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EMOTIONAL INTELLIGENCE AND ENGLISH AS FOREIGN LANGUAGE PROFICIENCY IN PRIMARY EDUCATION

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0. ABSTRACT

Emotional Intelligence (EI) is made up of an ensemble of abilities that unify cognition and emotion. These abilities are referred to the capacity of perceiving, using, understanding, and regulating adequately our emotions in order to facilitate the processing of information. Besides, as the school is considered the main context in which children experiment and develop all their capacities, this relationship between emotion and cognition is taken as the cornerstone for a possible influence of the EI level on the English as Foreign Language (EFL) proficiency, an area which has become increasingly important thanks to the multiculturalism that characterises our society. Therefore, in order to delve into this topic, my proposal consists in analysing the EI level as well as the students' EFL proficiency so as to study the relationship between these variables. The sample chosen is of 89 students, 47 girls and 42 boys, of 4th and 5th grades of Primary Education of two different public schools of the Autonomous Region of Andalusia. This study is a cross-sectional study and the methodology used is, in essence, quantitative. Finally, the results obtained have enhanced a slight relationship between EI and the EFL proficiency that may be the basis for both new investigations and educative programmes.

0. RESUMEN

La Inteligencia Emocional (IE) está formada por un conjunto de habilidades que unifican la razón y la emoción. Estas habilidades están referidas a la capacidad de percibir, usar, comprender y regular adecuadamente las emociones para facilitar el procesamiento de la información. Puesto que la escuela es el contexto por excelencia donde los niños y niñas experimentan y desarrollan todas sus capacidades, se toma esta relación entre cognición y emoción como indicio de una posible influencia del grado de desarrollo emocional sobre el nivel de competencia en inglés como lengua extranjera. Para profundizar en esto, nos proponemos analizar el nivel de IE así como el nivel de competencia en inglés del alumnado y estudiar la relación entre estas dos variables. La muestra seleccionada ha sido de 89 estudiantes de 4º y 5º de Educación Primaria pertenecientes a dos colegios públicos de Andalucía. Éste es un estudio transversal en el cual se ha utilizado una metodología de carácter cuantitativo. Por último, los resultados muestran una leve relación entre el nivel de IE y el nivel de competencia en inglés como lengua extranjera. Además, se espera que los resultados alcanzados permitan elaborar conclusiones que avancen en la línea de la intervención educativa.

1. INTRODUCTION

Over the past few decades, the world has been suffering a strong evolution which has affected several aspects of life as we knew it. As a result of the not so distant digital revolution, the age of information begins and it has triggered lots of fast transformations in the roots of the economy, politics, culture and society sphere (Mancilla, 2011: 121-124). This important inflection point in the history of humanity has occasioned a more globalised and accelerated world (Bauman, 1998: 7) in which an increasing emotional instability and insecurity are observed due to the disarray of impulses and the shortage of empathy (Goleman, 1996:12-17).

Along these lines, Goleman (1996) maintains that we live in a typified period due to emotional discomfort. This is made patent when we continuously read news that shows us the loss of self-control and, on many occasions, the lack of empathy; in which, according to him, the control of impulses and altruism is settled. At school level, a clear example of this fact may be found in the more and more common cases of bullying which have been recently published by different media. However, how is it possible that this kind of facts, in which the lack of emotional and moral control is clearly demonstrated, are increasingly frequent in an epoch in which we are more connected than ever and a better intellectual formation is presupposed? In Lasch's words (1979: 177) "The modern society has achieved an educational level without precedents but it has given place to new forms of ignorance too"; and, even nowadays, education continues taking responsibility for the cognitive sphere at the expense of feelings and emotions, making this precept remaining in force for us too.

Cognition and emotion are seen as two basic forms of knowledge which interact among them in order to build the mental life of the human beings (Salovey & Mayer, 1990: 16-17) and, thus, it has no sense to work them separately. Moreover, other authors like Fontaine (2000, quoted by Gallardo, 2007: 152) emphasise that cognitive development is dynamically related to emotions and because of this; intellectual as well as emotional meaningful learning should be constructed in the school.

In this sense, with the LOMCE (2013), the English as a Foreign Language (EFL henceforth) area has become a core subject in the curriculum and the acquisition of communicative competence is one of its most important objectives in Primary Education both in Spain and Europe. This is due to the fact that we live in a globalised and plurilingual society in which mutual understanding is essential and the knowledge of a single language (e.g. Spanish) does not suit all the personal and social requirements. In this regard, language is seen as a way of

understanding both the world and the relationships among people (Council of Europe, 2001: 1-8).

Therefore, it is because of this relationship between learning the linguistic code of a language -which might be traditionally considered as a purely cognitive activity- and learning a language as a means of expression of emotions, feelings, likes and dislikes, etc. which makes the study of Emotional Intelligence (EI henceforth) and its influence in students' language proficiency relevant. Besides, according to Krasnor (1997: 111-123) in her theory about social competence, in order to interact effectively in the school it is necessary to have acquired and, therefore, dominate certain basic abilities like social, emotional and cognitive skills and the study of EFL integrates all of them.

In addition, in spite of the importance of this topic at school and personal levels, there are not any similar researches in the field that study this specific question since all of them are focused either on EI or EFL proficiency separately. Thus, delving into this topic could be both very beneficial and useful in the educational field since it would alleviate the scarcity of knowledge in this area as well as, ultimately, it would improve both the teaching practice in the EFL area and children's emotional, social, and cognitive development. Besides, the study of EI in relation with the study of EFL proficiency is essential because of their importance in today's world.

In this sense, the main hypothesis of the present study would be that the more EI a student has, the more proficient in a FL such as English he/she is. Thus, from this hypothesis the main objectives of my research are fleshed out. These are the following:

- To determine if there is any significant relationship between EI and EFL proficiency in Andalusian children in Primary Education.
- To analyse if there are significant differences between boys and girls as regards to EI and EFL proficiency.

Finally, bearing all this in mind, the research project is arranged in the following chapters: Literature review, in which we can find a review of the historical evolution of the EI concept, the Four-Branch Model of EI developed by Mayer and Salovey in 1997, and the EI in the school context taking EFL proficiency as a relating factor; methodology; results and discussion; limitations of the study and lines for future research; conclusion; a list of all the references used to ground the present research study; and appendices.

2. LITERATURE REVIEW

2.1. Historical evolution of the EI concept

Traditionally, the concept of intelligence has been one of the most relevant and important terms studied in the different psychological theories and, as a result, in the different works developed in this field of study. The complexity and abstraction that define this construct have stood in the way of the identification of its fundamental components as well as in the explanation of its functioning. It is so much so that, over the years, many theories have been created in this respect and each of them has approached the concept differently. It is for this reason that it is not strange that there has been a considerable disagreement among researchers as concerns to the definition and theoretical delimitation of this complex term (Molero, Saiz, & Esteban, 1998: 12-30).

Moreover, we should add to this abstraction the confusion generated by the widespread use of the intelligence concept at different levels in which the term has been used indiscriminately without noticing the substantial meaning differences in its core (Scarr & Carter-Saltzman, 1989, quoted in Molero et al., 1998: 22). This is why Marina (1993), also quoted in Molero et al. (1998: 22), explains in his theory that we should not use the term of intelligence in order to refer to all the possible ways of intelligence; grouping theories according to whether they refer to computational processes or to several activities aimed at a given objective.

In this spirit, many authors have confirmed that, after years of investigation, it is extremely difficult to come up with a definition of intelligence that suits everyone. Nevertheless, Hutter & Legg (2007: 9), identify some common aspects in most definitions which allow us to slightly approach this concept. Thus, according to them, the common traits of the intelligence definitions would be:

- The ability of successfully reaching the target goals
- The successful interaction with the context in its broadest sense
- The flexible adaptation to both different goals and contexts

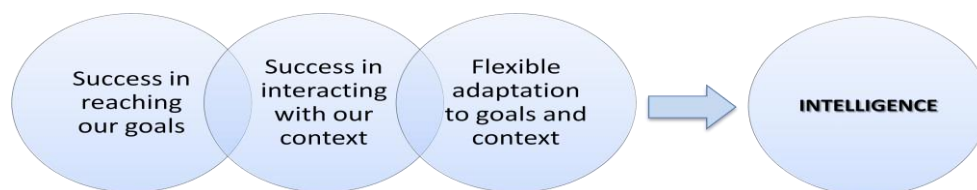


Figure 1: Common traits of intelligence definitions (Hutter & Legg, 2007: 9).

However, that said and in spite of the difficulties, during the past few years, we have witnessed a great development of the concept. Gradually, there have been developed many brand-new theories which have introduced new facets or sides of the intelligence concept. It is from this turning point that simplifying this term, as had been done so far, is avoided so as to provide it with the inherent complexity that belongs to it; thus leading to a closer notion to reality.

At this point, it may be said that, with the Multiple Intelligences Theory of Howard Gardner (1983), the scientific investigation on the intelligence concept entered a new phase. It started to be addressed from a different point of view, a more complete and broad perspective than that of the rest of studies done to date (Molero et al., 1998: 23-24). Besides, despite the criticism made by authors such as Larivée (2010) quoted in Andrés-Pueyo (2010: 129), who attacks Gardner's theory for considering it lack of innovation, it cannot be denied that it has meant a great impact in the educational field (Andrés-Pueyo, 2010).

The Multiple Intelligences Theory tries to avoid the rigidity of the intelligence tests which only measure a tiny part of it (Gardner, 1983; 1993) and create classifications and differentiations between smart and stupid people, that is to say, between competent and inadequate people in order to occupy a specific place in society only by taking into account the Intelligence Quotient or IQ (Ovejero, 2004: 153-154; Aguilar, Arroyo & Meléndez, 2012: 8-9). Therefore, Gardner (1983; 1993) leaves aside the concept of intelligence as a unitary construct and starts to use the concept of multiple intelligences with the aim of emphasising, enhancing, and highlighting the different capabilities of human beings (Molero et al., 1998: 24).

Thanks to this breakthrough in the conception of intelligence the concept of EI appeared, first coined by Salovey and Mayer in 1990 (Molero et al., 1998: 25; Buitrón & Navarrete, 2008: 3; Giménez-Dasí & Quintanilla, 2009: 371). Understood as a combination of abilities which unify cognition and emotion so as to facilitate the processing of the information that comes from the outside (Mayer and Salovey, 1990: 5), Goleman (1996), several years after the appearance of this concept, recovered the term of EI and gave it a dissemination in the educational field so far inexistent (García, 2003: 143-145; Leal, 2011: 9-11; Mestre, Guil, Brackett, & Salovey, 2008: 3). Nonetheless, Goleman (1996) adapts the EI concept considering it as the capability of recognising our own feelings and those of others as well as of managing them in different contexts so as to establish good social relationships.

It may be said, thus, that there are several aspects in which these experts coincide, but that, fundamentally, they differ with regard to their standpoint: whereas Goleman (1996) approaches the EI concept taking into account a mixed model in which he includes personality traits, social and emotional competences, as well as motivational aspects grouped together; Mayer and Salovey (1990) explain this concept taking into account an ability model in which a more restricted point of view stands out (Mayer, Salovey, & Caruso, 2000: 396-403; Fernández-Berrocal & Extremera, 2005: 64-70; Leal, 2011: 9).

Nowadays, the EI term is widely used and studied in different fields of study. This fact has contributed with its own nuances to the concept and, in this sense, it is important to consider three main issues:

- The EI term has been re-coined in the last few years as Emotional Competence, both terms being equally used (Giménez-Dasí & Quintanilla, 2009: 371). However, even though, in general, the meaning of both terminologies is the same, it all depends on which aspects we want to highlight. For instance, Salovey and Mayer (1990), with their initial definition, brought to light a special interest in binding together the concept of emotion and that of intelligence worked in scientific literature, considering that human beings are the result of the integration of both cognition and emotion (Gardner, 1983) since the continuous combination, interrelation, co-dependency, and collaboration that exists between these two kinds of knowledge is the one which marks our existence (Casado & Colomo, 2006: 1-2; Mestre et al., 2008: 4-19).
- Again, as it happens with the concept of intelligence, there also exists a considerable diversity and variety of opinions as regards the delimitation of the meaning of the emotion concept (Mayer, Salovey, Caruso, & Sitarenios, 2001: 233-235). This phenomenon may well be because both constructs belong to a field in which it is very difficult to research as well as, at the same time, they contain certain characteristics and peculiarities, such as their abstraction, that make them difficult to study (Chóliz, 2005: 3-4). In this regard, according to Salovey and Mayer (1990), emotions assist us in solving problems as well as in adapting to a specific context. On the other hand, Goleman (1996) states that emotions are stimuli to take action and that they imply a conscious experience as well as physiological activation. Therefore, even though each definition observes different aspects of reality, both of them are complementary and give shape to what we know as emotions (Fernández-Berrocal & Extremera, 2005: 67-68).

- Finally, it is essential to highlight that emotions are seen as the result of the combination of the different relationships that we maintain with our specific context and that, at the same time, these relationships constitute the foundation of our own emotions (Mayer et al., 2001: 233-234). This fact could be referred to as a vicious circle. In addition, it is thanks to our emotions that our experiences in life have sense and meaning as well as they motivate us to act in a given way (Lazarus, 1991 quoted in Gabel, 2005: 9). There exists, therefore, a strong relationship between our emotions and the context in which we are immersed since they contain useful information about our social relationships and vice versa (Mayer et al., 2001: 233-234).

Therefore, bearing all these aspects in mind as well as the purpose of our study, we will focus this research on Mayer and Salovey's work since they offer a more restricted vision focused on the relation between emotions and our cognition and ability to do something, which is significantly related to our line of research.

2.2. Mayer and Salovey's Four-Branch model of EI (1997)

Thus, based on Mayer and Salovey's definition of EI (1997) and, this being one of the most widespread definitions, EI is understood as "the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." (Mayer & Salovey, 1997: 10).

This definition is situated, therefore, in a model from which both the capacity of thinking and reasoning about our own emotions, and the capacity to improve our reasoning and processing of information through the awareness of our own emotions are emphasised. The combination and interrelation between cognition and emotion is, consequently, bidirectional since both cognition and emotion assist each other in making effective interpretations of reality; prompting, at the same time, a successful adaptation to our context (Mestre et al., 2008: 5-18).

All these abilities -namely: perception, appraisal, and expression of emotion; emotional thinking facilitation; understanding and analysing emotions; and reflective regulation of emotions- are embodied in the so called Four-Branch Model of EI, in which the different EI levels are encompassed, these levels being hierarchically ordered from the most basic item to the most complex one or, in Mayer' and Salovey's words, the four branches are "arranged from more basic psychological processes to higher, more psychologically integrated

processes” (Mayer & Salovey, 1997: 10). In this sense, the four branches of EI are said to be integrated with the rest of personality traits of which a human being is composed of.

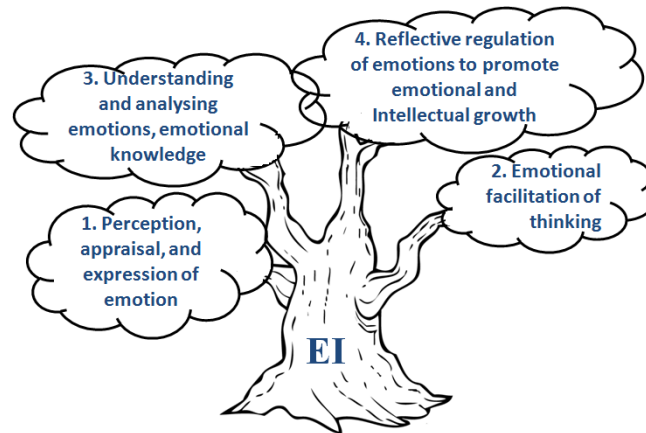


Figure 2: The four-branch model of EI (Mayer & Salovey, 1997: 10).

Besides, at the same time, each of these branches is composed of a subset of four sub-abilities which are the most representative ones of its own branch. In the same way as the four main branches, these sub-abilities are arranged according to two criteria: complexity and chronological order of their appearance (Mayer & Salovey, 1997: 10). In addition, it is important to mention here that everyone has the possibility of developing them either to a greater or lesser extent throughout their life (Boyatzis, 2000: 2-10).

On this basis, Mayer and Salovey’s (1997) Four-Branch model would be constituted in the following way:

2.2.1 Perception, appraisal, and expression of emotion

This is the simplest and most basic branch of the model. According to Mayer and Salovey (1997: 10), this branch “concerns the accuracy with which individuals can identify emotions and emotional content”. Thus, the mastery of all the sub-abilities of this branch implies identifying, differentiating, and recognising adequately emotions as well as their content both in ourselves and in other people (Mestre et al., 2008: 4-5).

In this sense, the first and the second sub-abilities entail paying attention to and recognising both facial expressions and body language as well as identifying the tone of voice of a person when he or she is trying to communicate something or, simply, express him or herself. Dominating these two sub-abilities, thus, implies being aware of the physiological and cognitive sensations which, in a given way or point, may trigger a specific emotion both in us

and in other people (Fernández-Berrocal & Extremera, 2005: 69). As we can see, these two sub-abilities are extremely interrelated between them since people who are better at recognising their own emotions, are also better at recognising those of others (Mayer et al., 2000). These two sub-abilities may be considered as the origin of empathy (Fernández-Pinto, López-Pérez, & Márquez, 2008: 284-287).

On the other hand, the third sub-ability is referred to the correct expression of emotions and the specific needs that revolve around them. Having acquired this kind of ability allows us to interact and adapt ourselves to our immediate context in such a way that we are able to achieve a better awareness of ourselves, other people and, at the same, let other people get to know us better (Mestre et al., 2008: 6). Besides, once we dominate all these three sub-abilities, we are ready to differentiate true emotional expressions from those which are false since we already know how to interpret them correctly. This, therefore, would be the fourth sub-ability.

Another important aspect to take into consideration here is that, during the first period of our life, we need to learn to develop and manage the entire combination of sub-abilities that form the first branch of the EI model since, if we would not achieve that, we could not progress, evolve or reach the most complex ones (Mayer & Salovey, 1997: 12). It is for this reason that the development of these four sub-abilities is made patent during the early childhood (Mestre et al., 2008: 7), which, according to Piaget's (1964) point of view, is the period in which children begin to experiment an increasing balance as well as an emotional development promoted by the emotional attachment that exists between the caregiver and the child.

2.2.2 Emotional facilitation of thinking

This branch of EI is mainly characterised by being significantly different to the rest of branches since in this branch emotions are oriented at improving reasoning and cognition; whereas in the other three branches cognition is said to work in favour of emotions (Mayer et al., 2001: 234). Consequently, in this branch, emotions are thought of as active facilitators of thinking which take part in those cognitive processes that assist us in directing our attention, processing information, and facing our problems in the best possible way (Mestre et al., 2008: 7-8). Thus, in Mayer and Salovey's (1997: 12) words, "emotional facilitation of thinking concerns emotion acting on intelligence; it describes emotional events that assist intellectual processing".

In this regard, the first sub-ability brings to light that emotions help us to focus our attention on what really matters to us at a given moment (Fernández-Berrocal & Extremera, 2005: 70). Thus, as people mature, emotions start modelling and improving our cognition by means of the selection of a focus of attention (Mayer & Salovey, 1997: 12-13). However, as we grow up, our intelligence develops and so do our problems, which tend to be increasingly complex. In this regard, the manner in which we try to solve these problems depends to a great extent on our emotional abilities; these being an indispensable requirement in the decision-taking process (Arana et al., 2011: 25-27).

In the same way, once we are able to focus our attention on a specific objective, we will be able to both take decisions and consider different alternatives in a more accurate and reasoned way or, in other words, in a more “intelligent” way taking into account the feelings aroused. This, therefore, would be the second sub-ability of this branch and it is considered a very important skill to be developed throughout our life since it allows us to experiment or imagine emotions without living a given situation in the first person -empathy- and think about how we would feel so that we can take the right decision. Besides and without forgetting that all the branches are intrinsically related among them, it could also be stated that people who perceive and are aware of their own emotions -first branch of abilities of EI- tend to take the right decisions throughout their lives too since they are able to identify their meaning and act according to them (Mayer & Salovey, 1997: 12-13).

On the other hand, the last two sub-abilities of this branch reveal how different moods may influence the way in which we see our life or, in particular, some situations (Mayer & Salovey, 1997: 13). In this way, the third sub-ability highlights how different moods can help us to adopt different points of view regarding the same situation, in such a way that a good-humoured person and a bad-tempered or sad person would react and see the same situation or problem differently (Mestre et al., 2008: 8-9). For instance, according to Harter (1993), the same social situation may generate very different feelings in children with a low self-esteem -who would be pessimistic when it concerns making new friends- and those with a high or good self-esteem -who would be optimistic as regards their social skills-. Whereas the former may feel anxious and shy, the latter will probably feel confident and comfortable in social encounters and, consequently, face the situation in different ways. Finally, the fourth sub-ability emphasises that the more optimistic a person is, the more prone to be creative he / she is (Barrera, Cimarro, Paricio & Selfa, 2012: 1-3; Mayer & Salovey, 1997: 13; Mestre et al., 2008: 9).

2.2.3 Understanding and analysing emotions, employing emotional knowledge

This branch makes reference to the comprehension and understanding of emotions as well as to the capacity to use emotional knowledge and its awareness to develop several intrinsic skills (Mayer & Salovey, 1997: 13). Again, it is important to emphasise here that, being able to understand and get to know our own emotions enables us to understand those of others which, as we analysed in the first branch of EI, is very important for the correct development of empathy (Fernández-Pinto et al., 2008: 285-287). In addition, the development of this emotional comprehension is highly conditioned by the different staggered progresses that take place both in the social and cognitive spheres (Mestre et al., 2008: 9-10).

On this occasion, the first sub-ability starts to develop during the period in which we begin to master the language. It is from this turning point in our lives that we start being able to define and label what we feel and, thus, differentiate a specific emotion from another one; stating possible relationships among them too. For instance, as Mayer and Salovey (1997: 13) state, “many emotions form sets along continua of intensity. The child begins to recognise similarities and differences between like and loving, annoyance and anger, and so on”.

However, how do we learn the meaning of emotions? This process is related to the second sub-ability of this branch. Thus, according to Mayer & Salovey (1997: 13), the meaning of the different emotions is learnt in a contextualised way and, more specifically, in the context of our social relationships. In this regard, children start to socialise during the early childhood within a familiar context in which their family nucleus is included (Piaget, 1964). Thus, in the first instance, this sub-ability starts its development thanks to the relationship between the child and their parents and siblings, if any, and it keeps developing throughout his / her life in different social contexts such as the school, university, work, etc.

Besides, as we mature, we acquire the third sub-ability of this branch and we realise that there exist more complex feelings and emotions that combine different feelings with each other (Mayer & Salovey, 1997: 14). A good example would be that proposed by Fernández-Berrocal & Extremera (2010: 48) in which they explain that, for instance, jealousy is a fused mixture between love and fear of losing someone beloved. This kind of feeling is typical among older siblings when they realise that they have to share their parents with their new little sibling so they will have to learn to manage it in the best possible way.

Finally in this branch and related to the complexity of both our emotions and the situations that generate them, the fourth sub-ability would be referred to reasoning about the relationship between the different emotions as well as to getting to know and understanding which kind of situations can provoke that we pass from one state of mind to another in our interpersonal relationships. Thus, this conscious reasoning about emotions is essential for acquiring EI (Mayer & Salovey, 1997: 14).

2.2.4 Reflective regulation of emotions to promote emotional and intellectual growth

Finally, the most complex branch of EI implies a conscious regulation of emotions and feelings which prompts, at the same time, our own emotional and cognitive growing as well as that of others (Mayer & Salovey, 1997: 14; Mayer et al., 2000: 401). Therefore, first of all, in order to achieve this aim, we need to be receptive to all our emotional reactions; including, thus, both our positive and negative emotions. All our emotions and feelings are necessary since they all have a specific function. Besides, as it is emphasised by Mayer & Salovey (1997: 14), we need to pay attention to all our feelings since this is the only way we have to learn about them and improve our self-awareness.

On the other hand, throughout our maturation process, we learn that there are certain emotions that we should not show in public such as, for example, anger or sadness. In this way, while we are learning that feelings can be separated from our behaviours, we also learn how to control the expression of our own emotions in social contexts (Mayer & Salovey, 1997: 14). This would be the second sub-ability of this branch and we can see lots of examples in every aspect of our daily life that imply social interaction or connection either personally or virtually. Facebook, for instance, is a huge social network in which people from all around the world usually only show how happy they are, but they rarely show anger or sadness as they would do in private, since this fact would deteriorate our self-image in front of other people (Toma, 2013: 201-206).

Afterwards, the third sub-ability is developed. It consists in reflecting on our own emotional responses. This reflection, or meta-experiences of mood as they are referred to by Mestre et al. (2008: 12), is composed by two distinct processes: meta-evaluation of emotions, which consists in analysing our emotions and its degree of influence, and their meta-regulation. In this regard, the latter derives in the fourth sub-ability of this branch, which is the conscious regulation of feelings and emotions. With this emotional regulation, individuals try to improve their emotional states of mind and, as a result, favour their thinking through different

strategies that allow us to diminish those feelings considered as negative as well as to highlight those considered as positive without exaggerating or minimising their importance in our lives (Mayer & Salovey, 1997: 14). Additionally, since its origins, the concept of emotional regulation has attracted the attention of many scholars in this matter due to the benefits which it could bring to all the aspects of our life (Goleman, 1996).

In contrast, with regard to the social aspect of this branch and its sub-abilities, namely, the regulation of emotions in other people, it is necessary to underline the important role that it plays when it concerns providing assistance to other people or, in other words, being prosocial (Mestre et al., 2008: 12-13). This kind of behaviour implies positive social consequences for both the person who puts it into practice and the person who receives the assistance since plenty of beneficial behaviour is generated so as to build and endure a solid social network (Moñivas, 1996: 127-139). It is for this reason that many authors argue that there is a close relationship between a reflective regulation of emotions and some social competences and behaviour (Giménez-Dasí & Quintanilla, 2009: 361-366).

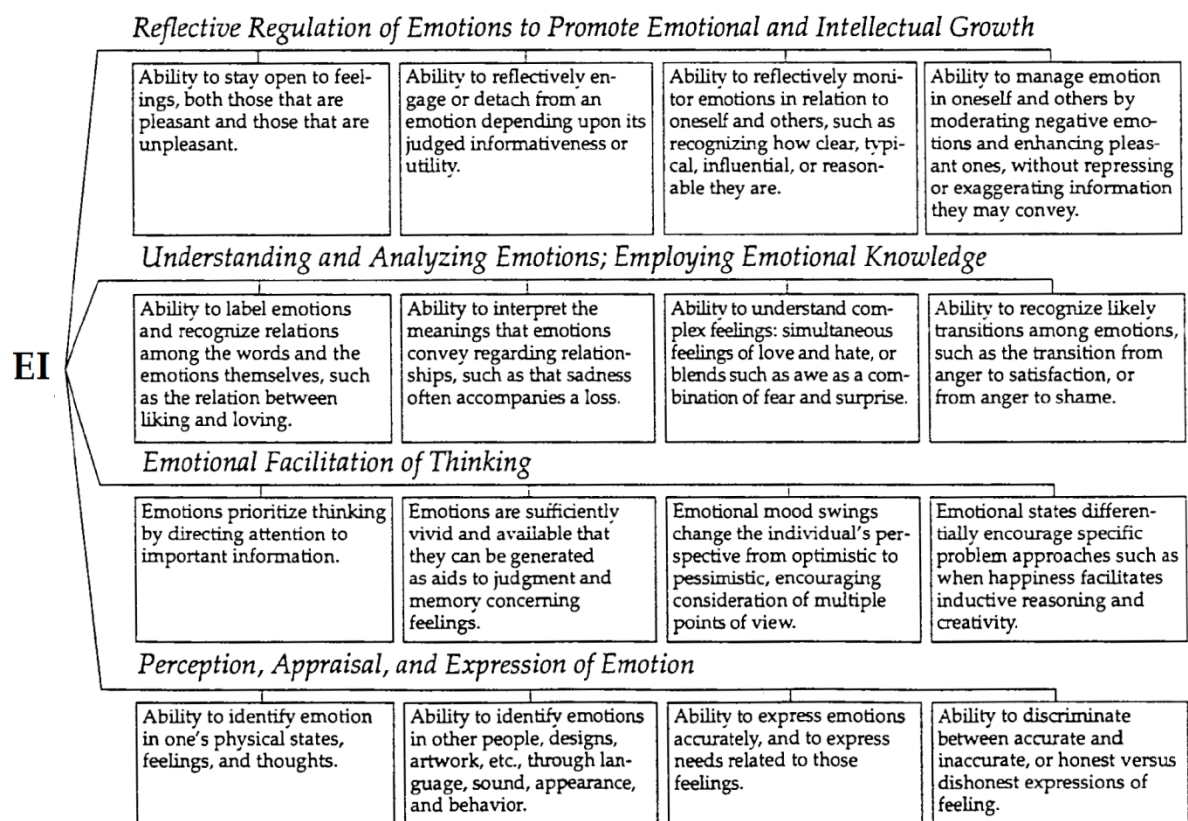


Figure 3: Summary of the four-branch model of EI and its sub-abilities (Mayer & Salovey, 1997: 11).

Bearing all this in mind, Fernández-Berrocal & Ruiz (2008: 429-431) point out that people who are emotionally intelligent, not only are they smarter and cleverer than people who are

not when perceiving, using, understanding, and managing their own emotions; but they are also able to extrapolate those abilities in favour of others and, nowadays, this is an essential value to acquire.

2.3. EI in the school context: EFL proficiency as a related factor

Taking into account all the benefits that developing all the EI abilities, strategies, knowledge, and skills both in the cognitive and social spheres means, it is essential to analyse, therefore, the most important context for children in which social, emotional, and cognitive aspects converge, i.e.: the school context (Extremera & Fernández-Berrocal, 2003: 104-108). Thus, it is necessary to deal with the role that the school context plays in the development of EI in children and vice versa, since it is they who will have to confront different situations in their daily life (e.g. making new friends, doing a exam, learning to behave appropriately in class, etc.) in which they will have to use all the emotional abilities and knowledge at their disposal so as to achieve a good and healthy adaptation to school (Fernández-Berrocal & Ruiz, 2008: 431-433).

In this regard, the schooling process occupies a very significant place in our psychosocial development and, in the same way, the school is considered one of the most important social institutions, if not the most, in children's life. This is because the school context, in general, is the most relevant context in which children start developing and putting into practice their social, emotional, and cognitive skills (Gallardo, 2007: 151-157). In other words, after the family, it is in the school context where children start developing their social identity, which, at the same time, is intimately related and linked to the emotional and cognitive characteristics that, while it may appear redundant, characterise us (Krasnor, 1997: 111-123).

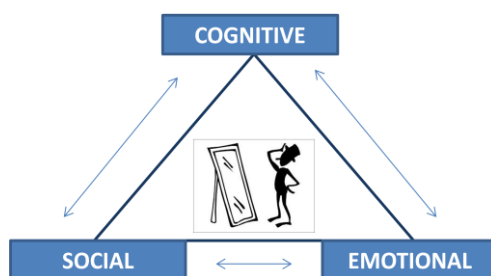


Figure 4: Relation between social, emotional, and cognitive aspects (Krasnor, 1997: 113).

Besides, as it is pointed out by Goleman (1996), the combination and balance between all these components -namely: social, cognitive, and emotional aspects- together with our personal experiences result in the singular and complex kind of people that we are nowadays

as well as it may determine the success or adaptation to a specific situation or context. In addition, as can be observed, this success in the adaptation to different situations and contexts is related to the common traits of “intelligence” fleshed out by Hutter & Legg (2007: 9), all these aspects being in continuous relation.

Thus, if we take into account all that has been discussed above, we can affirm that the period of Primary Education, which comprises the education of children from 6 to 12 years old, is an essential period of time in our lives in which both meaningful and noteworthy changes as well as several consolidations happen regarding all the three aspects mentioned before (Piaget, 1964; Gallardo, 2007: 151-157).

However, despite the importance of all these aspects within this period of time, it seems that, at school, the only important aspect to take into account is the cognitive one. It gives the impression that, throughout all the levels of the so called formal education, it is forgotten that human beings are composed of something more than cognitive aspects (Carrera & Coello, 2014: 1-2), the number of hours of the so considered “not so important” subjects (e.g. Art and crafts, Music, Physical Education, etc.) being reduced to a minimum in favour of “the most important” and cognitive ones, namely: Mathematics, Language, or Science. In this sense, if we make a comparison between the teaching hours of Mathematics and Physical Education in 4th grade of Primary Education in Andalusia, we will discover that whereas the latter is taught 6 hours per week, the former is taught 3 hours (Royal Decree 126, 2014; Gabinete Técnico of UGT-FETE Enseñanza, 2014: 10-12).

In this regard, generally, achieving school success means passing generalised tests designed for “the most important” subjects, which are those subjects that imply a higher level of abstraction and cognitive thinking¹, so as to check the acquisition of both specific and general objectives as well as to supervise if children have acquired the given contents, leaving aside their own personal characteristics. Thus, in this context, the ensemble of academic results is translated into numeric data which, at the same time, denote the academic achievement of a student (Orden, 1991: 14-15). A good example of this kind of tests would be the standardised tests imposed by the LOMCE (2013) for 3rd and 6th grades of Primary Education or those carried out by the Organisation for Economic Co-operation and Development (OECD), generally known as the PISA tests, which measure different areas of knowledge in students all

¹ It refers to the use of certain skills and mental activities that allow us to perform tasks such as learning, understanding, remembering, reasoning, etc. (VanSickle & Hoge, 1991: 152-153).

around the world in order to make a report about both their strengths and weaknesses in a specific education system.

Nevertheless, Edel (2003: 1-4) points out that, sometimes, it happens that a person may have a lot of cognitive intelligence or memory and, nonetheless, does not obtain good academic results. It is for this reason that it seems essential to analyse another type of variables that do not necessarily have a relationship with purely cognitive or intellectual aspects. In this way, there has been developed a huge amount of studies in different fields in which it has been demonstrated that the academic success or failure of a student at school depends to a great extent on factors that do not have any relationship with the cognitive intelligence itself (Edel, 2003: 12-13; Fernández-Vilar, Carranza-Carnicero, & Ato-García, 2012: 892-894; Urquijo, 2002: 211-213).

In this sense, over time, the EI concept has become an important part of the educational interests. In this way, those factors which are considered as relative to the emotional abilities are increasingly relevant since they are said to determine both the type and quality of the social relationships that we may have, our cognitive processes and abilities, and our level of psychological wellbeing (Salguero, Fernández-Berrocal, Ruiz-Aranda, Castillo, & Palomera, 2011: 144-146; Fernández-Berrocal & Extremera, 2013: 36-37). Therefore, EI would affect, for instance, the way in which we try to solve a dispute or problem, our capacity of mutual empathy, or the manner in which we take a decision and concentrate on studies (Fernández-Berrocal & Extremera, 2013: 36-37).

According to Order ECD/65/2015, it is not until the inclusion of Key Competences², first, by the UNESCO in 1996 and, then, by the Council of Europe in 2000, that the educational community starts thinking about an integral development of children in the school context in which, from that point, not only is it aimed at educating children as concerns the cognitive sphere, but also at educating them in an integrative and globalised way for achieving, eventually, lifelong learning (European Communities, 2007: 1-3). However, a great deal still has to be done in this regard since, in spite of the efforts made in order to modernise the school institution as regards, for instance, ICTs, more or less the same traditional institution remains, which only takes care of the cognitive sphere (Butt & Gunter, 2009: 145-149)

² Also called Basic Competences within the LOE (2006) in which 8 of them were differentiated, whereas within the current education law, LOMCE (2013), 7 can be distinguished, namely: Linguistic Communication Competence, Mathematical and Science and Technology Competence, Digital Competence, Social and Civic Competence, Expression and Cultural Awareness, Learning to Learn Competence, and Sense of Initiative and Entrepreneurship Competence.

whereas it does not pay attention to the development of emotions which, following the ideas of Punset (2006), are the essence of human beings.

Therefore, if we want to form human beings developed in all senses so that they are fully prepared for today's world and not only "thinking machines", the school institution and the teaching-learning processes in which children are immersed need to take into account more than mere cognitive aspects (Goleman, 1996). In this regard, educating in emotions has become increasingly important and it is patent that, among all the Key Competences to be developed during Primary Education, Emotional Competence should also be included in the curriculum as it has been included, for instance, in the Autonomous Region of Castilla-La-Mancha (Santamaría, 2010: 81).

In this sense, the implementation of emotional education programmes would favour students' psychological, emotional, social, and, eventually, academic wellness; reporting benefits to all the facets of students' life since emotions have a strong influence in aspects such as conflict resolution, attention, or motivation (Collell & Escudé, 2003: 8-10; Morales & López-Zafra, 2009: 74-76; Santamaría, 2010: 82-84). A good example of this kind of programmes would be that designed by Vallés (1999) named SICLE and quoted in Morales & López-Zafra (2009: 75). Besides, among all the benefits of including Emotional education programmes at school, Mayer & Salovey (1997) also remind us of all the assets that a good EI would imply in the development of children's cognitive abilities indistinctly of the subject they are taking at the moment.

Thus, focusing all our attention on FL proficiency and its relation with the development of the EI abilities as well as on the influence that those abilities may have in EFL proficiency, it is important to highlight here that, according to Ellis (1994), there exist a number of studies that point out that there are some differences between boys and girls at school performance in this regard. First of all, whereas boys are said to be better at subjects such as Maths or Science, girls seem to obtain higher punctuations with regard to the linguistic skills (OECD, 2012); materialising, in this way, traditional stereotypes. Besides, girls also outperform boys as regards the quality of their language learning process. However, these findings raise some questions such as why girls seem to outperform boys with regard to language learning (Heinzmann, 2009: 19) or, in our case, does the level of EI have any influence in this respect?

According to several studies, motivation is emphasised as one of the most important factors to be taken into account since it is considered the engine of language learning. Nevertheless,

although some differences have been found as regards motivation for learning languages between boys and girls, it is also highlighted that these differences do not exist for all languages in the same way. For instance, whereas there are differences between boys and girls as regards motivation in learning French, English is considered a neutral language (Heinzmann, 2009: 20-21).

On the other hand, other studies suggest that the differences between a higher linguistic performance in girls and a lower performance in boys may be related to EI factors and abilities. In this way, some experts in this matter state that there is the possibility that these differences in language learning and performance in favour of girls are related to the fact that girls also possess a higher development of EI skills and abilities (Goleman, 1996: 12; Mestre, Guil, Lopes, Salovey, & Gil-Olarte, 2006: 112-113; Mestre et al., 2008: 19) and that these abilities, at the same time, are specially linked to language because of its relation with the expression, communication, and comprehension of emotions (Mestre et al., 2008: 4-18; Fernández-Berrocal & Extremera, 2010: 48).

In addition, it is interesting to add here that necessary factors to learn a language such as motivation, interest, and empathy towards other people (Ellis, 1994; Heinzmann, 2009: 19-21; Krashen, 1982) are extremely connected with our emotional side since it is essential to have emotions so as to experiment either motivation, interest or empathy (Goleman, 1996). Moreover, those feelings and states of mind are intimately related to the learning of a FL since learning a FL implies putting oneself in others' shoes, and being motivated and interested in getting enough exposure to the language (Ellis, 1994; Krashen, 1982).

Finally, but not less important, a related concept here would be that of “affective filter” developed by Krashen (1982). This concept refers to the fact that affective or emotional factors, mainly classified into three categories (e.g. motivation, self-confidence, and anxiety) may act as barriers or facilitators of second language acquisition. In this way, the lower our affective filter is, the more language we will acquire. Nonetheless, Krashen (1982: 30) also makes a distinction between acquisition and learning³, stating in this sense that “these attitudinal factors relate directly to acquisition and not learning”.

Notwithstanding, although the relationship between EI abilities, the school context, the curriculum in Primary Education, and students' cognitive features and personality traits is

³ Whereas acquisition is seen as an unconscious and natural way of developing knowledge of a language, learning is seen as a conscious, guided, and voluntary process (Krashen, 1982: 30).

more clear than ever, Krashen (1982) studies both the concepts of learning and acquisition and their respective relation with the affective filter, but neither he nor his colleagues cover the possible relationship between the affective filter and FL proficiency. Therefore, in this sense, there is still a lot of work to do since there is not much scientific literature or information regarding this topic and its possible implications.

Besides, if we think about today's world, we will discover that we are witnesses of a deterioration of the emotional abilities that characterise us and that affect children both in and outside the school context (Fernández-Berrocal & Ruiz, 2008: 429-431). Thus, apart from the rest of benefits that researching on this question may carry, it will allow us to reflect on the importance of educating and taking care of our emotions in a multicultural world where we are ultra-connected and speaking more than one language has become a pressing necessity, but it is increasingly difficult to find balanced people (Goleman, 1996; Council of Europe, 2001: 1-8).

3. METHODOLOGY

Once the importance of EI throughout children's life and, more specifically, in the school context and its relation to EFL proficiency have been highlighted, the different aspects that make up the empirical work of this research are fleshed out as follows.

3.1. Research design

Therefore, since we want to study the possible relationship between EI and EFL proficiency, a correlation methodology has been chosen. Besides, according to the general framework, this research is said to be an applied research since the theoretical knowledge at our disposal has been used in order to answer a specific question with direct applications to the school context. In this regard, the source of information has been both several bibliographical references and the group of students themselves too; it is for that reason that this is a primary research study. Besides, according to the approach, it is also an analytic investigation since we only take into account EI as unique factor so as to study its influence on EFL proficiency. Therefore, it is an example of deductive research too since we part from a particular hypothesis and we will try to search for evidence either that prove or refuses it.

In addition, the present investigation is quantitative in nature. This kind of research is characterised by working with "hard" data, which is no other than working with data from numbers or graphs generated from questionnaires, sensors or devices such as Excel. It is objective and factual too and, thus, it has no place for a subjective interpretation since it is based on and analysed by means of descriptive statistics. Besides, the data that result from it can also be generalised to similar contexts. Moreover, it is a quasi-experimental and cross-sectional study since it has been carried out in a classroom at a single point of time.

3.2. Sample

In order to develop the present study, two public schools of the Autonomous Region of Andalusia have been chosen; one of which is located in Seville, whereas the other one belongs to a coastal village of Malaga. Both of them are schools of only one line. Besides, due to limitations of time, only 4th and 5th graders have so far been assessed. Thus, these two courses have been chosen and no others because of two reasons: they have already had sufficient experience and contact with the FL in question, in this case, English and they are more grown-up than children in lower courses, but they are not considered to be

preadolescents yet with all the behavioural, emotional, social, and cognitive changes that this fact implies (Casas & Ceñal, 2005: 20-22).

Therefore, a total of 89 students between 9 and 11 years old has been studied and analysed; of which 45 are studying 4th grade, whereas the other 44 are in 5th grade of Primary Education. Besides, there are 47 girls and 42 boys. Thus, the classrooms are divided in the following way:

4 th grade of Primary Education	5 th grade of Primary Education
Seville: 22 students	Seville: 23 students
• Girls: 10	• Girls: 12
• Boys: 12	• Boys: 11
Malaga: 23 students	Malaga: 21 students
• Girls: 14	• Girls: 11
• Boys: 9	• Boys: 10

Table 1: Sample classification

Finally, it is important to underscore here that all the students, except for 2 Rumanian brothers who live in Spain since they were 5, are Spanish children so, in general, all of them have the same handicaps when it concerns learning a FL language such as English. Besides, both schools are characterised by being located in a medium-low socioeconomic context since almost all the families living there work in the countryside and have not studied at university.

3.3. Variables

On the other hand, with regard to the variables, this study takes into account four kinds of variables. These are the following:

- Dependent variables:
 - EFL proficiency; taking into account listening, speaking, reading, and writing skills.
- Independent variables:
 - EI

- Moderator variables:
 - Socio-cultural background
 - Gender
 - Type of school (public)
 - Exposure to English outside school
 - Setting (rural)
 - Province
 - Linguistic competence of the teacher
- Subject variables:
 - Age

3.4. Instruments

Therefore, in order to obtain accurate results for the study, the following instruments have been used taking into account their suitability to our outcomes. In this way, the instruments used for the analysis of the variables mentioned above are:

- Socio-demographic instrument:
 - Socio-demographic scale (Appendix 1): prepared ad hoc; it presents a series of specific questions regarding gender, age, course as well as the school in which they are registered. Besides, it also includes questions relating to their families (e.g. parents' level of studies, parents' occupation, number of siblings, etc.). Thus, this is considered to be a closed-ended questionnaire since students have to choose between different answers and a Likert scale has been used.
- EI instruments:
 - The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT v. 2.0) (Appendix 2): Designed by Mayer, Salovey, and Caruso (2002) and subsequently adapted to Spanish by Extremera and Fernández-Berrocal (2006), the MSCEIT is conceived as an execution test with which the actual current domain is measured as shown throughout the development of different emotional tasks. Composed by 141 items, it is an instrument designed to measure EI, understood as an ensemble of four abilities according to the model designed by Mayer and Salovey (1997): a) perception, appraisal, and expression of emotions; b) emotional facilitation of thinking; c)

understanding and analysing emotions, emotional knowledge; and d) reflective regulation of emotions to promote emotional and intellectual growth. In this way, participants are asked to carry out a total of 8 activities related to all the four abilities, that is to say, 2 activities for each ability. In general, the MSCEIT provides a general punctuation, two of them referred to strategic and experiential areas, four punctuations referred to emotional abilities, and punctuations referred to all the sub-abilities. The MSCEIT is the most widely used test in EI investigation since it presents several advantages that become useful for measuring this construct in an objective way (Mayer et al., 2000: 238-241; Extremera & Fernández-Berrocal, 2004: 74-85; Fernández-Berrocal & Extremera, 2010: 45-49; Salguero et al., 2011: 146-147). However, it is important to mention here that, although the description of the activity to be carried out is given, the actual design as well as the Likert scale for each activity has been self-elaborated since it was impossible to access to an actual example of the activities of the test.

A. Caras	.80	.82	Cuatro fotografías de rostros, que debe ser evaluado en función del grado en que están pre-sente cinco posibles emociones: enfado, tristeza, felicidad, miedo, asco, sorpresa y excitación	Escala Likert de 5 puntos: De "Nada en absoluto" (1) a "De manera extrema" (5)
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Figure 5: Example of one MSCEIT v. 2.0 activity in Spanish (Extremera & Fernández-Berrocal, 2004: 67)

- Trait Meta-Mood Scale Spanish Version (TMMS-24) (Appendix 3): This instrument is conceived as a measure of “self-report” based on the perception that a specific individual has about their own emotional abilities. It is based on the TMMS-48, another version created by Salovey, Mayer, Goldman, Turvey, and Palfai in 1995 and adapted subsequently to Spanish by Fernández-Berrocal, Extremera, and Ramos in 2004. The Spanish version is made up of 24 items punctuated according to a Likert scale of 5 points. It assesses three dimensions: a) attention to emotions, b) emotional clarity and c) emotional reparation. Despite its criticism, this is a highly used instrument since it is simple and fast in its implementation when it concerns obtaining punctuations, free and feasible, and it allows to assess emotional conscious and introspective processes considered as one of the most efficient forms for obtaining information about emotional and affective aspects of people (Extremera and Fernández-Berrocal, 2005: 74-85; Fernández-Berrocal and Extremera, 2010: 44-46).

- EFL proficiency instrument:
 - In order to obtain information about the children's level of EFL proficiency, a test (Appendix 4) has been administered in which students have to put into practice all that they know regarding listening, speaking, reading and writing. This test is made up of two activities for each linguistic skill and it has been adapted to the level that children should have at the beginning of 4th and 5th grades since it has been done at the beginning of the academic year. The punctuation in this test has been obtained by marking each question from 0 to 10 points for, eventually, calculating the mean of all the punctuations.

3.5. Data collection

This investigation has been organised into 5 phases with their correspondent activities, developed throughout a period of 6 months. Please, see the following chart (chart 2) so that you can acquire a more accurate vision.

PHASE	ACTIVITY	TIMELINE					
		J	JL	A	S	O	N
1. Literature Review	- Detailed revision and overview of the different theories and studies relating EI and the areas of influence. - Analysis of the factors to take into account within the school context as well as their influence in children's life - Research of the common aspects that EI and EFL proficiency share	X	X	X			

2. Instruments design	- Study of specific bibliography and resources that justify the use of a certain type of instrument - Sample selection - Elaboration of instruments taking into account the students' age			X	X		
3. Instruments administration	- Administration of the different instrument to both schools - Data collection				X	X	
4. Data analysis	- Analysis of the results obtained - Analysis of the EI and EFL relationship					X	X
5. Conclusions elaboration	- Stating conclusions - Summary of conclusions - Stating the limits of the study and lines for future research						X

Table 2: Phases, activities, and overall timeline of the research

Please, note that the instruments used in this research have been previously validated so, it is for that reason that this phase of the study has not been included in our timeline.

3.6. Data analysis

The results obtained have been analysed and compared through the use of descriptive statistics (e.g. mean, median, and mode). These punctuations, taken from the analysis of both the EI tests MSCEIT v. 2.0 as well as the TMMS-24 and the EFL proficiency tests, have allowed us to make a comparative analysis so as to see if there is any significant relationship between a higher development of the level of EI and a higher EFL proficiency. Besides, the results obtained in the EFL proficiency tests related to the four linguistic skills have been translated into a 0 to 5 scale so as to compare them to the level of EI more easily.

4. RESULTS AND DISCUSSION

Bearing in mind both the main outcome of this research project as well as all the information obtained from previous studies that, although they do not share or study our specific topic, are highly related to it and show us the different fields and ways in which the EI influences our lives, this study is based on the hypothesis that the more EI a student has, the more proficient in a FL such as English he/she is. It means that we have looked for either a direct or indirect relationship between EI and EFL proficiency. Therefore, an intelligent person, emotionally speaking, will obtain better results concerning EFL proficiency; whereas a person with a poor development of the EI abilities will obtain worse results.

That being said, in order to check our hypothesis, several objectives have been formulated so as to analyse all the variables involved in the study and obtain, in this way, the most reliable and generalisable results possible so that other studies related to this topic can use them.

In this regard, the following chart contains a comparative summary of the values for each objective, which may be used in order to acquire a better understanding of the results. Besides, the mean, the mode, and the median can be found in table 3 so that it is possible to obtain a more complete, accurate, and general overview of the study.

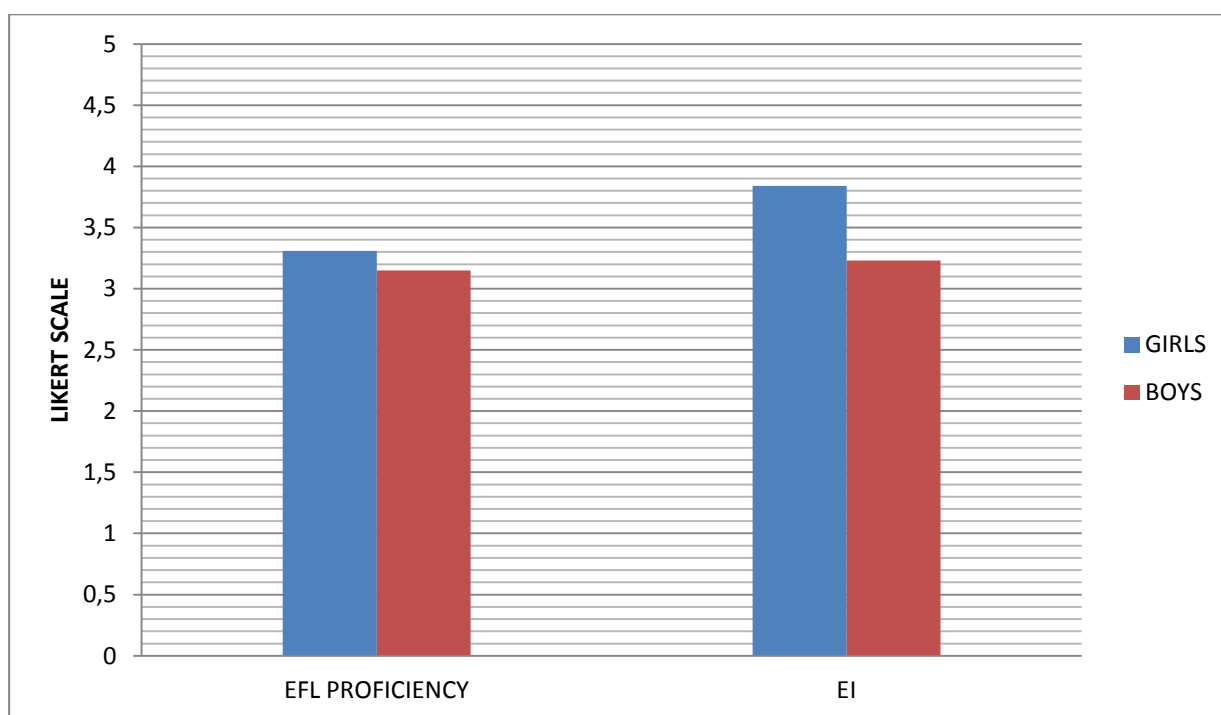


Chart 1: Comparison between girls' and boys' EI and EFL proficiency

	EI		EFL proficiency	
	Boys	Girls	Boys	Girls
Mean	3,23	3,84	3,15	3,31
Mode	2,75	3,5	3	3
Median	2,75	3,75	3	3,25

Table 3: mean, mode, and median

First of all, our first objective was determining if there was any significant relationship between EI and EFL proficiency in two schools in Andalusia with a total of 89 students in Primary Education. In this sense, as can be observed in chart 1, evidence has shown that there is only a slight and soft relationship among them and that, definitely, having a high level of EI does not imply that we will have success in mastering a FL. In this way, in a scale of 5, a girl who has obtained 4,5 points in EI has also obtained a grade of 2,75 in the EFL test in general. Therefore, as we can observe, although her EI is higher than the average at her age, her results in the EFL test are not.

However, this example may be considered an exception since a slight, yet not significant, relationship between the level of EI and the EFL proficiency results can be envisaged. These results coincide with the results obtained by Ferragut & Fierro (2012) in a related study. They stated that there is only a weak relationship, although positive, between the EI level and the academic achievement. On the contrary, this research does not support those studies in which it is shown that there is a significant relationship between the variables of study (Jiménez & López-Zafra, 2009: 73; Fernández-Berrocal & Ruiz, 2008: 424-433; Fernández-Berrocal & Extremera, 2013: 34-36). This fact, nevertheless, could be explained since we have taken into account all the EI aspects together instead of selecting, for instance, one or two. In this sense, according to the aspects of EI that we measure or study, the results might be different (Jiménez & López-Zafra, 2009: 73-74).

On the other hand, our second aim to analyse if there are significant differences between boys and girls as regards EI and EFL proficiency. As can be observed in both chart 1 and table 3, although there are some differences between boys and girls in favour of girls, they cannot be considered significant. For instance, with regard to EFL proficiency they show more or less the same level, supporting authors such as Heinzmann (2009: 20-21) who stated that English

was a gender neutral language. However, more difference can be found between boys and girls as regards the EI level, in which girls show more ability and precision when it concerns recognising, using, and facilitating emotions.

Therefore, as we can observe, although there is a slightly significant difference as for the level of EI abilities between boys and girls, this is not reflected in the same way in their EFL proficiency. Perhaps, if the four EI abilities would have been studied separately in relation to EFL proficiency, we could have obtained more conclusive results. In addition, another possibility would have been to flesh out the linguistic skills too so as to relate each one of them with each EI ability and see the pattern.

Finally, it would be important to highlight here the importance of implementing EI programmes, not only for improving children EFL proficiency, which has not proved a very direct relationship; but for improving children's emotional abilities since it has been demonstrated that, in many cases, they do not know how to use them correctly, especially boys. In this regard, EI programmes would be very beneficial for children's lives, not only in an academic context (Collell & Escudé, 2003: 8-10; Morales & López-Zafra, 2009: 74-76; Santamaría, 2010: 82-84). Besides, after all, we are trying to form and educate children in an integral and globalised way (LOMCE, 2013), and there is no way that we can conceive fully developed human beings without taking into account their emotions and feelings (Goleman, 1996).

5. LIMITATIONS OF THE STUDY AND LINES FOR FUTURE RESEARCH

In spite of the results achieved, the present study also presents, while I may be redundant, several limitations that should be improved in the future. In this way, it might be useful that these limitations are fleshed out as follows:

- **Sample:** In this regard, the sample chosen barely allow us to generalise the data obtained since it is not considered to be a representative amount of children analysed. Besides, the results of the children studied only pertain to children from 4th and 5th grades, without having any register of both the EI and EFL proficiency of the rest of courses that make up the entire Primary Education level. In this way, it would have been advisable that we could have had access to other kind of schools (i.e. in bigger places and with a different socio-economic level) so as to obtain, again, more generalisable and reliable results. Finally, teachers have not participated in the study.
- **The nature of the study:** It would have been interesting that an emotional education programme such as that designed by Vallés in 1999 (Morales & López-Zafra, 2009: 75) would have been implemented so as to observe several aspects. In the first instance, to register and analyse the results obtained in EI and EFL proficiency at the beginning of the research in order to compare them at the end of the same. In this way, we could have observed an evolution, if there were any, after the implementation of the programme and see if the improving or deterioration of the results in the students' EFL proficiency is due to the actual improving or deterioration of EI. Besides, on the other hand, it would have served to check the effectiveness of the EI programmes. In this way, a longitudinal study would have been more useful for our purposes than a cross-sectional one. However, for reasons of timing, it has been impossible to carry out a research of these characteristics.
- **Time of collection:** In addition to these limitations, it is important to add that, perhaps, if the study would have been implemented at another time of the academic year when students would have had more practice with EFL and not at the beginning of the academic year, results, as regards EFL proficiency, could have been different.
- **Specificity:** This aspect should be improved too in the sense that, in order to obtain more specific and exact results, we could have fleshed the EI abilities as well as all the four linguistic skills out in order to see both: which of the EI abilities really influences or not EFL proficiency and which of the linguistic abilities have a more direct relationship with EI.

- Type of data analysis: The present study has been carried out only from a quantitative point of view. In this regard, a combination between quantitative and qualitative data analysis would be desirable since the use of qualitative methods analysis would have provided highly useful information about interaction patterns, teaching-learning processes, and classroom processes which cannot be obtained only through a quantitative analysis. Thus, they should be combined whenever possible since the limitations of quantitative research, for example, could be alleviated and balanced by the strengths of qualitative research, and vice versa. Moreover, this would be very useful when analysing the results since it would improve our understanding of the situation, progress, and factors that affect our students.
- Lack of triangulation: Finally, the lack of triangulation of the present study is reflected on the reliability and generalisation of the results obtained. Besides, the use of more advanced techniques, would possibly have allowed us to pay attention to other aspects which have not been taken into account.

Therefore, despite all the limitations of the study and taking them into account, it is important to enhance that this research also has the potential to set the basis for further interesting studies regarding this matter. In this way, this study could be replicated in different conditions and contexts so as to obtain more reliable results and compare them among each other so as to see, at the same time, if there is, or there is not, a certain pattern in them. For instance, more courses of Primary Education could be assessed or, simply, one of them could be chosen and compare the results obtained by the same course, but in different schools with a more heterogeneous background. In addition to this, the size of the sample should be more representative whenever possible.

Besides, this research has shown a soft overall relationship between EI abilities and the linguistic skills. However, further research could disseminate them so as to obtain a more analytic vision and, consequently, more interesting and accurate results that would allow many teachers to improve their daily practice.

Finally, it would be very interesting to carry out the same study, but understanding both EI and EFL proficiency as factors with a bidirectional relationship in which EI may influence EFL proficiency and learning, but in which EFL proficiency and learning might also influence EI abilities.

6. CONCLUSION

The fast and significant changes that have been happening throughout the entire planet over the past few decades (Mancilla, 2011: 121-124) have generated an increasingly emotional discomfort and instability in society (Goleman, 1996). These changes, linked to several factors as, for instance, the excessive preoccupation with the strictly cognitive aspects in the school context (Collell & Escudé, 2003: 8-10), have caused a progressive affective underdevelopment in people's life. As a result of these facts, different streams of research have emerged showing the important role of emotional skills in social interactions as well as in the way of reasoning and solving problems day by day (Salovey & Mayer, 1990: 16-17; Goleman, 1996), conferring importance at the same time to the school context as the place where the whole set of skills that define a person is developed (Goleman, 1996; Gallardo, 2007: 151-157).

Starting from this point, it is necessary to explain that the EI concept appeared due to the researchers Salovey & Mayer (1990), who were particularly interested in showing cognition and emotion as two intimately related elements that provide complementary essential knowledge instead of opposed information, as it had been understood in the scientific tradition (Molero et al., 1998: 12-30). Thus, EI is stressed as a set of emotional abilities linked to cognition that allow us to perceive, value and explain emotions, use them in order to facilitate reasoning, understand one's emotions as well as those of the others and standardise them in a suitable way in order to reach an effective adaptation to a specific context (Mayer & Salovey, 1997: 4-16). As can be seen, each of these skills execute an important function whether it be in order to facilitate the thinking about emotions and therefore, to favour self-knowledge and the knowledge of others, as well as to propel the effectiveness of the information processing and help reasoning better (Salovey, 2007 quoted by Mestre et al., 2008: 4).

On the other hand, in relation to all that has been mentioned before, the role of the school context has been delimited as regards the development of EI abilities. In this way, the school context is seen as one of the most important places in which children develop emotions, cognition, and social skills (Gallardo, 2007: 151-157) and, despite the importance of all these three aspects for an integral and balanced development of children (Goleman, 1996), this educative institution only seems to take care of one of them: cognition. However, with the inclusion of the Key Competences by the UNESCO in 1996 (Order ECD/65/2015), the school

has gradually given importance to other than purely cognitive aspects since as Edel (2003: 1-4) highlights, poor academic results are not always related to a poor development of our cognition.

In this regard, educating in emotions has become increasingly important since several studies have demonstrated their influence at an academic level since they have a strong influence on aspects such as problem resolution, attention, or motivation (Collell & Escudé, 2003: 8-10; Morales & López-Zafra, 2009: 74-76; Santamaría, 2010: 82-84). Besides, focusing our attention now on EFL proficiency, it is important to highlight that, according to Heinzmann (2009: 19), there are differences as for their level, confirming the stereotype for which it is said that whereas girls are better at languages, boys are better at Maths or Science. Besides, traditionally, girls are also said to have more EI than boys and this fact has lead us to ask ourselves: Is the EI level related to EFL proficiency of boys and girls at school?

The results obtained have shown that these two traditional beliefs are true, although not in a very significant way. Besides, with regard to our question, which can be translated into our main hypothesis and its two relative objectives, the answer is yes, it is; but, again, not in a very significant way. Therefore, in spite of the limitations that this study may have (e.g. sample size, specificity, type of data analysis, etc.), it constitutes a good basis for future research since it offers an overall vision of the situation.

Besides, according to the results obtained, some educative implications may be fleshed out in the sense that it has become necessary to work on emotions at school, especially with boys, as well as it would be highly recommendable either to integrate the work with emotions throughout all the different subjects or to implement emotional education programmes in Primary Education. Thus, if we want our children to be balanced and well-formed people and that they have all the tools and resources at their disposal in order to become successful people in life, this understood from an integrative and global point of view, they will have to learn how to overcome the challenges that our multicultural world presents by using their emotions wisely as well as communicating with people all around the world, and here is where our EI abilities and EFL proficiency meet.

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8. APPENDICES

8.1. Closed-ended questionnaire: socio-demographic scale

Instrucciones: Por favor, marca con una X las respuestas con las que te sientas identificado/a. Recuerda que sólo puedes marcar una respuesta por pregunta. Además, no olvides que NO puedes poner datos personales como nombre y apellidos para garantizar tu anonimato.

Para las DUDAS que puedan surgir durante la realización del cuestionario, simplemente LEVANTA LA MANO EN SILENCIO y te atenderé enseguida.

Ejemplo:

0. ¿Cuántas piezas de fruta comes al día?

() 0 () 1 (X) 2 () 3 ó más

POR FAVOR, RESPONDE AL SIGUIENTE CUESTIONARIO

Código (1-89): _____

Fecha: __ / __ / ____

1. Género:

() chico () chica

2. Edad:

() 9 () 10 () 11

3. Curso:

() 4º () 5º

4. Provincia:

() Málaga () Sevilla

5. ¿Cuántos hermanos/as tienes?

() 0 () 1 () 2 () 3 ó más

6. ¿Con quién vives?

() Con mis padres -y hermanos/as- () Con mi madre -y hermanos/as-

() Con mi padre -y hermanos/as- () Con mis abuelos -y hermanos/as-

() Con mis abuelos, mis padres -y mis hermanos/as-

7. ¿Cuántas personas de tu familia, que viven en tu casa, tienen un trabajo?

() 0 () 1 () 2 () 3 o más

8. ¿De qué trabaja tu padre? ☐ está buscando trabajo ☐ amo de casa ☐ en el campo ☐ otro
9. ¿De qué trabaja tu madre? ☐ está buscando trabajo ☐ ama de casa ☐ en el campo ☐ otro
10. ¿Quién se ocupa de las tareas del hogar -cocinar, limpiar, recoger, etc.-? ☐ todos por igual ☐ mi padre/abuelo ☐ mi madre/abuela
11. Nivel de estudios de tu padre: ☐ Educación Primaria ☐ Educación Secundaria ☐ Educación Universitaria
12. Nivel de estudios de tu madre: ☐ Educación Primaria ☐ Educación Secundaria ☐ Educación Universitaria
13. ¿Recibes clases de inglés después de clase? ☐ sí ☐ no
14. ¿Usas o escuchas inglés después de clase? ☐ sí ☐ no ☐ a veces
15. ¿Has viajado alguna vez al extranjero? ☐ sí ☐ no
16. ¿Cuántas horas dedicas a realizar las tareas / estudiar inglés al día? ☐ 0 ☐ 0:30 ☐ 1 ☐ 1:30 ☐ 2 o más
17. ¿Te gusta el inglés? ☐ sí ☐ regular ☐ no
18. ¿Qué importancia le dan tus padres al estudio del inglés? ☐ mucha ☐ regular ☐ poca
19. ¿Crees que es importante saber hablar, escribir y entender inglés para tu futuro? ☐ sí ☐ regular ☐ no
20. Mi maestro/a de inglés se llama: ☐ Marina ☐ Gustavo ☐ Rocío

8.2. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT v. 2.0)

Instrucciones: Por favor, completa el siguiente test teniendo en cuenta que 1 significa “nada en absoluto” y 5 “de manera extrema”. Recuerda que NO debes poner tu nombre y apellidos.

Ejemplo:



Instrucciones: ¿En qué medida este rostro refleja las siguientes emociones?

1. Nada de Felicidad	1	2	3	4	5	Felicidad Extrema
2. Nada de Miedo	1	2	3	4	5	Miedo Extremo

Éste test está dividido en cuatro secciones. Completa cada una de ellas en el orden en el que aparecen y, por favor, no dejes nada sin completar. Por último, SI TIENES ALGUNA DUDA, LEVANTA LA MANO EN SILENCIO y te atenderé enseguida.

Código (1-89): _____ **Fecha:** __ / __ / ____

1. RAMA-1: IDENTIFICACIÓN / PERCEPCIÓN EMOCIONAL

1.1 Caras. Evalúa las siguientes fotografías según el grado en el que están presentes las siguientes emociones:

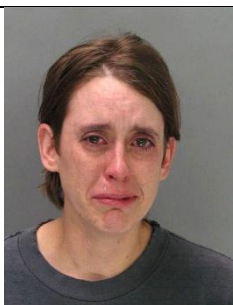
a) 

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

b) 

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

c)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

d)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

1.2 Paisajes y diseños. Evalúa las siguientes fotografías de arte en función del grado en el que aparecen las distintas emociones de los recuadros.

a)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

b)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

c)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

d)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

e)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

f)



Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

2. RAMA-2: ASIMILACIÓN EMOCIONAL

2.1 Asocia un sentimiento a las siguientes percepciones sensoriales

- Frío

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Sudor

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Rojo

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Verde

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Suave

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Cálido

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Cosquilleo

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Dolor

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

2.2 Indica qué estado de ánimo sería útil para...

- Componer una letra para una marcha militar:

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Escribir una carta de amor:

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Actuar ante una situación peligrosa:

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Concentrarse para estudiar un examen:

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Jugar con los amigos:

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

- Evitar comerte algo perjudicial para la salud o en mal estado:

Felicidad	1	2	3	4	5
Tristeza	1	2	3	4	5
Asco	1	2	3	4	5
Sorpresa	1	2	3	4	5
Miedo	1	2	3	4	5
Enfado	1	2	3	4	5

3. RAMA-3: COMPRENSIÓN DE EMOCIONES

3.1 Combina las emociones según corresponda

a) Desprecio

- Sorpresa y enfado
- Enfado y miedo
- Ansiedad y miedo
- Disgusto y enfado
- Odio y culpa

b) Nostalgia

- Sorpresa y miedo
- Tristeza y felicidad
- Miedo y enfado
- Culpa y felicidad
- Miedo y tristeza

c) Traición

- Asco y tristeza
- Miedo y odio
- Tristeza y enfado
- Enfado y asco
- Felicidad y tristeza

d) Sorpresa

- Sorpresa y asco
- Felicidad y miedo
- Enfado y tristeza
- Disgusto y enfado
- Odio y culpa

e) Repulsión

- Sorpresa y enfado
- Enfado y tristeza
- enfado y felicidad
- Asco y miedo
- felicidad y odio

3.2 Señala cómo te sentirías si...

a) La maestra manda un trabajo por parejas pero, al final, sólo lo haces tú. Cuando llega la hora de corregir y presentar el trabajo, tu compañero se adjudica todo el mérito. ¿Cómo te sientes?

- Enfadado/a
- Triste
- Contento/a
- Asustado/a
- Asqueado/a

b) Juan estaba nervioso y se siente aún más estresado cuando piensa en todas las tareas que le faltan aún por hacer. Cuando la maestra le manda más tareas para realizar esa misma semana, en esos momentos Juan se siente...

- Activado
- Avergonzado
- Saturado
- Enfadado
- Contento

c) María lleva toda la semana esperando a que llegue el viernes porque va a visitar a una amiga que lleva mucho tiempo sin ver. María le ha preparado una fiesta sorpresa a su amiga. Cuando llega el momento María se siente...

- Enfadada
- Nerviosa
- Asustada
- Triste
- Asqueada

4. RAMA-4: MANEJO DE EMOCIONES

4.1 Relaciona los siguientes sentimientos a las siguientes situaciones y señala qué sería lo mejor para mantenerlas o evadirlas:

a) Luisa acaba de venir de sus vacaciones. Se siente relajada y llena de energía. ¿En qué medida cada una de las siguientes acciones ayudarán a Luisa a mantener esas emociones?

Acción 1: Luisa empezó a hacer una lista de las cosas que tenía que hacer

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 2: Empezó a pensar sobre a dónde iría en sus próximas vacaciones

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 3: Llamó a una amiga para contarle lo bien que se lo había pasado durante sus vacaciones

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

b) Juan acaba de ver una película de miedo y se siente muy asustado. Juan quiere olvidarlo y no sentirse asustado. ¿En qué medida ayudarán las siguientes situaciones a evadir esa sensación?

Acción 1: Juan apaga las luces

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 2: Juan intenta pensar en otras cosas y se pone a ver sus dibujos preferidos

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 3: Se esconde debajo de las sábanas y pensó que era sólo una película y sólo eran actores

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

4.2 Valora las siguientes acciones según corresponda

a) Es tu cumpleaños y estás esperando en la cola de una tienda para comprar un juego que llevas queriendo desde hace mucho tiempo. La tienda está llena y sólo quedan 5 minutos para cerrar. Llevas más de 20 minutos esperando para pagarlo, justo cuando alguien se pone delante de ti empujándote. ¿En qué grado sería útil reaccionar de las siguientes maneras?

Acción 1: Me enfado y pongo cara seria, pero no hago nada porque no merece la pena

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 2: Le devolvería el empujón a esa persona

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 3: Me voy del establecimiento sin más

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

b) Estás en clase y ves que un compañero insulta a otro sin ningún motivo. ¿En qué grado sería útil actuar de las siguientes maneras?

Acción 1: Te callas y miras para otro lado

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 2: Insultas al compañero que estaba insultando

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

Acción 3: Avisas al maestro para que haga algo

1. Muy ineficaz 2. Algo ineficaz 3. Neutral 4. Algo eficaz 5. Muy eficaz

8.3. Trait Meta-Mood Scale Spanish Version (TMMS-24)

Instrucciones: Por favor, contesta a las siguientes afirmaciones en relación a tus emociones teniendo en cuenta la siguiente escala:

1. Nada de acuerdo
2. Algo de acuerdo
3. Bastante de acuerdo
4. Muy de acuerdo
5. Totalmente de acuerdo

Lee atentamente cada frase y marca con una X la respuesta que elijas. SÓLO PUEDES ESCOGER UNA RESPUESTA. Recuerda que no puedes proporcionar ningún dato personal. Si tienes alguna DUDA, simplemente LEVANTA LA MANO en silencio y te atenderé en seguida.

Código (1-89): _____ **Fecha:** __ / __ / ____

1. Presto mucha atención a los sentimientos	1	2	3	4	5
2. Normalmente me preocupo mucho por lo que siento	1	2	3	4	5
3. Normalmente dedico tiempo a pensar en mis emociones	1	2	3	4	5
4. Pienso que merece la pena prestar atención a mis emociones y estados de ánimo	1	2	3	4	5
5. Dejo que mis sentimientos afecten a mis pensamientos	1	2	3	4	5
6. Pienso en mi estado de ánimo constantemente	1	2	3	4	5
7. A menudo pienso en mis sentimientos	1	2	3	4	5
8. Presto mucha atención a cómo me siento	1	2	3	4	5
9. Tengo claros mis sentimientos	1	2	3	4	5
10. Frecuentemente puedo definir mis sentimientos	1	2	3	4	5
11. Casi siempre sé cómo me siento	1	2	3	4	5
12. Normalmente conozco mis sentimientos sobre las personas	1	2	3	4	5
13. A menudo me doy cuenta de mis sentimientos en diferentes situaciones	1	2	3	4	5
14. Siempre puedo decir cómo me siento	1	2	3	4	5
15. A veces puedo decir cuáles son mis emociones	1	2	3	4	5

16. Puedo llegar a comprender mis sentimientos	1	2	3	4	5
17. Aunque a veces me siento triste, suelo tener una visión optimista	1	2	3	4	5
18. Aunque me sienta mal, procuro pensar en cosas agradables	1	2	3	4	5
19. Cuando estoy triste, pienso en todos los placeres de la vida	1	2	3	4	5
20. Intento tener pensamientos positivos aunque me sienta mal	1	2	3	4	5
21. Si doy demasiadas vueltas a las cosas, complicándolas, trato de calmarme	1	2	3	4	5
22. Me preocupo por tener un buen estado de ánimo	1	2	3	4	5
23. Tengo mucha energía cuando me siento feliz	1	2	3	4	5
24. Cuando estoy enfadado intento cambiar mi estado de ánimo	1	2	3	4	5

8.4. The test

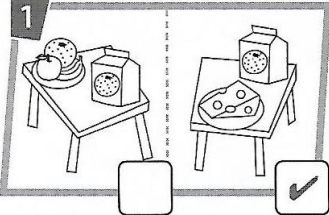
a) 4th grade of Primary Education

Code (1-89): _____ Date: ____ / ____ / ____

Listening

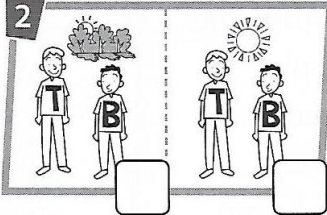
1 Listen and tick ✓ the box.  3.48

1



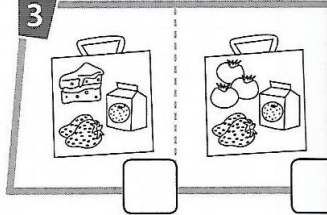
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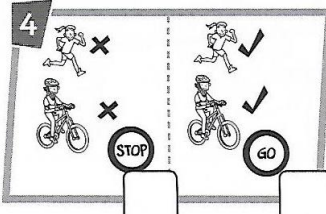
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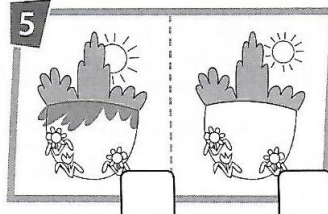
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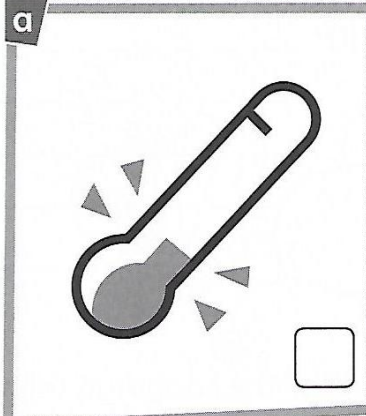
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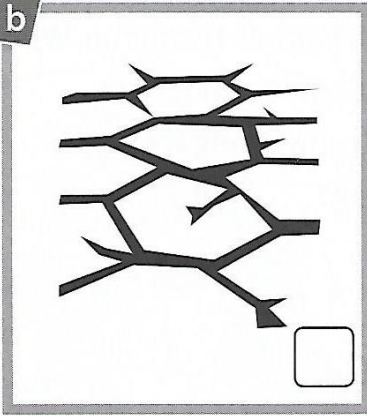
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Listen and number.  3.43

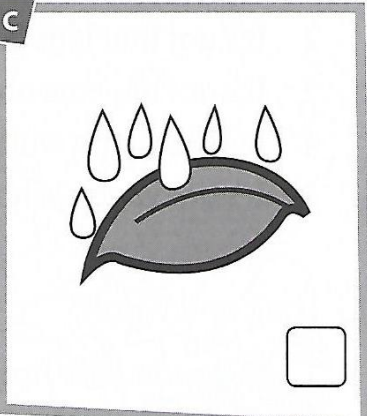
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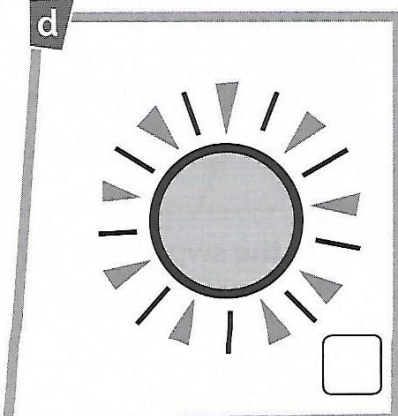
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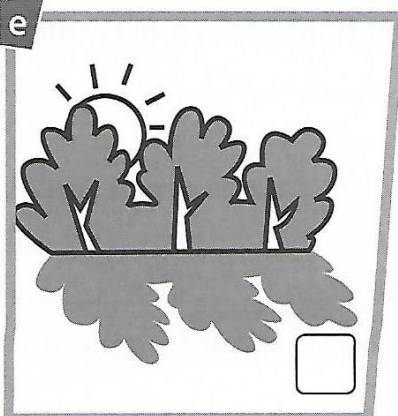
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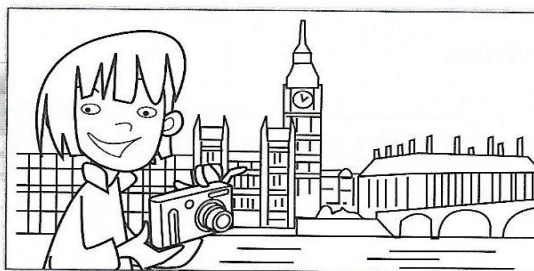
Reading

2 Read and answer Yes or No.

Send Save Delete

To: louiseanddan@onemail.co.uk
Subject: holiday fun!

Dear Grandma and Grandad,
I'm having a fantastic time in London. The city is busy and exciting. It's sunny and there are lots of things to see. My favourite is Big Ben. It's a tower and it's got a clock. The tower is 98 metres high. It was built in 1858. We're staying in a nice hotel. There's a good restaurant and there's a big swimming pool in the hotel. It's very comfortable, but I'm tired because Mum and Dad always want to get up so early!
Love Abby



- 1 Does Abby like London?

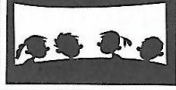
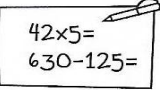
- 2 Is there a restaurant in Big Ben?

- 3 Are they sleeping in a tent?

- 4 Do Mum and Dad want to get up early?

- 5 Is there a swimming pool at the hotel?

Look at the table. Then read, and write the names.

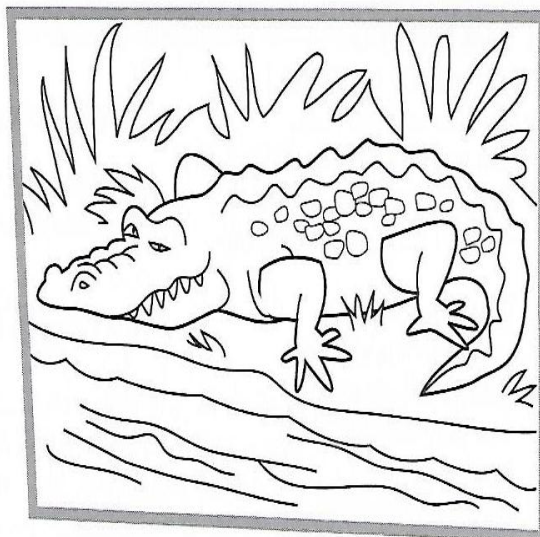
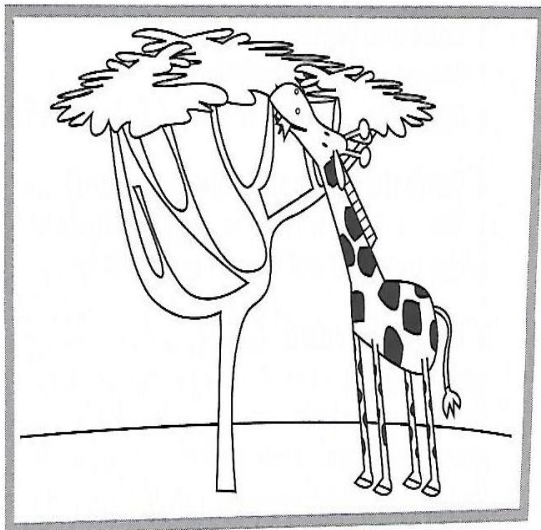
					
Friday					 Molly
Saturday					 Gemma
Sunday					 Vicky
					 Esther
					 Anna

- 1 She didn't go to the cinema on Saturday. She played basketball on Friday. _____
- 2 She went to the cinema on Saturday. She didn't play basketball on Sunday. _____
- 3 She had pizza on Friday. She played basketball on Sunday. _____
- 4 She didn't do her homework on Saturday. She did her homework on Friday. _____
- 5 She didn't play basketball on Sunday. She didn't do her homework on Saturday. _____
- 6 She had pizza on Friday. She didn't play basketball on Sunday. _____

Writing

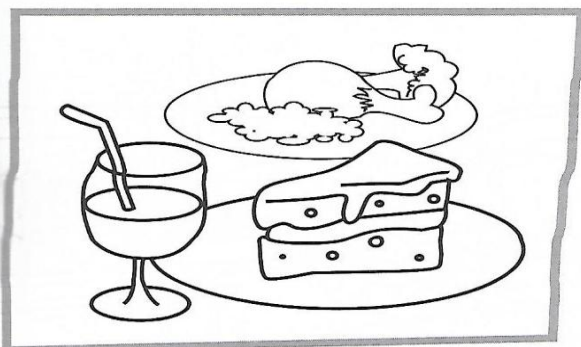
3 Complete with a question word or phrase. Then circle the correct verb.

How What How tall Where How many

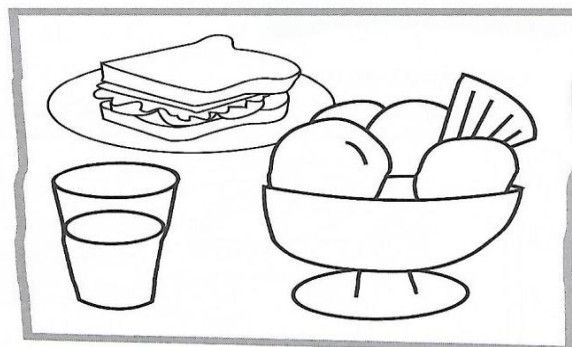


- | | |
|--|---------------------------------|
| 1 _____ is / do a giraffe? | 5 metres |
| 2 _____ teeth is / do crocodiles have? | 64-68 teeth |
| 3 _____ is / do giraffes live? | Africa |
| 4 _____ is / do giraffes sleep? | They usually sleep standing up. |
| 5 _____ is / do crocodiles eat? | fish and birds |

Write.



- 1 **There is some** _____ juice.
- 2 _____ water.
- 3 _____ cake.



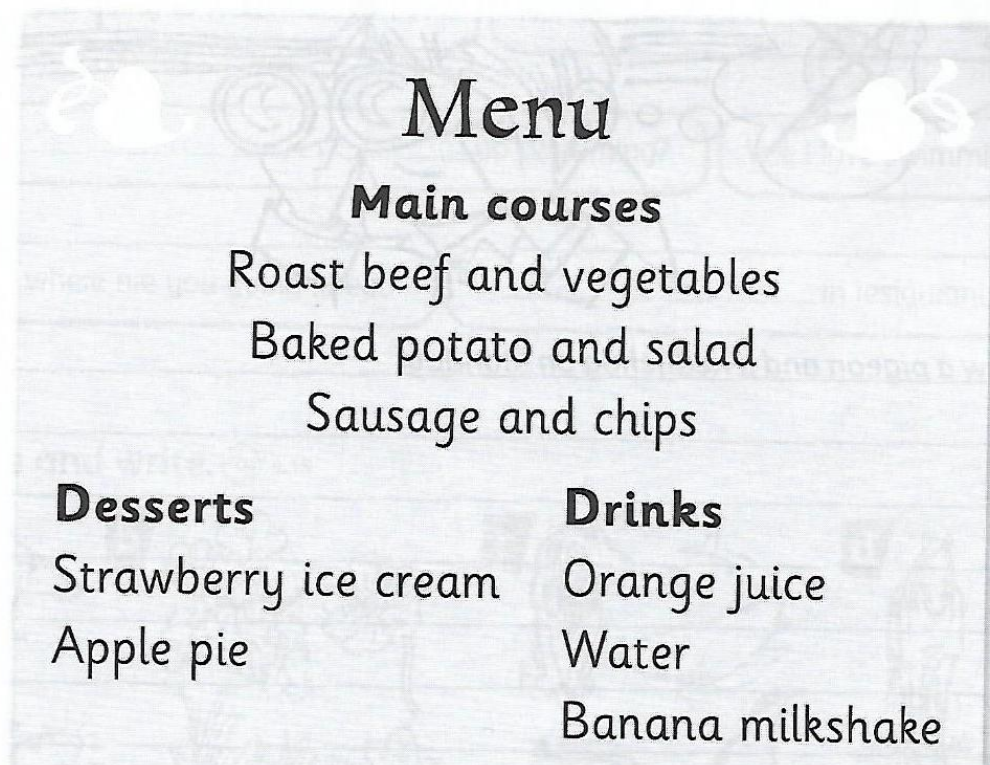
- 4 _____ juice.
- 5 _____ ice cream.
- 6 _____ cake.

Speaking

4 Answer.

- 1 What's the weather like today?
- 2 What time do you usually get up?
- 3 What time does your mum usually get up?
- 4 What do you want to do on Saturday?
- 5 What do you want to do in the Summer?

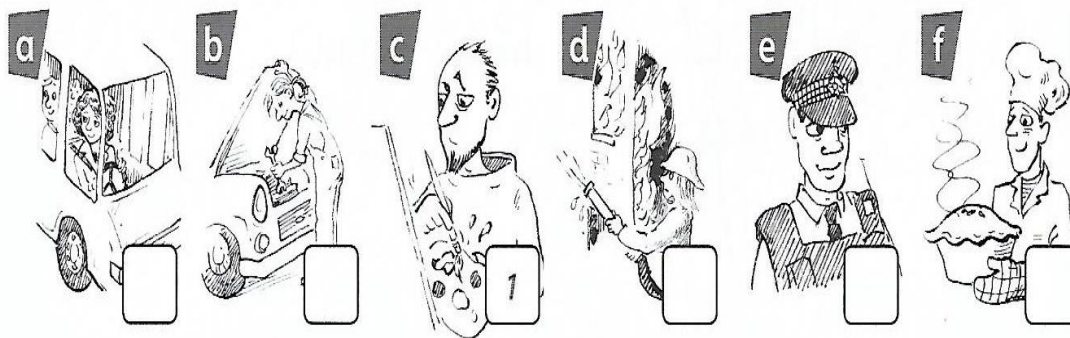
Look at the menu. Ask and answer questions.



Code (1-89): _____ Date: ____ / ____ / ____

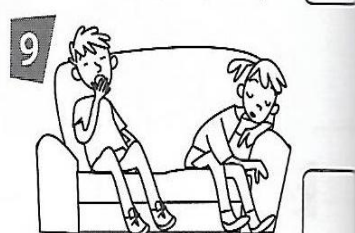
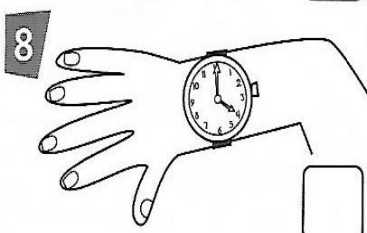
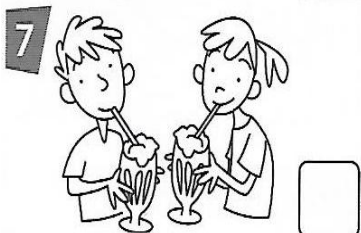
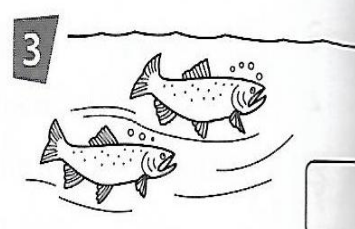
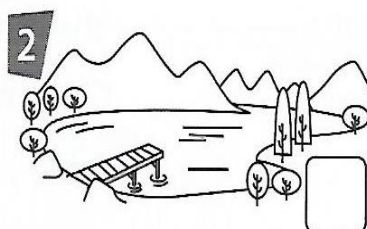
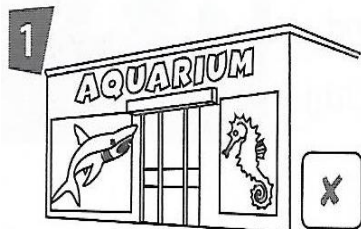
Listening

1 Listen, number and write the sentences.  4.18



- | | |
|--------------------------------------|---------------|
| 1 Mike <u>wants to be an artist.</u> | 4 Jayne _____ |
| 2 David <u>wants to be</u> | 5 Peter _____ |
| 3 Jenny _____ | 6 Laura _____ |

Listen and tick ✓ or cross X.  3.41



2 Read and answer.

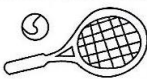
Opening times:

1st May–30th Sep	7.30am–6.30pm
1st Oct–30th Apr	8.00am–4.00pm

The toilets are next to the tennis courts.

There is a picnic area near the pond.

Please put your rubbish in the bins when you leave.

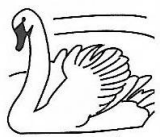


The Park



Rules:

- You mustn't ride bicycles or skateboards in the park.
- You mustn't pick flowers.
- You mustn't walk on the grass.
- You mustn't feed the ducks and swans. We give them special food.
- You mustn't play for more than one hour on the tennis courts.
- Children under 10 must be with an adult.



- 1 What time does the park open in June?
- 2 What time does the park close in December?
- 3 Can you cycle in the park?
- 4 How long can you play tennis for?
- 5 Where are the toilets?
- 6 What must you do with your rubbish?
- 7 What mustn't you do to the flowers?

At half past seven.

Read and answer *True or False*.**Interview with Katie Woods**

Katie Woods is a TV vet. She has made lots of TV shows about animals and she has had lots of adventures on the way.

Why did you become a vet?

All of my family like animals. My dad and my two brothers are vets too! I didn't think about any other jobs.

Do you like your job?

Yes, it's great. Every day is different and it is never boring.

What's the most dangerous animal you have seen?

I've seen most of the world's most dangerous animals. I think the scariest moment was picking up a box jellyfish. It can kill you in a minute.

Where is the most exciting place you have visited?

I have visited many amazing places, but Borneo was brilliant!

Can you tell us some other interesting things about yourself?

Well, I've swum with sharks, I had to run away from an elephant and I've been canoeing with killer whales.

Thanks, Katie. What an exciting job!
Would you like to be a TV vet?

- 1 Katie Woods is a TV doctor. False
- 2 There are lots of vets in Katie's family. _____
- 3 Katie thinks it is a boring job. _____
- 4 Katie has never seen a dangerous animal. _____
- 5 Katie thinks Borneo is a great place. _____
- 6 Katie has been swimming with killer whales. _____

3 Look at the table and complete the interview.



Job: magician
Favourite part of job: pulling rabbits out of a hat
Home: a small house in London
Family: wife, 2 children, 3 dogs, 6 rabbits
Hobbies: windsurfing, watching old films on TV

An interview with Magic Mark, a magician.

Hi, Magic Mark! Can you tell me about your job?

1 Yes, I'm a magician. I do magic tricks at birthday parties and on TV.

What part of your job do you like best?

2 _____

Where do you live?

3 _____

Have you got a family?

4 _____

And have you got any hobbies?

5 _____

Look at the table and complete the programme notes for *Cinderella*.

	 Anna Brown	 Jack Fisher
Age	10	11
Year at school	5	6
Character	Cinderella	Prince Charming
Likes / doesn't like	likes her costume	doesn't like dancing
Why?	It's very beautiful.	Dancing is for girls!

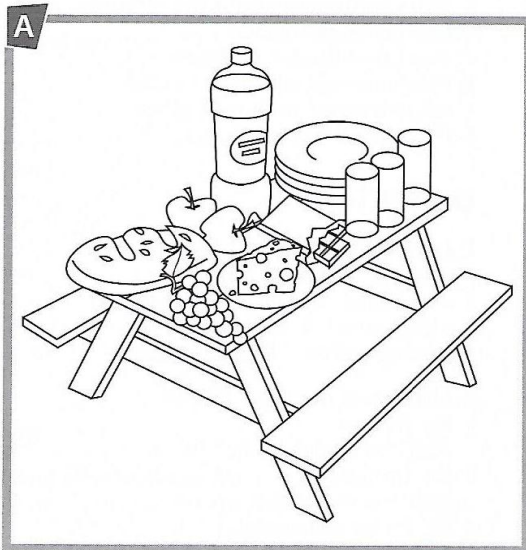
Anna Brown is ¹ Cinderella. She is
² _____ years old and she is
 in Year ³ _____ at school. She
 likes ⁴ _____. Anna says,
 "5 _____."

Jack Fisher is ⁶ _____

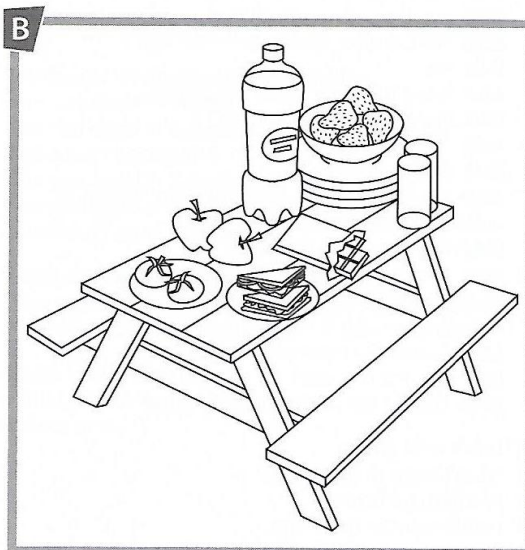
Speaking

4 Look and say.

A



B



Talk about sports. Use the pictures and the adjectives to help you.



exciting expensive
safe easy dangerous
cheap boring difficult

I think skiing is difficult.
Snowboarding is easier than skiing.