

# INCORPORATING EMOTIONAL REGULATION SKILLS INTO THE ENGLISH TEACHING CURRICULUM AT THE HIGH SCHOOL LEVEL

Nguyen Thi Loan<sup>1\*</sup>

<sup>1</sup>*Dong Nai Technology University*

\*Corresponding author: *Nguyen Thi Loan, nguyenthiloan@dentu.edu.vn*

## GENERAL INFORMATION

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## ABSTRACT

This study explores the integration of emotional intelligence (EI), particularly emotional regulation, into English language teaching (ELT) at the high school level in Vietnam. Drawing on theoretical foundations from both EI and second language acquisition (SLA), the research investigates whether developing students' emotional regulation skills can positively influence their English learning outcomes. A mixed-methods approach was employed. Quantitatively, 120 tenth-grade students from public high schools in Ho Chi Minh City participated in a pre-test/post-test study. They completed an English proficiency test and an adapted version of the EQ-i:YV questionnaire to assess emotional intelligence. Qualitatively, teacher interviews, classroom observations, and student reflection journals were analyzed to capture emotional and behavioral changes during the intervention. The findings reveal significant improvements in students' emotional regulation and English performance, particularly in speaking and writing skills. The study highlights the potential of incorporating EI-focused strategies in ELT and offers recommendations for curriculum development tailored to Vietnamese classrooms.

## 1. INTRODUCTION

### 1.1. Background to the study

In recent decades, education has shifted from focusing solely on academic achievement to promoting students' holistic development. Emotional intelligence (EI)—the ability to recognize, regulate, and express emotions constructively—has emerged as a crucial component of this approach. Research has shown that students with higher EI tend to manage stress better, perform more effectively, and build

stronger interpersonal relationships (Denham, 2006; Affective Learning, 2011). Developing emotional skills not only supports academic outcomes but also contributes to students' self-awareness and classroom engagement (Hess & Jones, 2005; Baker, 2013).

In Vietnam, the education system still emphasizes exam performance and technical knowledge, often overlooking emotional and interpersonal development. This gap is particularly evident in English language learning,

where students frequently experience anxiety, fear of making mistakes, and pressure during high-stakes assessments (Peck, 2010). English is a bridge to global opportunities, enabling access to international programs, careers, and cultural exchanges. However, emotional barriers often limit students' confidence and participation, especially in oral communication tasks.

Addressing these challenges requires more than improving linguistic competence; it calls for emotional regulation strategies that help students overcome anxiety and engage more actively in learning. Techniques such as mindfulness, role-playing, reflective writing, and peer support can create emotionally supportive learning environments that enhance both language acquisition and social-emotional growth.

### Research Questions

1. How does the integration of emotional management skills influence high school students' English learning outcomes?
2. What are the challenges and opportunities for Vietnamese educators in combining emotional skills with language instruction?
3. How can English curricula be designed to effectively incorporate emotional management training?

### Scope of the Study

This study focuses on high school students in Vietnam, specifically targeting those in urban settings where English is a compulsory subject. The research examines the integration of emotional management skills into English teaching over a six-month period. Data collection involves a mixed-methods approach, including surveys, interviews, and classroom observations, to ensure comprehensive insights. The scope is limited to the short-term effects of this integration, laying the groundwork for further studies on its long-term impact. This pilot study

aims to inform educational reforms and future research.

## 1.2. Literature Review

### 1.2.1. Theoretical Foundations of Emotional Intelligence

Emotional Intelligence (EI) has become a vital concept in psychology and education, offering a nuanced understanding of how individuals manage emotional information in both personal and social contexts. The foundational conceptualization of EI was introduced by Salovey and Mayer (1990), who defined it as the subset of social intelligence that involves the capacity to perceive, assimilate, understand, and manage emotions in oneself and in others. Their four-branch model delineates EI into four interrelated competencies: (1) perceiving emotions accurately, (2) using emotions to facilitate thought, (3) understanding emotional meanings, and (4) managing emotions to foster emotional and intellectual growth.

Building upon this cognitive framework, Goleman (1995) proposed a more comprehensive and pragmatic model of EI, which gained significant popularity in both academic and public discourse. Goleman's five-component model includes self-awareness, self-regulation, internal motivation, empathy, and social skills—each playing a critical role in how individuals navigate complex emotional landscapes. This framework has been instrumental in educational settings, where EI has been linked to improved student outcomes, particularly in areas such as classroom behavior, conflict resolution, and emotional regulation (Bar-On, 2006).

Educational psychologists such as Bar-On and Parker (2000) further refined the concept by introducing the Emotional Quotient Inventory: Youth Version (EQ-i:YV), an instrument designed to measure EI in educational contexts. Their findings suggest that students with higher emotional intelligence scores demonstrate superior abilities in stress management,

adaptability, and interpersonal relationships—skills that are foundational for academic and social success. Likewise, Petrides and Furnham (2001) introduced the distinction between Trait EI and Ability EI, proposing that while Ability EI aligns with cognitive-emotional processing, Trait EI encompasses behavioral dispositions and self-perceptions of emotional ability. This bifurcation has deepened our understanding of how emotional competencies influence learning behaviors and academic performance.

In adolescent education, EI takes on a heightened significance due to the psychosocial development occurring during this life stage. Schutte et al. (1998) emphasized adolescence as a formative period during which emotional self-awareness and regulation are still in the process of being refined. During this time, students are particularly susceptible to emotional turbulence, peer pressure, and identity formation crises. Consequently, the integration of EI into secondary education serves not only to bolster academic achievement but also to equip learners with essential life skills that extend well beyond the classroom (Boyatzis et al., 2000).

Moreover, contemporary educational paradigms advocate for the inclusion of social and emotional learning (SEL) as a critical dimension of holistic student development. SEL programs, which are fundamentally rooted in EI theory, have been shown to enhance students' emotional competencies, academic engagement, and social cohesion (Durlak et al., 2011). These findings underscore the growing consensus that fostering EI in learners is not merely an adjunct to traditional education, but a central pillar of effective pedagogy.

### ***1.2.2. Theoretical Perspectives on Second Language Acquisition***

The field of Second Language Acquisition (SLA) has long recognized the interplay between cognitive, affective, and social variables in the process of acquiring a new language. Among the earliest and most influential models is Krashen's

(1982) Monitor Model, which includes the Affective Filter Hypothesis—a theory that directly addresses the impact of emotional states on language acquisition. According to Krashen, emotional variables such as anxiety, motivation, and self-confidence serve as a “filter” that can either facilitate or hinder the intake and processing of linguistic input. When the affective filter is low, learners are more open to language input; conversely, a high filter caused by stress or fear can significantly impede language acquisition.

This concept has important implications for classroom instruction, particularly in English as a Foreign Language (EFL) settings, where learners often experience performance anxiety and fear of negative evaluation. Teachers who are sensitive to students' emotional needs and who create psychologically safe learning environments can thus enhance the effectiveness of language instruction.

Vygotsky's (1978) Sociocultural Theory (SCT) provides another foundational perspective, emphasizing the inherently social nature of learning and cognition. Central to SCT is the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks that a learner can perform with the guidance and support of a more knowledgeable other. The collaborative nature of language learning within the ZPD is profoundly influenced by emotional factors such as trust, motivation, and social cohesion. Emotional intelligence, particularly the skills of empathy and social awareness, can thus enhance the effectiveness of peer learning and scaffolded instruction.

Further expanding on the sociocultural and individual difference perspectives, Ellis (1994) and Dörnyei (2005) emphasized that learner variables such as personality, emotional resilience, and motivation significantly influence SLA outcomes. Emotionally intelligent learners tend to exhibit higher degrees of metacognitive

awareness, persistence in the face of setbacks, and openness to corrective feedback. These traits contribute to more efficient and sustainable language learning trajectories.

Additionally, the L2 Motivational Self System (Dörnyei, 2005) integrates affective factors into SLA by linking learners' ideal L2 self with emotional commitment and effortful engagement in the language learning process. Emotional self-regulation plays a critical role in maintaining long-term motivation, especially in environments where language input may be limited or where learners face repeated communicative failures.

### ***1.2.3. Emotional Intelligence and Its Relationship with Academic Outcomes***

A growing body of empirical research has established a significant association between emotional intelligence and academic performance. MacCann et al. (2020), in their comprehensive meta-analysis of over 40 studies, concluded that EI is a reliable predictor of academic success, comparable in magnitude to traditional predictors such as IQ and conscientiousness. Their analysis found that emotionally intelligent students are more capable of setting realistic academic goals, maintaining focus under pressure, managing interpersonal conflicts, and engaging in effective time management—all of which contribute to enhanced academic achievement.

Within the domain of language education, these findings are particularly salient. Dewaele and MacIntyre (2014) explored the role of emotional intelligence and emotional regulation in foreign language learning, discovering that learners who reported higher levels of emotional self-control and resilience tended to perform better in productive skills such as speaking and writing. These learners were also more likely to take communicative risks, participate actively in classroom discourse, and recover more quickly from language-related failures or embarrassment.

Oxford (1990) identified a series of language learning strategies that explicitly involve emotional regulation, such as using humor to reduce tension, practicing positive self-talk, and engaging in stress-relief activities prior to high-stakes speaking tasks. These strategies, closely aligned with the constructs of EI, have been shown to enhance both learner confidence and linguistic competence.

Furthermore, EI has been linked to greater engagement in meta-cognitive learning strategies, such as planning, monitoring, and evaluating one's own learning processes (Efklides, 2011). This is particularly relevant for language learners, who must frequently adapt their strategies in response to changing input, task demands, and feedback. Emotionally intelligent learners tend to approach these challenges with greater adaptability and less fear of failure, which contributes to more consistent and effective language acquisition.

### ***1.2.4. Pedagogical Implications of Emotional Intelligence in Language Teaching***

The integration of emotional intelligence into language instruction represents a promising pedagogical shift toward more holistic and learner-centered education. Oxford's (1990) taxonomy of language learning strategies includes both cognitive and affective domains, emphasizing the importance of teaching learners how to manage their emotional states as they engage with linguistic material. Techniques such as mindfulness, relaxation exercises, and emotional journaling can be incorporated into the EFL classroom to reduce anxiety and enhance focus.

Empirical studies support the efficacy of such approaches. For instance, Chen and Chang (2021) implemented a mindfulness-based emotional regulation program for Taiwanese EFL students and found significant improvements in speaking fluency and reductions in performance anxiety. These results suggest that cultivating EI in language learners

can lead to measurable gains in linguistic performance and overall well-being.

López and Aguilar (2013) highlighted the intercultural dimensions of EI in language education, arguing that emotional awareness enhances students' ability to navigate cultural differences and develop more meaningful cross-cultural interactions. In a globalized world where English often serves as a lingua franca, such skills are invaluable not only for communication but also for fostering mutual understanding and respect.

In practice, integrating EI into language teaching may involve explicit instruction in emotional vocabulary, the use of emotionally charged texts or media, and the facilitation of reflective discussions about emotional experiences in both L1 and L2 contexts. These methods not only build linguistic skills but also cultivate empathy, emotional insight, and intercultural competence.

### ***1.2.5. Educational Models for Integrating Emotional Competence***

Several pedagogical frameworks support the integration of emotional intelligence into curriculum design. Holistic education, exemplified by models such as Waldorf/Steiner education, emphasizes the balanced development of intellectual, emotional, and creative faculties (Edwards, 2002). In such models, educators act as facilitators of emotional growth, designing curricula that foster imagination, empathy, and social engagement alongside academic knowledge.

Task-Based Learning (TBL) also aligns well with the objectives of EI integration. According to Willis and Willis (2007), TBL emphasizes real-world communicative tasks that require learners to negotiate meaning, collaborate with peers, and solve problems - processes that inherently involve emotional engagement and regulation. Tasks such as role-playing emotionally charged scenarios, participating in

debates, or engaging in collaborative storytelling provide natural opportunities for students to practice both language and emotional skills in tandem.

Other innovative approaches include drama-based learning, socio-emotional project work, and narrative-based inquiry—all of which provide contexts for learners to explore emotional experiences and develop expressive capabilities in a second language. By embedding emotional goals into language tasks, teachers can help students form deeper personal connections with the material and with each other.

### ***1.2.6. The Vietnamese Context: Challenges and Opportunities***

In the Vietnamese educational context, interest in emotional intelligence has grown in recent years, yet its practical application in language teaching remains underdeveloped. Tran et al. (2020) conducted a study on EI and academic performance among Vietnamese secondary school students and found a positive relationship between EI competencies and academic outcomes, including English proficiency. However, the study also revealed a lack of structured programs or curricular frameworks for systematically developing EI in classrooms.

Vietnamese classrooms often prioritize rote memorization and examination performance, leaving limited room for the cultivation of emotional and interpersonal skills. Additionally, large class sizes and traditional teacher-centered approaches may hinder the implementation of emotionally responsive pedagogy. Nonetheless, the integration of EI presents a significant opportunity to enhance the quality of English language instruction by making it more learner-centered, empathetic, and responsive to students' developmental needs.

Efforts to incorporate EI into English language teaching can draw on global best practices while remaining sensitive to cultural and contextual factors. Teacher training programs, curriculum reform, and policy initiatives can play a key role in promoting emotional literacy and embedding it within the goals of language education.

### ***1.2.7. Synthesis and Theoretical Implications***

The theoretical and empirical literature reviewed above underscores the vital interplay between emotional intelligence and second language learning. Emotional intelligence, as conceptualized by Salovey and Mayer (1990), Goleman (1995), and others, offers a robust framework for understanding how emotional competencies influence educational outcomes. The integration of EI into SLA theory—via Krashen’s Affective Filter Hypothesis, Vygotsky’s Sociocultural Theory, and Dörnyei’s motivational models—demonstrates that emotional variables are not peripheral but central to the language learning process.

Moreover, pedagogical frameworks such as holistic education and Task-Based Learning offer practical strategies for embedding EI into language classrooms. In doing so, they help cultivate learners who are not only linguistically proficient but also emotionally resilient and socially competent. In the Vietnamese context, where English is both a key academic subject and a gateway to global engagement, integrating EI into language education holds the potential to transform both teaching practices and student outcomes.

This theoretical review thus provides a comprehensive foundation for the present study, which aims to investigate the role of emotional intelligence in enhancing English language learning at the secondary school level in Vietnam. By bridging psychological theory, SLA research,

and pedagogical practice, this study contributes to the evolving discourse on emotionally intelligent education and its practical implications for language teaching in diverse cultural settings.

## **2. METHODOLOGY**

### **2.1. Participants**

Initially, 250 tenth-grade students from three public high schools in Ho Chi Minh City were invited to participate in the study. However, due to incomplete responses or withdrawal during the process, only 120 students (aged 15–16) who completed all components of the study—including the emotional intelligence questionnaire, pre-test, and post-test—were included in the final analysis. The participants represented diverse academic backgrounds and English proficiency levels. All students had prior exposure to basic English instruction in school, but none had received formal emotional intelligence training before this intervention.

### **2.2. Research Design**

This study adopts a mixed-methods research design, combining both quantitative and qualitative approaches to provide a more holistic understanding of how emotional management skills can be integrated into English language teaching. The quantitative component focuses on assessing students’ academic performance and emotional intelligence before and after the intervention. Meanwhile, the qualitative component investigates classroom dynamics, teaching strategies, and students’ emotional experiences during the learning process. This dual approach allows the study to not only measure the effectiveness of the intervention in numerical terms but also to capture the nuanced, real-world experiences of both teachers and students. By triangulating data from multiple sources, the research aims to enhance the validity and reliability of its findings.

### 2.3. Instruments

A mix of quantitative and qualitative tools was used. For quantitative data, 120 students completed a standardized English test (reading, writing, vocabulary, speaking) and an adapted Vietnamese version of the EQ-i:YV emotional intelligence questionnaire. This version was back-translated, reviewed by experts, piloted with 30 students, and showed good reliability (Cronbach's  $\alpha = .83$ ).

For qualitative data, semi-structured interviews with teachers explored emotional intelligence in teaching. Classroom observations used a rubric to assess student engagement and interactions. Reflective journals were also analyzed for insights into students' emotional development.

### 2.4. Procedure

Specific interventions, such as breathing exercises, mindfulness practices, and role-playing activities, were incorporated into English language lessons. These techniques aimed to help students become more aware of their emotions, manage stress, and build confidence in speaking activities. The activities were adapted from established SEL programs and adjusted to suit the Vietnamese high school context.

The study was conducted over a 12-week period during the second semester of the 2024–2025 academic year. Prior to the intervention, 120 participating students completed a pre-test to assess their English language proficiency and an emotional intelligence (EI) questionnaire. Following this, students took part in a structured emotional regulation training program integrated into their English lessons. The intervention focused on self-awareness, emotional regulation strategies, and empathy-building exercises tailored to language learning contexts.

Lessons included emotionally charged discussion topics, reflection activities, peer interaction, and feedback sessions. After the 12-

week intervention, students were given a post-test and the same EI questionnaire to measure any changes in both language performance and emotional intelligence. Ethical approval was obtained, and consent was granted by both schools and participants' guardians.

### 2.5. Data Analysis

#### 2.5.1. Quantitative Data Analysis

Quantitative data collected from the English proficiency tests and emotional intelligence questionnaires were analyzed using SPSS (Statistical Package for the Social Sciences) software. Descriptive statistics, including means, standard deviations, and frequency distributions, were first calculated to provide a general overview of students' academic performance and emotional intelligence levels before and after the intervention. To assess the effectiveness of the emotional management training, paired sample t-tests were conducted to compare pre-test and post-test scores. In addition, correlation analysis was employed to examine the relationship between students' emotional intelligence and their English language outcomes. Where relevant, ANCOVA tests were used to control for variables such as gender, baseline academic ability, and school environment. The quantitative analysis aimed to determine whether the integration of emotional skills had a statistically significant impact on students' academic progress and emotional development.

#### 2.5.2 Qualitative Data Analysis

The qualitative data, which included teacher interviews, classroom observations, and student reflective journals, were analyzed using thematic analysis. All interviews were transcribed verbatim and coded using NVivo software to identify recurring themes related to emotional responses, teaching strategies, student-teacher interactions, and behavioral changes observed in students. Classroom observation notes were organized according to a pre-designed rubric, focusing on student engagement, emotional regulation behaviors, and collaboration.

Reflective journals written by students were also analyzed to gain insights into their personal emotional journeys and perceptions of learning. Themes were developed inductively to allow the voices of participants to emerge naturally, while a few pre-defined categories (e.g., anxiety, motivation, empathy) helped align the analysis with the research questions. This qualitative process provided depth to the quantitative findings and illustrated how emotional skills were manifested in daily classroom settings.

### 2.5.3 Triangulation of Data

To ensure the credibility and trustworthiness of the findings, the study employed data triangulation by cross-verifying results from different data sources. For example, improvements in test scores were compared with qualitative reports from teacher interviews and observation data to confirm that academic gains were associated with enhanced emotional regulation. Student journal entries were also used to validate changes observed in classroom behavior and language use. This triangulation approach helped to avoid over-reliance on a single type of data and provided a more balanced, well-rounded understanding of the impact of the emotional management training. Furthermore, converging evidence from multiple perspectives strengthened the internal validity of the study and highlighted the complex interplay between emotions and learning.

### 2.5.4. Addressing Reliability and Validity

To ensure reliability, standardized instruments were used for both emotional intelligence and language proficiency assessments. These instruments had been tested for internal consistency (Cronbach's  $\alpha > 0.80$ ) and construct validity in previous studies, and they were adapted carefully for the Vietnamese educational context. In the qualitative phase, inter-coder reliability was ensured by having two researchers independently code 20% of the data, with discrepancies resolved through discussion.

Member checking was also employed, where selected teachers were invited to review the preliminary findings to confirm that the interpretations reflected their actual experiences. The combined use of validated tools, consistent procedures, and participant feedback contributed to the study's methodological rigor and increased the trustworthiness of its conclusions.

## 3. FINDINGS AND DISCUSSION

This section presents and discusses the findings from the emotional intelligence (EI)-integrated English learning program involving 120 high school students. Both quantitative and qualitative data were analyzed to evaluate changes in English proficiency and emotional intelligence, as well as the relationship between the two.

### 3.1. Improvement in English Proficiency

**Table 1.** Paired Samples t-test Results for Pre-test and Post-test Scores

Skill	Mean (Pre)	Mean (Post)	t	p	Skill
Speaking Fluency	5.8	7.6	9.42	<.001	Speaking Fluency
Writing Coherence	6.1	7.3	7.88	<.001	Writing Coherence
Reading Comprehension	6.5	7.1	5.35	<.01	Reading Comprehension
Vocabulary Usage	6.4	7.0	4.98	<.01	Vocabulary Usage

A paired samples t-test showed statistically significant improvements across all English skills after the intervention (see Table 1). The largest gains were found in speaking fluency ( $M = 5.8 \rightarrow 7.6$ ,  $t = 9.42$ ,  $p < .001$ ) and writing coherence ( $M = 6.1 \rightarrow 7.3$ ,  $t = 7.88$ ,  $p < .001$ ). Reading comprehension and vocabulary usage also improved modestly but significantly ( $p < .01$ ).

These findings reinforce the role of emotional readiness in language performance. As MacIntyre and Gregersen (2012) noted, reduced anxiety and enhanced emotional safety can unlock students' potential, particularly in productive skills like speaking and writing. In this study, EI activities helped students feel more at ease during performance tasks, thereby improving outcomes.

### 3.2. Emotional Intelligence Development

Students' scores on the adapted EQ-i:YV showed considerable improvement in emotional regulation, empathy, and interpersonal skills. This indicates that the classroom-based EI activities positively influenced their emotional functioning, contributing to a more constructive learning atmosphere.

These findings resonate with Goleman's (1995) emphasis on the role of self-awareness and self-control in achieving academic goals. The structured emotional learning tasks seemed especially effective in supporting students who previously struggled with fear of speaking or test-related stress.

### 3.3. Correlation Between EI and English Skills

Pearson correlation analysis revealed a moderate but statistically significant relationship between growth in emotional intelligence and improved English speaking proficiency ( $r = .47$ ,  $p < .01$ ; see Table 2). This suggests that students who gained stronger emotional regulation and awareness tended to perform more confidently in oral communication tasks.

These results support previous work by Pishghadam et al. (2013), who argued that emotionally intelligent learners are more likely to take linguistic risks, engage in peer interaction, and self-correct—all of which are vital to speaking development.

**Table 2.** Pearson Correlation Between EI Growth and English Speaking Scores

Variable	r	p
EI Growth vs. Speaking Proficiency	0.47	< .01

### 3.4. Qualitative Insights

Qualitative data validated the quantitative trends. Teachers reported enhanced student engagement, greater peer collaboration, and improved classroom harmony. Observations showed more emotionally responsive behavior, with students actively participating in group tasks and showing empathy toward peers.

Reflective journals revealed reduced anxiety during speaking tasks and increased self-awareness. Many students mentioned feeling "emotionally safer" and more "motivated to speak English" when their feelings were acknowledged. This emotional support helped create a classroom culture conducive to both academic and personal growth (Oxford, 2016).

### 4. LIMITATIONS

Despite its contributions, this study has several limitations that should be acknowledged. First, although the original sample consisted of 250 high school students, only 120 completed both the pre- and post-tests and were included in the final analysis. This reduced sample size may affect the generalizability of the findings.

Second, the study was conducted exclusively in urban high schools in Ho Chi Minh City. Students in these schools tend to have better access to English learning resources and

more exposure to emotionally supportive learning environments, which may not reflect the realities of students in rural or under-resourced settings.

Third, the research employed a one-group pre-test/post-test design without the inclusion of a control group. This limits the ability to attribute improvements solely to the emotional intelligence (EI) intervention, as other external factors may have contributed to student progress.

Additionally, although the EQ-i:YV instrument was adapted for the Vietnamese context, the study did not provide detailed information about the translation, cultural validation process, or internal consistency measures such as Cronbach's alpha.

Finally, while qualitative data enriched the interpretation of findings, the absence of actual statistical tables and visual representations (e.g., bar charts, line graphs) in earlier drafts may have limited readers' ability to independently interpret the quantitative results.

Future studies should consider including control groups, expanding to diverse educational contexts, and providing greater transparency in the instrumentation and validation process to enhance the robustness of findings.

This study contributes to the growing body of research that explores the role of emotional intelligence (EI) in second language acquisition, particularly in the context of English language teaching (ELT) in Vietnam. The findings demonstrate that integrating EI into English lessons can enhance not only students' emotional regulation and interpersonal skills but also their English speaking fluency and overall engagement in language learning.

Quantitative results revealed statistically significant improvements in both English proficiency and EI scores, while qualitative data highlighted positive changes in classroom dynamics, student motivation, and emotional

awareness. A moderate positive correlation between EI growth and speaking performance further supports the claim that emotionally intelligent learners are more confident and effective communicators.

However, the study is not without limitations. The absence of a control group, the limited geographical scope, and the lack of detailed instrument validation all suggest caution when generalizing the findings. Despite these constraints, the study offers valuable insights and practical implications for integrating socio-emotional learning into English curricula in Vietnam.

Moving forward, future research should involve larger and more diverse populations, adopt experimental designs with control groups, and provide more rigorous instrument validation. Such efforts will strengthen the evidence base and support the design of emotionally responsive, student-centered English learning environments.

## 5. CONCLUSION

The review of existing literature reveals a growing body of evidence highlighting the crucial role of emotional intelligence (EI) in the teaching and learning of English as a foreign language (EFL), particularly at the secondary education level. Studies across various cultural and educational contexts consistently indicate that students with higher emotional intelligence tend to perform better academically, experience less language anxiety, and show greater engagement in language learning. Meanwhile, emotionally intelligent teachers are better equipped to create supportive, empathetic, and motivating classroom environments, which are essential for effective language acquisition.

In the Vietnamese secondary school context, where exam pressure, large class sizes, and limited emotional support often hinder student engagement and performance, integrating

emotional intelligence into English teaching offers promising pedagogical implications. Although local studies are still emerging, initial findings suggest that fostering EI among both students and teachers can lead to more meaningful communication, stronger teacher-student relationships, and a more positive attitude toward learning English.

Nevertheless, more empirical research is needed in Vietnam to explore specific strategies for integrating EI into English classrooms and to evaluate their long-term impact. Future studies should also address challenges such as teacher training, curriculum development, and cultural perceptions of emotion in the classroom. By doing so, researchers and educators can create more effective, emotionally responsive approaches to English language education that meet the cognitive and emotional needs of Vietnamese learners.

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## LỒNG GHÉP KỸ NĂNG ĐIỀU CHỈNH CẢM XÚC VÀO CHƯƠNG TRÌNH DẠY TIẾNG ANH Ở BẬC TRUNG HỌC

Nguyễn Thị Loan<sup>1\*</sup>

<sup>1</sup>Trường Đại học Công nghệ Đồng Nai

\*Tác giả liên hệ: Nguyễn Thị Loan, [nguyenthiloan@dentu.edu.vn](mailto:nguyenthiloan@dentu.edu.vn)

### THÔNG TIN CHUNG

Ngày nhận bài: 07/5/2025

Ngày nhận bài sửa: 22/5/2025

Ngày duyệt đăng: 23/6/2025

### TỪ KHOÁ

*Quản lý cảm xúc;*

*Giảng dạy tiếng Anh;*

*Học sinh trung học;*

*Thiết kế chương trình giảng dạy;*

*Phân tích bằng SPSS;*

*Tích hợp kỹ năng sống.*

### TÓM TẮT

Nghiên cứu này khám phá việc tích hợp trí tuệ cảm xúc (EI), đặc biệt là kỹ năng điều tiết cảm xúc, vào việc dạy tiếng Anh (ELT) ở cấp trung học phổ thông tại Việt Nam. Dựa trên cơ sở lý thuyết từ cả lĩnh vực trí tuệ cảm xúc và lĩnh vực tiếp thu ngôn ngữ thứ hai (SLA), nghiên cứu nhằm tìm hiểu liệu việc phát triển kỹ năng điều tiết cảm xúc của học sinh có thể tác động tích cực đến kết quả học tiếng Anh hay không.

Phương pháp hỗn hợp được sử dụng trong nghiên cứu. Về định lượng, 120 học sinh lớp 10 từ các trường trung học công lập tại Thành phố Hồ Chí Minh đã tham gia nghiên cứu trước – sau can thiệp. Các em thực hiện bài kiểm tra năng lực tiếng Anh và hoàn thành phiên bản đã điều chỉnh của bảng hỏi EQ-i:YV nhằm đánh giá trí tuệ cảm xúc. Về định tính, các cuộc phỏng vấn giáo viên, quan sát lớp học và nhật ký phản ánh của học sinh được phân tích

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để ghi nhận những thay đổi về cảm xúc và hành vi trong quá trình can thiệp.

Kết quả cho thấy học sinh có sự cải thiện đáng kể về khả năng điều tiết cảm xúc và kết quả học tiếng Anh, đặc biệt là ở kỹ năng nói và viết. Nghiên cứu nhấn mạnh tiềm năng của việc áp dụng các chiến lược giảng dạy tập trung vào EI trong lớp học tiếng Anh, đồng thời đưa ra các khuyến nghị cho việc phát triển chương trình giảng dạy phù hợp với bối cảnh giáo dục Việt Nam.

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