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Metacognitive Listening Strategy Use Revisited in the Light of Learners' Emotional Intelligence

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Abstract

The current study was after probing the would-be correlation between emotional intelligence (and its subcomponents), on the one hand, and metacognitive listening strategies used by academic EFL learners, on the other. Benefiting from 72 female and 40 male university students from Urmia University, Urmia Azad University and Salams Azad University, the current study also strived to find the possible effect of gender on the gained results. The main instruments used in the study were Bar-On's emotional quotient inventory and metacognitive listening strategy use questionnaire. Using Pearson correlation coefficient, the researchers came up with a significant amount of correlation between the use of metacognitive listening strategies and total emotional intelligence score as well as the learners'

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scores on the subscales of emotional intelligence (Intrapersonal, Interpersonal, adaptability, and general mood) with the mere exception of stress management. Moreover, the relationship between all the 5 subscales of emotional intelligence and the use of monitoring strategies, and the relationship between interpersonal skills and evaluating strategy were found to be significant. Finally, based on the obtained results, gender was reported to have no effect on the relationship between emotional intelligence and use of metacognitive strategies in listening.

Keywords: Bar-On's Emotional Quotient Inventory (EQ-i), emotional intelligence, emotional quotient, metacognitive listening strategies, Iranian academic EFL learners

Background

Learners bring with them different backgrounds and individual differences. The salience of such unique traits and characteristics becomes even more eye-catching as one enters the prickly realm of second/foreign language learning. One of the most litigious and debatable individual differences in pedagogical domains is learners' intelligence. Traditionally conceptualized as a crystallized, static trait in individuals, the notion of intelligence has recently been conferred a totally different status, mainly through the attempts by some avant-garde psychologists such as Gardner (1983), Goleman (1995a/b), and Bar-On (1997). The so-called dynamic and non-unitary conceptualization of intelligence was first introduced through Gardner's renowned theory of multiple intelligences, and then via Salovey and Mayer's (1990) attempts toward the popularization of the notion of emotional intelligence, which was later opted and expanded by their two distinguished successors, i.e. Goleman (1995a/b) and Bar-On (1997). Though various frameworks, taxonomies and measurement scales have, thus far, been put forth for the construct of emotional intelligence, Bar-On's (1997/2000) emotional intelligence model is thought to be the most efficient and workable categorization for individuals' emotional competencies and potentials.

Second language acquisition has been viewed as a complex cognitive process by cognitive psychologists as the learners implement some

cognitive strategies during this process. As the studies show, not only do learners use cognitive strategies, but also they monitor and control their own mental processes (Pintrich, 1999). This latter category of strategies is known as metacognitive strategies and is involved in learning and using language. Simply put, "metacognition is thinking about thinking" (Flavell, 1979, p. 906). O'Malley and Chamot (1990), indicate that metacognitive strategies are "higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity" (p.44).

As listening is an important medium of providing input for learners of English, finding optimum ways of teaching listening is a challenging task for EFL teachers and researchers. While research on strategies of second language learning has increased in recent years, studies on listening comprehension are so infrequent and the base for research in listening comprehension strategies is even so limited (Rubin, 1994). Recent studies carried out on the effective and less effective listeners, considering differences between their uses of strategies, indicate the important role of metacognitive strategies in success in listening (O'Malley & Chamot, 1990; Vandergrift, 1997). Thus, finding methods of making learners aware of their use of metacognitive strategies and trying to improve the use of such strategies might help them enhance their general listening ability.

Though manifold studies, to date, have explored myriad facets of learners' emotional intelligence as well as their (metacognitive) learning strategies, the relationship between these two constructs and its salient role in the process of learning seems to have sunk into oblivion. Thus, the novelty and significance of the current investigation mainly lies in its attempt to deal with the less-attended issue of the relationship between learners' emotional intelligence, on the one hand, and their use of metacognitive strategies of listening, on the other. In so doing, the potential role of gender in tampering with the relationship between emotional intelligence and metacognitive strategy use is going to be investigated, as well. Thus, in line with the orientation of the current research the following research questions were formulated:

Q1: Is there a significant relationship between Iranian university EFL learners' EQ and their use of metacognitive listening strategies?

Q2: Is there a significant relationship between Iranian university EFL learners' emotional intelligence scales and use of metacognitive listening strategies of 'planning', 'monitoring' and 'evaluation'?

Q2a: Is there any significant relationship between Iranian university EFL learners' EI scales and their use of metacognitive strategy of 'planning'?

Q2b: Is there any significant relationship between Iranian university EFL learners' EI scales and their use of metacognitive strategy of 'monitoring'?

Q2c: Is there any significant relationship between Iranian university EFL learners' EI scales and their use of metacognitive strategy of 'evaluating'?

Q3: Does gender affect the relationship between EQ and the use of metacognitive strategies in listening?

Literature Review

Emotional Intelligence

Though the advent of the groundbreaking theory of Emotional Intelligence (EI) dates back to the end of twentieth century, its real origin is traced back to the concept of social intelligence which was given birth through attempts by Thorndike in 1920. He viewed social intelligence as the ability to empathize with others and act wisely in human relationships (cited in Goleman, 1998). The renewed interest in Thorndike's revolutionary thoughts in 1980s acted as the principal springboard for a reappraisal of the interaction between emotion and reason. A key figure in the development and establishment of emotional intelligence, Gardner (1983) did a great deal in paving the way for the advent of this phenomenal concept, through his innovative look at the way intelligence was to be regarded, and by directing the attention of psychological community toward an array of intelligences rather than being confined to the static and conventional notion of unitary intelligence.

Later on, drawing on Gardner's line of argumentation, Salovey and Mayer (1990) broadened this dynamic conception of intelligence and put forth their new version of intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use

this information to guide one's thinking and actions" (p. 189). It was at this point in the long-lasting history of intelligence that emotional intelligence got established as a self-contained discipline. First given momentum in 1980s, Salovey and Mayer's attempts were adopted and built upon by other renowned psychologists of the time, mainly by Goleman (1995 a/b) and Bar-On (1997). Goleman (1998), for instance, perceives emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship" (p. 317). Bar-On (1997, p.14), on the other hand, delineates the term as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." Ever since its naissance, emotional intelligence has been approached from a variety of perspectives and given several conceptualizations. Though manifold research has thus far been done on various aspects of life, academic, educational and career gains resulting from possessing high EQ, providing an exhaustive coverage of the available literature is far from possible. Thus, in what follows, only a pithy account of some recent works is provided.

In a probe into the correlation between language institute teachers' emotional intelligence and their pedagogical success, Ghanizadeh and Moafian (2010) selected 89 EFL teachers from a number of English language institutes. The participants were then required to fill Bar-On's EQ-i. Moreover, to appraise the teachers' performance, another questionnaire entitled 'Characteristics of successful EFL teachers' was administered to the students taught by each teacher in their study. The analysis of the obtained data in this study "revealed that there is a significant relationship between teachers' success and EQ. Furthermore, significant correlations were found between teachers' EQ, their teaching experience, and their age" (p. 424).

In like manner, Rastegar and Memarpour (2009) were after finding the would-be linkages between emotional intelligence and self-efficacy. The participants of their study were 72 English teachers and the scales utilized to gather data were Emotional Intelligence Scale (EIS) (Schutte et al., 1998) and Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001). The partakers' gender, age, and teaching experience

also acted as the moderator variables in this study. Based on the gained upshots a significant amount of correlation was reported between the teachers' emotional intelligence and their self-efficacy. Nevertheless, no significant difference was found among EFL teachers in terms of their age, gender and teaching experience.

In another probe into the relationship between emotional intelligence and language learners' reading comprehension and structural ability, Motallebzadeh (2009) organized a project with 170 Iranian EFL learners. Using Bar-On's emotional intelligence test, he held "that except for social responsibility and empathy as interpersonal categories, there was a strong relationship between Emotional Intelligence and EFL learners' reading comprehension and structural ability" (p. 39).

In a later investigation, Labbaf, Ansari and Masoudi (2011) were after finding the potential effect of emotional intelligence on different dimensions of learning organization. To conduct the study, they randomly selected 86 respondents (education officials and Library assistants). Following the likert-type questionnaire analysis and resorting to the results of regression for the final analysis of data, they concluded that "EI had significant positive impact on dimensions of Learning Organization, clarity of mission and vision, effective transfer of knowledge and teamwork and group problem solving" (p. 536).

In their search for the possible effect of emotional intelligence and self-efficacy beliefs on high school students' achievement, Yazici, Seyis and Altun (2011) used a sample of 407 participants (236 female and 171 male high school learners). Successive to the analysis of data gained through emotional intelligence and self efficacy questionnaires, these researchers found that gender, age and self efficacy act as the major predictors of learners' academic achievement. Their study further came up with the existence of an interaction effect between academic achievement and the learners' socio-economic status. Moreover, females' academic achievement was reported to be significantly higher than that of male participants.

In a fairly recent probe into the viability of emotional intelligence enhancement, Alavinia (2012) strived to find the possible impact of

schooling with a particular major on the learners' emotional betterment. The participants of this study were 371 male and female Iranian academic EFL learners who studied in five different majors, and the main instrument utilized for data collection was Bar-On's EQ-i. Making use of two-way ANOVA, Post Hoc analysis (Scheffe test), as well as simple and repeated contrast tests, the researcher claimed that though a few areas of emotional intelligence were found to be affected by differences in learners' majors, none were influenced by differences in their grades of study.

Moreover, in their probe into the viable relationship between emotional intelligence and self-efficacy of Iranian EFL university professors, Alavinia and Kurosh (2012) faced a significant amount of correlation between the participants' scores on emotional intelligence and self-efficacy. The partakers of this study were some 50 EFL university professors from whom the data were tapped through the use of Bar-On's EQ-i questionnaire and Tschannen-Moran and Woolfolk Hoy's self-efficacy scale. The final upshots of this study further revealed that the participants' ages and their years of teaching experience were of no interaction effect regarding the correlation between the subjects' emotional intelligence and their self-efficacy.

Finally, in an attempt to come up with a lucid view as to the go-togetherness between EFL teachers' emotional intelligence and their burnout level, Alavinia and Ahmadzadeh (2012) used a sample of 75 high school EFL teachers who were then administered Bar-On's EQ-i and Maslach Burnout Inventory-Educators Survey. Subsequent to feeding the data into SPSS and running Pearson Product-Moment Correlations, regression analyses and independent-samples t-tests, these researchers found that a reverse correlation existed between the participants' EI and their burnout level, i.e. the more emotionally intelligent they were, the less they were found to suffer from burnout. Also, based on the findings of this study, "age and teaching experience were positively correlated with EI and reversely correlated with teacher burnout. Finally, significant differences among teachers' burnout (but not their EI) were found with respect to gender" (p. 37).

Metacognitive Listening Strategies

It was Flavell (1979) who first coined the term 'metacognition', and defined 'metacognitive knowledge' as "consisting primarily of an

understanding or perception of the ways in which different factors act and interact to affect the course and outcome of the cognitive enterprise" (Goh, 1997, p. 362). As he put it, "metacognition is thinking about thinking" (Flavell, 1979, p. 906). Wenden (1987) supposed that metacognition includes metacognitive knowledge and regulatory skills. Oxford (1990) believes, "Metacognitive strategies help learners manage: (1) themselves as learners, (2) the general learning process, and (3) specific learning tasks" (cited in Carter & Nunan, 2001, p. 197). In Oxford's taxonomy metacognitive strategies include centering learning, arranging and planning learning, and evaluating learning (Oxford, 1990). In another categorization, O'Malley and Chamot (1990) divided learning metacognitive strategies into three groups of planning, monitoring, and evaluating.

According to Schraw and Dennison (1994), students who use metacognitive strategies more, seem to be superior to others in "planning, managing information, monitoring, debugging, and evaluating" (cited in Shia, Howard, & McGee, 2005, p. 2). Santana (2003) found the important role of using metacognitive strategies among her students and claimed, "the single greatest predictor of language learning success among my students is the use of metacognitive strategies" (p. 3). In a study conducted by Ahmadizadeh (2001), a strong relationship was found between Iranian EFL learners' language proficiency level and their metacognitive strategy use. Many other research findings also show the great role of metacognition in predicting educational success and the ability of problem solving (e.g. Dunlosky & Thiede, 1998; Thiede, Anderson, & Therriault, 2003).

Metacognitive strategies do not only assist learners in learning in general but also have a lot to offer to listening skill specifically. Awareness of strategies in learning can have improving impacts on students' listening development (Victori & Lockhart, 1995; Wilson, 2003). Yang (2009) indicates that one of the distinguishing factors that discriminates between successful and less successful listeners is learners' awareness of metacognitive strategies and he indicates that teaching metacognitive strategies helps listeners do the listening task more effectively. Likewise, Vandergrift (1997) indicates that metacognitive strategies contrast between a skilled and less skilled listener. Goh (2008) enumerates some positive

effects of metacognitive strategy training on listening comprehension and states that it decreases learners' anxiety while listening and increases students' self-confidence. According to O'Malley and Chamot (1990) metacognitive strategies of listening include the attempt to plan, check, monitor, select, revise, and evaluate the listening process. Generally speaking, listening metacognitive strategies can be classified to pre-listening (planning), while-listening (monitoring), and post-listening (evaluation) strategies.

Among the studies conducted on using and also training listening strategies, reference can be made to O'Malley Chamot, Stewner-Manzanas, Russo and Kupper's (1985) research, in which the effect of various amounts and types of strategy instruction on learning listening was explored. The results confirmed the fruitfulness of the instruction of listening strategies. In another study, Vandergrift (1999) demonstrated how teachers can foster the development of listening strategies and also how students can use the instructions to improve their learning. In still another investigation by Vandergrift (2003) on teen-age learners of French, it was indicated that skilled listeners used twice as many as metacognitive strategies compared with less skilled ones. Goh (2000), on the other hand, used a self-report questionnaire to elicit students' strategy use and strategy knowledge in listening comprehension task and she found that skilled listeners were more aware of their listening problems and strategies.

Some studies in this field have been done on the effect of teaching metacognitive strategies on listening comprehension performance. In a study by Thompson and Rubin (1996), for instance, the effect of teaching cognitive and metacognitive strategies of listening comprehension on American university students' language learning (Russian in the case of this study) was gauged. They found that in listening to video-recorded texts, learners who had received strategy instruction significantly surpassed those who had not received any instruction. Vandergrift and Tafaghodtari (2010) conducted a study on the instruction of listening comprehension metacognitive strategies in which strategies were taught sequentially. They intended to examine the effect of instruction on listeners' achievement and increase of their awareness of strategies. The results showed that their instruction was best fitted to less skilled listeners.

Nonetheless, there are some occasions of controversial allegations on the relationship between strategy use instruction and improving listening ability. For example, Field (1998) claimed that teaching listening strategies may promote the use of strategies but may not essentially result in listening ability improvement. Likewise, Cross (2009) conducted a study to investigate the effect of metacognitive strategy instruction on fifteen advanced-level Japanese students. The result did not show any significant difference between the control and experimental groups. These contradictory results show that the effect of metacognitive strategies instruction has to be investigated further.

As the concept of emotional intelligence is a partially novel and flourishing concept in relation to pedagogical attempts, studies dealing with the myriad implications of this construct for instructional arenas still appear to be infrequent. Among such educational issues which have received scant attention in the light of emotional intelligence lies the would-be relationship between learners' emotional intelligence and their use of metacognitive strategies. Among the very few studies in this regard, one can refer to Aghasafari's probe (2006) in which she found a significant correlation between overall emotional intelligence measure and language learning strategies.

In another study dealing with the interrelatedness of emotional intelligence and learning strategies, Hasanzadeh and Shahmohamadi (2011) launched a research project with 100 university learners majoring in different fields. Then, administering Bar-On's EQ-i and Learning and Study Strategies Inventory, they encountered a significant relationship between the learners' emotional intelligence and their learning strategies. Yet, in terms of the correlation between the learners' majors and their emotional intelligence and learning strategies no significant results were reported in this study.

Method

Participants

The current research was administered in three universities, i.e. Urmia University, Urmia Islamic Azad University and Salmas Azad University. The participants majored in English translation, TEFL and English literature

for their bachelor's degree. Out of the entire sample (chosen through the administration of homogeneity test, i.e. TOFEL listening section), 72 were females and the remaining 40 were males. To provide more detailed information regarding the specifications of the participants, it must be said that the learners fell within the age range of 18 to 26. Further, sixty two of the participants were English literature students, 35 were English translation students, and 15 were TEFL students. Some of the students were native speakers of Persian and Kurdish but most of the participants' native language was Turkish. The summary of the participants' specifications is shown in tables 1 and 2.

Table 1
Distribution of Subjects in Terms of Gender

Gender	Frequency	Percent
Female	72	64.3
Male	40	35.7
Total	112	100.0

Table 2
Distribution of Subjects in Terms of Majors

Major	Frequency	Percent
Literature	62	55.35
Translation	35	31.25
Teaching	15	13.39
Total	112	100.0

Instrumentation

The instruments used in this study comprised emotional intelligence questionnaire, metacognitive listening strategy questionnaire, and a test of listening comprehension. A detailed explanation of each instrument is provided below. Both questionnaires were in Persian. The reason behind using the Farsi version was that it would take less time for learners to process questionnaire items, considering the fact that students were not native speakers of English.

Emotional Intelligence Questionnaire

In order to measure the participants' emotional intelligence, Bar-On's EQ-i was administered to them. Bar-On's EI test is a self-report questionnaire which was designed by Bar-On in 1980s, to measure socially and emotionally intelligent behavior. The original version of the test included 133 questions, but through later attempts Bar-On reduced its size dramatically, so that the modified version comprised only 117 questions. Due to the fact that some questions were found irrelevant to Iranian context, Samouei (2003) developed a modified and translated version of the questionnaire which encompassed only 90 questions. With respect to its wide use in the Iranian context, this 90-item version of the questionnaire was employed as the principal means of gathering data in the current study. It's worth noting that each of the items on the questionnaire is related to one of the 5 composite scales that comprise 15 subscale of emotional intelligence.

These scales and subscales are:

- 1- Intrapersonal skills (comprising subscales of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization)
- 2- Interpersonal (comprising subscales of Empathy, Social Responsibility, and Interpersonal Relationship)
- 3- Stress Management (comprising subscales of Stress Tolerance and Impulse Control)
- 4- Adaptability (comprising subscales of Reality-Testing, Flexibility, and Problem-Solving)
- 5- General Mood (comprising subscales of Optimism and Happiness)

All the questions were scored on a five-point Likert-type scale ranging from 'strongly agree' to 'strongly disagree' following the questionnaire designer's lead. Samouei (2003, cited in Alavinia, 2011) found that this test did have sufficient reliability and validity indices in Iranian context. Based on her findings, the reported Cranach's alpha gained for the questionnaire was .93, and the reliability index gained through odd-even, split-half method

was .88. In another study, Dehshiri (2003, cited in Moafian & Ghanizadeh, 2009) found the reliability index of .77 for the questionnaire.

Metacognitive Listening Strategy Questionnaire

Oxford's SILL is one of the most popular strategy inventories with good reliability (Khalil, 2005, Nyikos & Oxford, 1993). It is a 50-item inventory designed for ESL and EFL learners, and extracts information about learner strategies for reading, writing, speaking, and listening. Ishler (2010) adopted and used it for extracting information about listening strategies used by Tunisian EFL learners. Since this study was concerned with metacognitive strategies of listening and was hence relevant to the focus of the current investigation, the questions related to metacognitive strategies adopted by Ishler were extracted and translated to Farsi. The new questionnaire contained 15 questions and each question was related to one of the metacognitive strategies of planning, monitoring and evaluation (each strategy was evaluated through 5 questions).

As the questions were translated to Farsi, the questionnaire was given to another translator to render it to English to check any mismatch between the original English one and the translated questionnaire, in order to correct any ambiguous parts in questions. In addition, to check the reliability of the new questionnaire it was piloted with 25 students in Salmas Islamic Azad University and the reliability calculated through Cranach's alpha was .8. In spite of the fact that items of the questionnaire were adapted from Oxford's SILL, validity of the questionnaire was approved by one of the TESOL professors in Urmia University as well as two professors in Islamic Azad University of Urmia.

Listening Comprehension Test

Participants' listening comprehension ability was evaluated through the Listening comprehension part of a TOEFL test. The aim of evaluating the learners' listening skill at the outset of the study was to homogenize the participants in terms of their listening proficiency. The test comprised three parts and totally 50 questions. In part A, participants listened to short conversations between two people. After each conversation a question was

asked and students had to answer them on their answer sheets. This part consisted of 30 conversations and consequently 30 questions. In Part B, there were two longer conversations between two people, with each conversation being followed by 4 questions. As a result, this part included 8 questions. Part C included three talks and each talk was followed by 4 questions (12 questions totally).

Procedure

The research was carried out in regular class time in three universities. The procedure of carrying out the research was more or less the same at three universities and different classes. At first, an explanation of the research was given to the participants including a brief explication regarding the concepts of emotional intelligence and metacognitive strategies. Then, the learners were made aware of what they were going to do. In order to increase their motivation to answer the listening test accurately and fill the questionnaires seriously, the researchers gave them a weblog address on which they promised to put the scores of the listening comprehension test and the results of the EQ questionnaire. The results and scores were put onto the weblog the day after the administration of each test.

Before starting each of the three parts of the listening test, a brief explanation was given to the participants about the types of questions they were going to encounter. This was done in order to give them an opportunity to make possible use of metacognitive strategy of planning. The whole listening comprehension test took 30 minutes. After listening comprehension test, the questionnaires of metacognitive strategies were given to the participants. It took nearly 10 minutes to fill them out. After collecting the questionnaires, a short break was given to the participants to rest. Then, EI questionnaire was distributed among the learners, which took about 15 minutes to be filled. The listening comprehension test and the questionnaires were scored and according to listening score the participants were homogenized in data analysis procedure by omitting the outliers. Thus, later analysis of data was done with those falling one standard deviation above and below the mean.

Data Analysis

Finishing data collection, the researchers came up with three sets of data, listening comprehension scores, emotional intelligence (and its scales and subscales) scores, and listening metacognitive strategies and its components scores. It is worth mentioning that since the current research was concerned with emotional intelligence and its five scales, the scores of the subscales were not used. All the data were fed into computer. Then, making use of SPSS 19 and running Pearson Product Moment Correlation, regression, and t-test analyses the data were analyzed.

Results and Discussion

In this section first the findings for each research question will be presented and then a brief discussion of the gained upshots will follow.

Findings Obtained for Research Question One

A Pearson Correlation was computed to assess the relationship between participants' EQ and their use of metacognitive strategies in listening. Table 3 shows that there is a significant relationship between the two variables ($p < .05$). This relationship is at the confidence level of .95. Thus, null hypothesis is rejected and the relationship between EQ scores and using metacognitive strategies is confirmed. The amount of the relationship is % 30.

Table 3
Test of Pearson Correlation between EQ and Metacognitive Strategies Scores

Correlations		EQ	Metacognitive Strategies use
Motivation	Pearson Correlation	1	.30**
	Sig. (2-tailed)		.001
	N	112	112

** . Correlation is significant at the .05 level (2-tailed).

Findings Obtained for Research Question Two

Pearson Correlation and Multiple Regressions analyses was run to come up with satisfactory responses to the above research questions. The first step

was to find the would-be correlations between EI scales and metacognitive strategies components (see Table 4).

Table 4
Correlations between Metacognitive Strategy of 'Planning' and EI Scales

Correlations		Planning	Intrapersonal skills	Interpersonal skills	Adaptability	Stress management	General mood
Pearson Correlation	Planning	1.00					
	Intrapersonal skills	.12	1.00				
	Interpersonal skills	.25**	.41**	1.00			
	Adaptability	.23**	.70**	.30**	1.00		
	Stress management	.110	.51**	.18**	.64**	1.00	
	General mood	.25**	.69**	.43**	.56**	.60**	1.00

** P<0.05

Table 4 shows that the metacognitive strategy of 'planning' is correlated with 'Interpersonal skills', 'Adaptability', and 'General mood' ($p < .05$). The correlation coefficients gained are as follow:

- Interpersonal skills .25
- General mood .25
- Adaptability .23

Thus, the first null hypothesis is rejected and it is confirmed that there is a significant relationship between 'planning' strategy and three scales of 'Interpersonal skills', 'General mood', and 'Adaptability'.

According to Table 5, % 14 of the variance of the metacognitive strategy of 'planning' is determined by EI scales. Durbin-Watson test result (the value is 1.87 which is between 1.5 and 2.5) shows that the distribution of the errors are normal. Also, ANOVA shows the significance level of .00 ($p < .05$). These two results show that regression of EI scales for predicting using metacognitive strategy of 'Planning' is appropriate.

Table 5
Durbin-Watson and ANOVA Analysis for 'Planning' Strategy

Planning	Model	R	R Square	Std. Error of the Estimate	Durbin-Watson	ANOVA	
						F	Sig.
	Enter	.37	.14	84.70	1.87	3.43	.00

In order to determine the relative importance of each of the scales of EI vis-à-vis metacognitive strategy of 'planning', Standardized and unstandardized coefficients table has been drawn (Table 6). The absolute value of standard Beta shows the relative importance of each of the EI scales with regard to metacognitive strategy of 'planning', which is as follows:

Interpersonal skills	%17
General mood	%11
Adaptability	%11

In line with the results, 'Interpersonal skills' has the greatest power and importance in using 'planning' strategy.

Table 6
Standardized and Unstandardized Coefficients for 'Planning'

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-18.57	91.32		-.20	.83
	Interpersonal skills	1.97	1.18	.17	1.66	.09
	Adaptability	1.26	1.24	.11	1.02	.31
	General mood	1.49	1.57	.11	.95	.34

a. Dependent Variable: Planning

Table 7 shows that there is a significant relationship between metacognitive strategy of 'Monitoring' and all the five scales of EI ($p < .05$). Thus, the second null hypothesis is rejected and it is confirmed that there is a significant relationship between 'Monitoring' strategy and five scales of EI.

Table 7
Correlations between Metacognitive Strategy of 'Monitoring' and EI Scales

Correlations		Monitoring	Intrapersonal skills	Interpersonal skills	Adaptability	Stress management	General mood
Pearson Correlation	Monitoring	1.00					
	Intrapersonal skills	.36**	1.00				
	Interpersonal skills	.32**	.40**	1.00			
	Adaptability	.35**	.70**	.29**	1.00		
	Stress management	.23**	.52**	.19	.67**	1.00	
	General mood	.31**	.69**	.42**	.56**	0.61**	1.00

** P<.05

The amount of each correlation is reiterated below:

Intrapersonal skills	.36
Interpersonal skills	.32
Adaptability	.35
Stress management	.23
General mood	.31

Similar to 'Planning' strategy, Durbin-Watson and ANOVA results show that regression of EI scales for predicting using metacognitive strategy of 'Monitoring' is appropriate (Table 8). Also, it shows that %19 of the variance of the metacognitive strategy of 'Monitoring' is determined by EI scales.

Table 8
Durbin-Watson and ANOVA Analysis for 'Monitoring' Strategy

Monitorin no	Model	R	R Square	Std. Error of the Estimate	Durbin- Watson	ANOVA	
						F	Sig.
	Enter	.43	.19	2.50	1.99	4.56	.00

In order to determine the relative importance of each of the scales of EI apropos metacognitive strategy of 'Monitoring', Standardized and Unstandardized coefficients table has been drawn (Table 9).

Table 9
Standardized and Unstandardized Coefficients for 'Monitoring' Strategy

Coefficients		Unstandardized		Standardized	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	7.22	2.62		2.75	.00
	Intrapersonal skills	.02	.02	.15	1.01	.31
	Interpersonal skills	.06	.03	.19	1.92	.05
	Adaptability	.06	.04	.19	1.36	.17
	Stress management	-.01	.03	-.04	-.32	.74
	General mood	.01	.05	.04	.30	.76

a. Dependent Variable: Monitoring

The absolute value of standard Beta shows the relative importance of each of the EI scales as to metacognitive strategy of 'Monitoring', the summary of which is briefed below:

Interpersonal skills	%19
Adaptability	%19
Intrapersonal skills	%15
Stress management	%4
General mood	%4

The results show that the scales of 'Interpersonal skills' and 'Adaptability' have the greatest relative importance or power of predicting the use of metacognitive strategy of 'Monitoring'. In order to find the relationship between metacognitive strategy of 'Evaluating' and EI scales, Pearson Product Moment Correlation was run (Table 10).

Table 10
Correlations between Metacognitive Strategy of 'Evaluating' and EI Scales

Correlations		Evaluating	Intrapersonal skills	Interpersonal skills	Adaptability	Stress management	General mood
Pearson Correlation	Evaluating	1.00					
	Intrapersonal skills	.10	1.00				
	Interpersonal skills	.27**	.41**	1.00			
	Adaptability	.14	.71**	.30**	1.00		
	Stress management	.04	.51**	.18**	.63**	1.00	
	General mood	.09	.69**	.43**	.56**	.60**	1.00

** $P < .05$

Table 10 shows that 'Interpersonal skills' has a significant correlation with metacognitive strategy of 'Evaluating' ($p < .05$). Thus, the third null hypothesis is also rejected, and it is confirmed that there is a significant relationship between metacognitive strategy of 'Evaluating' and one of the scales of EI. Likewise 'Planning' and 'Monitoring' strategies, Durbin-Watson and ANOVA results show that regression of EI scales for predicting using metacognitive strategy of 'Evaluating' is appropriate (Table 11). Furthermore, as Table 11 indicates, %7 of the variance of the metacognitive strategy of 'Planning' is determined by EI scales.

Table 11
Standardized and Unstandardized Coefficients for 'Evaluating' Strategy

Evaluating	Model	R	R Square	Std. Error of the Estimate	Durbin-Watson	ANOVA	
						F	Sig.
	Enter	.27	.07	3.03	1.97	8.96	.00

In order to determine the relative importance of 'Interpersonal skills' vis-à-vis metacognitive strategy of 'Evaluating', Standardized and Unstandardized coefficients table has been drawn (Table 12). The absolute value of standard Beta shows that the relative importance of 'Interpersonal skills' for predicting the use of metacognitive strategy of 'Evaluating' is %27.

Table 12
Standardized and Unstandardized Coefficients for 'Evaluating' Strategy

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.667	2.851		3.391	.001
	Interpersonal skills	.113	.038	.275	2.994	.003

a. Dependent Variable: Evaluating

It is clear from the results that 'Interpersonal skills' is the only factor among five scales of EI that has the relative importance and predictive power (%27.5) in using 'Evaluating' strategy.

Findings Obtained for Research Question Three

Table 13 shows the results of Levene's Test for Equality of Variances and t-test for metacognitive strategy use for both sexes. With regard to the result of Levene's Test for Equality of Variances, the significance level is .49 which is greater than .05 ($p > .05$). It means that the variances of the two groups are almost equal. The mean score of metacognitive strategies use is 53.99 for females and it is 54.08 for males. With regard to the data briefed in this table, the calculated significance of the test is .95 which is greater than .05 ($p > .05$). Thus, the results of these two tests show no significant difference between males and females in using metacognitive strategies in listening.

Table 13
Difference between Males and Females in Metacognitive Listening Strategy Use

	Gender	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig.
Strategies	Female	72	53.99	7.06	.47	.49	-.07	110	.95
	Male	40	54.08	5.97					

Table 14 shows the difference of EQ between females and males. Levene's Test for Equality of Variances shows significance of .54 that is greater than .05 ($p > .05$). It means that the variances of the two groups are almost equal. The t-test result shows the significance of .53 which is greater than .05 ($p > .05$). The two tests results show that there is not a significant difference between the EQ level of learners in terms of their gender.

Table 14
EQ Difference between Males and Females

	Gender	N	Mean	Std. Deviation	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig.
Emotional intelligence	Female	72	330.29	34.73	.37	.54	-.61	110	.53
	Male	40	334.85	39.94					

In line with the results depicted in Tables 13 and 14, we can conclude that gender does not affect the relationship between EQ and using metacognitive strategies in listening. Thus, the second null hypothesis of the study is confirmed.

Discussion

The results of the study indicated a positive relationship between learners' emotional intelligence and their use of metacognitive strategies. The survey of the relationship between EI scales and metacognitive strategies components showed correlation between 'Intrapersonal skills' and 'Monitoring', between 'Interpersonal skills' and three components of metacognitive strategies (Planning, Monitoring, Evaluating), between 'Adaptability' and 'Planning' as well as 'Monitoring'. The 'Stress management' scale had correlation only with 'Monitoring' strategy.

Moreover, 'General mood' had correlations with 'Planning' and 'Monitoring'. The only metacognitive strategy of listening with which all EI scales correlated was 'Monitoring' strategy.

The studies related to the relationship between EI and strategies are so scant. However, the findings of the study regarding the relationship between EQ and using metacognitive strategies are in line with the study of Aghasafari (2006) who found a positive relationship between overall EQ and language learning strategies. The findings of the study are also in line with Hasanzadeh and Shahmohamadi's (2011) study, where they found a positive relationship between Iranian learners' EQ and use of learning strategies. Nonetheless, it's worth noting that their study included all the learning strategies of four skills, whereas the present study investigated the effect of EI just on metacognitive strategies of listening. All in all, the results of the present study correspond with studies carried out concerning the relationship between EI and learning strategies. Yet, considering EI scales, they have some common and, in some cases, different results. This shows that there is a need for further studies concerning the relationship between the EI scales and strategies.

In the current study, it was also found that gender does not affect the relationship between EI and using metacognitive strategies of listening. In this regard, the gained upshots of this study contradict those obtained by Hasanzadeh and Shahmohamadi (2011) as they came up with a significant difference between males and females both in EQ and in using learning strategies. This contradiction may be related to the point that the two studies have been carried out in different educational contexts in Iran. Furthermore, their study took into consideration all the learning strategies of four skills, whereas the present study investigated the effect of EI just on metacognitive strategies of listening. However, the results of the study are in line with the findings of Ehrman and Oxford (1990), who didn't find any significant difference in using learning strategies between male and female learners.

Conclusion and Implications

The results of the present study may have some implications for EFL teachers, learners and teacher trainers. The goal of educational system is to

prepare learners for life, for stressful and challenging situations. Emotionally intelligent people deal more effectively in these situations. This can be true about listening tasks. The more emotionally intelligent the learners are, the better and more strategies they use before, during and after the task. The results of this study confirmed this idea.

The results of this study revealed a significant relationship between emotional intelligence and metacognitive listening strategies. Considering that EI is developmental (Davies, Stankov, & Roberts, 1998; Mayer, Salovey, Caruso, 2000) language learners can be trained emotionally. Since emotions can be regarded as the mediators between sensory input and thinking, having a high emotional quotient may help learners be better receivers of input and they may choose appropriate metacognitive strategies in listening tasks. Teachers can teach students to handle the listening task by using appropriate metacognitive strategies when they are in a stressful situation and this is a dimension of training emotional intelligence in learners. Teachers, indeed, can develop learners to know more about their feelings and emotions and reinforce their positive emotions. In addition, knowing about their own emotions can help them in developing goals, monitoring their success in doing tasks and evaluating what they have done. These are metacognitive strategies that learners can use considering their emotional intelligence.

Language teachers might also be advised to classify students into separate groups regarding emotional quotient, and consider that students with lower EQ are probably less successful users of metacognitive strategies and teach them metacognitive strategies according to their EQ. Since the results of this study revealed that compared to other scales of EI, 'Interpersonal skills' and 'Adaptability' are more powerful predictors of metacognitive strategy use in listening tasks, teachers can train learners to be more social in classroom and adaptable to new listening tasks. This may help them use more appropriate metacognitive strategies in listening. This, in turn, might result in having a more productive and supportive learning environment. Finally, language teacher trainers can instruct language teachers to consider their learners' emotional intelligence as one of the dimensions of individual differences and help them take appropriate steps in teaching metacognitive strategies to learners.

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