The Relationship Between Iranian Intermediate EFL Learners' Emotional Intelligence and Their Willingness to Communicate

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ABSTRACT

This study was an attempt to investigate the relationship between Iranian EFL learners' emotional Intelligence and their willingness to Communicate. To this end, the researcher adopted a correlational design to investigate the primary goal of this investigation which was to explore the existence of any possible relationship between emotional intelligence and willingness to communicate. As to the conduct of the research, the willingness to communicate and emotional intelligence questionnaires were administered to 60 intermediate EFL learners who were chosen from among the students in Sama Language institute in Aliabad Katoul, Golestan, Iran. The willingness to communicate questionnaire developed by MacIntyre, Baker, Clement, and Conrod (2001) and the emotional intelligence questionnaire developed by Petrides and Furnham (2006) were employed to assess the participants' degree of willingness to communicate and emotional intelligence, respectively. The findings obtained from Pearson correlation revealed that there is a significant relationship between emotional intelligence and willingness to communication. In particular, the findings suggested a strong significant relationship between emotional intelligence and willingness to communicate outside the classroom. And the second research question is rejected so that there is relationship between emotional intelligence and inside the classroom willingness to communicate. The results of the present study tend to have a number of implications for administrators and teachers including better appreciation of EFL learners' emotional intelligence as well as increasing their outside-the-classroom opportunities.

Key words: Emotional intelligence; Willingness to communicate; intermediate students

1. INTRODUCTION

Nowadays communication plays a significant role in different societies around the world. Due to its escalating importance, English language is used as an important device language for communication in the majority of the countries and societies. That is why English is considered as an international language used for interaction among different nations, societies, and cultures across the world. It is becoming increasingly difficult to ignore people's willingness to communicate. Interaction is considered as the most important cost on communication among people which is referred to as a useful instrument by which one can influence positively or negatively others. As a result, the researcher can force in this point that the main purpose of learning language in language education is provoking students' willingness to communicate as mentioned by MacIntyre, Clement, Dornyei, and Noels (1998). As Howat (1984, cited in Richards & Rodgers, 2001, p. 155) posits, Language is acquired thought communication. On the other hand, Mayer and Salovey (1997) believed people with high emotional intelligent know about the expression and manifestation of emotion, they are also aware of its false or manipulative expression. Not only feelings can be recognized in oneself but also in other people and objects. Reasoning about the progression of feelings in interpersonal relationships is central to emotional intelligence. In the past, two important concepts related to language have been explored to a large extent to explain the individual differences based on which learning can be improved. Gardner (1983) stated that the definition of emotional intelligence should connect emotions with intelligence if the meanings of the two terms are secured based on Mayer and Salovey (1997). Additionally, as Caruso and Salovey's (2002) posit, the basis item for successful social interaction is nonverbal information. This information includes gestures, facial expressions, and voice tone. If we focus on a person's words alone the researchers are at serious risk of misunderstanding the primary message. McCroskey and Bear (1985) stated that the concept of willingness to communicate developed from unwillingness to communicate predispositions toward verbal behavior, shyness. As a consequence,

MacIntyre, Baker, Clement, and Donovan (2003) stated higher language proficiency leads to higher willingness to communicate and higher willingness to communicate is an outcome of language learning.

Therefore, both willingness to communicate and emotional intelligence are two main factors that affect not only learning a foreign language, but also producing it. It is worth highlighting that, people differ from one to another in the way they actually do speak although speaking is an essential portion in interpersonal communicative and the extension of interpersonal relationship. Some people talk only when ask them to do so. On the other hand, other talks in some more contexts. Hence, "This variability in talking behavior is rooted is a personality variable measurement – willingness to communicate" (McCroskey & Baer, 1985, p. 3) and argued that the level of person's willingness to communicate in one communication context is necessary that related to those people's willingness to communicate in another communication context. Further, the level of participants' willingness to communicate with one type of recipient is necessarily related to other type of recipient.

Given the above raised issues, this study demonstrates the problems that may be present in Iranian intermediate institute participants' emotional intelligence and their willingness to communicate. Not only does emotional intelligence and all its four specific abilities as understanding emotions, using emotions, perceiving emotions, and managing emotions have been mentioned and defined briefly, but also participants' level and learning second foreign language have positive and significant or negative impact on performance and their willingness to communicate. Emotions have great impact on many aspect of a person's life such as learning, health, and their interpersonal relationship. Schilling (2009) highlighted the participants who can control their own emotions can also respond to others' emotions and become more successful in compared to others. Therefore, those develop their emotion establish a successful balance relationship with their friends, parent, and also teacher to improve their willingness to communicate. Therefore, balanced students' emotional intelligence with their willingness to communicate inside and outside the classroom bring about many positive qualities such as personal success, sharing and cooperation, self –confidence, self –esteem, and motivated them to innate a suitable communication. Therefore, the following questions were posed:

1. Is there any significant relationship between Iranian intermediate EFL learners' emotional intelligence and their willingness to communicate?
2. Is there any significant relationship between learners' emotional intelligence and their *inside* the classroom willingness to communicate?
3. Is there any significant relationship between learners' emotional intelligence and their *outside* the classroom willingness to communicate?

2. LITERATURE

As to the significant role of communicative language teaching approach in second and foreign language teaching, the focus on the use of language for meaningful communication in the process of language learning and acquisition is clear. According to Yu (2009) in the theory of Social Cultural Theory (SCT) speaking and thinking are related firmly to each other.

Swain (2005) argued that, producing language plays an important role in second language learning; however, it mentioned based on Social Cultural Theory. It is worth mentioning the promoting significant role of using language to communicate in theoretical exploration and pedagogical application of teaching.

Based on Hashimoto (2002), willingness to communicate was exactly related to first language. Also in this regard, (MacIntyre et al., 1998) either the critical objective of second or foreign language learning should be to "engender in language students the willingness to seek out communication opportunities and willingness actually to communicate them" (p. 547). And also, early model of willingness to communicate indicate two main variables including perceived communication and communicative anxiety so it predicted that high level of perceived and low level of anxiety result high willingness to communicate and higher communicative interaction in second language (Seyyedrezaei & Ziafar, 2014). Later MacIntyre, Clement, and Noels (2007) introduced a pyramid model of willingness to communicate. Based on Leger and Stroch (2009, as cited in Seyyedrezaei & Ziafar, 2014) the pyramid model is Intergroup climate and personality; intergroup attitudes, communicative competence, and social situation, interpersonal motivation, self-confidence, intergroup motivation, and desire to communicate with a specific person; willingness to communicate; state communicative; self-confidence; and finally second language use.

The researcher theoretical framework was based on Petrides and Furnham (2006) emotional intelligence questionnaire which was composed of thirty items. The synthesis of willingness to communicate was done according to the procedure of MacIntyre, Baker, Clement, and Conrod (2001) which was composed of attractive features such as; speaking in class, writing in class in English, comprehension in class. And the third part was based on orientation for language learning which included twenty items, the only different was evaluating the inside and outside the classroom's participant willingness to communicate these two parts.

As the brief glimpse though the literature of willingness to communicate and emotional intelligence, and the history of different researches on the concept contains a suitable amount of depth and breath. So, the researcher attempts to link willingness to communicate to emotional aspects hence to participants' emotional intelligence. By way of doing so, the researcher hopes to be able to open a new horizon illume the educational path toward key role of willingness to communicate and emotional intelligence factors in the process of learning.

2.1. Theoretical Approaches to Emotional Intelligence

Emotional intelligence was published by Goleman (1995, 1998) which showed the publication of Emotional Intelligence and Working with Emotional Intelligence and also the Bar-on model (1997) that described the relation between emotion and social competencies and skills in emotional intelligence which impact intelligence behavior. Later, Bar-on (1997) developed a questionnaire to qualify emotional intelligence and called his measure EQ questionnaire. The theory of Emotional Intelligence dates back to the end of twentieth century, Throndik (1920) viewed social intelligence as the ability to sympathize with others and act in people relationships. Other main figure in establishment of emotional intelligence was Gardner (1983). He rather than attending more on the static and contractual concept intelligence tried to direct the psychological community mind toward it. Therefore, He did a great deal by putting his figure exactly on this phenomenal concept. Many researchers i.e. (Austin, 2004; Austin, Saklofske, & Egans, 2005; Spence, Oades, & Caputi, 2004; Tett, Fox, & Wang, 2005, as cited in Petrides et al., 2007) individualize between two emotional intelligence constructs, to show whether these two processes are based on self-report or on maximum performance so that those conceptual differences are directly reflected in empirical studies. Gardner (1983) described several different intelligences.

1. Interpersonal intelligence: the ability to understand the motivations, intentions, and other people's desires.
2. Intrapersonal intelligence: the ability to be aware of yourself, to appreciate feelings, motivations, fears, weakness, and intelligences. These two intelligences were the foundation for most of the models created on emotional intelligence.

2.1.1. Models of Emotional Intelligence

There are three wildly well- defined models of emotional intelligence composed of various components. The components are the same based on the understanding and managing self and understanding and managing others which included communication, motivations, empathy, and etc. models of emotional intelligence can be divided in two types: ability and mix models.

2.1.2. Salovey and Mayer Abilities' Model

Mayer, Caruso, and Salovey (1999) defined emotional intelligence model such as "an ability to recognize the meaning of emotions and their relationship and to reason and problem-solve on the basis of them" (p. 267). The major branches which are based on capacity of human' emotional and intelligence, are such as: perceiving emotions, facilitating thought, analyzing emotions, and managing emotions. Salovey and Mayer (1990) used emotional intelligence to defined people's capacity to control their emotions. Also they defined this item as " the 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" (p. 189) in order to reject the Gardner's line. However, looking at significant definitions, one may take part or depend on other concept of emotional intelligence. On the other hand, to make things more entangled, Mayer et al. (1999) revealed that there is no difference between the notions of emotional intelligence and emotional competence. Based on Caruso and Salovey (2002) the capacities to use emotions intelligently emphasize creative thinking. So, when participants are able to control themselves and get into and out of moods, they will be seeing things from different aspects, and the relocation of this aspect can be often result of viewing the world with new way. Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) (2002) were an important assessment tool to evaluate emotional intelligence.

2.1.3. Bar- on Mixed Model of Emotional Intelligence

According to Bar- on (2006) model, emotional intelligence is " a cross –section of interrelated emotional and social competencies, skills facilitators that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands" (p. 3). And also He defined it as a range of non- cognitive abilities, competencies and skills that influence one's capacity to succeed in coping with environmental needs and pressures (1997). He developed one of the most valid and reliable subscales of emotional intelligence (2006). Bar –on models (2006) included five following main components: 1) the ability to identify, understand and express emotions and feelings; 2) the capacity to understand how others feel and relate with them; 3) the capacity to control emotions; 4) the capacity to control changes, adapt and solve personal and interpersonal problems; 5) the capacity to generate affect and be self- motivated.

2.1.4 Goleman Mixed Model of Emotional Intelligence

Goleman (1995) mixed the emotional intelligence meaning by the ability to understand emotion with other part of personality or skills. Goleman (1998) stated that emotional intelligence is more powerful than IQ. So, the researcher' model of emotional intelligence was actually made up by psychologists Salovey and Mayer (1990). Therefore, Goleman presented his mixed model in five domains of emotional intelligence.

1. Self- Awareness: The ability to recognize and understand your emotions, mood as well as their effect on others. It involved self- confidence, correct self- assessment and emotional self- awareness.
2. Self – Management: The ability to control disruptive impulses and moods, and the propensity to put an end judgment to think before acting. It includes self- control, adaptability trustworthiness, and achievement orientation.
3. Motivation: A person to work for reasons or position and a tendency to pursue goals with persistence.
4. Empathy: The ability to understand the emotional coined of others skill to treat people according their emotional reactions. It includes empathy, and organizational awareness.
5. Social Skills: An abilities to find common ground, build rapport and proficiency in to building network and relationships. It includes influence, communication, developing others, construction team work and association.

The emotional intelligence which composed of descriptions of human disposition and portrayals of personality linked to (Goleman, 1995) action, (Boyatzis, Goleman, and Rhee, 2000) competence, or (Conte, 2005) ability theories. Consequently, many emotional intelligence assessments as questionnaires, interviews, multiple- score, and behavioral monitoring may needed emotional competence or measure personality characteristics instead of intelligence.

2.2. Theoretical Approaches to Willingness to Communicate

Nowadays by the increasing the fact of using English as a foreign and international language, everyone, especially non native speakers, willingness to communicate has reached importance. Willingness to communicate originally related to communication in the first language (McCroskey, 1992). It reflects the stable predisposition to speak in different situations that it has been seen a personality. MacIntyre et al., (1998; p. 552) "Second language carries a number of inter group issue, with social and political implications, that are usually irrelevant to firstly use". This issue of whether willingness to communicate is a stable sequence or is rectified by the situational context in different studies mixed results has been investigate in (Cao & Philp, 2006; MacIntyre & Legatto, 2011, as cited in Lahuerta, 2014).

According to McCroskey and Baer (1985), willingness to communicate has been developed in three different constructs: "UWTC" (Burgoom, 1976), predispositions toward verbal behavior" (Morterson, Arntson, & Lusting, 1977), and "shyness" (McCroskey & Richmond, 1982). As MacIntyre and Doucette (2010, cited in Mohammadzadeh & Jafarigohar, 2012) although the willingness to communicate constructs were originally used in first language communicative situation, it is "necessary part of becoming fluent in a second language, which is the ultimate goal of many second language learners" (p. 196).

According to McCroskey and Richmond (1990) more communication leads other people to have a better evaluation of a person, making him/her emotionally and socially happy. MacIntyre et al. (1998) stated that any language learning program should encourage the willingness to communicate in order to be successful, and it is a failed program if a program fails to do.

As a consequence for the first time, Willingness to Communicate was introduced by McCroskey and Bear (1985) with reference to native by use it into the literature MacIntyre, Clement, and Baker, (2003). Second language willingness to communicate can be both state and trait. According to Ghonsooly, and Khajavy, and Asadpour (2012) willingness to communicate is an enduring and stable in first language on the other hand it can be different for other communicative competence when seen in second language context. The next time, Mortensen et al. (1977) worked on predispositions which have been conduct toward verbal behavior, and Leary (1983) and McCroskey and Richmond (1982) studied a behavioral approach toward shyness (McCroskey & Richmond, 1990). Dornyei (2003) stated that many second language learners tend to avoid second language communication. Based on this idea Kang (2005) discussed many second language learners may do not have the opportunities to learn language in an authentic situation to communicate.

Kang (2005) believed that teachers can have more active students by making them more willing to communicate. Kang highlighted that students with high willingness to communicate are more eager to use second language in an authentic communication and react as an independent learners by making autonomous try to learn language. He believed students who have high willingness to communicate will have more opportunities and participate in learning activities both inside and outside the classroom.

McCroskey (1992) proposed the concept of willingness to communicate, "Individual's personality –based predisposition in the direction of approaching or avoiding the starting of communication when free to do so" (p. 19). Yashima, Zenuk-Nishide, and Shimizu (2004) highlighted that willingness to communicate is a conceptual

model in which second language proficiency is not considered as a goal to be achieved through second language learning, but rather is considered as means to add intercultural / interpersonal goals. According to Leger and Storch (2009, as cited in Seyyedrezaei & Ziafar, 2014) early models of willingness to communicate included two main variables including perceived communication and communicative anxiety is predicted based on this model so that high level of perceived competence with low levels of anxiety came to higher willingness to communicate and a higher probability of communicative interactions in second language.

3. METHODS
3.1. PARTICIPANTS

This study examined MacIntyre et al. (2001) willingness to communicate and Petrides and Furnham (2006) TEIQue-SF to measured second language willingness to communicate and emotional intelligence among intermediate students. To this end, sixty intermediate students who studied English in Sama language institute in Aliabad Katoul in Iran participated in this study. As to age variation, the participants were between 15 and 21 years of age both male and female students who studied English. There was no opportunity for random selection of the participants; given that the number of participants was limited. Indeed, the researcher chose some intact classes and asked them to fill out the questionnaires. The selection of the participants of this study was informed by convenience sampling. 'Convenience' or 'opportunity sample' is the most common sample type in second language research Dornyei (2007). Convenience samples are rarely completely convenience-based but are usually partially purposeful, which means that besides the relative ease of accessibility, participants also have to possess certain key characteristics that are related to the purpose of the investigation Mackey and Gass (2010).

3.2. INSTRUMENTS

In this study, to assess participants' emotional intelligence, the Emotional Intelligence Questionnaire (TEIQue – SF) developed by Petrides and Furnham (2006) was used. The second instrument used in his study was the willingness to communicate questionnaire developed by MacIntyre et al. (2001) was used which was presented in English. After collecting the questionnaires, all the data were processed through the Statistical Package for Social sciences (SPSS, version 17.0) using both descriptive and inferential statistics to analyze the descriptive statistics of the questionnaires such as frequencies, means, and standard deviations for the participants were calculated. The researcher also used Pearson product moment correlation for inferential statistics in order to test research hypotheses and describe the strength and direction of the relation between the two variables. This study subjected to test of Normality Kolmogorov-Smirnov (KS) Test. Given the results of the KS test, Skewness .309 and Kurtosis .608 in Table 4.1 showed that the test is normal and let the researcher use the parametric statistics.

4. RESULTS
4.1. TEST OF NORMALITY OF DATA

Before assessing the research hypothesis and its statistical administration, it is necessary to consider the procedure of the data distribution from normalization point of view. Therefore, the Kolmogorov-Smirnov Test was used to study the data normalization in this relation the obtain results are displayed in the Table 1 As the Table 1 illustrated, the number of participants was 60 in Table 1 Skewness and Kurtosis was less than 1 so it shows that the test is normal and the researcher can use the parametric statistics. The sig value for emotional intelligence was 0.97 and willingness to communicate was 0.72. Since these value were more than $\alpha = 1\%$ ($sig > \alpha$), it can be concluded that the data are distributed normally. Given the normality of the data distribution which was accepted by Kolmogorov-Smirnov test as completely explain in Table 1 Therefore, parametric tests can be employed for the present study i.e. Pearson correlation coefficient to find the relationship between emotional intelligence and willingness to communicate.

Table 1 *Kolmogorov-Smirnov Test*

	N	Normal Parameters [a,b]		Kolmogorov -Smirnov Z	Asymp. Sig. (2-tailed)
		Mean	Std. Deviation		
Emotional Intelligence	60	118.88	11.55	.485	.973
Willingness to Communicate	60	205.73	33.15	.692	.725

4.1.1 THE FIRST RESEARCH QUESTION

HO: There is no relationship between emotional intelligence and Iranian intermediate EFL learners' willingness to communicate.

Since the results of Kolmogorov-Smirnov test confirmed the normality of the data distribution, suggesting the use of parametric statistics, Pearson Correlation was used. It seems to be useful to employ Pearson's Correlational Coefficient technique in this respect for better understanding of the relationship between the independent and dependent variable by considering the above hypothesis. According to the Table 4, the degree of correlation between emotional intelligence and intermediate EFL learners' willingness to communicate from language skills point of view was given. Based on the results displayed in Table 4 the value is .26 and sig value is .04 and since the obtain value is less than .05 it can be concluded that there is statistically significant relationship between emotional intelligence and willingness to communicate. Also it shows a 2- tailed significant correlation at the %5 levels. Also the scatter plot as shown in Figure 1 also confirmed the results of Pearson Correlation Coefficient.

Table 2. *Correlation Between Emotional Intelligence and Willingness to Communicate*

		Total Emotional Intelligence	Total Willingness to Communicate
Total Emotional Intelligence	Pearson Correlation	1	-.264[*]
	Sig. (2-tailed)		.041
	N	60	60
Total Willingness to Communicate	Pearson Correlation	-.264[*]	1
	Sig. (2-tailed)	.041	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

4.1.2. THE SECOND RESEARCH QUESTION

HO: The second research was to examine if there is any relationship between learners' emotional intelligence and inside the classroom willingness to communicate.

Since the results of *Kolmogorov-Smirnov* test rejected the normality of the data distribution, suggesting the use of parametric statistics, Pearson Correlation was used. It seems to be useful to employ Pearson's Correlational Coefficient technique in this respect for better understanding of the relationship between the independent and dependent variable by considering the above hypothesis According to the Table 3 Considering the Pearson correlation coefficient level (0.24) and the estimated meaninglessness level (sig= .06) $(r = -.24)$ research question. The significant level greater than 5% rejection of the null hypothesis is confirmed. So, we can conclude that there is no statistically significant relationship between learners' emotional intelligence and their inside the classroom willingness to communicate.

Table 3. *Correlation Between Emotional Intelligence and Inside the Classroom Willingness to Communicate*

		Total Emotional Intelligence	Inside the Classroom
Total Emotional Intelligence	Pearson Correlation	1	-.240
	Sig. (2-tailed)		.064
	N	60	60
Inside the Classroom	Pearson Correlation	-.240	1
	Sig. (2-tailed)	.064	
	N	60	60

4.1.3. THE THIRD RESEARCH QUESTION

HO: The third research question was to examine if there is any significant relationship between learners' emotional intelligence and their outside willingness to communicate.

Given the high number of data assumption of normality is reasonable. The Pearson correlation coefficient is calculated based on the data level. Results obtained from this method are shown in Table 4.4. Considering the Pearson correlation coefficient level (p=0.01) (r= $-.35 < .05$) and the estimated meaningfulness level (sig = .006) research question. Since the obtain sig value is less than .05 it can be concluded that there is statistically significant and strong relationship between learners' emotional intelligence and outside the classroom willingness to communicate at 99% level.

Table 4. *Correlation Between Emotional Intelligence and outside the Classroom Willingness to Communicate*

	Total Emotional Intelligence	Outside the Classroom

Total Emotional Intelligence	Pearson Correlation	1	-.353[**]
	Sig. (2-tailed)		.006
	N	60	60
Outside the Classroom	Pearson Correlation	-.353[**]	1
	Sig. (2-tailed)	.006	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

5. DISCUSSION

This study set out with the aim of assessing the important relationship of emotional intelligence and EFL intermediate learners' willingness to communicate. Second language learners frequently worry about their ability to function in a foreign language, practically in an oral situation, whenever they are trying to make a communication nearly an amount of this leads to their emotional intelligence. Reflecting this situational view, researchers have investigated how emotional intelligence can be affected by students' willingness to communicate such as their (speaking, reading, writing, comprehension) inside and outside the classroom. The findings of this study are in line with the literature. Through correlational research on emotional intelligence has mainly been concerned with the relationship between this trait and aspect like interpersonal relationship. Shykhjan, Jabari, and Rajeswari (2014) found a significant positive correlation between the interpersonal relationship and the social responsibility of students in middle school. Labaf, Ansari, and Masoudi (2011) highlight a positive significant impact of emotional intelligence on dimension of learning organization. Nonetheless, it's worth noting that Alavinia and Ahmadzadeh (2012), where the researcher found the emotional intelligence factors e.g. intrapersonal competencies and stress management abilities, can be important in Iranian context of learning. These findings are in line with Fahim and Pisghadam (2007) who found a significant positive correlation between university students' academic achievement and several component of emotional intelligence. The findings of such this study are also in line with Hassanzadeh and Shahmohamadi (2011) study, where they found a positive relationship between learning strategies and Iranian learners' emotional intelligence. All taken together, the data showed that the subjects who highlight both emotional intelligence and willingness to communicate questionnaire accordingly reject the first and third null hypotheses but cannot reject the second null hypothesis which was directed to students emotional intelligence and their inside the classroom willingness to communicate that as mentioned before, the students' anxiety, stress, negative self- image inside the classroom have negative impact on their willingness to communicate.

Data findings were described as correlations between the variables investigated in this study. The result indicated that there was a significant relationship between intermediate students' emotional intelligence and their willingness to communicate and also between their emotional intelligence and outside the classroom willingness to communicate. Moreover the findings related that there was no relationship between intermediate students' emotional intelligence and their inside the classroom willingness to communicate.

6. CONCLUSIONS

In order to answer the research questions related to relationship between Iranian EFL learners' emotional intelligence and willingness to communicate, it can be said that there was statistically significant relationship between Iranian EFL learners' emotional intelligence and willingness to communicate and also Iranian EFL learners' emotional intelligence and outside the classroom willingness to communicate, first and third null hypotheses, that are, there was no statistically significant relationship between learners emotional intelligence and willingness to communicate and emotional intelligence and outside the classroom willingness to communicate of Iranian EFL learners, were rejected. But the second null hypothesis, that is, there was no relationship between emotional intelligence and inside the classroom willingness to communicate, was not rejected. In fact, the obtained result can be attributed for the most part to pronounced role of emotional intelligence in having a successful communication inside and outside the classroom. Based on the size of correlation in first and third questions, the researcher can indicate that the most cases high levels of emotional intelligence related to high levels of learners' outside the classroom willingness to communicate.

The result of present study, EFL learners suffer from Interpersonal and Intrapersonal factors, which related to their emotional intelligence, including stress, and low self –confidence that lead to low motivation inside the classroom willingness to communicate. Many researchers have complained about students' language problems in producing or their performance, communication, especially those at lower and higher levels. According to Zakahi and McCroskey (1989) the offered account for the individual's difference, in their first and second language communication is no thing just willingness to communicate. The number of factor that contribute to the quality and quantity of willingness to communicate in the EFL context, naming communicative competence,

language anxiety, risk –taking, learners' belief, classroom climate, teacher support, and room organization Peg (2007). In line with Tabatabaei and Jamshidfar (2013) who examined the relationship between emotional intelligence, foreign language anxiety and willingness to communicate, highlighted that among other variables which have great effect on the result, there was a significant relationship between foreign language anxiety and willingness to communicate. The regression analysis of his research indicated that the willingness to communicate was predicted by foreign language anxiety and other subscales. In line with MacIntyre et al. (1998) believed that producing willingness to communicate is a decretive component of modern language instruction. They stated that current emphasis on communicative competence may produce students able to communicate inside the classroom, but these students may not be able to communicate outside the classroom. Also according to Kang (2005), teachers can have more active students by making them more willing to communicate. Kang highlighted that students with high willingness to communicate are more eager to use second language in an authentic communication and react as an independent learners by making autonomous try to learn language. He believed students who have high willingness to communicate will have more opportunities and become involved in learning activities both inside and outside the classroom.

So following collection and analyzing data, the result showed that emotional intelligence has a significant effect on students' outside the classroom willingness to communicate. As a result might participants are more likely to promoted their outside the classroom willingness to communicate and participate in communications outside the classroom in real world.

7. PEDAGOGICAL IMPLICATIONS

Theoretically, the finding of the study indicates that there is a significant correlation between emotional intelligence and outside the classroom willingness to communicate in intermediate EFL learners. To be more specific, this study can have certain implications for teaching and learning. The conclusions emerged from this study may have implications for the main stakeholders, i.e. teachers, learners, and institute, administrators.

As for teachers, it is suggested that language teachers in institute at their first step become more conscious and sensitive to learners who are likely to experience emotional intelligence and it is related barriers such as anxiety, stress, and self- confidence inside the classroom. They should know that learning a foreign language especially willingness to communicate is their primary struggle. Therefore, they can plan lessons and also organize activities that help students' enhance their emotional intelligence to develop their inside the classroom willingness to communicate. In likewise summery, Baghaei, Dourakhshan, and Salavati (2012), lunched a research into the potential correlation between different scales of willingness to communicate and success in foreign language learning. They used two questionnaires of willingness to communicate as tapping learners' willingness to communicate with native speakers and the others in the school context that these two related moderately to participants' success in language learning, although subscale did not show any relationship between learners and their success in communicating with nonnative speakers.

In communication, students' emotional intelligence is one of the most important factors both inside and outside the classroom that exert effects on willingness to communicate. It is frustrating for students when they discover they are not able to communicate effectively because they face some obstacle such as stress, anxiety, low-confidence which may be caused by their level of emotional intelligence. Unfortunately, these factors are sometimes neglected in English classes. This is pathos because resolve frustrating emotional intelligence factors can be helpful, enjoyable, and satisfying for learners to innate a communication. Emotional intelligence is also more complex than it appears to be on the surface goal of class (communication). Therefore, among these two variables willingness to communicate (inside and outside the classroom) behaves differently in both first and second language situations. But this is no excuse for neglecting emotional intelligence. Indeed, this variable needed more attention because based on the researchers' words and result it is a must for communication. Based on the research results, teachers must endeavor to reduce all bad effective items which have great impact on students' emotional intelligence lead to their inside the classroom willingness to communicate and they should keep outside the classroom willingness to communicate as significant as possible.

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