The main purpose of this study was to examine the effects of Emotional Intelligence on the choice of language learning strategies by Iranian EFL students. Data collection phase commenced by asking the participants to answer an OPT test which acted as the homogeneity test in the current study. A sample of 100 individuals was selected. Learners' strategy use was checked through SILL, Strategy use Inventory for Language Learning (Oxford, 1990). In addition, Bar-On emotional Intelligence Questionnaire (EQ-i) was used. The descriptive findings of the study revealed that metacognitive strategy was the most frequently used strategy among Iranian EFL learners, whereas the least preferred strategy chosen by learners was affective strategy. The correlation analysis indicated that emotional intelligence had a significant positive correlation with overall language learning strategy at (p=0.001) level. Quantitative data were analyzed by using one-way analysis of variance (ANOVA), the Multivariate Analysis of Variance (MANOVA), and linear regression analysis for examining whether students with higher emotional intelligent scores use specific language learning strategies. The results showed that emotionally more intelligent students choose metacognitive, social, cognitive and compensation strategies more than emotionally less intelligent students. However, in the use of memory and affective strategies no significant difference was found between two groups. Moreover, it was indicated that language learning strategy categories positively correlated with EQ subscales; however there existed no
significant correlation among independence and empathy and the various categories of language learning strategies