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| Title: Dimensions of Emotional Intelligence and EFL Achievement |

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Abstract: Introduction: Success may not be a result of one factor alone, but a combination of educational factors. In recent years, Emotional Intelligence (EI) has been a popular topic of debate in the field of psychology and education. It has been praised as a successful predictor of social skill and performance. Psychologists have also claimed that emotional intelligence predicts achievement and language learning as one of its components at school and other learning environments. Emotional intelligence was originally defined as a subset of social intelligence that involves the ability to monitor one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions. The roots of emotional intelligence and its interplay with cognition are found in early theoretical foundations. Understanding this historical progression of emotional intelligence provides a foundation for reviewing the current status within the field of psychology and education. This study will contribute to the current empirical literature by providing knowledge about the nature of EI within the student population, and its relationships with academic success. Previous studies have also confirmed the relationship between emotional intelligence and students' English as Foreign Language knowledge (EFL), but they did not clearly mention to what extend the variable emotional intelligence and its dimensions can predict students' EFL achievement.

Objectives: This study was aimed to investigate to what extend the variable emotional intelligence can predict students' EFL achievement. Method and Materials: The method of the study was correlation and the sample of the study was 300 students who were assessed by: Emotional Quotient Inventory (EQ-I) and English Language point average (EFL Achievement). T-test, Pearson correlation, and multiple regressions were assessed. Results: There was a significant correlation between EFL achievement and students' dimensions of emotional intelligence (p< 0.05), and they could contribute to the variance of EFL achievement significantly. Conclusion: Findings from the current study have board implications for education, family, and clinical counseling. Further researches in this regard are suggested.

Emotional Intelligence, EFL Achievement, Student

Presentation: Poster