

Comprehension of ambiguous texts in people with different levels of emotional intelligence, psychometric intelligence and theory of mind

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Emotions can improve cognitive processes (Afzali, 2013) and guide readers in developing a coherent representation of the situation described in the text (Van Dijk, Kintsch, 1983). Previously, the intensity of emotions was found to be linked to reading comprehension (Daley et al., 2014). Hence, we suggest that comprehension of ambiguous texts may be linked to emotional intelligence (EQ).

Sixty volunteers (76,7% female; aged 18 – 32) participated in our study. We conducted in-depth semi-structured interviews (individually with each participant) based on nine Aesop's fables to assess the depth of ambiguous texts' comprehension. The task was to interpret each fable and formulate its gist. Interpretation of each fable was scored 0 (literal), 1 (common sense) or 2 (highly generalized) (Shcherbakova, Nikiforova, 2018). Also, EQ ("Questionnaire of emotional intelligence" by D.V. Lyusin), psychometric intelligence ("Raven's Standard Progressive Matrices Test"), and ToM ("Reading the Mind in the Eyes", adapted by E.E. Rummyantseva) were assessed.

We found that the depth of fables' comprehension correlates (Spearman's Rho) with IQ ($r = 0,34$; $p = 0,008$), but not with EQ nor ToM. Factor analysis supported these findings by revealing 3 factors: "EQ", "ToM" and the factor uniting the depth of fables' comprehension and IQ. These results suggest much lower interdependence between comprehension of ambiguous texts, EQ and ToM than was expected, while IQ seems to be the closest psychological construct out of 3 to the phenomenon of texts' comprehension.

Poster session 1 (December 16, 12:20-14:05), poster 2