

# AN INVESTIGATION INTO SOCIAL-EMOTIONAL SKILLS OF ENGLISH-MAJOR STUDENTS IN SOME UNIVERSITIES IN THE MEKONG DELTA

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## Abstract

*Over the past few years, social-emotional skills education has become a contemporary topic all over the world. Therefore, it is a must to conduct a survey on such an issue among higher education students in Vietnam. This study investigated 782 students belonging to Foreign Language Faculties at three universities in the Mekong Delta in terms of two aspects of how much they are self-aware of and self-manage their personal emotions and how much they identify and share others' emotions. The findings generated by the quantitative approach show that most participants are able to identify their emotions as well as effectively manage those emotions. However, some students believe they could be able to identify others' emotions and thus show empathy with the latter's while the rest show low level of those skills. The present research provided insights for the literature in this field as well as for the research in the next phase.*

**Keywords:** English-major students, social and emotional skills, self-awareness, self-management, social awareness.

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# KHẢO SÁT VỀ CÁC KỸ NĂNG CẢM XÚC XÃ HỘI CỦA SINH VIÊN CHUYÊN NGÀNH TIẾNG ANH TẠI MỘT SỐ TRƯỜNG ĐẠI HỌC ĐỒNG BẰNG SÔNG CỬU LONG

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## **Tóm tắt**

Giáo dục cảm xúc xã hội là chủ đề đương đại trên thế giới trong những năm qua. Việc khảo sát các kỹ năng cảm xúc xã hội của sinh viên chuyên ngành tiếng Anh là rất cần thiết đối với bậc đại học ở Việt Nam. Nghiên cứu này khảo sát 782 sinh viên Khoa Ngoại ngữ của ba trường đại học thuộc Đồng bằng sông Cửu Long về hai khía cạnh là tự nhận thức, tự quản lý cảm xúc và nhận ra cảm xúc cũng như chia sẻ cảm xúc với người khác. Kết quả nghiên cứu định lượng này cho thấy nhiều sinh viên tự nhận ra và quản lý tốt cảm xúc. Bên cạnh đó, tuy có nhiều sinh viên nhận ra cảm xúc của người khác và biết chia sẻ, đồng cảm với người khác, nhưng vẫn còn một bộ phận không nhỏ sinh viên chưa có đầy đủ các kỹ năng này. Nghiên cứu này còn góp phần bổ sung thêm cơ sở lý luận cho lĩnh vực cảm xúc xã hội và là cơ sở để thực hiện giai đoạn kế tiếp.

**Từ khóa:** Kỹ năng cảm xúc xã hội, nhận thức về xã hội, sinh viên chuyên ngành tiếng Anh, tự nhận thức, tự quản lý.

## 1. Introduction

Over the past 30 years, researchers around the world have witnessed an explosion of interest in social-emotional learning (Chowkase, 2023). Research on social work has shown how important the influences of social-emotional skills, such as self-regulation and positive social interactions, on school actions and student health would be (Zin & Elias, 2007). Cipriano et al. (2023) summarized and commented on 424 studies on social-emotional skills conducted on 575361 students in 53 countries around the world between 2008 and 2020, 200 of which were conducted in the last 5 years. According to Durlak et al. (2024), at the end of 2023, at least 153 countries have applied teaching programs related to social-emotional skills education, which demonstrates the broad and large development of education for the mentioned issue. These studies have provided us with concrete evidence as well as proposals on the effectiveness and feasibility of programs related to social-emotional skills education, and most of those were implemented in Western countries (Chowkase, 2023). According to Conley (2015), although social-emotional skills education is very important for young children in terms of their personality formation boundaries, it should not stop at the high school level. Instead, they should be developed at the university level.

In recent years, on realizing the importance of social-emotional skills education in schools in Vietnam, many researchers have conducted some studies on the issue. These studies focused primarily on such research subjects as students and teachers from elementary, middle, and high schools. Specifically, Huynh (2019) had a survey on 250 primary school teachers in Can Tho City and Ho Chi Minh City by incorporating the core contents of social-emotional skills into teaching life skills to those primary school students. Le et al. (2022) conducted a survey on 1326 students in grades 4 and 5 in 12 primary schools in Hanoi, Ho Chi Minh City, and Da Nang City on the students' identification of social-emotional skills. Tran et al. (2019) conducted a study on the reality of students' competence in social-emotional skills among 1250 students in grades 8 and 9 of 8 middle schools in 4 provinces, namely Ninh Binh, Quang Tri, Thua Thien Hue, and Tien Giang. Ho and Le (2024) surveyed the social-emotional

skills of 371 students in grades 6, 7, 8, and 9 at 3 middle schools, District 7, Ho Chi Minh City. Giang et al. (2023) surveyed 2008 high school students in Ho Chi Minh City, Hanoi City, and Da Nang City about the reality of social-emotional competence. In addition, Giang et al. (2023) carried out another study on online-based social-emotional competence on 389 students in 3 high schools in Kien Giang province. At the undergraduate level, there were studies such as Kieu (2022), who did an experiment to improve social-emotional competence for 27 students, and Huynh et al. (2022) explored the perceptions of primary education students about social-emotional skills in Ho Chi Minh City University of Education. Le (2020) surveyed 500 students of many majors about the causes, impacts, and ways to respond to stress and then did a ten-week time experiment to incorporate social-emotional skills into 4 skills of Listening, Speaking, Reading, and Writing for 100 3rd year students majoring in Business English, Faculty of Foreign Languages, Hanoi National Economics University.

The overview literature on local and international studies, as mentioned above, shows that there is a shortage of this important and necessary research stream conducted among undergraduate students in general and English students in particular. Noticeably, studies on social-emotional skills for college students prove that students' regulation of social-emotional skills is directly proportional to positive academic outcomes (Gloria & Ho, 2003). Additionally, researchers have shown that the benefits of acquiring social-emotional skills are not limited to university settings but also extend to future job success, positive relationships, better mental health, and above all, a state of feeling healthy and happy (Elmi, 2020). Hence, social-emotional skills education is of important significance at the university level. In Vietnam, there is, however, a lack of research on the education work for social-emotional skills at the university level. Therefore, more research in this field conducted among the undergraduate level in general and English majors in particular should be done by scientists and educators in Vietnam. As a result, the research team conducted this study in three universities in the Mekong Delta so that more theoretical resources of the local setting could be added to the field.

## 2. Literature review

### 2.1. An overview of students' social-emotional skills

According to the Collaborative for Academic, Social, and Emotional learning (CASEL, 2020), acquiring social-emotional skills is a process in which both children and adults can learn and apply knowledge, skills, and attitudes into developing health awareness and emotional management, achieve personal goals, feel how others feel and sympathize with others, establish and maintain positive relationships, and make responsible decisions. Similarly, Çelik and Erbay Çetinkaya (2022) state that acquiring social-emotional skills is learning the skills related to society, emotions, behaviors, and personality. These skills are essential for people to achieve success and become satisfactory in academic activities, at work, and in their social relationships.

Social-emotional skill education is an integral part of human beings' education development process. Accordingly, CASEL (2020) believes that social-emotional skill education helps learners build positive skills such as *self-awareness*, *self-management*, *responsible decision-making*, *relationship skills*, and *social awareness*. Durlak et al. (2015) further show that these social skills can be taught, modeled, practiced, and applied to different contexts for adolescents and adults who could later use these skills as part of their daily behavior. Furthermore, Durlak et al. (2024) assert that these teachable social-emotional skills will contribute to a person's success in academic activities, in work, and in life. However, various factors belonging to the living environment can impact these social-emotional skills differently, depending on the specific context. CASEL (2020) has outlined specific skills to be applied to teaching, training, and fostering activities through educational programs for social-emotional skills education as follows:

- Self-awareness: skills to self-identify one's own emotions, to identify personal strengths and others' ones, to be self-aware of whether one action could be effective or not, and to be self-confident,
- Self-management: skills to manage emotions, to identify and use stress management strategies, put yourself in a routine, discipline, self-motivation, and set up personal goals and plans, etc.

- Responsible decision-making: skills to evaluate, reflect, and hold personal ethical responsibility,

- Relationship skills: skills to establish and develop positive relationships, effective communication skills, teamwork and problem-solving skills,

- Social awareness: skills to understand, respect others, accept differences, and to practice gratitude.

The five competencies of social-emotional skill education mentioned above by CASEL (2020) belong to two main components: the skills for personal handling (the *self*) and the skills for relationships around the individuals (the *others*). Previous studies have shown that social-emotional skills include cognitive, behavioral, social, and emotional factors (Durlak et al., 2011; Frey et al., 2019; Çelik & Erbay Çetinkaya, 2022). In addition, the Organization of Economic Cooperation and Development (OECD, 2024) believes that social-emotional skills include empathy, creativity, consistency, and emotional regulation. Thereby, the two core aspects of social work skills that the researchers have raised are collectively personal and social (Durlak, 2024). In short, social-emotional skills education is a process in which all young people and adults understand and apply knowledge, skills, and attitudes to promote health, manage emotions and achieve personal goals, feel how others do and show empathy with others, build and maintain relationships and make responsible decisions for themselves, their families, and society (CASEL, 2020).

### 2.2. The importance of social-emotional skills education for undergraduate students

According to Conley (2015), the theoretical framework for social-emotional skills education has not been widely and systematically experimented at the university level (Reinert, 2019). Although social-emotional skills education is very important in the formation of children's personalities from a very early age, the fostering of social-emotional skills for students should not be stopped in high school scope but should continue to be implemented to the university level (Conley, 2015). In the context of internationalization and globalization of education, university students have a lot of opportunities for learning and career development. However, students face much pressure, such as inappropriate learning

environments, programs' heavy learning outcomes, and demanding job requirements by employers (Elias et al., 2011). Mental health problems can be solved by applying social-emotional skills education in the teaching process to help learners reduce stress, build a dynamic learning environment, and improve their health (CASEL, 2020). Another advantage of social-emotional skills education is how it could enable students to succeed in work, build positive relationships, and have better physical and mental health.

Conley (2015) emphasized that social-emotional skills education for university students comprises two core above-mentioned elements, namely the individual and the society. Students should continue to maintain self-awareness, self-management, and responsible decision-making skills. In addition, at the university level, students have new relationships such as roommates, study groups, and lecturers in the faculty and on the campus in general. Therefore, students gain more experience in terms of social awareness skills and build positive relationships. Similarly, Reinert (2019) believes that mastering social-emotional skills will increase students' ability to learn better, make healthy lifestyle choices, perform well in assigned tasks, and be willing to contribute their efforts to the organizations they will work for. Reinert (2019) suggests that universities should create more opportunities to teach social-emotional skills to students, especially first- and final-year students. Reinert (2019) proposes a model for teaching and practicing social-emotional skills for students in three ways:

Option 1: A general program of social-emotional skills related to students' consistency, stress management, emotional adaptation, teamwork efficiency, and mindfulness will be used for first-year students as a focus.

Option 2: Students having special challenges will be reviewed or re-taught in terms of social-emotional skills and later will be assessed by experts at counseling centers on how they practice the core components of social-emotional skills.

Option 3: experienced counselors and therapists in social-emotional skills will follow up with students who have problems with social-emotional skills during the transition period at the university level.

This model opens many timely opportunities for research related to the field of social-emotional skills education. Reinert (2019) also recommends that educators keep on doing more research on students' anxiety and stress.

### **2.3. Social-emotional skills education in foreign language teaching in the world and in Vietnam setting**

The progress on research about social-emotional skills over the past decades has opened up the real need to evaluate the role of social-emotional skills education in second language teaching and learning (Melani et al., 2020). These authors highlight the importance of social-emotional skills education in second language learning activities because the essence of language learning is shown in how the language learners practice social communication skills and how the individuals involved interact with each other in learning activities. Some previous studies have referred to the term "affect" in language teaching and learning. Specifically, Bown and White (2010) argue that emotional types play an important role in collective relationships and are a factor that forms the natural nature of English learning (Melani et al., 2020). Affective factors, including motivation, attitude, and anxiety (Henter, 2014), again play an essential role in language learning activities (Melani et al., 2020) because creating a safe, caring environment through social education will help support the learner's language learning process (Zaimoğlu, 2018). Therefore, successful emotional regulation is a prerequisite for language learners to achieve better academic outcomes (Bown & White, 2010). However, Çelik and Erbay Çetinkaya (2022) note that many language programs focus only on the learners' cognitive abilities and ignore their emotional states and even those of the lecturers. In addition, Bown and White (2010) admit that the emotional responses by language learners have not been properly studied.

Zaimoğlu (2018) designed a scale of social-emotional competencies related to three contents: self-regulation, social relationships, and responsible decision-making, and then applied to university students in their foreign language learning activities. Then, Çelik and Erbay Çetinkaya (2022) used Zaimoğlu's (2018) scale to investigate 344

Turkish students studying English as a foreign language at a university in northeastern Turkey. The survey focused on the students' level of self-report on the three aspects of social-emotional skills: self-regulation competence, the competence to create social relationships, and the one to make responsible decisions. The results showed that the surveyed students believed that they had good social skills.

While social-emotional skills education has been integrated into the official curriculum in some countries around the world, even as a subject in some schools, it has not been widely used in Vietnamese education. Regarding this, Le (2020) asserts that this form of education has not been integrated into the curriculum components nor implemented as a very essential element in the teaching and learning process, although social-emotional skills education has been integrated into the primary and secondary school curriculum in Vietnam through positive lessons and fun classes. Only Kieu (2022) integrated social-emotional skills to her lessons for students of teacher education and Le (2020) conducted an initial survey on the causes, influences, and responses that students face types of stress and then integrated social-emotional skills education into teaching four language skills (Speaking, Reading, Writing and Listening) for students of the Faculty of Foreign Languages, National Economics University, Hanoi.

From the theoretical background derived from the studies just presented above and the desire to have further research on emotional factors in social-emotional skills education in general and foreign language learning in particular (Bown & White, 2010; Reinert, 2019; Çelik & Erbay Çetinkaya, 2022), this study initially investigated social-emotional skill perceived and demonstrated by the students majoring in English, Faculties of Foreign Languages at three universities on two aspects of intrapersonal and interpersonal emotions. Two research questions are posed for such purpose:

1. Which intrapersonal emotional skills do English-major students at the Foreign Language Departments of the three universities have?

2. Which interpersonal emotional skills do English-major students at the Foreign Languages Departments of the three universities have?

### 3. Research data and research methods

This study is designed for the quantitative approach because, as presented above, this is only the initial survey to see the extent of the students' social-emotional skills so that it may serve as a background for designing the next research steps. Regarding the processing and analyzing quantitative results, the research team used SPSS 26 for the interpretation of mean values and standard deviations.

The 30-item questionnaire is designed with 5 research contents on two aspects of emotions proposed by CASEL for social-emotional skills education framework (2020) include: (1) self-awareness of various types of emotions (items 1, 2, 9, 10, 11, 16, 17, 19, 20), (2) self-management of one's own emotions (items 12, 13, 14, 15, 18), (3) self-awareness of the benefits of positive emotions (items 3, 4, 5, 6, 7, 8), (4) recognition of the others' types of emotions (items 21, 23, 27, 29, 30), (5) the share of emotions with others (items 22, 24, 25, 26, 28). Each question item is designed on a Likert scale, ranging from 1 (completely disagree) to 5 (completely agree). The questionnaire was implemented in a 30-minute time allocation of distribution and collection to 782 students majoring in English Teacher Education, Translation and Interpretation, Tourism English, and Business English in the Faculties of Foreign Languages at Dong Thap University, An Giang University, and Kien Giang University in the 2023-2024 academic year. Among the participants, there are 314, 237, 137, and 94 of first-year students to fourth-year students, respectively. The number of third-year and fourth-year students participating in the survey is lower because, in 2020 and 2021, the Universities enrolled fewer students than in the last two years.

### 4. Results and discussions

#### 4.1. Research results

After collecting data and using SPSS 26 software for analysis, the research team obtained the following results:

**Table 1. Students' responses to self-awareness skills of various types of emotions (N=782)**

<b>Cronbach Alpha = 0.731</b>		
	<b>Mean</b>	<b>SD</b>
Q1	4.24	0.781
Q2	4.39	0.666
Q9	4.08	0.823
Q10	3.99	0.882
Q11	4.28	0.741
Q16	4.14	0.793
Q17	4.04	0.702
Q19	4.21	0.736
Q20	4.17	0.743

The results in Table 1 show that the reliability of the questionnaire is 0.731 – satisfactory for obtaining data. Item 2 has the highest mean score of 4.39, indicating that many students agree with this view, and item 10 has the lowest mean score of 3.99. The remaining items have mean scores ranging from 4.04 to 4.28.

**Table 2. Students' responses to their emotional self-management skills (N=782)**

<b>Cronbach Alpha = 0.696</b>		
	<b>Mean</b>	<b>SD</b>
Q12	3.49	0.876
Q13	4.14	0.755
Q14	4.26	0.674
Q15	4.02	0.785
Q18	3.56	0.948
Q16	4.14	0.793
Q17	4.04	0.702
Q19	4.21	0.736
Q20	4.17	0.743

The data in Table 2 shows that the reliability is 0.696, so the survey is completely reliable. The highest test is item 14, with 4.26, and the lowest is for item 12, with 3.49. Most students agree with items 13, 14, and 15, while items 12 and 18 were only above average. This means that there are still some students who have not prepared themselves or have not established solutions to balance learning activities and other living activities and have not really evaluated the causes of their failure.

**Table 3. Students' responses to self-awareness skills of positive emotions**

<b>Cronbach Alpha = 0.829</b>		
	<b>Mean</b>	<b>SD</b>
Q3	4.33	0.780
Q4	4.20	0.767
Q5	4.06	0.762
Q6	4.13	0.709
Q7	4.23	0.728
Q8	3.96	0.841

Looking at the results in Table 3, we can see that the questionnaire is reliable with the index of  $\alpha = 0.829$ . The highest mean score is item 3 with 4.33, and the lowest is item 8 with 3.96. This shows that most students agree with items 3, 4, 5, 6, and 7, and more than half of the students agree with the content described in item 8.

**Table 4. Students' responses to the skill of recognizing other people's emotions**

<b>Cronbach Alpha = 0.631</b>		
	<b>Mean</b>	<b>SD</b>
Q21	4.32	0.687
Q23	3.89	0.896
Q27	3.96	0.804
Q29	4.27	0.680
Q30	4.14	0.720

The survey results in Table 4 show that the index of  $\alpha = 0.631$  is sufficiently reliable. Item 21 achieves the highest mean score of 4.32, and the lowest score is 3.89 for item 23. The rest of the questions range from 3.96 to 4.27. These parameters have proven that most students agree with these opinions.

**Table 5: Students' responses to the skill of sharing emotions with others**

<b>Cronbach Alpha = 0.707</b>		
	<b>Mean</b>	<b>SD</b>
Q22	3.96	0.876
Q24	4.16	0.753
Q25	4.16	0.720
Q26	4.05	0.778
Q28	3.76	0.836

Looking at the results of Table 5, the index of  $\alpha = 0.707$  is reliable. In addition, the highest mean score was 4.16 and the lowest was 3.76 for more than half of the participating students who answered “agree” to the above views.

#### 4.2. Discussion

The survey results presented above gave clear answers to two research questions for this study. For the first research question, from the results in Tables 1, 2, and 3, it can be interpreted that most students have self-awareness of social-emotional skills and self-management skills of their emotions. Specifically, most question items in the range of 3.49 to 4.23 are good, and only items 2, 3, 11, and 14 achieve a very good level of education from 4.26 to 4.39. This shows that many students identify positive and negative emotions, the benefits of positive emotions in their studies as well as in life, the importance of reviewing and evaluating the causes of failure to take more progressive steps, and cherish good relationships. This result also coincides with the results shown by Çelik and Erbay Çetinkaya (2022), who conducted a survey on 344 English students confident in having good social-emotional skills in terms of self-awareness and self-management.

However, in Table 1, the lowest score is item 10 (*You know that you must immediately overcome and destroy the signs of negative emotions because they can harm your results, academic performance and quality of life*) with 3.99 shows that some students do not have the skills to recognize how negative emotions will affect their learning practice. In Table 2, item 12 (*You have equipped yourself with solutions and ways to cope with failures encountered in learning and life*) and item 18 (*You have established solutions and ways to balance work and entertainment, relax to achieve the best possible effect*) have mean scores of 3.49 and 3.56, respectively, the lowest in the 3 groups, showing that there are still many students who are not prepared themselves with self-management skills. Item 8 (*Positive emotions help you properly evaluate your successes and failures in learning and life*) has a mean score of 3.96, the lowest in Table 3, which shows that some students still do not have the skills to recognize the benefits of positive emotions on their own. Thus, some students need to be fostered

in these skills to be able to self-recognize and self-manage various types of emotions.

The results in Tables 4 and 5 answered the second research question. Only the test scores of items 21 and 29 reached a very good level; the rest of the items reached a good level. The figure proves that many students have the skills to recognize and share emotions with others. This result is similar to the results shown by Çelik and Erbay Çetinkaya (2022), who had a study on students' social relationship factors. However, there are still some students who still do not have many of these social-emotional skills because the remaining 8 items only achieve mean scores from 3.76 to 4.16. According to Melani et al. (2020), social and emotional factors are the two main components of social-emotional skills that promote social interaction and allow second-language learners to connect their cognitive and emotional factors to develop second-language competencies. The results in Tables 4 and 5 show that students of the Faculties of Foreign Languages at these universities need to be fostered in terms of the skills to be aware of others' emotions and share with them such emotions in communication situations.

In addition, Le (2020) investigated the causes, influences and solutions of stress that students (including students of the Faculty of Foreign Languages of the National Economics University, Hanoi) encounter and then integrated social work education into 4 skills of Listening, Speaking, Reading, and Writing in English for 10 weeks. Meanwhile, this project focuses on the first stage of self-awareness, self-management of personal emotions, and recognition of other people's emotions for students of the Faculty of Foreign Languages of three schools in the Mekong Delta region. Therefore, the results of these two studies cannot be compared with each other. The survey to see if the perception of English language students of the Faculty of Foreign Languages at these three universities in the Southern region for the two core contents of self-awareness of individuals and others in the framework of 5 competencies of CASEL (2020) in the context of higher education in Vietnam in general and the Mekong Delta region in particular aims to supplement adding a theoretical basis for this field of research.

## 5. Conclusion and implications

This study has shown that most English students in the Faculties of Foreign Languages at the three universities have quite good social-emotional skills in terms of self-awareness and self-management of personal emotions, of identifying and sharing emotions with others. However, the level of skills to identify others' emotions is somewhat weaker than the level of those to self-identify and manage one's own emotions. Therefore, in the next stage, the research team are advised to regularly give support to students in terms of the social-emotional skills to help them identify others' emotions in possible communication situations and to share their emotions. Another limitation of this study lies in the use of quantitative research alone, so the results do not ensure comprehensive reliability. In the second phase, the team will conduct experiments and in-depth interviews with some students participating in the research to get reliable results for this entire project.

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## QUESTIONNAIRE

### (SCIENTIFIC RESEARCH SURVEY)

Please take some time to read the questions and mark (X) on the options given by your own comments and evaluations. The content of this survey is only intended to serve our scientific research on social emotions of students majoring in English, Faculty of Foreign Languages.

#### 1. General Information

Gender: ☐ Male ☐ Female

Age: ☐ 18 ☐ 19-20 ☐ 21-25 ☐ Over 25

Field:

Major: ☐ English teacher education ☐ Translation - Interpretation  
☐ Linguistics ☐ Others (please specify):

You are a.....-year student: ☐ First ☐ Second ☐ Third ☐ Fourth

#### 2. Contents

STT	Mark an X in the appropriate box	Completely disagree	Disagree	Not sure	Agree	Totally agree
<b>I. For Yourself (Intrapersonal)</b>						
1	You are aware of your emotions (i.e., feeling <i>secure</i> , <i>comfortable</i> , <i>happy</i> , <i>depressed</i> , <i>stressed</i> , etc.) almost all the time, anywhere.					
2	You can distinguish between positive emotions (optimistic, happy, excited, refreshed, loving life, full of energy to study, work, etc.) and negative emotions ( <i>pessimism</i> , <i>despair</i> , <i>confusion</i> , <i>resignation</i> , <i>depression</i> , <i>anger</i> , <i>resentment</i> , <i>not wanting to strive for anything anymore</i> , ...)					
3	Positive emotions ( <i>optimism</i> , <i>joy</i> , ...) will help you overcome difficulties and obstacles in your studies and life.					
4	Positive emotions help you find out and establish mature, wise, and right decisions for your study and life plans.					
5	Positive emotions help you discover, understand, and develop yourself by knowing how to overcome and minimize your personal weaknesses in your studies and life.					
6	Positive emotions help you know how to maintain, to effectively and sustainably promote your strong points in your studies and life.					
7	Positive emotions help you find good, new, creative, and useful ideas for studies and for solving life's problems.					
8	Positive emotions help you properly evaluate your successes and failures in your studies and life.					
9	You can soon recognize any changes in your emotions, especially when facing failure.					
10	You are aware that you must immediately overcome and eradicate <i>the signs of negative emotions</i> because they can damage your academic performance and result, and quality of your life.					

11	You are aware that stumbles, mistakes, failures ( <i>results that are not as expected</i> ) in all forms are an inevitable part of life.
12	You have already prepared yourself for solutions and ways to respond to failures encountered in your studies and life.
13	Therefore, when facing failures, you are aware that instead of <i>being depressed, desperate, giving up</i> on your enthusiasm and planning to pursue your dreams and ambitions, you must seriously reconsider, correctly recognize, clearly identify what the causes are, where they originated to find ways to overcome and withdraw valuable lessons for your personal studies and life.
14	You are aware that evaluating personal failures seriously is one of the important and useful life skills for personal development.
15	Evaluating personal failures seriously is a solution to prevent negative emotions, which should not be allowed to form because they can adversely affect yourself, your study and your work performance.
16	You are aware that one of the causes of failure comes from the subjective attitude in how you set your goals, which are unspecific and unfeasible and beyond your existing abilities and conditions.
17	You are aware that you must carefully consider the actual conditions at each time to proactively set goals and arrange scientific and logical action plans to achieve the best results.
18	You have established solutions and methods to balance work, study, entertainment, and relaxation to achieve the best possible effectiveness.
19	You understand your personal values and appreciate the successes you achieved because they would bring about positive emotions, motivations and meanings of life.
20	Therefore, once you have set the goals and orientations to achieve in your studies, both immediate and long-term in your life, you are determined, persistent, self-motivated, and persistent in implementing the plans to achieve success, but will not easily fall down, step back in the face of challenges, failure, etc.
<b>II. For others (interpersonal) (<i>family members, relatives, friends, acquaintances in study and life</i>)</b>	
21	Positive emotions also help you influence, spread the spirit of optimism, the energy to overcome difficulties, and a positive and useful attitude to others.
22	When necessary, you know how to find others in appropriate situations and times to ask for useful advice, consultancy, and the best solution to your negative emotions, challenges, and obstacles in your studies and life.

23	In each specific situation, you can determine how much a person's extent <i>of positive</i> or negative emotions would be just by listening or observing their behavior, words, facial expressions, and gestures.
24	You are willing to sincerely and kindly share your good ideas, beautiful actions, and useful experiences with others when they need them.
25	You are also willing to listen, comment, evaluate, criticize, and share other people's feelings, attitudes, thoughts, and behavior with the spirit of mutual respect and understanding.
26	You know how to use polite and friendly words to encourage, energize others, or use optimistic beliefs and even strong will to influence them when they have to experience negative emotions, failures in study, work, and life.
27	You can identify signs of negative conflicts and disagreements between you and others, as well as those between others.
28	You know how to use reasonable and persuasive arguments to contribute to the satisfactory and harmonious resolution of conflicts arising in relationships with others and those between them.
29	You know how to appreciate and always maintain durable, pure, and healthy relationships with others.
30	In your relationships with others, you always promote the spirit of learning, sharing, progressing, making life better and better, and "no one is left behind", firmly overcoming life's challenges together.

*Thank you very much for your cooperation!*