



DOI: <http://dx.doi.org/10.23857/dc.v6i3.1383>

Ciencias de la educación

Artículo de revisión

La inteligencia emocional y su relación con el aprendizaje del idioma inglés en niños de 4 a 5 años en preescolar

Emotional Intelligence and its relationship with the English Language Learning in children 4 to 5 years of age in preschool

Inteligência Emocional e sua relação com o Aprendizado da Língua Inglesa em crianças de 4 a 5 anos na pré-escola

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***Recibido:** 20 de julio de 2021 ***Aceptado:** 30 de julio de 2021 ***Publicado:** 30 de agosto de 2021

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Abstract

Emotional Intelligence is part of the experience of all human beings during their life, for that reason children as well as adults suffer various emotions in their daily lives every day, such as: fear, shame, cheerfulness, sadness, empathy, anger, among others. The objective was to determine the incidence of emotional intelligence in English Language learning in children between 4 and 5 years of age from Pre-Kinder, from Leonardo da Vinci Educational Unit, Riobamba, Ecuador. The study was a non-experimental investigation of a transectional-descriptive type with a mixed approach, applying field and documentary research, which modality was socio-educational. The population consisted of 56 children, 29 girls and 27 boys. The observation technique and the notebook instrument were applied to gather information. The information was compiled in a database and analyzed through descriptive statistics. The non-parametric Chi-square test (X^2) was applied to verify the hypothesis using the SPSS software. The results were illustrated in graphs with mathematical values. The statistical value of the Chi-square test was $X^2_{cal} = 4.158 < X^2_{tab} = 11.070$, with 5 df y with a value of $\alpha=0.05$. In conclusion, the Chi-square test rejected the Null Hypothesis (H_0), accepting the Alternative Hypothesis (H_1) because the calculated value of Chi-square is less than the critical value of Chi-square with 5 degrees of freedom and with a significant level of 0.05. In conclusion, the Emotional Intelligence variable is associated with the English Language Learning variable, where the emotion of fear (19.64%) being the most frequent in social talk, followed by shame (14.28%) in private talk.

Keywords: Emotional Intelligence, English language learning, Chi-square test, Social talk, Private talk.

Resumo

A Inteligência Emocional faz parte da vivência de todos os seres humanos ao longo da vida, por isso, tanto bebês quanto adultos sofrem, diariamente, diversas emoções, tais como: medo, vergonha, alegria, tristeza, empatia, raiva, entre outras. . O objetivo foi determinar a incidência da inteligência emocional na aprendizagem da língua inglesa em bebês de 4 a 5 anos de idade na Educação Inicial da Unidade Educacional Particular Leonardo da Vinci, Riobamba, Equador. O estudo foi uma investigação não experimental do tipo transversal descritiva com abordagem

mista, aplicando pesquisa de campo e documental, cuja modalidade foi socioeducativa. A população consistia em 56 crianças, 29 meninas e 27 meninos. A técnica de observação e o instrumento de caderno foram aplicados para a coleta das informações. As informações foram compiladas em um banco de dados e analisadas por meio de estatística descritiva. O teste não paramétrico Qui-quadrado (X^2) foi aplicado para verificar a hipótese por meio do software SPSS. Os resultados foram ilustrados em gráficos com valores matemáticos. O teste Qui-quadrado calculado é $X^2_{cal} = 4,158 < X^2_{tab} = 11,070$, com 5 gl e um valor de $\alpha = 0,05$. Em conclusão, o teste Qui-quadrado rejeitou a Hipótese Nula (H_0), aceitando a Hipótese Alternativa (H_1) porque o valor calculado do Qui-quadrado é menor que o valor crítico do Qui-quadrado com 5 graus de liberdade e com nível de significância de 0,05. Em conclusão, a variável Inteligência Emocional está associada à variável Aprendizagem da Língua Inglesa, sendo a emoção do medo (19,64%) a mais frequente na fala social, seguida da vergonha (14,28%) na fala privada.

Palavras-chave: Inteligência Emocional, Aprendizagem da Língua Inglesa, Teste Qui-quadrado, Fala Social, Fala Privada.

Resumen

La Inteligencia Emocional es parte de la experiencia de todos los seres humanos durante su vida, es por eso que los infantes al igual que los adultos sufren diversas emociones en su vida cotidiana todos los días, tales como: miedo, vergüenza, alegría, tristeza, empatía, ira, entre otros. El objetivo fue determinar la incidencia que tiene la inteligencia emocional en el aprendizaje del idioma inglés en los infantes de 4 a 5 años de edad en Educación Inicial de la Unidad Educativa Particular Leonardo da Vinci, Riobamba, Ecuador. El estudio fue una investigación no experimental de tipo transeccional-descriptivo con un enfoque mixto, aplicando la investigación de campo y documental, cuya modalidad fue socio-educativo. La población estuvo conformada por 56 infantes, 29 niñas y 27 niños. La técnica de la observación y el instrumento cuaderno de notas fueron aplicados para la recolección de la información. La información fue compilada en una base de datos y analizada a través de la estadística descriptiva. La prueba no paramétrica Chi-cuadrado (X^2) fue aplicado para la verificación de la hipótesis utilizando el software SPSS. Los resultados fueron ilustrados en gráficas con valores matemáticos. El test del Chi-cuadrado calculado es $X^2_{cal}=4.158 < X^2_{tab}=11.070$, con 5 gl, y un valor de $\alpha=0.05$. En conclusión, la

prueba de Chi-cuadrado rechazó la Hipótesis Nula (H_0), aceptando la Hipótesis Alternativa (H_1) por cuanto el valor calculado de Chi-cuadrado es menor al valor crítico de Chi-cuadrado con 5 grados de libertad y con nivel de significancia de 0.05. En conclusión, la variable Inteligencia Emocional está asociada a la variable Aprendizaje del Idioma Inglés, siendo la emoción del miedo (19.64 %) con mayor frecuencia en el habla social, seguido de la vergüenza (14.28 %) en el habla privado.

Palabras claves: Inteligencia Emocional, Aprendizaje del idioma inglés, Prueba Chi-cuadrado, Habla social, Habla privado.

Introduction

The impact of new technologies has affected society, the economy, politics, education, communication, science and technology, research, entertainment, culture, language, etc., generating convulsion and confrontations in humanity, awakening different emotional reactions to these new challenges. Therefore, the knowledge and information society demands access to education and information networks to train competent citizens in a globalized world (Quishpe, 2017, pág. 226). In order to respond to these new challenges, education must promote integral child development, contemplating the cognitive, social, psychomotor, physical and affective aspects interrelated with each other in a natural and cultural environment. It is empirically evident that people with excellent grades in their academic training are not always successful people. This allows us to deduce that to achieve a stable quality of life in our society, more than cognitive training the integral formation of emotions is necessary, some of them characteristic of Emotional Intelligence, which will allow us to achieve personal objectives and goals.

Emotions are part of the experience of all human beings during their life, that is why children as well as adults suffer various emotions in their daily lives every day, such as: afraid, shame, cheerfulness, sadness, empathy, anger, among others. However, it should be considered that in boys and girls at an early age the emotions expressed are sincerer and uncensored, but if they are not expressed it could affect the learning process, their emotional and cognitive formation. This means that emotions are the engine and essence of the human being that blocks or give away to act positively or negatively in different life situations.

From the learning point of view, academic performance will be affected by low emotional self-regulation and social maladjustment that influences learning ability, in which context learning English as a foreign language is no exception (García, 2018, pág. 9).

Literary Review

Emotional Intelligence

Daniel Goleman expressed that emotional intelligence is the ability to recognize one's own feelings and motivate oneself, as well as the ability to handle one's own emotions, as well as those arising in relationships (López & González, 2005, pág. 19). And, taking into account that emotion and reason have been considered as an eternal problem, for this reason it is proposed to integrate emotion and intelligence in such a way that in schools' emotional responses are taught to boys and girls because emotional ignorance can be destructive (Payne, 1986, pág. 98)

Emotions

Damasio defines emotions as "reasonably complex action programs [...], triggered by an identifiable object or an event, an emotionally competent stimulus". In addition, he maintains that emotions appear evolutionarily as a condition of survival, for well-being and balance homeostatic of the species, constituting as 'universal primary emotions' surprise, fear, happiness, disgust, sadness, anger. On the other hand, Damasio also points out the existence of 'social emotions' such as empathy, shame, guilt, admiration and compassion, which are presented in a social space that play a fundamental role in the life of social groups (Damasio, 2010, pág. 131)

Early Learning

Riva argues that to learn four fundamental factors are needed: Intelligence, previous knowledge, experience and motivation, where motivation is the 'want to learn', it is essential that the student has the desire to learn, because without motivation any action that is carried out it will not be completely satisfactory. Similarly, experience constitutes 'knowing how to learn', which is linked to prior knowledge. Consequently, to learn the individual must have the cognitive capacities to build new knowledge by virtue of the fact that the learners at the time of developing their academic activities carry out multiple cognitive operations so that their minds develop easily, such as receiving data, which supposes a recognition and a syntactic semantic elaboration of the elements of the message (words, icons, sound) where each symbolic system requires the putting into action of different mental activities. Or the understanding of the information received by the

learner who, based on their previous knowledge, interests and cognitive abilities, analyze, organize and transform the information received to develop knowledge. On the other hand, texts activate linguistic skills, and images activate perceptual and spatial skills (Riva, 2009).

Bruner states that the development of social knowledge in the child is built by the internalization that he makes of his reality, which is manifested by his way of acting in front of social relationships, in front of the physical world and in front of himself (Bruner, 1995, pág. 34). In addition, this is the process of interaction with the social environment (Amar, Abello, & Tirado, 2004, pág. 51). Therefore, Bruner proposes a pedagogical principle where the student acquires knowledge by their own means, such as active methods: understanding is inventing or rebuilding by investment, which leads to the proposal of confronting the student with situations that have a series of characteristics (Novelty, Complexity, Ambiguity, incongruity, etc.) likely to activate motivation in them and thus promote relationships between colleagues.

Teaching English in preschool education

Peña argues that language learning in children of 4 years of age is based on basic cognitive skills; These are higher mental processes through which he knows and understands the world around him, processes information, makes judgments, makes decisions, and communicates his knowledge to others. This is achieved thanks to the basic cognitive processes that develop from the first years of life such as perception, attention, memory (Peña, 2006). The 'perception' is a basic cognitive process and it is one of the most important operations in information processing. From the first weeks, newborns have an ability to perceive the world around them. This perception occurs through the senses and children's abilities in this regard improve rapidly over the years. The 'attention' is the mental function that regulates the flow of information, understood as the degree of activation or alertness of an organism to increase the capacity to receive stimuli, process them and act accordingly with them. The 'memory' is the mental capacity that enables a subject to record, preserve and remember experiences, as well as, 'memory' is the ability to retain and locate past events. Therefore, 'memory' is essential inasmuch as it enables the construction of successive learning.

(Quidelf, Del Valle, Arévalo, Ñancuqueo, & Ortíz, 2014, pág. 53) conclude that "children who begin to be exposed to the English language at an earlier age in a formal way achieve better learning, understanding and motivation with it", this in comparison with those subjects who begin

to learn a language at a later age. The generation of empathy for other languages and cultures will be more easily formed if the environment is pleasant for the boys and girls, as indicated by (López R., pág. 113), “the existence of activities that are to their liking for the development of classes, it motivates them to participate and promote an optimal environment for the acquisition of the language”. In addition, during the preschool period, socialization processes are generated with peers, which contribute to promoting the development of positive attitudes, thus “empathy with the teacher, facilitate the formation of positive beliefs regarding the language by associating it with pleasant experiences of socialization at the time of learning it, such as a good relationship with their teacher and classmates”. Boys and girls tend to form positive attitudes towards other languages and their speakers, providing a space to learn new languages.

Children of four years of age learn a second language using linguistic structures long before they are aware of them. Understanding is made possible through the use of the hands, eyes, and ears. The sensory world is dominant at all times. They have a very short attention and concentration period, which is why the exposure of figures and indications should be short.

The production is only oral, understanding instructions and responding to them (Moon, 2005). The production of complete sentences is encouraged but not required. Receptive skills are developed through stories told or read by the teacher. Students are exposed to figures or drawings. English language learning activities that expose every preschooler to vocabulary development, letter awareness, and basic phonological awareness work well when they are relatively short, light-hearted, engaging, multi-sensory, and intentional. For the preschooler who learns English, the opportunities to begin to learn these skills provide the foundation he needs to learn to read and support his growing English proficiency (Spada, 1999).

In the process of learning the English language at an early age it is based on the methodology of the game. Therefore, games constitute a very effective indirect learning opportunity where boys and girls at an early age feel great pleasure in finding and creating fun in what they do, since they have a quick imagination and enjoy talking (Cameron, 2001, pág. 19). This means that infants enjoy play and work in the company of others. Thus, children play and experiment with language through rhythms, verses, songs and sounds.

It is suggested to provide activities that generate the need to communicate demanding to find a form of expression, and the language that the activity requires encourages them to actively

construct their own language, allowing the opportunity to make mistakes, the capacity for conscious learning of grammatical forms and structures is still relatively underdeveloped in a child.

Importance of early English language learning

Cameron (2016) indicates that there are many investigations within the field of Psychology and Pedagogy that refer to the importance of starting the learning of a second language at an early age that refer to the child's brain plasticity and susceptibility to new learning. For this reason, the mental effort required to learn a second language is less. Starting learning English from the early years is the best time. Children have excellent ability to absorb language, imitate sounds, and are tremendously spontaneous and receptive. Thus, by imitation, children reproduce sounds and phrases and are able to learn a second language more quickly (Lightbown, 2004).

To (Dörnyei, 1998) the exposure of children to English should be the maximum possible and should be done in the same way and at the same time that they learn their mother tongue. As the child begins to learn English, it will also be seen how other abilities develop simultaneously, including creativity, self-esteem and autonomy. Young children approach the classroom in which a foreign language is taught with a set of instincts, abilities and preset characteristics that will help them in learning that language, they have a great ability to handle a limited language in a creative way (Spada, 1999).

Social Talk

As children learn vocabulary, grammar and syntax they become more proficient in pragmatics, this is the practical knowledge of how to use language to communicate. These are all aspects of 'social talk', which is intended to be understood by the listener.

With better pronunciation and grammar, it becomes easier for others to understand what children are saying. Most 3-year-olds are quite talkative and pay attention to the effect their speech has on others. If people cannot understand them, they try to explain themselves more clearly. Four-year-olds, especially girls, simplify their language and use a higher tone when speaking with two-year-olds (Owens, 2008)

Most five-year-olds can adapt what they say to what the listener knows. Now they can use words to resolve disputes and use politer language and give fewer direct commands when talking to adults than to other children. Almost half of five-year-olds can stick to a topic of conversation for

a dozen turns if they feel comfortable with the speaker and if they know the topic and are interested in it.

Private Talk

Private talk consists of speaking aloud with oneself without the intention of communicating with others, it is normal and common in childhood and represents up to half of what children between 4 and 10 years of age. Piaget considered private speech as a sign of cognitive immaturity because young children are egocentric, cannot recognize the point of view of others and therefore cannot communicate meaningfully, hence they simply vocalize what they have in mind. On the other hand, Vygotsky did not consider private speech to be egocentric; he saw it as a special form of communication: a conversation with himself. Children who are more sociable and those who practice social speech the most are also more likely to use private speech, which supports Vygotsky's view that it is stimulated by social experience.

Private talk tends to increase when children try to solve problems or perform difficult tasks, especially without adult supervision. Vygotsky proposed that private speech increases during the preschool years and then fades during the early part of middle childhood, as children's ability to guide and master their actions increases (Papalia, Feldman, & Martorell, 2012, pág. 242).

Objectives

General Objective

To determine the impact that emotional intelligence has on the learning of the English language in children from 4 to 5 years of age in preschool from Leonardo da Vinci Educational Unit.

Specific Objectives

- To diagnose the emotional intelligence of children between 4 and 5 years of age during the English language learning through the recognition of images and conceptual situations.
- To identify the teaching activities applied in the classroom to the emotional intelligence learning of children from preschool during the learning of the English language.
- To analyze the relationship between Emotional Intelligence and English language learning in children from 4 to 5 years of age in preschool.

Methodology

The research design in the present study is of the 'non-experimental' type by virtue of which it allows observing phenomena as they occur in their natural context and then analyzing them, since the variables cannot be manipulated or randomly assigned to the participants or treatments (Kerlinger & Lee, 2002); 'Transectional or transversal' inasmuch as the data is collected in a single moment, in a single time; and 'descriptive' by virtue of which they investigate the incidence of the modalities or levels of one or more variables in a population (Hernández, Fernández, & Baptista, 2014).

The present study applied field research and documentary research. Field research is defined as "the systematic analysis of problems of reality, with the purpose of either describing them, interpreting them, understanding their nature and constituent factors ...", therefore, the study was developed in the place where the events occur, the problem, the phenomenology under consideration, which will make it possible to establish the relationships between cause and effect, in addition, it will be possible to predict the occurrence of the case or phenomenon. In the same way, Flores points out that bibliographic research is "based on the study that is carried out from the review of different bibliographic or documentary sources (literature on the research topic)" where analysis, interpretation, opinions predominate. , the conclusions and recommendations of its researchers, therefore, in this study printed material or other types of documents will be compiled that allow obtaining information from bibliographic data regarding the object of study, for subsequent analysis (Flores, y otros, 2016).

The research approach is Quali-Quantitative or also called 'mixed', allowing a reduced sample of research objects to be studied in a scientific way. (Hernández, 2006) maintains that "constitutes the highest level of integration between the qualitative and quantitative approaches, where both they are combined throughout the investigation process". The 'quantitative' research studies the association or relationship between quantified variables and tries to determine the strength of association or correlation between variables, the generalization and objectification of the results through a sample to make causal inference that explains why things happen or not in a certain way to a population from which every sample comes, as well as, the researcher puts aside values and beliefs and whose position is impartial or neutral. On the other hand, 'qualitative' research avoids quantification through narrative records of the phenomena that are studied using techniques such as participant observation and unstructured interviews, this implies that it is

explicit, since the researcher recognizes values and beliefs are even part of the study, the 'qualitative' one does it in structural and situational contexts trying to identify the deep nature of realities, their system of relationships, their dynamic structure for which it is based on theoretical elements that clarify the information and they give meaning to the data obtained that leads to interpreting the reality of the agents participating in the research (Sarduy, 2007, pág. 7).

The study population is made up of 56 children from 4 to 5 years of age (29 girls-27 boys), belonging to preschool, from Leonardo da Vince Educational Unit, located in the Maldonado parish, Riobamba canton, Chimborazo province, during the school period September 2020 - June 2021. Because the population is considered small or finite, the sample is the study population, and it is probabilistic, which will be applied to the entire population.

The applied research technique was Observation, whose data collection instrument is the 'notebook', whose notes will be observational in that it records descriptions of the events and content captured in the early childhood classrooms during the learning process of the English language; theoretical notes related to the theoretical framework; and of a methodological nature, recording comments on technical aspects of the field work according to the objectives and variables of the present study (Altamirano, 2015, pág. 41). The validity and reliability of the instrument was subjected to expert judgment, as stated by Kerlinger (2002) when stating "that the most appropriate procedure is to judge the representativeness of the items in terms of the research objectives through opinion of the specialists".

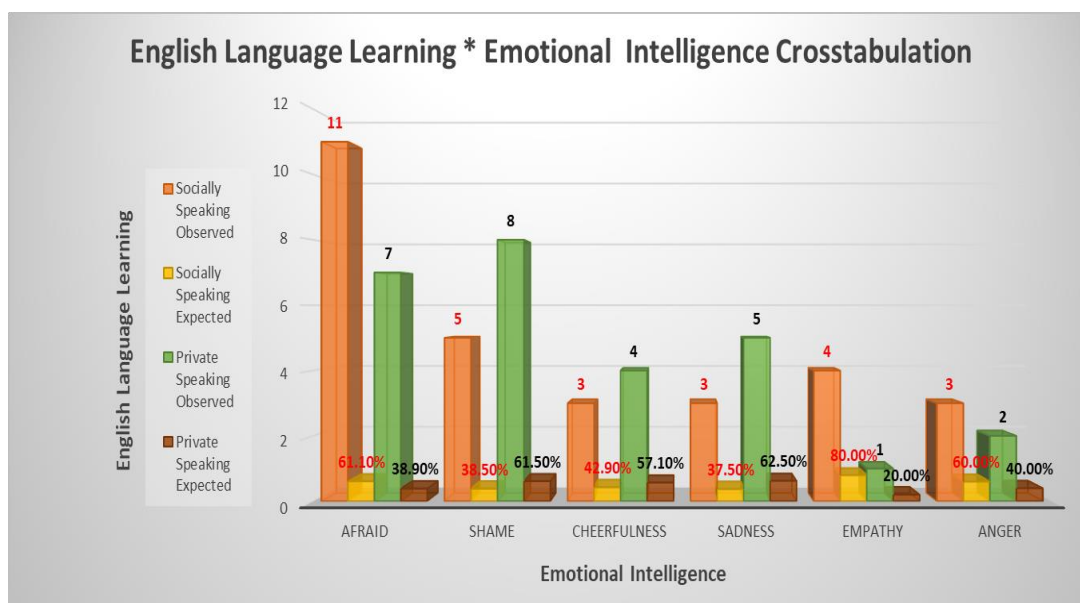
The results were described based on the responses of the study variables applying the 'triangulation' method, understood as a method that involves the use of multiple data collection methods on the same phenomenon to be studied (Flick, 2014). Therefore, the analysis and interpretation of the results, as well as the statistical Chi-Square Test were developed through the software Statistical Package for Social Sciences, whose results were interpreted with the contribution of the theoretical framework related to each of the variables of hypothesis with theory and praxis.

Results

The results of the present study during the development of the oral communication ability of the English language indicate that 51% of children during 'social talk' activities and 49% of children

during 'private talk' present many difficulties in managing your social emotions and your basic emotions. Therefore, 19.64% of children denote 'fear' in 'social talk' and 12.5% in 'private talk'. However, 14.28% of children show 'shame' in 'private talk' and 8.93% in 'social talk'. Similarly, 'sadness' occurs in 8.93% during 'private talk' and 5.35% in 'social talk'. On the other hand, 'cheerfulness' is observed in 7.14% during 'private talk' and only 5.36% during 'social talk'. However, 'empathy' occurs in 7.14% during 'social talk' and only 1.78% during 'private talk'. Finally, 'anger' occurs in 5.36% in 'social talk' and 3.57% in 'private talk' (see Figure 1).

Figure No. 1. Contingency Table: English Language Learning*Emotional Intelligence



Resource: Notebook of notes of the children from Preschool-Leonardo da Vinci E.U
Made by: Researchers

Hypothesis testing

The calculation of the verification of the hypothesis in the present study was carried out through the non-parametric Chi-Square Test (X²)

H₀: Emotional intelligence does not favor the English language learning of children from 4 to 5 years of age from preschool in the Leonardo da Vinci Educational Unit

H₁: Emotional intelligence favors the English language learning of children from 4 to 5 years of age from preschool in the Leonardo da Vinci Educational Unit

Conclusion: $X^2_{cal} = 4.158 < X^2_{tab} = 11.070$, $df = 5$, $\alpha = 0.05$

From the data obtained, Chi-Square Tests rejected the Null Hypothesis, accepting the Alternative Hypothesis (H1) because the calculated value of the Chi-Square Test = 4.158 (See Figure 2) is less than the critical value of = 11.070 (See Figure 3), concluding that the Emotional Intelligence variable is associated with the English Language Learning variable.

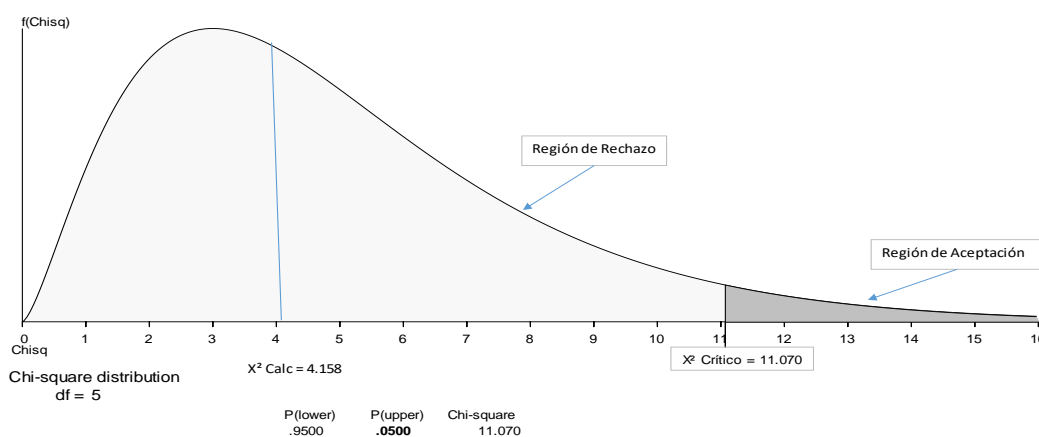
Figure No. 2. Statistical data analysis – Chi-Square Test.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.158 ^a	5	.527
Likelihood Ratio	4.301	5	.507
Linear-by-Linear Association	.042	1	.837
N of Valid Cases	56		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is 2.41.

Resource: Chi-Square Tests-SPSS from Children students
Made by: Researchers

Figure No. 3. Critical Values of the Chi-Square distribution with degree of freedom



Resource: $X^2_{critical}$ values=11.070 with 5 df and $\alpha=0.05$ from MegaStat-Microsoft Excel
Made by: Researchers

Discussion

The variables that made up the study hypothesis were: 'Emotional intelligence' and 'English language learning' in children of 4 to 5 years of age.

From the results presented in reference to the variable of 'Emotional Intelligence' we can deduce that boys and girls between 4 and 5 years of age from preschool present many difficulties to manage their emotions during the English language learning activities developed in the classroom, with 'fear' being one of the most frequently observed emotions in 'social talk', followed by the emotion of 'shame' in 'private talk'. This means that infants between the ages of 4 and 5 express a diversity of emotions and accelerated behaviors, the constant excesses of which are among them, generating a very tense learning environment. Therefore, these reactions denote that children have a limited development of their emotional intelligence. In contrast, children between the ages of 4 and 5 are very vulnerable to emotional changes due to their limited ability to control their emotions, since these emotions are spontaneous, which hinder the normal development of the learning process, as the emotional mind is much faster than rational mind.

On the other hand, the presence of emotions such as sadness, empathy and anger are recurrent according to the order of frequencies according to the results observed in the English classroom, which allows us to deduce that there is an absence of emotional education that allows Children learn to control their emotions, contrasting with the learning postulate of 'emotional intelligence' as the ability of people to perceive, attend, assimilate, understand, regulate and modify our feelings appropriately. This implies that 'Emotional Intelligence' must be developed from the first years of life, which will allow the human personality to develop from infants. Well, infants who learn to develop the ability to manage their emotions will have an excellent development in their environment that will allow them in the future to be productive people in society, successful in the personal and professional sphere (Quishpe, 2020a, pág. 323).

From the results presented in reference to the variable 'English language learning' we can deduce that 'social speech' generates many negative emotions than 'private speech' due to the fact that the learning resources used in the classroom are not aligned with the process. of learning and early childhood development. (Vygotsky, 1979, pág. 42) argues that learning is both a process and a product, estimates that learning promotes development and establishes that teaching always anticipates it, and that in children there are always periods during which they are especially

sensitive to development. influence of teaching; From this derives one of its key approaches: there is a “zone of proximal development” in which children can learn if they have the “mediation” of close adults (parents, relatives, teachers) or other children with more experience. He also argues that human development is determined by the sociocultural environment at the level of the child's social interaction and the sociocultural historical context of her environment. Likewise, (Tinajero & Mustard, 2011) argue that guaranteeing positive experiences during the first years of life such as a stimulating and affectionate social family environment, a quality initial education, a playful environment, and adequate health and nutrition care - can enhance all areas of child development and have an impact throughout the life of the subject. In addition, (Rogoff, 1993, pág. 30) states that “children's cognitive development is learning that takes place through guided participation in social activity with peers who support and stimulate their understanding and their ability to use the instruments of culture. To (Ausubel, 2002) 'meaningful learning' occurs when the child builds new knowledge based on a general idea that is already in his mental structure, or previously acquired knowledge, therefore, the teacher must be familiar with personal history, interests and needs of children, where respect and appreciation of cultural diversity, language, ancestral knowledge, constitute fundamental elements of children's learning. However, English language learning is not part of the Initial Education curriculum (2014) in the Ecuadorian educational system, therefore, English as a foreign language is taught in very few educational institutions for preschool care. However, teaching a foreign language in early childhood brings multiple benefits to early childhood infants, such as, the teaching-learning process of the English Language programs the child's brain circuits so that there is an openness to learn much more and to expand their knowledge, to be prepared for the future. In addition, it helps them to be communicative and develop confidence and security. (Rodríguez, 2004, pág. 146) mentions that the effects on childhood of the teaching of English in preschool age are not limited to a positive motivation of the child within the school environment, but can have a more far-reaching incidence: the development of favorable attitudes for the child use of the language, a perception of the language as something not difficult and a greater confidence in personal linguistic potential, an increase in interest in languages in general and feelings of empathy towards people from other countries and their culture.

Finally, the results showed the existence of very recurrent emotions in children between 4 and 5 years of age, such as fear, shame, joy, sadness, empathy and anger, this allows us to infer that 'Emotional Intelligence' is associated with 'English language learning' due to the fact that a limited management of emotions has a negative impact on achieving the learning objective, constituting a barrier to learning English language. Therefore, it is demanded that child learning and development be comprehensive, inserting the education of 'emotional intelligence' in educational programs as pointed out by (Espinoza, 2015, pág. 137) in a study carried out in Bolivia, concluding that the education of Intelligence Emotional in preschool children develop the ability to know, recognize and control their emotions, the same ones that helped them improve their school performance, including English language learning, as well as acceptance of themselves and of their peers.

Another study establishes that “actively listening to children's emotions strengthens the development of emotional intelligence; This implies taking a true teaching-learning process of the English language that is correct and appropriate, it is not just a question of asking them why?, but to show them that there are possibilities of ways to follow, that there are several options to solve a problematic situation, in the same way it can be concluded that the work of recognizing emotions and managing them generates a bond of trust, security and empathy between the students and the teacher, building a solid foundation for good English language learning (Rodríguez L. , 2015, pág. 52). Similarly, the study carried out by (Muñoz, 2017, pág. 36) concludes that “it is of great importance to educate emotional intelligence from the early stages of the child's development to enhance their academic results by stopping school dropout and failure, as well as the appearance of emotional and behavioral problems that can begin in later age ranges”.

Conclusions

From the analysis and discussion of the results, it can be concluded that 'emotional intelligence' is directly related to learning. Well, a deficient development of the educational process of 'emotional intelligence' in the classrooms of children from 4 to 5 years of age in preschool hinders the regular process of English language learning. This means that those who are not part of a comprehensive education that considers the relevance of the development of 'emotional

intelligence' will have long-term emotional discomfort and imbalance, and when they are adults they will hardly be able to teach their children to educate their emotions, to develop their ability to think, to reason about emotions and that implies identifying their own emotions as those of others, which would be emotional perception, because it will be difficult for them to talk about their emotions and the emotions of their children, becoming a circle that limits the achievement of emotional intelligence and true success, being happy. Consequently, each individual develops various abilities, skills and competencies as a comprehensive being, gathering a set of characteristics that will allow them to achieve life goals and that if they are combined with the development of emotional intelligence and the English language learning will do more easy coexistence as a social being that is.

From the point of view of personal development, as long as the limited development of emotional intelligence continues, girls, boys, young people and adults will have serious difficulties tolerating a relationship, being part of a society, emerging in the interpersonal sphere, and of having good and healthy relationships, generating many difficulties to achieve their goals due to not developing social skills, due to the limited acceptance in their school or work relationships, due to the few considerations they could have with others or due to ineffective communication, as well as disrespect for rules and ease of judging their social environment. Consequently, the present study seeks a change in the traditional model of education focused only on conceptual content, through the promotion of emotional education at an early age, corresponding to Early Childhood Education, giving priority to the maximum development of each one of children, generating technical and informative assistance for English language teachers, parents, and therefore for children, who will be their beneficiaries.

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