Cultural Resources, Listening Comprehension of Intermediate Iranian EFL Learners and their Emotional Intelligence

Mojgan Khaki
Islamic Azad University, Isfahan Branch, Isfahan, Iran
Azizeh Chalak*
English Department, Islamic Azad University, Isfahan Branch, Isfahan, Iran

Abstract
The notion of emotional intelligence (EQ or EI) was provided to complement general intelligence. This study intended to study the influence of emotional intelligence on listening comprehension of junior high school EFL learners from both genders when using culture-based materials. In so doing, a number of 50 Iranian intermediate level EFL learners were selected using the Oxford Quick Placement Test (OQPT). In addition, Trait Emotional Intelligence Questionnaire was employed. The listening test was administered first. Participants were classified into an experimental and a control group. In the experimental group, students were exposed to listening materials such as special expressions, idioms, and conversations. After ten sessions, participants participated in the listening post-test. The results of an independent samples t-test showed that the performance of the participants in the two groups was significantly different. Moreover, one-way ANOVA and post-hoc analysis revealed that gender significantly affects the listening skills of EFL learners with varying degrees of emotional intelligence when using cultural material in listening lessons. The findings of this study can lead language teachers to include materials as listening pieces about cultural entities to improve the listening ability of language learners.

Keywords: Culture-bound Materials, Listening Comprehension, Emotional Intelligence, Iranian EFL Learners

Introduction

A significant factor in language learning is the learner's intelligence. Goleman (1995) believed that "emotional intelligence includes skills such as the ability to motivate, endure, control impulses, and delay satisfaction in the face of frustration. He continues to emphasize and hope for the ability to regulate mood, prevent stress, and think in reverse. "(P.34). He continues, emotional quotient "EQ" or traditional intelligence is too narrow, showing how successful we are. The nature and identity of the language seems to vary from country to country in the world. Some factors have a major contribution to language learning, but one of the most effective ones is culture. Culture refers to the perspective of people about the world around them, their lifestyle, their thinking style, and the way they react to the world and others. Culture also points to the lifestyle of the target community. Language teachers need to be aware of culture-based learning. According to some anthropologists, culture is a pattern of thought and behaviour that people in social groups learn, create, and share.

Psychologists and linguists have put a lot of effort into investigating how emotional intelligence affects English skills and strategies. Listening is a major challenge for many EFL learners. The difficulty of segmenting audio streams and their limited short-term memory capacity are considered common weaknesses among language learners. On the contrary, EFL learners live in various cultural situations. To understand part of the listening excerpt, the learner must quickly process the continuous stream of sound and divide it into smaller, easier-to-understand sections. As is very clear, there are many differences between English-speaking countries and Iranian culture. This distinction causes many problems for EFL learners. Imagine Iranian EFL learners want

to explain how learners ask each other to do something (the speech act of request) or thank each other (the speech act of thanking). Such situations may result in misunderstandings and difficulties in conversational comprehension because they are not practically aware of the norms of the target language and culture. One of the barriers to understanding a language is their inability to segment the language and identify words (Goh, 2000). In addition, a lack of knowledge of the target culture creates confusion among language learners. Thus, if EFL learners are aware of the cultural rules of English, they can overcome the difficulties well. An important issue in achieving this is the learners' level of learner's emotional intelligence. Raising the learner's emotional intelligence seems to be an important step in improving the flaws. Language, on the other hand, is inseparable from culture. Therefore, the materials used for listening lessons should contain elements of local culture. The more familiar the learner is with the target culture, the better the understanding.

Until recently, emotional intelligence was ignored outside of business, with little known relevance to foreign language learning. Rossiter (2003) stated that successful L2 learning is due to differences in individual levels of intelligence. In addition, Downey et al. (2008) claimed that high levels of EI lead to higher levels of motivation, decision making and planning. In addition, the learner's known level of emotional intelligence and the use of cultural materials in the EFL classroom allow learners to share conflicts, confusion, and frustration in the process of professional development and to support and resolve suggestions and solutions. Organizing English materials for listening classes in a way so as to include culture-related materials can improve the quality of EFL education.

Literature Review

Several pieces of research have investigated the impact of language learners' EI on their learning. In this section, a brief look is taken at some recent ones. Namaziandost et al. (2018) investigated the impact of the use of cultural resources on the listening comprehension of EFL learners of both genders in Iran. Participants included 96 advanced intermediate EFL learners. The results showed that participants achieved different levels of performance in post-tests and that culture-oriented linguistic materials improved the listening skill of Iranian EFL learners. In addition, it was shown that after the test, male learners were superior to female learners.

In a related study, Mahmoudi (2017) investigated listeners' cultural schema and their understanding of EFL listening. The participants were two groups, each including 37 Iranian learners who were Muslims. At this point, two audio files were presented. One is about the mosque, and the other is about the cathedral. It was shown that new content could not activate culturally recognizable schemes of lower-level learners, whether theoretically comparable or not.

Furthermore, Bakhtiarvand and Adinevand (2011) investigated the impact of cultural background on the listening performance of EFL learners. A number of 120 EFL took a listening test and were divided into four groups, and they were exposed to specific conditions: TC (Target Culture), ITC (International Target Culture), CF (Culture Free), and SC (Source Culture). Finally, post-tests were conducted in four groups to see if there was any progress in listening comprehension. The results showed that familiarity with culture-oriented languages promoted listening comprehension among Iranian EFL students.

Jahandar et al. (2012) investigated the effects of EI on listening skill, as well as gender differences in some important emotional abilities. Bar-On EQI was used to get the learner's emotional score, after which a listening comprehension test was administered. The results revealed that EI has a significant impact on both male and female listening proficiency. The effect of gender was greater for female learners. The results also showed that interpersonal relationships, stress tolerance, and flexibility have a significant impact on male and female listening, but males must be stronger to improve "stress tolerance."

The previous studies revealed that using cultural materials can lead to better performance among EFL learners in their listening classes; however, the context of these studies as well as their participants were different from the present study. In addition, none of them has investigated the role of emotional intelligence along with cultural materials in language classes. The following studies report some other studies which have investigated the concept of emotional intelligence.

Alavinia and Behyar (2012) investigated the relationship between the EFL learners' emotional intelligence and their writing performance considering lexical semantics errors. The required data was collected through the management of Bar-On EQ-i and the use of paragraphs written by learners. There was a significant correlation between learner's lexical semantic errors and their EI. However, the gender of the participants did not play a major role. In addition, we found that all subscales of the Bar-On survey had the highest predictions for learner errors, and the satisfaction scale had the highest predictions

Labbaf et al. (2011) wanted to investigate the effect of emotional intelligence on various aspects of learning organizations. The participants were 86 educators and library assistants. After using regression for Likert-type questionnaire analysis and final data analysis, they said, EI is great for learning organization dimensions, clarity, effective, teamwork and knowledge transfer within groups. It has a positive impact.

Ghanizadeh and Moafian (2010) investigated the relationship between educational success and emotional intelligence in language education institutions. After that, participants had to fill out the Bar-On E-Qi. To assess

teacher performance, students taught in the study by each teacher were given a separate questionnaire. The results revealed that there was a significant correlation between teacher success and EQ. There was also a significant correlation between teacher EQ, teacher experience, and age.

In addition to the existing EFL context in Iran, some studies have so far been carried out in other countries. As a case in point Neff and Rucynski (2013) found that EFL learners can better understand everyday life and cultural nuances that are not immediately apparent with the English learning resources they normally rely on, such as videos and textbook materials.

In a study of L1 culture in the EFL and foreign classrooms, Seghers (2008) concluded that it seems that learners' ability to bring their culture into the TESOL classroom depends on a variety of factors. In particular, the time spent at home and abroad through other encounters with English-speaking people at home and abroad, and with English-speaking culture, including television shows. Age and gender also seem to have a strong influence. In another study, Kusumarasdyati (2005) suggested using films as cultural material in English lessons. As a result, it was shown that the use of movies is effective in deepening the understanding of listening in foreign languages and raising awareness of the target culture.

Considering the aforementioned research, there seems to be a lack of an experimentally established and contextualized listening instruction. The investigation of the impact which EI may have on the issue under question has not also been well explored. Therefore, the ongoing research sought to add to this empirical evidence and use empirical test to measure the relationship between Iranian intermediate EFL learners' Emotional Intelligence (EI) and their listening performance when culture-bound materials are sued. Moreover, because of the rather novelty of the type of the study at hand, it can be claimed that not many studies (to date) have conducted a comparative study of the possible impact of gender as the moderator variable in mastering listening with respect to emotional intelligence, especially in Iran. There is only a limited amount of work available on EI and gender-related factors, in other countries. According to what was said above and considering the gap that exist in the literature regarding the role of emotional intelligence and the role of using culture-bound materials, the following research questions were foci in this study:

Does employing culturally-loaded materials have any significant effect on Iranian intermediate Iranian EFL learners' listening performance as with their emotional intelligence level?

What is the relationship between EFL learners' listening comprehension and their gender considering their level of emotional intelligence when cultural materials are used?

Methodology

This section of the present paper gives an account of the methodological consideration of the issue under study. Considerations about the participants, the materials and instruments, the procedures of data collection as well as data analysis are presented in this section.

Design and Context of the Study

For the purpose of the present research, a quasi-experimental design was used in a language institute in Isfahan, Iran, during the first term of the educational year 2019-2020. The independent variable was the participants' listening comprehension, and the dependent variables were cultural materials as well as the participants' level of emotional intelligence.

Participants

In the present study, a number of 50 (24 men and 26 women) Iranian male and female intermediate-level EFL learners aged 14-18 participated. They were studying English at a language school in Isfahan and were selected through the OQPT, questionnaires, and listening comprehension tests. Participants were divided into two groups when using cultural materials to see if emotional intelligence was significantly associated with EFL learners' listening comprehension. This process was randomly performed so that the numbers of female and male learners were identical in both groups (24 male and 26 female learners). The groups were titled (Culture bound Group A; CBGA) and (Culture bound Group B; CBGB).

1. Group A (CBGA): There were initially (25) students in this group, (13) female students and (12) male students who started the experiment.

2. Group B (CBGB): There were initially (25) students in this group, (13) female students and (12) male students who started the study.

Table 1
Number of Students in the Study Sample Groups

Group	Male	Female	Total
C.B.G. A	12	13	25
C. B.G. B	12	13	25

Instruments
The following instruments were employed to gather the necessary data:
Trait Emotional Intelligence Questionnaire
TEIQue-ASF (Petrides et al., 2006) consists of 30 statements for 15 facets of the characteristic EI developed to measure the global characteristic EI. The factor scores can also be derived from TEIQue ASF, but they tend to be slightly less reliable. The internal consistency of global scores usually exceeds 0.80. This form has been successfully used by children over the age of 11.

The whole score of this test was 210. In order to prevent misunderstanding, this questionnaire was translated by the researcher into Persian and the translated version was checked by the supervisor, and some changes were made. This questionnaire was previously used in other studies; however, in order to assure the reliability of this questionnaire, a pilot study was carried out among 15 EFL learners who had similar characteristics to the participants, and the Cronbach alpha was calculated to be .84.

Listening Comprehension Pre and Post-tests
The listening section of TOEFL was run as the pre-test to check the participants' homogeneity in their listening comprehension. After the treatment, a listening comprehension test was devised based on what was taught to the learners during the treatment and this test was used as post-test. The listening materials which contain culturally bound materials were used in class. These materials included the conversations in different places such as restaurants, movies, classes, advertisements, idioms, special expressions and so on.

Reliability and Validity of the Instruments
To assure the reliability of the listening pre and post-tests and the emotional intelligence questionnaire was piloted among 15 subjects with the same level as the participants. And to check the validity of them they were checked by three PhD holders in TEFL.

Data Collection Procedure
The required data was collected through listening tests and questionnaires. The method was to collect primary source data. In other words, the required data was collected from a comparative analysis of the participants scores. To find the answer to this question from language learners at a language school in Isfahan, 50 female and male learners were selected based on their OQPT grades. In fact, learners with scores between 37 and 49 were classified as intermediate (according to the OQPT Evaluation Guide). The listening section of the TOEFL PBT test, was carried out to ensure that these participants had the same level of listening. Participants were then asked to fill out an emotional intelligence quotient (EQI). It is worth noting that there are different types of EQIs, including Bar-On (1997), Genos Emotional Intelligence Inventory (Palmer, et al. 2009), Trait Emotional Intelligence Questionnaire-Adolescent (TEIQueASF) (Petride, et al. 2006). For the purposes of this study, (TEIQueASF) (Petride, et al. 2006) appeared to be appropriate because it was quantifiable. At this stage of the study, as already mentioned, participants' results from emotional intelligence questionnaires were analysed and cut off scores were defined. The total score for this survey was 210, so I set 105 as the cut off score. As a result, participants were classified into high and low groups. Some students earned more than 105 and were classified into in one group (CBGA) and some others scored lower than 105 points in the other group (CBGB). Participants' levels of EQ were different, but to all of them cultural bound materials were taught. To answer research questions, all participants were exposed to cultural material as a treatment for listening lessons. The experiment then began and participants from both groups took listening classes. During the experimental phase, the participants in the experimental group received instruction about American idioms, superstitions, vacation habits, and daily behaviour. I also touched on excerpts from auditory materials such as idioms and special expressions. Let's take a closer look at these topics, including some conversations in certain situations. Researchers asked participants to compare Iranian culture with American culture and find information on American culture. After 10 sessions, another listening test was administered that acted as a follow-up test. A second study examining the effect of gender on Iranian EFL learners' listening comprehension with respect to EI. To answer the second question, it was necessary to distinguish between male and female learners.

Data Analysis Procedure
Descriptive statistics like mean, mode, frequency etc. were used. Also, the researcher made use of inferential statistics such as one-way analysis of variance (ANOVA) and independent samples t-test. SPSS was employed to analyze the data. To this end, the learners' scores from the listening test was compared through ANOVA. Post- hoc test was also applied to investigate the role of emotional intelligence in listening comprehension.

Results
As mentioned earlier, a listening comprehension pre-test was administered. Here the results are analyzed, and Table 1 presents the results.

Table 2
Descriptive Statistics of the Pre-Test

Values	Groups	N	Mean	Std. Deviation	Std. Error Mean
	CBGA	25	54.0000	6.51920	1.30384
	CBGB	25	50.8400	8.40476	1.68095

In Table 1, CBGA stands for Culture-Bound Group A, and CBGB stands for Culture-Bound Group B. As the results show, the average CBGA, or group with high emotional intelligence, is 54.00, and the average CBGB in the group with low emotional intelligence was low at 50.84. This shows a difference of 3.16 in the mean score of the two groups, which doesn't seem to matter. However, an independent sample test was administered to check the (in)significance of the mean difference. The results are shown in Table 2.

Table 3
Results of Independent Samples Test on the Listening Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
CBGA, CBGB	Equal variances assumed	1.121	.295	1.485	48	.144	3.16000	2.12735		-1.11732	7.43732
	Equal variances not assumed			1.485	45.204	.144	3.16000	2.12735		-1.12416	7.44416

Based on the results in Table 2, no significant difference (0.144> 0.05) was observed in the listening comprehension of both groups at the beginning of the research. Table 3 demonstrates the results of the listening post-test.

Table 4
Descriptive Statistics of the Listening Post-Test of CBGA and CBGB

VAR00002	VAR00001	N	Mean	Std. Deviation	Std. Error Mean
	1	25	62.8800	9.01998	1.80400
	2	25	55.9600	7.30571	1.46114

As shown in Table 3, there was a mean difference of 6.92 between the performance of the two groups in the post-test, with the mean score of CBGA being 62.88 and that of CBGB being 55.96. In addition, an independent samples t-test was administered. Table 4 presents the results.

Table 5
Independent Samples Test on the Listening Post-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CBGA CBGB	Equal variances assumed	.315	.578	2.981	48	.005	6.92000	2.32149	2.25232	11.58768
	Equal variances not assumed			2.981	46.015	.005	6.92000	2.32149	2.24712	11.59288

The level of significance is 0.005, which is lower than the identified significance level of 0.05 (0.005 <0.05). This represents the fact that the difference between CBGA and CBGB was significant therefore, the first null hypothesis was rejected. In other words, learners who prefer a higher level of emotional intelligence will benefit more if cultural material is used in listening lessons. Post-test EFL learner results to test the potential association between EFL learner gender and auditory performance in terms of the level of emotional intelligence when using cultural material in listening lessons Gender of participants. First, their descriptive statistics are calculated and compared, and the results are presented in Table 5.

Table 6
Descriptive Statistics of the Post-test Comparing male and Female Learners

subgroups	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Male CBGA	12	65.3333	9.29640	2.57836	59.5395	71.6322	44.00	74.00
Females CBGA	13	60.6154	8.40274	2.42566	54.6396	67.1231	41.00	71.00
Males CBGB	12	60.3333	7.76167	2.15270	57.2341	62.4025	57.00	65.00
Females CBGB	13	51.9231	3.25669	.94013	46.2127	56.6134	41.00	63.00
Total	50	59.4200	8.84351	1.25066	55.9067	60.9333	41.00	74.00

As shown in Table 6, the average score for male participants in CBGA was 65.33, for females in CBGA was 60.61, for male participants in CBGB was 60.33, and for male participants in was CBGB 51.92. The mean score of the first subgroup was higher than all other subgroups, and there are differences in the performance of the four subgroups. However, to check the (in)significance of the differences an ANOVA was administered. The results are shown in Table 6 below.

Table 7
Results of ANOVA on the Post Test

VAR00002

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1268.807	3	382.938	6.812	.001
Within Groups	2343.303	46	57.542		
Total	3832.180	49			

As shown in Table 7, gender was found to have a significant effect ($0.05 > 0.001$) on EFL learners' listening comprehension when culture-bound materials are used and when there are differences in the learner's emotional intelligence. However, as Mackay and Gass (2005) point out, ANOVA shows whether there is a significant difference in participant performance and the exact location of the difference. For this study, it has not been determined whether women or men are superior to other groups. Therefore, post-testing was performed to resolve the issue more accurately and identify the differences. The results are shown in Table 7.

Table 8
Results of the Post-Hoc on the Listening Post-Test

(I) VAR00001	(J) VAR00001	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
1	2	4.71795	3.04036	.128	-1.2411	11.2411
	3	5.00000	3.10057	.114	-1.4020	10.8379
	4	13.41026*	3.04036	.000	-10.8379	1.4020
2	1	-4.71795	3.04036	.128	7.2903	19.5302
	3	.28205	3.04036	.926	2.6960	14.6886
	4	8.69231*	2.97893	.005	-5.8379	6.4020
3	1	-5.00000	3.10057	.114	-6.4020	5.8379
	2	-.28205	3.04036	.926	-11.2411	1.2411
	4	8.41026*	3.04036	.008	2.2903	-7.2903
4	1	-13.41026*	3.04036	.000	-14.6886	14.5302
	2	-8.69231*	2.97893	.005	-19.5302	-2.2903
	3	-8.41026*	3.04036	.008	-14.5302	-2.6960

*. The mean difference is significant at the 0.05 level.

Table 8 compares the listening post-test scores. Multiple comparisons are shown here. There are some asterisks next to some values in the column titled "Mean Differences". As the captions in the table indicate, the asterisk indicates that the value is important. The first significant difference is between subgroups 1 and 4, i.e., male participants in CBGA and female participants in CBGB ($000 < .05$). The second important difference is between subgroup 2, CBGA women, and subgroup 4, CBGB women. The significance level is 0.005, which is less than 0.05. CBGB male subgroup 3 was significantly different from CBGB female subgroup 4 with a significance level of less than 0.0080.05. Men in both groups outnumbered women. Accordingly, the second null hypothesis can be rejected.

Discussion

This first research question of the present research intended at investigating any possible relationship between EFL learners' emotional intelligence (EI) and their listening proficiency. It was found that emotional intelligence had a significant effect on the listening performance of Iranian intermediate EFL learners. The results can be attributed to the fact that emotional intelligence is closely related to the relationship between the learner and others. A high emotional intelligence means that learners work well in common language classes,

especially listening classes. Moreover, this concept is new in terms of educational endeavors. The results of this study show the effects of emotional intelligence components on auditory abilities, as well as gender differences in several major emotional abilities by Jahandar et al. (2012) using BarOn. Consistent with the attempt to judge. EQI took the hearing test after getting the learner's emotional score. Moreover, they concluded that emotional intelligence can enhance the listening performance of EFL learners. In addition, the results of this study support a study conducted by Alavinia and Behyar (2012) to investigate the potential relationship between EFL learners' emotional intelligence and their listening comprehension. The results of this study are consistent with those by Fahim and Pishghadam (2007). The results of a study by Hasanzadeh and Shahmohamadi (2011) also showed that there was a significant correlation between language performance and personal intelligence. However, the results are inconsistent with Pishghadam's (2009) study which showed that the overall EQ and its subscales were poor predictors of second language learning; it is also consistent with the study by the discovered Aghasafari (2006) Learning language strategy.

Current results also lend support to the study by Hasanzadeh and Shahmohamadi (2011) which found a significant correlation between learners' learning strategies and their emotional intelligence. The second question in the current study highlights the effect of gender on the emotional intelligence of Iranian intermediate EFL learners related to listening comprehension. The results revealed that the differences between the groups were important. We then used post-testing to identify differences within and between groups. As the results suggest, the differences between men and women in their performance on hearing tests based on their emotional intelligence were significant. Therefore, we can conclude that the higher the emotional intelligence of male and female EFL learners, the better their listening performance. With respect to gender, teaching the concept of emotional intelligence is an effective way to improve the hearing of Iranian EFL learners, and improving the hearing of emotional intelligence depends on gender. This shows that when using cultural materials in language education, there is a meaningful interaction between gender, emotional intelligence, and listening comprehension, and the observed differences may and may not occur in other similar situations. You can conclude that you may not. On the contrary, the gender of the participants in the study by Alavinia and Behyar (2012) did not have an important contribution in this study. However, in contrast to this study, Jahandar et al. (2012) found that EI has a significant impact on male and females' listening comprehension. As with gender the effect of EI is greater for female learners. Current studies have found that gender does not affect the relationship between EI and co-listening. In this respect, the results of this study are consistent with the results of the study by Hasanzadeh and Shahmohamadi (2011) which revealed significant differences between men and women in both EQ and application of learning strategies which can be attributed to the fact that the two studies were conducted in different educational situations in Iran. In addition, while their study considered all learning strategies for the four skills, this study examined only the effect of EI on the listening comprehension of Iranian EFL learners. However, the findings contradict with the results of the study by Ehrman and Oxford (1990) which found that there was no significant difference in the use of learning strategies between male and female learners. The results of this study are also the result of another study by Mestre et al. (2006) which found that the ability to handle emotions was significantly associated with academic performance and assessment of adaptability. It is inconsistent. Both men and women. However, the results and findings of this study also support a study by Jahandar et al. (2012) who came to the conclusion that the EI component has a significant impact on male and female hearing. Considering the role gender through the influence of the EI component, this effect is greater for female learners than for male learners.

Conclusion
According to the findings, it can be concluded that employing culturally-bound materials in listening classes can lead to better learning of listening concepts. First, as the nature of learning and intelligence go hand in hand, a common contribution of these traits in language learning classes can lead to better outcomes. Furthermore, the poor performance in listening tests, especially while teaching such materials as situational conversations which are culturally bound, may be low level of emotional intelligence; language practitioners can provide a program to place the students with the same level of emotional intelligence in the same class, this way teachers can utilize proper methods and procedures for the students at the same level. Accordingly, more attention should be given to such personal and affective constructs as intelligence, anxiety, motivation, etc. Given that listening ability can be enhanced through enhancing and improving the level of emotional intelligence, teachers can facilitate the listening performance of EFL learners. The materials used in listening comprehension classes, especially at intermediate level and lower levels, are mostly situational conversations that are culturally bound. In this way, the findings of this study can lead language teachers to include such materials as listening pieces about cultural entities to enhance the listening performance of language learners.

The results of the study can also shed light on university language professors by demonstrating one of the techniques used in listening classes, the role of improving emotional intelligence. Thus, Iranian professors will teach listening comprehension materials and learn to improve the listening comprehension of major English students and gender dichotomy, just as this study is between male and female students. Therefore, the survey's

results help teachers determine the types of materials available to learners in listening lessons. This study provides hands-on teachers with practical suggestions on how to help listeners become more aware of use of listening strategies. The results can encourage language teachers to teach listening comprehension and take a more systematic approach to plan programs in the classroom. There are also some limitations in this study, some of which may affect outcomes and limit the generalization of outcomes. Below are some of the limitations of current research. First, the study was limited to junior high school EFL students from a single laboratory in Iran. Second, the study was conducted among Iranian EFL learners whose native language is Persian. Other studies by participants in other native languages may lead to different results. Third, only the level of emotional intelligence was considered in this study.

Listening comprehension is an important language skill for EFL learners. Students taking the IELTS test need listening comprehension. The focus of this study was on the impact of emotional intelligence on improving listening comprehension of intermediate-level EFL learners in Iran. Other studies can investigate the relationship between emotional intelligence and other language skills such as reading, speaking, and writing, as well as language sub-skills such as vocabulary and grammar. In this study, the quasi-experimental design method was used. Other types of research may be recommended to investigate the impact of emotional intelligence in literacy. This study was conducted on adolescent students. Different age groups with different educational backgrounds can participate in this study to see if they get the same results.

References

Alavinia, P., & Behyar, N. (2012). On the feasible linkages between Iranian academic EFL learners' emotional intelligence level and their lexicosemantic errors in writing. *Theory and Practice in Language Studies, 2*(6), 1174-1184. https://doi.org/10.4304/TPLS.2.6.1174-1184

Bakhtiarvand, M., & Adinevand, S. (2011). Is listening comprehension influenced by the cultural knowledge of the learners? A case study of Iranian EFL pre-intermediate learners. *RELC Journal, 42*(2), 111-124. https://doi.org/10.1177/0033688211401257

Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: User's manual*. Toronto: Multi-Health Systems.

Downey, L. A., Mountstephen, J., Lloyd, J., Hansen, K., & Stough, C. (2008). Emotional intelligence and scholastic achievement in Australian adolescents. *Australian Journal of Psychology, 60*(1), 10-17. https://doi.org/10.1080/00049530701449505

Ehrman, M. & Oxford, R., (1990). Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal, 74*, 311-326

Fahim, M., & Pishghadam, R. (2007). On the role of emotional, psychometric, and verbal intelligences in the academic achievement of university students majoring in English language. *Asian EFL Journal, 9*(4), 240-253.

Ghanizadeh, A., & Moafian, F. (2010). The Role of EFL Teachers' Emotional Intelligence in Their Success. *ELT Journal, 64*, 424-435. https://doi.org/10.1093/elt/ccp084

Goh, C. (2008). Metacognitive instruction for second language listening development: heory, Practice and Research Implications. *RELC Journal, 39*(2), 188-213. https://doi.org/10.1177/0033688208092184

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.

Hasanzadeh, R., & Shahmohamadi, F. (2011). Study of emotional intelligence and learning strategies. *Procedia - Social and Behavioral Sciences, 29*, 1824-1829. https://doi.org/10.1016/j.sbspro.2011.11.430

Jahandar, S., Khodabandehlou, M., Seyedi, G., & Dolat Abadi, R. M. (2012). The impact of emotional intelligence on Iranian EFL learners' listening proficiency. *International Journal of Scientific and Engineering Research, 3*(7), 1-11.

Kusumarasdyati, M. (2005). Incorporating culture into listening comprehension through presentation of movies. *TEFLIN Journal, WI*(l), 54-70. http://dx.doi.org/10.15639/teflinjournal.v16i1/54-70

Labbaf, H., Ansari, M. E., & Masoudi, M. (2011). The impact of the emotional intelligence on dimensions of learning organization: The case of Isfahan University. *Interdisciplinary Journal of Contemporary Research in Business, 3*(5), 536-545.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design.* Lawrence Erlbaum Associates Publishers.

Mahmoudi, S. (2017). Investigating the effect of cultural schemata activation on EFL learners' listening comprehension. *English Language, Literature & Culture, 2*(6), 99-104. https://doi.org/10.11648/j.ellc.20170206.12

Namaziandost, E., Sabzevari, A., & Hashemifardnia, A. (2018). The effect of cultural materials on listening comprehension among Iranian upper-intermediate EFL learners: In reference to gender. *Cogent Education, 5*(1), 1-28. https://doi.org/10.1080/2331186X.2018.1560601

Neff, P., & Rucynski, J. (2013). *Tasks for Integrating Language and Culture Teaching*. http:// american english. state. gov/files/ ae/resource _files/51_2_4_neff_rucynski.pdf.

Palmer, B. R., Stough, C., Harmer, R., & Gignac, G. (2009). The Genos Emotional Intelligence Inventory: A measure designed specifically for workplace applications. In C. Stough, D. H. Saklofske, & J. D. A. Parker (Eds.), *Assessing emotional intelligence: Theory, research, and applications* (pp. 103–116). Springer Science + Business Media. https://doi.org/10.1007/978-0-387-88370-0_6

Petrides, K. V., Sangareau, Y., Furnham, A., & Frederickson, N. (2006). Trait emotional intelligence and children's peer relations at school. Social Development, 15, 537-547. https://doi.org/10.1111/J.1467-9507.2006.00355.X

Pishghadam, R. (2009). Emotional and verbal intelligences in language learning. *Iranian Journal of language Studies, 3*(1), 43-64.

Rossiter, M. J. (2003). The effects of affective strategy training in the ESL classroom. *TESL-EJ, 7*(2), 1-20.

Seghers, S. (2008). *L1 Culture in the EFL classroom and abroad: The International Journal of Language Society and Culture*. www.educ.utas.edu.au/users/tle/JOURNAL/

Ethics Declarations
Competing Interests
No, there are no conflicting interests.
Rights and Permissions