

## **An Introduction to the Pathology of Teaching Culture in Iran: A Study of the Relationship between Deculturation and Emotional Intelligence among EFL Learners**

**Robab Khosravi\***

Assistant Professor of English Literature, Faculty of Humanities, University of Zanjan, Zanjan, Iran

**Seyyede Arezoo Rafie\*\***

M.A. in TEFL, Faculty of Humanities, University of Zanjan, Iran

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Learners of English as a foreign language (EFL learners) are the products of some degree of identity conflict experienced while learning a language. Learning English means crossing the boundaries of one's home culture into a foreign culture – a challenging cross-cultural experience influencing one's home culture attachment (Pishghadam & Ordoubady, 2011). To this end, 80 EFL learners at University of Zanjan participated in this project. They were asked to fill in the Home Culture Attachment Scale (HCAS) (Pishghadam, 2012). Also, Schutte Emotional Intelligence Scale (SEIS) (Schutte et. Al, 1998) was used to assess the participants' emotional intelligence. Results indicated a statically positive correlation between EI and deculturation. Due to the importance of English language learning in Iran and its impact on identity change, investigating the influence of cultural contact on learners in the process of language learning can shed light on the Iranian context of English language learning.

**Key words:** Deculturation, Emotional Intelligence, Teaching Culture, Cultural Identity, EFL Learners.

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\* Tel: 024-33054120, Fax: 32283201, E-mail: rkhosravi@znu.ac.ir

\*\* Tel: 33530311, Fax: 32283201, E-mail: arezoo.rafie24@gmail.com