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COMBINATION PATTERNS BETWEEN EMOTIONAL INTELLIGENCE AND LANGUAGE LEARNING STRATEGIES OF FOUNDATION STUDENTS OF OMAN COLLEGE OF HEALTH SCIENCES: IMPLICATIONS TO LANGUAGE CURRICULUM

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Abstract:
This study investigated the relationship between students' emotional intelligence (EI) and their use of language learning strategies. Emotional intelligence was assessed across four clusters, namely Emotionality, Self-control, Well-being, and Sociability, with all domains receiving a neutral interpretation, which indicates a moderate level of EI among students. Language learning strategies were evaluated across six categories: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies, with Metacognitive Strategies being the most preferred and Affective Strategies the least. This suggests that students are more focused on planning and monitoring their learning than managing emotions. Correlation analysis revealed significant relationships between EI traits and strategy use. Strong emotional traits such as Self-control, Sociability, and Emotionality were positively associated with the use of Cognitive, Social, and

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Metacognitive Strategies, which support active engagement, collaboration, and self-regulated learning. Well-being was strongly linked to Compensation and Social Strategies, which shows that emotionally positive students are more resourceful and socially engaged. Memory Strategies showed moderate connections to Self-control and Well-being, while some combinations, such as Well-being with Cognitive and Metacognitive Strategies, showed no significant relationship. These findings highlight the crucial role of emotional intelligence in shaping students' approach to language learning and suggest that integrating EI development into instruction may enhance learner independence, engagement, and academic success.

Keywords: emotional intelligence, language learning strategies, combination patterns, linguistic competence

1. Introduction

In a previous study on language learning preferences conducted among foundation students at Oman College of Health Science, Muscat, Manuel (2024) discussed how foundation students exhibit diverse language learning strategies that significantly impact their processing of information, both in written and oral forms. His findings revealed that students showed varying preferences for language learning strategies, with metacognitive strategies being the most frequently employed, while memory and affective strategies were less favored. This indicates that learners prioritize self-regulation and reflection in their English language acquisition but may overlook strategies related to emotional regulation and memory retention.

The study showed that the emotional aspect of students' learning preferences appeared to be underutilized. Increasing students' awareness of their language learning strategies (LLSs) could not only better equip them for learning but also encourage them to be more critical of the strategies they employ. Studies in this field have demonstrated that learners do not all use LLSs in the same way. The use of these strategies is shaped by various factors, and the frequency and diversity of LLSs differ between individuals depending on a range of variables. Building on these findings, the present study aims to further explore the role of emotional intelligence in students' language learning preferences and examine how it influences their choice of strategies on a broader scale.

The term "emotional intelligence" is composed of two elements: "emotion" and "intelligence." As defined by Salovey and Mayer (1997), emotional intelligence is a subset of social intelligence that encompasses the ability to observe and assess one's own emotions as well as those of others, distinguish between different emotions, and use this awareness to guide thoughts and actions (Johnson & Kimbrough, 2019). Daniel Goleman is widely recognized for popularizing the concept of emotional intelligence, gaining attention with his 1996 publication *Emotional Intelligence*, which focused on the role of emotional intelligence in the workplace. He stated that abilities such as motivating

oneself, persisting through frustration, controlling impulses, delaying gratification, managing moods, preventing distress from overwhelming one's thinking, showing empathy, and maintaining hope are key aspects of emotional intelligence. Goleman's model outlines five core emotional and social competencies: self-awareness, self-regulation, motivation, empathy, and social skills (Johnson & Kimbrough, 2008).

Historically, human achievement was primarily attributed to intelligence quotient. However, recent studies, including those by Carmeli (2003), Turner and Stough (2020), and Mansurul (2023), have shifted this position, suggesting that Emotional Intelligence (EI) is a more important factor in deciding success across various aspects of life, such as academic performance, workplace outcomes, and social relationships. Mansurul (2023) emphasized that while IQ contributes to only about 20% of an individual's achievements, EI plays a crucial role in shaping success. EI, particularly within the framework of the trait EI model, refers to an individual's self-perceived ability to understand, assess, and manage their own emotions, as well as those of others and larger groups (Mansurul, 2023). In the educational realm, Mavroveli and Sánchez-Ruiz (2021) noted that EI is essential for enhancing English language proficiency, particularly among learners of English as a Foreign Language (EFL).

On the other hand, a study on language learning strategies (LLS) among less proficient learners in Oman focused on the most commonly used strategies and how factors like age, gender, and work experience affect strategy use. The research involved 82 students from Majan College, both foundation and undergraduate levels, and found that less proficient learners tended to rely more on compensation and memory strategies than cognitive, metacognitive, social, or affective strategies. While age and gender had no significant impact, part-time students with work experience used strategies more frequently than full-time students. The study used the Strategy Inventory for Language Learning (SILL) for English learners (Boggu & Sundarsingh, 2014). Radwan (2020) surveyed 128 students in Oman to investigate the relationship between gender and English proficiency. His findings showed no significant difference in strategy use between genders, consistent with studies by Ismail & Al Khatib (2020), Razi (2022), and Abu Shamis (2021). However, Radwan did observe differences in strategy use between Omani and Palestinian students, with proficiency influencing strategy use in Omani students, while Abu Shamis found no such effect. In a separate study, Inguva, Tuzlukova, and Sancheti (2019) examined the profile of foundation program English learners in Oman. Conducted at Sultan Qaboos University using a bilingual questionnaire (English and Arabic), the study aimed to understand the factors contributing to student success or failure in English foundation courses. The findings emphasized that understanding learner profiles is crucial for guiding curriculum design and equipping students with skills for academic and professional success.

Thus, this study sought to examine how the emotional intelligence of the GFP students associates with their use of language learning preferences. Understanding this connection is vital for curriculum designers, educators, and policymakers, as it allows

them to assess the extent of students' EI and their use of LLS. This insight can guide educators in adopting teaching strategies that simultaneously strengthen students' emotional intelligence and support their language learning process.

2. Research Questions

The study aimed to determine the relationship or pattern between emotional intelligence and language learning strategies among Level students at the Oman College of Health and Sciences, Muscat, Oman. In particular, it is viewed to address the following questions.

1) What is the level of Emotional Intelligence (EI) of the GFP students?
2) What is the extent of Language Learning Preferences (LLP) used by the GFP students?
3) What combination pattern/s can be derived from the students' Emotional Intelligence (EI) and Language Learning Preferences (LLP)?

2.1 Specific Objectives

1) To determine the level of Emotional Intelligence (EI) of the GFP students.
2) To determine the extent of Language Learning Strategies (LLS) used by the GFP students.
3) To identify the combination pattern/s that can be derived from the students' Emotional Intelligence (EI) and Language Learning Strategies (LLS).

3. Literature Review

It has long been known that emotional intelligence (EI) is an essential measure of success in several areas, including school. Several research figured out that EI is strongly linked to helping students perform better in school, especially in terms of acquiring languages. Petrides and Furnham (2018) and Goleman (1996) opine that individuals with higher scores of EI do well in controlling their emotions, which enables them to perform in school and in social contexts. Emotional intelligence (EI) is believed to be associated with the fruitful use of language learning strategies (LLS). Oxford (2017) classifies these strategies into the strands of cognitive, metacognitive, social, affective, and memory strategies, which learners utilize to improve their language competence. Numerous studies, including those conducted by Pishghadam (2017), Fouladi (2018), and Zafari & Biria (2019), have examined the correlation between Emotional Intelligence (EI) and Learning Strategies (LS) among English as a Foreign Language (EFL) learners. Data strongly suggest that students showing advanced emotional intelligence are closer to employing a diverse array of learning strategies, particularly cognitive, metacognitive, and social strategies. These students have the tendency to do better at learning a language as they can control their emotions, stay highly motivated, and connect with other people while they are learning. Shao, Yu, and Ji (2021) and Zarafshan & Ardeshiri (2019) also

postulated that EI is associated with better language ability, such as reading, writing, listening, and speaking.

Stottlemayer (2019) cites Petride, Frederickson, and Furnham (2018) as saying that emotional intelligence has become a dominant effort for many educational researchers, chiefly when it comes to helping second language learners do well in school. A number of studies have underscored the weight of emotional intelligence in EFL/ESL contexts. For example, Pishghadam (2017) accentuated the critical role of emotional intelligence in students' academic success in reading, listening, writing, and speaking. His findings established a significant correlation between second language acquisition and multiple aspects of emotional intelligence. In a parallel study, Shao, Yu, and Ji (2021) explored the nexus between emotional intelligence and writing achievement in 68 non-English major freshmen at a university in Hangzhou. They discovered a great positive link between emotional intelligence and writing achievement. Despite these results, we still need to find ways to help foreign language learners become more emotionally intelligent. Garette and Young (2016) stated that "*Affect and emotion have often been overlooked in classroom foreign language learning, where the main focus has traditionally been on gaining knowledge and using the new language*." Vanderzee, K., Thijs, & M., Schakel, K. (2020) stressed the implication of integrating affect and emotion in education for two reasons: 1) attending to the affective breadth can boost language learning outcomes, and 2) this regard on affective aspects can transcend language instruction and influence broader academic areas.

Alqarni (2023) also investigated the connection between emotional intelligence (EI) and high school students' academic success and found that EI enhances both social and academic performance. The research identified a definite correlation between emotional intelligence and the academic and social development of adolescents, specifically in social learning perspectives. Similarly, Martins, A., Ramalho, N., & Morin, E. (2010) evaluated the effect of emotional intelligence (EI) and language learning strategies (LLS) on English proficiency among Iranian EFL learners. Their results revealed that metacognitive, affective, and social learning strategies, as well as emotional intelligence, aided people do better at English. Chen, Z., & Zhang, P. (2022) also investigated how emotional intelligence influences language learning and contrasted it to how well students did in reading, speaking, listening, writing, and overall GPA. His research showed that people with higher emotional intelligence were more likely to get good grades. Zafari, M., & Biria, R. (2020) studied the effect of emotional intelligence on the variety of language learning strategies among Iranian postgraduate students enrolled in foreign universities, where the use of English for listening, speaking, reading, and writing is made mandatory both inside and outside the classroom.

Sarkar and Mamun (2023) uphold that emotional intelligence plays a fundamental role in students' capability to handle interpersonal relationships and tackle academic challenges. Their research suggests that students demonstrating compassion and emotional awareness have a higher likelihood to participate confidently in classroom

interactions and displaying heightened resilience in stressful conditions. These emotional skills are not just related to better relationships with peers, but they are also connected to improved grades and overall health. Stevens *et al.* (2020) examined the relationship between emotional intelligence and academic stress. Their findings imply that students possessing elevated emotional intelligence are smarter in handling their emotions, thus improving their ability to traverse academic hurdles efficiently.

Emotional transparency and the capacity to acknowledge and regulate emotions were identified as protective factors against stress, thereby augmenting students' ability to maintain motivation and concentration in challenging educational settings. Sun and Lyu (2022) exposed that emotional intelligence utilizes both direct and indirect impacts on students' self-efficacy. Students who do better at managing their feelings are more likely to feel stable in themselves when it comes to dealing with crises at school and in life situations. The study also showed that how students cope with stress is very important in this relationship. Students who employ positive coping strategies are likely to feel competent and motivated in school. Uziel, Price, and Alquist (2022) investigated how students' desire for self-control (DSC)—the wish to have more self- control—impacts their actual performance. Interestingly, they revealed that a pronounced desire for self-control may correlate with reduced performance; nevertheless, this phenomenon can be overturned when students are provided with clear plans or strategies, referred to as implementation intentions. Students who want to get better at controlling themselves can do so if they are taught how to act in certain situations. This supports the idea that self-control is not just something you have, but something you can learn with the right tools and help.

Salovey and Mayer (2020) distinguished emotional intelligence as the capacity to identify, understand, regulate, and effectively operate emotions in oneself and others, emphasizing its importance in developing social interactions and decision-making. Goleman (1995) built on this foundation by adding emotional skills like self-awareness, self-regulation, motivation, empathy, and social skills. He said that these attributes are often more essential than IQ when it comes to personal and professional success. In addition to this point of view, Diener *et al.* (2021) investigated subjective well- being, discovering that individuals with superior emotional intelligence generally state heightened life fulfillment, boosted frequency of positive emotions, and greater coping strategies when faced with stress. Communally, these papers emphasize the essential role of emotional intelligence in advancing psychological health and general well-being.

In like manner, academics like Besharat *et al.* (2020) and Soto *et al.* (2021a) have shown that emotional and social skills are closely related to success in teaching, learning, socializing, and doing well in school. Petrides and Furnham (2018) have shown that emotional intelligence is very important for learning a second language. The study of language learning strategies (LLS) employed by various learners has been a prominent focus for many years, considering the difficulties associated with acquiring a second or foreign language. LLS help students organize and find learning materials, which helps

them learn a language better (Oxford *et al.*, 2004). Different scholars have suggested different ways to group LLS, but Oxford's (2017) taxonomy is the one that is most widely used. This classification organizes strategies into six categories: memory, cognitive, compensatory, metacognitive, affective, and social.

A study probing language learning strategies (LLS) among less proficient learners in Oman focused on the most frequently engaged strategies and the influence of variables such as age, gender, and work experience on strategy utilization. The study included 82 students from Majan College, including both foundation and undergraduate levels. It showed that less competent learners primarily used compensation and memory strategies, rather than cognitive, metacognitive, social, or affective strategies. Although age and gender did not exert a significant influence, part-time students possessing work experience employed strategies more frequently than their full-time counterparts. The study utilized the Strategy Inventory for Language Learning (SILL) for English learners (Boggu & Sundarsingh, 2014). Radwan (2020) conducted a survey of 128 students in Oman to examine the correlation between gender and English proficiency. His results indicated no significant disparity in strategy utilization between genders, aligning with the research conducted by Ismail & Al Khatib (2020), Razi (2022), and Abu Shamis (2021). Radwan, on the other hand, did see differences in how Omani and Palestinian students used strategies. In Omani students, proficiency affected how they used strategies, but Abu Shamis did not see this effect. In a distinct study, Inguva, Tuzlukova, and Sancheti (2019) analyzed the demographic characteristics of foundation program English learners in Oman. The study, implemented at Sultan Qaboos University with a bilingual questionnaire (English and Arabic), sought to clarify the factors affecting student success or failure in English foundation courses. The results highlighted the value of understanding learners' data to inform curriculum design and to train students with competencies for academic and professional success.

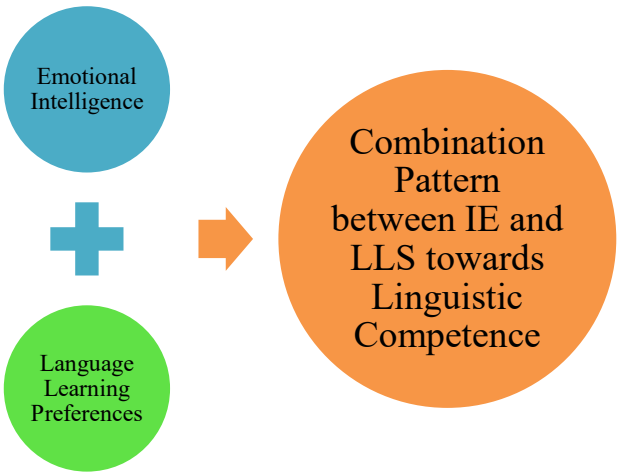
Wenden (2017) and Allwright (2020) principally examined language learning strategies from various scales, including behavioral, cognitive, and affective scopes. They underscored that these strategies aim to enhance learners' self-reliance, determination, and persistence. Oxford's (1990) definition of language learning strategies has been the most frequently cited in related studies. Oxford characterized these strategies as "*specific actions taken by the learner to facilitate learning in a manner that is easier, quicker, more enjoyable, more self-directed, more effective, and more applicable to new contexts*" (p. 8). This characterization is anchored with what O'Malley and Chamot (2020) said: language learning strategies are conscious judgments and actions that help with language learning responsibilities and make the learning process more personal.

Beltran (2021) also thought of language learning strategies as means that students use their own cognitive skills in a classroom setting. Cohen (2014) characterized these strategies as methodologies and procedures that facilitate learners in acquiring knowledge and enhancing proficiency in the target language. Monereo *et al.* (2001) assert that language learning strategies encompass the processes and techniques employed by

learners to efficiently acquire new information and content. All of these talks show how important it is to learn in a way that focuses on the student. Rose (2022) said that language learning strategies are linked to students' ability to be independent, control themselves, and regulate themselves. Macaro (2021) also suggested that learning strategies are important for connecting subconscious mental activity with cognitive processes and can be used in different learning situations, such as emotional intelligence training in language learning curricula.

4. Theoretical Framework

This study was guided by two models which explore the relationship between Emotional Intelligence (EI) and Language Learning Strategies (LLS), examining how emotional skills impact the use of strategies that enhance language acquisition. By integrating Goleman's Emotional Intelligence Theory and Oxford's Language Learning Strategies Model, this framework highlighted the role of emotional awareness, regulation, and motivation in shaping how learners approach language learning.



Goleman's (1995, 1998) theory defines emotional intelligence as the ability to acknowledge, understand, and manage one's own emotions as well as the emotions of others. His model includes five key components: *self-awareness, self-regulation, motivation, empathy, and social skills.* Individuals with high EI tend to perform better in personal and professional settings because they can regulate their emotions, stay motivated, and develop strong interpersonal relationships. In an educational discourse, these abilities help reduce stress, improve focus, and foster effective collaboration. On the other hand, Oxford (2017) identified six categories of language learning strategies that learners use to enhance their language skills: *cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies*. These strategies help learners address challenges and improve language proficiency. The integration of EI and LLS suggests that learners with higher EI are more likely to choose and apply effective

strategies, such as using metacognitive strategies to organize their learning or affective strategies to manage frustration.

Additionally, high emotional intelligence enhances the use of social strategies by fostering better interactions with others. Based on these theories, a proposed framework suggests that EI acts as a moderating factor in the selection and application of LLS, with students possessing higher EI being better equipped to manage emotional challenges and adopt a variety of strategies. Hypotheses derived from this framework indicate that students with higher EI are more likely to employ a wider range of strategies, especially metacognitive, cognitive, and social strategies, and their emotional regulation skills positively influence the use of affective strategies. Ultimately, the integration of EI and LLS emphasizes the significance of emotional factors in language acquisition, with high EI supporting more effective language learning strategies and improving language proficiency. This framework provides a foundation for investigating the relationship between EI and LLS and for designing educational interventions that enhance both emotional and linguistic competencies among learners.

5. Methodology

A descriptive quantitative research design was employed to describe the combination pattern or relationship between Emotional Intelligence (EI) and Language Learning Preferences (LLP). According to Creswell, J.W. and Creswell, J.D. (2018), descriptive research sought to describe the current status of an identified variable. These research projects were designed to provide systematic information about a phenomenon.

5.1 Sample and Sampling Technique

This paper was generally classified as a sequential study to the recently conducted research titled *"Preference in Language Learning Strategies of Foundation Students of Oman College of Health Science, Muscat: An Input in Developing Language Programs"* which aimed to relate the existing results on students' preferences on LLS to their emotional intelligence. Its purpose was to provide a valid insight into the emotional well-being of both native and non-native English speakers and their selection of LLS. Hence, the study made use of the GFP students as the respondents utilizing the results of their LLS, particularly along cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies.

5.2 Data Collection

In the collection of data, the questionnaire was the main tool that was administered to the identified respondents, which consisted of two subparts. Part 1 is a checklist on Emotional Intelligence (EI) taken from Petrides and Furnham' Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF), which has 30 items and is broken down into four (4) clusters: *self-control, well-being, emotionality, and sociability*. Part 2, on

the other hand, focused on the Language Learning Strategies (LLS) that contain six (6) components: *cognitive strategies, metacognitive strategies, memory strategies, compensatory strategies, affective strategies, and social strategies.*

To respond to the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF), each item was rated on a *7-point scale from "totally disagree" to "strongly agree".* The final questionnaire component used Oxford (2017)'s SILL questionnaire to assess students' LLS. This section presented a 3–point Likert-like scale with the following response options of *"Often, Sometimes, and Never".* However, this part shall no longer be administered again to the respondents because there already exists data which was taken in the previous study.

Since the instrument employed a standard questionnaire, the validity and reliability of each item or construct had already been established as both valid and acceptable. This integration aligned with the concept of linearity in data, as the standardized nature of the questionnaire ensures consistent measurement of variables. When data follow a linear relationship, the constructs being assessed are expected to exhibit a direct and predictable correlation, allowing for a clearer interpretation of the results. This process ensured that the instrument maintains both the accuracy and consistency necessary for reliable data collection and analysis.

5.3 Data Analysis

After the data were collected, they were analyzed using both descriptive and inferential statistical procedures. For emotional intelligence and language learning strategies, the mean and standard deviation were applied to describe the level and extent of students' responses.

To examine the relationship between emotional intelligence and language learning strategies, the Pearson Product-Moment Correlation Coefficient (at $\alpha = 0.05$) was used to perform a cross-analysis of the combination pattern of EI and LLS utilized by the students. Pearson's r was selected due to the scale-type responses associated with both EI and LLS. Additionally, a test for normality was conducted to determine whether parametric or non-parametric tests are more appropriate for analyzing and interpreting the data, ensuring the most accurate statistical approach is applied.

5.4 Ethical Considerations and the Approval

The research prioritized ethical considerations such as the anonymity and confidentiality of respondents. Part of the study has utilized existing data on students' preferences for language learning strategies (LLS) from a previous study. Permission to access this data was requested from the research committee or ethics board and the Office of Student Affairs. Before participation, the researcher carefully explained the study's objectives, procedures, and potential risks, although none are expected, as the study only involves completing surveys. Informed consent was obtained, and coded names were used to protect respondents' identities under the Data Privacy Law. All responses were strictly

used for research purposes and securely stored. Data management followed strict protocols, and the study was submitted for approval to the college research committee to ensure adherence to ethical standards.

5.5 Future Implications of the Study

The study on the combination pattern of Emotional Intelligence (EI) and Language Learning Strategies (LLS) has several future implications and benefits. By exploring how EI influences students' choice and effectiveness in using LLS, the research can provide valuable insights for educators and institutions to design more personalized language learning programs. Understanding these connections can lead to improved teaching methods that foster both emotional and linguistic competencies, helping students become more adaptive and successful in their language learning. Additionally, the findings could inform curriculum development, allowing schools to integrate emotional intelligence training into language education, ultimately enhancing student engagement, motivation, and overall academic performance. On a broader scale, this study could contribute to educational psychology and language acquisition research that highlights the role of emotional well-being in academic success and offers pathways for interventions that support students' emotional and cognitive growth.

6. Results and Discussion

6.1 Students' Emotional Intelligence along with Emotionality

The results from Table 1 on Students' Emotional Intelligence, along with Emotionality, offer a varied view of how students perceive and manage their emotions, particularly in interpersonal contexts. One of the most significant positive indicators is the statement "I'm normally able to 'get into someone's shoes' and experience their emotions," which scored a mean of 5.08 and falls under "Somewhat Agree". This reflects a strong sense of empathy, a core component of emotional intelligence. Empathy is crucial for building meaningful relationships and navigating social environments, and its presence among students is encouraging. According to Sarkar and Mamun (2023), empathy enhances classroom dynamics and contributes to better peer interactions, communications and overall well-being. Another notable strength is the item "Expressing my emotions with words is not a problem for me," with a mean of 4.49, also in the "Somewhat Agree" range. This suggests that many students feel comfortable verbalizing their emotions, which is essential for emotional regulation and conflict resolution. Being able to articulate feelings is linked to improved mental health and academic performance, as it allows students to seek help and build supportive networks (Sarkar & Mamun, 2023).

However, the table also highlights areas of concern. For instance, "I often find it difficult to show my affection to those close to me" scored 2.51, indicating "Disagree", and "Many times, I can't figure out what emotion I'm feeling" scored 2.82, interpreted as "Somewhat Disagree". These responses suggest that a significant number of students

struggle with emotional clarity and expression, which can hinder their ability to form close relationships and manage stress effectively. Emotional confusion is often linked to lower self-awareness and can impact decision-making and interpersonal communication (Stevens *et al.*, 2020). The category mean of 3.68, interpreted as Neutral, suggests that students are moderately aware of their emotional states. Relating this finding to Emotional Intelligence in Education, emotionality encompasses traits such as empathy, emotional expression, and relationship skills. Alqarni (2023), Sarkar and Mamun (2023), and Stevens *et al.* (2020) found that students who score higher in emotionality are more likely to engage positively with peers, manage stress effectively, and demonstrate resilience in academic settings. These findings underscore the importance of integrating emotional intelligence training into educational settings to foster not only academic success but also emotional resilience and social competence.

Table 1: Students' Emotional Intelligence along with Emotionality

	Emotionality	**Mean**	**SD**	**DI**
1.	Expressing my emotions with words is not a problem for me.	4.49	1.21	Somewhat Agree
2.	I often find it difficult to see things from another person's viewpoint	3.21	1.48	Somewhat Disagree
3.	Many times, I can't figure out what emotion I'm feeling.	2.82	1.30	Somewhat Disagree
4.	Those close to me often complain that I don't treat them right.	3.89	1.38	Neutral
5.	I often find it difficult to show my affection to those close to me.	2.51	1.61	Disagree
6.	I'm normally able to "get into someone's shoes" and experience their emotions.	5.08	1.11	Somewhat Agree
7.	I often pause and think about my feelings.	4.12	1.31	Neutral
8.	I find it difficult to bond well, even with those close to me.	3.29	1.48	Somewhat Disagree
	Category Mean	**3.68**	**1.36**	**Neutral**

Note: Strongly Disagree = 1.00 – 1.85, Disagree = 1.86 – 2.71, Somewhat Disagree = 2.72 – 3.56, Neutral = 3.57 – 4.42, Somewhat Agree = 4.43 – 5.28, Agree = 5.29 – 6.14, Strongly Agree = 6.15 – 7.00

6.2 Students' Emotional Intelligence along with Self-control

Table 2 shows that students have a moderate level of self-control, with a category mean of 3.77, which falls under the Neutral range. This means that, generally, students are somewhat able to manage their emotions and behaviors, leaving room for improvement. Specifically, the result indicates some of the affirmative responses, which include students who are motivated and can handle stress fairly well, as seen in the computed scores of 4.53 and 4.52, respectively. They also feel that they can control their emotions when needed, which is a good sign of emotional maturity, with a mean of 5.09. These abilities are important because they help students stay focused, calm, and productive, especially during stressful times like exams or group work.

However, the table also shows that some students struggle with staying motivated and tend to act on impulse—for example, changing their minds often or getting involved in things they later regret, scoring a mean of 2.51 and 2.83. These behaviors suggest that

while students may know what they should do, they sometimes find it hard to follow through. Research supports these findings. For instance, Vanderzee, K., Thijs, & M., Schakel, K. (2020) found that students with higher emotional intelligence are better at handling academic stress and staying motivated. Similarly, Sun and Lyu (2022) showed that students who can manage their emotions tend to feel more confident and perform better in school. Another study by Uziel and Baumeister (2022) explained that self-control isn't just something you're born with—it's something you can work on and improve over time. Thus, while many students show good signs of self-control, helping them build stronger habits and emotional awareness could make a big difference in their academic and personal success.

Table 2: Students' Emotional Intelligence along with Self-control

	Self-control	**Mean**	**SD**	**DI**
1.	On the whole, I'm a highly motivated person.	4.53	1.22	Somewhat Agree
2.	I usually find it difficult to regulate my emotions.	3.24	1.49	Somewhat Disagree
3.	I tend to change my mind frequently.	2.83	1.31	Somewhat Disagree
4.	I often find it difficult to adjust my life according to the circumstances.	3.91	1.39	Neutral
5.	On the whole, I'm able to deal with stress.	4.52	1.21	Somewhat Agree
6.	I normally find it difficult to keep myself motivated.	2.51	1.62	Disagree
7.	I'm usually able to find ways to control my emotions when I want to	5.09	1.12	Somewhat Agree
8.	I tend to get involved in things I later wish I could get out of.	3.30	1.50	Somewhat Disagree
9.	Others admire me for being relaxed.	4.01	1.32	Neutral
	Category Mean	**3.77**	**1.35**	**Neutral**

Note: Strongly Disagree = 1.00 – 1.85, Disagree = 1.86 – 2.71, Somewhat Disagree = 2.72 – 3.56, Neutral = 3.57 – 4.42, Somewhat Agree = 4.43 – 5.28, Agree = 5.29 – 6.14, Strongly Agree = 6.15 – 7.00

6.3 Students' Emotional Intelligence along with Well-being

The analysis of students' emotional intelligence in relation to their well-being reveals a different emotional profile. Among the indicators, the highest level of agreement was found in students' belief in their own personal strengths, with a mean of 5.30, which shows a strong sense of self-efficacy and confidence. This aligns with Goleman's (1995) framework, which emphasizes self-awareness and personal competence as foundational to emotional intelligence. On the other hand, the lowest scores were associated with sentiments reflecting a lack of enjoyment in life, as indicated in the computed mean of 2.35 and a tendency toward pessimism with a score of 2.83. These results suggest that while students generally reject negative self-perceptions, there may still be underlying emotional challenges. Diener *et al.* (2021) support this interpretation, noting that emotional intelligence is positively correlated with life satisfaction and optimism.

Moderate scores were observed in students' recognition of their positive qualities and overall satisfaction with life indicating a balanced but improvable emotional state. Interestingly, when asked about their outlook on the future, students expressed a neutral stance, with mean 4.01, which may reflect transitional stress or uncertainty common in academic environments.

The presented category mean of 3.92 further implies a neutral level of well-being. While students demonstrate some positive emotional traits, the data points to opportunities for growth in fostering optimism, resilience, and emotional regulation. These findings are consistent with Salovey and Mayer's (2020) view that emotional intelligence involves the ability to monitor and manage emotions effectively, which is essential for psychological health.

Table 3: Students' Emotional Intelligence along with Well-being

	Well-being	**Mean**	**SD**	**DI**
1.	I generally don't find life enjoyable.	2.35	0.58	Disagree
2.	I feel that I have a number of good qualities.	4.52	1.21	Somewhat Agree
3.	I have a gloomy perspective on most things.	2.83	0.61	Somewhat Disagree
4.	I'm pleased with my life.	4.50	1.22	Somewhat Agree
5.	I believe I'm full of personal strengths.	5.30	1.13	Agree
6.	I generally believe that things will work out fine in my life.	4.01	1.32	Neutral
	Category Mean	**3.92**	**1.01**	**Neutral**

Note: Strongly Disagree = 1.00 – 1.85, Disagree = 1.86 – 2.71, Somewhat Disagree = 2.72 – 3.56, Neutral = 3.57 – 4.42, Somewhat Agree = 4.43 – 5.28, Agree = 5.29 – 6.14, Strongly Agree = 6.15 – 7.00

6.4 Students' Emotional Intelligence along with Sociability

On the students' emotional intelligence in terms of sociability, data reveal significant and diverse interpersonal skills of the students. The mean of 5.30, which is observed as the greatest mean, corresponds to students' acknowledgement that they have little influence over others' emotions, which explains a strong agreement. This may reflect a sense of humility or a lack of assertiveness in social interactions. Furthermore, the mean of 4.51 associated with students' ability to deal effectively with people suggests a moderate level of confidence in managing interpersonal relationships. These findings are consistent with the work of Besharat *et al.* (2020) and Soto *et al.* (2021a), who emphasized that emotional and social competencies are closely linked to success in teaching, learning, and social interactions.

Meanwhile, the lowest mean of 2.51 was recorded in students' tendency to back down even when they know they are right, interpreted as disagreement. Similarly, the mean of 2.82 for their ability to influence others' emotions and 3.21 for standing up for their rights reflect challenges in assertiveness and emotional influence, both falling under the "Somewhat Disagree" category. These results suggest that while students may be socially aware, they may struggle with expressing themselves confidently and persuasively. This aligns with the findings of Alqarni (2023), who noted that emotional

intelligence significantly enhances both social and academic performance, particularly in environments that require active interpersonal engagement.

Other findings were observed in students' self-assessment as negotiators (mean of 3.91) and their adaptability to new environments (mean of 4.01), which points to variability in their confidence and flexibility in dynamic social settings. With this, the category mean of 3.75 affirms a neutral level of sociability, which implies that although students demonstrate some strengths in interpersonal engagement, there remains room for growth in assertiveness, emotional influence, and adaptability. These findings reinforce the importance of fostering social competence as a vital dimension of emotional intelligence that contributes to well-being and effective interpersonal functioning, as supported by the research of Martins *et al.* (2010) and Mansurul (2023).

Table 4: Students' Emotional Intelligence along with Sociability

	Sociability	**Mean**	**SD**	**DI**
1.	I can deal effectively with people.	4.51	1.22	Somewhat Agree
2.	I often find it difficult to stand up for my rights	3.21	1.49	Somewhat Disagree
3.	I'm usually able to influence the way other people feel.	2.82	1.30	Somewhat Disagree
4.	I would describe myself as a good negotiator.	3.91	1.39	Neutral
5.	I tend to "back down" even if I know I'm right.	2.51	1.61	Disagree
6.	I don't seem to have any power at all over other people's feelings	5.30	1.13	Agree
7.	I'm able to adapt to new environments.	4.01	1.32	Neutral
	Category Mean	**3.75**	**1.35**	**Neutral**

Notes: Strongly Disagree = 1.00 – 1.85, Disagree = 1.86 – 2.71, Somewhat Disagree = 2.72 – 3.56, Neutral = 3.57 – 4.42, Somewhat Agree = 4.43 – 5.28, Agree = 5.29 – 6.14, Strongly Agree = 6.15 – 7.00.

6.5 Overall Students' Emotional Intelligence

Table 5 summarizes students' emotional intelligence (EI) across four clusters—Emotionality, Self-control, Well-being, and Sociability—with all domains receiving a "Neutral" interpretation and an overall mean of 3.78. This suggests that students possess a moderate level of Emotional Intelligence that shows balanced emotional awareness and regulation. Among the clusters, Well-being scored the highest ($\bar{x} = 3.92$), which reflects students' generally positive self-perception and life satisfaction. This aligns with Mansurul (2023), who emphasized that EI significantly contributes to personal success, far outweighing the influence of IQ, which accounts for only about 20% of achievement. Emotionality, with the lowest mean ($\bar{x} = 3.68$), suggests a need for improvement in recognizing and expressing emotions—skills that are vital for empathy and interpersonal communication, especially in educational contexts (Carmeli, 2003; Turner & Stough, 2020). The moderate scores in Self-control ($\bar{x} = 3.77$) and Sociability ($\bar{x} = 3.75$) indicate that students are reasonably capable of managing impulses and engaging socially, which

are essential for academic resilience and collaborative learning (Alqarni, 2023; Besharat *et al.*, 2020). In language learning, emotional intelligence has been shown to enhance proficiency in reading, writing, speaking, and listening (Pishghadam, 2017; Shao, Yu, & Ji, 2021), and is particularly crucial for EFL learners (Mavroveli & Sánchez-Ruiz, 2021). These findings highlight the importance of helping students develop their emotional intelligence to support both their academic success and personal growth (Garette & Young, 2016; Vanderzee *et al.*, 2020; Martins *et al.*, 2010; Chen & Zhang, 2022).

Table 5: Overall Students' Emotional Intelligence

	Clusters	**Mean**	**SD**	**DI**
1.	Emotionality	3.68	1.36	Neutral
2.	Self-control	3.77	1.35	Neutral
3.	Well-being	3.92	1.01	Neutral
4.	Sociability	3.75	1.35	Neutral
	Overall Mean	**3.78**	**1.27**	**Neutral**

Notes: Strongly Disagree = 1.00 – 1.85, Disagree = 1.86 – 2.71, Somewhat Disagree = 2.72 – 3.56, Neutral = 3.57 – 4.42, Somewhat Agree = 4.43 – 5.28, Agree = 5.29 – 6.14, Strongly Agree = 6.15 – 7.00

6.6 Strategy Inventory for Language Learning in the Six Strategies

In the previous study on students' language learning strategies, it was found that learners most frequently used *metacognitive strategies*, with a mean score of 2.373. This indicates that students often plan, monitor, and evaluate their learning, showing a strong awareness of their progress and a proactive approach to improving their English skills. In contrast, *affective strategies* were the least preferred (mean = 2.082), suggesting that students are less likely to manage their emotions or seek emotional support during language learning. This pattern was also observed in the use of *memory and social strategies,* which were similarly low. These findings are consistent with Haifa (2018), who reported that English majors at Qatar University also favored metacognitive strategies the most, while affective strategies were used the least. As a whole, the results emphasize that students tend to focus more on organizing and controlling their learning process rather than addressing emotional or social aspects, which may be equally important for language development.

Table 6: Strategy Inventory for Language Learning in the Six Strategies

	Strategy Inventory for Language Learning	**Mean**	**SD**	**DI**
1.	Memory Strategies	2.156	0.6508	Sometimes
2.	Cognitive Strategies	2.214	0.6437	Sometimes
3.	Compensation Strategies	2.255	0.6533	Sometimes
4.	Metacognitive Strategies	2.373	0.6067	Often
5.	Affective Strategies	2.082	0.7062	Sometimes
6.	Social Strategies	2.182	0.7032	Sometimes

Notes: Never = 1.00 – 1.67, Sometimes = 1.68 – 2.33, Often = 2.34 – 3.00

6.7 Combination Pattern Between Emotional Intelligence (EI) Clusters and Language Learning Strategies (LLS)

The combination pattern between emotional intelligence (EI) clusters and language learning strategies, using correlation analysis, reveals several meaningful relationships that align with all other previously conducted studies and some theoretical bases. The first combination pattern speaks about the *Cognitive Strategies*, which involve practicing and understanding language, and show strong positive correlations with *Emotionality* ($r = 0.42$), *Self-control* ($r = 0.45$) , and *Sociability* ($r = 0.48$), all with statistically significant p-values below 0.05. This suggests that students who are emotionally aware, self-regulated, and socially engaged are more likely to use strategies that enhance comprehension and application of language skills. This agrees with Carmeli (2003) and Turner & Stough (2020), who emphasized that emotionally intelligent individuals are better at processing and applying knowledge. Mansurul (2023) further supports this by highlighting that EI contributes more to success than IQ, particularly in academic contexts. *Memory Strategies***,** which involve storing and retrieving language information, are positively associated with *Well-being* and *Self-control* which means that emotionally stable and self-regulated learners are more effective in organizing and recalling language input. This is consistent with Oxford's (2017) taxonomy, which includes memory strategies as essential tools for language acquisition.

Similarly, *Compensation Strategies*, which help learners overcome gaps in language knowledge, are significantly associated with *Emotionality, Well-being*, and *Sociability,* which shows that emotionally resilient and socially active students tend to be resourceful in their learning. Alqarni (2023) demonstrated that students with higher EI show improved academic and social performance. Furthermore, *Metacognitive Strategies*, which involve planning and monitoring learning, correlate well with *Emotionality, Self-control*, and *Sociability*, which reinforces the idea that emotionally intelligent students are more strategic and reflective in their learning processes. This is consistent with Haifa (2018), who found that metacognitive strategies were the most preferred among English majors due to their role in planning and monitoring learning.

Moreover, *Affective Strategies*, which focus on managing emotions during learning, show moderate correlations with all EI clusters, especially *Emotionality, Well-being* and *Sociability*, implying that emotionally stable and socially connected students are better at handling the emotional challenges of language learning. The results are supported by studies such as Pishghadam (2017) and Shao, Yu, & Ji (2021), which emphasized the role of emotional regulation in language performance.

Lastly, *Social Strategies*, which involve learning through interaction, are strongly linked to all EI clusters, particularly *Well-being* ($r = 0.44$) and *Sociability* ($r = 0.40$) , ich points out the role of emotional and social competencies in collaborative learning environments. Related to this finding, Martins *et al.* (2010) and Zafari & Biria (2020), who showed that emotionally intelligent learners are more likely to engage in collaborative and socially driven learning environments. These relationships collectively affirm that

emotional intelligence is a critical factor in shaping how students' approach and succeed in language learning.

Meanwhile, some combinations—such as *Well-being* with *Cognitive* and *Metacognitive Strategies,* and *Self-control* with *Compensation Strategies*—show *no significant relationship*, as indicated by p-values greater than 0.50.

Table 7: Combination Pattern Between Emotional Intelligence (EI) Clusters and Language Learning Strategies (LLS)

Emotional Intelligence / Language Learning Strategies		Emotionality	Self-Control	Well-being	Sociability
Memory Strategies	r-value	0.12	0.47	0.51	0.23
	p-value	0.161	***0.046****	***0.043****	0.264
Cognitive Strategies	r-value	0.42	0.45	0.30	0.48
	p-value	***0.004****	***0.003****	0.571	***0.001****
Compensation Strategies	r-value	0.33	0.26	0.47	0.36
	p-value	***0.018****	0.550	***0.002****	***0.008****
Metacognitive Strategies	r-value	0.38	0.36	0.28	0.29
	p-value	***0.021****	***0.016****	0.121	***0.020****
Affective Strategies	r-value	0.29	0.27	0.35	0.31
	p-value	***0.021****	0.065	***0.017****	***0.014****
Social Strategies	r-value	0.31	0.34	0.44	0.40
	p-value	0.071	0.16	***0.004****	***0.005****

*Correlation is significant at the 0.05 level (2-tailed).

7. Conclusion and Implications

The study shows that students with higher emotional intelligence tend to use more effective language learning strategies. Specifically, strong emotional traits like self-control, sociability, and emotionality are closely linked to the use of cognitive, social, and metacognitive strategies, which help students understand, interact, and plan their learning better. Well-being also plays a key role in supporting compensation and social strategies, while memory strategies show moderate connections to emotional traits. These patterns suggest that emotional intelligence significantly shapes how students approach language learning.

Considering these findings, it points to the need for teachers to integrate emotional intelligence development into language instruction. By fostering emotional awareness, self-regulation, and social interaction in the classroom, teachers can help students adopt more effective learning strategies. This could lead to improved language proficiency, greater learner independence, and enhanced academic performance. Additionally, curriculum designers may consider incorporating EI-focused activities and assessments to support holistic language learning.

Declaration of AI Use
The authors report no use of AI throughout the process.

Statement of Originality and Similarity
The authors of this manuscript attest that this work is the result of an original study, that it is not currently under review in other journals, that it was not published before in any format except in abstract form in conferences/university repositories, and that its similarity index with a similarity detection software is 10% or below.

Data Availability Statement
All relevant data are included within the article.

Ethics Statement
This study was reviewed and duly approved by the College Research Committee on April 28, 2025. All participants provided informed consent prior to participation, and their confidentiality and rights were safeguarded throughout the study.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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