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## Kajian Impact of Emotional Intelligence on Monolingual and Bilingual Students' Academic Achievement

(Kajian tentang Kesan Kecerdasan Emosi terhadap Penguasaan Satu Bahasa dan Bilingual dalam Meningkatkan Pencapaian Akademik Pelajar)

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### ABSTRACT

*At the time of entering primary school, language merely a practical value for the child. The first language has a deep root in human being. However, there are children who learn two languages together in their language-learning ages and face no problems. The reason for this difference can be found in the level of these children's intelligence, parents' and friends' attitudes, and also that of the child him/herself towards learning and using the second language. The present study has been started by collecting some questionnaires answered by 94 elementary school teachers. By analyzing the data obtained from questionnaires it has been concluded that the higher the rate of emotional intelligence is in students, the higher is their educational achievement rate and vice versa. Following the analysis in different aspects of emotional intelligence it is concluded that self-awareness aspect is significant in both monolinguals and bilinguals. Self-management aspect and relationship management is significant only in case of monolinguals. Consequently, training special teachers and taking the advantage of native teachers in bilingual regions, also the manner of increasing the emotional intelligence in students should be taught to elementary school teachers.*

*Keywords: Emotional intelligence; primary schools; bilingual; monolingual; academic achievement*

### ABSTRAK

*Pada kali pertama memasuki sekolah rendah, bahasa kanak-kanak dinilai secara praktikal. Bahasa pertama mempunyai kesan yang mendalam dalam diri manusia. Walau bagaimanapun, terdapat kanak-kanak yang belajar dua bahasa secara bersama-sama mengikut umur pembelajaran bahasa dan mereka tidak menghadapi sebarang masalah. Perbezaan ini boleh didapati di tahap kecerdasan kanak-kanak, ibu bapa dan rakan, dan juga bahawa kanak-kanak itu dia / dirinya terhadap pembelajaran dan menggunakan bahasa kedua. Kajian ini dimulakan dengan mengumpul beberapa soal selidik yang dijawab oleh 94 orang guru sekolah rendah. Dengan menganalisis data yang diperolehi daripada soal selidik ia telah membuat kesimpulan bahawa kadar yang lebih tinggi kecerdasan emosi adalah pelajar, semakin tinggi kadar pencapaian pendidikan mereka maka semakin tinggi kecerdasan emosi mereka dan sebaliknya. Berikut analisis dalam pelbagai aspek kecerdasan emosi ia membuat kesimpulan bahawa aspek kesedaran diri adalah penting di peringkat satu bahasa dan bilinguals. Aspek pengurusan diri dan pengurusan perhubungan adalah penting hanya dalam kes monolinguals. Oleh itu, adalah perlu untuk melatih guru-guru khas dan mengambil kesempatan daripada guru penutur dwibahasa bagi meningkatkan kecerdasan emosi pelajar. Justeru, adalah perlu kecerdasan emosi diajar kepada guru-guru sekolah rendah.*

*Kata kunci: Kecerdasan emosi; sekolah rendah; bilingual; satu bahasa; pencapaian akademik*

### INTRODUCTION

In most elementary school courses, spelling and reading in the language of the country are of great importance, because reading, writing and calculating in elementary school levels are considered one of the principles of children's literacy. Students of the bilingual regions especially in the first and second classes encounter some difficulties in learning the official language of the country in both cases of spoken and audio languages, and this is not true among the monolingual students. This is due to using the same books and methods throughout the country without taking the lingual

and cultural differences of the students into account. There are many talented students who encounter defeats and even successive failings even in the elementary school and continue attending at schools – that is right for every child - because of inappropriate and wrong educational methods and lack of enough experience in teaching.

Some researchers such as Greene (1997), Hakuta (1986) and Escamilla (1994) believe that bilingual educational programs are not only harmful for students but they are often useful for them. They showed that in terms of language skills although bilingual students were the same as monolingual ones, in terms of academic achievements

they significantly outpaced the monolingual students. Research conducted in Canada shows that bilingualism increases academic achievement of the students.

The main purpose of the present research is to study the emotional intelligence and its effect on the academic achievement of monolingual and bilingual students. It is hoped that due to the study of the present subject some basic steps to be taken in order to facilitate learning and reduce their problems. The questions raised in this area and the assumptions that were studied are as follows:

1. From the view point of the teachers, is there any significant relation between emotional intelligence and academic achievement of monolingual and bilingual students?
2. From the view point of the teachers, is there any significant difference between emotional intelligence of monolingual and bilingual students?

#### PATTERNS OF EMOTIONAL INTELLIGENCE

These patterns dominated on psychology for many years. They called the most important talent of people IQ, or intelligence quotient and according to this talent they selected and admitted the staff to see whether they are intelligent or not, whether they have been born so or not, and whether it is possible to help them or not.

For the first time in 1970, two American psychologists named Dr. Peter Saliva from Yale University and Dr. John Mayor from New Hampshire University raised the scientific argument of EQ. The term emotional intelligence has been popularized in 1998 by Goleman. Most research in this area has been made by "Peter Salvy" and "John Mayer" in the 90s. They concluded that the capacity of perception and understanding the emotions constitute a new factor in personality of individuals.

In 1998, in an explanation for the patterns of emotional intelligence Goleman says "This model is a combination of social and emotional potential." Goleman's model includes five broad ranges of excitements which are as follows: management of the emotions, self-motivation, identification of self- emotions, recognition of the emotions of others and management of the relationships. He believes that some behavioral characteristics are based on motivation (such as creating excitement in someone), some are based on emotions (such as identification of the emotions of others) and some of these characteristics control the establishment of appropriate relationships with others (Goleman 1998, according to Meyer 1998).

According to this model, Goleman (1998) refers to the five components of self-awareness, self-management, social awareness, relationship management and self-motivation. He believes that self-awareness and self-management, social awareness and relationship management are consistent with Gardner's Interpersonal Intelligence. Goleman (1998) expresses the components of emotional intelligence as follows:

1. Self-awareness: Recognition of emotions is something that we feel them and know reasons for them. Self-awareness, is being aware of our mental states and our thinking about those states. It includes Emotional awareness, accurate self-assessment, and self-esteem
2. Self-governance: Emotional Balance is called self-governance. Sometimes self-governance means controlling the feelings, emotions and impulsivities. Self-governance is an underlying capacity that plays an important role in controlling the emotional behavior and includes self-controlling, conscientiousness, reliability, adaptability and innovation.
3. Motivation (self-motivation): It means to be productive, effective and creative in the context of a business. Motivation is capable of giving energy to others, guiding their behavior if they have a poor mood. In motivation, emotions are used as a means to achieve some goals. Motivation includes commitment, development, initiative and optimism.
4. Empathy (social awareness): Social awareness is to be able to sympathize with the feelings of other people; and recognizing their point of views is called "empathy". Empathy is the ability to understand and influence the emotional state of others or awareness of the feelings needs and interests of others.
5. Social or communication skills: The ability to understand and empathize with others, establishment of effective communication, deep listening and asking important questions, collaboration, being instructor and negotiation are some of the components of this skill.

#### METHODOLOGY

#### INSTRUMENTS

In order to examine teachers' views about each one of the effective components on academic achievement of the students, Halle affecting academic achievement components mentioned in emotional intelligence questionnaire of Bar-on (1980), was used. The Bar-On concept of EI describes emotional-social intelligence as an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior. It should be mentioned that in this paper only the name of each one of the components had been mentioned and through a brief description on each one of them, teachers' comments were asked for and finally, general summation and discussion were done because the aim of researcher in using this questionnaire was only for the purpose of scientific nature of the questions – and not running this test among the students.

Questionnaire was data gathering tool and the questionnaires were filled through interview with people. This is a descriptive study and its statistical universe consists of elementary school teachers of Ardabil. The

number of respondents is 94-84 women and 10 men. After completing the questionnaire, using the SPSS software, obtained data were analyzed and results obtained from the study were offered.

METHODS OF DATA ANALYSIS

Appropriate methods of descriptive statistics such as mean, standard deviation, variance and inferential statistics were used to analyze the data. Analysis was conducted using the SPSS software.

Obtained results were classified and offered in the two parts of descriptive statistics and inferential statistics. Thus initially, specifications and general conditions of the respondents were described concerning their ages, genders, education level of the teachers, years of teaching and tutoring experiences in elementary schools; and in inferential statistics, teachers' views about the impact of emotional intelligence on monolingual and bilingual students and its effect on academic achievement of the students were studied (Table 1).

TABLE 1. Percentage and frequency distribution of respondents in terms of their gender

Gender	Frequency	Percent
Woman	84	89
Man	10	11
Total	94	100

Based on the information of Table (2), from among 94 respondents, 36% , 49% and 15% have Master's degree, Bachelor's degree, and Associate degree, respectively.

TABLE 2. Frequency and percentage distribution in terms of educational evidence

Education	Frequency	Percentage
Master Degree	14	36.2
Bachelor Degree	46	48.9
Associate Degree	34	14.9
Total	94	100

STUDYING THE FOUR DIMENSIONS OF EMOTIONAL INTELLIGENCE

In studying the four dimensions of emotional intelligence, coding had been done in terms of the rate of the effect of each one using the grades: (1) Never, (2) Rarely (3) Sometimes, (4) Usually, (5) Almost always, and (6). Always. Variables have been changed into quantitative data and the impact of each one of the four dimensions of emotional intelligence have been expressed in separate tables in terms of the type of language (monolingual and bilingual). Also, the impacts of the rate of each one of these four aspects on academic achievement of the students were studied according to the point of view of the teachers.

THE RATE OF SELF-AWARENESS - BEHAVIORAL CHARACTERISTICS OF STUDENTS WITH HIGH EMOTIONAL INTELLIGENCE TAKING THE SELF-AWARENESS ASPECT INTO ACCOUNT

These students have confidence in their abilities, accept their own disability and failure, understand their emotions when they realize the impact of their own behavior on others, and understand the impact of others on their own emotional states.

TABLE 3. Frequency distribution and the percentage of the rate of self-awareness in monolinguals and bilinguals in terms of point of view of the teachers

Self-awareness rate	Monolingual		Bilingual	
	Frequency	Percent	Frequency	Percent
Never	0	0	0	0
Rarely	0	0	0	0
Sometimes	0	0	6	6.4
Usually	24	25.5	46	48.9
Almost always	58	61.7	27	28.7
Always	12	12.8	15	16
Total	94	100	94	100

According to data obtained in Table 3, from the view point of elementary school teachers 61.7% of monolingual students with the most percentage, almost always enjoy self-awareness, while 48.9% of bilingual student usually enjoy self-awareness. Among the subjects to be tested, this aspect of the four aspects of emotional intelligence was higher in monolinguals than in bilinguals.

Also according to the following Table (4), studying the point of view of teachers shows that 48.9 percent of them agree that high level of self-awareness usually impacts on the educational achievement of the students and that promotion of this dimension of emotional intelligence in students can be effective in their educational success.

TABLE 4. Impact of self-awareness aspect on educational achievement of the students from the view point of the teachers

Impact rate Variable	Never	Rarely	Sometimes	Usually	Almost always	Always
Self-awareness	0	0	6.45%	48.9%	28.7%	16%

According to the information in Table 5, it can be seen that the rate of self-awareness among the monolinguals with the average of 4.87 is more than among the bilinguals with the average of 4.54.

TABLE 5. Dispersion, the rate of the impact of self-awareness in monolinguals and bilinguals

Statistics and Variable	Average	Standard deviation	Number
Self-awareness in monolinguals	4.87	0.609	94
Self-awareness in bilinguals	4.54	0.838	94

SELF-MANAGEMENT RATE – BEHAVIORAL CHARACTERISTICS  
OF THE STUDENTS WITH HIGH EMOTIONAL  
INTELLIGENCE FROM SELF-MANAGEMENT  
POINT OF VIEW

Such students when encounter hard situations, they themselves have some roles on them, one can count on them, and they can deal in a good manner with stress, accept change soon, endure disappointment without any discomfort, consider different solutions before making decisions, try to take the most advantage of any situations – either it is good or bad – the resist against the desire to speak or act, at the time of discomfort do things that lead to regret. When they are unhappy about something, make others be upset about them.

According to the information in Table 6, from the perspective of elementary school teacher 64.9% of bilingual students with the most percentage, usually enjoy the necessary self-management, while 51.1% of monolingual students always enjoy the required self-management. Compared with monolinguals and among the subjects to be tested, this aspect out of the four aspects of emotional intelligence, bilinguals show higher percentages.

TABLE 6. Frequency and percentage of self-management rate in monolinguals and according to the perspectives of the teachers

Language type	Monolingual		Bilingual	
	Frequency	Percentage	Frequency	Percentage
Never	0	0	0	
Rarely	0	0	0	
sometimes	2	2.1	9	9.6
Usually	37	39.4	61	64.9
Almost always	48	51.1	22	23.4
Always	7	7.4	2	2.1
Total	94	100	94	100

Also, according to Table 7, studying the teachers' perspectives show that 76.6% of them agree that almost always, high self-management of students have been effective in their educational success and that, promotion of this aspect of emotional intelligence among the students can be effective in their educational achievements.

TABLE 7. Impact rate of self-management aspect on educational progress of the students according to teachers' perspectives

Impact rate Variable	Never	Rarely	Sometimes	Usually	Almost always	Always
Self-management	0	0	0	0	76.6%	23.4%

Based on information in Table 8, it can be seen that the rate of self-management in monolinguals with an average of 4.64 is more than that of bilinguals with an average of 4.18.

TABLE 8. The rate of self-management effect in monolinguals and bilingual

Statistics Variable	Average	Standard deviation	Number
Self-management in monolinguals	4.64	0.653	94
Self-management in bilinguals	4.18	0.622	94

SOCIAL AWARENESS - BEHAVIORAL CHARACTERISTICS  
OF STUDENTS WITH HIGH EMOTIONAL INTELLIGENCE  
CONCERNING SOCIAL AWARENESS

Such students: accept criticism, understand the feelings of others, quickly understand the atmosphere prevailing the room (classroom), and really understand the purpose of other party.

TABLE 9. Frequency distribution and percentage of social awareness in monolinguals and bilinguals from the view point of the teachers

Language type	Monolingual		Bilingual	
	frequency	Percentage	Frequency	Percent
Social awareness				
Never	0	0	0	0
Rarely	0	0	0	0
Sometimes	0	0	0	0
Usually	30	31.9	31	33
Almost always	47	50	50	53.2
Always	17	18.1	13	13.8
Total	94	100	94	100

Based on the information in Table 9, from the perspective of elementary school teachers 53.2% of bilingual students with the highest percentage, almost always enjoy the required social awareness while 50% of mono lingual students almost always enjoy social awareness. Among the subjects to be tested, this aspect out of the four aspects of emotional intelligence shows higher percentage usually compared with monolinguals.

Teachers' perspectives shows that 40.4% of them agree that high level of social awareness among the students is usually effective in their educational achievements, and that, promotion of this aspect of emotional intelligence among the students can be effective in their educational success.

TABLE 10. The impact of social awareness on educational achievement of the students in terms of teachers' views

Impact rate variable	Never	Rarely	Sometimes	Usually	Almost always	Always
Social consciousness	0	0	0	40.4%	31.9%	27.7%

MANAGEMENT RELATIONSHIP RATE – BEHAVIORAL CHARACTERISTICS OF STUDENTS WITH HIGH EMOTIONAL INTELLIGENCE CONCERNING THE RELATIONSHIP MANAGEMENT:

Among the other people and in social works, these students are solitary and quiet, in difficult situations directly encounter with others, deal well with others, clearly and effectively communicate with others, show other people that what they feel is important for them, effectively solve their conflicts and problems, in order to control interactions effectively feelings of the other persons pay attention to the other persons' feelings, in order to deal well with others, gain more information about them, and explain their purposes or feelings to others.

According to the information in Table 11, from the view point of elementary school teachers 60.6% of monolingual students with the most percentage, almost always enjoy management of necessary relationship, while 59.6% of bilingual students usually enjoy relationship management. Among the subjects to be tested, this aspect of the four aspects of emotional intelligence in monolinguals usually shows higher percentage compared with bilinguals.

TABLE 11. Frequency distribution and percentage of relationship management rate in monolinguals and bilinguals from the view point of teacher

Language type	Monolingual		Bilingual	
	Frequency	percentage	frequency	Percentage
Relationship management rate				
Never	0	0	0	0
Rarely	0	0	0	0
Sometimes	7	7.4	14	14.9
Usually	23	24.5	56	59.6
Almost always	57	60.6	16	17
Always	7	7.4	8	8.5
Total	94	100	94	100

Also, according to Table 12 and 13, studying the viewpoints of the teachers show that 61.7% of them agree that almost always high rate of relationship management in students is effective in their educational progress and promotion of this aspect of emotional intelligence in students can be effective in their education success.

TABLE 12. Impact rate of relationship management aspect on educational progress of students from the viewpoints of the teachers

Impact rate variable	Never	Rarely	Sometimes	Usually	Almost always	Always
	Relationship management	0	0	0	16%	61.7%

TABLE 13. Relationship management rate in educational progress of monolinguals and bilinguals

Statistics / Variable	Average	Standard deviation	Number
Relationship management in monolinguals	4.68	0.722	94
Relationship management in bilinguals	4.19	0.793	94

STUDYING THE QUESTIONS OF THE RESEARCH

1. From the view point of the teachers, is there any significant relation between emotional intelligence and academic achievement of monolingual and bilingual students?

H1: From the perspective of teachers there is a significant relationship between the impact rate of emotional intelligence on educational progress of monolingual and bilingual students.

Based on the information of Table No 14, it can be seen that between the impact rate of emotional intelligence and academic progress of students, correlation  $r = 0.429$ , with significance level of  $p = 0.000$  has been obtained. And since, significance level is less than 0.05, it can be said that there is relationship between the impact rate of emotional intelligence and educational achievement of the students; and this is a direct relationship because correlation coefficient is positive. In other words, based on their own experiences teachers believe that the more emotional intelligence is among the students, the more will also their educational progress be and; and contrary proposition is also true. Thus, the first hypotheses is confirmed.

TABLE 14. Pearson's correlation coefficient test between the impact rate of emotional intelligence and monolingual and bilingual students' academic progress.

Dependent variable	Pearson's Test	
	Correlation rate	Significance level
Educational progress		
Emotional intelligence	0.429	0.000

2. From the view point of the teachers, is there any significant difference between emotional intelligence of monolingual and bilingual students?

H2: From the viewpoint of teachers there is not any difference between emotional intelligence of monolingual and bilingual students

TABLE 15. Dispersion distribution, emotional intelligence rate of monolinguals and bilinguals

Dependent variable	Pearson's Test	
	Correlation rate	Significance level
Educational progress		
Monolinguals and bilinguals	0.355	0.000

Based on the information in Table (15), it is seen that between the educational achievements of monolingual students and bilingual ones, correlation  $r = 0.355$ , with significance level of  $p = 0.000$  has been obtained and since significance level is less than  $\text{sig} = 0.05$ , it can be said that there is relationship among the educational progress of monolingual students and among the bilingual ones; in other words, based on their own experiences, teachers believe that educational progress among the monolingual students with an average of 3.20 is more than of bilinguals with an average of 2.91 (Table 16). Thus H2 is confirmed.

TABLE 16. Pearson's correlation test between emotional intelligence of monolinguals and bilinguals

Variable	Average	Variable
Educational progress in monolinguals	3.20	0.365
Educational progress in bilinguals	2.91	0.315

TABLE 17. Pearson's correlation test between educational progress rate and emotional intelligence (four aspects) in monolinguals and bilinguals

Educational progress	Aspects of emotional intelligence	Pearson's correlation test			Relation
		Correlation rate	Significance level	Relation	
Self-awareness	Monolinguals	0.278	0.003	Has	
	Bilinguals	0.683	0.000	Has	
Self-management	Monolinguals	0.501	0.000	Has	
	Bilinguals	0.051	0.313	Hasn't	
Social awareness	Monolinguals	0.86	0.204	Hasn't	
	Bilinguals	0.153	0.070	Hasn't	
Relationship management	Monolinguals	0.238	0.011	Has	
	Bilinguals	0.087	0.202	Hasn't	

According to the findings obtained from the research (Table 17), it is seen that the existence of relationship in four aspects of emotional intelligence appeared differently. In other words, self-awareness aspect is significant in both cases of monolinguals and bilinguals, self-management aspect and relationship management are significant only in monolinguals; and only social awareness aspect isn't significant.

## DISCUSSION

There is a relationship between the impact rate of emotional intelligence on educational achievements of monolingual and bilingual students. There is a relationship between educational achievements of monolingual and bilingual students. There is a relationship among the educational achievements of monolingual students and bilingual students. Among four aspects of emotional intelligence rate, between monolingual and bilingual students it has been obtained as follows:

1. Self-awareness aspect in both monolinguals and bilinguals, self-management aspect and relationship management only in monolinguals are significant and only social awareness is not significant. Therefore, in case of social awareness aspect hypothesis H0 is confirmed and in case of other aspects hypothesis H0 is rejected and hypothesis H1 is confirmed.
2. In this research after collecting and analyzing the data using appropriate descriptive statistics and statistical tests, findings obtained from this research are studied together with theories and other related researches; and now we begin summarizing and concluding the subjects which include results obtained from descriptive statistics, discussion and interpretation of assumptions, conclusion and recommendations of the research.
3. 61.7% of monolingual students with the highest percentage, almost always enjoy required self-awareness while, 48.9% of bilingual students usually enjoy self-awareness. Among the subjects to be tested, this aspect of four aspects of emotional intelligence in monolinguals shows higher percentage almost always compared with bilinguals. 64.9% of bilingual students with the highest percentage, usually enjoy the required self-management while, 51.1% of monolingual students almost always enjoy self-management. Among the subjects to be tested, this aspect out of the four aspects of emotional intelligence shows higher percentage in bilinguals and usually compared with monolinguals.
4. 53.2% of bilinguals with the highest percentage, almost always enjoy social awareness while 50% of monolingual students almost always enjoy social awareness. Among the subjects to be tested, this aspect out of the four aspects of emotional intelligence in bilinguals shows higher percentage and usually compared with monolinguals. 60.6% of monolingual students with the highest percentage, almost always enjoy the required relationship management while 59.6% of bilingual students usually enjoy relationship management. Among the subjects to be tested, this aspect out of the four aspects of emotional intelligence in monolinguals shows higher percentage and usually compared with bilinguals.

5. Between the compact rate of emotional intelligence and educational achievement of the students, correlation  $r = 0.429$ , has been obtained with significance level of  $p = 0.000$  and since significance level is less than  $\text{sig} = 0.05$ , it can be said that there is relationship between impact rate of emotional intelligence and educational achievement of the students; and since correlation coefficient is positive, the relationship is a direct one. The more the emotional intelligence rate in students is the higher their educational achievement will be and vice versa. Thus, assumption H0 is rejected and assumption H1 is confirmed.

#### CONCLUSION

Goleman (1998) believes that, high emotional intelligence explains why people with average Intelligence Quotient (IQ) are more successful than those with much higher IQ. IQ cannot describe different fates of people who has similar opportunities, educational requirements and prospects. In 1940, when 95 students – up to the middle ages – from Harvard University were studied, it was observed that concerning the salary, productivity, and career success people with the highest educational grades were not more successful than those with weaker than their peers. They didn't have superior conditions even regarding the consent of the personal life, friendship, family and love.

According to the present study, the higher the rate of emotional intelligence is in students, the higher will their educational achievement rate will be and vice versa. Educational achievement rate in monolinguals with the average of 3.20 is more than those of bilinguals with the average of 2.9. Following the analysis in different aspects of emotional intelligence, it is concluded that self-awareness aspect is significant in both monolinguals and bilinguals, and self-management aspect and relationship management is significant only in case of monolinguals.

Consequently, training special teachers and taking the advantage of native teachers in bilingual regions, also the manner of increasing the emotional intelligence in students should be taught to elementary school teachers.

In pre-school education, oral and practical training should be emphasized and pictures, panels and other teaching aids should be used, and EQ of the students should be worked on. Also, holding and offering special remedial training for bilingual students will be effective in educational progress of these students. Offering these educational programs through mass media, especially broadcasting (radio and television) is most useful and effective of all. On the other hand, since it is suggested that native language be taught alongside the official language of the country at least up to the fifth grade of primary school. If the native language somehow finds its way to educational system, bilingual person will enjoy more self-confidence

and will feel more ability. Also, if the child learns two languages at the same time and in both of them passes through the steps effective in language learning in parallel with each one of those languages, s/he will reach a relative proficiency in both languages proportional to mental ability and training that is given to him. In such a condition, each one of the languages will help the other one to be enriched; and according to the principle of "transferring and making decisions" achieved proficiency in a language will be transferred to the other language.

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