



The Relationship among Linguistic Intelligence, Ethnic Identity, and Bilingual Iranian EFL Learners' Reading Comprehension

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ABSTRACT

The present study was aimed to investigate the relationship between linguistic intelligence, ethnic identity, and bilingual Iranian EFL learners' reading comprehension. To run the study one hundred male students at the intermediate level in an English institute in Sanandaj, Iran with mastery in Kurdish as their mother tongue, Persian as their educational language at school, and English as the third language or better say a foreign language were selected to take part in the present study. An ex post facto research was designed in which the participants of the study received a valid test of reading comprehension (NELSON-Danny Reading Scale developed by Brown et al, 1993), the Linguistic Intelligence Questionnaire (Gardner, 1999), and the Ethnic Identity Measure (Roberts, et al. 1999) as the measurement devices of the study. The data gathered was put into SPSS version 21 and since the normality assumption was met, Pearson Correlation was run to find answers to the questions of the study, and the results were reported. The findings revealed that there is a significant relationship between linguistic intelligence and bilingual Iranian EFL learners' reading comprehension. Also, there is a significant relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension, and lastly, there is a significant relationship between ethnic identity and bilingual Iranian EFL learners' linguistic intelligence. The findings of the present study could be used in the research and practical work pertained to teaching English in the bilingual areas of Iran and other countries with similar status, ethno linguistics studies, and teaching English as a foreign language in different places.

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Introduction

Linguistic intelligence (LI), as defined by Armstrong (2009), is the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language.

Nzai and Feng (2014) also proposed that increasing diversity in today's classrooms in the global world mandates teachers to be well prepared to effectively teach their students with different backgrounds. One key element to successful diversity education for many teachers is being able to relate to their culturally and linguistically diverse students. Researches in cultural competence (Bakhtiarvand & Adinevand, 2011; Campinha-Bacote, 2003; Soureshjani, 2011) suggest that only a few individuals on the earth are born with cultural competence; the rest of human beings should put considerable effort into developing it. This means each individual should assess his/her own biases and prejudices, develop cross-cultural skills, search for role models, and spend much quality time interacting with people from culturally different backgrounds who share a passion for cultural competence development.

From a psycholinguistic perspective, Peal and Lambert (1962) concluded that bilingual children had a greater cognitive flexibility and a more diversified set of mental abilities than monolingual children. They found that bilingual children significantly outperformed monolinguals on factors such as cognitive flexibility, concept formation, picture completion and figure manipulation. Considering linguistic intelligence and

ethnic identity, the researchers have tried to estimate the relationship between these two variables and the bilinguals studying English as a foreign language in terms of their reading comprehension ability.

As another important concept in the present research, identity development involves the process of defining oneself as a group member within a broader social context and also serves as the framework that provides individuals with a coherent sense of self (Grotevant, 1992). Researchers argue that identity formation is a critical developmental task faced during adolescence, the resolution of which serves as a guiding framework in adulthood (Josselson, 1994). Alternatively, Erikson's (1968) identity formation theory posits that identity development occurs through a process of exploration and commitment to important identity domains of a broader self-concept.

Social identity theory (SIT) proposes that individuals seek a positive social identity, a positive self-concept based on their membership through social comparisons between their own and other groups. They try to achieve 'positive distinctiveness for their own group in order to protect and maintain their self-esteem as group member (Tajfel & Turner, 1979; Turner & Giles, 1981). Individuals self-conceptions of who they are, and how they relate to others, is greatly influenced by the interpersonal and intergroup context in which they evolve and in which social comparisons are made (Kessler, et al., 2000: 96-97). "Sub-national and ethnic identities are therefore the results of contacts with others, primarily characterized by their real or perceived affiliation to a more or less valued group defined

along sub-national and ethnic lines” (Leets, Clément & Giles, 1986, p.13).

Regarding the significance attached to linguistic intelligence, bilingualism, and identity, it seems vital to consider these elements when it comes to language learning environments. Thus, the present study made an attempt to investigate the cumulative effect of these factors on the EFL learners' reading comprehension in a rich ethnic identity of Iranian context.

Statement of the Problem

In recent years, many studies have been done regarding the relationship among linguistic intelligence or other intelligences respected with English proficiency (Zee et al., 2002; McMahon et al., 2004; Bastian et al., 2005; Shearer, 2006; Fahim & Pishghadam, 2007; Mahdavy, 2008). Undoubtedly, linguistic intelligence has a crucial effect on language proficiency and many researchers have proved such a case. However, there seems to be a gap in the literature considering the relationship between ethnic identity and bilingual EFL learners' reading comprehension.

Iran consists of many nations including Turkish, Kurdish, and etc. These nations are mostly bilingual .i.e. most of them benefit from two languages: Persian as their school language and their mother tongue. Thus, the present research will focus on investigating the relationship among linguistic intelligence, ethnic identity, and reading comprehension of bilingual language learners in Sanandaj (Kurdistan). To the knowledge of the present author, only one study has been carried out regarding the relationship between LI and reading comprehension (Rahimi et al., 2011); nevertheless, no studies thus far have investigated the relationship between ethnic identity and reading comprehension or LI and ethnic identity.

Research Questions

Researching the above-mentioned problems the following research questions will be posed:

RQ1: Is there any relationship between linguistic intelligence and bilingual Iranian EFL learners' reading comprehension?

RQ2: Is there any relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension?

RQ3: Is there any relationship between linguistic intelligence and ethnic identity among bilingual Iranian EFL learners?

Research Hypotheses

The above mentioned research questions are the basis for the following null hypotheses:

RH0₁: There is no relationship between linguistic intelligence and bilingual Iranian EFL learners' reading comprehension.

RH0₂: There is no relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension.

RH0₃: There is no relationship between linguistic intelligence and ethnic identity among bilingual Iranian EFL learners.

Purpose of the Study

Considering the importance connected to linguistic intelligence and ethnic identity in the literature and achievement of language skills, the present research made an attempt to indicate any possible relationship among these variables and the bilingual EFL learners' reading comprehension skill. Thus, bilingual language learners from a specific ethnic identity (Kurdish) were used as the subjects for the present research to pave the way for drawing conclusions about ethnicity and reading comprehension. The relationship between LI and reading skill was also investigated to help recognize the degree of reading comprehension skill in other populations based on their LI grade. In addition, the relationship between LI and

ethnic identity was also scrutinized to see whether any relationship exists between the two variables.

Significance of the Study

The recent emphasis on learner and learning-centered approaches in EFL/ESL justifies research on the impact of LI on learners' L2 proficiency. Another significance of the present study is the importance of reading skill in an EFL context. According to Chastain (1988), reading skill provides readers with the right amount of comprehensible input necessary for both written and oral communication. Reading skill is particularly very important in input-poor EFL contexts such as Iran, where there is not much (if any) contact with the native speakers of English and, thus, books, internet, and the like remain the most available source of exposure to English. Thus, the present study takes significance as it attempts to investigate the relationship among two vital factors (LI and Ethnic Identity) and reading comprehension of bilingual language learners.

Review of the Related Literature

Theoretically speaking, LI has been assumed to be the most important domain of intelligence contributing to reading comprehension performance because it deals with the ability to manipulate different components of language including syntax, phonology, and the semantics or meaning of language (Armstrong, 2003). From another point of view, the notion of ethnic identity has been overlooked in the literature of language learning and development. Thus, the present thesis deals with LI, reading comprehension, and ethnic identity and the relationship among them in order to draw broader conclusions regarding teaching reading skills to bilingual students with different levels of linguistic intelligence.

Linguistic Intelligence

According to Gardner (1993)

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. (p. 41)

Students who have linguistic intelligence show brilliant auditory abilities, they are usually fond of reading, writing, and playing word games. They also are good at remembering names, dates and places and they prefer doing word processing on a computer. They may have a bright, developed vocabulary and can speak fluently, accurately and phonetically (Teele, 2000).

Among the different domains of multiple intelligences, LI is assumed to be the most relevant to language learning. LI, as defined by Armstrong (2009), refers to:

The capacity to use words effectively, whether orally...or in writing.... This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions or practical uses of language. (p. 6)

Göğebakan (2003) suggests some activities for linguistic intelligence lesson plans:

- Reading and writing about famous artists and art history.
- Writing a short fictional story about an artist or group of artists in the past, present or future.
- Interviewing students in pairs regarding their involvement and thoughts about a specific event, concert, production, exhibition, including who, what, when, why, where, and how was it produced.

- Writing a script or narrative for a program, speech, or host for a major arts event. (p. 21)

Reading Comprehension

Reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea (Hoover & Gough, 1990). It is a complex process that requires the activation of numerous cognitive skills (Kintsch, 1998). There are also different depths of understanding (Perfetti et al., 2005). At the most basic level, reading comprehension may involve the picture that comes to mind when reading the word cat. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads.

Ethnic Identity

(Sub)-national and ethnic identities are in the core of social identifications (Erikson & Johnsson, 1999). A 'social identity' is "the individual's knowledge that he belongs to certain groups. These identities result social groups together with some emotional and value significance to hem of the group membership" (Tajfel, 1978, p. 63). These identities therefore result from inter-group relations as do cognitive and affective representations of its dimensional constituents. More specifically, social identity theory (SIT) proposes that individuals seek a positive social identity, a positive self-concept based on their membership through social comparisons between their own and other groups. They try to achieve 'positive distinctiveness for their own group in order to protect and maintain their self-esteem as group members (Tajfel & Turner, 1979; Turner & Giles, 1981). Individuals self-conceptions of who they are, and how they relate to others, is greatly influenced by the interpersonal and intergroup context in which they evolve and in which social comparisons are made (Kessler, et al., 2000, p. 96-97). (Sub)-national and ethnic identities are therefore the results of contacts with others, primarily characterized by their real or perceived affiliation to a more or less valued group defined along (sub)-national and ethnic lines (Leets et al., 1986). Ross (1979) states that:

Ethnicity has proven to be a very difficult concept to define with much precision. Indeed those who have approached the task have not been able to achieve a consensus. Most usages are both vague and ambiguous in their applications to empirical research. What some scholars consider to be examples of ethnicity, other would consider to be cases of such other variables as regionalism, religious sectarianism, class conflict, and even sheer opportunism. (p. 3)

In the work of Thompson (1989), ethnicity has been viewed as a biological, cultural, political, Psychological and social organization phenomenon, with a number of contrasting paradigmatic consequences. There is certainly not a unifying framework to study ethnicity over all disciplines. Even within the social sciences, there are different theories of ethnicity, each with their own assumptions and consequences for the measurement.

Research on Ethnic Identity

Ethnic identity has been examined in relation to numerous outcome variables such as self-esteem (Phinney, 1991; Umaña-Taylor et al., 2002), academic achievement (Arellano & Padilla, 1996), and individuals' ability to cope with discrimination (Chavira & Phinney, 1991; Phinney & Chavira, 1995). Findings tend to be mixed, with some studies providing evidence of significant associations between these constructs and other studies.

In Arellano and Padilla's study (1996), the conceptual frameworks of "at-risk" and academic invulnerability were

examined with 30 undergraduate Latino students enrolled in a highly selective university. Students were interviewed about their educational experiences to examine factors contributing to their academic success. Students were grouped (n= 10) based on educational attainment of parents: Group One-parents with 11 or fewer years of schooling; Group Two-at least one parent graduated from high school; and Group Three-at least one parent completed college. Interviews revealed that students in Group One and Two fit the pattern of "at risk" but also demonstrated that with supportive families and teachers they were invulnerable to the negative consequences of educational risk. Group Three students, because of the greater "cultural capital" of parents, reported different experiences in school. Unexpectedly, 73% of all students were identified in elementary school as gifted, lending support to the importance of enriched school programs for Latinos.

In fact, scholars suggest that the divergent findings, which plague the literature on this topic, are in large part due to the variation in conceptualization and measurement of ethnic identity (see Phinney, 1991, 1995; Umaña-Taylor et al., 2002 for reviews).

Research on Linguistic Intelligence

Previous studies have reported the effect of multiple intelligences (MI) on learning, in general, and language learning, in particular (See for example, Zee et al., 2002; McMahon et al., 2004; Bastian et al., 2005; Shearer, 2006; Fahim & Pishghadam, 2007; Mahdavy, 2008).

McMahon, et al. (2004) explored the effect of MI on reading achievement of 288 fourth grade students. The multiple intelligences scale they used was Teele Inventory of Multiple intelligences. This scale consisted of a number of subscales including linguistic, logical, mathematical, interpersonal, intrapersonal, musical, spatial, and bodily kinesthetic intelligences. The results showed that only mathematical intelligences significantly and strongly affected reading performance of the participants; the other domains of intelligence, nonetheless, did not turn out to influence the students' reading comprehension.

Shearer (2006), investigated the MI of high school students with varying levels of reading skill, that is, high, mid, and low. The participants in the study were 215 ninth grade students from suburban U.S. high schools, who filled in Multiple Intelligences Developmental Assessment Scales (MIDAS) and took a reading comprehension test. The students were divided into three groups of high, mid, and low with regard to their performance on the reading test. There were striking differences among the intelligences of these three groups of readers. The results indicated that the students at a high level of reading ability were personal achievement oriented, which signifies an intrapersonal aspect of intelligence, while those with a moderate level of reading ability seemed to be more 'socially focused', indicating an interpersonal aspect; and the participants at a low reading level were more pragmatic, practical and action-oriented, denoting the mathematical aspect of intelligence.

Fahim and Pishghadam (2007) explored the role of LI, psychometric intelligence, and emotional intelligence on the EFL learners' academic achievement. Students' academic achievement was determined based on their university GPAs. The result of the study showed a strong link between the students' academic achievement and several dimensions of emotional intelligence. The results, on the other hand, revealed that academic achievement was not associated with IQ, but it showed a strong correlation with verbal intelligence, a subsection of IQ.

Razmjoo (2008) studied the extent to which MI predicted the language proficiency level of 278 PhD candidates in Shiraz University, Iran. The results indicated no correlation between language proficiency and MI or any one of its subscales. The findings, in addition, suggested that MI and its components did not significantly predict language proficiency. Finally, no significant difference between males and females with respect to the relationship between intelligence and proficiency was reported.

Mahdavy (2008) examined the relationship between MI and listening performance of 117 Iranian EFL learners on the listening subtest of IELTS and TOEFL tests. The findings of the study showed a significant correlation between LI and listening proficiency of the participants, but no relationship was found between the other domains of MI and the participants' listening proficiency.

Rahimi et al. (2011) examined the impact of linguistic intelligence and emotional intelligence on the reading comprehension ability of the Iranian EFL learners. Data was gathered through two questionnaires and a reading test and analyzed through two-way ANOVA and Multiple Regression. The results revealed that the students with a high level of linguistic intelligence showed a higher reading ability than those with a lower level of linguistic intelligence. The results, however, showed no significant difference among the students with different degrees of emotional intelligence. Moreover, the results indicated that linguistic intelligence is a relatively strong predictor of reading performance, accounting for more than 40% of the variance observed in the students' performance on the reading comprehension test.

To sum up, majority of the studies reported above show a meaningful relationship between MI and academic achievement. To the best of the knowledge of the present researchers, no study has thus far been conducted on the effect of linguistic intelligence and ethnic identity on the reading performance of Iranian EFL learners.

Method

The present study was an attempt to investigate the relationship among linguistic intelligence and ethnic identity and bilingual EFL learners' reading comprehension. The two questionnaires of Revised (12-item) Multi-group Ethnic Identity Measure (developed by Roberts, et al. 1999), and Linguistic Intelligence Questionnaire (developed by Gardner, 1999), were used to gather the data. Both of these questionnaires have been vastly used in researches done around the world and their validity and reliability have been confirmed. In addition, the NELSON test of reading comprehension, which is a valid and acceptable measurement device, was utilized as the test of reading comprehension ability.

Subsequently, the relationship between the data of the questionnaire and the reading comprehension test were the basis for the analysis.

Participants

The participants of this study were 100 male and female students with the age range of 16 to 18 at the intermediate level in the institute who were asked to take part in the experiment based on their willingness. The main pool from which the sample was drawn included 150 male and female students of the Sena institute of Sanandaj. In addition, they were from Sanandaj with mastery in Kurdish as their mother tongue and Persian as their educational language at school. It means that they were learning English as the third language or better say a foreign language.

Instruments

The language learners, the participants of the study) received a valid test of reading comprehension (NELSON-Danny Reading Scale), the Linguistic Intelligence Questionnaire (Gardner, 1999), and the Ethnic Identity Measure (Roberts, et al. 1999) as the measurement devices of the study.

NELSON Reading Scale or Nelson-Denny Reading Test is a product developed by Brown, Fishco, and Hanna (1993) and includes 80 items using a multiple-choice format to assess vocabulary. It is a 1-minute reading rate exam and has 5 passages with 38 items using a multiple-choice format to assess reading comprehension. The test is able to check the 3 sub-scales of vocabulary, reading rate, and reading comprehension.

Linguistic Intelligence Questionnaire (Gardner, 1999), is the first section of the new model of multiple intelligences survey which includes 10 items which could be scored based on 0-1 scale or any score based on the research analysis needs (for easy calculation one might score each item by 10).

Ethnic Identity Measure (Roberts, et al. 1999), is named the Revised (12-item) Multi-group Ethnic Identity Measure and includes 12 items which are scored based on Likert scale to indicate how much the examinees agree or disagree with each statement. The scoring concludes that from (4) Strongly Agree (SA); (3) Agree (A); (2) Disagree (D), to (1) Strongly Disagree (SD), the items could be marked. The sum of the marked items could be representative of the final score of the examinees.

Procedure

After the sample process of sample selection, the learners received the reading comprehension test and the two questionnaires mentioned above simultaneously in a 90 minute allocated time. The data was collected and the Learners' performances were scored and analyzed through employing SPSS version 21 and the results were reported.

Design

The present research enjoyed an Ex post Facto Design. The reason is that, based on Hatch and Lazaraton (1991), there was no treatment involved in the study, nor was the study concerned with the leaning process the participants might have gone through as a significant factor. No control was implemented over the effect of independent variables of the study (linguistic intelligence and ethnic identity) on the dependent variable (learners' reading comprehension). None of the variables of the study were manipulated to cause changes, either. What is of paramount importance then is the type and strength of the connection between variables of the study; therefore an Ex Post Facto Design is the appropriate design for the accomplishment of the purpose of the study (Field, 2009).

Data Analysis

Normality Assumption

To investigate the relationship among linguistic intelligence, ethnic identity and reading comprehension of bilingual Iranian EFL learners is the aim of this study. The data were analyzed through the Pearson correlation. Measures were taken to prove that the data enjoyed normal distributions. The ratios of skewness and kurtosis over their standard errors were computed. Since the ratios were lower than the absolute value of 1.96 (Table 1), it was concluded that the data enjoyed normal distribution.

Research Question 1

Is there any relationship between linguistic intelligence and bilingual Iranian EFL learners' reading comprehension? There was a significant relationship between linguistic intelligence and bilingual Iranian EFL learners' reading

comprehension ($r(98) = .78, p < .05$) (Table 2). The first null-hypothesis was rejected.

Table 1. Descriptive Statistics, Tests of Normality Assumption

	N	Skewness			Kurtosis		
		Statistic	Statistic	Std. Error	Statistic	Std. Error	Ratio
Reading Comprehension	100	.061	.241	0.25	-.161	.478	-0.34
Linguistic IQ	100	-.316	.241	-1.31	.094	.478	0.20
Ethnic Identity	100	-.036	.241	-0.15	-.561	.478	-1.17

Table 2. Pearson Correlation; Reading Comprehension with Linguistic IQ

		Linguistic IQ
Reading Comprehension	Pearson Correlation	.780**
	Sig. (2-tailed)	.000
	N	100

**. Correlation is significant at the 0.01 level (2-tailed).

Research Question 2

Is there any relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension?

There was a significant relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension ($r(98) = .87, p < .05$) (Table 3). The second null-hypothesis was rejected.

Table 3. Pearson Correlation; Reading Comprehension With Ethnic Identity

		Ethnic Identity
Reading Comprehension	Pearson Correlation	.872**
	Sig. (2-tailed)	.000
	N	100

**. Correlation is significant at the 0.01 level (2-tailed).

Research Question 3

Is there any relationship between linguistic intelligence and ethnic identity among bilingual Iranian EFL learners?

There was a significant relationship between ethnic identity and bilingual Iranian EFL learners' linguistic intelligence ($r(98) = .79, p < .05$) (Table 4). The third null-hypothesis was rejected.

Table 4. Pearson Correlation; Linguistic IQ with Ethnic Identity

		Ethnic Identity
Linguistic IQ	Pearson Correlation	.792**
	Sig. (2-tailed)	.000
	N	100

**. Correlation is significant at the 0.01 level (2-tailed).

KR-21 Reliability Indices

The KR-21 reliability indices for the reading comprehension, linguistic IQ, and ethnic identity were .90, .88, and .82, respectively (Table 5).

Table 5. KR-21 Reliability Indices

	N	Mean	Variance	KR-21
Reading Comprehension	100	22.57	42.25	0.90
Linguistic IQ	100	8.77	5.24	0.88
Ethnic Identity	100	40.2	69.31	0.82

Construct Validity

A factor analysis was run to probe the underlying construct of the reading comprehension, linguistic IQ and ethnic identity. The three tests loaded on a single factor which accounted for 77.26 percent of the total variance (Table 4.6).

Table 6. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.630	87.666	87.666	2.630	87.666	87.666
2	.243	8.085	95.752			
3	.127	4.248	100.000			

Table 7 below displays the loadings of the three tests under the extracted factor.

Table 7. Component Matrix

	Component 1
Ethnic Identity	.950
Reading Comprehension	.945
Linguistic IQ	.914

Results, Discussions, and Conclusions

Analysis of the results firstly, showed that there was a significant relationship between linguistic intelligence and bilingual Iranian EFL learners' reading comprehension. Secondly, there was a significant relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension, and thirdly, there was a significant relationship between ethnic identity and bilingual Iranian EFL learners' linguistic intelligence. The first finding of the study is in line with results of the previous research on the ground of the effect of multiple intelligences (MI) on learning, in general, and language learning, in particular (See for example, Zee et al., 2002; McMahon et al., 2004; Bastian et al., 2005; Shearer, 2006; Fahim & Pishghadam, 2007; Mahdavy, 2008). Shearer (2006) also investigated the MI of high school students with varying levels of reading skill, that is, high, mid, and low. Fahim and Pishghadam (2007) explored a strong link between the students' academic achievement and several dimensions of emotional intelligence. The results, on the other hand, revealed that academic achievement was not associated with IQ, but it showed a strong correlation with verbal intelligence, a subsection of IQ. Razmjoo (2008) indicated no correlation between language proficiency and MI or any one of its subscales. On the other hand, Mahdavy (2008) examined the relationship between MI and listening performance of Iranian EFL learners on the listening subtest of IELTS and TOEFL tests and found a significant correlation between LI and listening proficiency of the participants, but no relationship was found between the other domains of MI and the participants' listening proficiency. Rahimi et al. (2011) in their examination of the impact of linguistic intelligence and emotional intelligence on the reading comprehension ability of the Iranian EFL learners found that there was no significant difference among the students with different degrees of emotional intelligence.

The second finding of the present study is also supported by the researches done before: in the area of ethnic identity and self-esteem (Phinney, 1991; Umaña-Taylor et al., 2002), with academic achievement (Arellano & Padilla, 1996), and with individuals' ability to cope with discrimination (Chavira & Phinney, 1991; Phinney & Chavira, 1995). As Rampton (2014) indicates there is high correlation between the familiar cultural factors and the accepted identities with second language development. Also Chen, et al. (2013) in their meta-analysis study concerning the role of dialectical self and bicultural identity integration in psychological adjustment found that "Five studies converged to show that psychological adjustment was positively related to Bicultural Identity Integration (BII), but negatively related to the dialectical self, while in three studies, dialecticism mediated the effect of BII on psychological adjustment among bicultural individuals" (p.61). In fact, scholars suggest that the divergent findings, which in to some extent plague the literature on this topic, are in large part due to the variation in conceptualization and measurement of ethnic identity (Phinney, 1991, 1995; Umaña-Taylor et al., 2002 for reviews).

The third finding of the study is also in line with some of the researches done previously: Nzai and Feng (2014) found that there is high correlation between ethnic identity and bilingual English learners' linguistic intelligence in the EFL contexts. Conversely, Chen, et al. (2013) found that ethnic identity had apposite correlation with psychological adjustment while linguistic intelligence (dialectical self) had a negative correlation with psychological adjustment bicultural individuals. Previous studies reveal "the deleterious effects of tolerance for contradiction on well-being and differentiate biculturalism patterns of immigration-based and globalization-based acculturation" Chen, et al., 2013, p. 61).

The present study was aimed to investigate the relationship between linguistic intelligence, ethnic identity, and bilingual Iranian EFL learners' reading comprehension. The findings revealed that there is a significant relationship between linguistic intelligence and bilingual Iranian EFL learners' reading comprehension. Also, there is a significant relationship between ethnic identity and bilingual Iranian EFL learners' reading comprehension, and lastly, there is a significant relationship between ethnic identity and bilingual Iranian EFL learners' linguistic intelligence. The findings of the present study could be used in the research and practical work pertained to teaching English in the bilingual areas of Iran and other countries with similar status, ethno linguistics studies, and teaching English as a foreign language in different places.

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