Chapter One

Introduction

In theory, there is no difference between theory and practice. But, in practice ,there is.
Jan L.A. van de Snepscheut

Language learning and as a result of it performance in a second or foreign language is a phenomenon which encompasses emotions and affective factors, because a learner usually experiences positive and negative feelings in the way of learning. Furthermore, he should interact with other people and face with social situations to develop his language skills. Therefore learner's feelings and emotions are really important. According to affective theories of learning, second/foreign language learning happens in social situations and learners' affective variables are really essential in learning a second/foreign language (Richards & Rodgers, ۲۰۰۱). A lot of theories in second/foreign language learning focus on the role of emotional factors, personal characteristics, context and social relationships. It seems that second/foreign language learning associates with a new concept in psychology known as "Emotional Intelligence" in such aspects. Emotional intelligence (EI) is a concept which is closely related to the cognitive and affective characteristics of a person (Brown, ۲۰۰۰).

EI has generated a great deal of interest in the field of psychology. There was a time when IQ (intelligence quotient) was considered the leading determinant of success. Goleman (۱۹۹۵) in his book *"Emotional Intelligence"*, based on brain and behavioral research, argues that our IQ-idolizing view of intelligence is far too narrow. Instead, Goleman makes the case for

"Emotional Intelligence (EI)" or "Emotional Quotient (EQ)" being the strongest indicator of human success. He defines emotional intelligence in terms of self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved by friends, partners, and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationships. Emotional Intelligence is the ability to identify, use, understand and manage emotions (Goleman, ١٩٩٥).

The model introduced by Goleman (١٩٩٨) focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs (Bradberry & Greaves, ٢٠٠٥):

١. Self-awareness — the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

٢. Self-management — involves controlling one's emotions and impulses and adapting to changing circumstances.

٣. Social awareness — the ability to sense, understand, and react to others' emotions while comprehending social networks.

٤. Relationship management — the ability to inspire, influence, and develop others while managing conflict. (p.١٢١)

Here this question can be asked "is it important in second/foreign language learning to be emotionally intelligent?" and this question would be the basis of our study. Thus, the aim of the present study is to examine the relationship between the emotional intelligence and the academic achievement of university students majoring in English language in Ilam city.

۱.۲. *Statement of the Problem*

Second/foreign language learning is a very complicated phenomenon which encompasses a lot of factors such as the environment of learning, the teacher, methods of teaching, materials to learn, the learner, and many other variables. One of the most important groups of variables is related to the learner. Learners vary enormously in how successful they are in learning a second language. All people acknowledge that some individuals learn a second/foreign language easily and some with more difficulty. Among so many factors contributing to second/foreign language learning success, including motivation, attitude or personality types, Chastain (۱۹۸۸) suggests that affective variables play the most essential role in the successful second/foreign language learning.

Learner's emotions and feelings are the permanent affective variables which accompany him in the way of learning all the time. As a learner one cannot ignore his emotions and continue learning without any troubles. When someone intends to learn a new language, he definitely deals with many frustrations and difficulties which trigger his negative feelings. Then he may be discouraged to continue learning of the new language, first avoid it temporarily, and sometimes decide to delay or stop it completely. Therefore the processes of second/foreign language learning would be really slow, behind schedule, and in some cases may be stopped. In any case, the learner has to identify his positive and negative feelings, and try to manage and control them.

Furthermore, communication and interaction with others are the necessary factors for improving second/foreign language skills. Consequently, every learner should have a kind of interaction with others. For having a good connection with other learners, the person may need to have some special abilities in communication. Our learner has to identify good and suitable

opportunities for communication, choose the interested addressee, try to get into a conversation, manage the conversation, identify nonverbal clues, change the topic, and finally end the conversation. Of course there are many other important interactive details before and after a conversation.

Parallel with these, there is a very new and interesting concept in psychology known as "Emotional Intelligence (EI)" or "Emotional Quotient (EQ)" which is closely related to a person's emotions and feelings and his interaction with others (Goleman, ١٩٩٥). Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them and to use the information to guide one's thinking and actions (Goleman, ١٩٩٥). Language learning, on the other hand, is designed to serve communicative purposes (Brown, ٢٠٠١). For all these reasons, success in second/foreign language learning favors the individuals with high emotional intelligence levels. However, a study should be conducted on the idea.

This study on foreign Language Learning provides a definition of emotional intelligence and addresses the question whether emotional intelligence plays a more significant role in foreign language learning. Second/foreign Language learning is a concept that depends on both the learner and the instructor in terms of human psychology and interpersonal communication. The research aims to prove that it is important in foreign language learning to be emotionally intelligent, that is, having the ability to recognize, employ, comprehend and manage emotions.

The following research questions were posed for this study: ١) Is there any significant relationship between the EQ of university students majoring in English language and their academic achievement? ٢) Is there any significant relationship between the self-awareness of

university students majoring in English language and their academic achievement? ٣) Is there any significant relationship between the self-management of university students majoring in English language and their academic achievement?٤) Is there any significant relationship between the social awareness of university students majoring in English language and their academic achievement?٥) Is there any significant relationship between the relationship management of university students majoring in English language and their academic achievement?٦) Which of the components of EQ (self-awareness, self-management, social awareness, and relationship management) account for the observed variance in students' academic achievement?

١.٣. Significance of the Study

Since ١٩٩٠, when for the first time emotional intelligence was introduced, it has become a buzzword in psychology and has been used in so many fields including education, management studies, and artificial intelligence. Goleman (١٩٩٥), the prominent spokesperson for emotional intelligence, held that roughly ٨٠ percent of the variance among people in various forms of success that is unaccounted for by IQ tests and similar tests can be explained by other characteristics that constitute emotional intelligence.

Research has demonstrated that EQ more than IQ accounts for success in life and education (Goleman, ١٩٩٥; Salovey & Mayer, ١٩٩٠). Much research findings suggest that emotional intelligence is important for work settings (Carmeli, ٢٠٠٣), and classrooms (Petrides, Frederickson, & Furnham, ٢٠٠٤), and enhances performance in interviewing (Fox & Spector, ٢٠٠٠), cognitive tasks (Shuttes, Schuetplez, & Malouff, ٢٠٠١), and contextual performance (Carmeli, ٢٠٠٣).

This study aims to explore the role of the emotional intelligence in the foreign language learning field. The significance of this research can be summarized in a theoretical and applied perspective. From a theoretical perspective, the study is significant in that it will provide new insights on the learners' EQ and its components in foreign language learning.

From an applied perspective, the significance of the study lies in that it may have many implications for different practitioners in foreign language learning. Because according to Goleman (١٩٩٥), this kind of intelligence in contrary to IQ is improving by teaching special techniques. Therefore this can be noticeable for language classes, teachers, and students. If a significant correlation between emotional intelligence and foreign language learning will be confirmed, instructing teachers about the EQ nature and its impacts and also teaching students to control this kind of intelligence and use it in a proper way can increase the amount of this intelligence among the learners and ultimately affect foreign language learning positively.

١.٤. *Research Hypotheses*

The following hypotheses were posed for this study:

Hypothesis ١: There is no significant relationship between the EQ of university students majoring in English language and their academic achievement.

Hypothesis ٢: There is no significant relationship between the self-awareness of university students majoring in English language and their academic achievement.

Hypothesis ٣: There is no significant relationship between the self-management of university students majoring in English language and their academic achievement.

Hypothesis ٤: There is no significant relationship between the social awareness of university students majoring in English language and their academic achievement.

Hypothesis ٥: There is no significant relationship between the relationship management of university students majoring in English language and their academic achievement.

Hypothesis ٦: There is no significant relationship between subscales of the EQ of university students majoring in English language and the observed variance in students' academic achievement.

١.٥. *Definitions of Important Terms*

Emotional Intelligence: "Emotional intelligence is a term that describes the ability, capacity, skill or a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups" (Bradberry & Greaves, ٢٠٠٥, p.١٨).

Self-awareness: "Self-awareness is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions" (Bradberry & Greaves, ٢٠٠٥, p.١٢١).

Self-management: "Self-management involves controlling one's emotions and impulses and adapting to changing circumstances" (Bradberry & Greaves, ٢٠٠٥, p.١٢١).

Social Awareness: "Social awareness is the ability to sense, understand, and react to others' emotions while comprehending social networks" (Bradberry & Greaves, ٢٠٠٥, p.١٢١).

Relationship Management: "Relationship management is the ability to inspire, influence, and develop others while managing conflict" (Bradberry & Greaves, ٢٠٠٥, p.١٢١).

Academic Achievement: Farhady, Jafarpoor & Birjandi (١٩٩٤) define academic achievement tests as tests used for achievement purposes which are designed to measure the degree of students' learning from a particular set of instructional materials. Final, midterm and classroom examinations are but a few examples of achievement tests (Farhady, Jafarpoor & Birjandi, ١٩٩٤)

Chapter Two

Review of Literature

٢. ١. Introduction

The present literature review is targeted at studies on second/foreign language learning and emotional intelligence. The findings on related areas can be categorized under four subsections: ١) second/foreign language learning and learner variables; ٢) concept of emotional intelligence (its background, definitions, models and measurements); ٣) academic achievement in foreign or second language learning; ٤) investigations on the relationship between the emotional intelligence and academic achievement in English learning as a foreign or second language.

٢. ٢. Second/Foreign Language Learning and Learner Variables

Learning a second/foreign language is a long and complex undertaking. Brown (٢٠٠٠) believes that the *whole* person is affected as he or she struggles to reach beyond the confines of his or her first language and into a new language, a new culture, a new way of thinking, feeling, and acting. He points out that total commitment, total involvement, and a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language. Brown recognizes many variables involved in the acquisition process. Second/foreign

language learning as he describes is not a set of easy steps that can be programmed in a quick do-it-yourself kit. Similarly according to Chastain (١٩٨٨) when one considers the number and verity of variables involved in the development of second/foreign language skills, the enormous complexity of the problems facing theoreticians and researchers quickly becomes more apparent and more understandable. Chastain discusses the immediate reaction may be to despair of ever plumbing the breadth and the depth of the mysteries of mind, the complexities of language, and intricacies of human interaction.

Among many questions and issues surrounding second/foreign language learning, a great emphasis has been put on the learner variables. Johnson (٢٠٠١) attempts to clarify that people learn foreign languages for a great variety of reasons. A dimension on which he finds great variety is the degree of success foreign language learners enjoy. He believes that it is unfortunately very far from the case that every one who attempts to learn a second/foreign language 'succeed'. Johnson emphasizes that with foreign language learning, individual differences seem to make themselves felt. Some people do it very well but some are hopeless. Most of us fall somewhere between these two groups. We manage to get by in a second/foreign language, though we mostly nowhere approach the level of the native speaker.

Ellis (١٩٩٤) mentions that there is a veritable plethora of individual learner variables which researchers have identified as influencing learning outcomes. He demonstrates the importance attached to learner variables by different researchers, and also the different ways they classify them. Chastain (١٩٨٨) for example categorizes learner variables into four groups: ١. affective variables ٢.cognitive variables ٣.social variables ٤.biological variables. Of all the learner variables, the most influential are those related to the learners' emotions, attitudes, and personalities (Chastain, ١٩٨٨). Also, Brown (٢٠٠٠) discusses learner variables around the four

issues of neurological, cognitive, affective and linguistic considerations. Johnson (٢٠٠١) divides learner variables into three broad categories. As he mentions some are called *cognitive*, others *affective*, and the third set of factors are called *personality* variables. Ellis, himself, (١٩٩٤) places importance on beliefs, affective states, age, aptitude, learning styles, motivation, and personality as learner variables. As we can see above, affective variables are the one which have been mentioned in all kinds of categorizations.

٢.٢.١. *Affective Variables*

Maximum interest, preparation, participation, and achievement depend at least as much on affective characteristics as they do on cognitive abilities (Chastain, ١٩٨٨). Most discussions have limited affective factors to personality characteristics, attitudes, and emotional responses to the language learning process (Hedge, ٢٠٠٠). For example Krashen (١٩٨٢) and Krashen and Terrell (١٩٨٣) have hypothesized that learners have an **affective filter** that when raised reduces the amount of input that students will permit.

Brown (٢٠٠٠) takes the view that human beings are emotional creatures. He believes that at the heart of all thought and meaning and action is emotion. According to him as "intellectual" as we would like to think we are, we are influenced by our emotions. He supports this view by looking at the affective (emotional) domain for some of the most significant answers to the problems in first and second language learning. Brown thinks research on the affective domain in second language learning has been mounting steadily for a number of decades. He adds that this research has been inspired by a number of factors. Not the least of these is the fact that linguistic theory is now asking the deepest possible questions about human language with some applied linguists examining the inner being of the person to discover if, in the affective side of human

behavior, there lies an explanation to the mysteries of language acquisition (Brown, ٢٠٠٠).

There are many affective variables such as anxiety, empathy, self-esteem, extroversion, inhibition, imitation, attitudes, etc which are important for second or foreign language learning. But in here emotions and feelings raised in every situation are the factors which are considered for our study.

٢.٢.١.١. *Emotions and Feelings*

As Drake and Myers (٢٠٠٦) define an **emotion** is a mental and physiological state associated with a wide variety of feelings, thoughts, and behavior. They believe that emotions may manifest themselves as subjective experiences, often associated with mood, temperament, personality, and disposition. For our purposes, we will define an emotion as "a feeling and its distinctive thoughts, psychological and biological states, and range propensities to act" (Goleman, ١٩٩٥, p.٢٨٩).

Language learners as Ellis (١٩٩٤) believes, in particular classroom learners, react to the learning situations they find themselves in a variety of affective ways. For example, F. Schumann (Schumann & Schumann ١٩٧٧) reports being unable to settle down to studying Farsi and Arabic (in Iran and Tunisia) until she had achieved order and comfort in her physical surroundings. Bailey (١٩٨٠) discusses a 'classroom crisis' that occurred when her French teacher administered a test that the class considered unfair. One of the beginner learners of German that Ellis and Rathbone (١٩٨٧) studied reported a period during which she was unable to learn any German because of a boyfriend problem. These and other studies testify to the complexity and dynamic nature of learners' affective states and the influence these have on their ability to

concentrate on learning. Learners, it seems, need to feel secure and be free of stress before they can focus on the learning task—the importance of which is directly acknowledged in humanistic approaches to language teaching (see Moskowiz ۱۹۷۸).

Ellis (۱۹۹٤) suggests that learners' affective states are obviously of crucial importance in accounting for individual differences in learning outcomes. He believes whereas learners' beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by-moment basis. Ellis describes that studies in the naturalistic research tradition may prove most effective in exploring how these transitional states are brought about and what effect they have on learning.

Some cognitive and developmental psychologists hold the view that the emotional correlates of events are encoded within us along with the physical, factual pieces of events themselves (Penfield, ۱۹۷٥). The interrelated nature of experiences and emotions is one reason why emotions and our emotional lives are so important (Palmer & Christison, ۲۰۰۷).

Parallel with these, there is a very new and interesting concept in psychology known as "Emotional Intelligence" which is closely related to a person's emotions and feelings and his interaction with others (Goleman, ۱۹۹٥). Goleman's Emotional Intelligence (۱۹۹٥) is persuasive in placing emotion at the seat of intellectual functioning. He believes that the management of even a handful of core emotions-anger, fear, enjoyment, love, disgust, shame, and others-drives and controls efficient mental or cognitive processing. Even more to the point, Goleman argued that "the emotional mind is far quicker than the rational mind, springing into action without even pausing to consider what it is doing. Its quickness precludes the deliberate, analytic reflection that is the hallmark of the thinking mind" (p.۲۹۱). By expanding constructs of emotional

intelligence as Goleman has done, we can more easily discern a relationship between this kind of intelligence and second language learning (Brown, ٢٠٠٠).

٢.٣. Concept of Emotional Intelligence

٢.٣.١. What is Emotional Intelligence (EI)?

Emotional Intelligence (**EI**), often measured as an **Emotional Intelligence Quotient** (**EQ**), is a term that describes the ability, capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups (Bradberry & Greaves, ٢٠٠٥). Different models have been proposed for the definition of EI and disagreement exists as to how the term should be used (Mayer, Salovey, & Caruso, ٢٠٠٨).

٢.٣.٢. Origins of the Concept

The most distant roots of emotional intelligence can be traced to Darwin's early work on the importance of emotional expression for survival and second adaptation (Bar-On, ٢٠٠٦). In the ١٩٠٠s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects (Goleman, ١٩٩٥). For instance, as early as ١٩٢٠, E. L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people (Thorndike, ١٩٢٠).

Similarly, in ١٩٤٠ Wechsler described the influence of non-intellective factors on

intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors (Bar-On, ٢٠٠٦). In ١٩٨٣, Howard Gardner's *Frames of Mind: the Theory of Multiple Intelligences* introduced the idea of Multiple Intelligences which included both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability (Smith, ٢٠٠٢). Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes (Goleman, ١٩٩٥).

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* (Payne, ١٩٨٦). However, prior to this, the term "emotional intelligence" had appeared in Leuner (١٩٦٦). Greenspan (١٩٨٩) also put forward an EI model, followed by Salovey and Mayer (١٩٩٠), and Goleman (١٩٩٥).

As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes (Feldman-Barrett & Salovey, ٢٠٠٢), the research on the topic continued to gain momentum, but it wasn't until the publication of Goleman's (١٩٩٥) best seller *Emotional Intelligence: Why It Can Matter More Than IQ* that the term became widely popularized. Gibbs' ١٩٩٥ Time magazine article highlighted Goleman's book and was the first in a string of mainstream media interest in EI (Gibbs & Nancy, ١٩٩٥). Thereafter, articles on EI began to appear with increasing frequency across a wide range of academic and popular outlets.

٢.٣.٣. *Defining Emotional Intelligence*

Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations (Goleman, ١٩٩٥). One attempt toward a definition was made by Salovey and Mayer (١٩٩٤) who defined EI as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. ١٥٨).

Despite this early definition, there has been confusion regarding the exact meaning of this construct (Dulewicz & Higgs, ٢٠٠٠). The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct (Goleman, ١٩٩٥). At the present time, there are three main models of EI (Landy, ٢٠٠٥):

- ●Ability EI model

- ●Mixed models of EI

- ●Trait EI model

٢.٣.٣.١. *The Ability-based Model*

Salovey and Mayer's conception of EI (١٩٩٠) strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to: "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth"

(Salovey, Mayer, Caruso & sitarenios, ٢٠٠٣, P.٩٩).

Salovey and Grewal (٢٠٠٥) argue that the ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. They emphasize the model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability as Salovey and Grewal suggest, is seen to manifest itself in certain adaptive behaviors. The model proposes that EI includes ٤ types of abilities (Salovey & Grewal, ٢٠٠٥):

١. Perceiving emotions — the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

٢. Using emotions — the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

٣. Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

٤. Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals. (p.٣٤)

The ability-based model has been criticized in the research for lacking face and predictive

validity in the workplace (Bradberry & Su, ۲۰۰۳).

۲.۳.۳.۱.۱. *Measurement of the Ability-based Model*

Bradberry and Su (۲۰۰۳) believed that different models of EI have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, Bradberry and Su agree that they tap slightly different constructs. The current measure of Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items (Salovey & Grewal, ۲۰۰۵). Consistent with the model's claim of EI as a type of intelligence, Salovey and Grewal (۲۰۰۵) refer that the test is modeled on ability-based IQ tests. They describe that by testing a person's abilities on each of the four branches of emotional intelligence; it generates scores for each of the branches as well as a total score.

Salovey and Grewal (۲۰۰۵) emphasize that central to the four-branch model is the idea that EI requires attunement to social norms. Therefore, they argue that the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual's answers and those provided by a group of ۲۱ emotion researchers (Salovey & Grewal, �2۰۰۵).

Although promoted as an ability test, Bradberry and Su (۲۰۰۳) believe that the MSCEIT is most unlike standard IQ tests in that its items do not have objectively correct responses. Among other problems, they suggest the consensus scoring criterion means that it is impossible to create items (questions) that only a minority of respondents can solve, because, by definition,

responses are deemed emotionally 'intelligent' only if the majority of the sample has endorsed them. This and other similar problems have led cognitive ability experts to question the definition of EI as a genuine intelligence (Bradberry & Su, ٢٠٠٣).

٢.٣.٣.٢. Mixed Models of EI

٢.٣.٣.٢.١. The Emotional Competencies (Goleman) Model

The model introduced by Goleman (١٩٩٨) focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs (Bradberry & Greaves, ٢٠٠٥):

١. Self-awareness — the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

٢. Self-management — involves controlling one's emotions and impulses and adapting to changing circumstances.

٣. Social awareness — the ability to sense, understand, and react to others' emotions while comprehending social networks.

٤. Relationship management — the ability to inspire, influence, and develop others while managing conflict. (p.١٢١)

Goleman includes a set of emotional competencies within each construct of EI. He attempts to clarify that emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies (Boyatzis, Goleman, & Rhee, ٢٠٠٠). Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, &

Barsade, ٢٠٠٨).

٢.٣.٣.٢.١.١. *Measurement of the Emotional Competencies (Goleman) Model*

Two measurement tools are based on the Goleman model:

١) The Emotional Competency Inventory (ECI), which was created in ١٩٩٩, and the Emotional and Social Competency Inventory (ESCI), which was created in ٢٠٠٧ (Follesdal, ٢٠٠٨).

٢) The Emotional Intelligence Appraisal, which was created originally in ٢٠٠١ and which can be taken as a self-report or ٣٦٠-degree assessment (Bradberry & Greaves, ٢٠٠٥).

٢.٣.٣.٢.١.١.١. *The Emotional Intelligence Appraisal*

Bradberry and Greaves (٢٠٠١) invented the Emotional Intelligence Appraisal which is a skill-based self-report measure of emotional intelligence (EQ) developed as a measure of emotionally competent behavior that provides an estimate of one's emotional intelligence. Twenty-eight items are used to obtain a total EQ score and to produce four composite scale scores, corresponding to the four main skills of Goleman's model of emotional intelligence (Bradberry & Greaves, ٢٠٠٥). The Emotional Intelligence Appraisal was created in ٢٠٠١ by Drs. Bradberry and Greaves and comes in both booklet and online format, allowing participants to choose their preferred method of test taking (Bradberry & Greaves, ٢٠٠٥).

The Emotional Intelligence Appraisal has been validated against the ability-based assessment of emotional intelligence called the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), based on the model first proposed by Mayer and Salovey in ١٩٩٠ (Mayer ,