

# Comparative Analysis of the Influence of Emotional Intelligence and Intercultural Competences on English Language Learning in Colombia and the United States

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## ABSTRACT

Intercultural pragmatics and emotional intelligence have influenced our coexistence and how English and other languages are learned and acquired in Latin America and the United States. This research aims to comparatively analyze how emotional intelligence and intercultural competence have influenced the way people learn and acquire English and other languages most especially in higher institutions. Equally important, this research will identify the problems of language learning which could be connected to the lack of intercultural knowledge and emotional intelligence. Therefore, it can be hypothesized that learning English language and other languages can be determined or influenced by our intercultural knowledge/ education and emotional intelligence, Figueroa M & Hofhuis J, (2024). This research study utilizes mixed methodology which can ensure “holistic understanding of research questions” (Webber E, 2024) As a result, the findings of this research can reveal that learners’ intercultural competence combined with emotional intelligence directly and indirectly can influence how people become successful in the way they use and acquire English. Learners are also described as leaders who are bound to be successful when they have high EI and EQ as explained by Western Governor University (2024). Still talking about the results of this research, it can be mentioned that our intercultural competence and the understanding of our social emotional/physical environment as demonstrated by this research can further influence how we use English and other languages, and these concepts remain a predominantly fundamental subject of this research. It can be concluded that an adequate intercultural knowledge combined with emotional intelligence can determine our successful learning process, academic performances, communicative competence of English and other languages to be efficient, successful global citizens and competent users of English and other languages acquired in Colombia, Latin America and the United States.

**Keywords:** Intercultural Knowledge, Emotional Intelligence, Communicative Competence, Language Learning

## INTRODUCTION

### Justification of the investigation

This research was done against the backdrop of how learning and successful learning can be influenced by our Emotional Intelligence (EI), Emotional Quotient (EQ), Intercultural Competence (IC), intercultural learning, paying attention to “divergent cultural background” (Boston College, Center for Teaching Excellence, 2024), making people construct their own intercultural competences and multicultural knowledge. Successful learning includes rigorous learning structures and the eventual use of any language in the real world to make meaningful communication. Intercultural communication, Dinges M, (2024) can foster a productive work and learning environment. It should be mentioned that almost all the existing scientific / educational research studies have not been able to connect English language learning with EI and intercultural competence. Therefore, this research aims to confirm that scientifically that people’s psychological content, biological factors, environmental factors, minds, learning and education can affect the way learning or acquisition is done in any language in the long run, Stoll (2024). That said, one of the main motives why this research was

embarked on is simply because it should be comparatively analyzed and demonstrated to all academic and non-academic stakeholders, educators, students and parents that our emotions and motivations as human beings can positively or negatively influence how any language is learned. Equally important, the successful outcomes of anything planned to be achieved in the nearest or distant future can also be dependent on our communicative competence, intercultural competence / knowledge, emotional intelligence and emotional quotient, HRD CONNECT, (2024). The successful use of a language in a formal, informal and non-formal environment can be determined by the EI, IC, culture, feelings of happiness, sickness, sadness, anger, frustrations, love, acceptance, dejection, rejection, motivation, discrimination, hunger, being demoralized, not using the right accommodation, lack of modifications, and other relevant, social - emotional, economic, sociological, psychosocial, psycho-pedagogical and biological factors. Another contributing factor to the justification of this research is the influence or the impacts of social emotional learning (SEL) on day-to-day learning process in education as well as the learning process of any language such as English language, NSW Government Education, (2024). SEL in learning can make people create sense of awareness, interpersonal skills and self-control needed to navigate difficult situations at school or workplace.

The concepts of EI and how it can influence capacity to observe the emotion of other people around as described by Woo J, (2024) are a major factor in this research. Woo J, (2024) in CNBC mentioned that people with high EI /EQ are known to ask questions that can further “ 1.elicit deep feelings, 2. mirror your verbal tone and body language, 3. Share their personal mistakes and failure” (Woo J, 2024)

The content of support for this research took various years of follow up, constant observation and interviews using various questioning strategies. Equally worth describing as part of this research work is the support of many participants that took their time to respond to the questionnaires on that very early, cold, wet morning and chilly evening with a warm classroom atmosphere. People who voluntarily participated in the Universities chosen to take part in this research can be said to be dedicated and their willingness to participate has been worthwhile and fundamental to the hypothesis and theory which could be developed later in the subsequent research studies. The focuses of this research are the comparative analysis of the influences of emotional intelligence and intercultural competence on successful learning and language acquisition. Nonetheless, this research also dwells on the concepts of culture, lifelong learning, multiculturalism, neuro pedagogy and neuroscience or neuroeducation (Moss – Zobel, 2024).

With that said, not paying attention to the EI and the intercultural knowledge of their learners is like driving a car and not paying attention to the engine of the car. This research is not experimental research. It is also not correlational because it does not give permission to know which variable has more influence more, but it could permit some gathering of some statistical analysis/ data. This research is also innovative because it is about making educators, stakeholders, business enterprises and leaders aware of the neuroeducational aspects of learning. Also, it is new and relevant because this research looks at the concepts of neuroscience or the biological, psychological as well as the neurons connected with the minds of every learner in the long run. It is known that many researchers have not deeply explored how learning a language or learning in general can relate to EI and intercultural competence. Therefore, this research aims to create awareness of how healthy brain is the fundamental organ needed to ensure successful lifelong learning through the influence of EI, intercultural competence which encourage language proficiency, academic performance and the productivity of people learning English language in Colombia and the US.

## **LITERATURE REVIEW, BACKGROUND AND THE UPDATED STATUS OF THE TOPIC**

Cherry K, (2024) gave different and more elaborate information about EI from the perspectives of feeling, perception, expression and how emotion is put in control. “The question, is EQ more important than IQ ?” (Cherry K, 2024) was asked and the article tried to provide an answer to. EI was also referred to as EQ emotional Quotient in the article. It is said that relating with people to have effective and constructive communication and work culture requires EI. In other words, EI means that having the “ability to express and control emotion is essential, but so is the ability to understand, interpret and respond to the emotion of others. Some experts suggest that emotional intelligence is more important than IQ for success in life” (Cherry K,

2024). In the same vein, EI has been described as the best way to prepare for the real-world challenges because it makes people aware of the feelings and sentiments of other people in conjunction with their own feelings. There are ways in which you know that you are emotionally intelligent when you can have awareness of your personal strengths and limitations, figure out how other people feel, accepting oneself with self-confidence, letting go off mistakes, being able to accept changes, having a deep sense of curiosity about other people, able to be sensitive to the feelings and plights of others, owning and taking responsibilities for mistakes and being able to control and deal with emotions during difficult or challenging periods.

Additionally, University of Queensland (2023) further corroborated that EI can set students up for success and it gives students some edges to excel academically now and in the future. EI was described as “simply put, emotional intelligence is your ability to maneuver and interact with your own emotions as well as those of other people” (University of Queensland,2023). EI has four key parts such as “perceiving and identifying emotions, thinking and seasoning using emotions, understanding emotions and how they change, regulating and managing emotions (both yours and other people)” (University of Queensland,2023). It was further mentioned that EI could not be generally “pin down” (University of Queensland,2023) it is vast, and it encompasses all other parts of our lives. Terms such as “emotional literary and vocabulary, empathy and intrinsic motivation” (University of Queensland,2023) are closely connected to EI. EI, on the other hand, has influenced our lives and it keeps affecting the academic grades of millions of students around the world.

Talent Smart (2023) stated that EI is about recognizing and having awareness of one’s emotions and using it to recognize other people’s emotions to manage one’s behavior and relationship with others. Using AT&T as an example in the research, they corroborated that engineer did not only use IQ. However, they also use how they interact with their colleagues and collaborate. It is said that “when a manager at AT&T Bell Labs was asked to rank his top performing engineers, high IQ was not the single deciding factor. Instead, how the person interacted with others, and how good they were at collaborating and networking with colleagues were the reasons given as to why the engineers were chosen. High emotional intelligence is not only the key to better evaluations and more promotions for individuals, but it is conducive to a happier more functional workplace”(Talent Smart,2023). This goes to show that EI and EQ are also the fundamental factors in the engineering workspace. It is believed that engineers also use personal competence which involves self – awareness and self – management. Social competence is all about social awareness and relationship management. It was further said that EI helps engineering students work and perform smoothly in their “workplace”. It is understood that EI has allowed engineering professionals to have a better work relationship and self-management which has led to better productivity as engineering professionals. Therefore, EI is not underestimated in the engineering profession, and it is valued just like the IQ. It should be mentioned that EI is recognized as a valuable skill needed as engineering professionals around the world.

Korn F, (2024) featured Daniel Goleman as a regular contributor to his webpage. Daniel Goleman affirmed in his contribution that IQ is different from EQ/EI. It was emphasized that the secrets of success do not depend on our IQ. It solely depends on our EQ/ EI. It was mentioned by Daniel Goleman that the most successful engineers around the world use EQ/ EI. Engineers with high EQ do their jobs better as mentioned that “we all know that in the tech world, the smarter someone is the better he or she will do, right” (Korn F, 2024). Most of the engineering schools around the world focus on the technical skills that build IQ but not EI / EQ. “Engineering schools, for instance understandably focus on technical skills, which depends on IQ type cognitive abilities. And the tech culture prizes such smarts” (Korn F, 2024). Many stakeholders in the engineering business agreed that EQ has a strong effect on the productivity of engineers. They said that the levels of emotional and social intelligence could predict almost 30% of productivity and effectiveness. On the other hand, IQ did not influence productivity. Being recruited as an engineer requires a high level of IQ but engineering professionals are expected to be productive. Therefore, engineering professionals who really want to stand out in that profession need to employ EQ/ EI in their daily activities.

Furthermore, Bitar e tal (2023) emphasized that medical professional is demanding in Sweden and everywhere in the world. Their survey was carried out in Sweden about the medical students right from the first to eleventh semester at a Swedish University. Their aim was to measure the levels of EI within the medical students in the Swedish University. The measurement of EI among the medical students is based on the finished semesters taking age, gender, previous education, work experiences, group/ teamwork experiences

into consideration as well as their leadership position into cognizance. The participants were made to answer a questionnaire driven towards finding “mean global trait EI was calculated (range 1 – 7) and differences were compared based on semester and sociodemographic factors” (Bitar e tal,2023). Their findings show that EI has a lot to do with EI medical education in terms of previous work, age and leadership experience. They said that further research would be conducted to further improve the EI of the new and forthcoming generations of medical practitioners. EI according to Bitar e tal (2023) was described from the perspectives of three models; ability model which sees EI as “cognitive – emotional ability such as IQ which can be assessed through “performance abused questions and social skills” (Bitar e tal,2023). The trait model sees EI as a trait which means ‘behavioral tenderness overtime, assessed through, self-evaluation”(Bitar e tal,2023). The third model is the mixed model which sees EI “as a combination of social skills, traits and competencies measured via questionnaires”(Bitar e tal,2023). It was stressed that EI was essential for professionals to perform positively: The concepts of communicative competence, intercultural competences, professionalism and cognitive competences were improved by EI in the long run.

Taleisnik, J, (2017) stated that “ intercultural learning and global citizenship are interconnected. Also, it is mentioned that both are important to the educational system of any country because of its effects on curriculum of subject that are learned in English. How intercultural learning can be integrated in the class. It is mentioned that “ a bit of creativity” (Taleisnik, 2017) is needed to achieve the concepts of interculturalism or intercultural learning/ intercultural competence. The five steps mentioned in terms of integrating cultural competence or cultural learning are as follows; 1. To explore what intercultural learning is all about. 2. We must use news for reflection and debate in the classroom. 3. Designing captivating activities that can change the classroom. 4. Invite experts to facilitate intercultural learning / intercultural competence workshop for students. 5. Using the current and diverse classroom to learn about different cultures. The concept of experimental learning is known to be useful in the aspects of intercultural learning which learners find “emotionally engaging” (Taleisnik J. 2017). It should be mentioned that inculcating cultural learning into the mainstream of a classroom is not as easy as it sounds. However, following the steps above can improve things in the reality of classroom.

Sun Y, (2014) intercultural communicative competence was expressed as something connected to our predominant cultures in the process of learning English. The ways or styles of how people talk, listen and speak could have negative / positive impacts on people’s level of understanding. Sun gave a clear example of a British Australian superintendent working in Hong Kong. The constable wanted a leave of absence, but he did not know how to ask for permission directly. The example Sun gave is a typical problem that is also observed in the Spanish speaking area of Colombia. At the end, the constable left the room without knowing how to ask for permission directly. It is believed that intercultural communicative competence varies among speakers around the world. Also, it has been observed that many Colombians do not directly request for something and that is observable in most part of Latin America. This observation does not mean that the intercultural communicative competence of speakers in LATAM is wrong. Absolutely no, it is a beautiful style of communication which can be misunderstood by many foreigners coming to live and work in Latin America. Most anglophone speaking people are very direct in conversation and in their request for something. However, it should be stressed that for smooth communication to take place, one needs to understand the intercultural communicative style of foreigners too. Most British or English speakers could as well think that other speakers from different culture “can’t get to the point” (Sun, Y 2014). Teachers should teach students how to communicate to convey their minds reflecting on their local language and culture.

### **Problems identified in the investigation**

The main conflict of this research lies in the fact that there are misconceptions in the understanding of the concepts of IQ with EQ/ EI, Chhetry (2023). That is what exactly this research is going to clarify with data, profound investigation and comparative analysis. Apart from that, the problems of not been able to be understood by people because of lack of proper understanding of their culture and their emotional state of mind, or their mindsets or their body language when learning or trying to learn anything have led to the undertaking of this research. In other words, it should be stated that the concept of emotional intelligence not being taken seriously or being taken for granted in learning and life’s endeavors in general has led to this research. Therefore, questions should be asked about how human beings can have good relationships with

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people around them without EI/ EQ. Another problem that this research is looking into is the lack of the use of EI/ EQ in the successful learning process as well as the acquisition of languages that are broadly influenced by EI/ EQ and not IQ, MindTools, (2024).

The variables that will be studied by this research are emotional intelligence and intercultural competence. The instruments of investigations are questionnaires, interviews, observation and survey. This research has identified various problems deeply rooted in learning, intercultural competence and emotional intelligence. The research questions are written below.

## **Research Questions**

The research has been designed to answer the questions below:

1. What are the roles emotional intelligence and intercultural competence play in a successful lifelong learning?
2. How can the combination of emotional intelligence and intercultural knowledge improve holistic learning and training in education in Colombia and the United States?

## **Objectives**

This research considers two objectives: General and specific.

### **General Objectives**

To comparatively analyze the influence of EI and intercultural competence by using mixed methodology to determine the practical learning / acquisition of English language of learners in Colombia and the United States.

### **Specific Objectives**

- 1) To analyze the influence of EI and intercultural competence on English Language learning in Colombia.
- 2) To analyze the influence of EI and intercultural competence on English Language learning in the United States.
- 3) To compare the influences of EI and how intercultural competences can be used in learning English language in Colombia and the United States.

## **METHODOLOGY**

The methodology of this research is mixed methods. It combines quantitative and qualitative research design which involve how qualitative and quantitative data are collected, analyzed and interpreted in just one study. The mixed methodology applied in this research can also explore the complicated behavioral and social issues of intercultural competence and emotional intelligence which can further influence learning in Colombia and the United States. This also focuses on group interviews, observation, survey and questionnaires. This is meant to further make people understand the research questions about the roles emotional intelligence and intercultural competence play in a successful lifelong learning and how the combination of emotional intelligence and intercultural knowledge can improve holistic learning and training in education in Colombia and the United States.

Furthermore, the choice of this methodology according to Dovetail Editorial team (2023) is that “ mixed methods research is a great choice when quantitative or qualitative data alone will not sufficiently answer a research question. By collecting and analyzing both quantitative and qualitative data in the same study, you

can draw more meaningful conclusions. There are several reasons why mixed methods of research can be beneficial, including generalizability, contextualization, and credibility. " (Dovetail Editorial team, 2023)

Mixed research also gives an in-depth insight into the research topic of the influence of emotional intelligence and intercultural competence in learning English language in Colombia and the United States. This method can also ensure flexibility in research design and it can help in integrating data from quantitative and qualitative methods. Equally important, the reason behind the choice of both research methodologies is that it allows comparative analysis of measurable elements supported by descriptive parts or humanistic parts of the research.

## Design

The research design for this investigation is descriptive. The aim of the descriptive type of research design adopted by this research is deeply rooted in gathering data, analyzing and presenting data. This research is a mixed approach. In other words, it is a combination of qualitative and quantitative methodology of research. This research aims at using data collection approaches such as questionnaires, surveys and observations relevant to further ensure that the data can be compared with consistency. The most important thing is to talk about what, when, where and how. The why is not completely emphasized. In other words, the research design is mixed research. Survey and observations are used to determine the variable without manipulating the variables. The variables are not controlled, and they are observed as they get unfolded naturally. As previously mentioned, the research methods are mixed methods of qualitative and quantitative analysis.

## Research Hypotheses

This research would change the educational practices of educational institutions and educators around the world. With that said, this research is descriptive and normally hypotheses are not necessary in descriptive research like this research but the expected answers to the questions raised in this project. are as follows:

- 1) EI and intercultural competence will have positive influence on the learning process and priorities of educators in the entire learning of English language Colombia.
- 2) EI and intercultural competence will have positive influence on the learning and successful lifelong learning in the United States.
- 3) EI and intercultural competence will help people struggling to learn English language learn with better communicative competence in comparison with the people who do not use EI and intercultural competence in Colombia and the United States.

## Population and Sample

The participants in this research are generally students and graduate students at the educational institutions in Colombia and the United States. Advanced analytical methods that use analytical and statistical technologies. Students of Engineering, Medical Sciences, Education, Law, International Business, Psychology and Accounting or Finance will participate in answering the questionnaires. 400 people/ students participated in these aspects of the research.

These universities were selected because they represent students from all walks of life in Colombia and the United States. Equally important, the students at the University of Colombia are professionals who study in the afternoon and evening. These two universities have some professional studies, in-depth specializations, and career emphasis. The participants in the United States are undergraduates and graduate students.

Professional Careers	Universities	Number of students
Engineering (System, Software, Industrial, mechanical and Electrical/ Electronic)	Universidad La Sabana, Universitaria de Colombia	60

Medical Science	Universidad La Sabana	50
Education	Universidad La Sabana y Universitaria De Colombia	60
Law	Universidad La Sabana	60
International Business, Business administration	Universidad La Sabana y Universitaria de Colombia	60
Psychology	Universidad La Sabana	60
Public accounting and Finances	Universidad La Sabana y Universitaria de Colombia	50
All professional careers combined from different universities in the US.	Undergraduate and Graduate students in the US	80

The number of people who participated in the research are determined by gender and the students in the classroom in Colombia and the US. The participants are Colombians or nationalities residing in Colombia and the US version vice versa. Selection was made based on gender, academic performance and willingness to participate. No one was forced to participate in the research. The samples were the questionnaires designed to fill out or answer and to a certain extent the audio or video interview to which the students decided to respond.

At least 400 people / students participated in these aspects of the research and they were given the opportunity to fill out the questionnaires and survey. Participants were undergraduate students and graduate students from different areas of study. Students were divided into groups based on their academic studies, gender and cultural knowledge.

## Variable

Emotional Intelligence (EI): The main variable of this research is emotional intelligence (EI) which is the ability to express and control emotions. In other words, EI is the soft skill we need to interpret, understand, communicate, and identify our emotions and emotions of other people around us Cherry K, (2024). This research measures EI with questionnaires.

Intercultural Competence (IC): The other category is intercultural competence. (IC), which is the ability to relate, understand and communicate well with other people whose cultures are different from ours.

Intercultural competence is also the ability to analyze things from other cultural perspectives different from our own regular culture. It is also the ability to work with different people with different cultural backgrounds and values. Taleisnik, J, (2017). The intercultural competence is measured through survey, interviews and observation. To further broaden the concepts of Intercultural competence, it is also defined as the way we understand other people's perspectives and common dimensions such as race, ethnicity, beliefs, genders, sexual orientations and socio-economic differences, Boston College, (2024)

The variables that are measured in this research is the participants' EI and intercultural competence (IC). Also, other variables such as level of education, students / people in higher education, age, gender, errors and the duration used in completing the task. The variables related to academic performance are the number of students in the class, teaching style, academic performance while gender, family, and language/cultural competence are the dependent variable. The other variables that can influence are emotions of happiness, sadness, sickness, anger, affections, motivation to learn, age, gender, critical thinking and intercultural knowledge. In other words, the time used by students to complete a task, errors made, and problem-solving strategies will be used as variables.

Success in learning English language and other aspects of life such as leadership, interpersonal relationships, social skills, soft skills and business acumen can be determined by emotional intelligence (EI) and intercultural knowledge.

Variables	Definition	Functionality
EI - Emotional intelligence	Ability to understand, identify, recognize and discern other people's feelings, sentiments, or one's feelings/ emotions and how to manage one's emotions. EI can determine or help in understanding our emotions, affections and love for ourselves as well as people around in the long run.	Advanced analytical methods used with statistical and technological analysis measured on the part of students and teachers.
IC - Intercultural competence.	Motivation to learn or acquire cultural information and create a culturally responsive environment. Also, it is the ability to acquire cultural knowledge of people around in order to have a culturally responsive learning or teaching process.  The motivation to learn could be intrinsic or extrinsic. Also, the ability to get to know the music, food, dance, traditions and lifestyle of people in order to better relate with them and make them learn for life.	Advanced analytical methods used with statistical and technological analysis measured on the part of students.

## Research Instruments

The main instruments of this research are questionnaires, survey, observation, and interviews, as well as other activities related to problem solving, errors made each time and the critical thinking process. The respondents answered some questions in the questionnaires / survey and they were interviewed. It used the Linkert scale which was distributed to some respondents online. The questionnaires called "**“Success life - long learning”**" was designed to cover the aspects of emotional intelligence, emotions/ mood, intercultural competence, learning and academic performance, academic success and multicultural education. The questionnaire, written in both English and Spanish has two versions: Colombian and United States' version with 10 questions. The rating scale for the questions are psychometric from **few to very much or from strongly disagree to strongly agree**.

The quantitative aspects of this research were extracted from the questionnaires. On the other hand, the qualitative aspects of this research are the integral parts of the description of the observation.

1. Questionnaires: The questionnaire for this research is a Linkert – type. The main purpose of this questionnaire is to ensure that data is gathered from the audience or participants. Open ended questions, and closed ended questions, or both will be used. SmartSurvey,(2025). There are 10 questions that were administered to find out how people or learners think about their academic, non-academic experiences, emotions of anger, happiness, sadness, mood etc. This questionnaire is meant to determine the quantitative and qualitative data. Linkert scale and open-ended questions were used to gather data in this research.

2. Survey: This research uses a descriptive type of research (survey) to identify the thoughts or opinions to gather information needed. Survey goes deeper than a questionnaire as explained that "a survey is the process of collecting, analyzing and interpreting data from many individuals. It aims to determine insights into a group of people. A survey goes much deeper than a questionnaire and often involves more than one form of data collection". Additionally, survey is a fundamental part of a questionnaire as explained that " a survey is the combination of questions, processes and methodologies that analyze data about others. A survey always involves questionnaires. But a single questionnaire is only one small part of a survey" (SmartSurvey,2025). The questionnaire used in this research uses psychometric rating scale for the questions which are utilized from **few to very much or from strongly disagree to strongly agree**. The questionnaire was validated in 2024 with the students in Colombia. Fabumuyi, O.A,(2024). The name of the questionnaire is "**Successful life-**

**long learning”.** The questionnaire has two versions. One version is for Colombia measuring EI and Intercultural competence while the second version is for the United States measuring EI and intercultural competence. The questionnaire measures 10 items which measure the factors of EI, Intercultural competence, multiculturalism, happiness, level of education, lifelong learning, age and gender. There are at least two items per factor in the questionnaire. As mentioned previously, the rating scale for the questions will be utilized from **few to very much or from strongly disagree to strongly agree with numbers one to eight.** The data collected from the survey helped in organizing and analyzing quantifiable questions for the data analysis. Also, this enabled this research to combine the elements of quantitative and qualitative research design.

3: Observation: This research uses **Indirect Observation** based on some behavior, reactions and responses that were observed indirectly. This research uses covert observation. For examples, I covertly observed some students during their small group work. I paid attention to the way they organize themselves during their group or individual presentation. Also, I paid attention to their active listening skills and team work strategies.

**Participant Observation.** Researcher becomes a participant in the culture or context being observed.\*Requires researcher to be accepted as part of culture being observed for successful observation.

**Direct Observation\*** Researcher strives to be as unobtrusive as possible so as not to bias the observations; more detached. Technology can be useful (i.e video, audio recording).

**Indirect Observation.** Results of an interaction, process or behavior are observed (for example, measuring the amount of plate waste left by students in a school cafeteria to determine whether a new food is acceptable to them)."(Duke University Libraries, 2025)

What was observed in this research worked in relation to emotional intelligence is "something in each of us that is a little intangible." It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive outcomes" (Talentsmart,2017) To further put the observation into perspective, many students were observed covertly, passively and actively during their group work (group project, collaborative tasks) as well as individual work in cognitive analysis, interpretative analysis, reading, listening, writing and speaking daily. Pictures will be taken passively and actively during the observation. They were allowed to work in small groups to passively observe their emotional intelligence: tolerance, communicative skills, motivation to learn and critical thinking skills. In essence, the researcher is detached and not obstructing behavior that is meant to be observed to further know the people that are being observed.

4: Interview: The interview used in this research implies the fact that emotional intelligence is the "foundation for critical skills" (Talentsmart,2017). There are 5 pilot questions that the students or the people considered to be in the university were asked in the interview. Equally important, the use of interview questions in this research project delved deeper into the qualitative aspects of the research. The questions revolve around the comparative analysis of the concepts and roles of emotional intelligence in learning English language. The comparative analysis of the influence of intercultural competences in the lifelong learning of students and people in general. Also, the extent to which emotional intelligence and intercultural competence can determine the level of academic and professional success of people to foster global citizenship was discussed in the interview as well

The guide that is used in the interview is as follows:

- 1.Presentation of the investigator and background information about the research.
2. Guided questions:
  - a. What does emotional intelligence mean to you?
  - b. What is intercultural competence for you?
  - c. How can Emotional intelligence influence learning of English language?

d. In what aspects can intercultural competences influence learning?

e. In what ways can emotional intelligence and intercultural competence influence lifelong learning?

f. How can Emotional intelligence and intercultural competence determine successful learning and global citizenship?

## Data analysis

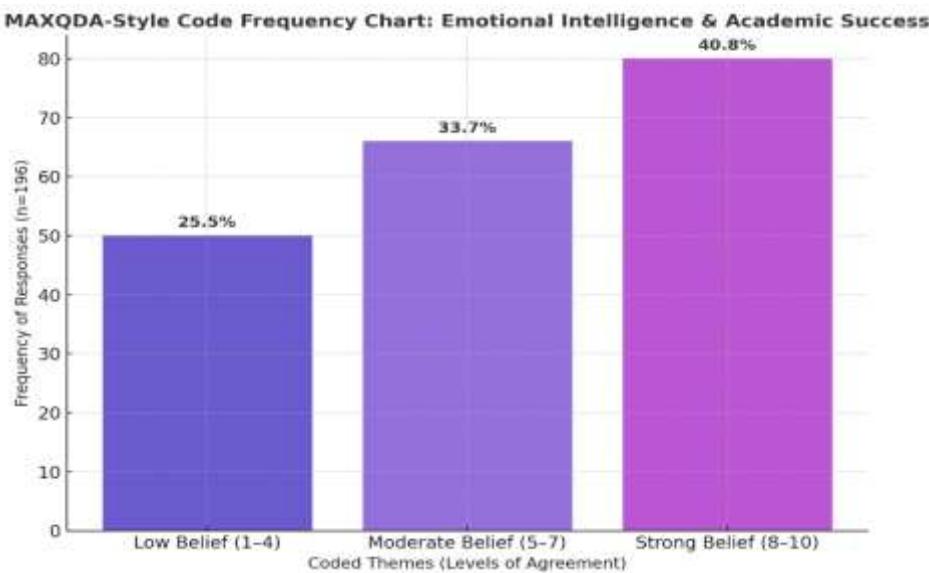
The data analysis of this research uses decision explorer and statistical package for social science (SPSS and PASW) for the quantitative aspects. As mentioned above, the methodology of this research is mixed. Also, google forms for questions which rated the responses from one to ten of strongly agree and disagree were used in the data analysis.

Therefore, the response of the subject or participants is statistically analyzed using decision explorer and SPSS/PASW predictive analytics software. Student performance was measured through their academic records and productivity. Some people were interviewed, and the responses of the interviewees are analyzed, and the descriptive analysis are utilized as well. The qualitative aspect of this research involved discourse analysis. The quantitative aspects of this research are computational statistics and numerical analysis of the data collected through questionnaires.

It is believed that the use of qualitative and quantitative methodology can enrich data analysis and hypothesis in the long run. With that said, the software utilized for the analysis of the qualitative part of this research would be MAXQDA. The analysis was done based on the theme from the questionnaire ‘‘Successful life-long learning’’ ( Fabumuyi, OA, 2024) using the regression analysis. It should also be mentioned that some respondents to the interview questions were also recorded on short video clips. The responses of the respondents were analyzed based on the themes. In other words, thematic analysis was done on the responses of the respondents in the recorded interview as well as the survey in general. Equally worth mentioning is that ANOVA t - test to carry out two group independent test was also utilized.

The issues of ethical standards were emphasized and carried out in this research by respecting the anonymity of the participants and their willingness to participate without coercion. Most participants participated because they wanted to be part of the variables or research voluntarily.

Table 1



This visual summary taken from MAXQDA shows that there is a correlation between EI and academic performance in Colombia. Taken from VERBI Software. (2021). *MAXQDA 2022 [Computer software]*. Berlin, Germany.

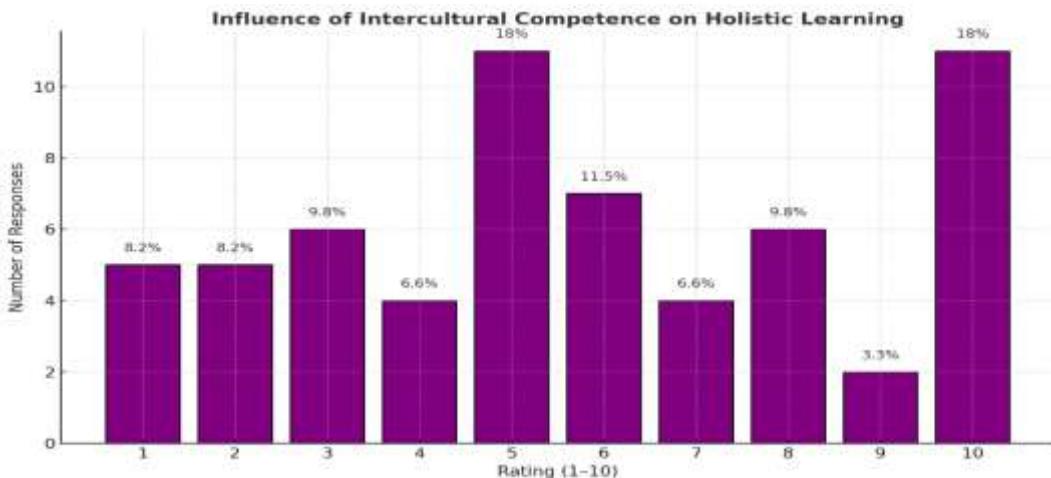
### Interpretation:

The vast majority of the respondents (8 - 10) about 40.8% believed that emotional intelligence influence or serve as external or internal factors in their academic success.

Meanwhile, there is 33.7% (5 - 7) beliefs raised by the respondents in regards to the influence of EI on their academic success which can be referred to as a moderate.

Finally, 25.5% respondents (1 - 4) did not seem to see any impact on their academic success.

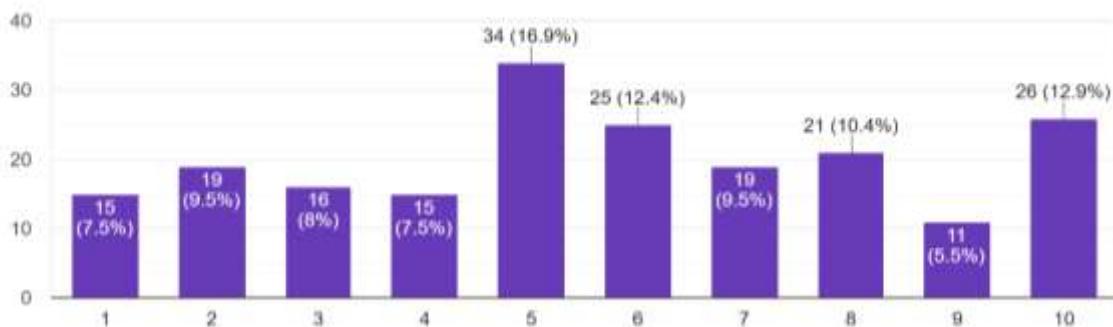
Table 2



This graph shows how respondents rate the influence of intercultural competence on holistic learning in the US. Taken from VERBI Software. (2021). *MAXQDA 2022 [Computer software]*. Berlin, Germany:

Table 3

How has your emotional intelligence influenced your learning of English language, other languages and other academic subjects as a person, student...pectos como persona, estudio o profesionalmente?  
201 responses



### Interpretations – Colombian Version

#### SPSS Descriptive Analysis

##### Variable:

“How has your emotional intelligence influenced your learning of English language, other languages and other academic subjects as a person, student, or professional?” (Fabumuyi O. A, 2024).

**Scale:** 1–10 Likert scale (1 = Very low influence, 10 = Very high influence)  
**N = 201 respondent**

## Frequency Table

Score	Frequency	Percent	Valid Percent	Cumulative Percent
1	15	7.5%	7.5%	7.5%
2	19	9.5%	9.5%	17.0%
3	16	8.0%	8.0%	25.0%
4	15	7.5%	7.5%	32.5%
5	34	16.9%	16.9%	49.4%
6	25	12.4%	12.4%	61.8%
7	19	9.5%	9.5%	71.3%
8	21	10.4%	10.4%	81.7%
9	11	5.5%	5.5%	87.2%
10	26	12.9%	12.9%	100.0%
<b>Total</b>	<b>201</b>	<b>100.0%</b>	<b>100.0%</b>	—

## Descriptive Statistics

Statistic	Value
N (Valid)	<b>201</b>
Mean	≈ 5.75
Median	6.0
Mode	5
Std. Deviation	≈ 2.68
Minimum	1
Maximum	10

Base on the statistical analysis carried out with SPSS IBM Corp. (2021) *IBM SPSS Statistics for Windows, Version 27.0*. Armonk, NY: IBM Corp.

The mean of ( 5.75) demonstrates that respondents acknowledged the moderate influence of interculturalism on their entire holistic learning process which also corresponds with the learning of English language in Colombia.

The median (6) and mode (5) also acknowledge that the respondents' perceptions focused on views that can be said to be moderately positive at 6 and mode of 5 at 16.9% which shows that the respondents believed that EI has moderate impact on them.

The Standard deviation on the other hand (=2.68)) can be referred to as " moderate variability" according to the SPSS' analysis because it is rated around 5 while others are low or with the perception of high level.

The overall distribution can be said to be on the middle and higher values. According to IBM SPSS Corp. (2021), with the concentration of some scores in the middle but smaller and the most conspicuous ratings are

high between (5 -8 indicating the most common values).

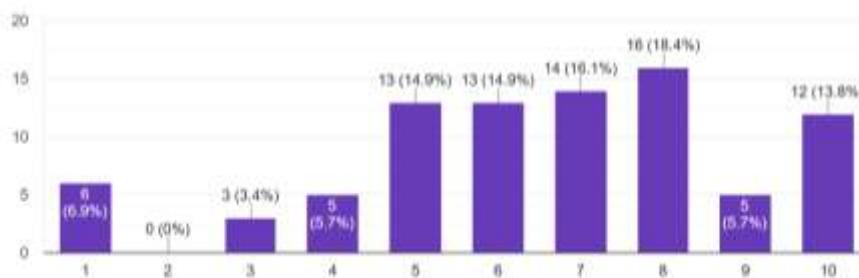
### Graphical Interpretation

It is shown in the chart that there are 3 visible parts that are in their PEAKS: scores 5 and 10 represent the 16.9% and 12.9% according to the SPSS analysis, rated the influence of EI on the learning process as high.

The very low rating is between 1- 3 which is responsible for about 25% of all the responses and rating of 8 -10 indicates the 29% which also represents how respondents indicate their balanced views of how EI influence the learning process or the learning of English language in Colombia.

Table 4

Your academic success is determined by your emotional intelligence and your internal/ external factors: feelings, moods, family etc Tu éxito aca...omo sentimientos, maneras de pensar, Familia, etc.  
87 responses



SPSS analysis

**“Your academic success is determined by your emotional intelligence and your internal/external factors: feelings, moods, family, etc.”** (Fabumuyi O. A, 2024).

Scale: 1–10 (1 = No influence, 10 = Strong influence) N = 87

### 1. Frequency Table ( SPSS)

Rating	Frequency	Percent
1	6	6.9%
2	0	0.0%
3	3	3.4%
4	5	5.7%
5	13	14.9%
6	13	14.9%
7	14	16.1%
8	16	18.4%
9	5	5.7%
10	12	13.8%
<b>Total</b>	<b>87</b>	<b>100%</b>

Taken from IBM Corp. (2021). *IBM SPSS Statistics for Windows, Version 27.0*. Armonk, NY: IBM Corp.

## 2. Spss Output – Descriptive Analysis

Statistic	Value
<b>N</b>	87
<b>Minimum</b>	1
<b>Maximum</b>	10
<b>Range</b>	9
<b>Mean (Average)</b>	<b>6.74</b>
<b>Median</b>	<b>7.00</b>
<b>Mode</b>	<b>8</b>
<b>Std. Deviation</b>	<b>2.29</b>

Taken from IBM Corp. (2021). *IBM SPSS Statistics for Windows, Version 27.0*. Armonk, NY: IBM Corp.

### Graphical Interpretation

Base on the statistical analysis carried out with SPSS IBM Corp. (2021) *IBM SPSS Statistics for Windows, Version 27.0*. Armonk, NY: IBM Corp. The central tendency reflects that the mean ( 6.74) It is shown that respondents acknowledged the moderate influence of interculturalism on their entire holistic learning process which also corresponds with the learning of English language in US.

The median (7) and mode (8) also acknowledge that the respondents' perceptions focused on views that can be said to be with a strong influence.

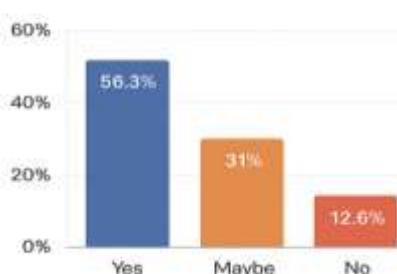
The variability reflects through the standard deviation on the other hand (=2.29)) can be referred to as moderate differences in opinion based on family, environmental factors, mental health and emotional stability according to the SPSS' analysis.

The overall distribution can be said to be to be high with 54% ( 7- 10) moderate rating of (5 – 7) with 29.8% while the low rating falls within 16% of (1-4) according to IBM SPSS Corp. (2021).

It can be concluded that emotional intelligence with some external as well as internal factors are viewed as having strong influence on the academic success. The majority of respondents indicated or responded by giving a high score which suggest that our environment, family circle, mindset, moods can contribute to our academic success or academic achievements. On the whole, it is clearly stated that emotional intelligence and some personal factors can contribute and influence our academic success or results in the long run in the US.

Table 5

Do you think people / students / educators in this country are influenced by their intercultural competence and emotions / emotional intelligence? ...el de interculturalidad y inteligencia emocional?  
87 responses



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## ANOVA t – test Interpretation ( Colombian version)

The t - test carried out to further compare the rates which is meant to identify **academic success influenced by emotional intelligence and internal/external factors** and **emotional intelligence influence on learning** shows that the two groups have some significant differences as observed in the two groups,  $t(\approx 370) = 2.73$ ,  $p = .007$ . The ratings were higher when it comes to academic success factors ( $M \approx 6.6$ ) in comparison with the influence of emotional intelligence ( $M \approx 5.9$ ). This means that respondents believed that emotional intelligence in regards to some external and internal factors contribute strongly to the academic success. In other words, the concepts of emotional intelligence contributing to the learning of English language and academic subjects can have stronger influence with some external or internal factors

## ANOVA t - test Interpretation ( USA version)

The t - test conducted and carried out to compare the rates to identify academic success influenced by emotional intelligence and internal/ external factors as well as the emotional intelligence influence on learning indicates that Emotional Intelligence influence on learning vs Academic success influenced by EI + internal/external factors:

$$t = -2.672 \text{ and } p = 0.0082.$$

There are observed differences statistically ( $p < .01$ ) which show the significant in the responses of the Group 3 which can be said to be higher than Group 1.

## RESULTS

The result is a positive change in the way educators go about teaching and learning. If learning is more focused on in the long term, then learning becomes a long-lasting and meaningful process. Based on data analysis, the expected results or outcomes would be a change if educators could teach with a focus on developing EI and not just IQ, then learning becomes more holistic aimed at forming interculturally competent people. If the concepts of neuroeducation and the minds of learners are put into consideration, then the language learning in Colombia and the United States would be improved considerably. Also, if culture and intercultural competence of learners are well integrated, then, the learning process of learners would be positively influenced in the long run. If the emotion of learners is considered when teaching, then they would learn better and become successful in their learning processes. If the EI and the Social Emotional Learning (SEL) of people are considered, then they can become successful academically and sociologically in the long run.

## DISCUSSION AND IMPLICATIONS

The implications of the research are the fact that many educators and facilitators would begin to pay attention to the minds of their students in order to help them navigate learning and English language learning focusing on the skills: reading, listening, writing, speaking, vocabulary and grammar. Additionally, this research would make all stakeholders in education to employ people based on EI/ EQ and not IQ as the case may be in all educational institutions and other establishments in Colombia, the USA and the entire world.

Another implication that should be talked about based on the findings of this research is that English language learning and learning in general will depend on the learners' willingness, mindsets, functional learning strategies and the most important variables are EI/ EQ and IC. IC will determine the extent to which any students can acquire and utilize real life information needed to be successful learners. With EI / EQ and IC, learners can go out there to succeed in everything they do. Motivation is not enough to produce world class and global citizens who can survive and become successful in this fast-paced world in this 21<sup>st</sup> century require the soft skills of EI / EQ and IC. Consistencies and discipline are needed to be successful in language learning and in almost all endeavors. To further give the implications of this research a perspective, the combination of EI/ EQ and IC in holistic learning and training in Colombia and the United States would make the future learners and educators/ teachers not only focus on just learning to pass the subject but learn for life. Learning and teaching for life are interrelated and it means that facilitators would give neuroscience and neuro pedagogy

their rightful places in education or give them some significance or importance they deserve in the long run. Successful learning could be impossible without the roles EI / EQ and IC play in the real and holistic learning. Still talking about the implications, this research has demonstrated that learning of any language and most especially the English language in Colombia and the US would be incomplete without analyzing the influence of EI/ EQ and IC. Holistic learning would be difficult to accomplish if EI/ EQ and IC are not used or taken into cognizance by the facilitators/ educators who are always in contact with the students / learners on a daily basis. The concepts of accommodations and differentiation in learning of English which can further lead to a lifelong learning would be difficult to accomplish without the analysis of EI/ EQ and IC. Learners learn better once they know that the facilitators are paying attention to their minds using the concepts of neuro pedagogy in Colombia and the US. It should be mentioned that learning will never remain the same both inside and outside the classroom if the EI and IC are entrenched in the classroom where learning takes place. By the way, learning takes place everywhere and it all depends on the learners to take advantage of the abundant learning opportunities given by their teachers / educators. Also, learning of English language as mentioned previously requires consistencies just like learning any other interdisciplinary subjects such as biology, physics, chemistry, psychology, mathematics and professional studies such as medicine, engineering, pedagogy, teaching, accounting, business administration, finance, economics etc. Some kinds of consistencies in practice or practices are required to get better and it can be improved day in , day out with the integration of EI/ EQ and IC on the parts of the facilitators. It should also be mentioned that learning will never remain the same if the concepts of EI and IC can be integrated in the classroom setting always. This is simply because people learn in different ways and their ways of learning can be influenced by these variables, EI/ EQ and IC.

Another implication of this research is that the quality of lifelong learning is improved with the use of EI/ EQ and IC in the classroom. Learners tend to be aware of the fact that their learning process is well taken care of by the facilitators. Students also feel that not just the learning process matters to the facilitators but the entire lifelong learning which can in turn improve the academic performance of the students who are involved in the learning process of English language in Colombia and the USA. It should be mentioned that the implications of this research will not only be felt in how English language which is a universal and a language of the global citizens is taught but how the facilitators tend to impact the knowledge which can lead to improvement of learning in other subjects taught in the educational institutions around the world. The concepts of interdisciplinary knowledge would be changed positively in the long run. There will be influence on how learning is accomplished and navigated in all educational institutions in Colombia and the USA. It should be said that educational institutions would begin to not only use IQ as a yardstick to identify and improve learning but EI/ EQ and IC would be utilized as a major driving force in education and learning of English language and the entire learning process of learners around the world. However, this research has been limited to the participants who are willing to respond to the survey/ questionnaires. It should be stated that many learners were reluctant to respond at the beginning but as time went by, learners understood the importance of EI/ EQ and IC in their learning process and later responded. Equally worth talking about is the limited funds available for this research.

**Future research:** This research has future potentials and it is not going to just end right here. The future of this research looks brighter in the sense that many educational institutions will continue to see how their educational system can get better in terms of learning of English language and other subjects in the schools or educational institutions. Therefore, the proposed future research will be the analysis of how neuroscience and neuro pedagogy can influence learning and the learning of English language in all educational sectors in the US and Colombia. Future research can also be a comparative analysis of how neuro pedagogy can be utilized to foster holistic learning or lifelong learning in the USA and in the Latin America as a whole. As the entire world evolves and driven towards technology and AI, the future research will be how neuroeducation, neuroscience or neuro pedagogy can be used to positively influence the learning or language acquisition of English language which focused on enduring intercultural knowledge or competence.

## RECOMMENDATION

It is recommended that facilitators pay attention to the feelings or the minds of their learners just like when a driver pays attention to the engine of the vehicle they intend to drive and make productive. This should be done by facilitators regardless of sex, age, colors and nationalities. It has been proved by this research that any

type of learning and most especially language acquisition and English language learning can be influenced by learners' EI/ EQ and IC and not IQ. Since the role of a facilitator can determine the milestone that any learner can reach in the long run, facilitators should take the burden of educating learners with the soft skills of EI and IC to have the needed functional skills. Therefore, it is also recommended that rapport should be systematically built in terms of transactions and genuine interactions between educators and learners to further make them navigate real world learning process which can propel or encourage learners to push the boundary of learning and learn for life.

## CONCLUSION

It can be concluded that this research has been able to unravel the mystery behind the impacts of EI/ EQ and IC on any type of learning, English language acquisition and learning in general. Learning becomes a difficult process to accomplish if how learners feel, their minds and the environmental situation are not taken into consideration by the facilitator. In other words, the EI/ EQ and IC of learners in Colombia, USA and around the world can determine and influence lifelong learning as seen in the charts which show the influence of EI and IC on the English language learning and holistic learning in Colombia as well as in the US. This research had endeavored to answer the question, how have the variables of EI / EQ and IC influenced learning in general? This research has further demonstrated and proved that the driving force behind learning of English language and other types of learning are EI / EQ and IC and not IQ as widely claimed by some researchers. In addition, the influence of EI and IC in Colombia and the US can positively improve academic performance in the long run. As demonstrated in this research through the data analysis, numerous students stated that their learning processes have been influenced by EI/ EQ and IC. Students in the US acknowledged the impacts of these variables on English language learning or acquisition and learning in general. It has been further shown through the findings that holistic learning, English language learning and language acquisition have something to do with EI/ EQ and IC.

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