

Abstract

The emotional intelligence (EI) is taken into scrutiny as an important factor in the domains of learning and teaching, nowadays. Previous analyses have shown that students with high EI perform higher academically than those with low EI. Moreover, reading difficulties can negatively have an effect on learners' vanity, motivation, attitude, confidence, and tutorial and career prospects, the interference of reading difficulties have emerged as a problem requiring effective action. However, despite the acknowledged importance of EI and learning strategies, very little work has compared the effects of EI and three-phase strategy training on reading comprehension ability; thus, the main objective of this study was examined the interaction effect of EI and three-phase strategy training on Iranian EFL intermediate reading comprehension ability. The female (N = 40) participants who were randomly selected from the Beinolmelal Institute in Anzali, Guilan Province was divided into two experimental and control (N = 20) and also subdivided into low and high EI. Moreover, they were asked to complete a Persian version of an EQ-I, 125 items questionnaire with five components, Solutions Placement Test for the sake of homogeneity of the learners and 20-itemed reading comprehension were administrated before the three-phase treatment. It was found that, after three-phase strategy training, the learners with higher EI in the experimental group scored better on the posttests of reading and EI constructs; adaptability, intrapersonal and interpersonal; consequently, EI interacts with three-phase strategy training and produces a statistically significant effect on Iranian intermediate EFL learners' reading comprehension ability. Finally, this study suggests that high EI and strategies assist foreign language learning and teaching skills; thus, teachers and English learners should know and accelerate their own EI along with teaching strategies for better consequences.