

THE IMPACT OF INTEGRATED EMOTIONAL AND LANGUAGE LEARNING ON EFL STUDENTS' MOTIVATION

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ANNOTATION. This article explores the impact of integrating emotional development with language learning on students' motivation in English as a Foreign Language (EFL) classes. Emotional intelligence helps learners manage anxiety, develop confidence, and communicate more effectively. An empirical survey was conducted among undergraduate students. The findings reveal that emotionally supportive teaching significantly increases learners' motivation and classroom participation. The study also provides practical recommendations for EFL teachers.

Keywords: *emotional intelligence, integrated learning, EFL, motivation, students*

АННОТАЦИЯ. В статье рассматривается влияние интеграции эмоционального развития и изучения языка на мотивацию студентов при обучении английскому языку как иностранному. Эмоциональный интеллект помогает учащимся справляться со стрессом, развивать уверенность и улучшать коммуникацию. Было проведено эмпирическое исследование среди студентов. Результаты показывают, что эмоционально поддерживающее обучение повышает мотивацию и активность учащихся.

Ключевые слова: *эмоциональный интеллект, интегрированное обучение, английский язык, мотивация, студенты*

ANNOTATSIYA. Ushbu maqolada ingliz tilini o‘qitishda emotsional rivojlanish va til o‘rganishni integratsiyalashning talabalar motivatsiyasiga ta’siri o‘rganildi. Emotsional intellekt stressni kamaytirish, ishonchni oshirish va muloqotni yaxshilashga yordam beradi. Talabalar o‘rtasida empirik so‘rov o‘tkazildi. Natijalar emotsional qo‘llab-quvvatlovchi ta’lim motivatsiyani sezilarli oshirishini ko‘rsatdi.

Kalit so‘zlar: *emotsional intellekt, integrallashgan ta’lim, ingliz tili, motivatsiya, talabalar*

INTRODUCTION

In contemporary education, proficiency in English is widely viewed as a key factor for achieving academic goals and building a competitive career. Despite this importance, many learners of English as a foreign language experience persistent classroom anxiety, limited self-belief, and weak learning drive. Such difficulties frequently lead to reduced involvement in speaking activities and can noticeably hinder progress in language acquisition. A growing body of research emphasizes that effective language learning is shaped not only by mental and cognitive abilities but also by learners’ emotional states and psychological readiness [1].

Emotional intelligence is commonly defined as the capacity to identify feelings, interpret them accurately, and regulate emotional responses in both personal and social contexts [2]. Students who possess stronger emotional skills often demonstrate higher levels of motivation, communicate more confidently, and interact more successfully in learning environments. In addition, integrated learning approaches aim to combine emotional growth with instructional practices, creating conditions in which students feel secure, participate without fear of judgment, and engage more actively in the learning process [3].

For these reasons, the present study explores the relationship between emotional support in instruction and motivation among EFL learners. Specifically, it seeks to

determine whether teaching that fosters emotional well-being can enhance students' classroom engagement and strengthen their willingness to learn English.

THEORETICAL BACKGROUND

Emotional intelligence includes self-awareness, self-regulation, motivation, empathy, and social skills [2]. Goleman states that emotional competence often predicts success better than traditional intelligence [2]. Mayer and Salovey define emotional intelligence as the ability to process emotional information effectively and use it to guide thinking and behavior [4]. In EFL classrooms, this competence helps learners cope with fear of mistakes and speaking anxiety. Motivation is another key element in language learning. According to Dörnyei, motivated learners invest more effort and persist longer despite difficulties [5]. Emotional support from teachers strongly influences motivation and classroom climate [6]. Previous studies show that positive feedback, group activities, and respectful interaction improve students' emotional well-being and learning outcomes [3]. Therefore, integrating emotional learning into EFL teaching appears highly beneficial.

METHODOLOGY

This empirical study was conducted with 32 undergraduate EFL students. A short questionnaire in B1-level English was used. The survey included both closed and open-ended questions.

Sample questions:

1. Do you feel confident when speaking English in class?
2. Does your teacher's attitude affect your motivation?
3. Can you control stress during English lessons?

Students answered anonymously. The results were analyzed using simple percentage calculations.

RESULTS

The findings reveal clear connections between emotional support and motivation:

- 72% reported higher motivation when teachers used positive language.
- 68% felt more confident in emotionally friendly classrooms.
- 63% stated they participate more actively when mistakes are accepted.

Moreover, students who reported better emotional control were more willing to speak English and join group discussions. These results confirm that emotional intelligence positively influences learning behavior [7]. Several respondents also mentioned that encouragement from teachers reduced fear and increased interest in lessons.

DISCUSSION. The data support earlier research showing that emotions significantly affect language acquisition [1]. When learners feel respected and understood, they become more open to communication. Integrated emotional and language learning creates a supportive environment where students take risks and practice speaking without fear. Teachers who demonstrate empathy help learners build self-confidence and resilience [6]. Project work, peer collaboration, and reflective activities strengthen both emotional and linguistic competencies. Such strategies also develop social skills essential for academic success [8]. Thus, emotional integration should not be treated as an extra element but as a core part of EFL instruction.

PRACTICAL IMPLICATIONS

Based on the study, the following recommendations are proposed:

1. Teachers should maintain a friendly classroom atmosphere.
2. Errors must be treated as learning opportunities.
3. Students should be encouraged to express feelings and opinions.
4. Group activities should be used regularly.
5. Short motivational talks at the beginning of lessons can improve engagement.

These practices help learners feel secure and motivated, leading to better language outcomes.

CONCLUSION. This study demonstrates that integrating emotional development with language instruction significantly improves EFL students' motivation and participation. Emotionally intelligent teaching supports confidence, reduces anxiety, and encourages active learning. Future teachers should focus not only on grammar and vocabulary but also on emotional well-being. Emotional intelligence must become an essential component of teacher education programs. Integrated learning offers a holistic approach that prepares students for both academic and real-life communication.

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