Using Online Emotional Intelligence Activities To Enhance EFL Listening Comprehension Skills of Secondary Stage Students

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Abstract:

This study investigated the effectiveness of online emotional intelligence activities to enhance first year secondary stage students' EFL Listening Comprehension Skills. Participants of the study were two groups of 60 first year secondary students (one experimental and one control). Instruments of the study were a listening comprehension skills checklist and an EFL listening comprehension test. The experimental group was taught using online emotional intelligence activities and the control group received regular instruction. Post-test was administered to both groups after the training has been applied. Results showed that experimental group outperformed the control one. This indicated that the online emotional intelligence activities had a significant impact on developing EFL listening comprehension skills of the participants. Therefore, it is concluded that using online emotional intelligence activities is effective in developing EFL listening comprehension skills for secondary stage students.

Key words: *Online learning, Emotional Intelligence ,EFL listening Comprehension Skills*

((الخلاصة))

هدفت هذه الدراسة إلي التحقق من تأثير استخدام أنشطة الذكاء العاطفي عبر الانترنت لتطوير مهارات الاستماع لدي طلاب الصف الأول الثانوي.اعتمدت هذه الدراسة علي التصميم شبه التجريبي لتحقيق هذا الهدف، تم استخدام أداتين : (١) قائمة مهارات الاستماع و(٢) اختبار مهارات الاستماع.

تتكون عينة الدراسة من ٦٠ طالبة من الصف الأول الثانوي بمدرسة دنشواي الثانوية. تم تقسيم المشاركين إلي مجموعتين. مجموعة تجريبية (٣٩) طالبة يتم تدريبهم من خلال أنشطة الذكاء العاطفي عبر الانترنت والمجموع الأخري (٣٠) طالبة يتم تدريسهم بالطريقة التقليدية .

أشارت النتائج إلي وجود فروق ذو دلالة إحصائية بين متوسط درجات الاختبار البعدين المجموعتين لصالح لمجموعة التجريبية. بالإضافة إلي وجود فروق ذات دلالة إحصائية بين متوسط الدرجات الاختبار القبلي والبعدي للمجموعة التجريبية لصالح الاختبار البعدي. قدمت الدراسة الحالية دليلا واضحا علي استخدام أنشطة الذكاء العاطفي عبر الانترنت كاستراتيجية نشطة وفعالة في تعزيز مهارات

الاستماع باللغة الإنجليزية لدي طلاب لصف الأول الثانوي بمدرسة دنشواي المشتركة الثانوية والذي له تأثير كبير علي تطوير مهاراتهم بالإستماع باللغة الإنجليزية.

خلصت الدراسة وأوصت باستخدام الأنشطة الذكاء العاطفي عبر الانترنت لتعزيز تعلم مهارات لاستماع باللغة الإنجليزية.

في ضوء هذه النتائج ، أوصت الدراسة بضرورة تنفيذ أنشطة الذكاء العاطفي عبر الانترنت في تدريس اللغة الإنجليزية لتحقيق نتائج أفضل في مهارات الاستماع لدي الطلاب لتحقيق أهداف التعلم الفعال

Introduction:

Language, as a tool of communication, is crucial for the exchange of information between inhdividuals.Morover, Language is changing from being an abstract code, or a set of linguistic indicators to being a means of communication (Al-Omari ,2013,p.20).Listening process is one of the most important skills to learn in any language as its benefit relate directly with other skills and can affect their proficiency such as speaking or reading. In other words, whenever listening was active, other skills will be more active and vice versa. In fact, listening is more than one process as it acts as interpretative process for the speaking (Alghanem, 2017).

Previous studies show that E-learning offers many benefits for students because this type of learning involves student-centeredness, it is more flexible (Dhawan,2020), and it can also improve interaction with students by providing asynchronous and synchronous tools such as e-mail, forums, chats,(Marinoni et al. 2020 ;Adhan & Adhan (2020) .

Furthermore, internet technologies facilitate the distribution of content at the same time, to a large number of users; E-learning platforms offer many advantages to learners such as control over the content, control over the time spent learning, and thus the process can be adapted according to the learner needs and objectives of learning (Suresh et al. 2018). This might contribute to better communication with the students and in spite of some inherent challenges brought by this time of crisis, E-learning might enhance the learning process for students .Therefore , the present study used the online learning to enhance the EFL listening comprehension skills as the researcher will use an online emotional intelligence activities to enhance EFL listening comprehension among the first grade secondary stage students.

Review of literature and Related Studies
Listening Comprehension Skills:
Nature and importance of Listening Comprehension Skills

Listening is important in the communication process; that is, students need to receive information and understand it to interact and communicate with other (Hamouda ,2013). In addition, listening is a mental skill that includes sequential steps of hearing, understanding accurately, judging and evaluating sounds. It is the basic skill to achieve better communication with others and express person's ideas and feeling (Abu Shbika ,2019)

Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. According to Taygi (2013), listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages. Listening comprises of some key components, they are: Discriminating between sounds; recognizing word meaning understanding their meaning. Identifying grammatical groupings of words; Identifying expressions and sets of utterances that act to create meaning; connecting linguistic cues to non-linguistic and paralinguistic cues and using background knowledge to predict and to confirm meaning and Recalling important words and ideas (Tyagi, 2013).

Tyagi (2013) also added that the process of listening occurs in five stages.They are hearing, understanding, remembering, evaluating, and responding.

Hearing : It is referred to as the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; he/she must hear. The process of listening, he/she needs not only to listen but also to hear (perception necessary for listening depends on attention).

Understanding : This step helps to understand symbols he/she has seen and heard, he/she must analyze the meaning of the stimuli he/she has perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur.

Remembering: It is an important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank

Evaluation : The effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that he or she no longer hears and attends to the incoming message-as a result, the listening process ceases.

Responding: This stage requires that the receiver completes the process through verbal and/or nonverbal feedback, because the speaker has no other way to determine if a message has been received

In addition, Chen (2013) assured that listening process does not take place automatically; however, it is a systematic process that passes through some steps gradually to achieve the goal of listening process. Unlike first language listeners, who may process the listening data automatically without much conscious attention to word-by-word input,most listeners to the second language have to consciously decode the information or data and construct the meaning of the listening message; comprehension usually breaks down easily due to listeners` limited working memory and linguistic knowledge.

Online Learning in Teaching English language

Online learning is the use of the internet to Access materials, engage with content, teachers, and other students, and receive Aid in the learning process to gain information, make meaning, and progress Through the learning process (Ally, 2008).

According to Perveen (2016), online learning is an ideal medium for English language learning since it has the potential to utilize multiple teaching methods, learning styles, and strategies. Students have also perceived that online English learning helps them to practice and acquire new language skills (Cakrawati, 2017). Particularly, among higher education institutions, online learning has become a trend as an alternative approach in the teaching and learning process (Famularsih, 2020).

Over the last decade, the Internet has made a huge impact on higher education, allowing the phenomenal growth of online education (Somenarain et al., 2010). It has been a solution to overcome physical distance, bringing students closer by enabling them to carry out projects together online (Haron, Yasmin, & Ibrahim, 2015).

Moreover, Motteram (2013) confirmed that technology is very much part of English language learning throughout the world at all different levels. Klein and Ware (2003) deposited that e-learning in education, especially in English language learning has gained much momentum and significance for higher educational universities and

colleges. In addition, He assured that digital technologies are ideally placed to help teachers working with learners and learners working independently to do the necessary 'languaging'.

According to Smedley (2013), the adoption of E-Learning provides the institutions, as well as their students much flexibility of time and place for delivery of receipt of knowledge according to learning needs. According to Swain (2006), " languaging " is the process of "input" and "output" in language learning production.

Moreover, Cai (2012,p.846) also stated that language ability is a kind of mental skill, which needs the right pedagogical strategies and training methods. E-learning will liberate the heavy labor of teachers and also enable students to easily master English. Learning activities, once carefully analyzed, make the learning and teaching process easy for teachers and students alike.

Hubackova (2015) conducted a study to demonstrate the effectiveness of Information and Communication Technology (ICT) in teaching. Demonstrate. The purpose of the research study was to identify how often students use ICT to study the English and German languages. He also observed that "Blended learning is considered to the most suitable method for students. Students of both the English and German languages like to work with audio and video recordings. They find them advantageous and a suitable complement of study that could partially compensate for not having native speaker".(2015, p.529).

According to Hubackova, blended-learning is a very good method to provide a substitute for native speakers to students who are non-native speakers of English. It is noteworthy at this point that in contrast with blended learning, e-learning is a method of a wider scale and more productive in terms of its impact on learning and teaching practices.

Practical Actions to Integrate EI into EFL Settings

It can be said that the creation of a supportive and reciprocal emotional learning a inside the classroom is not only determined by learners□ expectations and behaviors, but also by those emotional and academic ideas of teachers. For instance, Garret and Young (2009) mentioned that aspects such as the teacher actions, the emotional state of the language learner, and the interpersonal relations between students and teacher have an influence on learners□ sense of well-being and therefore affects learning. In order to foster among learners a positive sense of

belonging to a group, the EFL teacher needs to establish a healthy relationship with learners, mainly by showing genuine.

Their learning process at the same time she inspires a motivating learning atmosphere (Méndez & Peña, 2013). Besides providing cooperative activities to encourage students to know each other and work in an interdependent rather that in a competitive way can make students be more receptive and better prepare to assume and examine what learning they are being taught, however, the EFL teacher needs to inform their students the reason of their group so that they know what is expected form them. Therefore, the EFL teacher's assignment could promote learner's engagement with the target language process and EI factors and can bring the language learning material, content, and academic and social goals closer to their learners' needs and real interests. In view of the Emotional Intelligence could have a significant relationship with second language learning success as shown earlier, following there are some useful ideas that can be taken into account in order to incorporate elements of Emotional Intelligence in English as a Foreign Language contexts in order to enhance the second language learning process.

Classroom Discussion

This is a type of Community Language Learning activities related to reflection, observation, and group work. These kind of activities could be originated when learners start to share their real world experiences, opinion related to certain topics and expressions of their feelings (Richards & Rodgers, 2001). Since these activities have a focus on interaction in the foreign language, they will help students to increase not only their language knowledge but also to strengthen their ideas about any topic as they share content using the L2. Moreover, learners may use and enhance self regulation and social skills, critical thinking and conflict management, while practicing abilities such as listening and speaking and shaping their identity .

Writing Assignments

This activities could begin by suggesting the consideration of the feeling words of the day. Then, the students could be asked to write in the target language using those feeling words or about them (Brackett & Katulak 2006). With the help of this task, students express a broad range of emotions knowledge, their own thoughts and personal experiences, so that they can see things in a new way. For example, when encouraging learners to write poetry they can raise their creativity as , the difficulty of writing forces the new ideas to the surface" (Scrivener, 2005 p. 361), then they can use a wide range of vocabulary regarding their affective side and remember

them easily. Scrivener (2005) proposes an Instant Poetry Activity, which makes use of emotional components and skills as students need to look carefully, be aware of what is around them, be capable of understanding others, managing the situation, and following instructions in order to obtain a good piece of writing.

Games

Games with an academic purpose inside the classroom may be also a cooperative and Experience-based language learning, which is effective to young people (Hromek and Roffey , 2009). They have an interactional nature so that learners can practice their target language skills with a real communicative purpose, which helps individuals to learn to keep a balance between: strategy, hope, competition, management of the idea of frustration among other Emotional Intelligence characteristics. Thus, games designed for foreign language learning achievement, could also use strategies such as role-play, problem-solving, and simulation in order to engage learners in solving social situations and rehearsing social and emotional skills. Also, teachers can make use of games for reducing their learners□ anxiety levels while they are being evaluated; and this is an easy way to realize what students are learning or struggling.

Scrivener (2005) suggests some word games that serve as integrated practice activities, where learners can practice their language skills (lexis) and their Emotional aspects such as group work. He, for example, recommends to play Word Seeds game, in which the teacher dictate a list of about twenty words which students all write down… students need to work in small groups and orally prepare a story that uses all the words…exactly in the order they originally came in. Finally each group tells its story. (p. 348)

Drama

The implementation of drama activities could be an opportunity to connect academic concerns and real life situations. It also reinforces the bond between thought and expression in the target language. Besides being a good way to motivate students to practice the new language (expressions, vocabulary etc.), it could offers possibility to support their interpersonal and intrapersonal skills as they interact cooperatively to orchestrate the dramatizations and improvisations. Learners also can assume roles and consider things from the point of view of another people. For example, Kayaoğlu (2009) suggested in her paper that drama can be seen as a: Multi-sensory approach to language acquisition by involving second language learners physically, emotionally, and   …students are led to explore and

experiment with the boundary of their anxiety and emotions, developing a sense of awareness of self in the target language culture. (p. 124).

Studies Related to Using Online emotional intelligence Activities in Enhancing Listening Comprehension Skills.

Many studies have investigated the impact of using online activities course on developing learners' listening comprehension skills. For example, Mohammadi's (2012) study aimed at investigating the emotional intelligence's role and its subcategories to predict English learning as a foreign language in Islamic Azad University-Ardabil Branch. Participants of her study were 191 EFL learners who were selected from among 380 students through random sampling according to Kreschi-Morgan table. The instrument was Bar-On's Emotional Quotient Inventory. The results revealed that emotional intelligence and its components predicted students' academic achievement.

Morover ,Jahandar, Khodabandehlou, Seyedi, and Mousavi Dolat Abadi's (2012) study aimed at investigating the impact of the Emotional Intelligence components on listening skill of the male and female students. The participants were randomly selected 75 male and 93 female intermediate students from among English students of Rodaki and Shafagh Universities of Tonekabon. The results of the study revealed that Emotional Intelligence components have significant effects on listening skill of male and female students. Moreover, it was indicated that the impact of Emotional Intelligence components on female students was greater than males. By considering the effect of each component of Emotional Intelligence on listening skill of male and female students, it was shown that Stress Tolerance, Interpersonal Relationship, and Flexibility have great effect on listening skill of male and female.

In addition, Khalil's (2015) study aimed at investigating the effectiveness of a training program based on instruction technology in developing the listening and speaking skills for faculty of Education English majors. The participants were fifty two EFL students, second year, from faculty of Education, Ain Shams University. They were divided into two groups an experimental group and a control group (26 students each). The instrument was listening and speaking Pre-Posttest. The results revealed the effectiveness of a training program based on instructional technology on developing the targeted listening and speaking skills for the experimental group.

El Komy's (2020) study aimed at investigating the effectiveness of using Massive Open Online Courses (MOOC) on developing EFL

secondary school students' listening and speaking skills and their self-directed learning. The study adopted the quasi-experimental design with one group preposttest. The participants consisted of 20 students of 1st secondary stage at Future Language Schools in Tanta who were taught through the MOOC. Data were collected through using the following instruments: course topics checklist, a pre-post listening comprehension skills test, a pre-post speaking test, a self -directed learning scale (SDLS), a speaking assessment rubric and a student reflection log. Findings of the study revealed that participants' performance in listening, speaking and self-directed learning was improved significantly. The effect size of the course was found to be high and it was recommended to use MOOCs as an effective technique in teaching EFL skills.

Mohammed and El Sherhi's (2021) study aimed at exploring the impact of utilizing listening learning platforms on the listening comprehension skill of Saudi high school students. This study recruited 76 students of the first semester of high school students in Abha City during the academic year 2019. The experimental group consisted of 38 students, who utilized ELLLO platform during their instruction, while the control group comprised 38 students, who were taught in a traditional way in the classroom. The results revealed that there was a significant difference between mean scores of both the experimental and control group participants favoring the experimental group participants; confirming the positive impact of utilizing the English listening platforms on developing Saudi high school students' listening comprehension.

Carmen and Mauro's (2023) study aimed at analyzing the use of virtual environments to improve the listening skills of students of English as a foreign language (EFL) from a quantitative approach. The participants were. one hundred enrolled in a free English course using a platform with H5p activities, videos, quizzes, images, infographics, audio, forum, and synchronous Zoom sessions for four weeks, in addition to a KET test for the assessment of listening comprehension. Quantitative data were analyzed by comparing the mean scores of the pretest, posttest as well as the logs of the platform. Analyses confirm the benefits of applying ICT tools to develop listening skills. All subskills of the listening sections were benefited from the interactivity displayed in the online activities. The results reinforced the notion of interactive online activities as motivators to improve listening comprehension in EFL.

Pilot study

The researcher administered an EFL pilot listening comprehension test to thirty first-year secondary stage students to determine students' competence in these skills. The following tables show the results:

Table (1) Listening Comprehension Skills' Test Results :

Listening Sub-skill	Total score	N	Mean	Std.Deviation	The percentage of skill competence
Listening for details.	10	30	3.62	0.72	36.2%
Listening for specific information.	10	30	3.57	0.69	35.7%
Making inferences and deductions.	10	30	3.48	0.71	34.8%
Listening to identify the main idea of the topics.	10	30	3.51	0.68	35.1%
Determining a speaker attitude or intention towards a listener or a topic tone	10	30	3.23	0.73	32.3%
Total	**50**	**30**	**17.41**	**2.15**	**34.82**

Results of the pilot study as shown in table (1) asserted that EFL secondary stage students are not the desired level in listening comprehension skills as clear in each of the defined skills' mean scores.

Statement of the Problem

In the light of previous studies and the pilot study results ,The research problem was stated as follows: the obvious weaknesses and lack of the 1st grade secondary stage students in some EFL listening comprehension sub-skills. Consequently, it became essential to find a solution for this problem, so a proposed online emotional intelligence activities course was designed to enhance first grade secondary stage students' listening comprehension skills.

Research Questions

This research attempted to provide answers to the following research results:

1. What is the effectiveness of using "EI social skills component " in enhancing EFL listening comprehension skills among 1st grade secondary stage students?
2. What is the effectiveness of "EI motivational attitude component " in enhancing EFL listening comprehension skills among 1st grade secondary stage students?

3. What is the effectiveness of using "EI emotional perception and expression component" in enhancing EFL listening comprehension skills among 1st grade secondary stage students?

Research Questions

This research attempted to verify the following hypotheses:
1. There is a statistically significant difference at ≤ (0.05) level between the mean scores of the control group and that of the experimental one on the post administration of the listening comprehension skills test favoring the experimental group.
2. There is a statistically significant difference at ≤ (0.05) level between the mean scores of the experimental group on the pre-and post-administrations of the listening comprehension skills test favoring the post administration in favor of the posttest.

Aim:

The present research aimed at enhancing EFL listening comprehension skills of 1st year secondary stage students using online emotional intelligence activities.

Significance

The current research could be significant as it might help:
1. EFL students to enhance their EFL listening comprehension skills in an easy and attractive manner.
2. EFL instructors as it offers new online tool that can help them to enhance their listening comprehension skills. In addition it provides them with effective devices to assess their students' listening comprehension skills .Also , it could enable them to teach EFL more smoothly and effectively.
3. EFL curriculum designers as it provides online learning tool to help in enhancing English curriculum and with a list for EFL listening comprehension skills**.**

Delimitations

The research was delimited to:
- Participants: 60 female first year secondary stage students.
- Place: Donshway Secondary School at Donshway village in ElShohdaa, Menoufia Governorate.
- Time: First Term of the academic year 2022/2023.
- Instructional Context:
  1. EFL listening comprehension skills namely; (Listening for details – listening to identify the main ideas of topics – listening for specific information – making inferences and deductions – determining a

speaker's attitude or intention towards a listener or a topic from tone, Intonation and gestures of speakers) suitable for the participants of the research and as prescribed in the official teacher's guide of the ministry of education textbook (New Hello; Secondary1).

2.EI components (social skills , motivation and emotional perception and expression).

Methodology

Participants:

The participants were 60 first year secondary stage students. Two intact classes were randomly selected from Donshway Secondary School, El- Shohdaa City, Menoufia governorate. Students' age ranged from 16-17 years old. All students have started learning English since KG level.Therefore, the participants of the research were homogenous to a great extent as they come from almost the same socio-economic background.

Design

Quasi experimental design was adopted in the current research. Two classes of first year secondary stage students participated in the research. They were divided into a control group and an experimental group. The experimental group was taught by the online emotional intelligence activities to learn EFL Listening Comprehension skills. On the contrary, the control group received regular instruction of teaching these skills.

Instruments of the research:

For the purpose of the research, the following instruments were designed and used by the researcher:

1. The EFL Listening Skills Checklist.
2. The EFL listening Skills Test (Pre-Post).

Results and Discussion:

The results of the research are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Research results were reported as follows:

Testing The first hypothesis:

The first hypothesis stated that "There is a statistically significant difference at $\leq (0.05)$ level between the mean scores of the control group and that of the experimental one on the post administration of the listening comprehension skills test favoring the experimental group."

In order to test this hypothesis, a t-test was use. Table (2) illustrates the results.

Table (2): t-Test of the post-test comparing the control and the experimental groups over all listening comprehension sub-skills and Total degree of listening skills Test

Skill	Groups	N.of cases	Means	S.D	t.Value	Df	Sig.
Listening for details	Control	30	4.20	1.16		58	0.001
	Experimental	30	6.90	0.61	11.319		
Listening for specific information	Control	30	4.30	1.26		58	0.001
	Experimental	30	6.93	0.64	10.184		
Listening to identify the main ideas of topic	Control	30	4.37	0.96		58	0.001
	Experimental	30	7.13	0.57	13.520		
Determining a speaker's attitude or intention towards a listener or a topic tone, intonation and gestures of speakers	Control	30	3.97	1.22		58	0.001
	Experimental	30	6.97	0.67	11.832		
Making inferences and deductions	Control	30	3.63	1.07		58	0.001
	Experimental	30	6.57	0.77	12.195		
All Listening comprehension skills	Control	30	20.47	4.93		58	0.001
	Experimental	30	34.50	1.85	14.607		

It is clear from the results from Table (2) that there are a statistically significant differences between the mean scores of the experimental group and the control group in all sub skills and the total score on the post administration of the listening comprehension test in favor of the experimental group where all t-values were significant at the (0.01) level and degree of freedom=58. These results confirm its validity. The researcher attributed these differences to the use of online emotional intelligence activities.

Testing the Second Hypothesis:

The second hypothesis stated that **:"** The second hypothesis stated that:" There is a statistically significant difference at ≤ (0.05) level between the mean scores of the experimental group on the pre- and post-administrations of the listening comprehension skills test favoring the post-administration in favor of the posttest"

To test this hypothesis, a t-test was used. Table (3) indicates the results.

Table (3) t-Test of the experimental group comparing the pre-posttest in overall listening comprehension sub-skills and total degree of listening comprehension sub-skills Test

Skill	Application	N.of cases	Means	S.D	*t*.Value	Df	Sig.
Listening for details	Pre-test	30	4.20	0.96	16.155	29	0.001
	Post- test	30	6.90	0.61			
Listening for specific information	Pre-test	30	4.43	0.97	16.699	29	0.001
	Post- test	30	6.93	0.64			
Listening to identify the main ideas of topic	Pre-test	30	4.23	1.04	16.554	29	0.001
	Post- test	30	7.13	0.57			
Determining a speaker's attitude or intention towards a listener or a topic tone, intonation and gestures of speakers	Pre-test	30	3.97	0.93	15.175	29	0.001
	Post- test	30	6.97	0.67			
Making inferences and deductions	Pre-test	30	3.10	0.71	17.675	29	0.001
	Post- test	30	6.57	0.77			
All Listening comprehension skills	Pre-test	30	19.93	3.98	20.832	29	0.001
	Post- test	30	34.50	1.85			

It is clear from the results of table (3) that there are statistically significant differences between the mean score of the experimental group in the pre-post administration of the listening comprehension test in all its subskills and the total score of the test favoring the post administration where all t- values were significant at (0.01) and degree of freedom was 29. These results confirm the validity of the second hypothesis and the hypothesis was accepted. The researcher attributes these results to the effect of the online emotional intelligence activities.

Discussion of the Results

Results revealed that there was a statistically significant difference between the two groups in the variables under investigation in favor of the experimental group. These results indicated the improvement in the experimental group students' listening comprehension skills on the post administration of the test. Such improvement could be attributed to the effect of the experimental treatment using the online emotional intelligence activities. When asking students of the experimental group about their attitude towards the online emotional intelligence activities, they showed

positive attitude and attributed their positive opinions to a number of reasons summarized in the following points:

- The Learning through online emotional intelligence activities helped them avoid long and un comfortable classes.
- It also saved their time as they were free to choose which time they practice lessons. Some of them worked only at the weekend.
- As for the content of the online emotional intelligence activities, they said that the course, the blog and Moodle were easy to use and they didn't find any difficulty to register or to practice the course in general.
- They were interested because the course topics seemed to cope with their interests and provide them with useful information such as the topic of (climate change).
- The materials used in the course were suitable to their level and helped them a lot to develop their skills. They were happy to practice listening to native speakers and to be able to understand them.
- The online emotional intelligence activities helped them to learn English in different authentic situations.

Students also felt the difference in their listening comprehension before and after the experiment. Thus, it was apparent that the online emotional intelligence activities had a significant total effect on students' listening comprehension skills. This conclusion was consistent with the studies, Mohammadi (2012), Jahandaret al (2012) Khalil (2015), El Komy (2020), Mohammed and El Sherhi's (2021), and Carmen and Mauro (2023). All of which emphasized the effect of using online emotional intelligence activities on different aspects of language learning and on different students' level.

To conclude, online emotional intelligence activities were effective in enhancing secondary school students' listening comprehension skills.

Suggestions for Further Research:

This research suggest the following points:

Based on the findings of the current research, the following areas for future research are suggested:

1. Using online emotional intelligence activities to develop secondary school students' reading and Writing skills.
2. Investigating the effect of using Online emotional intelligence activities on students' critical Thinking and academic achievement.
3. Examining the effect of using Online emotional intelligence activities on university students' oral communication skills.

4. Investigating the effect of using Online emotional intelligence-based activities on university students' critical reading , writing and critical thinking.

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