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FOREIGN LANGUAGE DEPARTMENT
SCHOOL OF ART AND SCIENCES
LANGUAGE SECTION**



DEGREE WORK:

**ASSESSING AWARENESS OF EMOTIONAL INTELLIGENCE SKILL IN THE
LEARNING OF FRENCH LANGUAGE OF THE STUDENTS ATTENDING
THE FIRST YEAR OF BACHELOR'S DEGREE IN MODERN LANGUAGES:
SPECIALIZATION IN FRENCH AND ENGLISH. UNIVERSITY OF EL
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Resumen

Tomando como base el estudio de grandes psicólogos como Goleman, D. (1995) y sus libros Emotional Intelligence y Emotional Intelligence: Why It Can Matter More Than IQ. Al igual que Gardner, H. (1983) y su libro Frames of mind: The theory of multiple intelligences. Los mencionados autores y sus obras inspiraron fuertemente al presente trabajo de investigación, el cual tiene como objetivo principal evaluar el nivel de la habilidad Inteligencia Emocional y su influencia en el aprendizaje de la lengua francesa de los alumnos de primer año de licenciatura en Lenguas Modernas. Además, se buscó categorizar el nivel de inteligencia emocional de la muestra de interés obteniendo resultados muy interesantes y de utilidad para la investigación ya que no hay una influencia de las variables entre sí para el grupo de estudio.

Palabras clave: Lengua francesa, Inteligencia emocional, Inteligencias múltiples, Emotional Quotient, aprendizaje.

Abstract

Based on the study of great psychologists such as Goleman, D. (1995) and his books Emotional Intelligence and Emotional Intelligence: Why It Can Matter More Than IQ. As well as Gardner, H. (1983) and his book Frames of mind: The theory of multiple intelligences. The authors and their works strongly inspired the present research work, which has as its main objective to evaluate the level of the EQ skill and its influence on the learning of the French language of first-year undergraduate students in Modern Languages. In addition, we sought to categorize the level of emotional intelligence of the sample of interest obtaining very interesting and useful results for the research since there is no influence of the variables among themselves for the study group.

Key words: French language, Emotional Intelligence, Multiple Intelligences, Emotional Quotient, learning.

Introduction

In the last thirty years, after considerable amounts of studies, the term Emotional Intelligence has taken on a significant enhancement surrounding the phenomenon of why academic performance is not everything, and neither, is the center of learning; emotions play a key role for students in the acquisition of knowledge, this characteristic of the human being makes, an education not only quality but also useful, practical and in which good results are obtained.

So far, researches have been carried out surrounding the existence and consistency of Emotional Intelligence. The present work focuses on this issue but is trying to climb the language branch specifically in the process of students of the first Year of bachelor's degree when learning the French language.

Currently, there are still problems in linking the cognitive with the emotional area in the educational field. Our culture and educational system leave aside emotional processes, so that, up to this educational level, students have no idea that, just as there is a cognitive intelligence there is also an emotional intelligence. Therefore, students do not know all the benefits that can bring them in the educational field, for that reason, it is hoped to know the level of Emotional Intelligence of a certain group of students, in order to, recognize much better the emotional profile of the group, and to give way to ideas that, allow filling the gaps that may exist in the learning process.

This work is of utmost importance to know the levels of Emotional Intelligence that participants of First-Year of Modern Languages Degree possess, in order to obtain the results, an investigation of the Hypothetic-Deductive Method was carried out and presented with the: Objectives, Statement of the Problem, Rationale, Theoretical Framework, Research

Hypotheses, Methodology, Results Presentation, Discussion of Results, Conclusions, Recommendations, References and Annexes.

CHAPTER 1: STATEMENT OF THE PROBLEM

1. Objectives

1.1 Overall Objective

To appraise the incidence of emotional intelligence skill during the process of French language learning of the students attending the First year of Bachelor's Degree in Modern Languages.

1.2 Specific Objectives

- To assess students' disposition toward assimilating emotional intelligence when learning the French language.
- To categorize at what level emotional intelligence influences the learning of French language.
- To classify students' level in the management of emotional intelligence skills.

2. Statement of the Problem

In the field of education, language students present problems affecting their academic performance such as: lack of interest, anxiety, low motivation, apathy, depression, and others. The elements stated before happening because in most cases, emotional intelligence is downplayed, being this an ability to control and handle oneself emotions and others and use this information to guide their behavior.

Most of the students attending first year of Modern languages degree have their first contact with French language with a diverse range of emotions that they are rarely able to control, this could be really harmful because it can also affect their learning in a significant way. Emotional intelligence is meant to cover five main areas: self-awareness, emotional control, self-motivation, empathy, and relationship skills. Do they help students in a significant way? What happens when at least one of those areas are in a weak level?

Having established that in learning the French language not every student reacts in the same way, it can be also mentioned that beyond learning about the language, the classroom should be a harmonic place, where anything cannot interrupt their learning environment, not even their own classmates. Despite all these evident characteristics, the most important fact is to find out if students' failures are related to their level of emotional intelligence since it offers the possibility of being the key of a successful French language learning.

The process of determining students' emotional intelligence level will be established through the creation of an instrument that will help to assess which areas are the weakest and which areas are the strongest in their emotional intelligence so the results can provide concrete and clear ideas about feasible solutions to improve. And, to achieve this, the theories of

authors like Howard Gardner, Peter Salovey, John Mayer, Jean Greaves, Travis Bradberry, and Daniel Goleman taken as the lead author in this research, will be addressed.

In addition, this will help, not only the students in their academic performance as language students, but also, to the University of El Salvador as they could increase their number of Modern Languages students.

CHAPTER 2: THEORETICAL FRAMEWORK

3. Theoretical Framework

Historical background

The French Language is known for being one of the most influential Romance Languages worldwide. But, how did the French language emerge, and that led to the linguistic phenomenon that it is today?

The birth of the French language is the result of various sociological, geographical, and cultural factors, from the 3rd century BC, that affected the area where is currently ubicated France. With the collapse of the Roman Empire, the fractionation process of the Latin language took place very quickly. The dialects were grouped and, formed two in total in the area of France; the language "Oil" to the north, and, the language "Oc" to the south, this was based on the way of saying "yes" in French ("Oui").

The first king of the kingdom of the Franks was Clovis I, who decided to settle in the present region of Paris. He significantly influenced the language by establishing the language of "oil" as the regional dialect, and that would eventually evolve in the current French language.

Importance of learning French

Why is it considered of great impact to learn to speak the French language today? French is placed as the second most spoken language in three different contexts; worldwide most spoken after English, second in the European Union after German, and it is the second of the working languages of the UN, NATO, WTO, and the International Olympic Committee.

The French language has a great historical background, not only because of the language itself, but also because of the contribution to the history of humanity made by many

people of French origin, as well as, the numerous historical events that have marked both our way of thinking, and life in general. Contributions to literature, great characters like Victor Hugo, Molière, Jean Jacques Rousseau, Voltaire, or François Baudelaire, that have shaped education and learning with such profound analysis of society.

Arrival of the French Language at the University of El Salvador

The implementation in the creation of the Bachelor's Degree in Modern Languages: specialization in English and French at the University of El Salvador has been very crucial despite the fact that its planning began in 2002, it took place many years ago. Among the aspects of which confirm the reasons why high school graduates are and continue to be interested in studying this degree, there is a very important one worth noting: the French language and the English language are two of the most widely spoken languages around the world; thus, generates the expansion of interest in learning of the already mentioned languages (Majano, Reyes, & Martínez, 2011). Since the 1980s, a conglomerate of new professionals in the language of the French language has been created in El Salvador, with the French Alliance being the only institution at the national level that began to implement a teaching staff in the French language (Zepeda, 2011).

By the time this Bachelor of Modern Languages project was presented and implemented, the Department of Foreign Languages at the University of El Salvador had only a Bachelor of English Language: Teaching Option, a Teaching Staff in English for the Third Cycle of Basic and Middle Education, which made this Department known only by teaching the English language and not, as its name

indicates, in a Department of foreign languages, thus becoming one more justification for the creation of a career in Bachelor of Modern Languages (Barahona, 2011).

Emotional Intelligence on education

According to (Archila & Escobar, 2015):

Research concluded that the factors on Emotional Intelligence and School performance that were relevant in their research such as academic performance, gender, if the students lived with both parents and if they came from urban or rural areas was weak but positive, which does not deny the fact that if schools start to incorporate programs that seek to implement emotional intelligence development could bring significant benefits in student life.

Emotional Intelligence

Emotional Intelligence, is the human capacity to feel, understand, control and modify the emotional states of oneself and others. People who tend to have Emotional Intelligence tend to be aware of understanding each other's feelings, tolerating pressures and frustrations, accentuating our ability to work as a team and adopting an empathy and social attitude (Goleman, 1996).

Difference between intelligence and Emotional Intelligence:

Intelligence: "Intelligence consists not only in knowledge but also in the skill of applying knowledge in practice." (Aristoteles)

A high IQ can predict who will succeed academically, but it says nothing about the path the person will take.

Emotional Intelligence is primarily responsible for the success or failure of people in all areas: personal, professional, etc.

Emotional Intelligence (also called Emotional Quotient, or EQ) is the ability to perceive, control and evaluate emotions in oneself and others. For example, recognizing emotional intelligence in oneself can help you regulate and manage your emotions, while recognizing emotions in others can lead to empathy and success in your relationships, both personal and professional (Rosenthal M.D., 2012).

Emotional Intelligence seems to be a solution for guaranteeing a good relationship with oneself and others by knowing the strategies to follow in order to control emotions whenever is needed cannot be enormously overwhelming.

According to (Goleman, 1995):

Everyone has two types of minds and consequently two types of intelligence: the rational and the emotional. People's success in life is determined for both: what matters is not just the intellect because it cannot work in its optimal way without emotional intelligence. Basically, they do complement each other.

Emotional Intelligence has also been defined as a way to interact with the world that is well aware of feelings, and encompasses skills such as the control of self-awareness, motivation, enthusiasm, perseverance, empathy, and mental agility.

Lots of researchers popularized Emotional Intelligence in the business realm by describing its importance as an ingredient for successful business careers and as a crucial component for effective group performance.

As a little historical review of Emotional Intelligence, Yale psychologists (Salovey & Mayer, 1990) originally created the term Emotional Intelligence and they understand Emotional Intelligence as an innate intelligence, meaning that it adapts according to the emotion we use, and most importantly, its application in our thought. Understanding the concept of Emotional Intelligence requires exploring its two component terms, *intelligence* and *emotion*.

Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotional and intellectual growth; and the ability to stay open to feelings, both those that are pleasant and those that are unpleasant (Salovey & Sluyter, 1997).

After this, some researchers claim that it is an inborn characteristic, while others suggest that you can improve it with proper guidance and practice.

No longer after (Salovey & Mayer, 1990) introduced this term to the world, other researchers and psychologists began to pick it up and run with it. One of those was the psychologist (Goleman, 1995) which published the national best-selling book “Emotional Intelligence”, which helped introduce it into the mainstream. Also, when the idea about what Emotional Intelligence is was proposed researchers realized that it was like a missing part of the puzzle.

Emotional Intelligence is a main factor in success, especially when we talk about children. It is proposed that promoting “social and emotional learning” in children to enhance their EQ would not only improve their learning abilities, but also help them

succeed in school by reducing or eliminating some of the most distracting and harmful behavioral problems (Goleman, 1995).

After these researchers, educators and psychologists started to consider the idea that “emotional intelligence is not a simple «you have it or you don’t» sort of thing, but a set of skills that can be learned and improved upon, this can be even a more motivating factor in their learning abilities, intrapersonal and interpersonal relationships.”

Following the book of (Goleman, 1995), another authors, (Bradberry & Graves, 2009) were surprised in the growing interest in Emotional Intelligence that people had, so they published their own book, “Emotional Intelligence 2.0” which it is, as in mention before, a set of skills program for enhancing it and to identify the situations in which it is necessary to control our emotions. In this book, they propose 66 evidence-based strategies to build Emotional Intelligence by teaching self-awareness, self-management, social awareness, and relationship management.

According to a more traditional education in the last past years in which students were supposed to have a “passive role” and teachers an “active role”, it is not strange that the number of methodologies were first focused on give students tons of information without letting them express and share their ideas and opinions or even get involved in the learning process working hand by hand with the teacher.

A lot of psychologists such as (Piaget, 1997) with his Stages of Cognitive Development and on the other hand, (Bruner, The Culture of Education, 1996) under the same Piaget’s influence with his more constructivist approach started to incorporate important elements in education. These elements inspired so many other psychologists and educators

that considered a success to take into account psychological aspects in order to improve a student's learning process.

“Intelligence Quotient (IQ) is a total score derived from a set of standardized tests or subtests designed to assess human intelligence” (Stern, 1914) while “Emotional Intelligence, (EQ) the ability to handle and understand one’s and other’s feelings” (Goleman, 1996). As well as the Intelligence Quotient, Emotional Intelligence also has a wide variety of tests that were created in order to determine the Emotional Intelligence level of people.

The relationship between IQ and EQ is undeniable because someone who has a high level in both can basically be the most successful person; unfortunately, (Goleman, 1996) in his *Emotional Intelligence* book he states that this phenomenon is not that common and in the most cases someone with high IQ has more probabilities of not having strong relationships with others while the ones with a high EQ have the tendency to maintain very good and long relationships, they can even have a more successful working life.

The recent findings about how relevant emotions are in learning show that if it is incorporated in the process, students could have better results.

It is also very important to state the fact that one of the impellers of the term Emotional Intelligence was (Gardner, 1983) with his theory of Multiple Intelligences. The theory of multiple intelligences differentiates human intelligence into specific 'modalities', rather than seeing intelligence as dominated by a single general ability. Gardner considered the capacities of someone with a high level of intelligence quotient, according to other psychologists such as E. L. Thorndike who was one of the imminent defenders of IQ (Gardner, 1983) grouped the wide variety of abilities that human beings possess into seven categories or "intelligences".

- 1) *Linguistic intelligence*: the ability to use words effectively, either orally or in written form.
- 2) *Mathematical logical intelligence*: the ability to use numbers effectively and reason properly.
- 3) *Body-kinesthetic intelligence*: It is the ability to use the whole body to express ideas and feelings.
- 4) *Spatial intelligence*: The ability to accurately perceive the visual-spatial world.
- 5) *Musical intelligence*: This intelligence includes sensitivity to the rhythm, tone, melody, timbre or tonal color of a musical piece.
- 6) *Interpersonal intelligence*: the ability to perceive and make distinctions in other people's moods, intentions, motivations, and feelings.
- 7) *Intrapersonal intelligence*: the knowledge of oneself and the ability to adapt one's own ways of acting from that knowledge.

(Gardner, 1983) emphasizes that brilliance in mathematics or language, the most favored intelligences in the traditional educational system, are not enough to have success in life. In other words, someone can be excellent at mental calculus but if this person doesn't know how to relate to others, he/she will be limited in his/her professional and personal career.

The multiple intelligences that caught (Mayer & Salovey, 1997) attention were interpersonal and intrapersonal types of intelligences because he considered them too important to let aside in everybody's life. So, he decided to dig deep into the abilities that someone who has one or both intelligences have, and he incorporated others that ended up being: knowing oneself own emotions, managing emotions, own motivation, recognize

emotions in others, manage relationships, etc. After the implementation of the principal aspects that (Mayer & Salovey, 1997) established, (Goleman, 1995) started to be more than interested on this topic and after a lot of research and help from other important psychologists, like the same (Gardner, 1983), created components that nowadays are more popular.

(Goleman, 1995) one of the main forerunners of Emotional Intelligence studies, has suggested in his best-selling book that there are five components that fully surround the emotional intelligence phenomenon. In order to understand how they all work around the 'EI', let's take a look at them:

Self-Awareness, according to (Goleman, 1998) implies to be conscious, specifically it is the ability that people must recognize and understand their own emotions, this is the part of the Emotional Intelligence determined as critical. Beyond the fact of just being aware of the own emotions, it also refers to recognizing the collateral effects of your behavior, actions, moods, and emotions towards others.

This is a non-stop work where the individual must supervise their emotions, distinguish every emotional reaction existing, and of course followed by the correct identification of each single emotion to become self-aware. Someone self-aware is completely able to notice and realize the connection between what they feel and how they behave (Goleman, 1998).

(Goleman, 1995) has a clear point:

People who have a highly developed self-awareness sense, have a good sense of humor, they always feel confident about what they know and themselves, and they are totally aware from the perception of the other about them. - Recognizing a feeling as it occurs - is the

key to self-awareness, the ability to control feelings from one moment to the next is fundamental to psychological insight and self-understanding.

Self-Regulation, according to (Goleman, 1998), it is about the manage of feelings so that they are appropriate. People who lack this ability constantly struggle with feelings of distress, while those who have it developed can recover much more quickly from life's setbacks and upheavals.

People highly skilled in self-regulation are capable of being flexible to any change, and they can adapt without a problem to unexpected situations. These individuals are top gun to deal with tense, conflictive, and difficult scenarios (Goleman, 1998).

In (Goleman, 1998) opinion, those with a high self-regulation skill are pretty cautious about their actions; they know, and they are aware of the impact that they can create so they become strongly responsible for their own actions.

Motivation, it is this emotional inclination that leads the way or makes easier to reach a goal. (Goleman, 1998) makes it clear that a person chooses internal motivation to stablish a commitment, because they are so ready to take or create opportunities around them, and mostly to improve in order to archive personal goals.

Also, optimism is essential in motivation because instead of external motivation that it is based on material prizes, people's opinion, or status; internal motivation leads to persist through mistakes and failures (Goleman, 1998).

Empathy, (Goleman, 1998) presented as "the ability to understand the feelings, and being aware of others' feelings. Empathy is very much connected to self-awareness; therefore, it can only be achieved according to the level of self-awareness, and it is also considered as emotional maturity."

(Goleman, 1998) believes that the first step to develop a proper sense of empathy starts with oneself before starting to understand others, and also it involves the interest in others' people situations, this does not mean to have "compassion" but to understand and cope with others' feelings even though they might be different than own experiences.

Social Skills, the interaction is essential for the Emotional Intelligence wellness. The real and pure emotional understanding (own and from the others) involves more than just that; this is a lifetime rule; it is not something to turn on and off whenever someone wants to. Social skills are the base to the daily routines in communications and interactions (Goleman, 1998).

This is so accurate when it comes to professional settings, specifically to establish a solid relationship with co-workers; it also helps a lot to develop a bond with leaders, and employees, such a useful tool for the professional area. In addition, it is important to mention that social skills come with special abilities of listening, persuasiveness, leadership, and verbal/nonverbal communication skills. Otherwise, the emotional maturity that this contains, as (Goleman, 1995) states, is needed to maintain relationships and friendships, pick up on sarcasm and jokes, and to always find a common ground with new people.

Emotional Intelligence brings a broad field of abilities connected with sense to produce behaviors so people can improve themselves. This is a wonderful characteristic attached to humans that makes this species so unique and invaluable. But, to develop in the proper way, the Emotional Intelligence not only has five components, but also there are 4 dimensions attributed to the EQ;

Self-Awareness; as in the components, self-awareness responds to the own recognition of emotions, feelings, and behaviors, what is strange and weak, the realization of the consequences of their own actions in an accurate way. Also, the presence of self-confidence.

Self-Management is having the total power to manage the emotions; after being aware if there are any problems in self-emotions, trying to find out the sane ways to control them and develop the ability to adapt to any circumstance. The initiative to handle situations that cause fatigue is a tool to overcome them.

Social-Awareness is understanding the emotions from an external way, the concerns, and the needs from other people; practicing empathy as a method to bring useful service later on, it's an art. Finding a way to help in a massive form to others is a creative state of EQ.

Relationship Management; being a role model to others, inspire as a leader, help others to grow in whatever is in your hands, influence to improve is what relationship management is all about; this is based in communication to maintain healthy relationships, build bonds to others, manage conflicts, everything that will provide a positive interaction.

“To learn is an active and social process in which students build new explanations based on your current knowledge, your own experience and the questions or problem situations that the teacher has to propose.” (Bruner, 1973).

1. It should be noted that, according to (Bruner, 1973), learning takes place inductively, that is, from the particular to the general. So, the teacher should guide the student so that he or she goes from the nearest to the farthest, that is to say he or she will present specific examples with which the students will work up to the general theories or explanations.

Emotional Intelligence generates the flow necessary to feel an inner state of commitment, security, trust, freedom, which creates peace in the people and, therefore, in the environment.

Emotional Intelligence lets us know to be satisfied in the world, with other people and with ourselves. Also, it serves us to enjoy the successes, but also to have failures and know how to assume them.

The first step that has to be taken to educate the learners in emotional intelligence is to talk about emotions, what is being felt day by day, and to explain why we feel that emotion, and to help if necessary. This will be done by using an appropriate vocabulary, always using an appropriate tone of voice and nonverbal communication (García Torres, 1983), in (Dueñas Buey, 2002) presents some ideas to help student to build a good concept of him within the school environment:

- Teachers should be role models for students, and that they should be praised.

Commonly, students during the school period present a trend that criticizes itself during its development.

- Encourage them to be realistic in terms of their objectives and in their evaluation.

Unattainable goals produce disillusionment which their assessment leads to failure.

- Students must be instructed to control his or her conduct instead of relying on people and the situations surrounding him.

- Teach to receive congratulations, and praise others when necessary.

Educating involves providing a person with knowledge or skills to give him or her training, or in other words, to develop intellectual faculties, a person's moral and affective in accordance with the culture and norms of coexistence of the society to which he belongs. This

is why educating on emotions arises as an educational solution that today's society needs to cover.

Since there are many emotional states that are continuously held, this way must be educated in the development and understanding of emotions, as it is a gradual process and must be taught from throughout schooling progressively, from simple emotions to more. (Dueñas Buey, 2002).

With all this, it can be said that we have to be aware of how important it is to educate each and every emotion, so that students are able to develop different emotional skills.

“The school of the 21st century understands and dominates the benefits of Emotional Intelligence, so it must be educated equally in brain and heart, academically and emotionally” (Fernández Berrocal & Extremera, 2002).

Knowing that these two learning are linked and interconnected, one should not bet more on one than the other, but that both complement each other. Emotional teaching allows us to be aware of our behaviors, our emotions, that is, the way we know ourselves and the emotions of others.

It can be said that working Emotional Intelligence helps to form people more empathetic and human, who are prepared to help others and can regulate and increase their self-esteem, thus creating literacy of emotions. To educate emotionally is to be conscious and able to create and form positive emotions, to contemplate the emotions of others and of oneself, to think the problems, to see what happens and to be able to solve it efficiently.

Trying to find a connection between Emotional Intelligence and foreign language learning, although learning in general is included because of the same processes it goes

through. Therefore, while trying to understand how EQ works in this aspect, there are some questions that arise in this regard:

- Is there any connection between Emotional Intelligence and foreign language learning?
- How can the development of Emotional Intelligence be endorsed in foreign language learning process?

In a study conducted by (Gil-Olarte Márquez, Palomera Martín, & Brackett, 2006), the link between academic accomplishments and emotional intelligence was investigated. The study supported the claim that Emotional Intelligence boosted social and academic accomplishments in the given setting, which, in this case, was for high school students. The study showed that there is a positive link between emotional intelligence and the academic and social development of adolescents.

(Zarafshan & Ardeshiri, 2012) investigated the effects of emotional intelligence and use of language learning strategies on English language proficiency among Iranian EFL students. Their study showed that metacognitive, affective, and social learning strategies, in addition to emotional intelligence, contributed positively to English language proficiency.

(Pishghadam, 2009) investigated the key point that was to determine the role of emotional intelligence in language learning. The results of his study were submitted to compare with the scores in language skills of the students' evaluated in the investigation: reading, speaking, listening, and writing, as well as students' Grade Point Average. Both the results and the recommendations reflected that higher level of EQ was a meaningful predictor of a higher-Grade Point Average.

A higher level of EQ was also highly connected to higher scores in language skills, this means that it depends significantly on the Emotional Intelligence abilities cited in the analysis: "reading (which depends on stress management, adaptability and general mood), listening (which was linked to interpersonal skills and stress management), speaking (linked to interpersonal and intrapersonal skills), as well as writing (connected to adaptability and stress management)".

Emotional Intelligence in Learning

The extent to which emotional disorders can interfere with mental life is nothing new to teachers. Students who feel anxious, angry, or depressed do not learn; people who are trapped in these states do not effectively assimilate or handle information well (Goleman, 1997). This is a very important statement because the relationship between learning in general and emotional intelligence is just undeniable due to the fact that the level of students' emotional intelligence is going to determine the effort that every student is going to make in order to have a great academic performance.

The way in which people are motivated by feelings of enthusiasm and pleasure is relative to what they achieve. Furthermore, there are some important feelings that are considered as essentials for example, optimism predicts academic success.

In a study involving five hundred first-year students from the 1984 class at the University of Pennsylvania, their scores on a test of optimism were a better predictor of their actual grades than the tests that they had undergone when they were in secondary school.

Entrance exams assess talent, while explanatory style reveals who quits. It is the combination of reasonable talent and the ability to move forward in the face of defeat

that leads to success. What's missing in the skill tests is motivation. What you need to know about someone is whether they will move on when things are frustrating. I have a feeling that for a certain level of intelligence, its real achievement lies not only in talent but also in the ability to endure defeat (Seligman, Peterson, Abramson, & Alloy, 1984).

Emotional Intelligence and French Language Learning

This curiosity about the inevitable relationship is not something new due to a lot of methodologies stated by educators and psychologists started to point out the huge importance on the awareness of emotions in Foreign Language Learning.

One example of these methods might be the famous Suggestopedia Method which was created by Bulgarian psychologist (Lozanov, 1970). The main idea of this method is that accelerated learning can take place when accompanied by de-suggestion of psychological barriers and positive suggestions.

Additionally, it also adds that the lessons take place against a background of soothing music in an emotionally comforting environment, with the teacher actively planting and planting thoughts in and from the learners' minds (Lozanov, 1970).

Furthermore, there's something very interesting in students' emotions when learning the French language, one common symptom is anxiety according to one important research made by (Reza Farsian, Rezaei, & Panahandeh, 2015). They concluded that a higher level of Emotional Intelligence and achievement motivation can decrease that anxiety produced by learning a language that is not the students' mother tongue.

Recent studies based on Emotional Intelligence go beyond the already established components; for example, the one made by (Drigas & Papoutsi, 2018). They basically created a Pyramid of Emotional Intelligence; they call it The Nine- Layer Model these which is divided in:

Emotional Stimuli: Emotional stimuli are processed by a cognitive mechanism that determines what emotion to feel and subsequently produce an emotional reaction which may influence the occurrence of the behavior.

Emotion recognition: Emotion recognition includes the ability to accurately decode the expressions of others' feelings, usually transmitted through nonverbal channels (i.e., the face, body, and voice).

Self-awareness: Self-Awareness is having a clear perception of your personality, including your strengths, weaknesses, thoughts, beliefs, motives, and feelings

Self-management: Self-management allows you to control your reactions so that you are not driven by impulsive behaviors and feelings.

Social Awareness—Empathy—The Discrimination of Emotions: Social Awareness refers to the way people handle relationships and awareness of others' feelings, needs, and concerns.

Social Skills—Expertise: the term social skills refer to the skills needed to handle and influence other people's emotions effectively to manage interactions successfully.

Self-Actualization—Universality of Emotions: Self-Actualization, according to (Maslow, 1943) is the realization of personal potential, self-fulfillment, pursuing personal development and peak experiences.

Transcendence: Transcendence refers to the much higher and more comprehensive or holistic levels of human consciousness, by behaving and associating, as ends rather than as means, to ourselves, to important others, to humans in general, to other species, to nature, and to the world.

Emotional Unity: It is an intentionally positive oriented dynamic, in a sense that it aims towards reaching and keeping a dominance of emotions, which inform the subject that he or she is controlling the situation or the setting in an accepted shape.

For years, the great intellectuals of different fields have manifested that wisdom goes beyond the domain of an exact science, these thoughts reflected in phrases that are presented below:

1. “We are all very ignorant. What happens is that not all ignore the same things.”
(Albert Einstein).
2. “It is necessary to learn what we need and not just what we want.” (Paulo Coelho).
3. “I prefer errors of enthusiasm to the wisdom of indifference.” (Anatole France).
4. “The wise man that holds his tongue, says more than the fool who speaks.”
(Thomas Fuller).
5. “What we know is drop, what we don’t know is an ocean.” (Isaac Newton).
6. “Some people will never learn anything, for this reason, because they understand everything too soon.” (Alexander Pope).

7. “The knowledge and the reason speak, ignorance and error shout.” (Arturo Graf).
8. “A wise man changes his mind, a fool never will.” (Immanuel Kant).
9. “The greatest wisdom is to get to know oneself.” (Galileo Galilei).
10. “Los que están siempre de vuelta de todo son los que nunca han ido a ninguna parte.” (Antonio Machado).
11. “To profit from good advice requires more wisdom than to give it.” (John Churton Collins).
12. “The most certain sign of wisdom is cheerfulness.” (Michel de Montaigne).

4. Research Hypotheses

H1. The Emotional Intelligence skill influences the student's French learning performance of the students attending the first year of bachelor's degree in Modern Languages.

H0. The Emotional Intelligence skill does not influence the student's French learning performance of the students attending the first year of bachelor's degree in Modern Languages

CHAPTER 3: METHODOLOGY

5. Methodology

5.1 Method and Approach

For the purpose of obtaining accurate information, and in the proper way, the Hypothetic- Deductive Method, with a descriptive and correlational scope.

5.2 Operationalization of Variables

5.2.1 Emotional Intelligence variable

Table 1

Operationalization of Emotional Intelligence variable.

Variable	Conceptual definition	Operational definition	Dimensions	Conceptual Definition of dimensions	Indicators	Measurements
Emotional intelligence skill.	It is the human capacity to feel, understand, control, and modify the emotional states of oneself and others.	It is a skill that allows people to have characteristics in self-awareness, self-regulation, social skills, empathy, and motivation in order to apply them in their life and relationships with others.	Self-Awareness	Self-awareness: it implies to be conscious, specifically it is the ability that people must recognize and understand their own emotions, this is the part of the emotional intelligence determinate as critical.	-Being aware -Reactions -Acting emotionally -Break -Energy level -Low energy -Quiet reflection -Identifying emotions -Goals -Values	High level: (18.34 – 25) Medium level: (11.67 – 18.33) Low level: (5 – 11.66)
			Self-regulation	Self-regulation: to have the total control over those emotions you irradiate. But it is not about to lock-down and avoid	-Problems -Anger -Hurts -Taking decisions -Issues -Expressing opinions	High level: (18.34 – 25) Medium level: (11.67 – 18.34)

Variable	Conceptual definition	Operational definition	Dimensions	Conceptual Definition of dimensions	Indicators	Measurements
				showing the emotions you are experiencing; it is just act in the correct moment.	-Hiding feelings -Managing moods -Negative emotions	Low level: (5 – 11.66)
			Motivation	Motivation: it consists in having the will to learn and self-improve. This needs a lot of strength to not stop even though there might be times when giving up seems to be the right.	-Important things -Showing enthusiasm -Being positive -Projects -Obstacles -Work -Meaning -Values -Society	High level: (18.34 – 25) Medium level: (11.67 – 18.33) Low level: (5 – 11.66)
			Empathy	Empathy: it is the ability to understand the feelings, and reactions of others.	-Other's perception -Interaction with others -Asking for help -Showing empathy -Full attention	High level: (18.34 – 25) Medium level: (11.67 – 18.33)

Variable	Conceptual definition	Operational definition	Dimensions	Conceptual Definition of dimensions	Indicators	Measurements
			Social Skills	<p>Social skills: are the base to the daily routines in communications and interactions</p>	<p>-Listening to other</p> <p>-Initiating conversation</p> <p>-Difficulty</p> <p>-Making presentations in front of people</p> <p>-Conducting meetings</p> <p>- Other's manifestation of emotions</p> <p>-Calm</p> <p>-Enthusiasm</p> <p>-Sensitivity</p> <p>-Persuasion</p> <p>-Point of view</p>	<p>Low level: (5 – 11.66)</p> <p>High level: (18.34 – 25)</p> <p>Medium level: (11.67 – 18.33)</p> <p>Low level: (5 – 11.66)</p>

5.2.2 French Language Learning variable.

Table 2

Operationalization of French Language Learning variable.

Variable	Conceptual definition	Operational definition	Dimensions	Conceptual Definition of dimensions	Indicators	Measurements
French language learning	It refers about students learning to speak French language, which is different off the mother tongue, which is also not the language used in the students' daily life where they do their activities.	The process of learning to speak French taking into consideration the 4 language skills: speaking, listening, writing and, reading.	Listening skill:	Listening skill: When students are learning a new language, they first hear it spoken.	-Audios -Movies -Tests -Videos	Score of students' Intensive French subject.
			Speaking skill:	Speaking skill: When students try to repeat what they hear.	-Repetition -Voice -Grammar rules	Score of students' Intensive French subject.

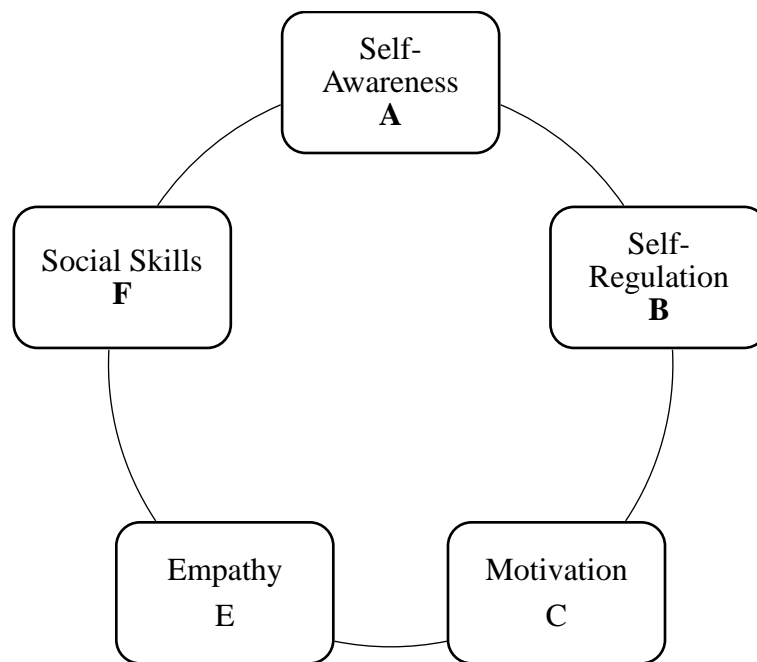
Variable	Conceptual definition	Operational definition	Dimensions	Conceptual Definition of dimensions	Indicators	Measurements
			Reading skill:	Reading skill: When students see the spoken language depicted symbolically in print.	-Books -Articles -Internet -Subtitles	Score of students' Intensive French subject.
			Writing skill:	Writing skill: When students reproduce the symbols that represents the spoken language on paper.	-Essays -Short stories -Grammar rules	Score of students' Intensive French subject.

5.3 Dimensions of research

5.3.1 Emotional Intelligence variable

Figure 1

Diagram of Emotional Intelligence variable dimensions.

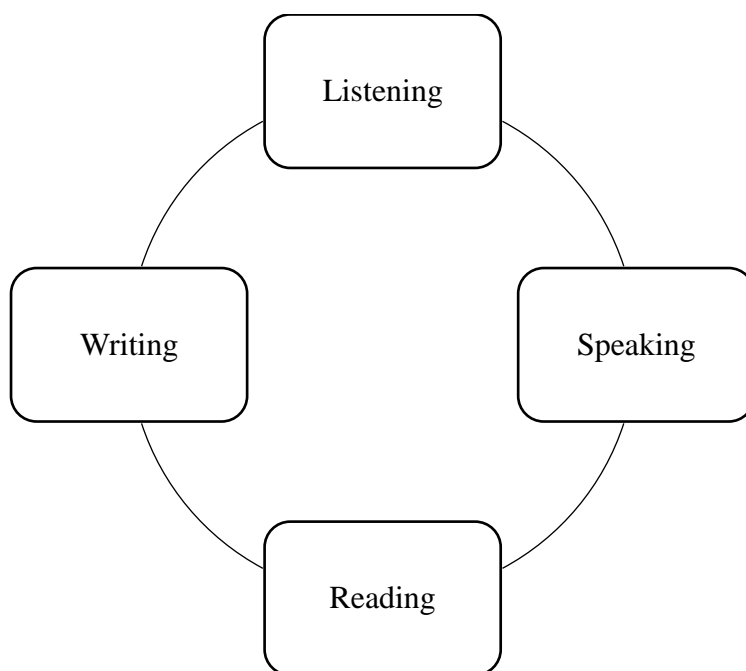


Note: Own creation.

5.3.2 French Language Learning variable

Figure 2

Diagram of French Language Learning variable dimensions.



Note: Own creation.

5.4 Indicators by Competences and Weightings

5.4.1 Emotional Intelligence variable

Table 3

Emotional Intelligence variable competences.

Weightings	Indicators
Self-awareness	
18.34 - 25	<ul style="list-style-type: none"> -This person is aware of their feelings. -The reactions are according to the situation. -This person is not afraid of acting emotionally. -This person can recognize his energy level. -This person knows his goals and values.
11.67 - 18.33	<ul style="list-style-type: none"> -This person accepts his difficulties when knowing what his feelings are. -This person is interested in change his behavior towards emotions. -This person does not afraid of improving his energy level.
5 - 11.66	<ul style="list-style-type: none"> -This person has difficulties to know what his feelings are. -This person doesn't recognize his energy level. -This person represses his emotions. -This person doesn't know his limits and values.
Self-regulation	
18.34 - 25	<ul style="list-style-type: none"> -This person knows how to take safe decisions. -This person is not afraid of expressing his opinions. -This person can manage his emotions when it's necessary. -This person considers that feeling emotions is positive.
11.67 - 18.33	<ul style="list-style-type: none"> -This person knows that is possible to handle his emotions. -This person expresses his emotions despite of the fear of being judged. -This person tries to think positive towards his emotions.

- 5 - 11.66
- This person doesn't know how to process anger.
 - When an issue comes this person thinks on bad results only.
 - This person hides his feelings most of the time.
 - This person cannot deal with negative emotions.

Motivation

- 18.34 - 25
- This person knows how to prioritize important things in his life.
 - It is easy to this person to show enthusiasm for what is important to him.
 - Other people's opinions seem not to care that much.
 - This person tends to see the positive in most of the situations.
 - New projects are constantly being proposed.
 - This person has the tendency to work hard enough to accomplish his goals.
 - This person sees opportunities in failures.
- 11.67 - 18.33
- This person can identify his priorities.
 - This person tries to find positive aspects in every situation.
 - This person thinks that it is worth the effort to achieve his goals.
- 5 - 11.66
- This person thinks obstacles mean giving up.
 - This person tends to think that if things are not easy do not worth the effort.
 - This person stays away of hard work.

Empathy

- 18.34 - 25
- This person knows how to act when someone acts emotionally.
 - This person respects others' feelings.
 - This person loves helping people.
 - This person pays full attention when listening to others.
- 11.67 - 18.33
- This show interest in other people emotions.
 - This people let aside the impulse of speaking instead of listening.
 - This person thinks that people emotions are important.
- 5 - 11.66
- This person does not care about others' feelings.
 - It is difficult to this person to express empathy.
 - This person tends to act uncomfortable when people act emotionally.
 - Personal problems seems to have more importance than others.

Social Skills

- 18.34 - 25
- This person can easily initiate conversation.
 - This person can make presentations in front of people.
 - It does not represent a problem to conduct meetings.
 - This person let people manifest their opinions and emotions.
 - This person has the ability of persuading people without manipulation.
 - This person has the balance of being enthusiastic and calm.
- 11.67 - 18.33
- This person initiates conversations despite the fear of talking to new people.
 - This person is capable to overcome embarrassment.
 - This person is interested to go over his difficulties to improve his confidence on speaking in front of other people.
- 5 - 11.66
- This person has difficulties to talk in front of people.
 - It is difficult to this person to initiate conversations.
 - This person does not respect other people's' opinions.

Note: Own creation.

5.4.2 French Language Learning variable

Table 4

French Language Learning variable

Weightings	Indicators
Listening	
Score of students' Intensive French subject.	<ul style="list-style-type: none"> -This person might listen to audios to improve this skill. -This person might listen to movies to improve this skill. -This person might measure this skill through tests. -This person might watch videos to improve this skill.
Speaking	
Score of students' Intensive French subject.	<ul style="list-style-type: none"> -This person might use repetition to improve this skill. -This person uses their voice to improve this skill. -This person uses grammar rules to improve.
Reading	
Score of students' Intensive French subject.	<ul style="list-style-type: none"> -This person might read books to improve this skill. -This person might read articles to improve this skill. -This person uses internet to improve this skill. -This person might watch movies with subtitle to improve this skill.
Writing	
Score of students' Intensive French subject.	<ul style="list-style-type: none"> -This person might write essays to improve this skill. -This person might write short stories to improve this skill. -This person uses grammar rules to improve this skill.

Note: Own creation

5.5 Instrumentation

The objective of this test was to identify the levels of the Emotional Intelligence components as of the Emotional Intelligence in general. The items are based on each component of Emotional Intelligence, in which each question evaluates a specifically, self-awareness, self-regulation, motivation, empathy, and social skills. With a total of 25 questions.

Emily A. Sterrett, Ph.D. In psychology, has created a test called “Assessing Emotional Intelligence” to measure the level of six important areas of Emotional Intelligence; she even explains the elements involved in the creation of the test in her book “The Science Behind the Emotional Intelligence”. Some changes have been made (the switch of technical words for simple synonyms of the same) in order to make each item more comprehensible, and the reduction of the number of questions to have the most focused, and accurate results according to the present research.

Furthermore, the objective of using the grades of students, which represents the ability of performing the four macro skills of learning a new language: listening, speaking, reading, and writing of attending the subject Intensive French II. To obtain these notes, a request was made in the academic administration of the University of El Salvador.

For instance, in favor of appraising the incidence of Emotional Intelligence skill during the process of French Language Learning of the students, it is required to introduce average score of 70 aleatory chosen students of the subject the already mentioned. This score belongs to the results of the Intensive French Language II subject from 2020, at the University of El Salvador, Eastern Campus.

5.6 Population and Sampling

Using the Raosof software, with a margin of error of 5%, a level of confidence of 95%, with a population size of 87 students and a response distribution of 50% the recommended sample size is of 70 students.

5.7 Procedure to obtain the data

With the purpose to carry out the data analysis, the following actions were undertaken:

- 1) Application of the instrument test was applied on google forms to obtain the results of the level of Emotional Intelligence.
- 2) Students' grades for the French Language Learning variable were obtained through the academic administration office of Facultad Multidisciplinaria Oriental.
- 3) The data was counted, tabulated, and the variable Level of Emotional Intelligence was checked by using PSPP software (free version).
- 4) Proceeding to make a test of normality to apply the accurate statistical analysis of the results obtained.
- 5) The results of the Emotional Intelligence variable were classified by levels, high, medium, and low.
- 6) The results were sorted in five groups according to their respective components of Emotional Intelligence to determine which one dominates more in the students of first year.
- 7) A hypothesis test was carried out by using the Rho Spearman coefficient correlation.
- 8) The results obtained were used to analyze the results, conclusions, and recommendations.

CHAPTER 4: ANALYSIS OF THE DATA

6. Analysis of the data

This section presents the obtained results from the study conducted with the First-Year students of the Bachelor's Degree in Modern Languages to measure their level of Emotional Intelligence and the influence in the French Language Learning.

6.1 Normality Test Procedure

To establish the type of Test to be used in the hypothesis contrast, it is mandatory to know whether the Emotional Intelligence variable has a normal distribution or not. The following outcome was attained:

Table 5*Descriptive analysis of the variables: Emotional Intelligence and French Language Learning*

	Emotional Intelligence	French Language Learning
N Valid	70	70
Lost	0	0
Average	18.6914	7.6957
Standard error of the average	.34400	.16871
Median	19.0000	8.0500
Mode	18.20	8.20
Standard deviation	2.87814	1.41149
Variance	8.284	1.992
Asymmetry	-.988	-.2.705
Standard error of asymmetry	.287	.287
Tannosis	1.486	9. 371
Standard error of tannosis	.566	.566
Rank	14.80	8.70
Minimum	8.60	1.20
Maximum	23.40	9.90
Sum	1308.40	538.70

Note: Created based on the database PSPP.

Analysis:

As shown in Table 5, which corresponds to the descriptive data, the emotional intelligence variable shows the following data:

An average of .34400, a standard error of the average 19.0000, median of 18.20, mode of 2.87814, standard deviation of 8.284, variance of -.988, asymmetry of .287, standard error of asymmetry of 1.486, tannosis of .655, standard error of tannosis of 14.80, rank of 8,60, minimum of 23.40 and maximum of 1308.40.

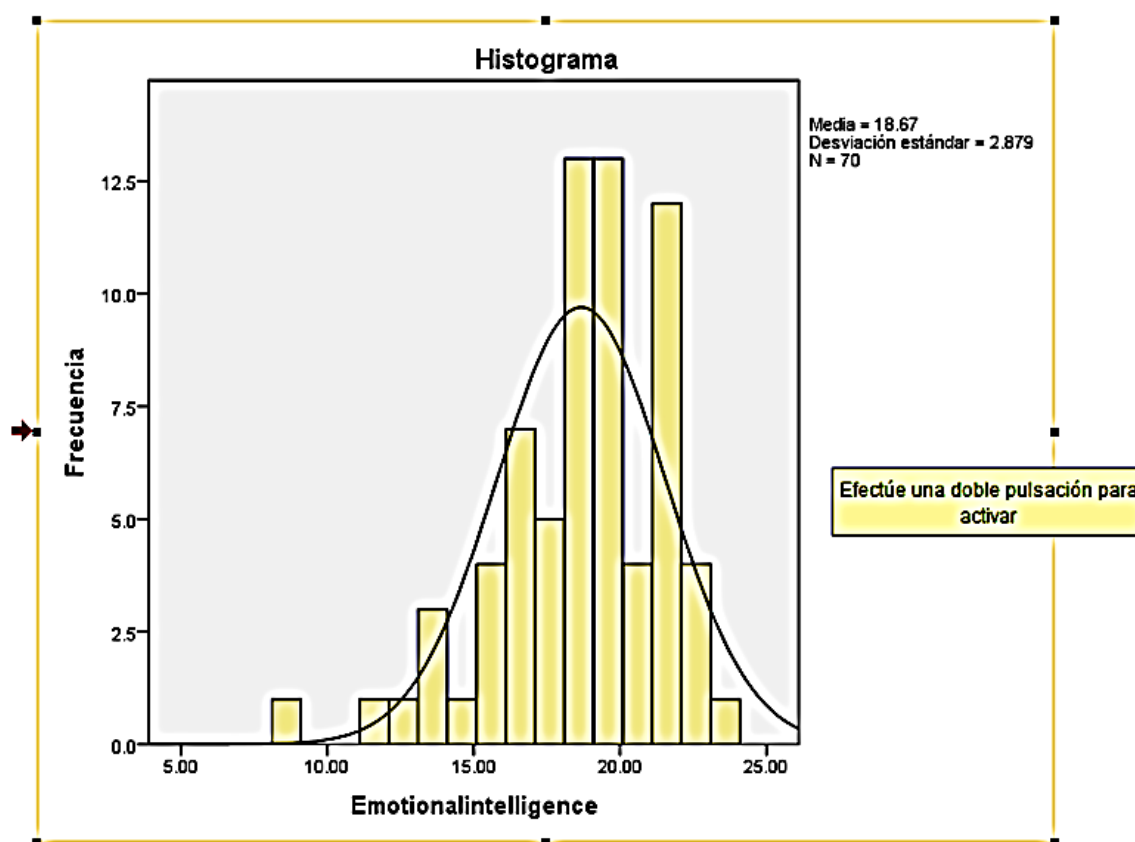
And on the other variable, French Language learning the n average of .16871, a standard error of the average of 8.0500, median of 8.20, mode of 1.41149, standard deviation of 1.992, variance of -.2.705, asymmetry of .287, standard error of asymmetry of 9.371, tannosis of .566, standard error of tannosis of 8.70, rank of 1.20, minimum of 9.90 and maximum of 538.70.

6.1.1 Graphical representation of the Emotional Intelligence variable

As it can be seen in the figure 3 the variable Emotional Intelligence does not have a positive asymmetry and a normal behavior.

Figure 3

Emotional Intelligence variable



Note: Taken from PSPP

6.1.2 Normality Test: Kolmogorov-Smirnov

For this Kolmogorov-Smirnov normality test the following are presented hypothesis:

Establishing the Normality Test Hypotheses

H₀. The data obtained by the variable Emotional Intelligence follow a normal distribution.

H₁. The data obtained by the variable Emotional Intelligence does not follow a normal distribution.

Figure 4

Representation of normality test results.

Prueba de Kolmogorov-Smirnov para una muestra		
		EmotionalInte lligence
N		70
Parámetros normales ^{a,b}	Media	18.6914
	Desviación estándar	2.87814
Máximas diferencias extremas	Absoluta	.107
	Positivo	.054
	Negativo	-.107
Estadístico de prueba		.107
Sig. asintótica (bilateral)		.046 ^c

a. La distribución de prueba es normal.
b. Se calcula a partir de datos.
c. Corrección de significación de Lilliefors.

Note: Taken from PSPP

Analysis:

As shown in Table 2, Kolmogorov-Smirnov test show a sample of 70 students. It can be seen a media of 18.6914, a standard deviation 2.87814, on maximum extreme differences: absolute.107, positive .054, negative -.107. Test statistic .107 and an asymptotic sig. (bilateral) of .046c.

6.1.3 Normal Test Decision Rules

If $P\text{-value} \geq \alpha$, accepts null hypothesis $H_0 \Rightarrow$ It does not reject H_0

If $P\text{-value} < \alpha$, rejects null hypothesis $H_0 \Rightarrow$ It accepts H_1

For this exercise: $\alpha = 0.05$; and **P-value = 0.046** \Rightarrow P-value is less than 0.05; Therefore, it rejects the null hypothesis (H_0) and **accepts the alternative hypothesis (H_1)**.

6.1.4 Conclusion of the Normality Test

The Kolmogorov-Smirnov Test for the Emotional Intelligence variable has a P value = **0.046** the Alternative Hypothesis is accepted, and the upshot shows that the data acquired by the variable Emotional Intelligence does not follow a normal distribution.

6.2 Test of the research hypothesis

To develop this study, it was necessary to apply the Rho Spearman correlational statistics on the following hypothesis:

- **H1.** The Emotional Intelligence skill influences the student's French learning performance of the students attending the first year of bachelor's degree in Modern Languages.
- **H0.** The Emotional Intelligence skill does not influence the student's French learning performance of the students attending the first year of bachelor's degree in Modern Languages.

Table 6

Results of the Hypothesis Test. Non-parametric correlations.

Correlations			Emotional Intelligence	French Language Learning
Rho of Spearman	Emotional Intelligence	Correlation coefficient	1.000	-.57
		Bilateral significance	0	.637
		N	70	70
	French Language Learning	Correlation coefficient	.057	1.000
		Bilateral significance	.637	0
		N	70	70

Note: Taken from PSPP

Analysis:

As it can be seen on table 6, Rho of Spearman in a non-parametric correlation. On variable emotional intelligence there are: a correlation coefficient of 1.000, a bilateral significance of .637 on a 70 students' sample.

Also, in the same table it is appreciated, the variable French language learning shows a correlation coefficient of 1.000, a bilateral significance of .637 on a 70 students' sample.

6.2.1 Decision Rules for the Hypothesis Testing

If P-value $\geq \alpha$, accepts null hypothesis $H_0 \Rightarrow$ It does not reject H_0

If P-value $< \alpha$, rejects null hypothesis $H_0 \Rightarrow$ It accepts H_1

For this exercise: $\alpha = 0.05$; and **P-value = .637** \Rightarrow P-value is more than 0.05;

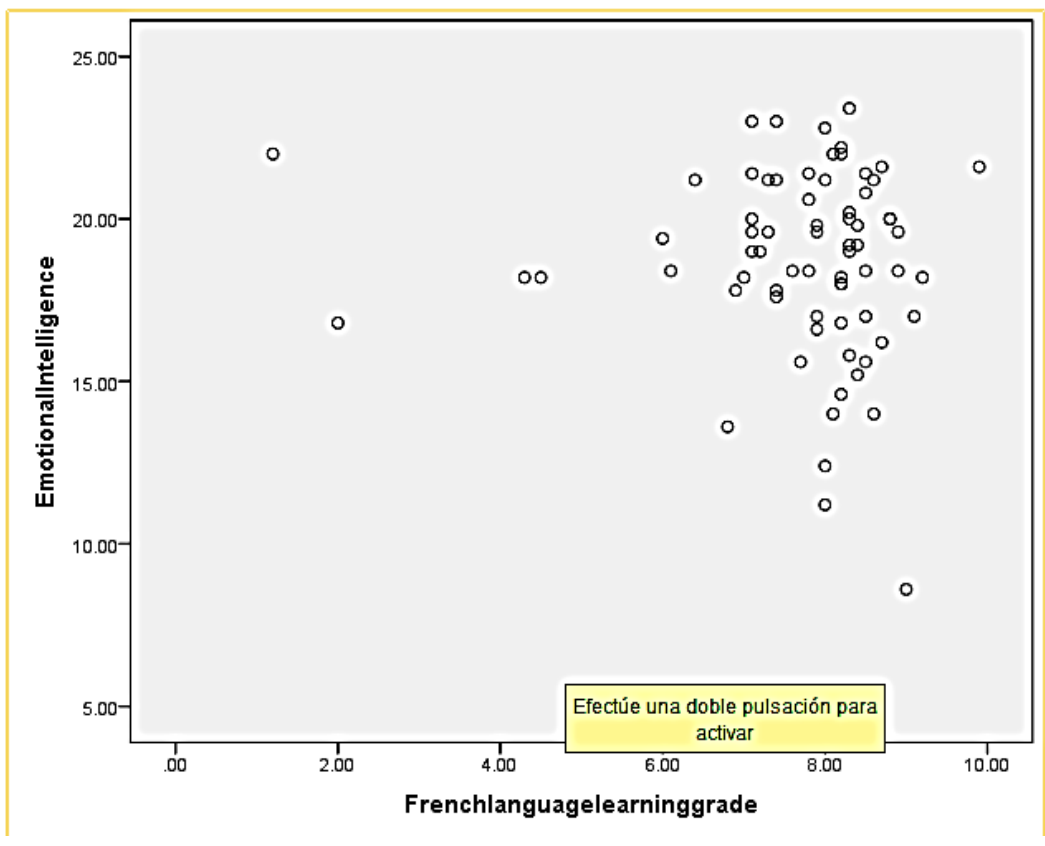
Therefore, it accepts the null hypothesis (H_0) and **rejects the alternative hypothesis (H_1)**.

6.2.2 Conclusion of the Hypothesis Test

The Rho Spearman correlational statistics for the Emotional Intelligence skill has a P value = **.637**, so the null Hypothesis is accepted and the results show that The Emotional Intelligence skill does not influence the student's French learning performance of the students attending the first year of bachelor's degree in Modern Languages.

Figure 5

Scatter plot (bivar).



Note: Taken from PSPP

Analysis:

There is no relationship between the Emotional Intelligence variable and the French learning variable for this group of students attending the first year of bachelor’s degree in Modern Languages.

6.3 Frequency tables of the variables

6.3.1 Emotional Intelligence frequency table

Table 7

Frequency table of the Emotional Intelligence variable.

Emotional Intelligence					
		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	8.60	1	1.4	1.4	1.4
	11.20	1	1.4	1.4	2.9
	12.40	1	1.4	1.4	4.3
	13.60	1	1.4	1.4	5.7
	14.00	2	2.9	2.9	8.6
	14.60	1	1.4	1.4	10.0
	15.20	1	1.4	1.4	11.4
	15.60	2	2.9	2.9	14.3
	15.80	1	1.4	1.4	15.7
	16.20	1	1.4	1.4	17.1
	16.60	1	1.4	1.4	18.6
	16.80	2	2.9	2.9	21.4
	17.00	3	4.3	4.3	25.7
	17.60	1	1.4	1.4	27.1
	17.80	2	2.9	2.9	30.0
	18.00	2	2.9	2.9	32.9
	18.20	5	7.1	1.4	40.5
	18.40	5	7.1	2.9	45.0
	19.00	3	4.3	4.3	51.4

	Frequency	Percentage	Valid percentage	Cumulative percentage
19.20	2	2.9	2.9	54.3
19.40	1	1.4	1.4	55.7
19.60	2	5.7	5.7	61.1
19.80	4	2.9	2.9	64.4
20.00	2	5.7	5.7	70.0
20.20	4	1.4	1.4	71.4
20.60	1	1.4	1.4	72.9
20.80	1	1.4	1.4	74.3
21.20	1	7.1	7.1	81.4
21.40	5	4.3	4.3	85.7
21.60	2	2.9	2.9	88.6
22.00	3	4.3	4.3	92.9
22.20	1	1.4	1.4	94.3
22.80	1	1.4	1.4	95.7
23.00	2	2.9	2.9	98.6
23.40	1	1.4	1.4	100.0
Total	70	1000	100.0	

Note: Taken from PSPP

6.3.2 French Language Learning frequency table

Table 8

Frequency table of the French Language Learning variable.

French Language Learning					
Valid	1.20	1	1.4	1.4	1.4
Medium		1	1.4	1.4	2.9
	4.30	1	1.4	1.4	4.3
	4.50	1	1.4	1.4	5.7
	6.00	1	1.4	1.4	7.1
	6.10	1	1.4	1.4	8.6
	6.40	1	1.4	1.4	10.0
	6.80	1	1.4	1.4	11.4
	6.90	1	1.4	1.4	12.9
	7.00	1	1.4	1.4	14.3
	7.10	5	7.1	7.1	21.4
	7.20	1	1.4	1.4	22.9
	7.30	2	2.9	2.9	25.7
	7.40	4	5.7	5.7	31.4
	7.60	1	1.4	1.4	32.9
	7.70	1	1.4	1.4	34.3
	7.80	3	4.3	4.3	38.6
	7.90	4	5.7	5.7	44.3
	8.00	4	5.7	5.7	50.0
	8.10	2	2.9	2.9	52.9
	8.20	7	10.0	10.0	62.9
	8.30	6	8.6	8.6	71.4
	8.40	3	4.3	4.3	75.7
	8.50	5	7.1	7.1	82.9
	8.60	2	2.9	2.9	85.7

French Language Learning

8.70	2	2.9	2.9	88.6
15.60	2	2.9	2.9	14.3
15.80	1	1.4	1.4	15.7
16.20	1	1.4	1.4	17.1
16.60	1	1.4	1.4	18.6
16.80	2	2.9	2.9	21.4
17.00	3	4.3	4.3	25.7
17.60	1	1.4	1.4	27.1
17.80	2	2.9	2.9	30.0
18.00	2	2.9	2.9	32.9
18.20	5	7.1	7.1	40.0
18.40	5	7.1	7.1	47.1
19.00	3	4.3	4.3	51.4
19.20	2	2.9	2.9	54.3
19.40	1	1.4	1.4	55.7
19.60	4	5.7	5.7	61.4
19.80	2	2.9	2.9	64.3
20.00	4	5.7	5.7	70.0
20.20	1	1.4	1.4	71.4
20.60	1	1.4	1.4	72.9
20.80	1	1.4	1.4	74.3
21.20	5	7.1	7.1	81.4
21.40	3	4.3	4.3	85.7
21.60	2	2.9	2.9	88.6
22.00	3	4.3	4.3	92.9
22.20	1	1.4	1.4	94.3
22.80	1	1.4	1.4	97.8
23.00	2	2.9	2.9	98.1
23.40	1	1.4	1.4	100.0

Total	70	100.0	100.0
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Note: Taken from PSPP

Caso	Nosujeto	Selfawareness	Selfregulation	Motivation	Empathy	Socialskills	Emotionalintelligence	Sa_level	Sr_level	Mot_level	Em_level	Ss_level	Ei_level	Var
16	16	24	19	23	23	19	21.60	1.00	1.00	1.00	1.00	1.00	1.00	
17	17	16	18	21	18	18	18.20	2.00	2.00	1.00	2.00	2.00	2.00	
18	18	19	19	18	21	15	18.40	1.00	1.00	2.00	1.00	2.00	1.00	
19	19	22	21	21	20	16	20.00	1.00	1.00	1.00	1.00	2.00	1.00	
20	20	24	25	19	21	22	22.20	1.00	1.00	1.00	1.00	1.00	1.00	
21	21	21	18	22	22	23	21.20	1.00	2.00	1.00	1.00	1.00	1.00	
22	22	20	23	22	23	22	22.00	1.00	1.00	1.00	1.00	1.00	1.00	
23	23	16	15	13	19	18	16.20	2.00	2.00	2.00	1.00	2.00	2.00	
24	24	20	18	21	20	19	19.60	1.00	2.00	1.00	1.00	1.00	1.00	
25	25	19	18	18	15	13	16.60	1.00	2.00	2.00	2.00	2.00	2.00	
26	26	17	16	17	17	22	17.80	2.00	2.00	2.00	2.00	1.00	2.00	
27	27	19	24	24	21	19	21.40	1.00	1.00	1.00	1.00	1.00	1.00	
28	28	19	16	24	22	18	19.80	1.00	2.00	1.00	1.00	2.00	1.00	
29	29	17	23	20	18	20	19.60	2.00	1.00	1.00	2.00	1.00	1.00	
30	30	21	20	13	16	21	18.20	1.00	1.00	2.00	2.00	1.00	2.00	

Caso	Nosujeto	Selfawareness	Selfregulation	Motivation	Empathy	Socialskills	Emotionalintelligence	Sa_level	Sr_level	Mot_level	Em_level	Ss_level	Ei_level	Var
61	61	15	22	20	17	21	19.00	2.00	1.00	1.00	2.00	1.00	1.00	
62	62	17	22	23	25	21	21.60	2.00	1.00	1.00	1.00	1.00	1.00	
63	63	15	20	21	21	20	19.40	2.00	1.00	1.00	1.00	1.00	1.00	
64	64	22	19	19	20	19	19.80	1.00	1.00	1.00	1.00	1.00	1.00	
65	65	14	11	9	12	10	11.20	2.00	3.00	3.00	2.00	3.00	3.00	
66	66	18	17	19	21	17	18.40	2.00	2.00	1.00	1.00	2.00	1.00	
67	67	18	18	18	18	18	18.00	2.00	2.00	2.00	2.00	2.00	2.00	
68	68	14	18	18	23	17	18.00	2.00	2.00	2.00	1.00	2.00	2.00	
69	69	17	15	16	20	16	16.80	2.00	2.00	2.00	1.00	2.00	2.00	
70	70	17	18	21	19	17	18.40	2.00	2.00	1.00	1.00	2.00	1.00	

Caso	Nosujeto	Selfawareness	Selfregulation	Motivation	Empathy	Socialskills	Emotionalintelligence	Sa_level	Sr_level	Mot_level	Em_level	Ss_level	Ei_level	Var
46	46	21	20	25	20	21	21.40	1.00	1.00	1.00	1.00	1.00	1.00	
47	47	20	19	21	22	21	20.60	1.00	1.00	1.00	1.00	1.00	1.00	
48	48	23	22	24	21	25	23.00	1.00	1.00	1.00	1.00	1.00	1.00	
49	49	21	22	24	25	23	23.00	1.00	1.00	1.00	1.00	1.00	1.00	
50	50	18	11	24	23	16	18.40	2.00	3.00	1.00	1.00	2.00	1.00	
51	51	10	11	13	9	13	8.60	3.00	3.00	2.00	3.00	2.00	3.00	
52	52	19	19	19	21	13	18.20	1.00	1.00	1.00	1.00	2.00	2.00	
53	53	22	14	19	22	19	19.20	1.00	2.00	1.00	1.00	1.00	1.00	
54	54	19	18	23	21	19	20.00	1.00	2.00	1.00	1.00	1.00	1.00	
55	55	16	18	24	16	21	19.00	2.00	2.00	1.00	2.00	1.00	1.00	
56	56	16	14	19	22	20	18.20	2.00	2.00	1.00	1.00	1.00	2.00	
57	57	13	7	20	24	14	15.60	2.00	3.00	1.00	1.00	2.00	2.00	
58	58	12	7	17	20	12	13.20	2.00	3.00	2.00	1.00	2.00	2.00	
59	59	19	20	12	13	12	15.20	1.00	1.00	2.00	2.00	2.00	2.00	
60	60	22	19	20	21	19	20.20	1.00	1.00	1.00	1.00	1.00	1.00	

Note: Taken from PSPP

Analysis:

The following tables show the level of the Emotional Intelligence components and the level of the sum of the components forming the Emotional Intelligence result.

After the tabulation of data, a process was carried out to determine the level of each student using the free version PSPP software.

Figure 7

Representative value of Emotional Intelligence levels.

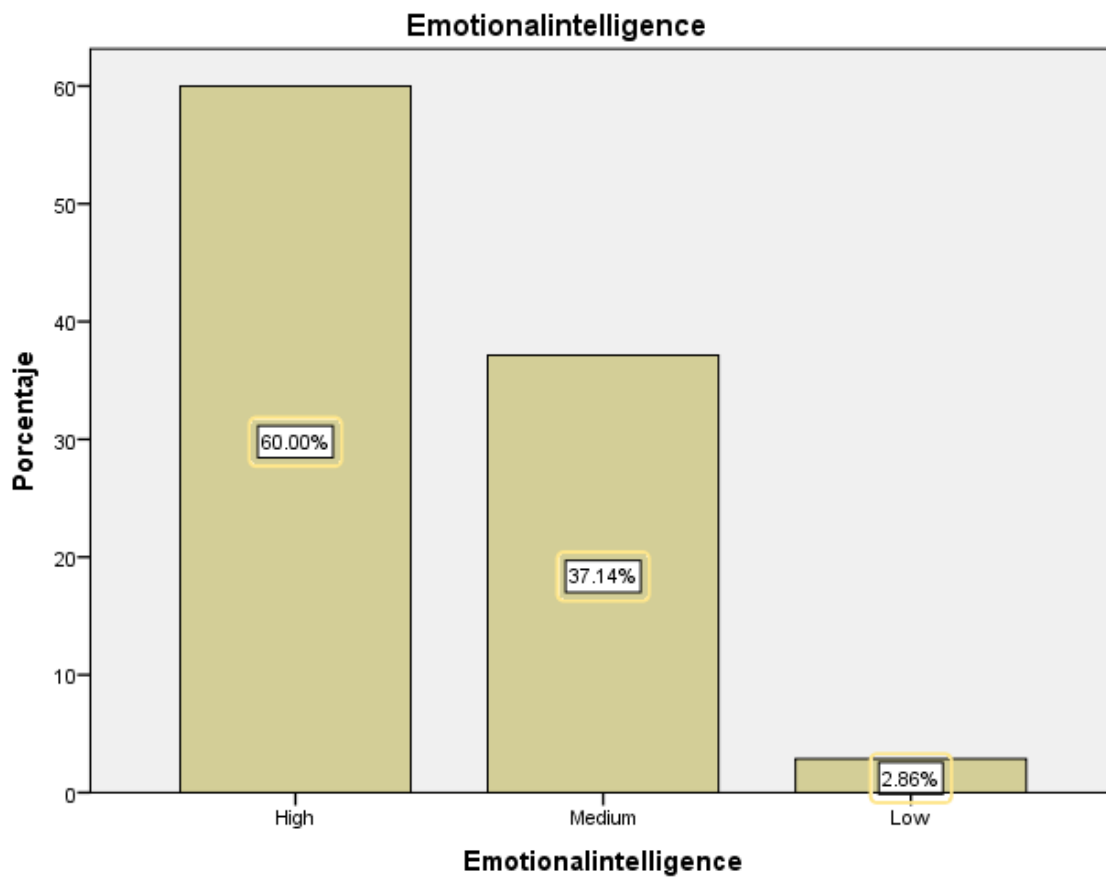
Emotionalintelligence	
<i>Etiqueta de Valor</i>	<i>Valor</i>
High	1.00
Medium	2.00
Low	3.00

Note: Taken from PSPP

6.4.1 Students' levels and percentages

Figure 8

Number of students and percentages of the levels from Emotional Intelligence.



Note: Taken from PSPP

6.5 Students grades reached French Language Learning

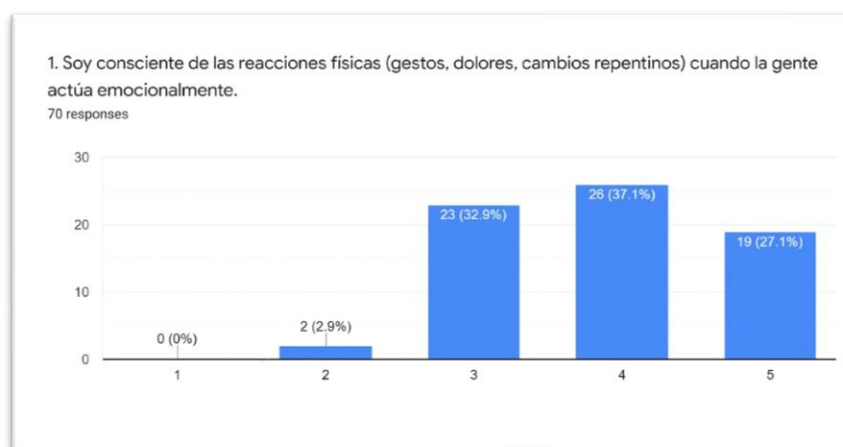
Student Number	Average grade	Student Number	Average grade
1	8.3	36	7.1
2	9.1	37	8.1
3	8.6	38	4.3
4	8.0	39	7.9
5	8.3	40	8.2
6	8.5	41	1.2
7	8.3	42	7.4
8	8.5	43	8.6
9	8.0	44	6.4
10	7.8	45	8.5
11	7.9	46	7.8
12	7.1	47	7.8
13	8.2	48	7.4
14	7.4	49	7.1
15	8.5	50	7.6
16	8.7	51	9.0
17	4.5	52	9.2
18	8.5	53	8.4
19	8.8	54	8.3
20	8.2	55	7.2
21	7.3	56	7.0
22	8.1	57	7.7
23	8.7	58	6.8
24	8.9	59	8.4
25	7.9	60	8.3
26	6.9	61	8.3
27	7.1	62	9.9
28	7.9	63	1.9
29	7.3	64	6.0
30	8.2	65	8.4
31	7.1	66	8.0
32	7.4	67	8.9
33	2.0	68	8.2
34	8.0	69	8.2
35	8.8	70	8.2

6.6 Graphs per Emotional Intelligence test questions

The first question belongs to the component Self-Awareness to which the students responded with the following answer.

Figure 9

Question 1 from the Emotional Intelligence test.



Note: Taken from Google Forms.

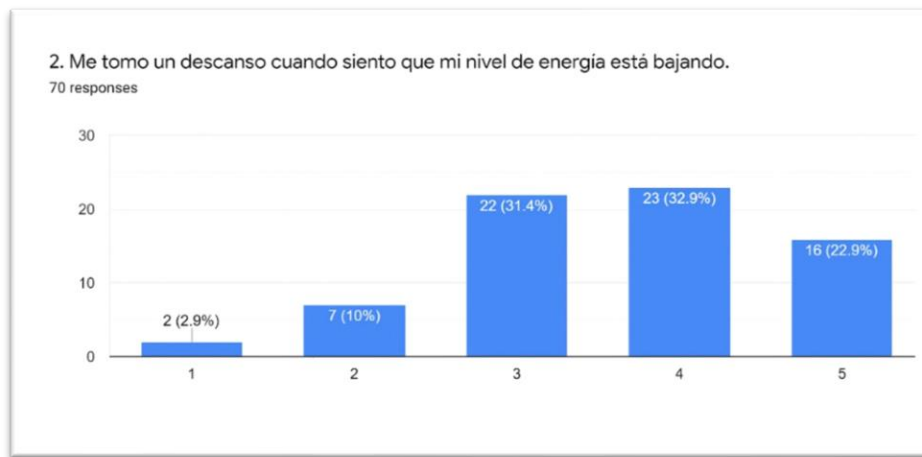
Analysis:

Among the students who took the test; 0% (0 students) said never, 2.9% (2 students) said rarely, 32.9% (23 students) said sometimes, 37.1% (26 students) said often, and 27.1% (19 students) said always. Altogether, the results are group in larger quantities into the last three options, being “often” the most chosen option.

The second question belongs to the component Self-Awareness to which the students responded with the following answer.

Figure 10

Question 2 from the Emotional Intelligence test.



Note: Taken from Google Forms.

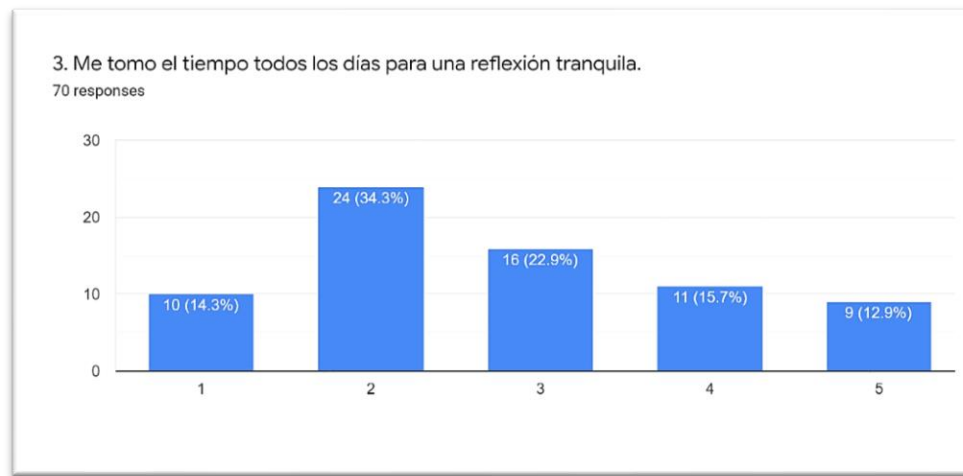
Analysis:

Among the students who took the test; 2.9% (2 students) said never, 10% (7 students) said rarely, 31.4% (22 students) said sometimes, 32.9% (23 students) said often, and 22.9% (16 students) said always. Altogether, the results are group in larger quantities into the last three options, being “often” the most chosen option.

The third question belongs to the component Self-Awareness to which the students responded with the following answer.

Figure 11

Question 3 from the Emotional Intelligence test.



Note: Taken from Google Forms

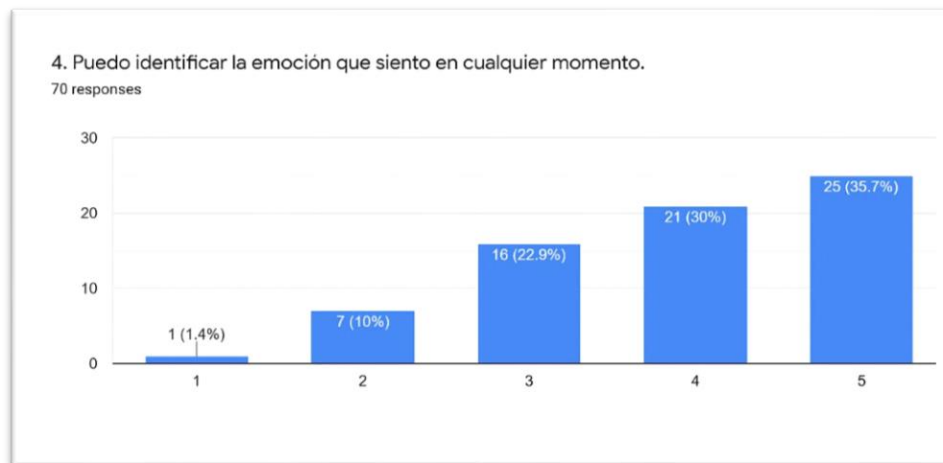
Analysis:

Among the students who took the test; 14.3% (10 students) said never, 34.3% (24 students) said rarely, 22.9% (16 students) said sometimes, 15.7% (11 students) said often, and 12.9% (9 students) said always. As has been noted, the responses have been quite homogeneous, but the majority chose “rarely.”

The fourth question belongs to the component Self-Awareness to which the students responded with the following answer.

Figure 12

Question 4 from the Emotional Intelligence test.



Note: Taken from Google Forms.

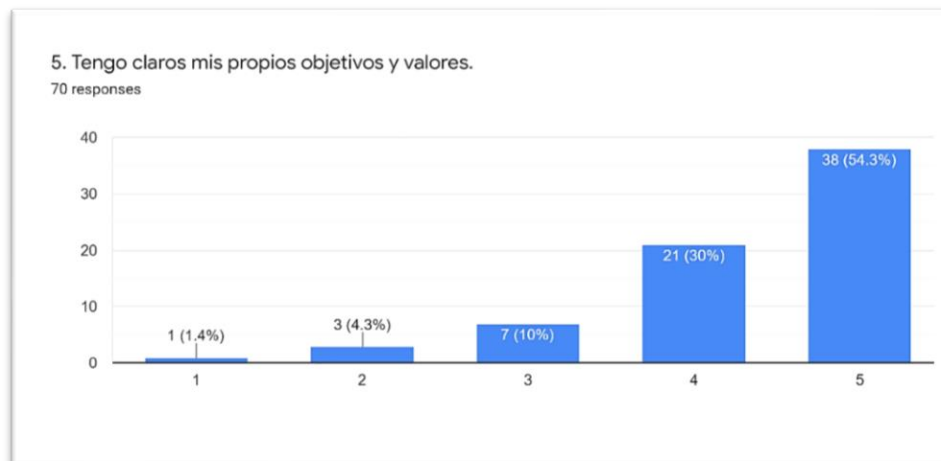
Analysis:

Among the students who took the test; 1.4% (1 students) said never, 10% (7 students) said rarely, 22.9% (16 students) said sometimes, 30% (21 students) said often, and 35.7% (25 students) said always. Altogether, the results are group in larger quantities into the last three options, being “always” the most chosen option.

The fifth question belongs to the component Self-Awareness to which the students responded with the following answer.

Figure 13

Question 5 from the Emotional Intelligence test.



Note: Taken from Google Forms.

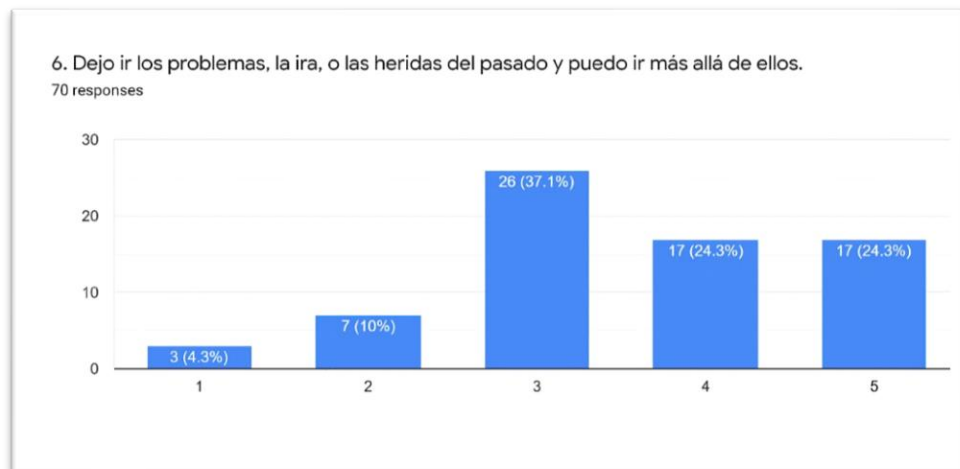
Analysis:

Among the students who took the test; 1.4% (1 students) said never, 4.3% (3 students) said rarely, 10% (7 students) said sometimes, 30% (21 students) said often, and 54.3% (38 students) said always. Altogether, the results are group in larger quantities into the last three options, being “always” the most chosen option.

The sixth question belongs to the component Self-Regulation to which the students responded with the following answer.

Figure 14

Question 6 from the Emotional Intelligence test.



Note: Taken from Google Forms.

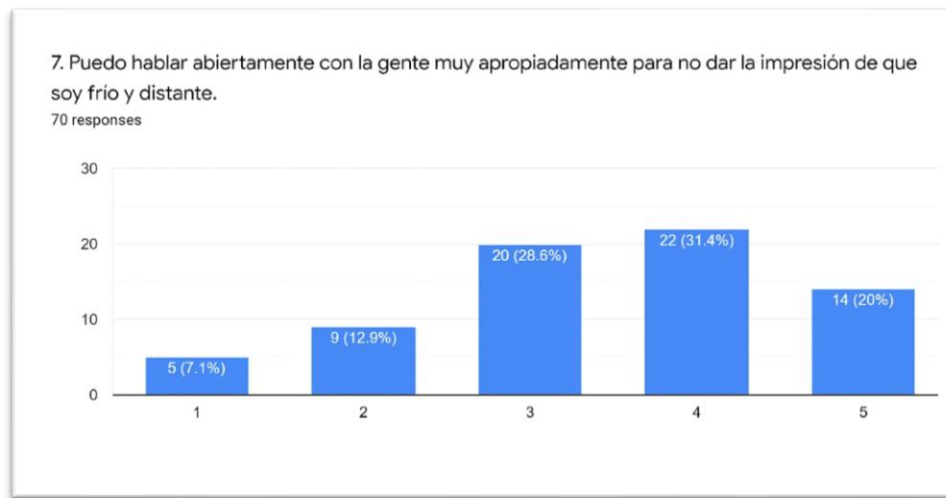
Analysis:

Among the students who took the test; 4.3% (3 students) said never, 10% (7 students) said rarely, 37.1% (26 students) said sometimes, 24.3% (17 students) said often, and 24.3% (17 students) said always. Altogether, the results are group in larger quantities into the last three options, being “sometimes” the most chosen option.

The seventh question belongs to the component Self-Regulation to which the students responded with the following answer.

Figure 15

Question 7 from the Emotional Intelligence test.



Note: Taken from Google Forms.

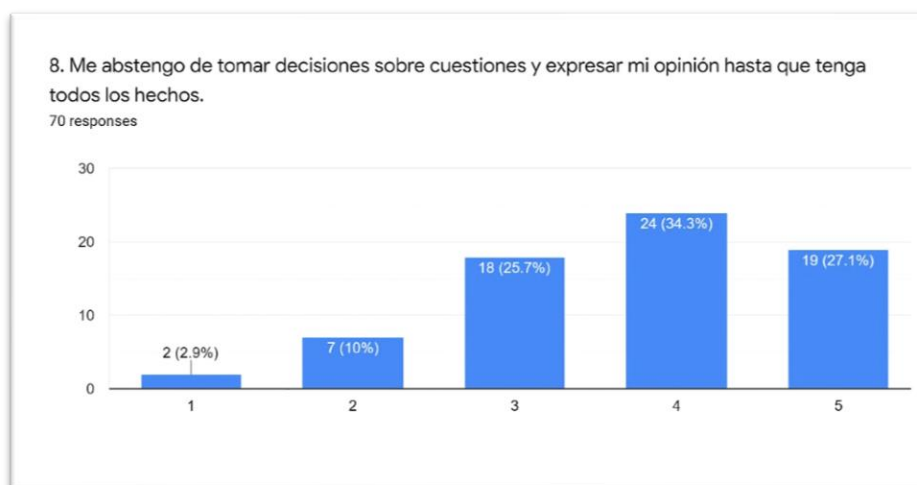
Analysis:

Among the students who took the test; 7.1% (5 students) said never, 12.9% (9 students) said rarely, 28.6% (20 students) said sometimes, 31.4% (22 students) said often, and 20% (14 students) said always. Altogether, the results are group in larger quantities into the last three options, being “often” the most chosen option.

The eighth question belongs to the component Self-Regulation to which the students responded with the following answer.

Figure 16

Question 8 from the Emotional Intelligence test.



Note: Taken from Google Forms.

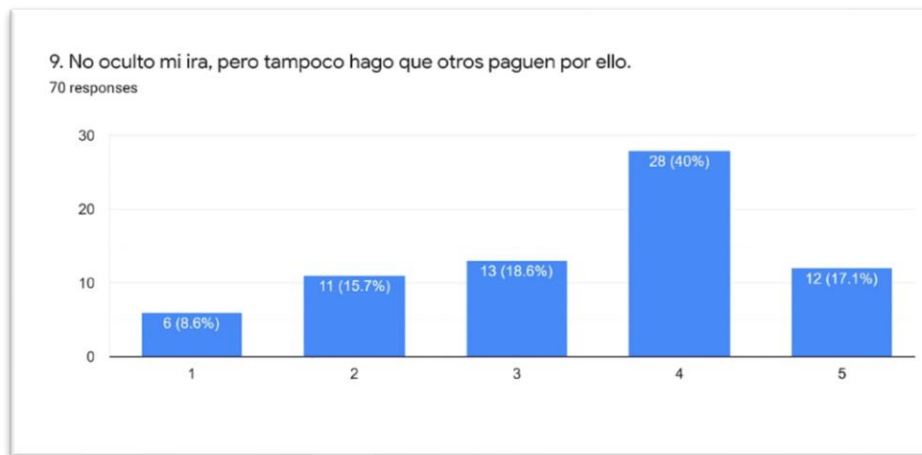
Analysis:

Among the students who took the test; 2.9% (2 students) said never, 10% (7 students) said rarely, 25.7% (18 students) said sometimes, 34.3% (24 students) said often, and 27.1% (19 students) said always. Altogether, the results are group in larger quantities into the last three options, being often the most chosen option. Altogether, the results are group in larger quantities into the las three options, being “often” the most chosen option.

The ninth question belongs to the component Self-Regulation to which the students responded with the following answer.

Figure 17

Question 9 from the Emotional Intelligence test.



Note: Taken from Google Forms.

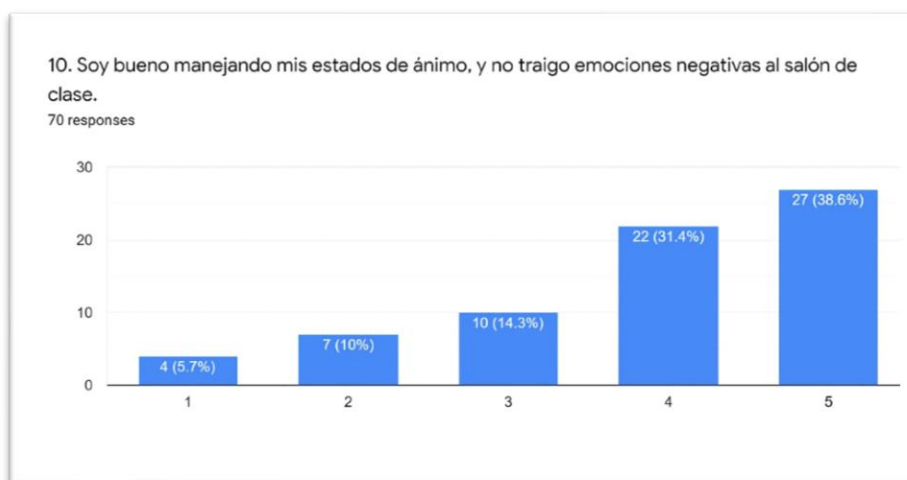
Analysis:

Among the students who took the test; 8.6% (6 students) said never, 15.7% (11 students) said rarely, 18.6% (13 students) said sometimes, 40% (28 students) said often, and 17.1% (12 students) said always. As has been noted, the option “often” ranks with a very high percentage.

The tenth question belongs to the component Self-Regulation to which the students responded with the following answer.

Figure 18

Question 10 from the Emotional Intelligence test.



Note: Taken from Google Forms.

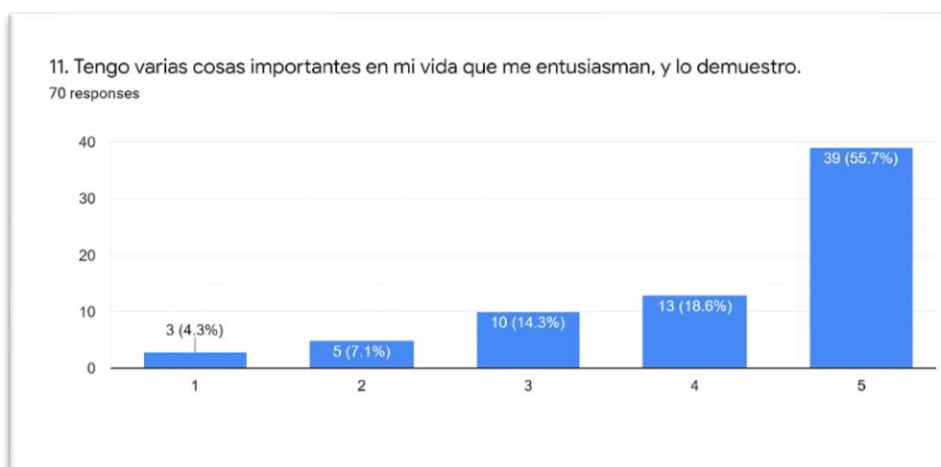
Analysis:

Among the students who took the test; 5.7% (4 students) said never, 10% (7 students) said rarely, 14.3% (10 students) said sometimes, 31.4% (22 students) said often, and 38.6% (27 students) said always. As has been noted, the options from 1 to 5 have increasing scores, but “always” ranks with a very high percentage.

The eleventh question belongs to the component Motivation to which the students responded with following answer.

Figure 19

Question 11 from the Emotional Intelligence test.



Note: Taken from Google Forms.

Analysis:

Among the students who took the test; 8.6% (6 students) said never, 8.6% (6 students) said rarely, 27.1% (19 students) said sometimes, 30% (21 students) said often, and 25.7% (18 students) said always. As has been noted, the option “always” ranks with a very high percentage among the other options.

The twelfth question belongs to the component Motivation to which the students responded with following answer.

Figure 20

Question 12 from the Emotional Intelligence test.



Note: Taken from Google Forms.

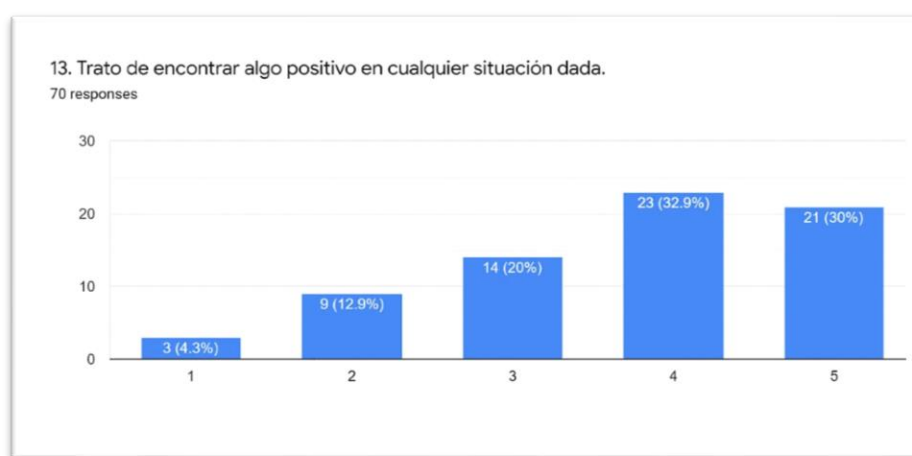
Analysis:

Among the students who took the test; 4.3% (3 students) said never, 7.1% (5 students) said rarely, 14.3% (10 students) said sometimes, 18.6% (13 students) said often, and 55.7% (39 students) said always. Altogether, the results are group in larger quantities into the last three options, being “often” the most chosen option.

The thirteenth question belongs to the component Motivation to which the students responded with following answer.

Figure 21

Question 13 from the Emotional Intelligence test.



Note: Taken from Google Forms.

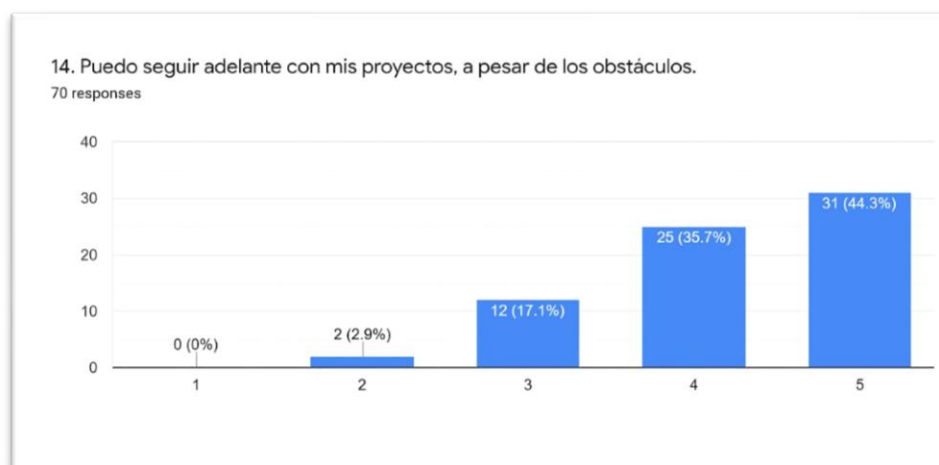
Analysis:

Among the students who took the test; 4.3% (3 students) said never, 12.9% (9 students) said rarely, 20% (14 students) said sometimes, 32.9% (23 students) said often, and 30% (21 students) said always. Altogether, the results are group in larger quantities into the last three options, being “often” the most chosen option.

The fourteenth question belongs to the component Motivation to which the students responded with following answer.

Figure 22

Question 14 from the Emotional Intelligence test.



Note: Taken from Google Forms.

Analysis:

Among the students who took the test; 0% (0 students) said never, 2.9% (2 students) said rarely, 17.1% (12 students) said sometimes, 35.7% (25 students) said often, and 44.3% (31 students) said always. Altogether, the results are group in larger quantities into the last three options, being “always” the most chosen option.

The fifteenth question belongs to the component Motivation to which the students responded with following answer.

Figure 23

Question 15 from the Emotional Intelligence test.



Note: Taken from Google Forms.

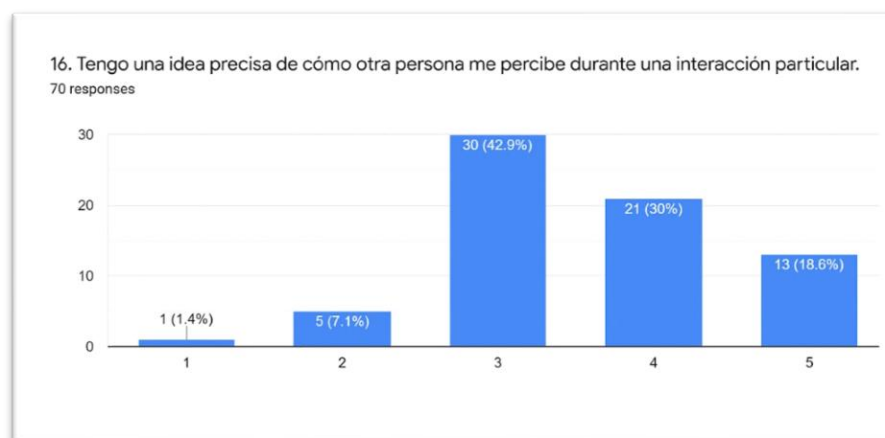
Analysis:

Among the students who took the test; 8.6% (6 students) said never, 12.9% (9 students) said rarely, 14.3% (10 students) said sometimes, 34.3% (24 students) said often, and 30% (21 students) said always. As has been noted, the responses have been quite homogeneous, but the majority chose “often.”

The sixteenth question belongs to the component Empathy to which the students responded with following answer.

Figure 24

Question 16 from the Emotional Intelligence test.



Note: Taken from Google Forms.

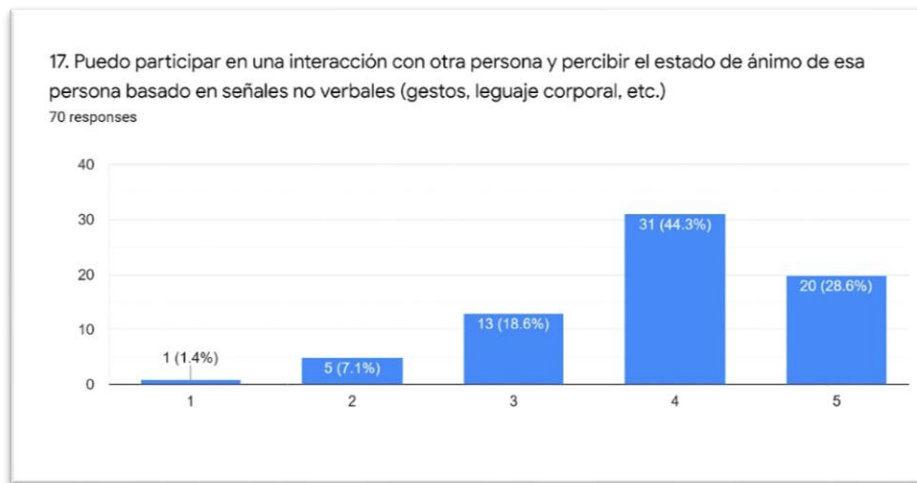
Analysis:

Among the students who took the test; 1.4% (1 students) said never, 7.1% (5 students) said rarely, 42.9% (30 students) said sometimes, 30% (21 students) said often, and 18.6% (17 students) said always. Altogether, the results are group in larger quantities into the last three options, being “sometimes” the most chosen option.

The seventeenth question belongs to the component Empathy to which the students responded with following answer.

Figure 25

Question 17 from the Emotional Intelligence test.



Note: Taken from Google Forms.

Analysis:

Among the students who took the test; 1.4% (1 students) said never, 7.1% (5 students) said rarely, 18.6% (13 students) said sometimes, 44.3% (31 students) said often, and 28.6% (20 students) said always. Altogether, the results are group in larger quantities into the last three options, being “often” the most chosen option.

The eighteenth question belongs to the component Empathy to which the students responded with following answer.

Figure 26

Question 18 from the Emotional Intelligence test.



Note: Taken from Google Forms.

Analysis:

Among the students who took the test; 11.4% (8 students) said never, 18.6% (13 students) said rarely, 7.1% (5 students) said sometimes, 12.9% (9 students) said often, and 50% (35 students) said always. As has been noted, the option “always” ranks with a very high percentage.

The nineteenth question belongs to the component Empathy to which the students responded with following answer.

Figure 27

Question 19 from the Emotional Intelligence test.



Note: Taken from Google Forms.

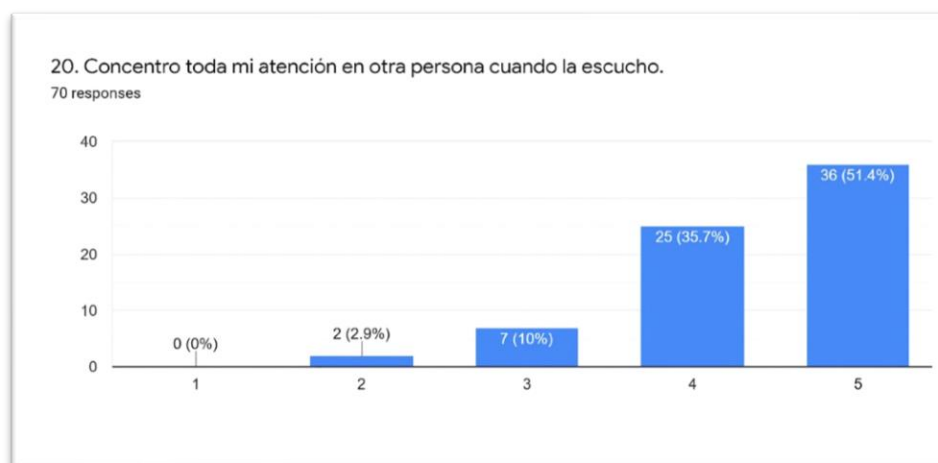
Analysis:

Among the students who took the test; 0% (0 students) said never, 2.9% (2 students) said rarely, 11.4% (8 students) said sometimes, 24.3% (17 students) said often, and 61.4% (43 students) said always. As has been noted, the option “always” ranks with a very high percentage.

The twentieth question belongs to the component Empathy to which the students responded with following answer.

Figure 28

Question 20 from the Emotional Intelligence test.



Note: Taken from Google Forms.

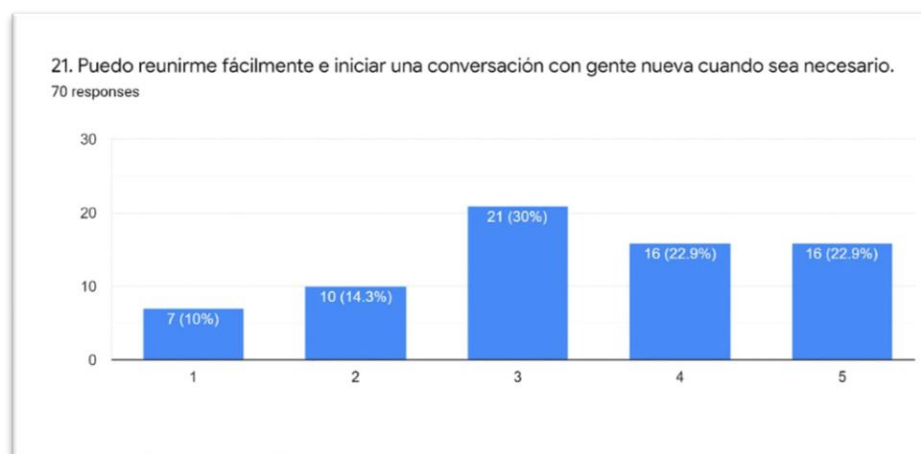
Analysis:

Among the students who took the test; 0% (0 students) said never, 2.9% (2 students) said rarely, 10% (7 students) said sometimes, 35.7% (25 students) said often, and 51.4% (36 students) said always. Altogether, the results are group in larger quantities into the last three options, being “always” the most chosen option.

The twenty first question belongs to the component Social Skills to which the students responded with following answer.

Figure 29

Question 21 from the Emotional Intelligence test.



Note: Taken from Google Forms.

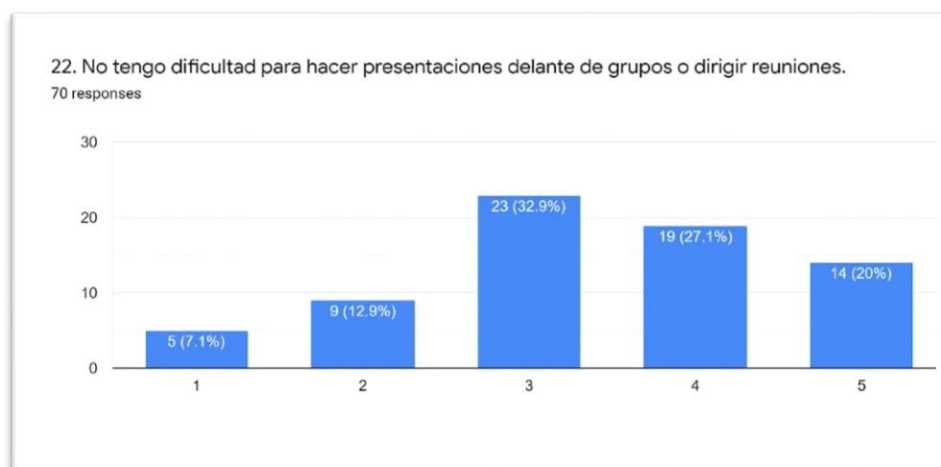
Analysis:

Among the students who took the test; 10% (7 students) said never, 14.3% (10 students) said rarely, 30% (27 students) said sometimes, 22.9% (16 students) said often, and 22.9% (16 students) said always. As has been noted, the responses have been quite homogeneous, but the majority chose “sometimes.”

The twenty second question belongs to the component Social Skills to which the students responded with following answer.

Figure 30

Question 22 from the Emotional Intelligence test.



Note: Taken from Google Forms.

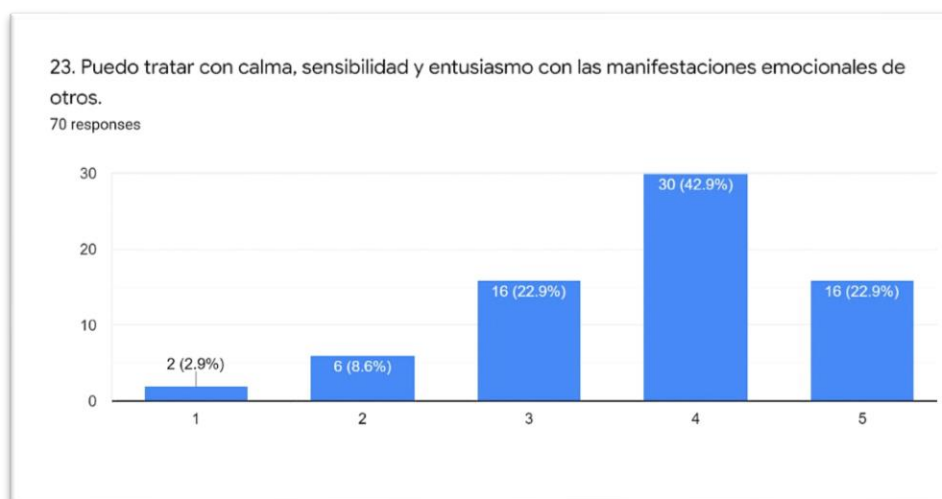
Analysis:

Among the students who took the test; 7.1% (5 students) said never, 12.9% (9 students) said rarely, 32.9% (23 students) said sometimes, 27.1% (19 students) said often, and 20% (14 students) said always. Altogether, the results are group in larger quantities mostly into the last three options, being “sometimes” the most chosen option.

The twenty third question belongs to the component Social Skills to which the students responded with following answer.

Figure 31

Question 23 from the Emotional Intelligence test.



Note: Taken from Google Forms.

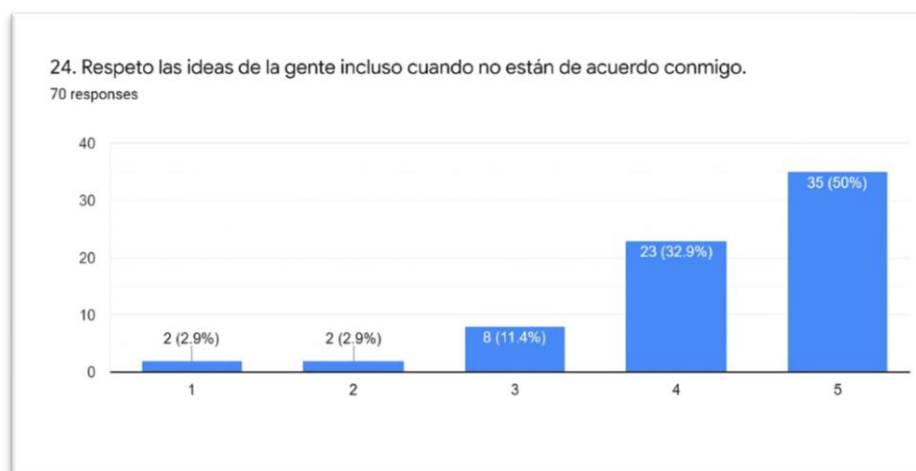
Analysis:

Among the students who took the test; 2.9% (2 students) said never, 8.6% (6 students) said rarely, 22.9% (16 students) said sometimes, 42.9% (30 students) said often, and 22.9% (16 students) said always. Altogether, the results are mostly group in larger quantities into the last three options, being “often” the most chosen option.

The twenty fourth question belongs to the component Social Skills to which the students responded with following answer.

Figure 32

Question 24 from the Emotional Intelligence test.



Note: Taken from Google Forms.

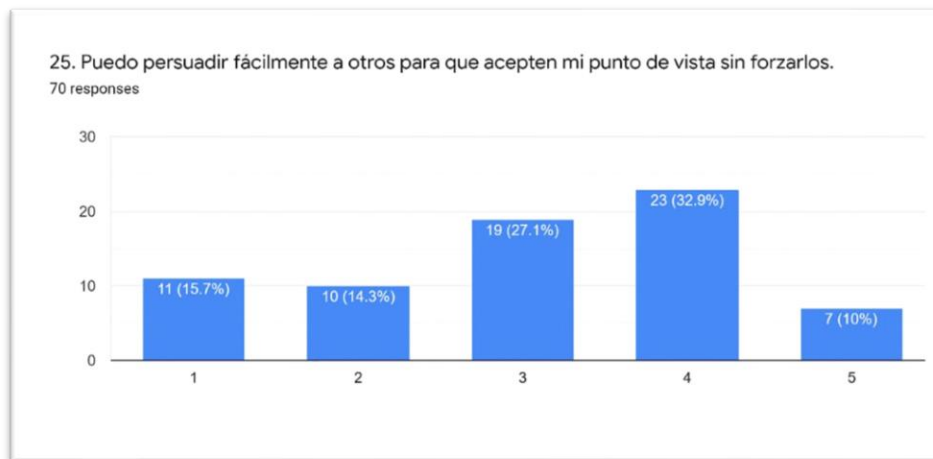
Analysis:

Among the students who took the test; 2.9% (2 students) said never, 2.9% (2 students) said rarely, 11.4% (8 students) said sometimes, 32.9% (23 students) said often, and 50% (35 students) said always. Altogether, the results are group in larger quantities into the las three options, being “always” the most chosen option.

The twenty fifth question belongs to the component Social Skills to which the students responded with following answer.

Figure 33

Question 25 from the Emotional Intelligence test.



Note: Taken from Google Forms.

Analysis:

Among the students who took the test; 15.7% (11 students) said never, 14.3% (10 students) said rarely, 27.1% (19 students) said sometimes, 32.9% (23 students) said often, and 10% (7 students) said always. As has been noted, the responses have been quite homogeneous, but the majority chose “often.”

**CHAPTER 5: DISCUSSION OF THE
RESULTS, CONCLUSIONS AND
RECOMENDATIONS**

7. Discussions

In the following section are present different statements based on the research work: Assessing awareness of Emotional Intelligence skill in the learning of French language of the students attending the first year of bachelor's degree in modern languages: specialization in French and English. University of El Salvador.

Emotional Intelligence has a very essential role in everyone's daily life, since its components: self-awareness, self-regulation, social skills, empathy, and motivation (Goleman, 1995) are part of everyday routine. With the purpose of reaching the objectives established it was necessary the use of the Emotional Intelligence test and to collect the grades of the students from the Intensive French II subject were requested to the academic administration office at the Facultad Multidisciplinaria Oriental.

For this research, with the application of the instrument to measure the emotional intelligence of the students it was possible to determine their level reached in the same way each of the students was able to determine the level reached in each of the components of said variable described by tall, medium and low.

With the result obtained from the test of Kolmogorov-Smirnov applied to the variable of Emotional Intelligence it was possible to determine that the data did not have a normal distribution when the results were obtained the Kolmogorov-Smirnov normality test was applied, followed by the nonparametric Rho Spearman's correlation coefficient study was used. Thanks to these procedures, it was possible to determine the acceptance of null hypothesis due to the asymmetry of the results.

(Pishghadam, 2009) "A Quantitative Analysis of the Relationship between Emotional Intelligence and Foreign Language Learning" determined that a higher level of EQ was also

highly connected to higher scores in language skills, this means that it depends significantly on the emotional intelligence abilities, but it is not the case with the group evaluated in this research.

It can be seen that there is no greater incidence in the relationship between Emotional Intelligence and French Language Learning of the students attending the first year of Bachelor's degree in 2020. The emotional intelligence skill does not influence the student's French language performance of the students attending the first year of Bachelor's degree in Modern Languages, 2020. The result of the emotional intelligence level of the sample of 70 students ranges between 8.60 and 23.40 obtaining. The results of the emotional intelligence obtained were 42 students with a high level, 26 students with a medium level and 2 students with a low level.

The frequency tables of the levels reached by the students in both the variable of emotional intelligence and the learning of the French language have been presented. Besides, to support the obtained results, it was necessary to take in detail each of the answers of the students to then present them by components and by the level.

8. Conclusions

In the present research work, which main objective is to demonstrate whether there is an influence between the level of Emotional Intelligence and the Learning of the French Language in students of the first year of bachelor's degree in Modern Languages, the following conclusions are established:

1. Intended to appraise the incidence of Emotional Intelligence skill during the process of French language learning of the students attending the First year of Bachelor's Degree in Modern Languages, the students were evaluated with the Emotional Intelligence test and do not show a correlation between the level of Emotional Intelligence and their grades in the subject of Intensive French II.

2. As a result of the test to evaluate the Emotional Intelligence it was possible to identify that most students present a high level with the 60%, then the medium level with 37.14%, and last the low level with 2.86%.

3. Through the analysis of the hypothetical statements to make the correlation between the variable Emotional Intelligence and the variable French Language Learning, there is not any association for this sampling of this group.

4. The processed data of the variables Emotional Intelligence and French Language Learning in this study, show that they are much dispersed to confirm that there is not any kind of correlation. As expressed, in this group of students of first year of Modern Languages the learning of the French language it is not connected to the students' Emotional Intelligence.

5. The results from the students of the Emotional Intelligence level of the sample of 70 students ranges between 8.60 and 23.40, with a median of 19.0000, a mode of 18.20 and a

mean of 18.69. Therefore, this represents the diversity of average obtain by the students, and their dispersion does not allow the results to follow a normal distribution.

6. With the arrival of the global pandemic COVID19 in 2020 and the suspension of face-to-face activities the Google Forms platform was used for data collection of the variable Emotional Intelligence. As a result, it was not possible to stablish a more personal interaction with the students who participated in the data collection process and it was much more complicated to gather the data.

9. Recommendations

At the end of this research, it is appropriate to consider these recommendations:

- In addition to the results, it is required to extend the study population to the five years students of bachelor's degree in Modern Languages: French and English for a more comprehensive view of the influence or not influence of Emotional Intelligence into the French Language Learning.
- For future researchers it is necessary to focus more research investigations on this field to analyze the benefits of the French language learning and the advantages obtained based on the level of Emotional Intelligence skill.
- For researchers interested in this topic, it is mandatory to integrate the development of Emotional Intelligence skill in the process of teaching and learning the French Language during the first years of the career.
- For future studies it is recommended to analyze the influence or not influence of the Emotional Intelligence skill in the English language learning process to verify if the results might differ.
- For the people in charge in this research field in the language section at Facultad Multidisciplinaria Oriental to organize different seminars together with the Psychology Section to facilitate the students with Low level of Emotional Intelligence skill.

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ANEXES

Annex 1

Instrument



UNIVERSIDAD DE EL SALVADOR

ART AND SCIENCES DEPARTMENT

SCHOOL OF FOREIGN LANGUAGES

Objective: The objective of this test is to identify the level of the emotional intelligence of the students attending the First Year of Bachelor's degree in Modern Languages: specialization in English and French, University of El Salvador, Eastern Campus.

Instructions: In the following statements, rate yourself in a rank from 1 to 5 taking into account that each number is represented as in the chart below.

1	Never
2	Rarely
3	Sometimes
4	Often
5	Always

1. Self-Awareness

N°	ITEM	ANSWER
1	I am aware of the physical reactions (gestures, aches, sudden changes) when people act emotionally.	
2	I take a break when I feel that my energy level is getting low.	
3	I take time every day for a quiet reflection.	
4	I can identify the emotion I am feeling at any moment.	
5	I am clear about my own goals and values.	

2. Self-Regulation

N°	ITEM	ANSWER
6	I let go of problems, anger, or hurts from the past and I can move beyond these.	
7	I can talk openly with people appropriately enough so that I don't give the impression that I'm cold and distant.	
8	I restrain myself from taking decisions on issues and expressing my opinion until I have all the facts.	
9	I don't hide my anger but I don't make others pay for it either.	
10	I am good at managing my moods, and I don't bring negative emotions to the classroom.	

3. Motivation

N°	ITEM	ANSWER
11	I have several important things in my life that I am enthusiastic about, and I let it show.	
12	Whenever I talk to people, I make them feel inspired and encouraged.	
13	I try to find something positive in any given situation.	
14	I can keep going on my projects, despite obstacles.	
15	I believe the effort I do day-to-day has meaning and value to society.	

4. Empathy

N°	ITEM	ANSWER
16	I have an accurate idea of how another person perceives me during a particular interaction.	
17	I can participate in an interaction with another person and perceive that person's mood based on nonverbal signals. (gestures, body language, etc.)	
18	I have a number of people I can turn to, and I ask for their help when I need it.	
19	I can show empathy with others whenever is needed.	
20	I focus my full attention on another person when I listen to him or her.	

5. Social Skills

N°	ITEM	ANSWER
21	I can easily meet and initiate conversation with new people when I have to.	
22	I have no difficulty making presentations in front of groups or conducting meetings.	
23	I can deal calmly, sensitively, and enthusiastically with the emotional manifestations of others.	
24	I respect people's ideas even when they don't agree with me.	
25	I can easily persuade others to accept my point of view without forcing them.	

Annex 2:

Raosoft: Sample size calculator

Raosoft		Sample size calculator
What margin of error can you accept? <small>5% is a common choice</small>	5%	The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i> , while 10% answer <i>no</i> , you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	95%	The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.
What is the population size? <small>If you don't know, use 20000</small>	85	How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.
What is the response distribution? <small>Leave this as 50%</small>	50%	For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.
Your recommended sample size is	70	This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

Online surveys with Vovici have completion rates of 66%!