



Investigating the Relationship Between Emotional Intelligence and Willingness to Communicate Among Iranian EFL Learners

S.Dariush Ahmadi¹, Niloofar Rashedian², Ali Gholami Mehrdad³

1-English Department, Faculty of Humanities, Hamedan Branch, Islamic Azad University, Hamedan, Iran

2-English Department, Faculty of Humanities, Hamedan Branch, Islamic Azad University, Hamedan, Iran

3-English Department, Faculty of Humanities, Hamedan Branch, Islamic Azad University, Hamedan, Iran

Abstract

The present study aimed to investigate the relationship between emotional intelligence (EI), and willingness to communicate (WTC). To this end, 75 students majoring in Translation and English Teaching at Islamic Azad University South Branch, Islamic Azad University, Qazvin, Iran at BA level were asked to complete 2 questionnaires: Bradberry and Greaves's Emotional Intelligence Appraisal and Willingness to communicate (WTC). In order to homogenize the sample, the students went through a placement test – i.e. Michigan Test of English Language (MTEL). The result of the correlational study indicated that there was a weak relationship between EQ and WTC. The second purpose of this study was to find out if Iranian EFL learner's gender significantly affects their willingness to communicate in a foreign language. The results revealed no meaningful relationship between gender and willingness to communicate.

Key Terms: Emotional Intelligence, Willingness to Communicate, EFL Learners