; it represents an almost moderate effect size) with emotional intelligence.

On the other hand, independence (r (58) = .02, P = .860 > .05; it represents a weak effect size) and responsibility (r (58) = -.061, P = .644 > .05; it represents a weak effect size) show the lowest correlations with the compensatory strategy use.

It should be noted that out of fifteen subcomponents of emotional intelligence, six show negative relationships with compensatory strategy use.

Table 4.3 Pearson Correlation Compensatory Strategy Use with EQ and Its Subcomponents

		Compensation
EI	Pearson Correlation	.065
	Sig. (2-tailed)	.622
	N	60
Problem Solving	Pearson Correlation	.752**
	Sig. (2-tailed)	.000
	N	60
Happiness	Pearson Correlation	.275*
	Sig. (2-tailed)	.033
	N	60
Independence	Pearson Correlation	.023
	Sig. (2-tailed)	.860
	N	60
Stress Tolerance	Pearson Correlation	-.095
	Sig. (2-tailed)	.469
	N	60
Self-Actualization	Pearson Correlation	-.173
	Sig. (2-tailed)	.187
	N	60
Emotional Self-Awareness	Pearson Correlation	-.144
	Sig. (2-tailed)	.273
	N	60
Reality Testing	Pearson Correlation	.176
	Sig. (2-tailed)	.179
	N	60
Interpersonal Relations	Pearson Correlation	-.067
	Sig. (2-tailed)	.610
	N	60
Optimism	Pearson Correlation	.236
	Sig. (2-tailed)	.069
	N	60
Self-Respect	Pearson Correlation	.249
	Sig. (2-tailed)	.055
	N	60
Impulse Control	Pearson Correlation	.141
	Sig. (2-tailed)	.284
	N	60
Flexibility	Pearson Correlation	-.388**
	Sig. (2-tailed)	.002
	N	60
Responsibility	Pearson Correlation	-.061
	Sig. (2-tailed)	.642
	N	60
Empathy	Pearson Correlation	.236
	Sig. (2-tailed)	.069
	N	60
Assertiveness	Pearson Correlation	.374**
	Sig. (2-tailed)	.003
	N	60
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

Discussion

This study examined two research questions. First research question explored the relationship between emotional intelligence and affective strategy use. The results of correlation procedure showed that

there is a significant relationship between emotional intelligence and affective strategy use (r (58) = .27, P = .036 < .05; it represents an almost moderate effect size). Thus the first null-hypothesis is rejected although the results should be interpreted with cautious due to the moderate effect size of the correlation coefficient. On the other hand, the affective strategy uses have significant relationship with four subcomponents of emotional intelligence namely, problem-solving (r (58) = .63, P = .000 < .05; it represents a strong effect size), reality testing (r (58) = .28, P = .025 < .05; it represents an almost moderate effect size), assertiveness (r (58) = .27, P = .034 < .05; it represents an almost moderate effect size) and independence (r (58) = .25, P = .046 < .05; it represents an almost moderate effect size) and the rest do not show any significant correlation with affective strategy uses. However, flexibility (r (58) = .01, P = .928 > .05; it represents a weak effect size) and responsibility (r (58) = .038, P = .772 > .05; it represents a weak effect size) show the lowest correlations with the affective strategy use.

To some extent, the findings of this study are in line with the findings of the previous literature and studies. Karami and Rastegar (2012) found that there was a significant positive relationship between emotional intelligence and affective strategy use. Bastain, Burns, and Nettelbeck (2005) showed in a study that higher emotional intelligence was correlated with lower anxiety. In a study done by Fernandez-Berrocal and Extremera (2006) high levels of mood and emotional clarity were related to social functioning, mental health, high role physical and general health, and low level of anxiety and depression. Sunil and Rooprai (2009) concluded that the high and low level of emotional intelligence establish a relation to some extent with anxiety and stress. Also the negative correlations of emotional intelligence with anxiety and stress indicates that emotional intelligence is a helpful tool in dealing with anxiety and stress at workplace. In a study Mohammadi and Mousalou (2012) found a negative correlation between the speech anxiety and total emotional intelligence. Also, speech anxiety has negative correlations with amid the speech anxiety with interpersonal, impulse control, empathy, interpersonal relationship and social responsibility.

The results of the present study are also compatible with the results of a study by Olivares-Cuhant (2011) who found that the level of affective strategy uses were high among the students but there was a low level of emotional intelligence in the interpersonal, stress management and adaptability and an average one in intrapersonal and positive impression scale. Shahmohamadi and Hasanzadeh (2011) showed in a study that there was a significant relationship between learners emotional intelligence and their learning strategies. Also, Zare and Noordin (2011) stated that the appropriate and frequent use of learning strategies assist the learner to gain more autonomy and independence in the process of language learning. In a study conducted by Leung and Li (n.d.) it was found that personality and emotional intelligence are the significant predicators of learning motivation. Moreover, Dubey (2012) in a study found that there is a positive relationship between emotional intelligence and academic motivation. The study also found that students with high, low, and moderate academic motivation differ from one another on emotional intelligence.

Thus, the results of these studies generally approve the existence of a significant relationship between emotional intelligence and affective strategy uses.

The second question examined whether there is any relationship between emotional intelligence and compensatory strategy use. It was clarified that there is not any significant relationship between the emotional intelligence and the compensatory strategy use (r (58) = .065, P = .622 > .05; it represents a weak effect size). Therefore, the second null hypothesis is supported. On the other hand, the compensatory strategy uses have significant relationship with four subcomponents of emotional intelligence namely, problem-solving (r (58) = .75, P = .000 < .05; it represents a strong effect size), flexibility (r (58) = -.38, P = .002 < .05; it represents a moderate to large effect size), assertiveness (r (58) = .37, P = .003 < .05; it represents a moderate to large effect size) and happiness (r (58) = .27, P = .033 < .05; it represents an almost moderate effect size) and the rest do not show any significant correlation with compenatory strategy uses. However, independence (r (58) = .02, P = .860 > .05; it represents a weak effect size) and responsibility (r (58) = -.061, P = .644 > .05; it represents a weak effect size) show the lowest correlations with the compensatory strategy use. Also it should be noted that out of fifteen subcomponents of emotional intelligence, six show negative relationships with compensatory strategy use.

Motallebzadeh (2009) concluded from his study that except for empathy and social responsibility as interpersonal categories there was a strong relationship between emotional intelligence and EFL learners' reading comprehension ability; while in current study there was not any relationship between emotional intelligence and guessing intelligently in reading. On the other hand, Motallebzadeh (2009) stated that empathy and social responsibility have no relationship with reading comprehension and this is compatible with the current study.

However, the findings of this study are different from the findings reported by Zare and Noordin (2011) who found that the overall use of language learning strategies had a strong positive correlation with reading comprehension. Also Jahandar, Khodabandehlou, Seyedi, and Dolat Abadi (2012) concluded that the EI components have significant impact on listening proficiency in males and females. In this regard, their findings revealed that the stress tolerance, interpersonal relationship and flexibility have great impact on listening in males and females. In the current study also flexibility have a significant relationship with compensatory strategy use while stress tolerance and interpersonal relationship don't have a significant relationship with compensatory strategy use.

In the current study there was not any relationship between emotional intelligence and compensatory strategy use; however, these findings are different from the findings reported by Shahmohamadi and Hasanzadeh (2011) who found a significant relationship between learners' emotional intelligence and their learning strategies. In addition, Leung and Li (n.d.) found that emotional intelligence is the significant predicator of learning strategies. In a study Zare and Noordin (2011) found that the appropriate and frequent use of learning strategies assist the learners to be independent in the process of learning, while in the present study the relationship between compensatory strategy and independence is weak. In the present study it was found a significant relationship between flexibility and compensatory strategy; however, the findings of this study are different from the findings reported by Faryadres and Lavasani (2010) who concluded that compensatory strategy don't have affect on flexibility.

In the current study there was no significant relationship between the impulse control and the compensatory strategy. This finding is compatible with the results of a study by Motallebzadeh and Azizi (2012) who found that impulse control has the lowest non-significant relationship with all the components of TOEFL/PBT.

Pedagogical implications and applications

Instruction has the major and significant role in every EFL classrooms. In fact as Stern (1983) stated instruction should lead to learners' success. In addition, since emotional intelligence has a great importance in second language learning success and academic achievement, teachers are expected to be familiar with it and consider emotional intelligence as an important factor in learning generally and language learning specifically. Then teachers can find out ways to raise emotional intelligence of the learners. Teachers can also be a provider of information, maintain a healthy relationship with learners and be a crucial model for learners. However, second language learning does not happen in isolation and vacuum. It requires social and emotional skills.

When teachers instruct emotional intelligence in the class, they actually teach the key human skills. They find out the learners are not getting the key emotional and social skills need for a better life at home or in the society. So schools should be a place for socializing and preparing them for life and teachers play an active and valuable role in teaching the learners how to handle other people, cooperate and get along with others. Teachers consider the cooperative learning exercise and plays in classes which are useful things and teach learners how to handle their anger, to negotiate, and to learn when the group is under the pressure how to get along with it and not simply left the group.

So these programs raise emotional competencies of the learners and try to make them emotionally and socially literate to solve the psychological problems accruing in foreign language classes, especially in EFL circumstances. Also, teachers should not forget the promising results of teaching affective and compensatory strategies to learners. Consequently, the students learn how to apply these strategies to different language activities, how to extend these strategies in new tasks both in the class and in the real life where language skills are required.

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