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# English Language Performance and Emotional Intelligence of Senior High School Students

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## ABSTRACT

Language is one of the most important characteristics of any culture and proficiency in it is significant to augment a person's status in life aided with the best education and varied relevant opportunities to utilize it especially in his/her day-to-day interfacing with people. It is a way to vent out thoughts and emotions in an appropriate and manner. Such premise prompted the development of this study which aimed to determine the association between the English Language Proficiency and Emotional Intelligence of the students. It tried to investigate whether learners with higher emotional intelligence have better performance in English. Descriptive-correlational method was utilized in this study since the relationship of variables is being discussed. Written and speaking tests (interview) were done to generate data from the respondents. Findings revealed that respondents had average GPA in English subjects, (just a little above the arbitrary scoring used) moderate proficient language performance, but moderate emotional intelligence level only. Further, respondents were found to perform better in the speaking than in the written test in the English language performance test conducted. Significant relationship between English language proficiency and emotional intelligence was manifested with a moderate positive correlation. This implies that respondents' emotional intelligence was a dominant factor in their better second language performance especially in speaking where they found it a more free-flowing activity. They are not overly conscious of the structure and have the tendency to be in control of their emotions. Further, a sample mini-module with varied communicative language activities was designed for classroom utilization purposely for the enhancement of students' emotional intelligence while using the second language, thus, development of higher emotional intelligence for an improved second language performance can best be achieved.

*Keywords:* **Emotional intelligence, English language proficiency**

## Introduction

*"To learn to use the language is a raid of the inarticulate"*
*T.S. Elliot*

One of the most powerful tools a person possesses is language. Language distinguishes man from animals because it is used in one's day- to- day interfacing with others, thus, considered a vital means of communication. Through it, man develops and attains his/her dreams and goals in life since it is considered a reflection of his/her being and an index of one's behavior. Further, it is one of the most important characteristics of any culture and a manifestation of a person's cultural origin, an indicator of a person's

psychological, mental, emotional level, his socio-economic status, as well as his educational attainment.

In the Philippines, English, is a second language to many Filipinos, in fact, it is heightened through its utilization as a medium of instruction in school especially in selected key subject areas, like mathematics, science and English. Although used a medium of instruction and a tool not only for effective communication but also for understanding scientific and technical texts (Angco,2007) yet, Filipino students in general are still not proficient with the use of English language, even if it is widely spoken in the Philippines.

Proficiency in English, as a second language to Filipino learners, plays a vital role in the learners' academic success. The need to develop the aptitude, competence and proficiency of our students in the English language to maintain and improve their competitive edge in the emerging and fast-growing local and international industries is deemed necessary.(Llanto,2008)

What seemed to hinder articulateness in the second language? Is lack pure cognitive domain development the only culprit of low language proficiency? What bar total expression of oneself using the second language?

Gardner's (in Angco,2007) Multiple Intelligence Theory, cited linguistic intelligence which needs enhancement in an individual because it is essential in a person's interpersonal relationship or day-to-day interfacing. Romanelli (2005) cited similar views expressing that interpersonal intelligence is as important as intelligence measured by IQ alone because it affects how one emotionally responds to situations and cognitive understanding, thus, closely related to emotional intelligence. Anent to this, a notable but might be neglected type of intelligence is the social intelligence, famously know as, emotional intelligence. It is a type of intelligence that involves the ability to monitor one's own and others emotions that discriminate among them and to use the information to guide one's own thinking and action (Chapman,2009).

Thus, linguistic and emotional intelligences can be considered an intertwined of intelligences which need to be examined for a possible association because confidence, anxiety, motivation are emotional concerns which might be affected as one uses the second language. Considering the idea that Emotional Intelligence is the bedrock upon which other intelligences are built and is closely linked to lifelong success than IQ, it must considered when we teach children's language usage in school for a better academic performance. Goleman (cited in Angco 2007), stressed that historically schools concentrated on boosting students' cognitive abilities not developing them to be emotionally smart which is just as vital. It is being motivated and remaining hopeful, optimistic and broad-minded when a person has setbacks in working toward a goal either in school or with personal situation. In fact he added that there is also a relationship between emotional skills and academic success in the sense that emotional intelligence is being able to resist impulsivity or to delay gratification in pursuit of a long-term goal which is helpful in the academic arena but most of all in his life career.

In the Laboratory high school of the Palompon Institute of Technology, majority of the students belonged to just an average English proficient based on their computed average English grade in their four levels in high school. And only very few can express their ideas both orally and in written using the English language. They are so coy in sharing their opinions orally and lack confidence to express their views openly in the class. Only those students belonging to the top ten are considered to be expressive yet still with little inhibitions especially those who are not residing in the town proper has limited opportunity to use it in his/her own language environment. These students have lesser opportunity to

experience varied communicative social situations to use the language not because these are not available to them but they have a feeling of inferiority over other people exposed to such.

This and other initial findings through some casual interview prompted the emergence of this study especially because there has been no similar study conducted regarding determining relationship between their English language performance and emotional intelligence level.

Furthermore, this study investigated the truth behind the idea that when a child is emotionally stable and confident, he has the optimism and broader mind to take situations in a mature manner, and his comprehension, internalization and retention of lessons will most likely be achieved at a higher level as well (Salovey,et al.,1997)

## Research Objectives

This main purpose of the study was to determine the association between the English Language Performance and Emotional Intelligence of the senior high school students of the Laboratory High School at the Palompon Institute of Technology, Palompon, Leyte.

Specifically, this sought answer to the following;
1. The English language profile of the senior high school students based on their GPA in English subject.
2. The English Language performance of the senior high school students.
    2.1 written
    2.2 spoken
3. The Emotional Intelligence level of the senior high school students.
4. The relationship between the English Language proficiency and Emotional Intelligence Level.

## Framework of the Study

The principal theories that provided backbone of this study are that of Stephen Krashen and Daniel Goleman. Krashen's (in Angco,2007) Second Language Acquisition Theory which states that "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill and acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. This theory of Krashen consists of five hypotheses and one of which is the Affective Filter Hypothesis which provides impact in this current study. This mentioned hypothesis backed up the notion of learners factors referred to as the non-linguistic aspect of language which greatly influenced language performance. One very relevant hypothesis which supports this study is his Affective Filter Hypothesis which views few affective factors that play a facilitative but non-casual part in second language acquisition and learning. He mentions some of these factors to be, motivation, self-confidence, self–confidence and anxiety. Motivation is considered an affective factor in the sense that a learner's capacity to learn is stimulated by his desire or will to imbibe language insights. He states that in Affective filter Hypothesis comprehensible input can have its effect on language acquisition only when affective conditions are optimal. This means that the individual is motivated, has self-confidence, and has a good self-image, finally has low anxiety level. Krashen (in Angco, 2007).

In relation to the above notion, Goleman (in Angco, 2007) cited that Emotional Intelligence is considered to be the bedrock upon which to build other intelligences and that is closely linked to lifelong success than IQ. He further states that learners to be encouraged

in developing his full potential in everything must have a seemingly valuable consideration of his social/emotional intelligence not only his mental capacity alone. The four emotional intelligence domain that must be looked into are; self-awareness (ability to recognize one's own feelings), self-management (ability to balance good and bad mood), social awareness (ability to empathize) and self-management (ability to inspire, lead other as well as regulate emotions and manage conflicts). He discloses that learners, to be encouraged in developing his full potential in everything he does, must have a seemingly valuable consideration of his emotional intelligence not only his mental capacity alone. He added that the four important domains of Emotional Intelligence are major factors that would contribute to have a higher Emotional Intelligence Quotient. These are self-awareness, self- management, social awareness and relational management**.**
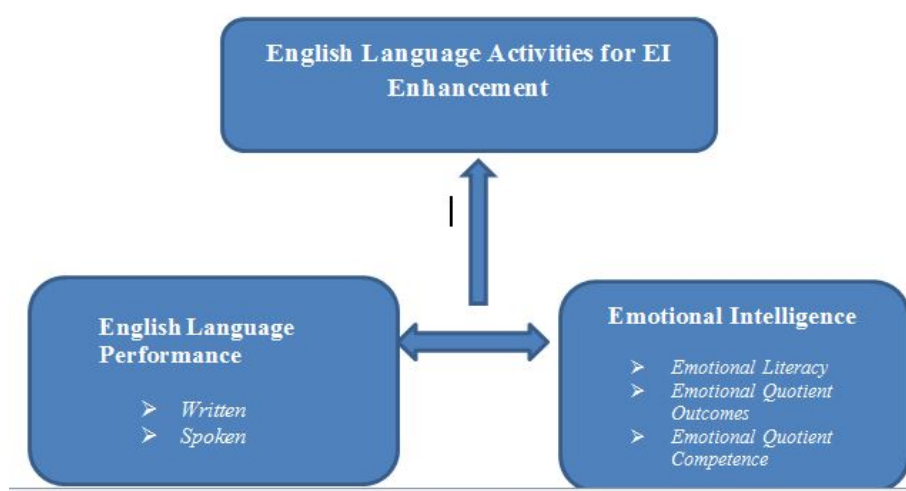
Fig. 1. Schematic diagram of the conceptual flow of the study

      Emotional self-awareness is the ability to recognize a feeling. It is Emotional self-awareness, accurate self-assessment and self-confidence. It is the building block of the next fundamental of emotional intelligence.  Self-management is the ability to balance and control bad as well as good mood. Social Awareness is the ability to empathize with others and awareness of others around. Relationship Management is the capacity of a person to inspire and lead other people, how to deal and manage conflicts, communicate and collaborate with others. The above-mentioned theories and concepts discussed provided the essential backbone that would gave essence to the current study.

## Methodology

      The study employed a descriptive-correlational survey method of the respondents' English language performance and Emotional intelligence. Survey sheets were utilized to gather data of their Emotional intelligence level while an English language proficiency test for the English written test (grammar/usage, vocabulary, reading comprehension and composition writing) and EILTS-based speaking test for the respondents' speaking performance, results were measured using the speaking assessment rubrics patterned by the Oral English Evaluation and Personal Profile of Oral Skills Score Sheet of CONSTEL. Likewise a documentary analysis was done on their GPA in secondary English subjects to determine their English language profile.

      Universal sampling technique was applied in this study since all the fifty five qualified and officially enrolled students (fourth year) were considered, with twenty eight (28) boys and twenty seven (27) girls. They were the students who passed the rigorous selection

process of entrance test and interview (in English) back when they were grade seven. The survey questionnaire on Emotional Intelligence was inspired from the study of (Chopra and Swayer, 2001) yet modified to fit the kind of respondents in this study. While the English test was teacher-made, gathered from various English books. Both tests were pilot tested to one secondary school in town, Parilla National high school prior to the actual conduct of the survey and English language tests. Statistically data were treated using simple percentage, weighted mean and Pearson Moment Coefficient Correlation.

## Results and Discussion

Several studies have been conducted to measure performance in school. One of which is on English language performance or proficiency compared against other variables. Others are on English language assessment but no study tried to examine its possible relationship between with Emotional Intelligence, similar to this study, especially in its locale.

Prior to the discussion of its relationship, initially the study established the English language profile of the respondents to provide a picture of their initial performance. Reflected in table 1 below is the high school GPA of the respondents. Table shows the respondents' grades from their first to fourth year high school English is increasing and they got an average level of their GPA. This manifested a positive performance as they advanced their level. Moreover, data revealed that they have become accustomed or oriented with the way the subject is taught and probably the methods and manner of how teachers processed the lessons/contents of the subject.

Table 1
*High School GPA of the Respondents*

| Year Level | Grade Point Average | Interpretation |
|---|---|---|
| First | 83.60 | |
| Second | 84.30 | |
| Third | 84.95 | Average |
| Fourth | 85.85 | |
| Average GPA | 84.67 | Average |

Grade Range
94.00-95.00 - Excellent             75.00-81.99 – Below average
88.00-93.99 – Above average      Below 75.00 – Poor/Failure
82.00-87.99 - Average

Table below shows data of English language performance of the respondents, being written and spoken. In Table 2, the written English performance considered four components, namely; vocabulary, grammar/correct usage, reading comprehension and finally, the writing composition. Each component has a distinct item and scoring data. In the written test, however, the " short composition writing" component ranks first with 70.55 level of performance, then, "reading comprehension" at 65.21, this closely followed by "grammar test" with a performance level of 65.18, finally, the "use of vocabulary" ranks fourth or last. It has only a 48.91 performance level.

Table 2
*Written English Language Performance*

|  | Components | Items | WMean | %Performance | R | Interpretation |
|---|---|---|---|---|---|---|
| Written Test | Vocabulary | 10 | 4.89 | 48.91 | 4 | Poor/deficient |
|  | Grammar | 20 | 13.04 | 65.18 | 3 | Average |
|  | Reading Compre-hensio | 15 | 9.79 | 65.21 | 2 | Average |
|  | Composition Writing | 5 | 3.53 | 70.55 | 1 | Average |
|  | TOTAL | 50 | 31.24 | 62.47 |  | Average |

**Ranges for the 50 Percentage Passing Performance**
   **88.00 –100.00  Excellent**
   **75.00 – 87.99  Above Average**
   **62.00 – 74.99  Average**
   **50.00 – 61.99  Below Average**
   **0.00 – 49.99   Deficient/Poor**

This means that the respondents are considered poor or deficient in the vocabulary component. Perhaps they felt that vocabulary words are too high for their level even if some of these had been discussed and embedded in some of the lessons in literature. Probably, too, because of the advent of technology wherein students are accustomed to shortening words inappropriately then their orientation and learning of some words might have been derailed. Much more if they have not supplemented the lesson discussion in the class with follow up readings at home. While composition writing garnered the highest among the components because it is free flowing expression of insights without being conscious of other factors, like pronunciation, stress, emphasis and others, not like in oral communicative activities. They have their own silent expression of oneself in paper compared to verbal communication which would possible hasten their participation.

In writing they don't have fear of instant correction of grammatical mistakes and written forms, they still have to wait until the teacher has done with evaluating their paper. However, when the sub averages of the components were added, the mean average of test components, the result turned out to be **62.47** percent level of performance, which means that the respondents can be generally categorized as average language performers.

On the contrary, in the study of Camocamo (2007) among Korean and Japanese students at CPILS, Cebu City, she found out that the respondents did not come up with the standard level of proficiency with a band score of 6 in (IELTS equivalent score) the four basic skills. It might be because of their language experiences and exposures, educational background, desire to learn or personal motivation and the system of their education. Generally, they got a total mean score of 2.58 or 2.0 band score equivalent to extremely limited English Language user. Further, Englis (2001), disclosed that, the kind of strategies used to tackle the language learning in the classroom ,as well as the frequency in which they are used are also factors that affect the students' language performance.

The next table shows the data of the English speaking performance of the respondents. The speaking test consisted of 100 total items with twenty (20) points assigned to each component.

Table 2.1
*Spoken English Language Performance*

| | Components/ Areas | Items | weighted mean | %mean | R | Interpre-tation |
|---|---|---|---|---|---|---|
| Speaking Test | Pronunciation | 20 | 17.30 | 86.50 | 1 | |
| | Grammar | 20 | 17.19 | 85.95 | 2 | |
| | Vocabulary | 20 | 16.80 | 84.00 | 3 | proficient |
| | Fluency | 20 | 16.33 | 81.65 | 5 | |
| | Comprehension | 20 | 16.76 | 83.80 | 4 | |
| | | 100 | 16.88 | 84.38 | | proficient |

Ranges of Score ( wmean & percentage mean)
  17-20 –   highly proficient        88.00-100.00
  13-16 -    proficient             75.00-87.99
  9-12 -     moderately proficient   62.00-74.99
  5-8 -      limited proficiency     50.00-61.99
  Below 4-  non-proficient          0.00-49.99

Data yielded that among the different components, "pronunciation" ranks first with a mean of 17.30, followed by "grammar" with 17.19, then vocabulary" at 16.80, "comprehension" 16.76 and finally, "fluency" with 16.33 as last among the five areas. In summary, following the arbitrary scoring range based on the perfect score 20, the respondents generally labeled as proficient English language speaker with total mean of **16.88** out of 20.

Further, it somehow showed that group of respondents were exposed to speaking even during their entrance to the school. Considering its tedious process which they
have to take and pass an entrance test, submit themselves to interview in English, then being ranked, such that there will only be thirty(30) boys and thirty (30) girls that shall finally comprise the first year or grade 7 in one section only as stipulated in the policy for a Laboratory high school. In fact, the school considered them as the select students.

Pronunciation for them may seemed just a normal flow in the way they speak the second language which is attributed to their exposure of the kind of school in their elementary years, training and exposure in private school for others and better public central school in cream or pilot section for some. Further, many of them are better speaker because they were tried to be careful with their grammar during the formal interviews, although vocabulary usage was not that high or superfluous at their level yet they seemed so careful

when they answer questions in English. This might have affected their fluency to speak their thoughts and ideas which is not as high as the rest of the components. Although found to be proficient in the English language, their tendency to withdraw or hold back their answers then was a manifestation of their anxiousness over mistakes in grammar, pronunciation or vocabulary, thus, affecting comprehension and fluency to speak the second language in a normal pace and somehow affected their articulateness in expounding their insights and ideas.

Shown in the table below is the summary result of the English language performance, both written and spoken. It is truly visible in table 2.2 that written performance is a bit lower compared with the spoken being 62.47 and 84.38 respectively, whom they are categorized as moderate proficient English language performers only. This is due to the written test performance result in vocabulary which was only 48.91 (refer Table 2.0) accorded as poor or deficient category which is too short of reaching the 50% passing. Such result somehow affected the rest of the components in the written performance. On the other hand, the English language speaking performance of the respondents yielded a better result compared to the written performance as mentioned in the previous table (2.1).

Table 2.2
*Summary of the English Language Performance Tests*

| Components | %Scores | R | Interpretation |
|---|---|---|---|
| Written Test | 62.47 | 2 | moderate proficiency |
| Spoken Test | 84.38 | 1 | |
| Average | 7    73.43 | | M    moderate proficiency |

Ranges of Score (percentage mean)
| | |
|---|---|
| 88.00-100.00 | highly proficient |
| 75.00-87.99 | proficient |
| 62.00-74.99 | moderately proficient |
| 50.00-61.99 | limited proficiency |
| 0.00-49.99 | non-proficient |

The respondents found speaking to be a little confortable with them and they seemed accustomed to it. However, though, it still turned out that they generally are only categorized as moderately proficient English language speakers.

Relative to the findings above is that of Hymes' Socio-linguistic theory which stated (in Angco,2007) that speaking has a very realistic appeal to those people whose main concern is to express their ideas or thoughts without being overly conscious of the grammatical structure, besides, it is the ability of a person to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation.

It is a fact that the students have the tendency to withdraw in any given oral communicative activities because they don't have the expertise to use the language, though some of them have been using it.  This inhibition is normal especially if English is not the native language of the speaker. It paved way to the realization that even if these student-respondents were accustomed to the second language, more efforts should be done by students to gain more confidence and lessen anxiety in oral communication especially in using the second language.

Learning and using a second language not one's own is truly taxing and challenging much more if it is affected by other factors besides cognitive components. Like teacher, language environment, instructional materials, methodology/strategy and emotions.

Moreover, in the interesting study of Uribe (2002) he cited that even in the two districts in California, USA which is considered the most successful in teaching English (to learners of English as a foreign language), oral proficiency among few Spanish speaking students takes three to five years to develop while four to seven years for Academic English proficiency. According to him, critics of bilingual education have claimed that the rampant use of the native language in schools delays the proficiency and acquisition of learning English. This is true also with the study he conducted in Canada where some students still speak French in school.

The above study of Uribe (2000) is also true among Filipino students from all levels primarily because they are not properly encouraged to maximize the use of the second language in school. Angco (2007) supported the same observation, when he said that in the classroom, students remain passive in a simulated language activity, at home and in their immediate community because authentic use of the second language is not actively done. Likewise, resources and means are not available so students do not show interest and less motivated in learning the second language because they feel inadequate. He said further that these students manifest insecurity and inferiority especially to some who show dominance in group dynamics. Students become conscious in getting corrected using the second language and anxious in how well they can organize a message.

This and other salient factors may have an impact on the second language proficiency among students learning it. One non-cognitive factor which may affect language is the so called social or emotional intelligence. Goleman (cited in Angco, 2007) coined Emotional Intelligent as a vastly unexplored area in every person's life.

Educators seemed so conditioned on the development of academic intellect setting aside the social-emotional aspect of the learners which are also essential in the total development of an individual not only while he/she is in school but also when he/she leaves the portal of the academic institution where he earned a meaningful training and explores the vast reality after an academic pursuit.

The table below contains data of the respondents' Emotional Intelligence level. Three main components were considered relative to the theory of Goleman. These are Emotional Literacy (self-awareness), Emotional Quotient Competence (self-management) and Emotional Quotient Outcomes (both for social awareness and relational management).

Table 3
*Respondents' Emotional Intelligence Level*

| EI Components | Items | Mean of Score | R | Interpretation |
|---|---|---|---|---|
| Emotional Quotient Outcomes | 100 | 62.25 | 3 | Moderate Emotional |
| Emotional Quotient Competence | 100 | 71.40 | 2 | Intelligence |
| Emotional Literacy | 100 | 74.00 | 1 | |
| Total Mean | 300 | 69.21 | | Moderate Emotional Intelligence |

Range of Score
88.00-100.00  –     Very high EI
75.00-87.99   -     High EI
62.00-74.00   –     Moderate EI
50.00- 61.99  –     Less moderate EI
49.99 & below –     Low EI

Results revealed that among the three components measured in this study, it is emotional literacy or understanding one's emotions that ranks first with 74.00 out of 100% compared with emotional quotient competence or the ability to manage/regulate emotions and emotional quotient outcomes that had only 71.40 and 62.25, respectively. All the three were interpreted as moderate emotional intelligence. It further explained that the respondents were found to be aware of their emotions, most of the time and in control of it, definite about how they feel of their current state of life as high school students. Moreover, their emotional quotient competence manifested through the way they dealt with challenging situations, not regretful over failures, instead tried to find possible solutions with school-related problems and probably personal matters. In the course of some informal interview, it also revealed that most of these teenagers were affectionate and concern about their classmates and a close-knit group of individuals. They tried to understand the things or situation they were into and find ways to overcome failures even in simple situations in school. They also have moderate self-esteem, low anxiety problem and moderately motivated in doing things or facing situations may it be in the school/classroom as well as, dealing with classmates or with peers and people in the community, however, data showed that their emotional quotient outcomes was not that better compared to the two other EI components in the study. It can be analyzed that as teenagers, even if their emotional literacy or self-awareness and emotional quotient competence are higher, they still need the better guidance and facilitation of their parents, teachers and significant adults to enhance their emotional quotient outcomes which is about the total emotional intelligence in responding to situation since it is the over-all measure of how one deals with emotional situations whether, physical, personal, relational or interpersonal in nature.

Finding association between and among variables is one of the options to determine an in-depth investigation of a certain study. It would confirm or deny the hypothesis being claimed in such an investigation. Evidently, it is well reflected in the previous tables (2 and 3) that English language proficiency among the respondents produced a mean percentage of 73.40 while their emotional intelligence is 62.21. Both categorized as moderate English proficient and have moderate Emotional intelligence, respectively. Below is a table that summarizes the intention of trying to figure out whether or not relationship is really present between variables identified.

Table 4.
*Correlation Matrix English Proficiency and Emotional Intelligence*

| Variables | %Mean | sd | r-value | Degree of Correlation | Interpretation |
|-----------|-------|-----|---------|-----------------------|----------------|
| English Proficiency | 73.40 | 5.055 | | | |
| Emotional Intelligence | 69.21 | 4.077 | 0.571 | Medium degree of positive correlation | significant |

*Significant @ 0.05 = crit. value 0.254*

Data vividly revealed in table 4, that the *r-value* of both variables when correlated manifested a computed value ***0.571*** which is higher than the critical value of *0.254* at *0.05* level of significance. It was found out that both main variables showed significant relationship with a medium degree of positive correlation.

Eminently, it is clear that both variables go together positively which paved way to the conclusion that the level of emotional intelligence of a child/student would somehow affect his/her English language performance or possibly the other way around. Considering that expressing ideas and thoughts in a language not our mother tongue (vernacular) would require more efforts to boost confidence and lower anxiety, thus, might affect one's emotions also .The result is relative to the article written by Abayan, (1998) when she said that when a child is emotionally intelligent, he is academically confident too, thus, performance would also be parallel.

## Conclusions

Based on the findings of this study, it can be concluded that respondents perform better in the speaking test than in the written test in English. They found speaking to be a little comfortable and a free-flowing communicative activity. They never felt  overly conscious of the structure or grammar when they answer questions orally, whether simple or a little challenging. Likewise, they can easily correct their answers while speaking not like in the written activity, once submitted, cannot be revised for corrections or revisions anymore.

This means that when students are only encouraged to use the English language in any communicative activity, disregarding the very tedious grammar requirement, will be able to express ideas fully with less inhibitions and hesitations. With this manner of using the second language, it can also be also a measure of a better emotional disposition since expressing oneself freely could be attested to better level or phase of emotional intelligence. Result manifested that respondents were categorized as moderately proficient with a moderate emotional intelligence level only. It can also be concluded further that there is a significant relationship between English language proficiency and Emotional Intelligence of the respondents as manifested in the strong correlation coefficient result.

Similarly, Krashen (cited in Angco, 2007) further claims that learners with high motivation, self-confidence and a good self-image with a low level anxiety are better equipped for success in second language proficiency.  Low motivation, low self-esteem and debilitating anxiety can combine to raise the affective (emotion) filter that shall form a "mental block" preventing comprehensible input. He further stressed that, "the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

This reveals that difficulties in learning a second language does not merely rely in linguistic inputs alone but initially on the behavioral set-up of a learner that influences his attitude in learning the language , patterns of speech and the like, affected by emotions. Since emotions could have an impact on second language learning, it is imperative that respondents' language learning or performance can somehow be attributed to their emotional intelligence level, too. This means that when an individual is motivated, confident, with good self-image, with low anxiety, the student can acquire higher language proficiency because he has a better tendency of receptivity.  It can also be asserted in the result that their English language performance is moderate due to a moderate emotional intelligence level as well.

Thus, it can be attested further that there is really a relationship that existed between the main variables.

In fact research has demonstrated that an individual's Emotional Intelligence is often a more accurate predictor of success, not just in language learning, than the individual's IQ. No matter how intellectually intelligent someone is, their success is still governed by how well they communicate their ideas and interact with their peers.

With the result at hand, it can be said that teachers should also consider the enhancement of Emotional Intelligence of the students in their lesson objectives. Likewise, should keenly choose and scrutinize the different language communicative activities they must conduct in the delivery of their lessons so that development of a better if not high Emotional Intelligence for an improved English language proficiency can best be achieved.

## Recommendations

Based on the findings, analysis and conclusions of the study, the following recommendations are presented; firstly, language teachers should consider the students innate potential to become proficient, yet mindful of the different level of motivation among students to propel their emotional intellect, secondly, inasmuch as there are different types of learners, language teachers should consider varied range of communicative activities, as well as, strategies for students optimum development in the second language. Teachers in general, not only English teachers, should maximize also the use of the second language in school so that students would be encouraged to do the same, samples of communicative language activities, as output of this study, must be developed and utilized in the classroom to enhance students' emotional intelligence at the same time develop English language proficiency.

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