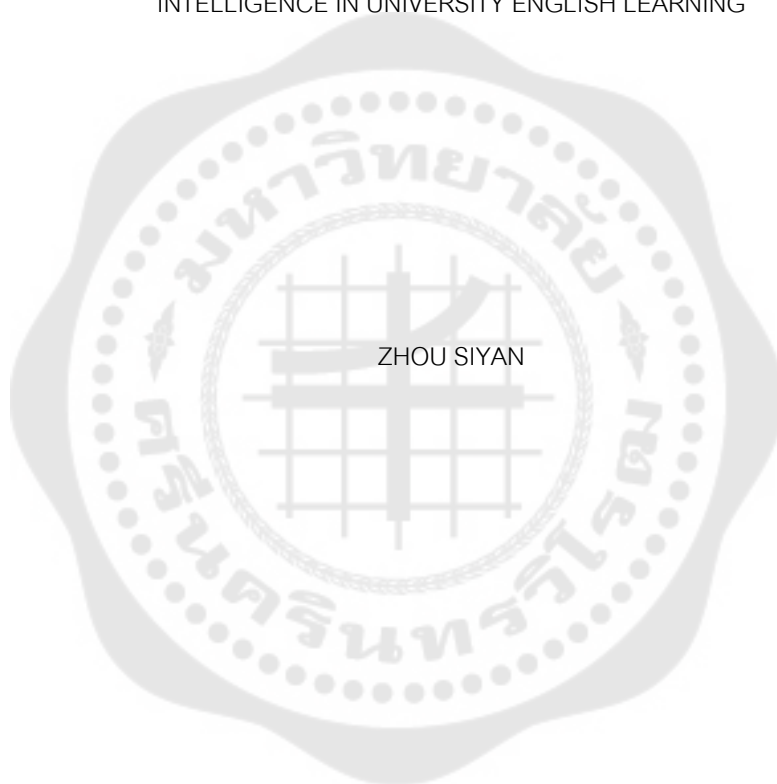




DEVELOPMENT OF A COOPERATIVE LEARNING MODEL FOR PROMOTING EMOTIONAL  
INTELLIGENCE IN UNIVERSITY ENGLISH LEARNING



Graduate School Srinakharinwirot University

2024

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DEVELOPMENT OF A COOPERATIVE LEARNING MODEL FOR PROMOTING EMOTIONAL  
INTELLIGENCE IN UNIVERSITY ENGLISH LEARNING



ZHOU SIYAN

A Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of DOCTOR OF EDUCATION  
(Ed.D. (Educational Psychology and Guidance))  
Faculty of Education, Srinakharinwirot University

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THE DISSERTATION TITLED  
DEVELOPMENT OF A COOPERATIVE LEARNING MODEL FOR PROMOTING EMOTIONAL  
INTELLIGENCE IN UNIVERSITY ENGLISH LEARNING

BY  
ZHOU SIYAN

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The aims of this study are as follows: (1) to study the definition, and characteristics of emotional intelligence among university students; (2) to develop the cooperative learning model for enhancing emotional intelligence among university students; and (3) to evaluate the effectiveness of the cooperative learning model for enhancing emotional intelligence among university students. The sample were freshmen from non-English-related majors at Chengdu University of Information Technology. In this study, the research instruments were semi-structured interview questionnaire, an Emotional Intelligence Questionnaire, and the cooperative learning model for promoting Emotional Intelligence. The statistical methods included the mean, standard deviation (SD), and GLM repeated measures ANOVA. Based on voluntary participation, 50 students were randomized into experimental group (n=25) and control group (n=25). The results of this research were as follows: 1) emotional intelligence among university students was composed of 5 components: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood; 2) a cooperative learning model was developed that consisted of four steps: lead-in, guided exploration and explanation, activity applying, and comprehensive evaluation and conclusion; 3) the cooperative learning model was effective in promote emotional intelligence among university students; (3.1) the emotional intelligence of university students after receiving the cooperative learning model and after the follow up period was significantly higher than before the experiment at the .05 level and (3.2) the emotional intelligence of university students after receiving the cooperative learning model and after the follow up period was significantly higher than that of those in the control group at the .05 level.

Keywords: cooperative learning, emotional intelligence, university students

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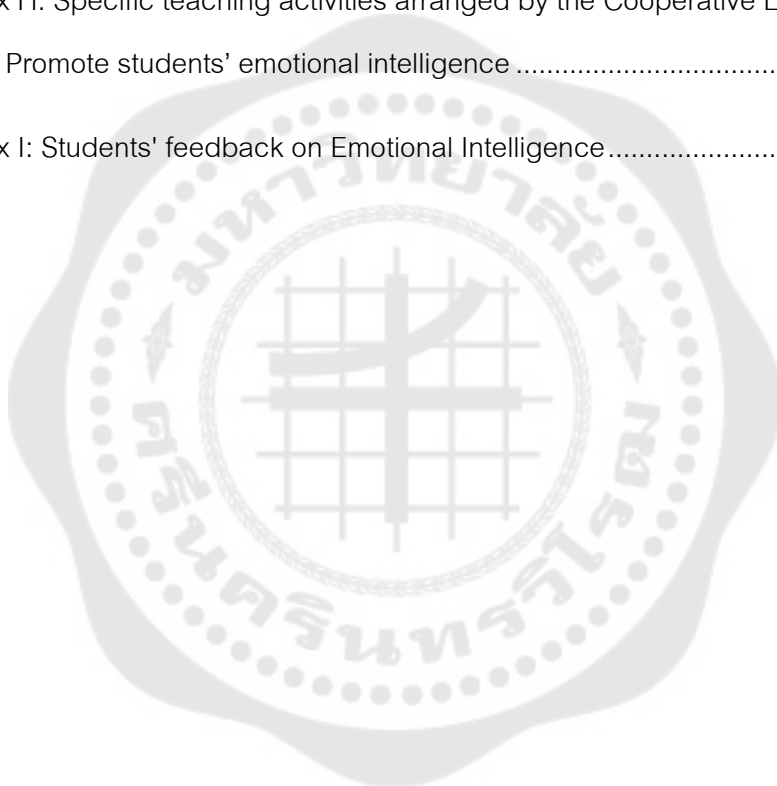
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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

Emotional Intelligence (EI) has gained significant attention in recent years due to its impact on various aspects of life, including academic achievement, personal well-being, and professional success. High levels of emotional intelligence are linked to enhanced abilities in communication, stress management, problem-solving, and fostering strong interpersonal relationships (Goleman, 1995; Mayer & Salovey, 1997). Individuals with high EI can understand and manage their emotions effectively, empathize with others, and navigate social complexities with ease, leading to better outcomes in both personal and academic settings. For the first-year university students, especially those studying English as a second language, low levels of emotional intelligence can present several challenges. These students often exhibit anxiety during language learning tasks, struggle to manage frustration when confronted with difficult assignments, and show a lack of motivation and persistence when facing obstacles (Petrides & Furnham, 2001). Such emotional struggles can significantly impede their academic performance and social integration within the college environment, underscoring the importance of developing emotional intelligence in educational settings.

The concept of Emotional Intelligence was first introduced by Salovey and Mayer (1990), who described it as a type of social intelligence that involves the ability to perceive and express emotions, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others. This definition laid the groundwork for understanding EI as a multifaceted construct that encompasses both emotional awareness and emotional regulation. Goleman (1995) expanded on this definition by identifying five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. According to Goleman, these

competencies are crucial for leadership and can significantly influence one's ability to succeed in various life domains, including education.

Emotional intelligence, as conceptualized by Bar-On (1997), encompasses a set of emotional and social competencies that influence how individuals perceive, understand, and manage emotions. Bar-On's model identifies five dimensions of EI: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. Intrapersonal skills include self-awareness and emotional expression, while interpersonal skills involve empathy and social responsibility. Stress management refers to the ability to cope with stress and regulate emotions, adaptability relates to problem-solving and flexibility, and general mood involves maintaining a positive outlook. These dimensions provide a comprehensive framework for understanding and enhancing EI, particularly in the context of young adults navigating the demands of university life.

For first-year university students, particularly those learning English as a foreign language, developing emotional intelligence is critical. Research indicates that students with higher EI are better equipped to handle the emotional challenges associated with the transition to college life, such as dealing with homesickness, managing academic pressures, and adapting to new social environments (Parker, Saklofske, Wood, Eastabrook, & Taylor, 2005). These students are more likely to engage in effective communication and collaboration with their peers, which are essential skills in language learning contexts where interaction and peer feedback are vital (Brackett & Mayer, 2003). Moreover, emotionally intelligent students demonstrate higher levels of motivation and resilience, crucial for overcoming the inevitable difficulties encountered in mastering a new language (Salovey & Grewal, 2005). Therefore, fostering emotional intelligence among first-year students can contribute significantly to their academic success and personal growth.

In the context of university English education in China, many first-year students experience significant emotional and interpersonal challenges that interfere with their academic progress. Based on actual classroom observations, it has been found that students frequently lack emotional self-awareness, demonstrate low self-confidence in

oral communication, suffer from anxiety during presentations, and encounter difficulties when cooperating in group activities. These behaviors reflect underlying deficiencies in emotional intelligence, especially in areas such as intrapersonal understanding, emotional regulation, and empathy. Although emotional intelligence has been widely recognized as a key factor influencing academic performance and social development, there is still a lack of targeted intervention models designed for English language learners at the tertiary level in China. Existing research on emotional intelligence tends to be either theoretical in nature or focused on general education settings rather than subject-specific contexts. Furthermore, cooperative learning has been shown to promote collaboration, engagement, and cognitive growth among students. However, only limited empirical studies have explored how cooperative learning can be structured to directly enhance students' emotional competencies in language classrooms. Another observed limitation is the absence of a systematic instructional framework that connects cooperative learning techniques with specific dimensions of emotional intelligence. While some previous studies have mentioned that group activities may support emotional growth to some extent, few have developed and tested models that embed emotional skills development into the actual design of cooperative English instruction. In particular, there has been little exploration into how specific components of emotional intelligence, such as self-awareness, empathy, adaptability, and stress management, which can be purposefully cultivated through cooperative learning environments. To respond to these gaps, this study proposes and tests a cooperative learning model tailored to the emotional and academic needs of university-level English learners. By integrating emotional intelligence theory into cooperative pedagogical design, the model aims to systematically support learners' development in five key domains: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. This study not only contributes to the body of knowledge in emotional intelligence development but also offers practical implications for innovative English teaching practices.

Previous research has explored various methods to enhance emotional intelligence in educational settings. For instance, Nelis, Quoidbach, Mikolajczak, and



Hansenne (2009) conducted interventions using direct instruction and cognitive-behavioral techniques to improve EI among adults, finding significant increases in emotional skills. Similarly, Schutte et al. (1998) examined the effects of EI training on college students, demonstrating improvements in emotional regulation and empathy. However, these studies primarily focus on direct interventions rather than pedagogical strategies embedded within the curriculum. There is a need to explore how cooperative learning, as an integrated educational strategy, can promote emotional intelligence in a more naturalistic and sustained manner. cooperative learning (CL) has emerged as a particularly effective strategy for fostering EI. CL involves structured group activities where students work collaboratively to achieve shared goals, which facilitates the development of social skills, empathy, and emotional regulation (Gillies, 2016). Studies have demonstrated that CL not only improves academic performance but also enhances students' emotional and social competencies by providing opportunities for peer support, active engagement, and reflective dialogue (Johnson & Johnson, 2009).

The present study aims to develop and evaluate a Cooperative Learning Model designed to promote emotional intelligence in the context of college English learning. By focusing on the first-year university students, the research seeks to address the emotional challenges they face and explore how collaborative learning environments can enhance their emotional and academic outcomes. The findings of this study will contribute to the growing body of literature on the intersection of emotional intelligence and cooperative learning, providing practical insights for educators and policymakers to improve the quality of higher education.

## 1.2 Research Questions

- 1) What are the definition and components of emotional intelligence of university students?
- 2) What are the characteristics of the Cooperative Learning model?
- 3) Does the Cooperative Learning model effect on emotional intelligence of university students?

### 1.3 Objectives of the Research

- 1) To study the definition, and characteristics of emotional intelligence of university students.
- 2) To develop the Cooperative Learning model for enhancing emotional intelligence of university students.
- 3) To evaluate the effectiveness of the Cooperative Learning model for enhancing emotional intelligence of university students.

### 1.4 Contribution to Knowledge

- 1) Through research, it provides a nuanced understanding of how cooperative educational approaches can be systematically designed to enhance students' emotional intelligence.
- 2) By emphasizing cooperation and emotional support, the model aims to create a more engaging and effective learning environment.
- 3) Beneficial to provides teachers with tools to support students' emotional development alongside their academic growth.

### 1.5 Scope of the Research

#### 1.5.1 Identifying population and sample

- 1.5.1.1 Phase 1: To study the definition and components of Emotional Intelligence of university students.

The research process is structured into three distinct phases. Phase 1 adopts a qualitative approach by conducting an in-depth literature review to examine the foundational theories and frameworks related to Emotional Intelligence (EI). During this phase, the researcher selects five professionals with expertise in the field for participation. To collect insights on EI and cooperative learning models, semi-structured interviews are carried out with these experts. Furthermore, as part of the questionnaire development process, a try-out of the questionnaire is conducted with 107 freshmen from Chengdu University of Information Technology, whose educational background closely resembles that of the future experimental participants.

1.5.1.2 Phase 2: To develop the active learning model for promoting emotional intelligence of university students.

Phase 2 of the study follows a qualitative research design. Initially, the researcher reviews relevant literature to gain a comprehensive understanding of the theoretical background and key concepts associated with Emotional Intelligence (EI). To enrich this foundational knowledge, interviews are conducted with five subject-matter experts, who offer valuable perspectives on both EI and cooperative learning strategies. The insights gathered from the literature and expert consultations collectively guide the formulation of the cooperative learning model curriculum.

The designed curriculum includes 14 instructional sessions, each scheduled for 90 minutes and implemented over the course of five weeks. To enhance its validity and effectiveness, five experts in the field conduct an Index of IOC evaluation of the content. Their recommendations are then used to revise and improve the curriculum accordingly.

After obtaining feedback from experts, the researcher carries out a try-out implementation of the curriculum involving ten freshmen whose backgrounds closely resemble those of the intended experimental participants. This preliminary application provides valuable insights from student reactions, which inform additional refinements and contribute to the final version of the cooperative learning model curriculum.

1.5.1.3 Phase 3: To evaluate the effectiveness of the cooperative learning model on emotional intelligence of university students.

During the third phase of the study, insights into emotional intelligence (EI) gained from the initial literature review were further enriched by perspectives on EI and cooperative learning collected through expert interviews in the first phase. These theoretical and conceptual elements were then integrated with the curriculum framework constructed in phase two. Together, they formed the basis for designing a randomized controlled trial using a pre-test and post-test structure in this final phase.

Population: This study included 5110 first-year students from Chengdu University of Information Technology, coming from various faculties, including 16

schools, such as School of Management, School of Optoelectronic Engineering, School of Artificial, School of Communication Engineering, School of Cyberspace Security and so.

Sample: According to the Taro Yamane sample size calculation formula, at least 371 questionnaires needed to be distributed. The researchers distributed 621 questionnaires and ultimately collected 578 valid responses. Based on the total scores of emotional intelligence, the researchers further selected the 50 students with the lowest emotional intelligence scores to participate in the intervention experiment. These 50 students were then randomly assigned into an experimental group and a control group, with 25 students in each group. These 50 students were selected based on their lowest scores on the emotional intelligence questionnaire. The researchers matched these students into experimental and control groups, with 25 students in each group, to ensure that the average scores of the two groups were similar.

#### **1.5.2 Variables**

Dependent variable

Emotional Intelligence

Independent variable

Cooperative Learning Model

### **1.6 Definition of Terms**

#### **1.6.1 Emotional Intelligence**

Emotional intelligence refers to a set of personal and social abilities that help university students recognize, understand, and manage their own emotions while also responding effectively to the emotions of others. It includes the capacity to reflect on one's feelings, communicate with empathy, stay calm under pressure, adjust to change, and maintain a positive outlook. For university learners, emotional intelligence supports academic achievement, healthy relationships, and the ability to handle challenges in both campus life and future careers. It is composed of the following five components:

Intrapersonal skills refer to university students' ability to understand and interact effectively with others in academic and social contexts. These skills involve recognizing

and responding to others' emotions, demonstrating empathy, taking social responsibility, and building mutually supportive relationships. Students with strong interpersonal skills tend to communicate well, cooperate efficiently in group settings, and contribute positively to the classroom and campus community.

Interpersonal skills refers to the ability of university students to understand and interact effectively with others. This dimension includes empathy, which is the ability to perceive and understand the emotions of others, and social responsibility, which emphasizes contributing positively to the community and fostering cooperative relationships. Relationship management, another key aspect, involves building and maintaining healthy interpersonal connections, resolving conflicts, and promoting mutual respect. For university students, these skills are essential for forming supportive peer networks, cooperating in group activities, and thriving in diverse social environments.

Stress management refers to university students' capacity to regulate emotional responses and cope constructively with academic, social, and personal pressures. It involves the ability to tolerate stress without becoming overwhelmed and to maintain emotional balance in challenging situations. Students who manage stress effectively are better equipped to stay focused, adapt to change, and maintain psychological well-being during demanding periods of university life.

Adaptability refers to university students' ability to adjust their emotions, thoughts, and behaviors in response to new, uncertain, or changing academic and social environments. It involves being open to feedback, flexible in handling challenges, and capable of modifying one's perspective or strategy when faced with unfamiliar situations. For university students, strong adaptability helps them navigate transitions such as entering university, managing shifting coursework demands, and interacting with diverse peers and faculty.

General Mood refers to university students' overall emotional tone and self-motivation. It reflects their tendency to maintain a positive mindset, stay optimistic about their academic and personal life, and experience a sense of contentment and satisfaction with themselves and their surroundings. University students with a healthy

general mood are typically more resilient, hopeful, and emotionally stable, which supports both well-being and academic engagement.

### **1.6.2 Cooperative Learning Model**

Cooperative Learning Model refers to an instructional strategy that involves students working together in small groups to achieve common academic goals while developing their interpersonal skills. This model emphasizes collaboration, communication, and mutual support among group members, promoting a learning environment where each student is responsible not only for their own learning but also for the learning of their peers. The cooperative learning model encourages active participation, critical thinking, and a deeper understanding of the material by leveraging diverse perspectives and skills within the group. It is designed to foster both academic achievement and the development of social competencies, making it a holistic approach to education. It composed of the following steps:

1) Lead In. The first step serves as the emotional and cognitive introduction to each session. During this step, students engage in warm-up activities that prepare them mentally and emotionally for the session's core topic. These may include brief discussions, self-reflection prompts, visual stimuli, or group-based games that connect to learners' real-life experiences. The aim is to activate prior knowledge and build a sense of psychological safety within the group. For instance, students may be asked to share moments when they felt overwhelmed or proud, linking their emotions to the session's emotional intelligence focus. This step plays a crucial role in setting a collaborative tone and fostering an emotionally responsive classroom atmosphere.

2) Guided Exploration and Explanation. This step introduces the target emotional intelligence concept in a semi-structured way. Rather than delivering direct lectures, the teacher facilitates discussion through real-life examples, problem-based prompts, and guided group questioning. Students are encouraged to define, compare, and evaluate emotional behaviors, often using graphic organizers, visual models, or reflective sentence starters. In this step, learners co-construct their understanding of emotional sub-skills such as assertiveness, empathy, or problem-solving while

simultaneously practicing English communication. The guided nature of this step ensures that students are not only informed about emotional concepts but also equipped to express them in a second language context.

3) Activity Applying. The third step is the central practice phase in each session, where students apply both their emotional and linguistic knowledge through cooperative learning tasks. Activities are designed to require peer interaction, emotional engagement, and language use in meaningful contexts. Examples include role-playing conflict resolution, negotiating in pairs, or solving problems as a group while applying emotional regulation strategies. In this step, students often rotate roles such as facilitator, recorder, or emotional monitor, encouraging mutual support and shared responsibility. These tasks simulate authentic scenarios that challenge students to respond appropriately and empathetically, reinforcing both their academic and emotional competencies.

4) Comprehensive Evaluation and Conclusion. During the cooperative learning process, the teacher continuously monitors the progress of each group to ensure that all students are engaged and that the group is functioning effectively. The teacher observes the interactions, provides feedback, and intervenes when necessary to address any issues such as dominance by certain group members, lack of participation, or conflicts. Interventions might include redirecting focus, asking probing questions, or providing additional instructions. The goal is to maintain a supportive environment where students feel encouraged to contribute and where learning is maximized through constructive dialogue and collaboration.

By following these steps, the Cooperative Learning Model can be effectively implemented to enhance both academic and social learning outcomes. It promotes a deeper engagement with the content, improves critical thinking and problem-solving skills, and fosters a positive learning environment where all students can thrive.



## 1.7 Research Hypotheses

1.7.1 In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after the follow up period is higher than before beginning the experiment.

1.7.2 In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after follow up period is higher than the students in the control group.

## 1.8 Conceptual Framework

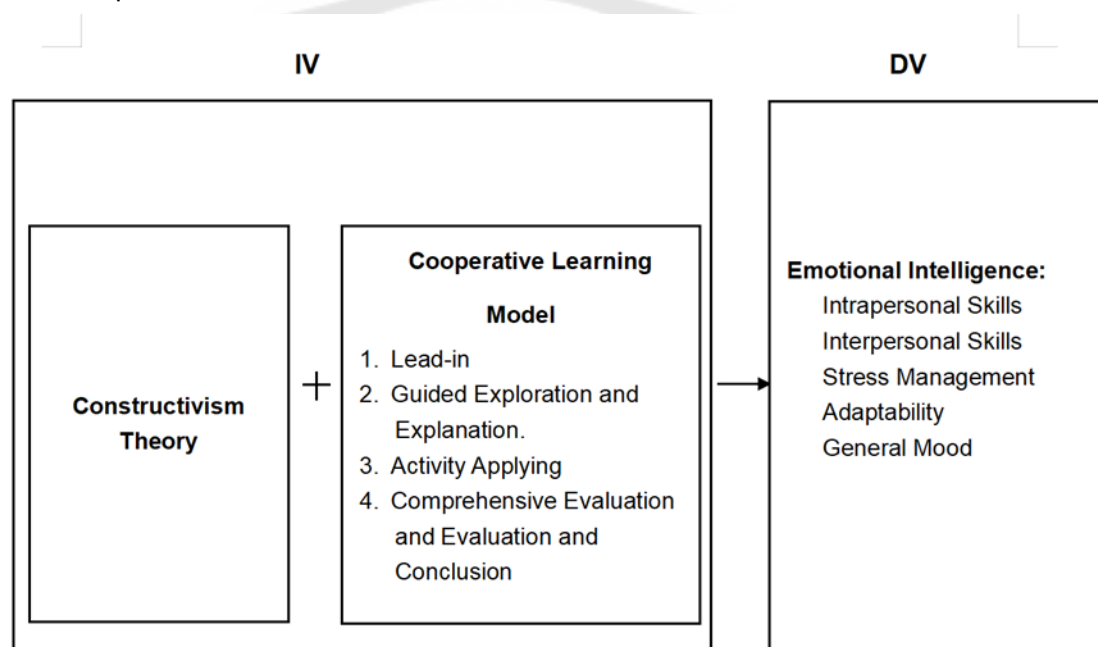


Figure 1 Conceptual Framework

The conceptual framework illustrated in Figure 1 illustrates the relationship between the independent and dependent variables in the study. The independent variable is the cooperative learning model, which is grounded in constructivism theory and structured into four key stages: lead-in, guided exploration and explanation, activity applying, and comprehensive evaluation and conclusion. These stages are designed to engage learners in active, collaborative experiences. The dependent variable is emotional intelligence, represented through five core dimensions: intrapersonal skills,



interpersonal skills, stress management, adaptability, and general mood. The framework suggests that implementing the cooperative learning model may foster improvements across these emotional intelligence components by promoting student-centered, interactive learning practices.



## CHAPTER 2

### LITERATURE REVIEW

This chapter's goal is to give a summary of the prior research and theoretical underpinnings that the study in this paper is based on. The researcher has examined the following material, which is included in this chapter:

#### 2.1 Emotional Intelligence

##### 2.1.1 Definition of Emotional Intelligence

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#### 2.1 Emotional Intelligence

##### 2.1.1 Definition of Emotional Intelligence

Emotional intelligence (EI) is commonly conceptualized as a collection of emotional and social competencies that enable individuals to perceive, interpret, and effectively manage emotions in both themselves and others. Mayer and Salovey's ability model, which was introduced in their seminal works of 1990 and 1993, frames EI as comprising four core capacities: accurate emotional perception, emotional facilitation of thought, emotional understanding, and emotional regulation (Mayer & Salovey, 1997;

Salovey & Mayer, 1990). This model positions emotional skill as an essential cognitive ability. Recent studies continue to confirm application of this framework in higher education (Ye et al., 2024). For Chinese university students, for example, EI has been linked with greater self-efficacy, resilience, and academic progress. This highlights its ongoing relevance (Wang et al., 2023).

Bar-On's mixed model extends this view by proposing a broader spectrum of emotionally and socially rooted competencies. His Emotional Quotient Inventory (EQ-i) encompasses intrapersonal and interpersonal abilities, stress management, adaptability, and general mood. These dimensions measure both internal self-regulation and outward social functioning (Bar-On, 2006). In empirical work, Ardila and Pérez's (2025) systematic review identified these five factors as essential in university contexts. Other practical applications of Bar-On's framework have also demonstrated that structured EI training programs can improve emotional awareness, interpersonal effectiveness, and stress tolerance among students. This provides strong evidence for these dimensions as useful targets in EI interventions (Labrador & Pérez, 2024).

Beyond ability-based and mixed models, trait EI offers an alternative perspective that evaluates emotional intelligence in terms of self-perceived emotional competencies. Petrides and Furnham (2001) position trait EI as rooted in personality dimensions such as self-confidence, empathy, and adaptability. González and colleagues (2022) have shown that, in university settings, higher trait EI not only relates to satisfaction and happiness but also enhances students' engagement in emotional learning tasks. This psychological orientation underlines the degree to which EI shapes motivational and emotional outcomes. This connection is supported by Vasiou et al. (2024), who found that students high in EI reported greater life satisfaction and fulfillment of basic psychological needs.

Given these theoretical frameworks, EI is best understood as a multifaceted construct integrating emotional perception, utilization, understanding, regulation, and social engagement. Goleman (1995) also emphasized its practical implications and argued that EI influences performance and interpersonal effectiveness more significantly

than traditional intelligence. In light of evolving workplace demands and educational goals, EI is recognized as a core competency that underpins collaboration, adaptability, and mental health in university learners (Zins et al., 2004). Therefore, in the context of this research, EI is defined as a set of personal and social abilities that help university students recognize, understand, and manage their own emotions while also responding effectively to the emotions of others. It includes the capacity to reflect on students' feelings, communicate with empathy, stay calm under pressure, adjust to change, and maintain a positive outlook.

### **2.1.2 The Components of Emotional Intelligence**

Emotional intelligence (EI) is a multifaceted construct that plays a pivotal role in determining an individual's ability to manage their own emotions and navigate social interactions effectively. Bar-On (1997) identified five primary components of EI: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. These components form a comprehensive framework for understanding how individuals process and utilize emotional information in personal and social contexts. Below, each component is explored in detail.

Intrapersonal skills refer to the abilities that enable individuals to recognize, understand, and regulate their own emotions. This component encompasses self-awareness, which involves a deep understanding of one's emotional states, motivations, and personal values. It also includes emotional self-regulation, which allows individuals to control impulsive behaviors and maintain emotional balance. Furthermore, self-actualization, a key sub-skill, involves striving for personal growth and realizing one's potential. Intrapersonal skills are fundamental for developing self-confidence and maintaining a positive sense of identity, which are critical for effective decision-making and goal achievement (Bar-On, 2006).

Interpersonal skills focus on how individuals interact with others, emphasizing empathy, social responsibility, and relationship management. Empathy is the ability to recognize and understand the emotions of others, enabling compassionate and effective communication. Social responsibility involves ethical behavior and contributing positively

to group dynamics. Lastly, relationship management entails fostering trust, resolving conflicts, and building meaningful connections. These skills are essential for maintaining harmonious relationships and working collaboratively in team settings, which are increasingly important in academic and professional environments (Mayer, Salovey, & Caruso, 2008).

Stress management refers to the capacity to endure and cope with emotional challenges and external stressors. It includes two critical subcomponents: stress tolerance and impulse control. Stress tolerance is the ability to remain calm and effective in high-pressure situations, while impulse control involves resisting the urge to act on emotional impulses that may lead to negative outcomes. Together, these skills enable individuals to maintain focus, composure, and emotional stability, even in demanding circumstances. Effective stress management is crucial for maintaining mental health and preventing burnout, especially in environments where individuals face constant academic or professional pressures (Schutte et al., 2007).

Adaptability is the ability to adjust one's thoughts, emotions, and behaviors in response to changing circumstances or challenges. This component comprises three key subskills: reality testing, problem-solving, and flexibility. Reality testing involves objectively assessing situations to align perceptions with reality, which helps in making rational decisions. Problem-solving refers to the ability to identify and implement effective solutions to complex issues, while flexibility is the willingness to adapt strategies and approaches as needed. Adaptability is especially important in dynamic environments, such as educational settings, where individuals must constantly learn and apply new knowledge (Bar-On, 1997).

General mood pertains to an individual's overall outlook on life and emotional well-being. It includes optimism and happiness. Optimism is the tendency to view situations in a positive light and anticipate favorable outcomes, which fosters resilience and motivation. Happiness involves maintaining a sense of contentment and satisfaction, which contributes to emotional stability and overall life satisfaction. A positive general mood not only enhances individual well-being but also facilitates better social

interactions and group dynamics. This dimension underscores the importance of maintaining a positive emotional state for long-term personal and social success (Bar-On, 2006).

Each component of emotional intelligence serves a distinct but interrelated function in shaping emotional and social competence. Together, these dimensions enable individuals to navigate their internal emotional landscape and manage their interactions with others effectively. By enhancing these components, individuals can improve their overall emotional intelligence, which is crucial for success in both personal and professional domains.

### **2.1.3 The Characteristics of Emotional Intelligence**

Emotional intelligence (EI) encompasses a set of traits and abilities that enable individuals to understand, manage, and utilize emotions effectively. It is a dynamic construct characterized by specific behavioral and cognitive attributes that support emotional and social functioning. The characteristics of EI, as proposed by various scholars, reflect its multidimensional nature and its critical role in personal and professional success. This section outlines the key characteristics of EI based on the literature.

#### **2.1.3.1 Self-Awareness**

Self-awareness is the foundational characteristic of emotional intelligence, involving the ability to recognize and understand one's emotions, thoughts, and their impact on behavior. Individuals with high self-awareness are conscious of their emotional triggers and patterns, allowing them to respond rather than react to situations. This trait enhances decision-making and fosters a reflective approach to personal and interpersonal challenges (Goleman, 1995). Self-awareness also includes an understanding of one's strengths and limitations, promoting personal growth and realistic self-assessment.

#### **2.1.3.2 Emotional Regulation**

Emotional regulation refers to the ability to manage and control emotional responses in various situations. This characteristic allows individuals to maintain emotional balance, particularly in stressful or challenging circumstances. Effective

emotional regulation prevents impulsive behaviors and helps individuals stay focused and composed. It includes strategies such as cognitive reappraisal and emotional suppression, which are employed to modulate emotional intensity (Gross, 1998). This skill is crucial for sustaining emotional well-being and fostering resilience.

#### **2.1.3.3 Empathy**

Empathy is the capacity to perceive, understand, and relate to the emotions of others. It enables individuals to respond compassionately and build strong interpersonal connections. Empathy involves both cognitive and affective components: cognitive empathy is understanding others' perspectives, while affective empathy involves sharing their emotional experiences. This characteristic facilitates effective communication and conflict resolution, making it a cornerstone of social competence (Bar-On, 2006). Empathetic individuals are better equipped to navigate complex social dynamics and contribute positively to group environments.

#### **2.1.3.4 Motivation**

Intrinsic motivation is another key characteristic of emotional intelligence. It refers to the drive to achieve goals and pursue objectives fueled by internal rewards rather than external pressures. Emotionally intelligent individuals are often characterized by a high degree of perseverance and a strong commitment to personal and professional development. Motivation in EI is linked to positive emotional states such as optimism and enthusiasm, which promote sustained effort and goal achievement (Goleman, 1998). This characteristic enhances productivity and fosters long-term success.

#### **2.1.3.5 Social Skills**

Social skills encompass the ability to build and maintain positive relationships, communicate effectively, and navigate social environments with ease. This characteristic involves a range of competencies, including effective communication, conflict resolution, and leadership. Socially skilled individuals can influence and inspire others, foster teamwork, and manage social complexities. These abilities are vital in both personal and professional contexts, where collaboration and cooperation are essential (Mayer, Salovey, & Caruso, 2008). Strong social skills contribute to the development of supportive networks and the effective resolution of interpersonal conflicts.



#### **2.1.3.6 Adaptability**

Adaptability refers to the capacity to adjust one's behavior and strategies in response to changing circumstances. Emotionally intelligent individuals are flexible and open to new experiences, allowing them to navigate uncertainty and ambiguity effectively. This characteristic includes problem-solving skills and the ability to reframe challenges as opportunities for growth. Adaptability fosters innovation and resilience, enabling individuals to thrive in dynamic environments (Bar-On, 1997).

#### **2.1.3.7 Optimism**

Optimism, a characteristic closely associated with emotional intelligence, reflects a positive outlook on life and the ability to maintain hope and resilience in the face of adversity. Optimistic individuals tend to view challenges as temporary and manageable, which enhances their ability to cope with stress and setbacks. This trait promotes psychological well-being and supports sustained effort toward achieving goals (Schutte et al., 2007). Optimism is not only beneficial for individual resilience but also contributes to fostering a positive and motivating environment for others.

The characteristics of emotional intelligence provide a comprehensive framework for understanding how individuals manage their emotions and interact with others. These attributes—self-awareness, emotional regulation, empathy, motivation, social skills, adaptability, and optimism—are interrelated and collectively contribute to personal and professional success. Developing these characteristics enhances emotional and social functioning, enabling individuals to navigate life's challenges effectively.

#### **2.1.4 Measurement of Emotional Intelligence**

The measurement of EI and emotions has long been considered a challenging task in educational psychology and neighboring disciplines such as applied linguistics (Bar-On 2005; Horwitz, 2010). Although researchers have developed various psychometric measurements to assess these constructs (Cheng, 2004; Daly & Miller, 1975; Petrides, 2009; Wong & Law, 2002), a thorny issue for any quantitative study involving EI and emotions measurement would be to select appropriate instruments. These assessments can be broadly categorized into two types: performance-based



measures and self-report measures. Here, we explore these main types of measurements, along with notable examples of each.

#### **2.1.4.1 Performance-Based Measures**

Performance-based measures of emotional intelligence involve tasks in which individuals must demonstrate their ability to perform emotional intelligence-related tasks. These measures are designed to objectively assess the actual ability of an individual to process emotional information and manage emotional tasks, providing a direct assessment of emotional skills.

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT): One of the most well-known performance-based tests is the MSCEIT, which directly tests for the abilities defined in Mayer and Salovey's four-branch model of emotional intelligence. The branches include perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions. This test assesses these abilities through a series of tasks and provides an overall EI score as well as scores for each branch.

#### **2.1.4.2 Self-Report Measures**

Self-report measures of emotional intelligence involve individuals rating their own emotional abilities through a questionnaire format. These measures assess an individual's perceived emotional abilities and are based on their subjective evaluations. Although they can be susceptible to self-report biases, these measures are widely used due to their ease of administration and interpretation.

Emotional Quotient Inventory (EQ-i): Developed by Reuven Bar-On, the EQ-i is a self-report measure that assesses a number of competencies and skills that drive emotional and social functioning. It evaluates areas such as self-perception, self-expression, interpersonal skills, decision-making, and stress management. The EQ-i provides an overall EI score as well as scores for each component, helping to identify areas of strength and improvement.

Trait Emotional Intelligence Questionnaire (TEIQue): Developed by K. V. Petrides, TEIQue measures emotional intelligence from the trait perspective. It assesses

a spectrum of emotional self-perceptions and dispositions as part of the individual's personality. It is useful for exploring how a person's self-perceived emotional abilities relate to their behavior and attitudes.

In conclusion, the measurement of Emotional Intelligence is a complex but essential task in understanding and fostering emotional and social competencies in educational settings. Performance-based measures like the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) provide an objective assessment of an individual's ability to process and manage emotional information through tasks that reflect real-world emotional challenges. On the other hand, self-report measures such as the Emotional Quotient Inventory (EQ-i) and the Trait Emotional Intelligence Questionnaire (TEIQue) offer insights into individuals' perceived emotional abilities and traits, capturing the subjective experience of emotional intelligence. Each type of measure has its strengths and limitations; performance-based measures are less prone to self-report biases but can be more resource-intensive, while self-report measures are easier to administer but may be influenced by the respondent's self-perception and social desirability biases. Selecting the appropriate instrument for measuring EI in any given study depends on the specific research objectives and the context in which EI is being examined. For instance, in the context of cooperative learning in college English courses, a combination of both performance-based and self-report measures might provide a comprehensive view of students' emotional intelligence, revealing both their actual abilities and their self-perceived competencies. This holistic approach can inform the development of targeted educational interventions that not only enhance students' emotional skills but also align with their self-concepts and personal experiences, ultimately promoting a more emotionally intelligent and effective learning environment.

#### **2.1.5 Strategies to promote Emotional Intelligence**

Recent intervention studies emphasize the importance of structured programs to foster emotional intelligence (EI) among university students. One widely supported approach combines mindfulness training with guided reflection. Jennings et al. (2020) demonstrated that participants who completed a self-paced online mindfulness course

experienced significant growth in emotional intelligence, enhanced stress management, and improved interpersonal competencies. The design included practical exercises, journaling prompts, and opportunities for emotional introspection, contributing to stronger emotion regulation and social engagement.

Another effective method focuses on cooperative group learning. Rivera Pérez et al. (2020) designed an eight-week intervention in physical education settings, where students engaged in collaborative tasks, peer feedback, and shared goal-setting. Quantitative results indicated significant gains in empathy, self-regulation, and emotional understanding, suggesting that cooperative environments naturally support emotional growth. Students reported better awareness of their emotional responses and an enhanced ability to respond thoughtfully in group scenarios.

Emotional intelligence (EI) encompasses the ability to recognize, understand, manage, and utilize emotions effectively in oneself and others (Salovey & Mayer, 1990). In the realm of college English learning, promoting EI is essential as it can significantly enhance students' academic performance, interpersonal relationships, and overall well-being (Goleman, 1995). This section outlines various strategies for fostering EI within a cooperative learning model, leveraging established learning frameworks such as the Jigsaw Model, Think-Pair-Share, and Group Investigation. These methodologies provide structured approaches to support the development of EI among students.

#### **2.1.5.1 Developing Self-Awareness through the Jigsaw Model**

Self-awareness, the foundational component of emotional intelligence, involves the ability to recognize and understand one's own emotions and their impact on behavior and thought processes (Goleman, 1995). The Jigsaw Model, a cooperative learning technique created by Aronson et al. (1978), is highly effective in enhancing self-awareness. In this model, students are divided into small groups, with each member assigned a unique portion of the material to learn and later teach to their group members.

Reflective journaling can be incorporated into the Jigsaw Model to promote self-awareness. After each Jigsaw activity, students can be encouraged to write about their emotional experiences, challenges faced, and insights gained during the process.

This reflective practice helps students to identify their emotional triggers, strengths, and areas for improvement (Aronson, 2002). Peer feedback sessions can also be utilized to provide students with external perspectives on their emotional behaviors and their impact on group dynamics.

#### **2.1.5.2 Enhancing Self-Regulation using Think-Pair-Share**

Self-regulation refers to the ability to manage and control one's emotions, thoughts, and behaviors in various situations (Salovey & Mayer, 1990). The Think-Pair-Share (TPS) model, introduced by Lyman (1981), is an effective strategy to cultivate self-regulation. This model involves three steps: thinking individually about a question or problem, discussing thoughts with a partner, and sharing insights with the larger group.

To enhance self-regulation, mindfulness exercises can be integrated into the TPS model. Before the "think" phase, students can engage in brief mindfulness activities such as deep breathing or guided meditation. These exercises help students to calm their minds, focus their thoughts, and approach the task with a more balanced and controlled emotional state (Brown & Ryan, 2003). Additionally, setting clear behavioral expectations and providing timely feedback can further support the development of self-regulation skills.

#### **2.1.5.3 Cultivating Empathy through Group Investigation**

Empathy, the ability to understand and share the feelings of others, is a critical aspect of emotional intelligence (Goleman, 1995). The Group Investigation model, formulated by Sharan and Sharan (1992), involves students working in small groups to explore a topic of interest, develop research questions, and present their findings. This model promotes empathy by requiring students to collaborate closely, consider diverse perspectives, and engage in in-depth discussions.

Role-playing and perspective-taking exercises can be integrated into the Group Investigation model to further foster empathy. For example, students can be assigned roles that require them to adopt different viewpoints or experiences related to the research topic. These activities encourage students to practice active listening,

understand their peers' emotions, and appreciate diverse perspectives, thereby enhancing their empathetic skills (Sharan & Sharan, 1992).

#### **2.1.5.4 Improving Social Skills through Cooperative Learning Structures**

Social skills encompass the ability to interact effectively with others, build relationships, and navigate social contexts (Bar-On, 2005). Cooperative learning structures such as Learning Together (Johnson & Johnson, 1989) and Team-Based Learning (Michaelson, Knight, & Fink, 2002) inherently support the development of social skills by encouraging collaborative work towards common goals.

Structured group activities, peer mentoring, and conflict resolution training are essential strategies for improving social skills within these models. These activities provide students with opportunities to practice communication, teamwork, and leadership in a supportive environment. For instance, in the Learning Together model, students are assigned specific roles and responsibilities within their groups, promoting accountability and collaboration (Johnson & Johnson, 1989). Similarly, Team-Based Learning involves students working in permanent teams to solve complex problems, fostering long-term relationships and social competence (Michaelson et al., 2002).

#### **2.1.5.5 Developing Motivation through Goal-Oriented Cooperative Learning**

Motivation, particularly intrinsic motivation, is a vital component of emotional intelligence (Ryan & Deci, 2000). Goal-oriented cooperative learning models, such as the Structured Academic Controversy (SAC) model developed by Johnson and Johnson (2007), can enhance motivation by creating a stimulating and purposeful learning environment.

The SAC model involves students engaging in structured debates on controversial topics, requiring them to research, present, and defend multiple viewpoints. This process promotes intrinsic motivation by encouraging students to find personal meaning and satisfaction in their academic endeavors. Setting clear, attainable goals and providing constructive feedback are critical strategies within this model to maintain student engagement and motivation (Johnson & Johnson, 2007).

Integrating strategies to promote emotional intelligence within a cooperative learning model for college English learning can lead to significant improvements in students' emotional and academic outcomes. By employing established learning models such as the Jigsaw Model, Think-Pair-Share, Group Investigation, Learning Together, and Structured Academic Controversy, educators can create a comprehensive learning environment that supports both emotional and cognitive development. These strategies not only enhance students' emotional intelligence but also contribute to a more collaborative, inclusive, and effective educational experience.

#### **2.1.6 Research Related to Emotional Intelligence**

Since the notion of EI was proposed, it has been a buzzword in the field of psychology. Much attention has been paid to the impact of EI on academic success. Some researchers also focused on the relation between EI and emotions while others try to examine the malleability of EI. Grounded on the ability model and the mixed model, different findings were obtained.

As for the links between EI and academic achievement, most of the related studies come to the conclusion that EI is significantly and positively related to academic achievement which is either measured by grade point average or a certain subject's score such as English (Schutte et al., 1998; Petrides et al., 2004; Qualter et al., 2007; Pishghadam, 2009; Valizadeh & Alavinia, 2013; Farooq, 2014; Genç, Kuluşaklı & Aydın, 2016; Ebrahimi et al., 2018). Nevertheless, some researchers obtain the divergent results that there is little or inverse association between EI and academic achievement (Brackett & Mayer, 2003; O'Connor Jr & Little, 2003; Lawrence & Deepa, 2013).

Schutte et al. (1998) do an empirical study involved with 346 first-year college students. Conclusions come that EI can effectively predict first-year college grades. Petrides et al. (2004) investigate 650 students in British secondary education. According to the findings, the author contends that EI is relevant to scholastic achievement and deviant behavior (such as unauthorized absence) at school.

Qualter et al. (2007) conducts an experimental study among 380 pupils from UK to examine whether pupils with high EI can cope better with the transition to secondary



school in terms of grade point average, school attendance and behavior. Pishghadam (2009) examines the role of EI in second language learning among 508 second year students at four universities in Iran. The author finds that second language skills (listening, speaking, reading and writing) and grade point average are strongly associated with several dimensions of EI questionnaire. Valizadeh and Alavinia (2013) probe the relationship between emotional intelligence, foreign language listening anxiety, and listening comprehension performance of Iranian EFL learners. A strong relationship between listening comprehension performance of the learners and their EI scores is detected.

Farooq (2014) also contends that EI affects students' English language competence positively and effectively. In an attempt to examine the role of EI in second language learning and its effect on productive language skills (speaking and writing), Genç, Kuluşaklı and Aydın (2016) conduct quantitative research among 320 university students. Similarly, a positive and close relation between EI and foreign language achievement can be drawn out according to the results. Ebrahimi et al. (2018) find that enhancing EI can cause improvement in speaking skill in a quasi-experimental study.

With regard to the relations between EI and emotions, Dewaele, Petrides and Furnham (2008) find EI has a highly significant effect on participants' levels of communicative anxiety and foreign language anxiety. Participants with lower levels of EI suffered significantly more from communicative anxiety and foreign language anxiety. Valizadeh and Alavinia (2013) obtain a strong negative relationship between learners' foreign language listening anxiety and their EI. The authors believe that high EI people are better than others at managing their moods. Al Asmari (2014) contends EI may facilitate the process of learning through harnessing the energy of positive emotions and controlling the adverse effects of negative emotions resulting in better educational outcomes.

Recent studies have consistently shown that emotional intelligence (EI) plays a significant role in university students' academic success and psychological adaptation. Ye et al. (2024) surveyed more than 500 Chinese undergraduates and postgraduates

and found that higher EI scores predicted better academic achievement and psychological well-being. The relationship was mediated by increased levels of self-efficacy, motivation, and resilience. These findings suggest that EI influences not only academic outcomes directly but also enhances students' internal resources.

During the COVID-19 pandemic, EI proved crucial in maintaining student motivation and emotional health. Wang et al. (2023) administered questionnaires to more than 300 Chinese university students enrolled in online courses. Their analysis showed that EI indirectly affected academic performance through learning motivation and perceived social support. The results imply that emotionally intelligent students rely on strong self-belief and social networks to thrive under stress.

International research reinforces these findings. MacCann et al. (2020) conducted a meta-analysis involving over 40,000 students from multiple countries and disciplines. Their results indicated a moderate positive correlation between EI and academic performance. They also noted that ability-based EI assessments exhibited stronger predictive power for academic success, especially in fields emphasizing interpersonal and interpretive skills.

Research across parts of Europe has examined EI in cross-cultural contexts. For example, a study by Virtanen, Papastyliaou, and Gouleta (2024) compared student teachers in Finland and Greece. The research revealed that EI dimensions such as emotion understanding and regulation were significant predictors of teachers' self-efficacy. Cultural nuances influenced which EI skills were most strongly associated with confidence in teaching.

Several studies also investigated how EI supports emotional health and happiness. Vasiou et al. (2024) found that Greek undergraduates with higher EI reported greater life satisfaction. The connection was explained by their fulfillment of basic psychological needs such as competence and relatedness. The findings highlight that EI contributes to positive internal states beyond academic performance.

To sum up, EI studies in the field of education and language learning mainly focus on the associations among EI, academic achievement and emotion. Besides,



emphasis is also put on whether EI can be educated. From primary pupils to adult L2 learners, a long range of participants have been examined in terms of EI. Different results have been obtained, which may be attributed to the differences of learning context, research method or some demographic variables. Divergent as the findings are, these considerate studies can give us some useful instructions and conclusions. That is, generally speaking, EI plays a positive role in improving learners' academic achievement and in reducing their negative emotions in the learning process. Besides, learners can be trained to improve their level of EI.

## **2.2 Cooperative Learning Model**

### **2.2.1 The Definition of Cooperative Learning Model**

Cooperative learning is defined as a structured instructional approach in which small groups of students cooperate to achieve shared academic and emotional goals. This method emphasizes both the individual learner's accountability and mutual support within the group. Cooperative learning integrates social interaction, emotional reflection, and cognitive engagement into a cohesive framework. It promotes active participation, interpersonal skill development, emotional intelligence enhancement, and deeper content understanding, making it especially suitable for fostering holistic development among university English language learners.

Johnson and Johnson (2009) emphasize cooperative learning as a carefully designed instructional method involving structured group activities. They highlight positive interdependence and individual accountability as essential factors that differentiate cooperative learning from conventional group work. Such structured interdependence ensures that group members depend on each other's contributions for achieving collective success.

Expanding upon this foundational perspective, Kagan (2013) proposes cooperative learning as an educational technique where students engage actively through defined roles within group interactions. According to Kagan, rotating

responsibilities within groups enhances learner participation, accountability, and interpersonal skills, facilitating comprehensive cognitive and social development.

Gillies (2016) further elucidates cooperative learning by underscoring the integration of explicit social skill instruction into academic content. Her analysis indicates that successful cooperative learning practices depend on deliberate teaching of collaborative skills, conflict resolution strategies, and consistent reflection upon group processes, contributing significantly to both academic achievement and social-emotional growth.

Preston et al. (2016) broaden this concept by linking cooperative learning to inclusive education. Their research suggests intentionally diverse groupings provide critical opportunities for students from varied backgrounds to collaboratively construct knowledge, thereby enhancing mutual understanding and academic inclusivity.

Slavin (2018) views cooperative learning through the lens of student motivation. He describes it as pedagogical methods that combine structured group tasks with incentive systems to foster both academic improvement and social cohesion. Slavin's empirical evidence shows these methods significantly improve students' achievement and collaborative skills.

Paran and Jacob (2019) articulate cooperative learning specifically in the context of language education, emphasizing its role in promoting interaction, dialogue, and mutual feedback. Their findings illustrate that cooperative activities encourage learners to negotiate meaning and actively engage with peers, consequently improving language proficiency and critical thinking.

Rust and Danvers (2019) suggest that cooperative learning extends beyond group interactions by incorporating reflective and metacognitive components. They argue that structured reflection during collaborative tasks enables deeper understanding of subject matter and promotes self-awareness and personal growth among learners.

According to Volet and Summers (2021), digital cooperative learning environments add another dimension to this instructional model. Their research underscores the necessity of emotional regulation and structured peer support in virtual

platforms, demonstrating that digital cooperation also significantly impacts emotional well-being and academic performance.

Wang, Huang, and Yang (2022) illustrate cooperative learning's role in developing emotional intelligence in university English contexts. Their findings show that structured peer interactions accompanied by reflective practices allow learners to critically evaluate their emotional and social competencies, resulting in improved linguistic skills and emotional maturity.

Järvelä, Volet, and Järvenoja (2019) summarize cooperative learning as an integrative approach involving cognitive engagement, emotional regulation, and motivational strategies. They suggest that cooperative interactions among students create a supportive learning environment where students collaboratively manage their emotions and learning processes, promoting deeper educational outcomes.

Taken together, these scholarly definitions and perspectives clearly delineate cooperative learning as a multidimensional educational practice. The cooperative learning model presented in this dissertation incorporates structured peer interactions, emotional intelligence development, inclusive group dynamics, and reflective practices. Collectively, these components illustrate cooperative learning not merely as a pedagogical technique but as a comprehensive framework essential for holistic student development in contemporary higher education contexts.

### **2.2.2 Theoretical Foundation**

Constructivist theory forms the central theoretical support for the cooperative learning model implemented in this dissertation. This intellectual perspective emphasizes that learners actively construct knowledge through engagement with their prior understanding and through interactive experiences (Vygotsky, 1978). Such an understanding places students at the center of the learning process, moving beyond the passive reception of facts. By collaborating, discussing, and reflecting, learners co-create meaning in context, which aligns directly with the goals of cooperative learning.

A key construct underpinning this theoretical framework is Vygotsky's concept of the zone of proximal development (ZPD), defined as the difference between what a

learner can achieve independently and what can be accomplished with support from more knowledgeable peers or educators (Vygotsky, 1978). In this cooperative learning model, tasks are intentionally designed to operate within the learners' ZPDs. Peer interaction becomes a means of scaffolding learning, enabling students collectively to reach higher levels of comprehension and skill.

Piaget's theory contributes a second dimension to the theoretical foundation. The cognitive constructivist stance posits that real learning arises when individuals engage in active exploration, encounter cognitive conflict, and adapt through accommodation and assimilation processes (Piaget, 1952). Cooperative learning provides the social situations in which these cognitive tensions arise. As students discuss, question, and revise their understanding, they actively reconstruct their cognitive frameworks through interaction.

Bruner's theory of discovery learning further reinforces the theoretical basis of the model (Bruner, 1966). According to Bruner, teachers should act as facilitators who guide discovery rather than mere lecturers. Cooperative learning situates learners in environments that encourage investigation, hypothesis formation, and problem-solving, with the instructor serving as a guide. This design supports independent cognitive growth while preserving learner autonomy.

Dewey's philosophy of experiential learning completes the constructivist foundation (Dewey, 1938). Dewey contended that education must be grounded in real experiences, meaningful tasks, and reflective practice. In the cooperative model used in this study, students engage with authentic academic tasks in peer groups and subsequently reflect collectively. This mirrors Dewey's principle of experience-integrated learning, strengthening the relevance and retention of knowledge.

The present model also draws from self-determination theory (SDT), developed by Deci and Ryan (2000). SDT identifies autonomy, competence, and relatedness as essential psychological needs that promote sustained motivation and well-being. Cooperative learning inherently fosters relatedness through group interdependence, builds competence through supported tasks, and encourages autonomy by allowing

students choices within structured activities. Together, these factors enhance intrinsic motivation and learning persistence.

Taken together, these theoretical perspectives offer a robust and coherent foundation for the cooperative learning model used in this dissertation. They shape key design principles such as active collaboration, cognitive challenge, social interaction, and reflective practice. By integrating constructivist, experiential, and motivational theories, the model supports not only cognitive development but also emotional growth, making it well-suited to the dual objective of enhancing university students' academic and emotional outcomes.

### **2.2.3 The Steps of Cooperative Learning Model**

A foundational model presented by Johnson and Johnson (2009) identifies five critical elements that define successful cooperative learning. These are positive interdependence, individual accountability, promotive interaction, social skills, and group reflection. Their framework emphasizes structuring group tasks and incorporating reflective discussions to ensure both learning and cooperation.

Building on that foundation, Kagan (2013) introduced a role-based structure for cooperative learning. He designed instructional activities where students rotate through predetermined roles such as leader, recorder, and presenter. This arrangement aims to balance participation while fostering leadership skills and social responsibility.

Slavin (2018) advanced cooperative learning by offering a three-stage methodology: prepare, team activities, and evaluation. In this approach, teachers begin by delivering clear instructions and objectives, facilitate interactive teamwork to achieve set goals, and follow up with assessments that include both group and individual measurement.

Gillies (2016) provided a nuanced view by emphasizing the integration of explicit social-skill training alongside academic collaboration. She argued that cooperative learning is most effective when lessons include direct instruction in conflict resolution, communication techniques, and how to give feedback, followed by opportunities for students to apply and reflect on these skills.

Preston and colleagues (2016) emphasized cooperative learning in diverse learning contexts. They outlined a process that begins with forming mixed groups and orienting participants, followed by sustained group interaction on tasks, and concludes with reflection on both academic content and social-emotional dynamics.

Paran and Jacob (2019), focusing on higher education, described cooperative learning in language classrooms as a cycle of negotiation, peer feedback, and collaborative dialogue. Their model highlights the importance of students supporting each other's comprehension and language development throughout the learning process.

Zhang and Watkins (2019) incorporated cultural responsiveness into the cooperative learning framework. Their model suggests grouping students by cultural background, facilitating intercultural communication, and assessing both academic and intercultural competencies obtained through group collaboration.

Wang, Huang, and Yang (2022) adapted these cooperative learning steps for L2 English instruction in universities. Their model includes group formation based on varied English proficiency levels, collaborative language tasks, structured peer discussion, and reflective peer and teacher feedback to enhance both language and emotional development.

Volet and Summers (2021) examined cooperative learning in online and blended contexts. They identified stages including initial group orientation, interactive online collaboration, ongoing peer support, and collective resolution of misunderstandings—all facilitated by digital tools that support emotional as well as cognitive interaction.

Finally, Rust and Danvers (2019) contributed by integrating metacognitive reflection at each stage of cooperative learning. Their process begins with goal setting, moves into cooperative execution, and ends with structured reflection on both cognitive strategies and social interaction dynamics.

Drawing from this body of research, the cooperative learning model proposed in this study consists of four interlinked steps: lead in, guided exploration and

explanation, activity applying, and comprehensive evaluation and conclusion. These steps synthesize established frameworks by structuring learning experiences that are cognitively engaging, emotionally supportive, and socially reflective, thereby aligning with the goals of enhancing both academic achievement and emotional intelligence in university English classrooms.

#### **2.2.4 Characteristics of Cooperative Learning**

CL techniques, contrary to teacher-centered instruction, are student-centered. CL groups learners heterogeneously and utilizes organized group to strengthen learning and enhance academic achievement. According to Johnson and Johnson (1994), true and successful cooperative learning includes five essential elements: positive interdependence, face-to-face interaction, individual accountability, interpersonal and small-group skills, and group processing. With the five key elements noted above, CL aims to develop each member's learning to the maximum. These five basic elements render CL full of clear-cut characteristics which distinguish itself from the competitive learning, individual learning and other forms of traditional learning.

Educators will be thoroughly wrong if they think well-meaning directives to “work together,” “collaborate,” and “be a team,” will be enough to create cooperative efforts among group members. Placing students in groups and telling them work together do not surely result in cooperation. CL group puts weight on factors like positive interdependence, individual accountability and heterogeneous groups. See table 2-1 for a summary of differences between cooperative learning groups and traditional learning groups (Johnson, Johnson, & Holubec, 1994a: 16)



Table 1 The Difference Between CL Groups and Traditional Learning Groups

| Cooperative Learning Groups     | Traditional Learning Groups       |
|---------------------------------|-----------------------------------|
| Positive interdependence        | No interdependence                |
| Individual accountability       | No individual accountability      |
| Heterogeneous membership        | Homogeneous membership            |
| Shared leadership               | One appointed leader              |
| Responsible for each other      | Responsible only for self         |
| Task and maintenance emphasized | Only task emphasized              |
| Social skills directly taught   | Social skills assumed and ignored |
| Teacher observes and intervenes | Teacher ignored groups            |
| Groups processing occurs        | No group processing               |

In individual learning situations, students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criterion-referenced basis. Student's goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what others do (Deutsch, 1962; Johnson & Johnson, 1989). Compared with CL, in competitive learning there is a negative interdependence among goal achievements; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals (Deutsch, 1962, Johnson & Johnson, 1989). Table 2-2 shows a clear comparison between cooperative classrooms and classrooms that discourage cooperation. (Jacobs, Power, & Inn, 2002: 4)



Table 2 Differences Between CL Classroom and the Class that Discourage Cooperation

| Classrooms That Discourages Cooperation     | Cooperative Classrooms   |
|---|--|
| Eyes on your own paper                      | Look at what peers are doing in order to learn from them, help them, and share ideas and materials.    |
| No talking to your neighbor                 | Talk to your neighbor in order to exchange ideas, debate, explain, suggest, and question.              |
| Do your own work and let others do theirs   | Share your work with others so that the work you do together becomes better than the sum of its parts. |
| If you need help, ask the teacher           | If you need help, ask groupmates and others before asking teacher.                                     |
| Compete for the teacher's attention         | Allow each student an opportunity to be spokes person for the group.                                   |
| Compete for extrinsic rewards, e.g., grades | Cooperate for both extrinsic and intrinsic rewards   |

As a whole, the teaching process, according to CL, is an interactive process, which includes the interaction between the teacher and students, among peers, among teachers, and the interaction among students is the most important. CL groups have the following five main characteristics: (1) Shared knowledge among teachers and students; (2) Share authority among teachers and students; (3) Heterogeneous groups of students; (4) Teachers as mediators; (5) Equal opportunity for success. CL changed the sole model "the teacher explains and students listen" in traditional classroom, and highlighted student-centered principle. Comparing with the traditional teaching, CL has some advantages:

- (1) CL enhances the interaction among students in class.
- (2) CL creates a positive, relaxed learning environment.
- (3) CL stimulates students learning autonomy.
- (4) CL changes the relationship between teachers and students, as well as the relationship among peer.

### 2.2.5 Main Techniques of Cooperative Learning Model

With the purpose of facilitating the English instruction in schools, so many researchers created some effective CL techniques (Slavin, 1995; Sharon, 1980; Kagan, 1985). Some basic CL methods were effective and had been widely applied, such as Learning Together (LT) created by Johnson, Group Investigation (GI) created by Sharon, Teams Games Tournament (TGT), and Student Teams Achievement Division (STAD) created by Slavin. These methods made the CL practice structured and easily applied by teachers. Each method was unique in its own way, but it was designed to achieve the two key elements of CL: individual responsibility and positive interdependence. In the following part, the researcher would introduce these methods one by one.

Jigsaw was originated by Elliot Aronson. In this method, it is recommended that six students form a group. During CL, the learning materials are divided and distributed to each group member. Students with the same learning tasks will form an “experts group” to discuss the same learning materials until everyone has mastered them. And then all “experts” go back to the original group. Each member of the group took turns to explain their tasks to the rest of the group so that all members could master the whole study materials. Finally, students are tested in order to check if they master the whole materials without any group rewards.

This technique appeared early than other CL methods. Since each member has different tasks and the same ultimate goal, it is necessary for members to fulfill individual accountability and form a positive interdependence between members. Slavin compared with Aronson's version and proposed Jigsaw II in which group rewards had been taken into consideration.

STAD was a technique for classroom CL which was created by Slavin in 1980. It is an effective method for structured cooperation classroom learning. The procedure for taking this method is like this: The teacher divides the class into groups of four or five, each with the principle of heterogeneity. The teacher will distribute the content to each group in advance. According to the instruction of the teacher, students should discuss and study together within groups, and make sure that each student in the group has acquired the corresponding content. Then students will take the test individually without any help from other members. Individual scores will be calculated on the basis of progress from the previous test, and final scores will be considered as group scores.

This technique makes the whole group of students form a positive interdependence relationship, because the score of the whole group is determined by the level of individual scores, individuals must complete their own learning tasks, in order to get more progress in the exam than the previous. This approach also gives individuals the opportunity to present themselves and contribute to the group as a whole.

TGT was a game tournament which was put forward by David De Viries and Keith Edwards in 1970s. It is similar with Slavin's STAD except for the form of activities and scoring methods. The students learned the academic knowledge together within their own group, but separated when taking the tournament. Three students from different groups are arranged at one tournament table according to their level and answer questions related to their academic knowledge. The scores they get are the scores of the whole group. The game rules are simple that if you win at this time, you'll be assigned to another tournament table with higher level.

This technique can make the group members in a state of equal competition, which is conducive to enhance learning enthusiasm and self-confidence. It balances the opportunity for each member to contribute to the group. Such an approach facilitates positive interdependence and interpersonal relations among members. The activity form of TGT is more conducive to a harmonious atmosphere in the classroom and the rules are easy to master.

Group Investigation method was created by Yael Sharan and Shlomo Sharan. It is a method quite different from the above which requires and cultivates more creative ability. By reviewing the previous researches, the present study discovered two points of G-I was important. Firstly, "it is the use of multifaceted learning tasks for cooperative group investigation (Kagan, 1985)", and "it is the inclusion of multilateral communication among pupils and active learning skills (Kagan, 1985)". In the course of G-I, entirely it takes six steps for this method.

The first step is about identifying topics and forming the groups. The teacher sets the overall task, and the students select their own sub-tasks and form a group with other students who have the same choice.

The second step is deciding the learning task. Group members discuss the sub-tasks together and discuss how to learn the task. And they divide the sub-tasks to each member. Tasks that fit this approach must be complex and require multiple steps to complete.

The third step is carrying out the investigation. Each member tries to finish his individual accountability through collecting, analyzing, and organizing data from different sources which require multilateral communication.

The fourth step is preparing the presentation. Group members will gather together to organize, abstract and synthesize information, and finally determine which would be presented.

The fifth step is presenting in front of the whole class. The form of presentation could be in various ways.

The sixth step is to evaluate each group's presentation to check if it meets the criteria.

This technique puts forward higher requirements for students' learning. It is not only limited to the memorization of knowledge, but also require students' ability. In other words, this method advocates students to be active and use various resources to study knowledge. In the post reading process of the present study, students are required to

use this method to collect data through multiple channels, and actively discuss within the group to propose different solutions to the problems.

Learning Together is an approach created by D.W. Johnson and R.T. Johnson. When applying this approach, students form heterogeneous groups of four to five. Members work together on a common task and complete a worksheet at the same time, and all members of a group get help from others in order that all group members acquire the knowledge. Same as other methods, LT is rewarded as a group. In the present study, the researcher tried to use this method as well.

As the researcher compared all these techniques together, some key points reflected. Firstly, these techniques require members to fulfill certain individual responsibilities. And secondly, members can form a positive interdependent relationship. Thirdly, the activities are properly designed to encourage positive interdependence among members. Fourthly, all these techniques provide group rewards to stir up students' motivation and promote their positive interdependence. Therefore, when designing specific teaching activities, teachers must take these aspects into consideration and form structured cooperation.

#### **2.2.6 Advantages of Cooperative Learning**

Cooperative learning (CL) has emerged as a significant pedagogical approach that emphasizes student collaboration to achieve academic and social objectives. By leveraging group dynamics, cooperative learning enhances not only cognitive skills but also interpersonal and emotional capabilities, making it a valuable method in modern education. However, as with any instructional strategy, CL has both strengths and limitations. This section delves into these aspects, providing a balanced perspective on its implementation.

##### **Advantages of Cooperative Learning**

One of the most notable advantages of cooperative learning is its ability to improve academic performance. Research indicates that students involved in cooperative learning environments achieve higher academic outcomes compared to those in traditional instructional settings. This is because cooperative learning

encourages active engagement, peer teaching, and critical thinking, all of which enhance comprehension and retention (Johnson & Johnson, 2019; Slavin, 2014). When students articulate their thoughts and explain concepts to peers, they consolidate their understanding, leading to deeper learning.

Cooperative learning also plays a crucial role in developing social and emotional skills. In group settings, students practice communication, negotiation, and conflict resolution, which are critical for building interpersonal relationships (Gillies, 2016). These social skills are vital in preparing students for collaborative work environments and multicultural interactions. Furthermore, cooperative learning fosters empathy and emotional regulation, key components of emotional intelligence (Goleman, 1998). By interacting with peers, students become more aware of their emotions and learn to respond to others' feelings appropriately.

Another significant advantage is the potential to increase student motivation and engagement. Cooperative learning creates a sense of responsibility and accountability as students work toward common goals. This shared responsibility not only fosters a positive learning environment but also enhances intrinsic motivation, as students feel their contributions matter (Kagan, 1994). The collaborative nature of CL makes learning more dynamic and interactive, reducing boredom and increasing participation.

Additionally, cooperative learning promotes a sense of belonging and inclusivity. Working in diverse groups exposes students to different perspectives and cultural backgrounds, helping to build an inclusive classroom community. This inclusivity enhances students' confidence and reduces feelings of isolation, which can be particularly beneficial for marginalized or shy learners (Johnson & Johnson, 2019).

Finally, cooperative learning provides a platform for developing higher-order thinking skills, such as problem-solving, critical analysis, and creativity. Group discussions often lead to the exploration of complex ideas and innovative solutions that may not emerge in individual work. These skills are essential for success in both academic and real-world contexts (Slavin, 2014).

### 2.2.7 Research Related to Cooperative Learning Model

Since the 1970s, the Cooperative Learning Model (CLM) has received sustained attention from educational researchers around the world. While early research focused primarily on conceptual and theoretical frameworks, more recent studies have examined its practical influence on affective and social development. In particular, a growing number of investigations have explored its capacity to promote emotional intelligence (EI) among university-level learners. The present study builds upon this body of literature and contributes to the ongoing recognition of cooperative learning as an effective approach for fostering emotional and interpersonal growth in higher education.

Empirical research has consistently demonstrated that cooperative learning environments create opportunities for students to improve both intrapersonal and interpersonal competencies. Johnson and Johnson (2019), for instance, reported that students involved in team-based health education programs exhibited stronger emotional regulation and greater empathy. These developments were especially evident in high-pressure settings, where the ability to manage stress and cooperate effectively played a crucial role. Their findings support the inclusion of emotional regulation and interpersonal understanding as essential dimensions of emotional intelligence.

In South Korea, You and Han (2020) investigated the effects of cooperative project-based learning on engineering students. The participants showed notable improvements in emotional awareness, self-control, and adaptability, suggesting that structured peer interaction can strengthen students' capacity to navigate emotional and academic challenges. These outcomes align with the adaptability dimension featured in the current research.

Panadero and Jonsson (2021) explored the use of cooperative learning within teacher education. Their study revealed enhanced perspective-taking, increased emotional awareness, and improved interpersonal connection among student teachers. These results underscore the value of cooperative modules in promoting emotional development, especially within the context of general mood and relational dynamics.



In language education settings, Mediación et al. (2021) conducted research in Mexico using cooperative writing tasks. They found that group-based reflection led to better emotional clarity and resilience among learners. These findings are consistent with the objectives of this study, particularly regarding the development of intrapersonal awareness and stress management.

Bliss and Lawrence (2022) assessed the impact of structured peer learning in psychology courses. Their findings showed consistent gains in students' emotional resilience and coping strategies. These improvements were supported by both qualitative and quantitative evidence and point to the benefits of emotionally supportive learning environments, a core element of the CLM developed in this study.

In another context, Cooper et al. (2020) examined cooperative simulations in Australian nursing education. Their findings included reductions in student anxiety and improvements in emotional awareness. These changes are directly relevant to the dimensions of general mood and stress regulation that are central to this research.

Liu et al. (2022) investigated cooperative learning in Chinese business English classrooms. Their study employed techniques such as peer feedback and rotating leadership roles. Students demonstrated better communication, greater emotional expressiveness, and stronger teamwork abilities. These outcomes reinforce the relevance of interpersonal and intrapersonal skill development through cooperative methods.

Latifi et al. (2022) conducted a meta-analysis of 41 university-based cooperative learning studies. Their synthesis revealed positive outcomes related to emotional regulation, social bonding, and interpersonal engagement across multiple disciplines. The findings confirm the broad applicability and emotional benefits of cooperative learning.

A longitudinal study by Zhang et al. (2024) followed English majors in China who engaged in cooperative learning over the course of one academic year. The study found consistent improvement in optimism, adaptability, and emotional resilience. These changes correspond closely with the emotional dimensions addressed in this research.



The use of repeated measures analysis validated the durability and effectiveness of the intervention.

These findings are consistent with earlier studies on the emotional benefits of cooperative learning. Shapiro (2010) emphasized the need to incorporate emotional responsiveness into collaborative education, while Ghaith (2018) demonstrated that peer-supported cooperative environments promote improved emotional functioning and personal development. Taken together, these studies provide robust evidence for the emotional and cognitive value of cooperative learning.

In summary, the reviewed literature provides a strong foundation for the use of cooperative learning as an effective approach to enhancing emotional intelligence among university students. Across various academic disciplines and cultural settings, cooperative learning has been shown to improve key emotional competencies such as self-awareness, stress regulation, adaptability, empathy, and optimism. These studies consistently highlight the importance of structured peer interaction, reflective collaboration, and emotional support in fostering both intrapersonal and interpersonal development. The current research builds upon these empirical findings by implementing a tailored cooperative learning model that aligns with the emotional needs of undergraduate learners. By focusing on five core dimensions of emotional intelligence and employing evidence-based strategies, this study extends prior work and offers new insights into how cooperative learning can be systematically applied to promote emotional growth in higher education.

## CHAPTER 3

### METHODOLOGY

The theme of the study was to develop a Cooperative Learning model to promote emotional intelligence among university students. The research objectives are as follows:

- 1) To study the definition, and characteristics of emotional intelligence of university students.
- 2) To develop the Cooperative Learning model for promoting emotional intelligence of university students.
- 3) To evaluate the effectiveness of the Cooperative Learning model for improving emotional intelligence of university students.

In order to achieve these research objectives, the researcher divided the research process into three phases:

Phase 1: Studying the definition, and characteristics of emotional intelligence of university students.

Phase 2: Developing a Cooperative Learning model for promoting university students emotional intelligence.

Phase 3: Evaluating the effectiveness of the Cooperative Learning model for promoting emotional intelligence of university students.

#### **3.1 Phase 1: Studying the definition, and characteristics of emotional intelligence of university students**

In the first phase of the study, the researcher used an integrated approach that combined both qualitative and quantitative data, following the procedural steps outlined below.

##### **3.1.1 The Collection of Qualitative Data**

###### **3.1.1.1 Literature review study**

The initial phase of the research consists of three parts, beginning with a comprehensive literature review. This step is intended to gather theoretical and

conceptual insights into Emotional Intelligence through a systematic examination and integration of prior academic studies and scholarly findings. Serving as the foundation of the study, this review supports a deeper understanding of the definition, scope, and evolution of Emotional Intelligence within educational and psychological contexts.

During the literature review process, the researcher will gather a broad selection of sources related to Emotional Intelligence, such as academic journal articles, books, research reports, and other pertinent publications. By systematically reviewing, analyzing, and synthesizing these materials, the researcher aims to explore various scholars' perspectives and definitions concerning the theory and concept of Emotional Intelligence, along with their implementation in educational practices and real-world social contexts.

#### **3.1.1.2 The Development of Semi-Structured Interview Questionnaire**

**(1) Relevant literature and studies on Emotional Intelligence (EI) were thoroughly** reviewed using qualitative research approaches. This in-depth examination formed the basis for developing a semi-structured interview guide, which includes open-ended questions designed to facilitate meaningful discussions with qualified experts in the field. The guide features questions that focus on the following core topics:

- 1) Basic Information of the Expert;
- 2) Key Elements of Emotional Intelligence Among University Students;
- 3) Establishing Principles for Designing a Cooperative Learning Model to Enhance Emotional Intelligence in University Students;
- 4) Methods or Criteria for Measuring or Evaluating university students' Emotional Intelligence (Refer to Appendix B for Details).

#### **(2) Expert Information**

A total of five experienced professionals with expertise in psychology, emotional intelligence, and education were invited to participate in the interviews. These individuals included Professor Hu Lu, Professor Su Hang, Associate Professor Fu Yiting, Associate Professor Feng Deping, and Associate Professor Rao Guohui. The selection criteria for these experts included holding a master's or doctoral degree in the fields of education, English education, or educational psychology, as well as having at least five

years of teaching experience in institutions such as colleges of education, normal universities, psychology departments, or English language education faculties. Interviews were conducted based on the identified themes, and the content of each interview was carefully recorded for subsequent analysis. (see Appendix A)

### **(3) Development Process and Validation Procedures for the Interview Questionnaire**

The instrument used to gather data is a semi-structured interview, developed and validated through the following procedures to ensure its effectiveness and reliability:

1) A thorough literature review in the area of emotional intelligence was carried out by the researchers, focusing on relevant academic sources. This review involved a careful examination of established techniques for developing semi-structured interview protocols and offered valuable input for constructing appropriate interview questions.

2) Clarifying the interview objectives and designing the questions: Precisely outline the objectives of the semi-structured interviews, carefully construct the thematic framework of questions, and ensure that all relevant areas are thoroughly addressed.

3) Formulation of open-ended questions: Crafting open-ended questions aligns with the established objectives, methodically structuring the content of the semi-structured interviews into well-defined and logical questions.

4) Review of the interview guide: The semi-structured interview guide was evaluated by experts to verify its accuracy and relevance.

5) Revision and refinement: Following input from experts, the semi-structured interview guide was revised and refined to improve its quality and applicability. The detailed process of creating the guide is illustrated in the diagram.

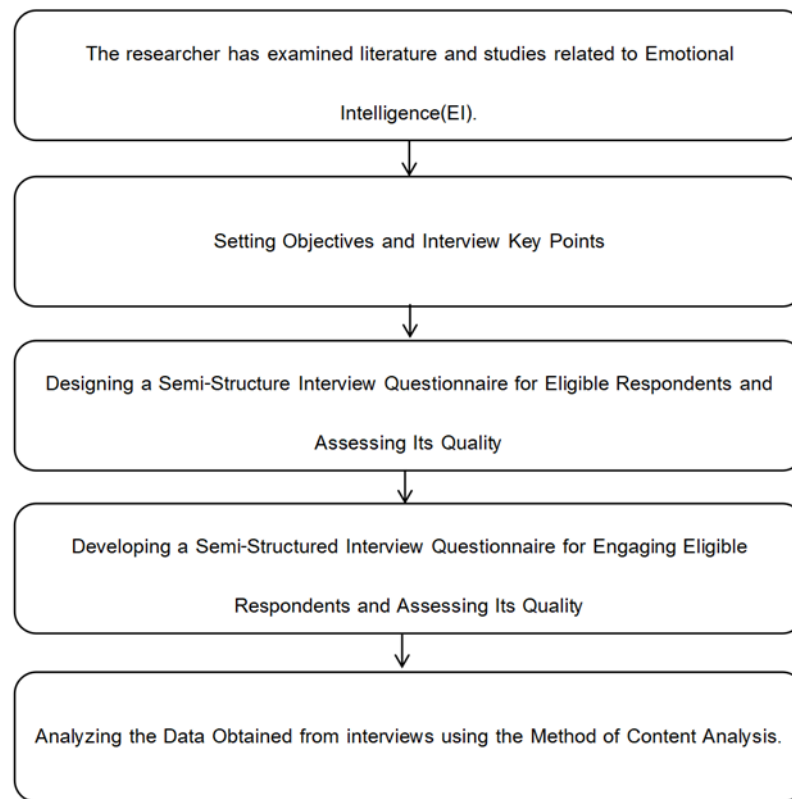


Figure 2 Process of Developing a Semi-structured Interview Guideline

### **Semi-Structured Expert Interview Questionnaire**

The purpose of this semi-structured interview questionnaire is to investigate how emotional intelligence is defined and structured among university students in China. It also aims to offer guidance for constructing a cooperative learning model that fosters the development of emotional intelligence, as well as to support the creation of evaluation tools for assessing emotional intelligence in Chinese university students.

The questionnaire is divided into two primary sections:

#### **Section 1: General Information**

This section gathers essential details about the expert including name, educational background, work experience, position, organization, specialized field, and the date and time of the interview.

#### **Section 2: Problem Orientation**

This section focuses on three main questions:

1. Definition and Components of Emotional Intelligence: This section explores expert views regarding how emotional intelligence is defined in the context of Chinese university students. It also evaluates whether the five primary components of the widely accepted Bar-On framework are appropriate for this specific student population.

2. Guidelines for Developing a Cooperative Learning Model: This section invites experts to articulate their definition of a cooperative learning model tailored for university students. They are also asked to offer recommendations on how this model can be effectively structured to foster emotional intelligence among Chinese university students. The discussion includes insights into essential features, implementation steps, and possible psychological strategies or activities that may be incorporated.

3. Guidelines for Developing Research Measurement Instruments: This section centers on identifying suitable tools for assessing emotional intelligence in Chinese university students. Experts are invited to evaluate the appropriateness of current instruments such as the Emotional Intelligence for University Students Questionnaire and to propose other potential assessment methods if relevant.

The questionnaire is designed for use in in-person semi-structured interviews with experts, enabling thorough discussion of key topics while allowing flexibility to explore expert perspectives in depth. Its structure supports detailed examination and collection of information concerning the definition, enhancement, and assessment of emotional intelligence among university students in China, as viewed by subject matter experts.

#### **3.1.1.3 Developing of Social Emotional Learning Questionnaire for college students**

Based on the Emotional Intelligence Scale revised from Bar-On's model (1997) and combined with references such as the EQ-i framework and related educational assessment guidelines, a set of 40 questionnaire items was developed to evaluate students' emotional intelligence levels. The items were organized according to

the five core components of emotional intelligence, including (1) intrapersonal skills, (2) interpersonal skills, (3) stress management, (4) adaptability, (5) general mood.

The preliminary version of the questionnaire was designed to address the five core components of emotional intelligence. This version was reviewed by five Subject Matter Experts (SMEs), yielding a content validity index of 1.0. Following this, a pilot test was conducted with a sample of 107 university students who shared similar demographic and academic characteristics, producing a reliability coefficient of 0.952. Based on the outcomes of this pilot study, revisions were made to enhance the questionnaire, resulting in a finalized version consisting of 40 items that comprehensively cover the five emotional intelligence components. This finalized instrument will be utilized in the second and third phases of the research to assess the baseline emotional intelligence levels of the 50 students at Chengdu University of Information Technology who had the lowest initial scores on the emotional intelligence scale.

#### **Steps in Questionnaire Construction**

This research utilized a questionnaire specifically designed to assess university students' emotional intelligence in order to gain a comprehensive understanding of their emotional competencies and overall EI levels. The development and validation of this instrument involved the following procedures to ensure its accuracy and effectiveness:

1. The researcher carried out a thorough literature review, drawing upon academic articles, textbooks, and both international and domestic studies related to emotional intelligence. Bar-On's well-established definitions and conceptualizations of emotional intelligence were consulted as key references. Furthermore, a research framework tailored to university students' emotional intelligence was developed based on insights gathered from in-depth interviews with five experts in the field. This extensive review identified and outlined the essential dimensions of emotional intelligence among university students, namely: 1) intrapersonal skills, 2) interpersonal skills, 3) stress management, 4) adaptability, and 5) general mood.



2. The researcher designed a 40-item emotional intelligence questionnaire specifically for university students. This instrument provides comprehensive coverage of the previously identified components of emotional intelligence, which include:

- 1) Intrapersonal skills section with 12 items;
- 2) Interpersonal skills section with 13 items;
- 3) Stress management section with 5 items;
- 4) Adaptability section with 5 items;
- 5) General mood section with 5 items.

Each item was constructed using precise terminology and clear operational definitions. Participant responses are organized along a five-point Likert scale, with options ranging from "strongly disagree" to "strongly agree".

3. The university student emotional intelligence questionnaire was presented to five experts for their professional evaluation and feedback.

The selected experts were tasked with evaluating the content accuracy of the questionnaire, the clarity and appropriateness of its language, and the alignment of each question with its corresponding operational definition. They also examined the content validity of each component. The consistency index (IOC), based on expert assessments, reached a perfect score of 1.0 across all 40 items. Following their feedback, the researcher made necessary revisions to the questionnaire to improve its overall effectiveness and precision.

The refined University Student Emotional Intelligence Questionnaire was administered to a sample of 107 first-year undergraduate students who shared similar demographic and educational backgrounds. Data collection was carried out using the validated instrument, with all 107 distributed questionnaires successfully returned, resulting in a full response rate. Each questionnaire underwent a thorough review to confirm that all items were completed without any missing responses. Consequently, the entire set of 107 completed questionnaires was included in the final analysis. Reliability



was assessed through the calculation of Cronbach's Alpha coefficient, which produced a high reliability score of 0.952 for the overall instrument (see Appendix G for details).

Each item on the Emotional Intelligence Questionnaire was rated on a five-point Likert scale, This classification approach is adapted from similar studies using Likert-type scales for psychological constructs (e.g., Akin et al., 2019). with scoring criteria based on the following ranges:

- 1.00-1.80: very Low
- 1.81-2.90: Low
- 2.91-3.90: Medium
- 3.91-4.30: Moderate High
- 4.31-5.00: High

In the next steps, a scale designed to assess university students' emotional intelligence was constructed using data derived from graphical representations.

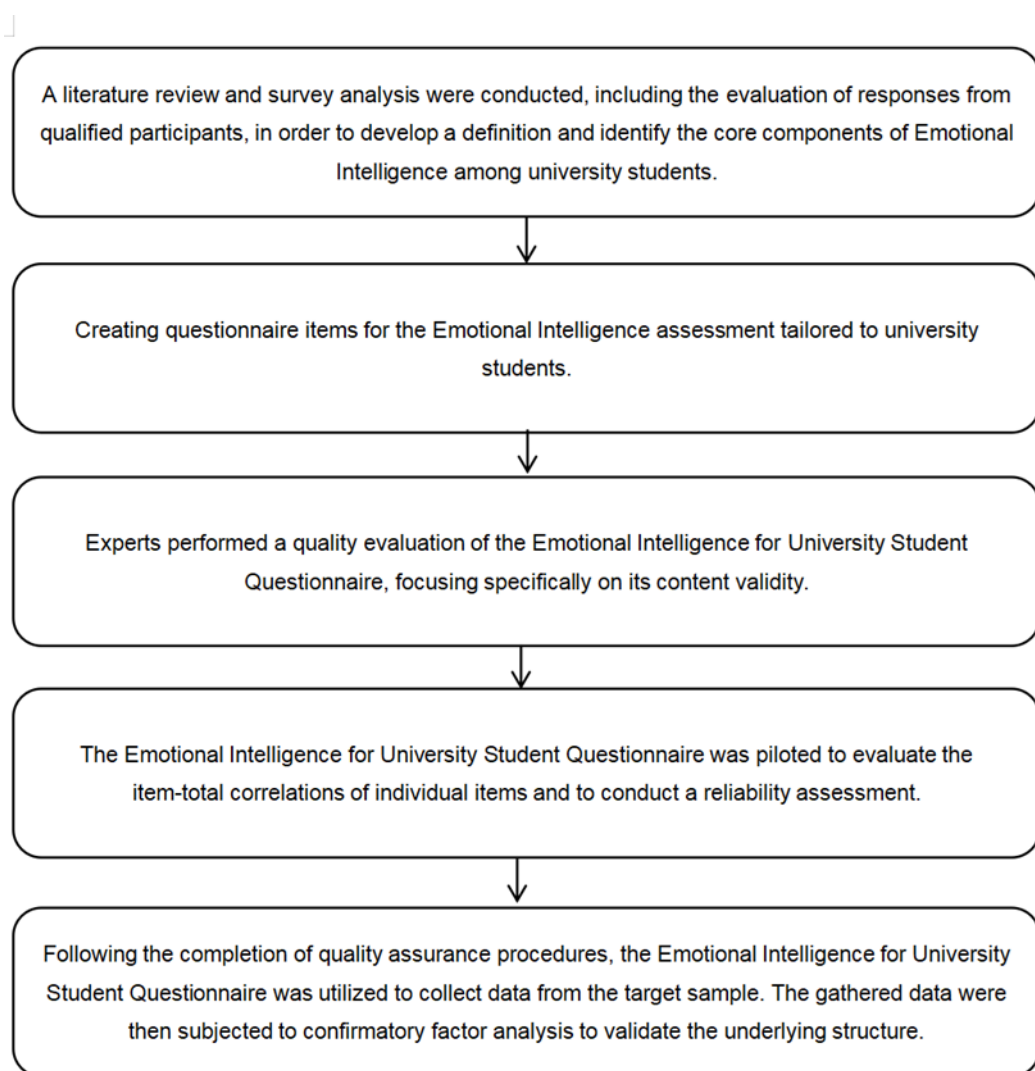


Figure 3 Development of the Emotional Intelligence Questionnaire for University Students

These criteria serve to evaluate how participants perform within the different dimensions of emotional intelligence.

Outlining the development process of the Emotional Intelligence (EI) survey questionnaire tailored for university students. The following is an example table designed to evaluate EI levels among university students.

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the "1" if you

strongly disagree that this is like you, the "2" if you somewhat disagree that this is like you, "3" if you neither agree nor disagree that this is like you, the "4" if you somewhat agree that this is like you, and the "5" if you strongly agree that this is like you. There are no right or wrong answers. Please give the response that best describes you.

| Item  | Scoring Interpretation |                   |                            |                |                |
|---|------------------------|-------------------|----------------------------|----------------|----------------|
|   | 1-                     | 2-                | 3-                         | 4-             | 5-             |
|   | strongly disagree      | somewhat disagree | neither agree nor disagree | somewhat agree | strongly agree |
| 1. I am aware of the appropriate timing to confide my difficulties in English learning to others.                 |                        |                   |                            |                |                |
| 2. After my English exam results decline, I recall past experiences of encountering and resolving similar issues. |                        |                   |                            |                |                |
| 3. I hope to effectively follow through with my planned English learning schedule.                                |                        |                   |                            |                |                |
| 4. My classmates like to ask me about difficult English learning problems, trusting that I can provide answers.   |                        |                   |                            |                |                |
| 5. In English conversations or English videos, I find it difficult to understand other people's body language.    |                        |                   |                            |                |                |

| Item   | Scoring Interpretation |                      |                                     |                   |                   |
|--|------------------------|----------------------|-------------------------------------|-------------------|-------------------|
|  | 1-                     | 2-                   | 3-                                  | 4-                | 5-                |
|  | strongly<br>disagree   | somewhat<br>disagree | neither<br>agree<br>nor<br>disagree | somewhat<br>agree | strongly<br>agree |
| 6. When my English performance improves, I believe I have the potential to learn English well. |                        |                      |                                     |                   |                   |
| 7. When I am in a good mood, I feel that my English learning can make progress.                |                        |                      |                                     |                   |                   |
| 8. Learning English makes me happy, which is a key reason why I enjoy studying the language.   |                        |                      |                                     |                   |                   |

### 3.2 Phase 2: Developing a Cooperative Learning model for promoting university students' emotional intelligence.

This second phase of research covered research objective 2, which was to develop a cooperative learning model to improve the emotional intelligence of university students. Therefore, this research phase consists of the following steps:

#### 3.2.1 The process of development

The development of the cooperative learning model is a multi-step process that integrates educational theories, empirical evidence, and practical considerations to create a comprehensive and effective intervention. The process involves the following steps:

### **Step 1: Expert Interviews**

The researcher carried out interviews with five subject matter experts to obtain deeper understanding of the essential stages involved in the cooperative learning model. These discussions offered important perspectives on the elements of emotional intelligence (EI) as applicable to the Chinese university context, specifically focusing on intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. The insights gathered from these interviews served as a basis for shaping the theoretical foundation of the cooperative learning model.

### **Step 2: Design of Cooperative Learning Lesson Plans**

The researcher developed a comprehensive set of 14 instructional lesson plans, each designed to enhance university students' emotional intelligence through the use of cooperative learning methods. Every session was structured to last approximately 90 minutes and followed a consistent four-step framework: Lead-In, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. These structured steps were implemented to facilitate active student participation, promote cooperative learning, and encourage personal reflection.

Rooted in Constructivism theory, the design of these lesson plans emphasized the active construction of knowledge through social interaction and experiential learning. In accordance with Constructivism principles, the learning environment was intentionally student-centered, allowing learners to engage in meaningful dialogue, negotiate meaning with peers, and co-construct understanding. During the planning process, the researcher considered several key aspects of constructivist pedagogy, including the provision of real-life contexts for emotional engagement, opportunities for learners to draw upon their prior knowledge and experiences, and scaffolding to support progressive emotional and cognitive development.

Each lesson plan was aligned with one or more components of emotional intelligence, specifically intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. Activities were carefully crafted to target these five

areas. For example, self-reflection journals and guided discussions were included to enhance intrapersonal awareness, while peer-feedback tasks and role-playing scenarios fostered interpersonal communication and empathy. Stress management was addressed through mindfulness exercises and group problem-solving tasks that required emotional regulation. Adaptability was promoted through simulations that challenged students to respond flexibly to changing conditions, and general mood was supported through positive reinforcement strategies and emotional check-ins.

Overall, the instructional design drew on both theoretical and empirical insights to create a developmentally appropriate, emotionally engaging, and pedagogically sound curriculum. The integration of cooperative learning strategies within a constructivist framework provided students with authentic opportunities to develop their emotional intelligence in a socially interactive and supportive classroom environment.

### **Step 3: Expert Evaluation of Lesson Plans**

The set of 14 lesson plans was reviewed by five experts to assess Item Objective Consistency (IOC). These experts, whose qualifications are outlined in Appendix A, examined the lesson plans to determine whether they aligned with the intended research goals. The assessment results showed a consistency index of 1.0, reflecting a strong correlation between the lesson content and the targeted learning objectives. Following the review, the researcher incorporated expert suggestions to make further improvements and enhance the overall quality of the lesson plans.

Table 3 Lesson Plan of Cooperative Learning Model

| Time | Learning Activity                              |
|------|--|
| 1    | Orientation                                    |
| 2    | Intrapersonal Skills: Emotional Self-Awareness |
| 3    | Intrapersonal Skills: Assertiveness            |
| 4    | Intrapersonal Skills: Self-Actualization       |

Table 3 (continued)

| Time | Learning Activity                           |
|------|---|
| 5    | Interpersonal Skills: Empathy               |
| 6    | Interpersonal Skills: Social Responsibility |
| 7    | Stress Management: Stress Tolerance         |
| 8    | Stress Management: Impulse Control          |
| 9    | Adaptability: Reality Testing               |
| 10   | Adaptability: Flexibility                   |
| 11   | Adaptability: Problem Solving               |
| 12   | General Mood: Optimism                      |
| 13   | General Mood: Happiness                     |
| 14   | Review and Reflection                       |

#### **Step 4: Cooperative learning model teaching plans Try-Out**

A group of 10 students was randomly chosen from the experimental cohort to take part in a preliminary trial phase. Conducted over two consecutive days, each session lasted one hour. During this phase, selected segments of the lesson plans were implemented to gauge the students' engagement and receptiveness to the designed activities. Observations and feedback gathered during this stage were instrumental in guiding further refinements to the lesson plans to improve their clarity, practicality, and overall impact.

Through a structured and sequential approach, the researcher sought to design, apply, and assess a cooperative learning model intended to effectively foster the emotional intelligence of university students.

### 3.3 Phase 3: Evaluating the effectiveness of the Cooperative Learning model for promoting emotional intelligence of university students.

#### 3.3.1 Research design

The researcher applied the improved cooperative learning model to the sample group, and conducted experiments on the experimental group and the control group respectively. The researcher adopted the randomized control-group pre-test--post-test--follow-up design. It is divided into four steps. The experimental mode is shown in Table 4:

Table 4 Randomized Pretest,Post-test, Follow-up Design

| Group | Pre-test | Treatment | Post-test | Follow up |
|-------|----------|-----------|-----------|-----------|
| E R   | T1       | X         | T2        | T3        |
| C R   | T1       |           | T2        | T3        |

The meaning of the symbols is as follows:

E Experiment group

C Control group

R Random assignment

T1 Pre-test

T2 Post-test

T3 Follow up

X Treatment. Strategically designed using a Cooperative Learning Model designed to promote emotional intelligence.

#### 3.3.2 Population and Sample

Population: This study aims to explore the impact of cooperative learning models on university students' emotional intelligence. The sample selected for this study consists of all first-year non-English majors students at Chengdu University of Information Technology.



Sample: A comprehensive survey was administered within the university, resulting in 578 valid responses after a thorough screening process. From this dataset, the 50 students who recorded the lowest overall emotional intelligence scores were selected as qualified participants for the experimental study. These students were then randomly assigned into two groups: an experimental group and a control group, each comprising 25 individuals. The assignment process was carefully structured to ensure that both groups had comparable levels of emotional intelligence prior to the experiment.

### **3.3.3 Research procedure**

Based on the above experimental design, the experiment was organized into four stages.

#### **3.3.3.1 pre-test period**

The researcher utilized an Emotional Intelligence (EI) questionnaire specifically designed for university students as the primary assessment tool, initiating the process with a pre-test. A total of 578 students participated in the survey to evaluate their emotional intelligence levels. After collecting the responses, the data were analyzed and ranked, and the 50 students with the lowest scores were chosen to form the final research sample.

#### **3.3.3.2 Experiment period**

Throughout the instructional stage, the researcher implemented the cooperative learning model based on a predetermined schedule. This stage extended over five weeks and included 14 instructional sessions, each lasting 90 minutes. In contrast, the control group continued with regular instruction and did not engage with any structured learning model.

#### **3.3.3.3 post-test period**

After the experimental group concluded the experiment, the researcher distributed the Emotional Intelligence Questionnaire designed for university students. Following this, both the experimental and control groups participated in repeated experimental sessions, which were then followed by post-experimental evaluations.

#### 3.3.3.4 Follow up period

One month after the completion of the instructional activities, neither the experimental group nor the control group participated in any additional activities. The researcher then administered the Emotional Intelligence Questionnaire to the university students once again, followed by the collection and analysis of the follow-up data from this round.

#### 3.3.4 Data analysis

In this section, the researcher performs a detailed categorization and quantitative evaluation of the collected data in order to fulfill the research objectives. These objectives specifically include:

##### (1) Preliminary Statistical Analysis:

Conduct fundamental statistical procedures on the raw data, such as determining the mean scores and standard deviations.

Carry out t-tests to examine whether there are statistically significant differences in emotional intelligence (EI) levels among the participants.

##### (2) Evaluation of Quality Measures in the Cooperative Learning Model:

Carry out quality evaluations within the cooperative learning model to verify its effectiveness in enhancing the emotional intelligence of university students. This process involves examining the correctness and reliability of the instructional content presented through the model.

Establish a consistency index using expert evaluations to determine the reliability and validity of the cooperative learning strategies applied in the model.

##### (3) Comparative Analysis:

GLM repeated measures ANOVA was employed to compare the means and standard deviations of the experimental group before the intervention, after the intervention, and during the follow-up period, as well as to compare the means and standard deviations between the experimental and control groups across the same three time points.

## CHAPTER 4

### RESEARCH RESULTS

Research Topic: "Development of a Cooperative Learning Model for Promoting Emotional Intelligence in University Students"

This chapter will present the results of this study, which is mainly divided into three phases: The first phase is an analysis and research on the emotional intelligence of university students, including the definition and composition of emotional intelligence, the general information of the sample, and the current level of emotional intelligence of university students; The second phase is to develop a cooperative learning model that promotes emotional intelligence among university students, elaborating on its concepts, principles, and specific contents; The third phase involves the implementation and experimental evaluation of the cooperative learning model, verifying its effectiveness through data analysis and presenting feedback from students in the experimental group.

#### Symbols and Letters Used in Data Analysis

Researcher have defined symbols and letters used in data analysis as follows:

Table 5 Abbreviations and Symbols in Data Analysis

| Abbr.                      | Meaning                             |
|----------------------------|-------------------------------------|
| <b><math>\alpha</math></b> | Cronbach's Alpha                    |
| E                          | Experimental Group                  |
| C                          | Control Group                       |
| N                          | Number Of Participants In The Group |
| M                          | Mean Value                          |
| SD                         | Standard Deviation                  |
| t                          | t-test Value                        |
| p                          | Probability Value                   |
| EI                         | Emotional Intelligence              |

Table 5 (continued)

| Abbr. | Meaning                    |
|-------|----------------------------|
| CL    | Cooperative Learning       |
| Abbr. | Meaning                    |
| CLM   | Cooperative Learning Model |

#### Data Analysis Result

In this study, researcher delineate three phases of data analysis as follows:

Phase 1: Definition and Components of Emotional Intelligence in University Students

Phase 2: Development of a Cooperative Learning Model for Promoting Emotional Intelligence in University Students

Phase 3: Evaluation of the Cooperative Learning Model for Promoting Emotional Intelligence of University Students

### 4.1 Phase 1: Studying the definition, and characteristics of emotional intelligence of university students

#### 4.1.1 The definition and components of emotional intelligence in university students

In defining the elements of Emotional Intelligence (EI), the researchers referenced descriptions derived from Cooperative Learning and Emotional Intelligence literature. At the same time, they conducted interviews with five subject matter experts to gather insights into their perspectives on the definition and key components of EI. The detailed outcomes of this process are presented below:

##### 4.1.1.1 The definition of emotional intelligence in university students

Interviews with field experts have reinforced the significance of fostering emotional intelligence (EI) in university students. Experts consistently emphasized that developing EI is essential for helping students navigate complex and dynamic social environments. The purpose of EI education is to equip students with the ability to

understand their own emotions, regulate emotional responses, build strong interpersonal relationships, and make thoughtful and responsible decisions. These competencies are particularly crucial during the university years, when students encounter increasing academic, social, and personal demands that call for emotional resilience and effective interaction with others. In addition, experts pointed out that EI is strongly associated with students' ability to demonstrate empathy, manage emotional experiences constructively, and engage positively with peers and communities. These skills contribute not only to academic success but also to long-term personal and professional development.

*"EI refers to the capacity to recognize and manage personal emotions effectively, as well as to engage in positive interactions with others in social environments." (Expert A)*

*"It is a critical skill that helps young people relate to others, manage their behavior, adjust their emotions in various situations, and engage with peers and communities in a meaningful way." (Expert B)*

*"EI involves the ability to comprehend emotional experiences, including emotional awareness, the ability to empathize with others, and the development of social understanding." (Expert C)*

Interviews with academic professionals revealed a unified understanding of the essential role emotional intelligence (EI) plays in university education. Experts emphasized that EI supports students in becoming more self-aware, managing their emotions, cultivating healthy interpersonal relationships, and making sound decisions within complex academic and social settings. These competencies are viewed as critical for students to adapt successfully to the emotional and relational demands of university life.

*"EI refers to the ability to perceive, express, and manage one's emotions while participating effectively in interpersonal interactions" (Expert E)*

*"EI equips young adults with the emotional tools necessary to adjust to social environments, exercise self-control, and maintain healthy relationships by understanding their own feelings and those of others." (Expert A)*

*"EI involves the capability to recognize and understand emotional states, encompassing key aspects such as empathy, emotional regulation, and reflective thinking for improved personal and social functioning." (Expert C)*

Based on a review of literature and interviews with experts, we can define university students' emotional intelligence as the set of emotional and social competencies that enable university students to accurately perceive, understand, regulate, and express their own emotions, recognize and respond appropriately to others' emotions, manage stress effectively, adapt flexibly to changing environments, and maintain a general sense of optimism and emotional well-being in both academic and interpersonal contexts.

#### **4.1.1.2 The Components of Emotional Intelligence**

These experts agree that the structure of Emotional Intelligence (EI) among university students can be grounded in the framework proposed by Bar-On. Drawing upon a comprehensive review of the relevant literature and insights obtained from expert interviews, the core components of Emotional Intelligence in the context of higher education have been identified and categorized into five primary dimensions, described as follows:

##### **(1) Component 1: Intrapersonal Skills**

Intrapersonal skills are a foundational aspect of emotional intelligence, focusing on an individual's ability to recognize, understand, and express their own emotional states, thoughts, and values. Bar-On (2006) describes this component as encompassing self-awareness, emotional expression, assertiveness, independence, and self-regard. These traits allow individuals to effectively manage their internal emotional landscape and make purposeful, self-directed decisions. In this study, expert interviews enriched the understanding of intrapersonal competence by emphasizing the

importance of self-reflection and emotional clarity in students' personal development and academic functioning.

*"Intrapersonal skills reflect a person's capacity to reflect on their own emotions and values, and to make decisions that align with their internal motivations" (Expert A).*

*"A student with strong intrapersonal abilities is usually more confident and capable of identifying what they feel and why they feel it, which contributes to better emotional regulation and goal setting" (Expert B).*

To put it briefly, within the framework of emotional intelligence among university students, intrapersonal skills refer to the capacity of students to develop a comprehensive understanding of their own emotions, values, abilities, and goals through continuous self-reflection and evaluation. This includes the ability to recognize emotional states, identify personal strengths, and acknowledge areas in need of growth.

## **(2) Component 2: Interpersonal Skills**

Interpersonal skills are a vital dimension of emotional intelligence and are especially important in university settings where collaboration and communication are integral to student success. As described by Bar-On (2006), these skills involve the ability to establish and sustain healthy, mutually beneficial relationships through empathy, effective communication, and social responsibility. In the context of this study, interpersonal competence was frequently observed to influence how well students could engage in group tasks, resolve conflicts, and navigate culturally diverse learning environments. Expert feedback further emphasized that these abilities not only improve academic cooperation but also foster inclusive peer interactions, making them essential for cooperative learning activities.

*"Interpersonal competence is rooted in empathy, allowing students to recognize others' emotional states and respond appropriately, thereby promoting cooperation and reducing conflict in academic and social settings." (Expert D).*



*"Interpersonal skills require not only effective communication but also cultural sensitivity and respect, which are especially critical in diverse university environments." (Expert C).*

In summary, interpersonal skills reflect the ability of university students to interact effectively and harmoniously with others. These skills include empathy, active listening, verbal and nonverbal communication, and conflict resolution. Developing strong interpersonal abilities enables students to build positive relationships, collaborate successfully in academic settings, and adapt to diverse social environments.

### **(3) Component 3: Stress Management**

Stress management is an essential component of emotional intelligence, particularly for university students who frequently face academic demands and social challenges. Bar-On (1997) defined this dimension as the capacity to tolerate pressure and regulate impulses. It encompasses the ability to remain calm under stress, exercise emotional control, and respond to difficulties in adaptive and constructive ways. In this study, stress management emerged as a key factor influencing students' ability to cope with exams, group dynamics, and time-sensitive tasks. Expert feedback confirmed that students who develop emotional stability under pressure are more likely to maintain mental health and perform effectively in both academic and social settings.

*"Students with strong stress management skills are better able to navigate academic pressures and interpersonal conflicts without becoming overwhelmed." (Expert C).*

*"The ability to manage emotional responses during stressful situations is a crucial trait for university students, as it influences both mental well-being and academic performance." (Expert D).*

Considering the foregoing, and supported by insights gathered through expert interviews concerning emotional regulation, stress management within the framework of emotional intelligence is defined as the capacity of students to effectively



handle pressure, manage emotional responses, and maintain composure in challenging academic and social situations. This ability encompasses recognizing emotional triggers, applying coping strategies, and sustaining emotional balance.

#### **(4) Component 4: Adaptability**

Adaptability is recognized as a crucial aspect of emotional intelligence, particularly in the context of higher education where students frequently encounter shifting academic demands, evolving social expectations, and unfamiliar challenges. It involves the capacity to modify thoughts, behaviors, and emotional responses when circumstances change. In this study, adaptability was emphasized for its importance in helping students remain effective and emotionally balanced in diverse and unpredictable environments. Those with strong adaptability skills tend to manage transitions more smoothly, respond flexibly to problems, and adjust their learning strategies to new situations. Such learners also display greater persistence and emotional resilience, making them more capable of collaborating across disciplines and cultural boundaries.

*"Adaptability reflects a student's openness to change and their willingness to modify strategies when faced with new information or evolving circumstances." (Expert B).*

*"Students with high adaptability can reframe problems, manage frustration, and maintain motivation despite setbacks." (Expert C).*

Taking the above into account, and in conjunction with insights provided by experts during interviews concerning the dimensions of emotional intelligence, adaptability is defined as the capacity of university students to adjust their thoughts, behaviors, and emotional responses to evolving environments, unfamiliar challenges, and new social or academic contexts. This component involves a readiness to embrace change and flexibility in decision-making processes. This skill allows students to remain resilient when facing uncertainty or adversity, which supports their emotional balance and academic engagement. A student with strong adaptability demonstrates openness to feedback, responsiveness to situational demands, and a willingness to shift

perspectives when necessary. Such individuals tend to maintain composure in unfamiliar settings, make effective transitions between roles or tasks, and actively seek growth opportunities in changing conditions.

#### **(5) General Mood**

According to Bar-On (2006), general mood refers to an individual's capacity to sustain a positive outlook, experience life satisfaction, and maintain optimism in the face of difficulties. This emotional component plays a central role in shaping students' emotional outlook and preserving their motivation over time. Within university environments, general mood contributes meaningfully to emotional resilience, affecting how learners respond to academic stress, recover from setbacks, and remain committed to long-term goals. A consistently positive mood supports not only academic perseverance but also fosters emotional balance and self-regulation. It further enhances students' ability to engage socially, participate constructively in group activities, and maintain emotional stability under pressure or uncertainty.

*"General mood is essential for students to develop emotional resilience and maintain a hopeful attitude toward academic and social challenges." (Expert E)*

*"Students who score high in general mood are better at managing academic pressure and tend to exhibit greater perseverance and engagement in learning tasks." (Expert C).*

*"General mood functions as a stabilizer for emotional fluctuations and fosters a positive internal environment that enhances social participation and self-regulation." (Expert B).*

In accordance with the above, and drawing upon insights from expert interviews regarding the psychological underpinnings of emotional well-being, general mood is defined as the ability of students to maintain a positive outlook on life, experience overall satisfaction, and cultivate optimism in the face of everyday challenges. This emotional quality encompasses feelings of contentment, hopefulness, and enthusiasm, which together form a foundation for mental resilience and academic

engagement. This emotional capacity enables students to remain motivated, cope with disappointment, and persist toward their personal and educational aspirations. A university student with a well-developed general mood tends to display a constructive mindset, express positive emotions in daily interactions, and maintain psychological balance in both academic and social environments. Such a student not only enhances their own emotional functioning but also contributes to the emotional tone of their broader learning community.

#### 4.1.1.3 The Reliability test of emotional intelligence questionnaire for university students

Appendix F displays the results of the reliability assessment conducted on the Emotional Intelligence (EI) questionnaire for university students. Reliability refers to the consistency of a measurement tool and is essential for confirming the validity and trustworthiness of research findings. To evaluate the internal consistency of the EI instrument, Cronbach's alpha coefficient was employed.

The results are shown in the table. The Intrapersonal Skills variable contains 12 items and has a Cronbach's  $\alpha$  coefficient of 0.942; The Interpersonal Skills variable contains 13 items and has a Cronbach's  $\alpha$  coefficient of 0.948; Youdaoplaceholder0 consists of 5 items and has a Cronbach's  $\alpha$  coefficient of 0.880; Adaptability variable consists of five items, Cronbach's  $\alpha$  coefficient is 0.915; The General Mood variable contains five items and has a Cronbach's  $\alpha$  coefficient of 0.909; The mood intelligence variable consists of 40 items and has a Cronbach's  $\alpha$  coefficient of 0.952; The Cronbach's  $\alpha$  coefficient after removing the item was not greater than the Cronbach's  $\alpha$  coefficient of each variable. In addition, the CITC between the observed variables and their latent variables was mostly between 0.6 and 0.9, which met the requirement of being greater than 0.5. This indicates that the correlation coefficient CITC between each observed variable and its latent variable exceeded 0.5, and most of them were between 0.6 and 0.9, indicating that the latent variable Settings for each item were good. This indicates that the overall reliability of the questionnaire is very high, with very

high internal consistency and stability in all dimensions of the questionnaire and the overall questionnaire.

In addition, when analyzing the correlation between items and total scores (CITC), the results showed that the CITC values between most of the observed variables and their respective latent variables ranged from 0.6 to 0.9, far above the minimum requirement of 0.5. This indicates a strong correlation between each item of the questionnaire and the specific dimension of emotional intelligence it measures, and the setting of the item can effectively reflect the meaning of the underlying variable it belongs to. At the same time, none of the items showed a significant increase in the Cronbach Alpha coefficient of their respective latent variables after deletion, indicating that all 40 items were valid and needed to be retained without deletion.

#### **4.2 Phase 2: Developing a Cooperative Learning model for promoting university students' emotional intelligence.**

Researchers methodically constructed a cooperative learning model aimed at promoting the emotional intelligence of university students. This model was executed through a series of 14 instructional sessions. In designing this cooperative learning framework, two core dimensions were addressed: the first focused on the concepts and principles of cooperative learning model development, while the second outlined the structure and content of the specific cooperative learning approach. The following sections provide a detailed account of each aspect.

##### **4.2.1 Concepts and principles of the cooperative learning model for promoting emotional intelligence in university students**

During the development of the cooperative learning model aimed at fostering emotional intelligence among university students, researchers began by establishing a clear understanding of the definition and key components of emotional intelligence within this population. At the preliminary stage, an extensive review of relevant literature on cooperative learning and emotional intelligence was conducted. This process integrated theoretical insights from Bar-On's emotional intelligence framework and cooperative learning theories such as those proposed by Johnson and Johnson. Additionally,

findings from expert interviews were incorporated. As a result, five core components of emotional intelligence in university students were identified: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood.

#### **4.2.1.1 The Concept and Principles of Cooperative Learning Model Development**

During the first phase of the study, interviews were conducted with five experts to investigate effective approaches for constructing a cooperative learning model designed to enhance the emotional intelligence of university students. The insights provided by these experts are outlined below.

1. Within the Chinese educational context, an effective cooperative learning model aimed at fostering emotional intelligence among university students should comprise four key stages: introduction, learning activity process, and summarization. These stages align with Slavin's (2018) theoretical framework and provide a foundational guide for researchers in formulating autonomous learning strategies or instructional models.

2. Experts propose incorporating a wide range of learning activities to actively involve university students in the instructional process. These activities should be grounded in the principles of Constructivism Theory and Cooperative Learning Theory, both of which emphasize the central role of students in constructing knowledge through interaction and reflection. In alignment with psychological theories of motivation and behavior, experts further suggest that activities should be designed to stimulate learners' intrinsic interest and willingness to participate. When psychological insights are thoughtfully applied, instructional tasks can support students in managing their emotions, collaborating with peers, and developing empathy. Practical methods that have proven effective include structured opportunities for mutual listening and experience sharing, problem-based case studies, small-group discussions, and collaborative teamwork. These approaches not only enhance students' academic understanding but also cultivate emotional intelligence competencies such as self-awareness, interpersonal communication, and stress regulation. By integrating these activity types into a

cooperative learning framework, educators can create an emotionally supportive environment that contributes to students' holistic development.

Based on a thorough review of existing literature and empirical studies, along with insights gathered from expert interviews, researchers identified three essential elements of autonomy within the Chinese sociocultural framework. These elements include the introductory phase, the process of engaging in learning activities, and the final summarization. Consequently, this research seeks to promote university students' emotional intelligence by designing and applying instructional practices that are structured around these three core components.

#### Theoretical Foundations:

In developing the cooperative learning model, the researcher applied the principles of Constructivism Theory by emphasizing active knowledge construction through social interaction and meaningful engagement. According to Piaget's and Vygotsky's constructivist perspectives, learning is most effective when learners actively participate in constructing their own understanding rather than passively receiving information (Vygotsky, 1978). This model encourages students to collaboratively explore concepts, solve problems, and reflect on their experiences, thereby fostering deeper cognitive and emotional growth. The lesson design incorporates learner-centered activities that promote exploration, dialogue, and reflection, aligning with the constructivist view that knowledge is constructed through interactions with others and the environment. By integrating these principles, the cooperative learning model enables students to take ownership of their emotional development in authentic, context-based scenarios.

#### **4.2.1.2 Development of Cooperative Learning Model to Promote Emotional Intelligence of University Students**

In developing the cooperative learning model, the researcher adopted Slavin's (2018) framework for cooperative learning and integrated insights from expert interviews, along with cooperative pedagogical strategies. A sequence of learning activities was carefully designed to allow student-teachers to participate in four

structured steps of instruction: Lead In, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. The instructional design incorporated various techniques such as group discussions, peer evaluation, and role-playing exercises to foster engagement and cooperative learning.

Through experiential learning and practical engagement with emotional intelligence, students cooperated and exchanged ideas with their peers, which encouraged the development of higher-order thinking skills. They assumed an active and central role in the learning process, expressing their thoughts and emotions openly and confidently. The activities took place in a supportive, inclusive, and stimulating environment that was calm, enjoyable, and conducive to positive interactions. Within this setting, students built meaningful relationships, demonstrated mutual respect for differing perspectives, and provided emotional support and encouragement to one another.

#### **1. Development Goals of the Cooperative Learning Model in this research**

The purpose of the present study is to develop a cooperative learning model that supports the enhancement of emotional intelligence among university students. This model involves a sequence of purposefully structured learning activities, designed by researchers to promote intrapersonal growth, improve interpersonal relationships, facilitate effective stress regulation, strengthen adaptability, and foster a positive general mood. These objectives align with the five core components of emotional intelligence as outlined in Bar-On's theoretical framework. The model aims to guide students in cultivating these competencies through collaborative engagement in academic and extracurricular contexts. Specifically, the goals are as follows:

(1) To support university students in strengthening their intrapersonal skills through cooperative academic and campus experiences.

(2) To promote the development of interpersonal skills during teamwork-based learning and group activities.



(3) To enhance students' abilities in stress management while participating in shared educational and social settings.

(4) To foster adaptability as students navigate changing academic demands and group dynamics.

(5) To nurture a general mood that encourages optimism, motivation, and emotional well-being in cooperative learning environments.

The cooperative learning model is structured around fourteen teaching sessions. Each session incorporates student-centered strategies rooted in cooperative learning theory, alongside psychological methods designed to maximize emotional engagement and improve learning outcomes.

## **2. The Stages of Cooperative Learning Model Activities**

The cooperative learning model introduced in this study comprises three sequential stages, each supporting the development of emotional intelligence among university students through cooperative engagement.

(1) The first stage focuses on fostering awareness of the activity's value. Students are guided to recognize the significance of the learning task, understand its relevance to emotional and academic development, and adopt a constructive mindset. This stage encourages students to share their personal interests and prepare to engage with others, setting the tone for deeper participation and reflection.

(2) The implementation stage is structured around four integrated components that work together to strengthen students' emotional intelligence through cooperative learning:

1) Lead In involves orienting students to the topic or theme of the activity. At this point, the instructor introduces the objective, creates interest, and motivates learners by connecting the activity to real-life experiences and emotional challenges they may face. This initial engagement helps activate prior knowledge and sets a clear direction for learning.

2) Guided Exploration and Explanation focuses on helping students construct understanding through scaffolded instruction. Teachers provide



support as students explore new ideas, clarify emotional concepts, and connect theory with personal experiences. The process promotes analytical thinking and emotional awareness in a shared learning environment.

3) Activity Applying is the phase where students actively participate in cooperative tasks such as role-playing, group projects, and interactive discussions. This component allows learners to apply emotional intelligence skills in realistic scenarios, enhancing their ability to manage emotions, interact with others, and respond to challenges collaboratively.

4) Comprehensive Evaluation and Conclusion provides an opportunity for students to reflect on what they have learned. During this stage, students synthesize key insights, evaluate their emotional growth, and provide peer feedback. This reflective process supports deeper understanding and reinforces the application of emotional intelligence in academic and interpersonal contexts.

(3) The final stage centers on reviewing the outcomes of each activity. Students are encouraged to share their reflections, articulate their learning achievements, and consolidate the emotional and cognitive insights gained. This closing phase helps strengthen their understanding of emotional intelligence and encourages continued personal development through cooperative learning.

### **3. The learning activity materials used in this experiment**

This study focuses on promoting students' emotional intelligence, which involves the emotional, interpersonal, stress-coping, and mood-related competencies of university learners. Emotional intelligence reflects how students identify, understand, and regulate their own emotions, interact effectively with others, manage stress in academic and social contexts, adjust to challenges, and maintain a generally optimistic outlook. These dimensions tend to emerge in students' attitudes and behaviors when they engage in various learning and social settings. The five components of emotional intelligence adopted in this study are: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. To foster the development of these abilities, the instructional activities and materials were carefully selected and structured

according to the principles of the cooperative learning model. Each activity is aligned with one or more dimensions of emotional intelligence and is implemented through four distinct instructional stages: Lead In, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. These steps support a systematic progression from conceptual engagement to practical application and reflection. Therefore, the learning resources and tasks were developed not only to convey theoretical knowledge but also to promote meaningful interaction, peer cooperation, and emotional growth among students in a cooperative and supportive learning environment.

(1) Lesson Plan

There are 14 sessions, each lasting 90 minutes for 5 weeks.

Table 6 Teaching Implementation Plan of Cooperative Learning

| Lesson | Learning Activity | Objective  | Strategy/Technique                            |
|--------|-------------------|--|---|
| 1      | Orientation       | 1. To introduce the concept of emotional intelligence and its importance in language learning.<br><br>2. To introduce the cooperative learning model and establish group norms for effective collaboration.<br><br>3. To promote student awareness of their initial emotional intelligence levels. | Icebreaker activities<br><br>Group discussion |

Table 6 (continued)

| Lesson | Learning Activity                                    | Objective   | Strategy/Technique   |
|--------|--|---|--|
| 2      | Intrapersonal<br>Skills: Emotional<br>Self-Awareness | 1. To help students recognize and label their emotions.<br>2. To develop strategies for self-reflection and emotional self-awareness.<br>3. To foster continuous self-monitoring of emotional states. | Group sharing and discussion<br>Emotional mapping activities |
| 3      | Intrapersonal<br>Skills: Assertiveness               | 1. To teach students how to express their emotions and needs confidently.<br>2. To practice assertive communication techniques.<br>3. To encourage respectful assertiveness in cooperative contexts.  | Role-playing<br>Small group discussions<br>Peer feedback     |
| 4      | Intrapersonal<br>Skills: Self-Actualization          | 1. To help students identify their strengths and improvement areas.<br>2. To motivate goal-setting for personal and academic growth.<br>3. To foster a pursuit of self-fulfillment.                   | Group brainstorming<br>Group discussion                      |

Table 6 (continued)

| Lesson | Learning Activity                              | Objective  | Strategy/Technique                            |
|--------|--|--|---|
| 5      | Interpersonal Skills:<br>Empathy               | 1. To enhance students' understanding and sharing of others' feelings.<br>2. To practice active listening in cooperative learning.<br>3. To build deeper emotional connections within the group.                                 | Partnered listening exercises<br>Role-playing |
| 6      | Interpersonal Skills:<br>Social Responsibility | 1. To help students understand the importance of contributing positively to their community.<br>2. To develop skills for promoting cooperation and collective success.<br>3. To foster responsibility within cooperative groups. | Task-Based Learning (TBL)<br>Group reflection |
| 7      | Stress Management:<br>Stress Tolerance         | 1. To increase students' ability to manage stress effectively.<br>2. To teach students techniques for staying calm and focused under pressure.<br>3. To promote students' resilience in language learning contexts.              | Stress-relief exercises<br>Group reflection   |

Table 6 (continued)

| Lesson | Learning Activity                  | Objective   | Strategy/Technique                                    |
|--------|------------------------------------|---|---|
| 8      | Stress Management: Impulse Control | 1. To help students develop the ability to control their impulses in challenging situations.<br>2. To teach self-regulation strategies for emotional responses.<br>3. To enhance peer-supported learning environment.                               | Role-playing<br>Peer feedback and support             |
| 9      | Adaptability: Reality Testing      | 1. To help students realistically assess situations in language learning contexts.<br>2. To enhance students' decision-making skills through objective evaluation.<br>3. To foster students' accurate self-assessment and group situation analysis. | Problem-solving tasks<br>Problem-Based Learning (PBL) |

Table 6 (continued)

| Lesson | Learning Activity                | Objective  | Strategy/Technique                                   |
|--------|----------------------------------|--|--|
| 10     | Adaptability:<br>Flexibility     | 1. To develop students' ability to adapt their approaches to different learning situations.<br>2. To teach students how to remain open-minded and diverse perspectives within group activities.<br>3. To strength students' flexibility in cooperative problem-solving contexts. | Group discussions<br>Role-playing                    |
| 11     | Adaptability:<br>Problem Solving | 1. To teach students how to apply critical thinking skills to solve problems.<br>2. To foster cooperative problem-solving through group discussion and cooperation.<br>3. To encourage innovation and creativity in addressing language learning challenges.                     | Problem-Based Learning (PBL)<br>Peer Support Groups. |

Table 6 (continued)

| Lesson | Learning Activity          | Objective  | Strategy/Technique                          |
|--------|----------------------------|--|---|
| 12     | General Mood:<br>Optimism  | 1. To help students cultivate a positive outlook in challenging learning situations.<br><br>2. To engage students in goal-setting activities fostering a constructive mindset.<br><br>3. To utilize positive reinforcement techniques to boost confidence and persistence. | Goal-setting exercises<br><br>Peer feedback |
| 13     | General Mood:<br>Happiness | 1. To explore the connection between emotional intelligence and happiness.<br><br>2. To teach students how to increase their emotional well-being.<br><br>3. To encourage reflective practices that support emotional positivity and satisfaction.                         | Think-Pair-Share.<br>Reflection             |

Table 6 (continued)

| Lesson | Learning Activity     | Objective  | Strategy/Technique               |
|--------|-----------------------|--|----------------------------------|
| 14     | Review and Reflection | 1. To comprehensively review the key concepts and skills learned throughout the sessions.<br>2. To facilitate student reflection on emotional intelligence development and growth.<br>3. To assist students in setting future-oriented personal and academic goals based on acquired emotional skills. | Self-reflection<br>Peer feedback |

(2) Principles of learning activities in research

1) Positive Interdependence: This is the cornerstone of cooperative learning, emphasizing that group members must recognize that their success is interdependent and shared in honor and disgrace. Each person's contribution is crucial to achieving the group's overall goal, and mutual support and shared responsibility among individuals are the guarantee of the group's success.

2) Face-to-Face Promotive Interaction: This principle encourages group members to engage in frequent, beneficial face-to-face communication and interaction throughout the learning process.

3) Individual Accountability: While emphasizing cooperation, each group member must be accountable for their own learning and contribution, and there should be no "free-rider" phenomenon.



4) The principle of Social Skills: Cooperative learning is not just about learning knowledge, but a field for developing social skills.

5) Group Processing principle: This principle requires group members to regularly reflect on and evaluate the group's performance and the process of cooperation.

6) Emotional Integration principle: Unlike traditional teaching of emotional intelligence as an independent course, this model emphasizes integrating the goals of emotional intelligence development organically and seamlessly into the design of English learning tasks and activities, rather than conducting them independently.

### (3) Roles of Researcher in the Implementation of Learning Activities

During the implementation of activities designed to promote the emotional intelligence of university students, the researcher undertakes several essential roles, which include but are not limited to the following aspects:

1) Facilitator of Learning Environments: The researcher creates an inclusive, safe, and supportive classroom atmosphere that encourages open dialogue, mutual respect, and emotional expression. This environment helps students feel comfortable engaging in group tasks and emotional reflection, which are central to the development of emotional intelligence.

2) Instructional Designer: Drawing on the principles of constructivism and cooperative learning theory, the researcher carefully plans each activity to align with the four instructional stages: Lead In, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. These stages are crafted to foster growth across the five emotional intelligence dimensions: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood.

3) Observer and Diagnostician: While students engage in group-based activities such as role-playing, collaborative discussions, and case analyses, the researcher continuously observes students' behavior, emotional engagement, and social

interactions. This role enables the researcher to assess progress, identify individual needs, and provide timely interventions to support student development.

4) Guide and Mentor: Throughout the learning process, the researcher offers constructive guidance and emotional support to students, helping them navigate challenges and reflect on their experiences. Through active listening and strategic questioning, the researcher encourages deeper emotional awareness and self-reflection.

5) Evaluator of Progress: The researcher monitors the effectiveness of cooperative tasks by collecting both formative and summative data. This includes gathering student feedback, reviewing reflective journals, and evaluating behavioral and emotional indicators aligned with emotional intelligence growth.

6) Bridge Between Theory and Practice: By integrating educational theory into practice, the researcher ensures that instructional decisions are evidence-based and responsive to learners' emotional and cognitive development. This role requires ongoing adaptation of learning strategies to meet students' evolving needs.

#### (4) Roles of Participants in Learning Activities

In the cooperative learning model designed to promote emotional intelligence among university students, participants take on a variety of active and constructive roles throughout the learning process. Their engagement is essential to both the effectiveness of the model and the development of the five emotional intelligence dimensions: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood.

1) Co-Constructors of Knowledge: Students are not passive recipients but active contributors to the learning process. Through collaborative tasks such as group discussions, case analysis, and role-playing, they construct meaning together, apply emotional intelligence concepts, and make sense of real-life emotional experiences.

2) Emotional Explorers: Participants are encouraged to explore and reflect on their own emotions, thoughts, and behavioral responses. They identify

emotional patterns, articulate feelings, and build intrapersonal awareness. This role supports the development of self-recognition and emotional regulation skills.

3) Peer Supporters and Empathic Listeners: In cooperative settings, students are expected to listen attentively to their peers, offer feedback with empathy, and show respect for differing viewpoints. By doing so, they foster healthy interpersonal interactions, improve communication abilities, and enhance emotional understanding.

4) Problem Solvers and Decision Makers: While engaging in guided exploration and applied activities, participants analyze emotionally charged scenarios, discuss solutions, and make decisions within their groups. This strengthens their adaptability, stress management, and responsible decision-making abilities in social contexts.

5) Reflective Thinkers: At the conclusion of each activity, students engage in reflection to evaluate what they have learned about themselves and others. They consider how emotional intelligence principles have been applied and how they might transfer these insights to future academic and social situations.

6) Collaborators and Team Contributors: Cooperative learning requires mutual accountability and interdependence. Students work together to achieve shared goals, fulfill assigned roles, and support one another's learning. This collaborative dynamic nurtures a sense of community, motivation, and emotional bonding within the group.

This research is designed to promote the emotional intelligence of university students through the implementation of a cooperative learning model consisting of 14 instructional sessions. The specific content of these sessions is outlined in Appendix H. Each session is carefully structured to integrate essential elements that collectively support the holistic development of students' emotional intelligence.

### **Session 1 Orientation to Cooperative Learning Model and EI**

The first session functions as the foundation for the entire program, offering students an initial orientation to the significance of emotional intelligence within the

context of English language learning and introducing the cooperative learning model as the core instructional framework. Developed in alignment with Constructivist and Cooperative Learning Theories, this session aims to build a supportive and interactive classroom atmosphere characterized by mutual respect, group cohesion, and openness. Teaching strategies such as icebreaker activities, self-introductions, and group discussions are applied to stimulate engagement and build rapport among participants. The session begins with a lead-in activity that encourages students to reflect on personal experiences and initiate dialogue with peers, thus laying the groundwork for collaborative learning. Through guided exploration, students are introduced to the concept and definition of emotional intelligence, with emphasis placed on its five core dimensions: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. They are prompted to explore the relevance of emotional intelligence to their academic and personal lives, facilitated by reflective prompts and group sharing. In the activity phase, students work in groups to share examples from their lives that illustrate each EI dimension, encouraging the articulation of thoughts and emotions in a supportive environment. Finally, a comprehensive evaluation and conclusion segment invites students to summarize key insights, reflect on their participation, and express their personal feelings about the session. The session closes with students setting initial expectations for their learning journey, establishing clear group norms, and engaging in reflective writing that will serve as a baseline for their emotional growth throughout the course. This comprehensive structure not only introduces the theoretical and practical elements of the course but also initiates the process of cultivating students' emotional intelligence through student-centered, cooperative interaction.

### **Session 2 Intrapersonal Skills: Emotional Self-Awareness**

The second session of the cooperative learning intervention model focuses on developing university students' intrapersonal skills, particularly emotional self-awareness. Rooted in Bar-On's framework of emotional intelligence and guided by Constructivist Theory and Cooperative Learning Theory (Slavin, 2018), the session is structured to empower learners to recognize, label, and reflect on their emotional states. The session

begins with a warm welcome and a review of key takeaways from Session 1, followed by a reflective writing activity where students recall emotionally charged events from the previous week. They then participate in small group discussions to examine the effects of these emotions on their behaviors and decisions. This approach allows students to identify common emotional triggers and response patterns. During the guided exploration phase, the teacher introduces the concept of emotional intelligence through thought-provoking questions and a video presentation, followed by an open dialogue about real-life applications. In the application phase, students engage in emotional mapping and collaborative analysis of emotional triggers and coping strategies, culminating in the creation of a group action plan. Reflective journaling is also introduced as a tool for continued self-monitoring. Finally, during the evaluation stage, students consolidate insights through discussions, set personal goals, and complete a structured written reflection. This carefully sequenced design not only builds students' capacity for emotional self-awareness but also fosters critical thinking, collaboration, and long-term emotional development in both academic and interpersonal contexts.

### **Session 3 Intrapersonal Skills: Assertiveness**

Session 3 of the cooperative learning model focuses on cultivating assertiveness, a core intrapersonal skill within emotional intelligence. This session was developed based on the theoretical foundation of Bar-On's emotional intelligence model (1997) and informed by the principles of Constructivism Theory, which emphasizes learners' active role in constructing knowledge through social interaction and reflection. The session is structured into four pedagogical phases: Lead-In, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. The session begins by engaging students in identifying common misconceptions about assertiveness and contrasting it with passivity and aggression. Through peer discussion and guided analysis, students reflect on their prior communication behaviors and emotional responses. Instructional strategies such as scaffolded sentence stems, peer modeling, and reflective questioning are applied to facilitate the internalization of assertive communication patterns. In the activity phase, students engage in group-

based role-play scenarios drawn from authentic academic and interpersonal contexts, such as group project conflict, peer interruptions, or setting personal boundaries. This not only enhances their capacity to express needs and emotions respectfully but also improves their confidence in emotionally charged situations. The final stage includes structured reflection and group synthesis, encouraging learners to assess their progress and identify future goals. This session builds upon prior training in self-awareness and reinforces students' ability to regulate emotions and advocate for themselves within collaborative environments. It also prepares the foundation for the next stage in intrapersonal skill development by promoting emotional expression that is both respectful and effective.

#### **Session 4 Intrapersonal Skills: Self-Actualization**

This session is strategically designed to enhance university students' intrapersonal emotional intelligence by focusing on self-actualization. This session aligns with Bar-On's (1997) definition of self-actualization, which involves ongoing self-improvement and the pursuit of meaningful goals, and is grounded in constructivist learning theory. By integrating Slavin's (2018) cooperative learning model, the session encourages learners to actively construct knowledge through interaction, reflection, and collaboration. Teaching strategies include SMART goal-setting, multimedia prompts, vision poster creation, peer discussions, and emotional role-plays, all aimed at deepening students' awareness of their values and personal aspirations. The session begins with a Lead-In activity where students reflect on their learning motivation and conceptualize self-actualization using the metaphor of mountain climbing. In the Guided Exploration and Explanation stage, students are introduced to key theoretical ideas and collaboratively revise vague goals into actionable SMART objectives. The Activity Applying phase includes role-playing and the creation of vision posters that represent personal goals, reinforcing emotional insight and peer encouragement. Finally, the Comprehensive Evaluation and Conclusion stage utilizes reflective checklists, group sharing, exit slips, and a future-oriented letter-writing task to consolidate emotional and academic growth. By embedding self-actualization within cooperative learning, this



session not only nurtures emotional awareness but also supports long-term motivation and personal development in academic contexts.

### **Session 5 Interpersonal Skills: Empathy**

In Session 5, the cooperative learning model was applied to enhance students' emotional intelligence by focusing on the development of interpersonal skills, particularly empathy. This session was grounded in the theoretical frameworks of Bar-On (1997) and Goleman (1995), who emphasize empathy as the ability to understand and share the feelings of others. The session design also incorporated principles from Constructivism Theory and Cooperative Learning Theory, promoting a learner-centered approach where students actively constructed knowledge through interaction and collaboration. The session began with a "Lead In" activity that introduced the concept of empathy using short video clips to illustrate empathetic and non-empathetic responses. Students engaged in pair brainstorming, group discussions, and journaling to reflect on personal experiences with empathy. The "Guided Exploration and Explanation" segment deepened their understanding through teacher-led presentations on emotional recognition, emotional resonance, and empathetic response, supplemented by activities such as perspective-taking discussions and active listening role plays. During the "Activity Applying" phase, students worked with empathy scenario cards to create group role plays, participated in Empathy Role-Play Circles, and completed Cooperative Listening Journals to record and reflect on their emotional engagement and communicative behavior. They also took on real-life empathy challenges through an "Empathy Jar" task that extended learning beyond the classroom. The session concluded with a "Comprehensive Evaluation and Conclusion" stage, where students revisited their empathy self-assessments, wrote personalized "Empathy Notes" to classmates, created group posters on empathetic behaviors, and submitted individual exit slips reflecting on their learning and future goals. The teacher also conducted a reflective review of student engagement and outcomes to guide the refinement of subsequent sessions. This session not only reinforced empathy as a core component of

emotional intelligence but also cultivated a classroom environment that values emotional awareness, respectful interaction, and supportive communication.

### **Session 6 Interpersonal Skills: Social Responsibility**

Session 6 focused on developing university students' interpersonal skills, particularly the dimension of social responsibility, a core element in Bar-On's (1997) emotional intelligence model. Rooted in both Constructivist and Cooperative Learning Theory, the session aimed to cultivate students' ability to act ethically, contribute meaningfully to group success, and uphold respectful, supportive behavior in collaborative academic settings. Teaching strategies such as reflective journaling, case-based discussions, role-play simulations, and collaborative planning were integrated to engage students emotionally and cognitively. The session began by exploring students' personal definitions of social responsibility and connecting them to group experiences, followed by a video analysis and vocabulary scaffolding to enhance awareness and language expression. Activities included the "Group Mission Challenge," role card enactments, and the co-creation of a group responsibility contract, all designed to simulate real-world scenarios that required empathy, fairness, and accountability. These tasks enabled students to actively practice responsible communication and decision-making in English while internalizing the interpersonal expectations of cooperative teamwork. The session concluded with reflection journals, peer appreciation notes, and an action plan to reinforce learning and promote the continued application of socially responsible behaviors in future academic group work.

### **Session 7 Stress Management: Stress Tolerance**

Session 7 focused on strengthening students' ability to tolerate stress, a core component of emotional intelligence as defined by Bar-On (1997). The lesson was designed within the framework of the cooperative learning model and emphasized student interaction, emotional expression, and mutual support. The session began with a reflective atmosphere, encouraging students to identify common stressors in English learning. Using a Stress Response Self-Assessment Worksheet, students gained awareness of their own stress patterns, which served as the foundation for peer



discussions. Through guided exploration, students analyzed the stress cycle and matched coping strategies from a word bank to realistic academic scenarios. Scenario-based role-plays allowed students to practice both ineffective and effective stress responses, developing empathy and coping language in English. The activity applying phase involved a stress simulation task, where students collaboratively created and enacted strategies to manage academic stress. This was followed by the creation of group action plans, reflective letters to their future stressed selves, and a short mindfulness exercise. In the final stage, students completed individual and group reflections, engaged in a class feedback circle, and took a short language quiz to reinforce the integration of emotional vocabulary. The session concluded with the completion of Stress Tolerance Goal Cards to reinforce long-term behavior change. This structured yet emotionally supportive learning experience empowered students to better navigate stress, enhance self-regulation, and express emotional needs clearly in English, contributing meaningfully to the development of their emotional intelligence.

#### **Session 8 Stress Management: Impulse Control**

This session was designed to develop the stress management dimension of emotional intelligence, with a particular focus on impulse control. Drawing on Bar-On's theory (1997), the session addressed students' ability to recognize emotional triggers and regulate their behavioral responses in academic contexts. The instructional framework was grounded in Constructivist and Cooperative Learning Theories, which emphasize active participation, reflection, and peer-supported learning. The session followed four stages: Lead In, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. In the Lead In stage, students engaged with a visual prompt and a reflective worksheet to identify personal triggers and past impulsive behaviors. Peer sharing fostered empathy and normalized emotional struggle. During Guided Exploration and Explanation, the concept of impulse control was unpacked using real-life diagrams and expression cards, helping students replace reactive language with constructive phrases. The Activity Applying phase immersed learners in role-play scenarios requiring them to demonstrate both unregulated and

regulated emotional responses. This experiential approach allowed for practice in applying “Pause and Rephrase” strategies, collaborative performance, and group-based evaluations using checklists. Students also co-constructed an “Impulse Control Ladder” to guide their emotional responses. In Comprehensive Evaluation and Conclusion, students completed reflection journals, silent discussion carousels, and exit cards that assessed their grasp of impulse management in English-speaking contexts. The session concluded with personal commitment setting and affirmations to reinforce the ongoing development of self-regulation skills. Overall, this lesson offered students a safe, structured environment to explore, express, and strengthen impulse control strategies essential for emotional and academic growth.

#### **Session 9 Adaptability: Reality Testing**

Session 9 was designed to cultivate students’ adaptability by strengthening their reality testing abilities, a core element of emotional intelligence as conceptualized by Bar-On. This session was grounded in Constructivist Theory, emphasizing active meaning-making through collaborative exploration and reflection. Reality testing, defined as the capacity to distinguish between subjective emotion-driven assumptions and objective facts, was particularly relevant in academic contexts where misinterpretations can lead to interpersonal tension and miscommunication. To address this, the session employed cooperative learning strategies such as scenario analysis, structured dialogues, and peer-led discussions. Activities included analyzing ambiguous social cues, identifying cognitive distortions, and creating clarifying questions that encourage mindful communication. Learners worked in rotating groups to dissect academic conflict scenarios, generate fact-based responses, and role-play two contrasting outcomes—one led by impulsive emotional interpretation and the other guided by reality testing. Reflective tools such as the Reality Testing Decision Tree and Personal Case File facilitated metacognitive awareness and emotional regulation. The session concluded with a classroom-wide affirmation reinforcing the day’s key learning: the importance of separating perception from reality. This session not only strengthened adaptability but

also deepened learners' understanding of emotional biases and their impact on academic and social interactions, particularly within English learning environments.

#### **Session 10 Adaptability: Flexibility**

Session 10 focused on cultivating flexibility, a vital component of adaptability within emotional intelligence, by engaging students in cooperative learning tasks that simulate real-world changes and uncertainties. This session was developed based on Bar-On's (1997) framework and guided by constructivist theory, which emphasizes learning as an active, context-sensitive, and socially mediated process. The instructional design began with experiential activities to surface students' typical emotional responses to change. This was followed by an introduction to the PARR model (Pause, Acknowledge Emotion, Reassess, Respond), which offered students a structured approach to self-regulate and respond flexibly in academic and social situations. A variety of cooperative learning strategies were employed, such as role-plays, case discussions, and group problem-solving challenges, allowing students to collaboratively apply flexible communication strategies to unpredictable scenarios. Language support activities were embedded to promote emotional expression and negotiation in English. By the end of the session, students were encouraged to reflect on their adaptability through personal pledges and peer sharing, reinforcing behavioral intentions to apply flexible strategies in future tasks. The cooperative learning model in this session not only advanced emotional adaptability but also strengthened students' group interaction and resilience in diverse academic contexts.

#### **Session 11 Adaptability: Problem Solving**

This session was developed within the framework of the cooperative learning model and focused on enhancing the adaptability component of emotional intelligence, specifically the sub-skill of problem solving. Grounded in Bar-On's (1997) conceptualization of emotional intelligence and supported by Goleman's (1995) insights, the session addressed students' capacity to identify, define, and resolve problems in emotionally charged academic settings. The instructional process was guided by constructivist principles, encouraging active knowledge construction through

collaborative inquiry and peer interaction. Teaching strategies included scenario-based learning, role-play, and the use of the IDEAL problem-solving model, which stands for Identify, Define, Explore, Act, and Look back. The session began with reflective activities and visual prompts to highlight common problem-solving pitfalls, followed by the introduction of key English expressions to facilitate collaborative dialogue. Students explored problem scenarios collaboratively, applying structured tools such as the Problem-Solving Grid Worksheet and rotating group tasks to refine solutions. Emotional dynamics were also monitored through peer observation roles to heighten awareness of emotional expression and regulation during conflict resolution. The session culminated in reflective journaling, peer feedback using rubrics, and a creative activity in which students wrote and pledged personal strategies for future problem-solving. The comprehensive and multi-modal approach of this session was designed not only to enhance problem-solving ability but also to cultivate emotional resilience and cooperative competence in real-life academic challenges.

#### **Session 12 General Mood: Optimism**

Session 12 focused on developing the General Mood dimension of emotional intelligence, specifically optimism, following Bar-On's (1997) framework. Grounded in both Bar-On's theory and Seligman's ABCDE model, the session aimed to help students reframe negative thinking into positive perspectives. The session began with a Lead-in activity where students watched a motivational video and completed a self-assessment quiz to reflect on their optimism levels. In the Guided Exploration and Explanation phase, the teacher introduced optimism as a skill that can be learned and presented the ABCDE method for reshaping thoughts. In the Activity Applying stage, students used Optimism Scenario Cards and practiced applying the ABCDE framework to academic setbacks. They worked in groups to create and present skits that demonstrated optimistic thinking. Finally, in the Comprehensive Evaluation and Conclusion, students reflected on their learning, created personal action plans, and shared encouraging messages. This session effectively integrated cooperative learning strategies to promote a more positive mindset and emotional resilience.

### **Session 13 General Mood: Happiness**

In Session 13, the focus was placed on cultivating the general mood aspect of emotional intelligence, particularly happiness, as conceptualized in Bar-On's (1997) emotional intelligence framework. This session was designed based on principles of cooperative learning and constructivist theory, emphasizing student engagement, shared experiences, and reflective practices. It began with an emotionally positive environment, featuring joyful music and encouraging visuals, to set a welcoming tone. Through interactive warm-up discussions and multimedia content, students explored the nuanced definitions of happiness, distinguishing between fleeting mood states and sustainable well-being. Guided exploration deepened understanding by introducing research-backed happiness practices, such as expressing gratitude and savoring positive experiences, which were integrated into group reading and reflection tasks. The core cooperative activities, such as Joy Mapping, Gratitude Letter writing, and the Compliment Carousel, allowed students to collaboratively identify sources of happiness and practice positive communication in English. These activities were specifically structured to enhance emotional literacy, social connection, and self-awareness. To conclude, students completed personalized reflections and participated in a goal-setting exercise through the Happiness Contract, reinforcing their emotional learning and commitment to positivity. This session holistically integrated emotional, linguistic, and behavioral components, demonstrating how cooperative learning can effectively foster students' general mood and emotional resilience.

### **Session 14 Review and Reflection**

The final session aimed to consolidate students' progress in emotional intelligence across the five Bar-On dimensions: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. The session opened with reflective prompts and a group review of key concepts from previous lessons, encouraging students to recall and share personal growth experiences. In the Guided Exploration phase, the teacher briefly reviewed the EI dimensions, and students used posters, glossaries, and think-pair-share discussions to summarize their learning. During the

Activity Applying stage, students rotated through group tasks linked to each EI component, completed an EI Growth Reflection Worksheet, and collaboratively created a timeline poster highlighting their development. The session concluded with a short self-assessment, the creation of personal action plans, and a closing affirmation circle. Students received certificates and signed a class EI charter, marking the end of the program and reinforcing their commitment to ongoing emotional growth.

The cooperative learning model is designed to improve the emotional intelligence of university students. This educational approach includes 14 structured learning management sessions, which are outlined in Appendix H. The instructional implementation framework presents how the cooperative learning model is applied to support the development of emotional intelligence among university learners.

#### **4.3 Phase 3: Evaluating the effectiveness of the Cooperative Learning model for Promoting Emotional Intelligence of University Students.**

To assess the impact of the cooperative learning model on enhancing university students' emotional intelligence, the researcher formulated two hypotheses: (1) In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after the follow up period is higher than before beginning the experiment; (2) In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after follow up period is higher than the students in the control group. The detailed outcomes of the data analysis are presented as follows.

##### **4.3.1 Data Analysis of Pre-test of differences between the control and experimental groups**

This study uses a quasi-experimental design to evaluate the practical effect of the cooperative learning intervention model on the emotional intelligence of college students. After selecting the 50 students with the lowest emotional intelligence scores as the subjects of the intervention experiment, the study randomly divided them into an experimental group and a control group, ensuring 25 students in each group. This randomization method was designed to ensure that the two groups were comparable as



much as possible before the experiment began, thereby minimizing the potential impact of initial differences on the results.

Experimental group: Received English teaching intervention based on cooperative learning model. This means that the cooperative learning principles and specific activities designed in this study will be systematically integrated into their English learning courses, with emotional intelligence development being a clear objective in the teaching process. Control group: received the traditional English teaching mode. They may still have regular group activities, but these activities are not designed based on the principles of the cooperative learning model, nor are they specifically targeted at emotional intelligence development. This helps isolate the intervention effects of the cooperative learning model itself.

Before the experiment began, in order to further verify whether there was a significant difference in the initial levels of emotional intelligence between the two groups, the students in the experimental group and the control group were pretested with an emotional intelligence scale. All data were statistically analyzed using SPSS 27.0 software. Measurement data were expressed as mean  $\pm$  standard deviation ( $\bar{x} \pm s$ ), and pairwise comparisons were performed using independent sample t-tests. Statistical significance levels were set at  $P < 0.05$ .

Table 7 Pre-test comparison of differences between the control and experimental groups

| Variable               | Grouping           | N  | Mean  | Std. Deviation | t      | p-value | Cohend |
|------------------------|--------------------|----|-------|----------------|--------|---------|--------|
| Intrapersonal Skills Q | Control group      | 25 | 2.783 | 0.502          | 0.593  | 0.556   | 0.457  |
|                        | Experimental group | 25 | 2.707 | 0.408          |        |         |        |
| Interpersonal Skills Q | Control group      | 25 | 2.825 | 0.661          | -0.214 | 0.831   | 0.559  |
|                        | Experimental group | 25 | 2.859 | 0.434          |        |         |        |
| Stress Management Q    | Control group      | 25 | 2.712 | 0.480          | -0.279 | 0.782   | 0.507  |
|                        | Experimental group | 25 | 2.752 | 0.533          |        |         |        |



Table 7 (continued)

| Variable                 | Grouping           | N  | Mean  | Std. Deviation | t     | p-value | Cohend |
|--------------------------|--------------------|----|-------|----------------|-------|---------|--------|
| Adaptability Q           | Control group      | 25 | 2.656 | 0.873          | 0.815 | 0.419   | 0.763  |
|                          | Experimental group | 25 | 2.480 | 0.635          |       |         |        |
| General Mood Q           | Control group      | 25 | 2.352 | 0.701          | 0.531 | 0.598   | 0.692  |
|                          | Experimental group | 25 | 2.248 | 0.684          |       |         |        |
| Emotional intelligence Q | Control group      | 25 | 2.718 | 0.239          | 0.557 | 0.580   | 0.267  |
|                          | Experimental group | 25 | 2.676 | 0.291          |       |         |        |

As shown in the table above, independent sample t-tests were conducted on the differences in each dimension of emotional intelligence between the two pre-test groups, and the results are as follows:

(1) Intrapersonal Skills: The mean was 2.783 in the control group and 2.707 in the experimental group. The t value was 0.593, and the corresponding P value was 0.556 ( $p\text{-value} > 0.05$ ). This indicates that there was no statistically significant difference between the two groups in the Intrapersonal Skills dimension during the pretest stage of the experiment. Cohen's d value was 0.457, which was of medium effect size, suggesting a certain difference but not reaching the level of statistical significance.

(2) Interpersonal Skills: The mean was 2.825 in the control group and 2.859 in the experimental group. The t value was -0.214, and the corresponding P value was 0.831 ( $p\text{-value} > 0.05$ ). This indicates that there was no statistically significant difference between the two groups in the Interpersonal Skills dimension during the pretest phase of the experiment. Cohen's d value was 0.559, also a medium effect size, although statistically insignificant.

(3) Stress Management: 2.712 in the control group and 2.752 in the experimental group. The t value was -0.279, and the corresponding P value was 0.782 ( $p\text{-value} > 0.05$ ). This indicates that there was no statistically significant difference

between the two groups in the Stress Management dimension during the pretest phase of the experiment. Cohen's  $d$  value was 0.507, which was a medium effect size.

(4) Adaptability: 2.656 in the control group and 2.480 in the experimental group. The  $t$  value was 0.815, and the corresponding  $P$  value was 0.419 ( $p\text{-value} > 0.05$ ). This indicates that there was no statistically significant difference in the Adaptability dimension between the two groups during the pretest phase. Cohen's  $d$  value was 0.763, which was a large effect size but still did not reach statistical significance.

(5) General Mood: The mean was 2.352 in the control group and 2.248 in the experimental group. The  $t$  value was 0.531, and the corresponding  $P$  value was 0.598 ( $p\text{-value} > 0.05$ ). This indicates that there was no statistically significant difference between the two groups in the General Mood dimension during the pretest phase of the experiment. Cohen's  $d$  value was 0.692, which was a large effect size.

(6) Emotional intelligence as a whole: 2.718 in the control group and 2.676 in the experimental group. The  $t$  value was 0.557, and the corresponding  $P$  value was 0.580 ( $p\text{-value} > 0.05$ ). This indicates that there was no statistically significant difference between the two groups in the overall dimension of emotional intelligence during the pretest stage of the experiment. Cohen's  $d$  value was 0.267, which was a small effect size.

To sum up, there were no statistically significant differences in all emotional intelligence dimensions and overall emotional intelligence between the experimental group and the control group during the pretest phase. This fully demonstrates that the two groups were highly comparable in terms of emotional intelligence levels before the intervention began, providing a solid basis for the subsequent evaluation of the independent effects of the cooperative learning intervention and ensuring the internal validity of the experiment. As a result, both groups can be used as subjects for the subsequent experimental intervention.

#### **4.3.2 Data analysis results of the experimental group and control group**

After the cooperative learning intervention was implemented, the emotional intelligence of the students in the experimental group was post-tested and followed up to

evaluate the persistence of the intervention effect. The following table shows the mean and standard deviation of each dimension of emotional intelligence in the experimental group and the control group before the experiment (pre-test), after the experiment (post-test), and during the follow-up period, along with the initial assessment of each dimension level (" low ", "medium").

Table 8 Repeated Measures ANOVA Analysis for Comparison between Control Group and Experimental Group

| Variable             | Grouping           | Time      | Mean  | Std. Deviation | Implication |
|----------------------|--------------------|-----------|-------|----------------|-------------|
| Intrapersonal Skills | Control group      | Pre-test  | 2.783 | 0.091          | low         |
|                      |                    | Post-test | 2.640 | 0.255          | low         |
|                      |                    | Follow-up | 2.817 | 0.196          | low         |
|                      | Experimental group | Pre-test  | 2.707 | 0.091          | low         |
|                      |                    | Post-test | 3.447 | 0.255          | Medium      |
|                      |                    | Follow-up | 3.533 | 0.196          | Medium      |
| Interpersonal Skills | Control group      | Pre-test  | 2.825 | 0.112          | low         |
|                      |                    | Post-test | 2.803 | 0.261          | low         |
|                      |                    | Follow-up | 2.886 | 0.227          | low         |
|                      | Experimental group | Pre-test  | 2.858 | 0.112          | low         |
|                      |                    | Post-test | 3.828 | 0.261          | Medium      |
|                      |                    | Follow-up | 3.898 | 0.227          | Medium      |

Table 8 (continued)

| Variable          | Grouping           | Time      | Mean  | Std. Deviation | Implication |
|-------------------|--------------------|-----------|-------|----------------|-------------|
| Stress Management | Control group      | Pre-test  | 2.712 | 0.101          | low         |
|                   |                    | Post-test | 2.640 | 0.240          | low         |
|                   |                    | Follow-up | 2.768 | 0.221          | low         |
|                   | Experimental group | Pre-test  | 2.752 | 0.101          | low         |
|                   |                    | Post-test | 3.344 | 0.240          | Medium      |
|                   |                    | Follow-up | 3.440 | 0.221          | Medium      |
| Adaptability      | Control group      | Pre-test  | 2.656 | 0.153          | low         |
|                   |                    | Post-test | 2.480 | 0.304          | low         |
|                   |                    | Follow-up | 2.648 | 0.239          | low         |
|                   | Experimental group | Pre-test  | 2.480 | 0.153          | low         |
|                   |                    | Post-test | 3.400 | 0.304          | Medium      |
|                   |                    | Follow-up | 3.616 | 0.239          | Medium      |
| General Mood      | Control group      | Pre-test  | 2.352 | 0.138          | low         |
|                   |                    | Post-test | 2.384 | 0.218          | low         |
|                   |                    | Follow-up | 2.424 | 0.225          | low         |
|                   | Experimental group | Pre-test  | 2.248 | 0.138          | low         |
|                   |                    | Post-test | 2.544 | 0.218          | low         |
|                   |                    | Follow-up | 2.656 | 0.225          | low         |

Table 8 (continued)

| Variable               | Grouping           | Time      | Mean  | Std. Deviation | Implication |
|------------------------|--------------------|-----------|-------|----------------|-------------|
| Emotional intelligence | Control group      | Pre-test  | 2.718 | 0.053          | low         |
|                        |                    | Post-test | 2.641 | 0.155          | low         |
|                        |                    | Follow-up | 2.763 | 0.129          | low         |
|                        | Experimental group | Pre-test  | 2.676 | 0.053          | low         |
|                        |                    | Post-test | 3.439 | 0.155          | Medium      |
|                        |                    | Follow-up | 3.541 | 0.129          | Medium      |

The data results are analyzed as follows:

(1) Intrapersonal Skills: Control group: The Mean values were close in the pre-test (2.783), post-test (2.640), and follow-up (2.817), with smaller fluctuations, and the overall level was consistently evaluated as "low". This indicates that intrapersonal skills in the control group basically did not change significantly over time. The Experimental group: 2.707 in the pre-test, and the average in the post-test rose sharply to 3.447, reaching a "medium" level. From the post-test to the follow-up, the average slightly increased to 3.533 and remained at a "medium" level. This clearly indicates that Intrapersonal Skills in the group improved significantly after the experiment, and this improvement was maintained throughout the follow-up period. The standard error changed little, indicating that the data dispersion did not increase significantly.

(2) Interpersonal Skills: Control group: The Mean of the three time points (pre-test 2.825, post-test 2.803, follow-up 2.886) fluctuated slightly, but was generally at a "low" level and did not change significantly over time. Experimental group: The post-test (3.828) was significantly higher than the pre-test (2.858) mean and reached a "medium" level. The Mean continued to rise at the follow-up (3.898) and remained at a

"medium" level. This clearly demonstrated the positive and sustained enhancement of Interpersonal Skills in the group through cooperative learning experiment.

(3) Stress Management: Control group: The Mean of the pre-test (2.712), post-test (2.640), and follow-up (2.768) remained almost unchanged, consistently at a "low" level, and did not change over time. Experimental group: The post-test (3.344) was significantly higher than the pre-test (2.752) mean, reaching a "medium" level. At the follow-up (3.440), the Mean rose further and remained at a "medium" level. This indicates that the cooperative learning experiment effectively improved and maintained Stress Management skills in the experimental group.

(4) Adaptability: Control group: The Mean of the three time points (pre-test 2.656, post-test 2.480, follow-up 2.648) fluctuated weakly and remained at a "low" level, with no significant progress over time. Experimental group: The post-test (3.400) was significantly higher than the pre-test (2.480) average, reaching a "medium" level. At follow-up (3.616), the Mean continued to increase and remained at a "medium" level. This indicates that the cooperative learning intervention has a significant promoting effect on Adaptability in the experimental group, and the effect is maintained during the follow-up period.

(5) General Mood: Control group: The mean of the pre-test (2.352), post-test (2.384), and follow-up (2.424) fluctuated little and remained at a "low" level throughout, with no significant change over time. Experimental group: The post-test (2.544) increased compared to the pre-test (2.248) mean, but the increase was relatively small and remained at the "low" level. At follow-up (2.656), the Mean continued to rise slightly but remained at a "low" level. This suggests that the cooperative learning intervention had some positive effect on General Mood in the experimental group, but its improvement was less significant than other dimensions and failed to reach a "medium" level.

(6) Emotional intelligence: Control group: The Mean values of the pre-test (2.718), post-test (2.641), and follow-up (2.763) were close, and the overall assessment was "low", with no significant change over time. Experimental group: The post-test

(3.439) was significantly higher than the pre-test (2.676) mean, reaching a "medium" level. The Mean continued to rise at the follow-up (3.541) and remained at a "medium" level. This indicates that the cooperative learning intervention has a positive and sustained promoting effect on overall emotional intelligence in the experimental group.

Overall description: In the control group, the levels of various emotional intelligence dimensions and overall emotional intelligence remained basically at a "low" level at all time points (pre-test, post-test, and follow-up), and no obvious mean change or upward trend was observed. This validates that in the absence of specific intervention, the emotional intelligence levels of university students may remain relatively stable and are difficult to improve naturally.

In contrast, in the group, except for the General Mood dimension (which improved somewhat but remained at a "low" level), All other dimensions (Intrapersonal Skills, Interpersonal Skills, Stress Management, Adaptability) and overall emotional intelligence levels, during the post-test and follow-up phases after the cooperative learning intervention, All showed significant mean improvement and reached a "medium" level. These results strongly suggest that the emotional intelligence of the students in the group showed a significant overall upward trend after the intervention, particularly in core dimensions such as intrapersonal, interpersonal relationships, stress management, and adaptability. This initially validates the effectiveness of the cooperative learning model in enhancing the emotional intelligence of university students.

#### **4.3.3 Data analysis results of the experimental group**

In order to evaluate the effect of the cooperative learning model more rigorously and deeply, Repeated Measures ANOVA was performed on the emotional intelligence data of the experimental group at three time points (pre-test, post-test, follow-up). This analysis method can simultaneously examine the Time main effect, the Group main effect, and the Time  $\times$  Group Interaction, thereby fully revealing the intervention effect. At the same time, combined with the mean changes at each time point and pairwise comparisons (LSD test), the specific trends and differences in each dimension of emotional intelligence can be analyzed in more detail.



Table 9 One-way Repeated Measures ANOVA for the Experimental Group

| Variable               | Time      | Mean  | Std. Deviation | F     | p-value | LSD          |
|------------------------|-----------|-------|----------------|-------|---------|--------------|
| IntrapersonalSkills    | Pretest   | 2.745 | 0.065          | 5.634 | <0.001  | 2 > 1, 3 > 1 |
|                        | Post test | 3.043 | 0.180          |       |         |              |
|                        | Follow up | 3.175 | 0.139          |       |         |              |
| InterpersonalSkills    | Pretest   | 2.842 | 0.079          |       |         | 2 > 1, 3 > 1 |
|                        | Post test | 3.315 | 0.185          |       |         |              |
|                        | Follow up | 3.392 | 0.161          |       |         |              |
| StressManagement       | Pretest   | 2.732 | 0.072          |       |         | 2 > 1, 3 > 1 |
|                        | Post test | 2.992 | 0.170          |       |         |              |
|                        | Follow up | 3.104 | 0.156          |       |         |              |
| Adaptability           | Pretest   | 2.568 | 0.108          |       |         | 2 > 1, 3 > 1 |
|                        | Post test | 2.940 | 0.215          |       |         |              |
|                        | Follow up | 3.132 | 0.169          |       |         |              |
| GeneralMood            | Pretest   | 2.300 | 0.098          |       |         | 2 > 1, 3 > 1 |
|                        | Post test | 2.464 | 0.154          |       |         |              |
|                        | Follow up | 2.540 | 0.159          |       |         |              |
| Emotional intelligence | Pretest   | 2.697 | 0.038          |       |         | 2 > 1, 3 > 1 |
|                        | Post test | 3.040 | 0.109          |       |         |              |
|                        | Follow up | 3.152 | 0.091          |       |         |              |

The main effect of time was statistically significant. All dimensions (Intrapersonal Skills, Interpersonal Skills, Stress Management, Adaptability, General The F-values and p-values for Mood, as well as emotional intelligence as a whole, indicated significant time-dominant effects (for example,  $F=5.634$  for Intrapersonal Skills,  $p\text{-value}<0.001$ ). This suggests statistically significant changes in the mean values of each dimension of emotional intelligence (and overall emotional intelligence) among college students over time. Specifically, through the LSD (Least Significant Difference) post hoc test, it was found that both the post-test and follow-up averages were significantly higher than the pre-test. This indicates that in both the experimental group and the control group, from the pre-test to the post-test and then to the follow-up, the average emotional intelligence shows an overall upward trend.

The trends in each dimension are as follows:

Intrapersonal Skills: Pre-test mean 2.745, post-test 3.043, follow-up 3.175, showing a continuous upward trend. The LSD test results clearly indicated that the mean score of the post-test ( $p\text{-value}<0.001$ ) and the follow-up ( $p\text{-value}<0.001$ ) were significantly higher than those of the pre-test.

Interpersonal Skills: Pre-test mean 2.842, post-test 3.315, follow-up 3.392, showing a significant upward trend. The LSD test showed that the mean score of the post-test ( $p\text{-value}<0.001$ ) and the follow-up ( $p\text{-value}<0.001$ ) was significantly higher than that of the pre-test.

Stress Management: Pre-test mean 2.732, post-test 2.992, follow-up 3.104, showing an upward trend. The LSD test showed that the mean score of the post-test ( $p\text{-value}<0.001$ ) and the follow-up ( $p\text{-value}<0.001$ ) were significantly higher than those of the pre-test.

Adaptability: Pre-test mean 2.568, post-test 2.940, follow-up 3.132, showing a significant upward trend. The LSD test showed that the mean score of the post-test ( $p\text{-value}<0.001$ ) and the follow-up ( $p\text{-value}<0.001$ ) were significantly higher than those of the pre-test.

General Mood: Pre-test mean 2.300, post-test 2.464, follow-up 2.540, showing an upward trend. The LSD test showed that the mean score of the post-test ( $p\text{-value} < 0.05$ ) and follow-up ( $p\text{-value} < 0.05$ ) was significantly higher than that of the pre-test, but the increase was relatively small.

Emotional intelligence (overall) : pre-test mean 2.697, post-test 3.040, follow-up 3.152, showing a sustained upward trend. The LSD test showed that the mean score of the post-test ( $p\text{-value} < 0.001$ ) and the follow-up ( $p\text{-value} < 0.001$ ) were significantly higher than those of the pre-test.

When a connection exists between variables but a direct causal relationship cannot be established, this type of relationship is referred to as a correlation. In this study, Pearson correlation analysis was employed to examine the relationships among the pre-test, post-test, and follow-up scores of emotional intelligence.

Table 10 Experiment group pre-test, post-test, follow-up correlation test

|           | Pre-test | Post-test | Follow-up |
|-----------|----------|-----------|-----------|
| Pre-test  | 1        |           |           |
| Post-test | .624**   | 1         |           |
| Follow-up | .690**   | .834**    | 1         |

Note:\*\*indicates significant correlation at the 0.01 level(two-tailed).

Table 11 Mauchly's Test of Sphericity

| Within Subjects Effect | Value                  | F     | Hypothesis df | Error df | P-value |
|------------------------|------------------------|-------|---------------|----------|---------|
| Time                   | Intrapersonal Skills   | 0.889 | 5.551         | 2        | 0.062   |
|                        | Interpersonal Skills   | 0.924 | 3.696         | 2        | 0.158   |
|                        | Stress Management      | 0.942 | 2.799         | 2        | 0.247   |
|                        | Adaptability           | 0.858 | 7.219         | 2        | 0.027   |
|                        | General Mood           | 0.904 | 4.735         | 2        | 0.094   |
|                        | Emotional Intelligence | 0.85  | 7.664         | 2        | 0.022   |

Table 10 shows the results of Mauchly's test of sphericity indicate whether the covariance matrix of the repeated measures (time) meets the assumption of sphericity. The p-values for Intrapersonal Skills (p-value = 0.062), Interpersonal Skills (p-value = 0.158), Stress Management (p-value = 0.247), and General Mood (p-value = 0.094) were not statistically significant, suggesting that the sphericity assumption was met for these dimensions, and thus no correction was necessary. However, the p-values for Adaptability (p-value = 0.027) and overall Emotional Intelligence (p-value = 0.022) were statistically significant, indicating that the assumption of sphericity was violated for these variables. Therefore, a correction to the degrees of freedom for the within-subject effects was required for these two indicators.

The time\*group interaction was significant: The dimensions of Self-Control, Emotional Expressivity, Social Awareness, Stress Management, and Adaptability all showed significant group main effects and time × group interaction (p-value<0.05). This indicates that the improvement in these emotional intelligence dimensions in the experimental group was significantly greater than that in the control group, and the intervention had a significant differentiating effect on the improvement of emotional intelligence ability. The group's estimated marginal mean at the three time points

fluctuated or changed less, indicating that their emotional intelligence changed less and was unstable over time, while the group showed a significant and sustained upward trend.

Table 12 Time/multivariate test

| Effect             |                | value | F       | Assume degrees of freedom | Error degrees of freedom | P-value |
|--------------------|----------------|-------|---------|---------------------------|--------------------------|---------|
| Intersubjective    | Intercept      | 0.971 | 299.316 | 5                         | 44                       | <0.001  |
|                    | Grouping       | 0.309 | 3.929   | 5                         | 44                       | 0.005   |
| Within the subject | Time           | 0.591 | 5.634   | 10                        | 39                       | <0.001  |
|                    | Time* Grouping | 0.544 | 4.653   | 10                        | 39                       | <0.001  |

Multivariate test results of the time effect show:

(1) Intersubject effect: The intercept term is significant ( $p\text{-value} < 0.001$ ), indicating significant baseline effect of the model, that is, the overall level of the dependent variable is significantly non-zero; The group effect was significant ( $p\text{-value} = 0.005$ ), indicating a significant difference in the overall mean of the dependent variable between the experimental group and the control group after controlling for the time factor. This indicates that there is a significant difference in average emotional intelligence levels between the experimental group and the control group at any time point, further confirming the overall effect of the intervention.

(2) Intra-subject effect: The time-dominant effect is significant ( $p\text{-value} < 0.001$ ), which is consistent with the results of the repeated measures analysis of variance mentioned earlier, indicating that there is an overall difference in the mean of

the dependent variable in the pre-test, post-test, and follow-up, and that emotional intelligence shows overall changes over time; The time\*group interaction was significant ( $p\text{-value}<0.001$ ), which was the most critical statistical result. It clearly indicates that the effect of the groups on the dependent variable (each dimension of emotional intelligence and overall emotional intelligence) varies over time. In other words, the trajectories of emotional intelligence development in the experimental group and the control group were significantly different, and this difference was caused by the intervention.

The time master effect, the group master effect, and the time \* group interaction were all significant, indicating that indicators in all dimensions improved overall over time, and there were differences in the levels of indicators among different groups, and the differences changed over time. This strongly supports the experimental hypothesis of this study.

The following is a detailed analysis of the estimated marginal mean line graph of each dimension indicator. They visually present the significance of the interaction between time\*groups. The horizontal axis represents time points 1, 2, and 3 (representing pre-measurement, post-measurement, and follow-up respectively), and the vertical axis represents the estimated marginal mean. The blue line represents the control group, and the green line represents the experimental group.

Line chart analysis of estimated marginal mean for each dimension indicator

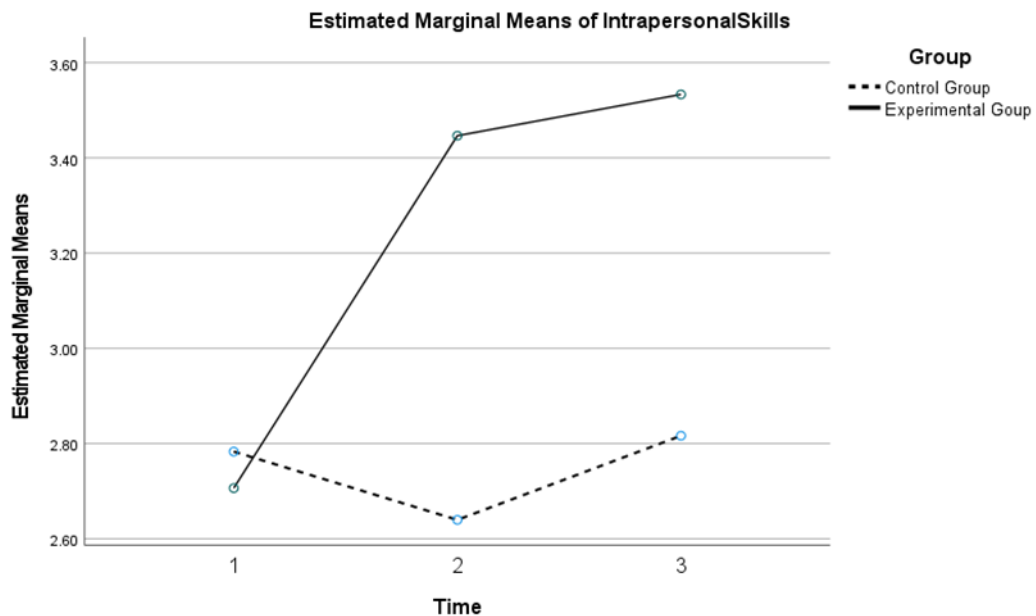


Figure 4 Mean of university students' intrapersonal skills  
(Experimental group+control group)

Intrapersonal Skills: Experimental group: At time point 1, the estimated marginal mean of Intrapersonal Skills was lower. There was a significant increase from time point 1 to 2, and there was still an upward trend from time point 2 to 3. Overall, there was a clear upward trend, indicating that Intrapersonal Skills in the experimental group improved significantly over time. In the control group: The estimated marginal mean fluctuated unstably at the three time points, decreased from time point 1 to 2, and increased again from time point 2 to 3, but the overall change was small, indicating that the Intrapersonal Skills in the control group changed less and unstably over time. Conclusion: The graph visually demonstrates the significant interaction of time \* groups, that is, the Intrapersonal Skills in the experimental group were significantly affected by time and improved significantly, while those in the control group were less affected by time and fluctuated irregularly. This further shows that the intervention (which distinguishes the experimental group from the control group) has an effect on the change of Intrapersonal Skills over time.



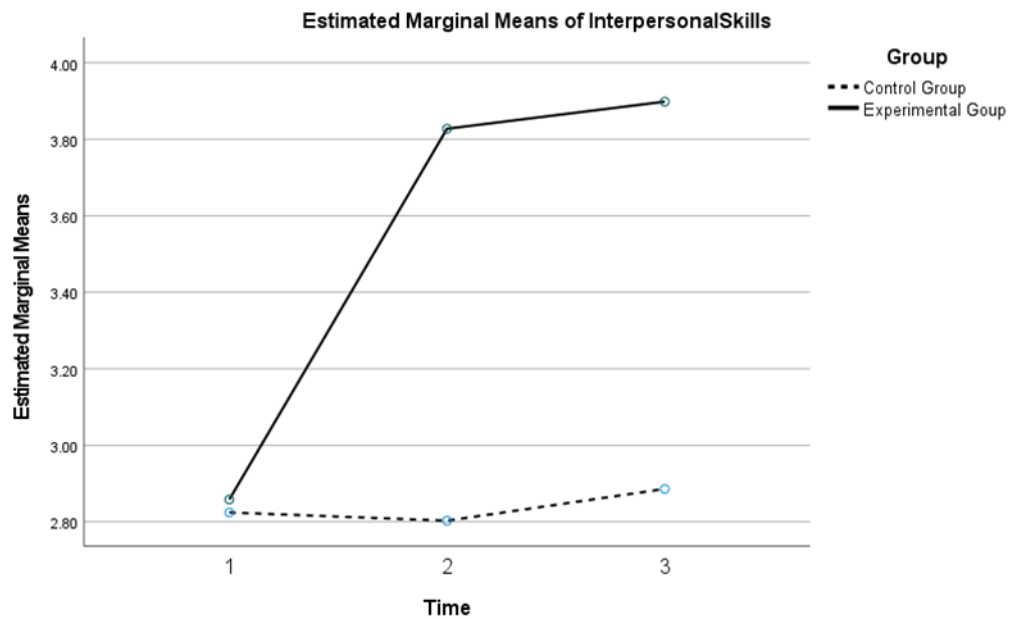


Figure 5 Mean of university students' interpersonal skills  
(Experimental group+control group)

Interpersonal Skills: Experimental group: At time point 1, the estimated marginal mean of Interpersonal Skills was lower. There was a significant increase from time point 1 to 2, and there was still an upward trend from time point 2 to 3. Overall, there was a clear upward trend, indicating that Interpersonal Skills in the group improved significantly over time. Control group: The marginal mean of estimation at the three time points was relatively stable, with small fluctuations, but the change was not obvious, indicating that the Interpersonal Skills in the control group changed less over time; Conclusion: The graph visually demonstrates the significant interaction of time \* groups, that is, the Interpersonal Skills in the experimental group changed significantly and improved significantly by time, while those in the control group were less affected by time. This further shows that the intervention (which distinguishes the experimental group from the control group) has an effect on the changes in Interpersonal Skills over time.

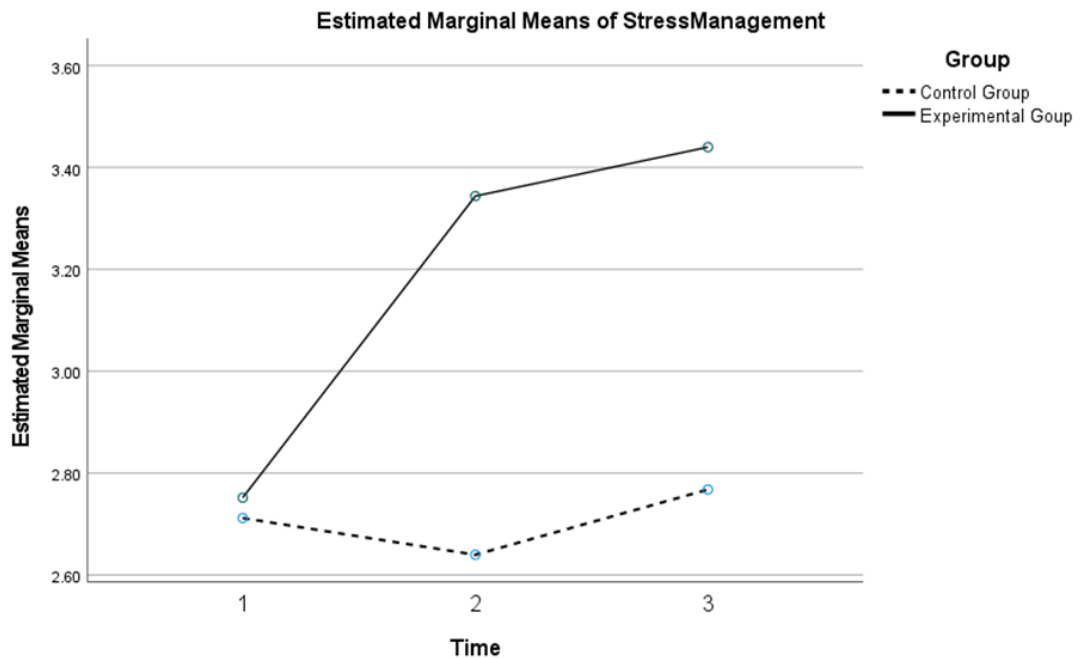


Figure 6 Mean of university students' Stress Management  
(Experimental group+control group)

Stress Management: Experimental group: At time point 1, the estimated marginal mean of Stress Management was lower. There was a significant increase from time point 1 to 2, and there was still an upward trend from time point 2 to 3. Overall, there was a clear upward trend, indicating that the Stress Management ability of the experimental group improved significantly over time. Control group: The estimated marginal mean fluctuated relatively at the three time points, decreased from time point 1 to 2 and increased again from time point 2 to 3, but the overall change was small, indicating that the Stress Management ability of the control group changed less over time and was unstable. Conclusion: This graph visually demonstrates the significant interaction of time \* groups, that is, the Stress Management ability of the experimental group is significantly affected by time and improves by a large margin, while that of the control group is less affected by time and fluctuates irregularly. This further shows that the intervention (which distinguishes the experimental group from the control group) has an effect on the changes in Stress Management over time.

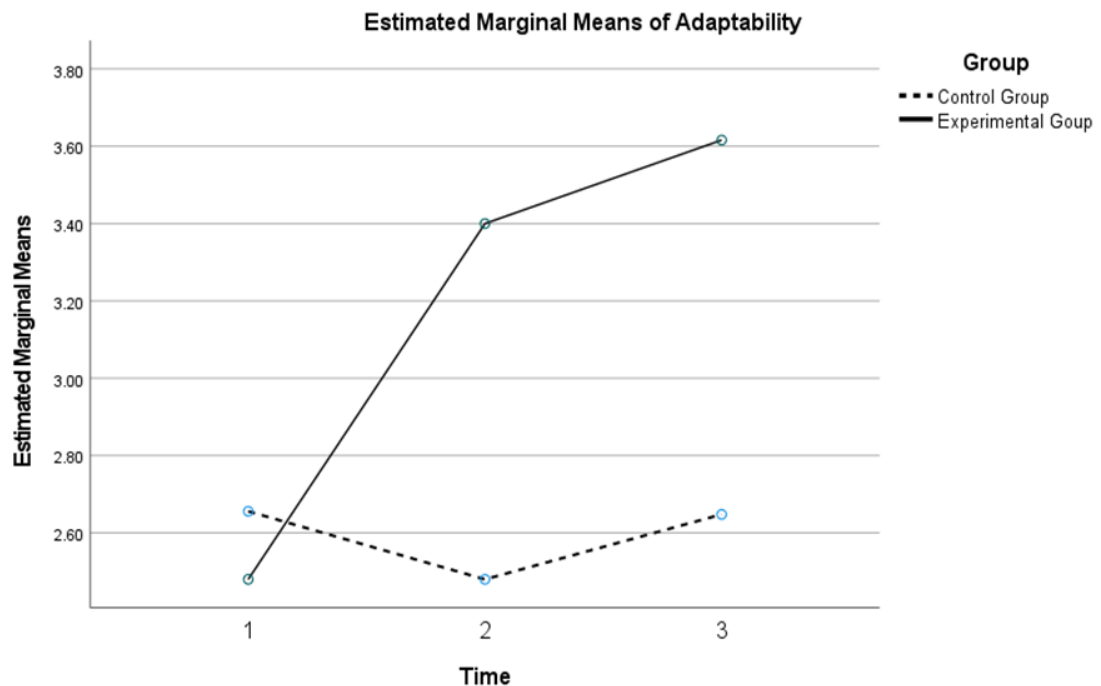


Figure 7 Mean of university students' Adaptability(Experimental group+control group)

Adaptability: Experimental group: At time point 1, the estimated marginal mean of Adaptability was lower. There was a significant increase from time point 1 to 2, and there was still an upward trend from time point 2 to 3. Overall, there was a clear upward trend, indicating a significant improvement in Adaptability in the experimental group over time. Control group: The estimated marginal mean fluctuated at the three time points, decreased from time point 1 to 2, and rebounded from time point 2 to 3. The overall change was small and unstable, indicating that the Adaptability of the control group changed less over time and did not show a continuous improvement trend. Conclusion: The graph visually shows that the time \* group interaction is significant, that is, the Adaptability in the experimental group is significantly affected by time and improves by a large margin, while in the control group it is less affected by time and fluctuates irregularly, further indicating that the intervention measures (distinguishing the experimental group from the control group) have an effect on Adaptability over time. It helps to improve adaptability levels in the groups.

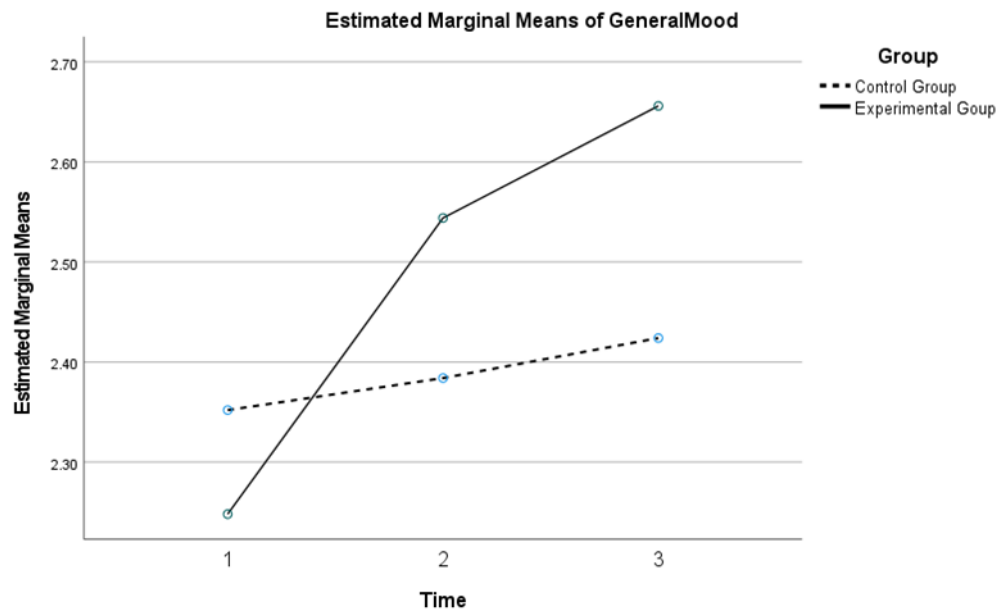


Figure 8 Mean of university students' General Mood (Experimental group+control group)

General Mood (General Mood) : Experimental group: At time point 1, the estimated marginal mean of General Mood was relatively low. There was a significant increase from time point 1 to 2, and it still maintained an upward trend from time point 2 to 3. Overall, it showed an obvious upward trend, but the data statistics  $p > 0.05$ . This indicates that the General Mood of the group has improved over time, but not significantly; Control group: The estimated marginal mean at the three time points showed a slow upward trend, with small and steady changes, indicating that the General Mood in the control group changed over time, but not as significantly as that in the control group.

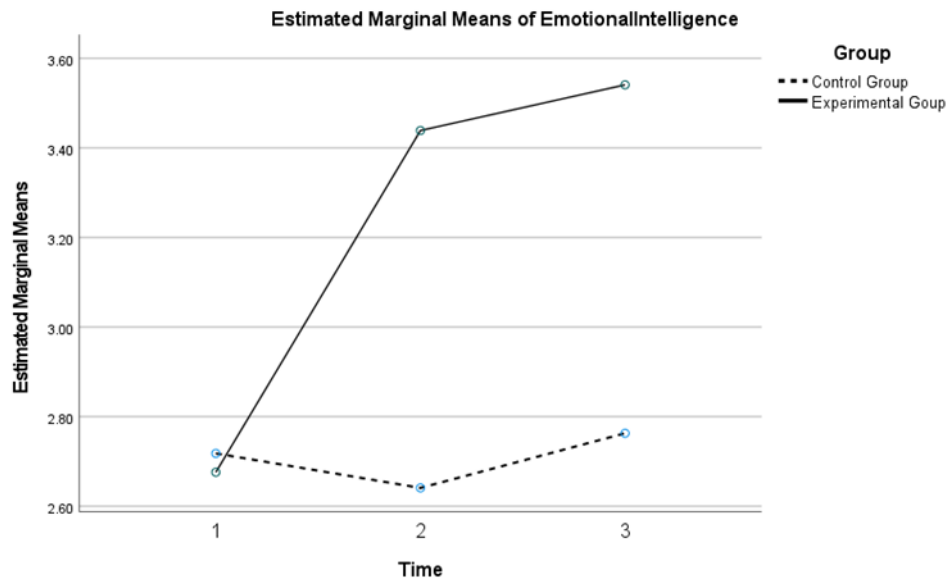


Figure 9 Mean of university students' General Mood (Experimental group+control group)

Emotional Intelligence: In the experimental group: At time point 1, the estimated marginal mean of emotional intelligence was lower, there was a significant increase from time points 1 to 2, and there was still an upward trend from time points 2 to 3. Over all, there was a significant upward trend, indicating that emotional intelligence in the experimental group improved significantly over time; Control group: The estimated marginal mean at the three time points fluctuated, decreased from time point 1 to 2, and rebounded from time point 2 to 3. The overall change was small and unstable, indicating that the emotional intelligence of the control group changed less over time and did not show a continuous improvement trend. Conclusion: The graph visually shows the significant interaction of time \* groups, that is, the emotional intelligence of the experimental group is significantly affected by time and increases significantly, while that of the control group is less affected by time and fluctuates irregularly, further indicating that the intervention measures (distinguishing the experimental group from the control group) have an effect on the emotional intelligence over time, which helps to improve the emotional intelligence level of the experimental group.

In conclusion, the results of the analysis strongly support the hypothesis of this study that the cooperative learning-based intervention model can effectively promote the

development of emotional intelligence in college students, and its effect remains stable during the follow-up period, indicating that the intervention has short-term and long-term effectiveness.



## **CHAPTER 5**

### **Conclusion and Discussion**

This chapter will provide a comprehensive summary of the study, starting with a review of the research objectives, hypotheses, and methods employed. Subsequently, the main conclusions of this study will be drawn based on the detailed research results presented in Chapter 4, and these conclusions will be further discussed. Finally, this chapter will objectively analyze the limitations of this study and, on this basis, present prospects for future research.

#### **5.1 A Brief Summary of the Study**

##### **5.1.1 Objectives of the Study**

- 1) To study the definition, and characteristics of emotional intelligence of university students.
- 2) To develop the Cooperative Learning model for enhancing emotional intelligence of university students.
- 3) To evaluate the effectiveness of the Cooperative Learning model for enhancing emotional intelligence of university students.

##### **5.1.2 Research Hypothesis**

- 1) In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after the follow up period is higher than before beginning the experiment.
- 2) In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after follow up period is higher than the students in the control group.

##### **5.1.3 Research Tools**

- 1) The "Emotional Intelligence Questionnaire for University Students" is employed to evaluate students' status before the implementation of the teaching model, with the objective of identifying their baseline levels and existing challenges. At the same time, this instrument functions as a measurement tool for the pre-test, post-test, and



follow-up stages, enabling consistent data comparison and analysis throughout the study.

2) The "Semi-Structured Expert Interview Questionnaire" is used to conduct interviews with experts prior to the development of the teaching model. Its purpose is to identify the key elements that define Emotional Intelligence learning, outline its core components, and determine the structural elements of the model within the context of cooperative learning.

3) The "Cooperative Learning Model" plays a crucial role in organizing the instructional process. It includes the planning of teaching duration, instructional content, learning activities, necessary tools, and timelines to ensure the process is carried out efficiently. This systematic structure contributes to improved learning outcomes for students.

4) The "Expert Evaluation Form for Enhancing Emotional Intelligence through Cooperative Learning Model" is utilized to verify the practicality and effectiveness of the instructional model.

5) The "Expert Evaluation Form for the Emotional Intelligence Questionnaire for University Students" is employed to assess the practicality and validity of the survey instrument.

#### **5.1.4 Research Methodology**

**Phase 1: Investigation of the Definition and Components of Emotional Intelligence (EI) of University Students**

##### **Step 1: Literature review study**

Examine, interpret, and integrate existing literature and empirical findings related to emotional intelligence, cooperative learning, theoretical foundations, evaluation techniques, learning conditions, and learner-related challenges.

##### **Step 2: Develop a semi-structured interview questionnaire**

Develop a semi-structured interview questionnaire for experts. By conducting open-ended interviews with five specialists, the study identified and synthesized the definition, key elements, implementation steps, and strategies related to emotional intelligence.

### **Step 3: Develop the questionnaire of college students' emotional intelligence**

Drawing on insights from both the literature review and expert interviews, the emotional intelligence questionnaire for university students was constructed. The initial version, consisting of 40 items, will be submitted to IOC specialists to evaluate the consistency indices, ensuring the tool's precision and relevance.

### **Step 4: Questionnaire Try Out**

This step entailed a reliability assessment of an emotional intelligence questionnaire for university students, structured on a five-point Likert scale. This instrument was initially administered to a sample of 107 students whose backgrounds closely matched those of the experimental group. Following expert evaluation, the final version of the questionnaire was confirmed, comprising 40 items. The reliability coefficient achieved for this version was 0.952, indicating high internal consistency.

## **Phrase 2: Development of an Cooperative Learning Model to Enhance Emotional Intelligence of University Students**

### **Step 1: Literature Review**

Grounded in Constructivism theory, the researcher designed a cooperative learning model aimed at improving the emotional intelligence (EI) of university students. Through semi-structured interviews conducted with five experts, the essential components of EI in the university context were identified as follows: (1) intrapersonal skills, (2) interpersonal skills, (3) stress management, (4) adaptability, and (5) general mood. Drawing upon findings from both the literature review and expert consultations, the structure of each session within the cooperative learning model was organized into four key phases: (1) lead-in, (2) guided exploration and explanation, (3) activity application, and (4) comprehensive evaluation and conclusion. A five-week instructional plan was then developed, consisting of 14 detailed sessions, with each session designed to last 90 minutes.

### **Step 2: IOC Expert Evaluation**

During the evaluation of the course outline by IOC measurement experts, particular emphasis was placed on the clarity of instructional goals, the logical

organization and consistency of the course content, the effectiveness of the planned teaching activities, and the degree to which these elements aligned with the fundamental components of emotional intelligence (EI). The assessment outcomes revealed strong performance across these criteria, suggesting that the course structure satisfies the standards of scientific rigor and practical feasibility for educational application.

### **Step 3: Cooperative Learning Model Course Try Out**

Ten first-year students whose backgrounds closely resembled those of the experimental group were selected to engage in a two-day trial of the cooperative learning model course. The researcher observed their responses and engagement throughout the sessions, which provided valuable insights for refining and adjusting the course content. These modifications were incorporated into the finalized course plan, ensuring its readiness for implementation in the formal experiment involving the experimental group.

### **Phrase 3: The Evaluation of The Cooperative Learning Model to Enhancing University Students' Emotional Intelligence**

#### **Step 1: Pre-test Period**

An emotional intelligence questionnaire was administered to 578 first-year non-English major students at Chengdu University of Information Technology. From the collected responses, the 50 students with the lowest scores were selected and randomly divided into two groups. Care was taken to ensure that both the experimental and control groups had comparable and balanced average scores on the questionnaire.

#### **Step 2: Experimental Period**

A structured five-week instructional intervention was implemented for 25 students in the experimental group, designed to improve emotional intelligence through the application of the cooperative learning model. Each week included two to three sessions, each lasting 90 minutes. Emotional intelligence assessments were administered both before and after the intervention to measure changes. Meanwhile, the control group did not participate in any cooperative learning model activities during this period.

### **Step 3: Post-test Period**

Following the completion of the teaching experiment, the "University Students' Emotional Intelligence Questionnaire" was administered as a post-test to both the experimental and control groups to assess their emotional intelligence levels.

### **Step 4: Follow-up Period**

One month after the conclusion of the teaching experiment, follow-up assessments were carried out with both the experimental and control groups to examine the persistence of effects. This follow-up phase offers further understanding of the long-term influence of the intervention.

### **Step 5: Data Analysis**

GLM repeated measures ANOVA was employed to examine the emotional intelligence performance of both the experimental and control groups across the pre-test, post-test, and follow-up phases.

## **5.2 Research Conclusion**

### **5.2.1 Phase 1: Summary the Definition and Components of Emotional Intelligence of University Students**

In alignment with the first research objective, the study identified five core components of emotional intelligence (EI) among university students: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. The Emotional Intelligence Scale developed for this purpose consists of 40 items, each rated on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The estimated completion time for the questionnaire is approximately 30 minutes. The instrument demonstrated high internal consistency, with an overall reliability coefficient of 0.952.

#### **5.2.1.1 Definition of Emotional Intelligence of University Students**

Through the integration of findings from literature reviews and perspectives obtained from interviews with five experts, the Emotional Intelligence of university students can be defined as follows: a set of personal and social abilities that help university students recognize, understand, and manage their own emotions while also responding effectively to the emotions of others. It includes the capacity to reflect on

students' feelings, communicate with empathy, stay calm under pressure, adjust to change, and maintain a positive outlook.

#### 5.2.1.2 Components of University Students' Emotional Intelligence

Based on an extensive literature review and the development of an expert interview protocol, the researcher engaged in discussions and exchanges to gather and synthesize expert viewpoints. The emotional intelligence (EI) framework for university students generally aligns with Bar-on's theoretical model, which includes five fundamental components. Nevertheless, these components have been adapted to reflect the unique characteristics and needs of university students. The refined structure of EI for this population includes intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. It consists of the following five components:

Intrapersonal skills refer to university students' ability to understand and interact effectively with others in academic and social contexts. These skills involve recognizing and responding to others' emotions, demonstrating empathy, taking social responsibility, and building mutually supportive relationships. Students with strong interpersonal skills tend to communicate well, cooperate efficiently in group settings, and contribute positively to the classroom and campus community.

Interpersonal skills refers to the ability of university students to understand and interact effectively with others. This dimension includes empathy, which is the ability to perceive and understand the emotions of others, and social responsibility, which emphasizes contributing positively to the community and fostering cooperative relationships. Relationship management, another key aspect, involves building and maintaining healthy interpersonal connections, resolving conflicts, and promoting mutual respect. For university students, these skills are essential for forming supportive peer networks, cooperating in group activities, and thriving in diverse social environments.

Stress management refers to university students' capacity to regulate emotional responses and cope constructively with academic, social, and personal pressures. It involves the ability to tolerate stress without becoming overwhelmed and to

maintain emotional balance in challenging situations. Students who manage stress effectively are better equipped to stay focused, adapt to change, and maintain psychological well-being during demanding periods of university life.

Adaptability refers to university students' ability to adjust their emotions, thoughts, and behaviors in response to new, uncertain, or changing academic and social environments. It involves being open to feedback, flexible in handling challenges, and capable of modifying one's perspective or strategy when faced with unfamiliar situations. For university students, strong adaptability helps them navigate transitions such as entering university, managing shifting coursework demands, and interacting with diverse peers and faculty.

General Mood refers to university students' overall emotional tone and self-motivation. It reflects their tendency to maintain a positive mindset, stay optimistic about their academic and personal life, and experience a sense of contentment and satisfaction with themselves and their surroundings. University students with a healthy general mood are typically more resilient, hopeful, and emotionally stable, which supports both well-being and academic engagement.

#### **5.2.1.3 Developing a semi-structured interview questionnaire**

Through comprehensive interviews and discussions with experts, the researcher gathered and analyzed professional insights to design a cooperative learning model aimed at enhancing emotional intelligence (EI). Semi-structured interviews were conducted with five specialists in the fields of English education and psychology. The interview framework covered three core areas: the definition and components of emotional intelligence, the construction of the cooperative learning model, and the evaluation methods for EI. Drawing on Slavin's (2018) cooperative learning theory, the researcher developed a learner-centered instructional model tailored to university students. This model integrates psychological principles and expert feedback to inform the design of collaborative learning activities. These activities are intended to foster active participation and cooperative engagement among students. Based on findings from both the literature review and expert interviews, relevant data and information were

systematically compiled, serving as a foundation for refining the conceptual framework and constructing the cooperative learning model.

#### **5.2.1.4 Development of emotional intelligence questionnaire**

Drawing from the data obtained through the expert interview protocol, the researcher developed an Emotional Intelligence Questionnaire tailored for university students. This instrument incorporates a comprehensive definition of emotional intelligence along with its five core components. It comprises 40 items aimed at evaluating both the overall emotional intelligence level and the individual performance across each component. To ensure the tool's validity and reliability, the researcher engaged five (IOC) experts for content validation and administered the questionnaire to a sample of 107 university students. The evaluation results demonstrated an IOC score of 1.0 and a reliability coefficient of 0.952, confirming the tool's robustness. The questionnaire is structured into two sections: (1) basic demographic information and (2) items assessing the five components of emotional intelligence.

### **5.2.2 Phase 2: Development of cooperative learning model to improve university students' emotional intelligence**

#### **5.2.2.1 Interview stage**

Based on an extensive literature review and expert interviews, the researcher designed a cooperative learning model composed of 14 structured lesson plans. Each lesson follows a four-phase instructional approach: (1) Lead-in, (2) Guided Exploration and Explanation, (3) Activity Applying, and (4) Comprehensive Evaluation and Conclusion. Each session is scheduled for 90 minutes. The alignment between the learning objectives and the structure of the cooperative learning activities demonstrated a consistency index exceeding 0.7. The overall course spans five weeks, with two to three sessions conducted per week. This instructional pacing allows students to engage deeply with the content, promotes cooperative involvement in every lesson, and supports the development of their emotional intelligence.

1) Lead-in: This initial step introduces the instructional topic and provides essential background knowledge to support students' understanding. It aims to stimulate students' interest, guide their attention toward the session's goals, and activate relevant



prior knowledge. This phase creates a supportive atmosphere for learning by preparing students mentally and emotionally for the upcoming activities.

2) Guided Exploration and Explanation: In this phase, the instructor facilitates a structured exploration of key concepts related to emotional intelligence through guided questioning, demonstrations, and shared inquiry. The goal is to support students in building meaningful connections between theoretical content and their own experiences. This phase emphasizes learner involvement and encourages deeper understanding through interaction and clarification.

3) Activity Applying: Students are engaged in practical cooperative activities designed to apply newly acquired knowledge and skills. These activities may include group discussions, peer collaboration, role-playing, and situational analysis. They help reinforce the emotional intelligence components such as intrapersonal skills, interpersonal communication, adaptability, stress regulation, and emotional expression. Active participation in this stage encourages students to integrate their learning in meaningful and applied contexts.

4) Comprehensive Evaluation and Conclusion: The final phase focuses on consolidating learning outcomes. Students review session objectives, reflect on their experiences, and receive constructive feedback from peers and instructors. This reflection supports self-assessment and allows students to internalize what they have learned. The emphasis is placed on connecting individual progress with group experiences, thereby reinforcing both emotional and academic growth.

Instructional materials used across these four stages include multimedia presentations, video clips, group worksheets, online tools, and reflective journals. These diverse educational resources enrich the learning environment and enhance the effectiveness of the cooperative learning model in cultivating emotional intelligence.

#### **5.2.2.2 Assessment and adjustment stage**

Five experts were consulted to assess the internal consistency of the detailed content within the teaching plan. The evaluation results confirmed that all components were appropriate. Based on the experts' recommendations, necessary



modifications were implemented to enhance the overall effectiveness of the instructional experiment.

Prior to the implementation of the teaching experiment, a group of ten students with similar backgrounds were invited to participate in a trial run of the course. The researcher closely observed their responses and gathered their feedback. Based on these observations, final adjustments were made to the course plan to optimize the effectiveness of the instructional experiment.

Overall, the cooperative learning model curriculum designed in this study includes the implementation of structured sessions, the provision of professional instructional support, and the establishment of a supportive learning environment that fosters the development of emotional intelligence. This stage of research provides a solid groundwork for the forthcoming empirical investigation. The model emphasizes the development of university students' intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. These dimensions aim to strengthen students' emotional capacities, enhance their ability to interact constructively with others, manage challenges effectively, and adapt to academic and social demands. The upcoming phase of the research will involve an empirical evaluation of the cooperative learning model's effectiveness in enhancing emotional intelligence and will serve to refine and improve the instructional framework based on the findings.

**5.2.3 Phase 3: To evaluate the effect of a cooperative learning model to improve university students' emotional intelligence.**

#### **5.2.3.1 Pre-test results of emotional intelligence questionnaire**

Before implementing the cooperative learning intervention, a pre-test was conducted using the Emotional Intelligence Questionnaire to examine whether the experimental and control groups were comparable in terms of their initial emotional intelligence levels. The analysis revealed no statistically significant differences between the two groups across all measured dimensions of emotional intelligence. Specifically, both groups demonstrated similar levels in the areas of intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. These findings suggest that the students in both groups entered the experiment with equivalent baseline emotional

intelligence. As such, any differences observed in the post-test and follow-up phases can be more confidently attributed to the impact of the cooperative learning model rather than to pre-existing disparities. This equivalence in emotional intelligence between the two groups confirms the appropriateness of the sample division and provides a valid foundation for subsequent comparisons throughout the experimental process.

#### **5.2.3.2 Survey results of emotional intelligence**

Prior to the implementation of the instructional model, the emotional intelligence levels of the fifty participating students were generally low, indicating substantial potential for improvement. Upon completion of the course, assessment results demonstrated that the emotional intelligence of students in the experimental group had increased to a moderately high level. Improvements were observed across all dimensions of emotional intelligence, with particularly notable gains in intrapersonal skills and interpersonal skills. A follow-up assessment conducted one month later for both the experimental and control groups revealed that the experimental group maintained their moderately high level of emotional intelligence. These findings suggest that the cooperative learning intervention produced a meaningful and sustained effect on students' emotional development. Despite these positive outcomes, it is important to acknowledge the current lack of dedicated programs specifically designed to enhance emotional intelligence among university students. Learners often lack sufficient institutional support and resources to develop emotional intelligence in their academic and personal environments. Greater attention is therefore needed in this area. Educators have a critical role to play in providing targeted guidance and support while fostering a learning environment that promotes emotional growth. By designing and implementing thoughtfully structured activities and instructional plans, teachers can assist students in rapidly strengthening their emotional intelligence. This, in turn, equips learners with the skills necessary to navigate the challenges of both academic and everyday life more effectively.

### **(1) Implementation of cooperative learning model**

An instructional experiment involving 50 first-year university students, divided equally into an experimental group and a control group, was designed to examine the effects of the cooperative learning model on the development of emotional intelligence. The intervention targeted five key components of emotional intelligence, namely intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. The instructional sequence comprised 14 sessions, each with a duration of 90 minutes, structured to promote depth of understanding and consistent engagement from students. To ensure effective implementation, instructors carefully designed each session to include interactive cooperative learning activities, incorporating techniques such as group discussions, peer feedback, collaborative tasks, and scenario-based learning. These instructional strategies aimed to foster meaningful interaction among students while enhancing their emotional intelligence in a comprehensive and sustained manner.

### **(2) The effectiveness of cooperative learning model in promoting emotional intelligence**

Based on the analysis of the data collected throughout this study, it was found that the cooperative learning model produced notable improvements in students' emotional intelligence across all five dimensions. The experimental group demonstrated significant progress following the intervention and continued to exhibit improvement during the follow-up period, while the control group showed no considerable changes or a slight decline over time. These findings suggest that the cooperative learning model played an important role in enhancing students' emotional intelligence, particularly in the areas of intrapersonal skills and interpersonal skills, which showed the most substantial gains. Students in the experimental group progressed from a low to a moderate level in emotional intelligence, indicating the effectiveness of the instructional design. In comparison, students in the control group maintained consistently low performance levels throughout all phases of the study. The results support the idea that the cooperative learning model creates a supportive and engaging environment that promotes students' ability to understand and manage their own emotions, establish and

maintain interpersonal relationships, handle stress effectively, adapt to new challenges, and sustain a generally positive emotional state. Moreover, the intervention effects were not only evident immediately after the completion of the course but were also sustained over time, as demonstrated in the follow-up assessment. The persistent improvements among students in the experimental group underline the lasting impact of cooperative learning on emotional intelligence development. These findings confirm the reliability and applicability of the model in practical educational settings. Overall, this study highlights the cooperative learning model as a valuable strategy in enhancing college students' emotional intelligence. The effectiveness of the model across multiple time points indicates that this instructional approach provides both immediate and enduring benefits. These outcomes offer essential insights for the design of future emotional intelligence interventions and contribute to the theoretical and empirical foundations necessary for implementing emotionally supportive educational practices in higher education.

### **5.3 Discussion**

#### **5.3.1 Phase 1: Discussion of Definition and Components of Emotional Intelligence in University Students**

##### **5.3.1.1 Defining Emotional Intelligence for University Students**

The initial phase of this research aimed to develop a clear and relevant definition of emotional intelligence (EI) suited to the specific developmental, academic, and psychosocial needs of university students. Phase 1 achieved the first objective of this study. Drawing on literature reviews and expert consultations, the definition adopted in this study emphasizes both personal and social competencies that enable students to recognize, understand, regulate, and express emotions, while also responding effectively to others' emotional states. This conceptualization is particularly applicable to the university context, where students encounter significant emotional, social, and academic challenges that demand strong emotional competencies.

The definition of emotional intelligence (EI) adopted in this study was developed to align with the cognitive, emotional, and social characteristics of university

students. In this research, emotional intelligence refers to a set of personal and social abilities that help university students recognize, understand, and manage their own emotions while also responding effectively to the emotions of others. It includes the capacity to reflect on students' feelings, communicate with empathy, stay calm under pressure, adjust to change, and maintain a positive outlook. This conceptualization draws upon and synthesizes several established definitions from previous scholars in the field of emotional intelligence.

The proposed definition is strongly influenced by the foundational work of Salovey and Mayer (1990), who originally defined emotional intelligence as the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Their definition emphasized the cognitive and regulatory functions of emotional intelligence, which are particularly relevant to academic contexts. Additionally, Goleman (1995) expanded this idea by incorporating emotional competencies such as self-awareness, emotional regulation, empathy, and motivation, particularly in relation to success in personal and professional settings. These elements have been carefully considered in shaping the present definition to reflect the developmental needs of university students.

Furthermore, Bar-On (2006) contributed a multidimensional view of emotional intelligence through his emotional-social intelligence (ESI) model, which includes interpersonal and intrapersonal skills, adaptability, stress management, and general mood. These domains are directly aligned with the five dimensions utilized in this study, making Bar-On's framework a foundational source for defining emotional intelligence in this context.

Moreover, this definition was developed not only based on theoretical literature but also through empirical classroom observations and expert consultation. During the initial phase of this research, the researcher noted that many students struggled with emotional self-regulation, maintaining motivation, and communicating effectively in group settings. These challenges reaffirmed the need for a definition of

emotional intelligence that encompasses both intrapersonal reflection and interpersonal competence.

Emotional intelligence, as defined in this study, encompasses five key components: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. Intrapersonal skills refer to the ability to self-reflect, understand students' own emotions, and manage internal states constructively. Interpersonal skills emphasize empathy, effective communication, and the development of supportive relationships. Stress management involves maintaining emotional balance and coping with academic or personal pressures. Adaptability reflects a student's capacity to adjust behaviors and thinking patterns in response to unfamiliar or changing environments. General mood captures students' ability to maintain a positive emotional outlook and sustain motivation across various life contexts.

This definition is grounded in well-established theoretical models. It closely aligns with Bar-On's (1997) conceptual framework of emotional intelligence, which views EI as a constellation of emotional and social abilities that influence how individuals understand and express themselves, relate to others, and manage daily demands. The inclusion of general mood and adaptability is consistent with Bar-On's emphasis on optimism and flexibility as integral to emotional well-being and coping. Furthermore, this multidimensional structure mirrors findings from recent empirical studies that highlight the predictive value of emotional intelligence for academic success, stress regulation, and interpersonal effectiveness in college populations (Alkattan, 2020; Kauts & Singh, 2022).

The decision to adopt this particular definition was informed by the educational and psychological context of the study. University students, especially non-English majors in China, often face difficulties in emotional expression, stress regulation, and communication in group learning scenarios. Therefore, a comprehensive and developmentally appropriate EI framework is necessary to design targeted interventions. This definition was further validated through semi-structured interviews with five experts in English education and psychology, all of whom agreed on the importance and

relevance of these five components in fostering emotional development among university students.

The selection of this definition not only ensures theoretical rigor but also enables the operationalization of emotional intelligence in ways that are measurable, teachable, and applicable. It supports the development of pedagogical tools and cooperative learning strategies aimed at improving students' EI levels and, ultimately, enhancing their academic resilience and social adaptability.

#### **5.3.1.2 Components of Emotional Intelligence**

The selection of the five components of emotional intelligence in this study, namely intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood, was based on both practical classroom observations and alignment with established emotional intelligence theories. These five dimensions were not chosen arbitrarily; rather, they were grounded in the real emotional and behavioral challenges consistently observed among university students during early classroom interactions and pilot teaching sessions.

Throughout the initial instructional phases, the researcher noted that students frequently experienced difficulties in managing emotional pressure, particularly during group projects and assessments. Many struggled with recognizing and articulating their emotions, managing stress, adapting to new academic expectations, and engaging in effective communication with their peers. These observations revealed critical gaps in students' emotional functioning that directly impacted their academic performance and social interactions. Therefore, each selected component was carefully chosen to address a specific area of need, with the aim of promoting a more emotionally intelligent and holistically prepared student population.

Intrapersonal skills were emphasized in this study because they represent the foundation of emotional intelligence. Students with low self-awareness and limited capacity for emotional reflection often face difficulties in regulating behavior, maintaining motivation, and making decisions. These challenges can negatively affect academic performance and emotional well-being. Bar-On (2006) defined intrapersonal competence



as the ability to understand and express one's feelings, which is essential for emotional self-regulation and goal-oriented behavior. Salovey and Mayer (1990) also highlighted self-awareness as a critical starting point for managing emotions and adapting to changing situations. Without this internal clarity, it becomes difficult for students to respond effectively to academic or social demands. Schutte et al. (2009) found that intrapersonal awareness is closely linked to emotional resilience and persistence in university settings. In the present study, the cooperative learning model integrated activities such as emotional journaling and self-reflection tasks to help students better recognize and manage their emotions. These strategies aimed to build a solid emotional foundation to support growth in other dimensions of emotional intelligence.

Interpersonal skills were selected to support students in managing relationships and communicating effectively in academic and collaborative contexts. Within cooperative learning environments, students often encountered challenges related to empathy, active listening, and conflict resolution. These deficits were particularly evident during team-based tasks, where ineffective communication and misunderstandings sometimes hindered group cohesion and the successful completion of joint objectives. The importance of interpersonal competence in emotional intelligence is well established in previous research. Goleman (1995) emphasized that social awareness and relationship management are core elements of emotional intelligence, allowing individuals to build trust, cooperate productively, and navigate complex social interactions. When students are able to recognize others' emotions and respond with empathy, they contribute more constructively to group processes and enhance overall classroom dynamics. Salovey and Mayer (1990) also underscored the role of interpersonal intelligence as the capacity to perceive emotional signals from others and respond appropriately. These abilities are particularly relevant in university settings where collaborative learning, peer feedback, and cooperative tasks are essential components of academic engagement. Moreover, Brackett et al. (2011) found that students who received interpersonal skills training demonstrated improved teamwork and emotional expression in classroom discussions. In this study, the cooperative



learning model intentionally incorporated activities designed to foster interpersonal growth. Strategies such as peer interviews, role-switching, and group problem-solving were used to encourage perspective-taking and empathetic dialogue. These activities not only improved communication but also cultivated mutual respect and emotional sensitivity within student groups. The consistent improvement observed in interpersonal skills among the experimental group reinforces the value of such targeted strategies.

Stress management was identified as a crucial dimension of emotional intelligence in this study due to students' frequent struggles with academic pressure. Many participants showed signs of anxiety, restlessness, and poor focus during exams, presentations, and group deadlines. These emotional reactions often hindered learning efficiency and task performance, highlighting the need to enhance emotional regulation in stressful contexts. Schutte et al. (2002) emphasized that the ability to manage stress is a key indicator of functional emotional intelligence and directly contributes to academic resilience. Similarly, Bar-On (2006) included stress tolerance and impulse control in his emotional-social intelligence model, noting that individuals who effectively regulate pressure are better equipped to handle demanding situations. Fredrickson (2001) further argued that cultivating positive emotions through supportive environments can broaden students' coping resources and reduce emotional strain. In response, this study integrated targeted strategies such as guided reflection, group support, and practical regulation exercises into cooperative learning sessions. These activities helped students recognize emotional triggers, practice regulation techniques, and gain confidence in managing stress constructively.

Adaptability was prioritized in this study due to students' recurring challenges with managing change in academic settings. During cooperative learning activities, many learners encountered difficulties when transitioning between instructional formats, adjusting to unfamiliar content, or responding to varied teaching approaches. These struggles often led to emotional frustration, disengagement, or reduced learning outcomes. In today's dynamic academic landscape, where educational models continue to evolve rapidly, adaptability is essential for emotional and academic resilience.

Research supports the inclusion of adaptability as a core dimension of emotional intelligence. Chan (2006) found that students with higher emotional intelligence demonstrated greater flexibility in adjusting to unpredictable academic demands and were more effective in overcoming learning obstacles. Similarly, Bar-On (2006) emphasized adaptability as a crucial emotional-social intelligence component, noting that the ability to manage change and solve everyday problems reflects emotional maturity. In a related study, Pulido-Martos et al. (2021) observed that emotionally adaptable students reported lower academic stress and greater engagement when exposed to novel learning conditions. To support adaptability development, the cooperative learning model incorporated problem-based tasks, flexible peer roles, and scenario-based discussions. These strategies required students to respond to shifting group dynamics, reinterpret academic material collaboratively, and apply emotional reasoning in uncertain contexts. This consistent exposure to change enabled students to develop greater tolerance for ambiguity and improve their capacity to respond constructively to new academic challenges.

General mood was included in this study as a critical dimension for promoting a positive emotional climate that enhances academic persistence, enthusiasm, and psychological well-being. Observations during the initial teaching phases revealed that students with a pessimistic outlook or low emotional vitality were more likely to withdraw from learning tasks, display reduced participation, and experience decreased motivation when confronted with academic setbacks. These tendencies directly affected their engagement levels and learning performance. Fostering a generally positive mood is essential for helping students build emotional resilience and maintain a constructive approach to their studies. Extremera and Fernández-Berrocal (2005) highlighted that students who exhibit positive emotional states are more likely to cope effectively with academic stress and demonstrate improved performance and satisfaction. Similarly, Fredrickson (2001) proposed that positive emotions broaden individuals' thought–action repertoires, encouraging greater openness, creativity, and problem-solving capacity—skills essential for thriving in

emotionally and cognitively demanding environments. To strengthen general mood, the cooperative learning model embedded positive psychology strategies such as gratitude journaling, success sharing, and affirmations within classroom interactions. These techniques encouraged students to reflect on progress, recognize peer support, and develop emotionally affirming habits. By systematically creating space for positivity, the model reinforced optimism and promoted a supportive group atmosphere conducive to emotional growth and collaborative learning.

Together, these five components provide a comprehensive and multidimensional framework for understanding and enhancing emotional intelligence in university students. They reflect the key personal and social competencies required for effective learning, productive relationships, and emotional well-being. Moreover, the alignment of these dimensions with well-established models, such as Bar-On's (2006) Emotional Quotient Inventory (EQ-i), reinforces the theoretical robustness and practical relevance of the chosen framework in this study.

These five components are strongly supported by the theoretical framework proposed by Bar-On (1997), who emphasized the multifaceted nature of emotional intelligence as a set of emotional and social competencies that influence performance and well-being. Bar-On's model specifically includes intrapersonal and interpersonal dimensions, stress management, adaptability, and general mood, which closely aligns with the structure of the current study.

Additionally, the decision to adopt this structure is consistent with findings from Alkattan (2020), who highlighted the role of emotional intelligence in academic success, particularly in university contexts where emotional self-regulation and social skills are crucial. Moreover, Kauts and Singh (2022) found that emotional intelligence, particularly components such as stress tolerance and adaptability, significantly reduced academic stress among college students.

Therefore, the components selected in this study are not only reflective of students' practical needs but are also well-supported by credible scholarly research.

Their inclusion strengthens the cooperative learning model's capacity to foster emotional intelligence in a holistic and pedagogically sound manner.

### **5.3.2 Phase 2: Discussion on the Development of a cooperative Learning Model to Promote University Students' Emotional Intelligence**

#### **5.3.2.1 Interview Stage: Designing the Cooperative Learning Model**

Phase 2 achieved the second objective of this study. The design of the cooperative learning model implemented in this study was informed by both theoretical insights and empirical findings. The foundation of the model draws primarily from Slavin's (2018) cooperative learning theory, which emphasizes structured group activities that promote interaction, accountability, and shared goals among learners. To tailor this model for the enhancement of emotional intelligence (EI) in university students, the researcher conducted in-depth interviews with five experts in English language education and educational psychology. The insights gained from these interviews helped shape a model that supports both academic engagement and emotional development.

The cooperative learning model designed to promote emotional intelligence (EI) of university students was established through an extensive literature review and detailed interviews with experts. This model includes 14 lesson plans, each organized into four phases: Lead-in, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. Every session is ninety minutes in duration and is carefully developed to achieve both instructional and emotional development goals. The experiment runs over a period of five weeks, with two to three sessions conducted each week, providing sufficient time for students to engage deeply with the content and strengthen their emotional intelligence.

The Lead-in phase was created to activate students' prior knowledge and foster emotional readiness for learning. During this stage, learners engage in warm-up tasks and reflect on their emotions, which prepares them cognitively and emotionally for deeper interaction. According to Slavin (2018), initiating lessons with emotionally engaging content increases motivation and cooperative participation.

The Guided Exploration and Explanation stage aims to scaffold students' understanding of academic content while encouraging collaborative dialogue. By working together under structured guidance, students develop their interpersonal skills and emotional awareness. This approach aligns with Johnson and Johnson's (2013) findings that cooperative environments enhance empathy, social responsibility, and emotional regulation through dialogue and mutual support.

In the Activity Applying stage, learners are provided with practical tasks that require the application of emotional intelligence components within group interactions. These tasks are designed to enhance students' stress management and adaptability, as they must collaboratively navigate challenges and make joint decisions. This practice is consistent with Gillies's (2016) argument that emotionally rich cooperative tasks foster both academic and emotional growth in higher education settings.

The final stage, Comprehensive Evaluation and Conclusion, is designed to promote reflection and emotional self-assessment. Students evaluate their performance, provide peer feedback, and discuss the emotional experiences encountered during group work. This reflective component supports the development of intrapersonal awareness and general mood regulation. Research by Bar-On (1997) suggests that emotional intelligence is most effectively nurtured through conscious reflection and constructive peer interactions.

The cooperative learning model in this study was operationalized through 14 carefully structured teaching sessions. Each session follows a four-step instructional process: Lead-in, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. This structure was intentionally designed to engage students cognitively, socially, and emotionally, thereby supporting the development of emotional intelligence in an integrated and sustained manner. The first session, Orientation, introduces students to the concepts of emotional intelligence and cooperative learning. It sets the foundation by establishing group norms and encouraging self-awareness through icebreaker activities and discussions. This session is critical because it cultivates a psychologically safe environment that fosters

collaboration and mutual respect, which are essential for emotional development (Durlak et al., 2011). Sessions 2 to 4 focus on intrapersonal skills. These include emotional self-awareness, assertiveness, and self-actualization. Through techniques such as emotional mapping, role-playing, and goal-setting, students are guided to reflect on their inner emotional states and express themselves more confidently. This aligns with Bar-On's (2006) assertion that self-awareness and assertiveness are foundational to managing emotions effectively. Sessions 5 and 6 target interpersonal skills, specifically empathy and social responsibility. These sessions use partnered listening exercises, role-plays, and task-based learning to encourage students to understand others' perspectives and contribute to collective goals. These activities are consistent with the work of Salovey and Mayer (1990), who emphasize empathy as a vital component of emotional intelligence that enhances social functioning. Stress management is addressed in Sessions 7 and 8, focusing on stress tolerance and impulse control. Stress-relief techniques, reflective activities, and peer-supported role-playing help students develop strategies for managing anxiety and regulating emotional responses. These techniques are particularly important in academic settings, where emotional regulation is often challenged (Pekrun et al., 2012). Adaptability is developed in Sessions 9 to 11, which cover reality testing, flexibility, and problem-solving. Through problem-based learning and cooperative discussion, students practice adapting their thinking to dynamic academic challenges. This is aligned with the suggestions of Goleman (1995), who notes that adaptability enhances decision-making and resilience. Sessions 12 and 13 focus on cultivating general mood, particularly optimism and happiness. Goal-setting exercises and reflective sharing are used to promote a positive emotional climate. Such techniques have been shown to increase motivation and persistence in learning tasks (Fredrickson, 2001). The final session provides a comprehensive review of all the emotional intelligence concepts addressed in the course. Students are encouraged to reflect on their emotional growth and set goals for future improvement. This consolidation phase is important for transferring classroom experiences into long-term behavioral change (Brackett & Rivers, 2014). The reason for choosing these sessions and strategies stems from the practical



observation that students often lack opportunities for structured emotional learning in traditional language classrooms. By integrating EI development with cooperative learning strategies, this model provides an effective pedagogical approach. According to Slavin (2014), cooperative learning promotes not only academic achievement but also social and emotional growth, especially when students are actively engaged in meaningful interaction. Moreover, each activity in these sessions was deliberately chosen to match one or more EI dimensions. For example, emotional self-awareness is enhanced through personal reflection tasks, while interpersonal skills are developed via peer collaboration. Stress management techniques equip students with tools for emotional regulation, adaptability sessions challenge students to think critically and act flexibly, and general mood activities build resilience and motivation. These decisions are also supported by the educational design research paradigm, which advocates for iterative and theory-informed curriculum development tailored to student needs (McKenney & Reeves, 2012).

Throughout the development of this model, the researcher found that the chosen steps correspond closely with expert perspectives on emotional intelligence education. The model is aligned with the views of Bar-On (1997), who proposed that emotional intelligence can be cultivated through structured experiential learning. Moreover, the model reinforces findings from contemporary scholars such as Alkattan (2020) and Kauts and Singh (2022), who reported that cooperative learning environments significantly improve emotional competencies among university students.

Data collected during the intervention indicated significant improvement across five dimensions of emotional intelligence: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. This outcome validates the model's instructional effectiveness and its alignment with emotional intelligence theories. The comprehensive design not only addresses academic development but also meets the growing need for emotional support in university classrooms. The integration of theory, expert input, and empirical evidence suggests that this cooperative learning model is well-founded and effective for promoting emotional intelligence in higher education.



### **5.3.2.2 Assessment and Adjustment Stage: Refining the Teaching Model**

To ensure the effectiveness of the cooperative learning model, the researcher consulted five IOC experts to evaluate the structure and content of the lesson plans. Their feedback validated the relevance and clarity of the instructional components and led to minor but meaningful revisions that further improved the instructional design.

A preliminary trial of the course was conducted with ten students who shared similar academic and social backgrounds with the experimental group. This phase allowed the researcher to observe student engagement and gather practical feedback, which informed the final adjustments to the course structure. The cyclical process of curriculum development, which involves continuous phases of design, implementation, evaluation, and refinement, played a critical role in ensuring that the instructional model remained contextually appropriate and responsive to students' needs. This approach reflects the foundational principles of educational design research, which emphasize iterative improvement to enhance pedagogical effectiveness (McKenney & Reeves, 2012).

The cooperative learning model incorporated relevant instructional activities, structured group interaction, and guided facilitation to support the development of students' emotional intelligence. The course was carefully designed to address five core dimensions: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. These dimensions were targeted to help students cope with academic challenges, communicate more effectively with peers, and regulate emotions in learning environments. The comprehensive design contributed to the overall growth of students' emotional functioning and learning engagement, ensuring the model was not only theoretically grounded but also practically impactful.

### **5.3.2.3 Benefits of the Cooperative Learning Model**

The development of the cooperative learning model in this study was based on well-established cooperative learning theory, which highlights student interaction, shared responsibility, and active engagement as critical elements for achieving meaningful learning outcomes. According to Johnson and Johnson (2017), cooperative

learning environments support academic achievement and social development by fostering positive interdependence and individual accountability.

By applying cooperative learning strategies, the model promotes deeper engagement with both academic content and emotional development. The cooperative framework used in this study provided multiple opportunities for students to interact meaningfully, reflect on their emotional responses, and develop core components of emotional intelligence, including intrapersonal skills, interpersonal competence, stress management, adaptability, and general mood.

**Development of Intrapersonal and Interpersonal Skills:** The cooperative learning model used in this research enabled students to strengthen their intrapersonal awareness by reflecting on personal strengths, values, and emotions during group discussions and feedback sessions. Interpersonal skills were enhanced through repeated peer interaction, negotiation, and collaborative problem-solving. These dimensions are essential for success in academic and social contexts (Bar-On, 1997; Alkattan, 2020)

**Improved Stress Management and Adaptability:** Through structured cooperative tasks, students learned to manage stress in academic scenarios, such as group deadlines or performance anxiety, while developing flexible approaches to unfamiliar challenges. Cooperative learning encourages mutual encouragement and adaptability by exposing students to diverse perspectives, which helps them become more resilient and open to change (Kauts & Singh, 2022; Johnson & Johnson, 2009).

**Positive Impact on General Mood:** The cooperative learning environment fostered a supportive and respectful community in which students felt valued and connected. This sense of belonging contributed to a more optimistic and stable general mood, which is linked to better psychological health and academic persistence. Students reported feeling more confident, motivated, and emotionally balanced during and after group-based activities (Bar-On, 1997; Goleman, 1995).

In conclusion, the cooperative learning model designed for this study demonstrated strong potential to foster emotional intelligence in university students. By

integrating established pedagogical theory with emotional learning objectives, the model created a balanced learning experience that nurtured both cognitive and emotional competencies. The outcomes of this intervention suggest that cooperative learning is not only an effective instructional strategy but also a valuable method for cultivating the emotional skills essential for academic success and personal well-being in higher education settings.

### **5.3.3 Phase 3: Discussion on Evaluating the Effectiveness of the Cooperative Learning Model for Enhancing Emotional Intelligence in Undergraduate Students**

The core of this study lies in evaluating the actual effectiveness of the cooperative learning model in enhancing university students' emotional intelligence. To this end, this study proposed two key research hypotheses and verified them using a rigorous quasi-experimental design.

**5.3.3.1 Hypothesis 1: In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after the follow up period is higher than before beginning the experiment.**

The analysis of post-test and follow-up data revealed a clear upward trend in emotional intelligence among students in the experimental group, validating the initial hypothesis. Compared to their pre-test baseline, participants exhibited improved emotional functioning after engaging with the cooperative learning model, and these improvements were sustained even one month after the intervention concluded. This enduring development demonstrates not only the immediate effectiveness of the instructional approach but also its capacity to generate lasting impact on students' emotional competencies.

The model's success can be observed across all five core dimensions of emotional intelligence: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. Participants showed increased self-awareness and more reflective emotional processing, highlighting gains in intrapersonal skills. Their ability to collaborate effectively, express empathy, and navigate group interactions reflected growth in interpersonal competence. Furthermore, students developed enhanced coping mechanisms for academic pressure, revealing advancement in stress

management. They also demonstrated greater openness to change, flexibility in learning tasks, and better adjustment to group dynamics, indicating improved adaptability. Lastly, many reported a more optimistic attitude and sustained emotional balance throughout the course, suggesting a more stable and positive general mood. These observations echo findings from previous research that cooperative learning fosters emotional development through structured interaction, shared responsibility, and reflective peer engagement (Ghaith, 2018; Shapiro, 2010).

The strength of the cooperative learning model in this study lies in its solid theoretical foundation and intentional instructional design. The model was crafted based on an integration of scholarly literature and expert consultation, ensuring that it addressed both the academic and emotional needs of undergraduate learners. The foundation drew from Slavin's (2014) cooperative learning principles, which emphasize positive interdependence, individual accountability, and promotive interaction. The model also aligned closely with Bar-On's (2006) emotional-social intelligence framework, which identifies the same five dimensions as essential to emotional competence in real-world functioning.

The 14-session course design played a central role in the effectiveness of the model. Each session was structured into four distinct phases: Lead-in, Guided Exploration and Explanation, Activity Applying, and Comprehensive Evaluation and Conclusion. These phases were carefully designed to address various aspects of emotional intelligence. For instance, sessions that focused on intrapersonal development included emotional mapping and goal-setting exercises that enabled students to recognize their strengths and emotional states. Interpersonal skills were fostered through activities such as partnered listening and cooperative task-based learning. To support stress management, learners participated in structured reflection, role-playing, and resilience-building exercises. Adaptability was developed using problem-based learning activities that encouraged students to navigate real-world challenges. In addition, practices drawn from positive psychology were incorporated to enhance general mood, including exercises that promoted optimism and gratitude.

These pedagogical strategies are supported by prior empirical research. For instance, Brackett and Rivers (2014) emphasized that emotionally responsive instruction should integrate affective learning goals with cooperative student engagement. Similarly, Durlak et al. (2011) demonstrated through meta-analytic evidence that structured emotional learning environments significantly contribute to students' emotional growth and academic success. In this study, students were placed in emotionally safe and peer-supported environments that encouraged expression, feedback, and self-discovery. These elements are essential for the development of emotional intelligence.

The model's value was further affirmed through expert and student feedback. Experts consistently praised the alignment between the instructional design and emotional intelligence theory. They also acknowledged the model's clarity, coherence, and applicability in university contexts. Student responses echoed similar sentiments. Many learners reported becoming more self-aware, confident in peer communication, and resilient in academic challenges. Others mentioned improvements in mood and stress handling as a direct result of classroom activities. These reflections support the model's practical benefits and its ability to facilitate emotional transformation.

In conclusion, the findings strongly affirm that the cooperative learning model effectively enhanced the emotional intelligence of university students in the experimental group. Its success can be attributed to a well-grounded theoretical base, a structured and responsive instructional framework, and strategic integration of emotional and cognitive learning goals. The sustained improvements in students' emotional capabilities demonstrate the model's potential for broader application in higher education settings.

**5.3.3.2 Hypothesis 2:** In the experimental group, students' emotional intelligence after receiving the cooperative learning model and after follow up period is higher than the students in the control group.

The findings from this study provide compelling support for Hypothesis 2. Students in the experimental group, after participating in the cooperative learning model, demonstrated significantly higher levels of emotional intelligence compared to their peers in the control group. This effect remained evident not only immediately after the intervention but also during the follow-up phase. The improvement in the experimental group was comprehensive, as students showed measurable growth across all five dimensions of emotional intelligence. In contrast, the control group exhibited negligible changes, with most students maintaining emotional functioning levels similar to those recorded during the pre-test phase. These results highlight the important role of instructional design in emotional intelligence development and affirm the effectiveness of the cooperative learning approach.

The disparity in outcomes between the two groups can be explained by the presence or absence of intentional emotional intelligence training. The experimental group engaged in a series of 14 well-structured sessions designed to cultivate emotional awareness, social understanding, and adaptive behaviors. These sessions incorporated interactive peer-based tasks, emotionally reflective discussions, and scenario-based learning exercises that allowed students to practice skills such as emotional regulation, empathetic listening, cooperative decision-making, and adaptive thinking. These learning models are consistent with those recommended in the literature for fostering emotional growth. For example, Gillies (2016) noted that cooperative learning promotes social cohesion and emotional engagement through shared responsibility and interpersonal support. Similarly, Brackett and Rivers (2014) emphasized that emotionally responsive instruction encourages students to internalize affective competencies through collaborative activities.

Moreover, the instructional framework used in this study was systematically aligned with the five dimensions of emotional intelligence. Each lesson was purposefully structured to target one or more dimensions through a four-stage learning cycle that



included lead-in activities, guided exploration and explanation, applied tasks, and comprehensive evaluations. For instance, intrapersonal skills were developed through exercises such as emotional journaling and goal setting, while interpersonal skills were strengthened through role-playing and collaborative dialogue. Stress management was addressed through structured reflection and coping strategy practice. Adaptability was nurtured via problem-solving simulations and shifting team dynamics. General mood was supported by cultivating optimism and emotional resilience through gratitude reflections and affirmations. These targeted strategies allowed students to gradually integrate emotional competencies into their daily interactions and academic routines. Research by Durlak et al. (2011) supports this approach, demonstrating that structured group-based interventions significantly enhance social-emotional skills and lead to long-term positive outcomes.

Students' feedback further reinforces the success of the model. Based on classroom observations and interview data, students frequently expressed appreciation for the emotionally safe and interactive learning environment. They described feeling more in control of their emotions, more confident in social settings, and better equipped to manage academic stress. Some students noted improvements in their ability to cooperate with peers and remain optimistic under pressure. This feedback indicates that the cooperative learning environment created meaningful opportunities for emotional skill development. On the other hand, students in the control group lacked these experiences. Observational notes revealed that they tended to rely more on passive learning, with fewer instances of emotional reflection or collaborative problem-solving. As a result, their emotional intelligence remained largely unchanged throughout the study.

This contrast between the two groups underscores the value of a deliberately constructed learning model. The cooperative learning framework used in this study not only facilitated emotional skill-building but also did so in a way that was engaging, inclusive, and sustainable. These findings are in line with earlier empirical studies, such as those conducted by Zins and Elias (2007), who emphasized that emotional development requires structured support within academic settings. Mayer, Caruso, and



Salovey (2016) similarly pointed out that traditional lecture-based instruction often lacks the interpersonal depth necessary for emotional learning to occur.

In conclusion, the comparison between the experimental and control groups validates the effectiveness of the cooperative learning model. The structured, student-centered design created an environment in which emotional intelligence could be practiced, reflected upon, and improved. The control group's lack of progress further highlights that emotional competencies are not likely to develop without intentional pedagogical interventions. The sustained improvements observed in the experimental group, both immediately after the program and in the follow-up phase, demonstrate that cooperative learning can serve as a reliable and impactful approach for promoting emotional intelligence in university education.

#### **5.3.3.3 Discuss the Reasons the Cooperative Learning Model Can Maintain Its Promoted Emotional Intelligence Effect in the Long-Term**

The cooperative learning model developed in this study has demonstrated a sustained positive effect on students' emotional intelligence even after the intervention phase. This outcome is supported by follow-up data showing that students in the experimental group continued to maintain elevated emotional intelligence levels across all five dimensions: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. The long-term stability of these improvements can be attributed to several key characteristics embedded within the cooperative learning design and its alignment with emotional development principles.

Firstly, the cooperative learning model was constructed based on a foundation of active student engagement and collaborative learning processes. This aligns with Slavin's (2014) theory of cooperative learning, which emphasizes positive interdependence, promotive interaction, individual accountability, and group processing. These elements support both the cognitive and emotional development of learners by creating an environment where students interact meaningfully with their peers while reflecting on emotional experiences. Research by Gillies (2016) also confirms that

cooperative structures enhance not only academic achievement but also interpersonal and emotional skills through continuous peer interaction and shared responsibilities.

Secondly, the model encouraged deep learning by allowing students to experience emotions, express them, and reflect upon them in a supportive and structured classroom setting. Each session incorporated peer discussions, empathy exercises, and reflective journals, which promoted emotional awareness and regulation. These strategies align with Brackett and Rivers (2014), who emphasized that emotionally responsive education requires integrating emotional reflection with structured learning opportunities. The consistent inclusion of such reflective mechanisms helped students to internalize emotional skills and transfer them into daily life, which contributed to the durability of learning outcomes.

Thirdly, the integration of real-life application tasks throughout the fourteen sessions supported the contextualization of emotional intelligence concepts. For example, in activities designed to enhance adaptability, students were asked to collaboratively solve unfamiliar challenges, requiring them to regulate emotions and maintain composure. Similarly, general mood was cultivated through tasks that reinforced positive communication, gratitude expression, and motivational goal-setting. According to Durlak et al. (2011), practical application of emotional learning content strengthens students' ability to retain and apply such skills over time.

Furthermore, the feedback system built into the cooperative learning model allowed for iterative adjustment and reinforcement. Students received feedback not only from instructors but also from peers, creating a dynamic feedback loop. This continuous feedback helped learners recognize emotional strengths and identify areas for improvement, fostering self-awareness and self-regulation. McKenney and Reeves (2012) emphasized the importance of such iterative design and feedback mechanisms in maintaining long-term educational effectiveness.

Additionally, the cooperative learning structure promoted autonomy, responsibility, and active participation. Students were not passive recipients of information but rather co-constructors of knowledge and emotional insight. This self-

directed engagement encouraged sustained interest and commitment to developing emotional intelligence skills. As supported by Fredrickson (2001), emotionally positive and autonomous learning environments broaden students' thought-action repertoires and contribute to long-term personal growth.

Qualitative feedback collected from students during interviews further supports these findings. Many students reported that working in groups allowed them to better understand their emotional triggers and to practice emotional regulation in real-time. Others stated that the supportive learning atmosphere gave them the confidence to speak openly and reflect more deeply on their personal experiences. Several students noted increased emotional control when facing stress or conflict, attributing this growth to the repeated practice and guidance provided throughout the course. These comments illustrate that the cooperative learning environment enabled students to actively construct emotional intelligence, rather than simply learning about it theoretically.

Experts consulted during the model validation phase also acknowledged the sustainability of the approach. They highlighted that the intentional integration of emotional objectives with cooperative learning strategies created a classroom environment conducive to long-term behavioral and emotional change. The structure, clarity, and relevance of the course materials were praised for facilitating durable emotional learning.

In conclusion, the cooperative learning model's long-term effectiveness in enhancing emotional intelligence can be attributed to its deep engagement strategies, reflective and practical learning tasks, continuous feedback mechanisms, and emphasis on autonomy and emotional application. These elements collectively foster the conditions necessary for students to maintain and build upon emotional competencies long after the formal intervention ends. This model demonstrates strong potential for broader application in higher education settings aiming to integrate emotional development into academic instruction.

Table 13 Students' feedback on Emotional Intelligence

| Components           | Students' feedback in Experimental Group  |
|----------------------|---|
| Intrapersonal Skills | <p>Student A: "Through these sessions, I have become more aware of my emotions and am now better able to express how I feel in English without hesitation."</p> <p>Student B: "I used to lack confidence when facing new challenges, but now I can reflect on my feelings and respond more positively."</p> <p>Student C: "I realized that understanding myself helps me manage academic stress more calmly and productively."</p> <p>Student D: "The reflection activities helped me recognize negative thinking patterns and develop a more optimistic mindset about learning English."</p> |
| Interpersonal Skills | <p>Student E: "I used to avoid speaking in group settings, but the cooperative activities encouraged me to share and listen more actively."</p> <p>Student F: "Working with classmates in structured tasks helped me improve how I communicate and collaborate, especially during discussions."</p> <p>Student G: "Now I can better understand how my emotions influence others, and I have learned to be more empathetic in teamwork."</p> <p>Student H: "These sessions taught me how to give constructive feedback and build stronger peer relationships through communication."</p>       |

Table 13 (continued)

| Components        | Students' feedback in Experimental Group   |
|-------------------|--|
| Stress Management | <p data-bbox="611 483 1390 656">Student I: "I used to panic before presentations, but now I've learned breathing techniques and positive thinking to calm myself."</p> <p data-bbox="611 685 1390 790">Student J: "The activities helped me stay focused even when group work became intense or challenging."</p> <p data-bbox="611 819 1390 992">Student K: "Before the course, I was overwhelmed easily by exams, but now I handle pressure better by organizing tasks calmly."</p> <p data-bbox="611 1021 1390 1193">Student L: "Sharing feelings with group members gave me a way to release stress and see difficulties from different perspectives."</p> |
| Adaptability      | <p data-bbox="611 1223 1390 1328">Student M: "This course taught me to accept new ideas and methods without fear, especially in unfamiliar group roles."</p> <p data-bbox="611 1357 1390 1462">Student N: "I've learned to adapt quickly when plans change during teamwork, which used to make me anxious."</p> <p data-bbox="611 1491 1390 1597">Student O: "The cooperative model helped me adjust to different personalities and working styles, which is useful for future jobs."</p> <p data-bbox="611 1626 1390 1722">Student P: "Now I feel more flexible and open to change, especially when tasks are unexpected or uncertain."</p>                   |

Table 13 (continued)

| Components   | Students' feedback in Experimental Group  |
|--------------|---|
| General Mood | <p>Student Q: "After each session, I felt more motivated and positive about learning English and working with others."</p> <p>Student R: "The classroom environment was more cheerful and encouraging than my past experiences."</p> <p>Student S: " My overall mood during school days improved because I felt understood and supported by my classmates."</p> <p>Student T: "I feel more optimistic about facing academic challenges because of the encouragement from group activities."</p> |

## 5.4 Suggestions

### 5.4.1 Practical Suggestions

This study provides valuable insights for English teachers, curriculum developers, and higher education institutions. The cooperative learning model designed to enhance emotional intelligence can be directly applied in college English classrooms. Teachers can follow the structured process which consists of lead-in, guided exploration and explanation, activity applying, and comprehensive evaluation and conclusion. This approach helps guide students in developing both language skills and emotional competencies.

Curriculum designers can use the five components of emotional intelligence identified in this study to shape learning activities that support personal and social growth. These components are relevant for improving students' academic performance and classroom interactions.

Teacher training programs may also benefit from integrating this model to help instructors create emotionally supportive learning environments. In addition, university

administrators can promote the wider use of cooperative learning by offering resources and support for its implementation.

Finally, this model has the potential to be adapted beyond English classes. It can be used in other subjects where emotional skills are essential, such as education, psychology, or communication.

#### **5.4.2 Suggestions for Future Research**

Although this study demonstrated the effectiveness of the cooperative learning model in enhancing emotional intelligence among university students, several areas remain open for future exploration. First, future researchers may consider applying the same model to different academic disciplines or learning contexts, such as science or vocational education, to examine its generalizability and adaptability across various fields.

Second, subsequent studies could investigate the impact of the cooperative learning model on other psychological or behavioral variables. For example, examining its effects on motivation, academic engagement, communication skills, or resilience may provide a broader understanding of its educational potential.

Third, future research might involve diverse student populations. Conducting studies with postgraduate students, high school learners, or students from different cultural or regional backgrounds may yield comparative insights and enrich the generalizability of the findings.

Additionally, employing mixed-methods or longitudinal designs could help deepen the understanding of how emotional intelligence develops over time and how sustainable the intervention effects are. The inclusion of classroom observations, student portfolios, or peer assessments may offer richer qualitative data to complement quantitative results.

Lastly, researchers may refine the cooperative learning model itself by integrating digital tools or blended learning formats. Exploring how technology-enhanced cooperative strategies influence emotional development in both face-to-face and online settings may provide practical value for modern educational environments.



In summary, while this study provides a solid foundation, future research can expand its scope by modifying variables, diversifying participants, and adopting alternative methodological approaches to advance the field of emotional intelligence education.



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This is Mendeley biography





## Appendix A: List of interview Experts and Experts Reviewing Research Tools

“Development of a Cooperative Learning Model for Promoting Emotional Intelligence in University English Learning” study list of experts who carried out the definition of emotional intelligence and quality of its components.

| Lists of Experts | Resume/position  |
|------------------|--|
| Hu Lu            | Chengdu University of Information Technology/Professor           |
| Su Hang          | Sichuan International Studies University/Professor               |
| Fu Yiting        | Chengdu University of Information Technology/Associate Professor |
| Feng Deping      | Chengdu University of Information Technology/Associate Professor |
| Rao Guohui       | Chengdu University of Information Technology/Associate Professor |

“Development of a Cooperative Learning Model for Promoting Emotional Intelligence in University English Learning” for evaluation in the study questionnaire on emotional intelligence of college students in Chengdu University of Information Technology questionnaire was reviewed by a list of experts.

| Lists of Experts | Resume/position  |
|------------------|--|
| Hu Lu            | Chengdu University of Information Technology/Professor           |
| Rao Guohui       | Chengdu University of Information Technology/Associate Professor |
| Fu Yiting        | Chengdu University of Information Technology/Associate Professor |
| Su Hang          | Sichuan International Studies University/Professor               |
| Feng Deping      | Chengdu University of Information Technology/Associate Professor |

List of experts responsible for reviewing the quality of Cooperative Learning Models

| Lists of Experts | Resume/position   |
|------------------|---|
| Su Hang          | Sichuan International Studies<br>University/Professor               |
| Feng Deping      | Chengdu University of Information<br>Technology/Associate Professor |
| Rao Guohui       | Chengdu University of Information<br>Technology/Associate Professor |
| Hu Lu            | Chengdu University of Information<br>Technology/Professor           |
| Fu Yiting        | Chengdu University of Information<br>Technology/Associate Professor |

## Appendix B: Summary of the Main Points and Recommendations of the Experts Interviews

In the first phase of the study, the first phase of the study involved interviews with five experts with expertise in psychology, education, linguistics, etc. The aim was to gather information to definition and components of emotional intelligence in freshmen and serve as a guide for developing models for measuring emotional intelligence as well as Cooperative Learning Model. Key points from the interview:

**1.1 In your opinion, what is the definition of emotional intelligence for undergraduate students in China?**

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|---|--|
| The Definition of Emotional Intelligence in my dissertation | Emotional Intelligence (EI) is defined as the ability to perceive, understand, and manage one's own emotions and to recognize and influence the emotions of others. It plays a crucial role in fostering personal and social competence, enabling individuals to navigate complex emotional and social situations effectively. EI is particularly important for college students as they transition into adulthood, manage academic pressures, and develop interpersonal relationships.                            |
| Expert 1  | In the context of Chinese undergraduate students, Emotional Intelligence (EI) can be defined as the ability to recognize, understand, and regulate one's own and others' emotions in academic and social settings. This ability directly influences learning outcomes, interpersonal relationships, and career development. A well-developed EI enables students to cope with academic pressure, interact effectively with peers and instructors, and develop a resilient mindset necessary for long-term success. |
| Expert 2  | EI is a critical ability that facilitates social interaction, teamwork, and stress management, which is essential for undergraduate students' career development. Social-emotional learning (SEL) programs integrated into university curricula can significantly improve students' EI by fostering skills such as empathy, self-regulation, and effective communication.  |
| Expert 3  | For university English learners, EI is crucial as it impacts learning confidence, communicative competence, and academic writing proficiency. The ability to manage language learning anxiety and adapt to new linguistic and cultural environments is vital for effective language acquisition.   |

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| Expert 4 | Emotional Intelligence (EI) plays a crucial role in intercultural communication, as it affects students' ability to interact with people from diverse cultural backgrounds. It involves managing emotions effectively, showing empathy, and adapting to various communication styles, which are essential in an increasingly globalized academic and professional environment. |
| Expert 5 | EI significantly influences second-language acquisition, as emotional resilience and self-regulation affect students' ability to cope with language-related anxiety, maintain motivation, and develop communicative confidence.  |

1.2 According to the literature review, emotional intelligence includes five core components as follows: (1) intrapersonal skills, (2) interpersonal skills, (3) stress management, (4) adaptability, and (5) general mood. Do you think emotional intelligence with these five components is suitable for Chinese undergraduate students?

|          |                  |
|----------|------------------|
| Expert 1 | Yes.             |
| Expert 2 | Yes, I think so. |
| Expert 3 | Yes.             |
| Expert 4 | Yes.             |
| Expert 5 | Yes.             |

1.3 In addition to the five components mentioned above, do you think there are other components that reflect the emotional intelligence of undergraduate students in China context? What are they?

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| Expert 1 | In addition, I believe that learning motivation is also a vital component of EI for Chinese undergraduate students, as it affects their attitude toward challenges and perseverance. Motivation intertwines with emotional resilience, helping students sustain effort despite setbacks. |
| Expert 2 | Cultural adaptability and empathy development are worth considering as additional elements. Empathy helps students navigate social relationships and understand different perspectives, while cultural adaptability enables them to manage emotions in diverse environments.             |

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| Expert 3 | Anxiety regulation ability should be included as an additional component. Managing foreign language anxiety enables students to engage more actively in speaking exercises and classroom discussions.                    |
| Expert 4 | Intercultural adaptability should be included as an additional component of EI. This refers to a student's ability to adjust their behavior, communication style, and expectations based on different cultural contexts. |
| Expert 5 | Language anxiety regulation should be an additional component of EI. Many students struggle with foreign language anxiety, which hinders their participation in speaking activities and overall language proficiency.    |

1.4 In response to if there are additional components, what should the behaviors guided by those components you mentioned look like?

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| Expert 1 | For example, students with high EI can adjust their learning strategies under pressure instead of avoiding or giving up. A high-EI student may seek support from peers, utilize stress-management strategies such as time management, and maintain a growth mindset when facing academic difficulties. |
| Expert 2 | Students with high EI can understand and accept different perspectives and contribute positively to a team. For instance, in a multicultural classroom, a high-EI student is more likely to embrace diverse opinions, mediate conflicts, and facilitate meaningful discussions.                        |
| Expert 3 | High EI students actively participate in class discussions and express emotions appropriately to enhance language output. For example, they seek feedback constructively and embrace mistakes as learning opportunities rather than failures.  |
| Expert 4 | High-EI students demonstrate patience, empathy, and cultural sensitivity when interacting with individuals from different backgrounds. For instance, they actively listen to understand varying perspectives rather than reacting based on assumptions or biases.                                      |
| Expert 5 | High-EI students demonstrate confidence, persistence, and adaptability when learning a language. They approach challenges as opportunities for growth rather than setbacks and actively seek feedback to improve their skills.   |

2.1 In your opinion, what is the definition of the Cooperative Learning Model for undergraduate students in China?

|   |  |
|---|--|
| The Definition of the Cooperative Learning Model in my dissertation | Cooperative Learning Model is an instructional strategy that involves students working together in small groups to achieve common academic goals while developing their interpersonal skills. This model emphasizes collaboration, communication, and mutual support among group members, promoting a learning environment where each student is responsible not only for their own learning but also for the learning of their peers. |
| Expert 1  | Cooperative Learning Model can be defined as an interactive learning approach emphasizing collaboration and shared responsibility among group members to achieve common learning goals. This approach fosters communication skills and enhances students' ability to manage emotions in group dynamics.  |
| Expert 2  | Cooperative Learning Model is a pedagogical approach that fosters both cognitive and emotional development through social interactions. It supports the development of social-emotional skills by requiring students to engage in collaborative problem-solving and communication.   |
| Expert 3  | Task-based cooperative learning involves interactive learning in authentic contexts, encouraging students to apply their language skills in real-world situations.   |
| Expert 4  | A Cooperative Learning Model for enhancing EI should emphasize cross-cultural collaboration, where students work in diverse teams to achieve common academic and social goals.   |
| Expert 5  | A Cooperative Learning Model should integrate language learning strategies with emotional intelligence development to create a supportive and stress-free environment.   |

2.2 Could you provide me with the guidelines for developing a Cooperative Learning Model to enhance emotional intelligence of undergraduate students in China?

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| Expert 1 | <p>1. Scaffold Emotional Intelligence (EI) Development</p> <p>1.1 Implement structured group activities that help students recognize, regulate, and apply emotions effectively in academic settings.</p> <p>1.2 Introduce peer feedback and self-reflection journals to promote emotional self-awareness and self-regulation.</p> <p>2. Design Emotionally Safe Learning Environments</p> <p>2.1 Establish trust-building activities at the start of the course to help students feel safe sharing their emotions.</p> <p>2.2 Train instructors to mediate conflicts constructively and encourage open discussions about emotions.</p> <p>3. Enhance Cognitive and Emotional Growth</p> <p>3.1 Use problem-solving discussions that require students to collaborate and manage stress together (e.g., working on case studies).</p> <p>3.2 Include mindfulness exercises before group discussions to help students stay emotionally balanced.</p> <p>4. Measure Emotional Intelligence Growth</p> <p>4.1 Use self-assessment surveys and peer evaluations to track EI development over time.</p> <p>4.2 Apply qualitative interviews to assess students' perspectives on their emotional growth.</p> <p>5. Encourage Long-Term Reflection</p> <p>5.1 Implement long-term projects where students must navigate emotional challenges over time (e.g., semester-long group projects).</p> <p>5.2 Use video reflections where students record their emotions at different points in the learning process.</p> |
| Expert 2 | <p>1. Integrate Emotional Intelligence Directly into the Curriculum</p> <p>1.1 Embed social-emotional learning (SEL) modules into English courses to develop empathy, self-regulation, and interpersonal skills.</p> <p>1.2 Assign collaborative storytelling exercises where students express personal experiences in English, enhancing both language learning and emotional awareness.</p>  |



|          |  |
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|          | <p>2. Use Peer Coaching and Mentoring</p> <p>2.1 Pair students as peer coaches to encourage mutual emotional support and problem-solving.</p> <p>2.2 Implement role-playing exercises in which students practice empathetic listening and conflict resolution.</p> <p>3. Promote Emotional Self-Reflection</p> <p>3.1 Include weekly emotional journals where students reflect on how they managed emotions in group work.</p> <p>3.2 Conduct guided group discussions on emotional intelligence and stress management in English learning.</p> <p>4. Foster a Growth Mindset in Emotional Intelligence</p> <p>4.1 Introduce failure-as-learning strategies, showing students how setbacks are part of both academic and emotional growth.</p> <p>4.2 Use positive reinforcement to reward emotional intelligence behaviors, such as empathy and adaptability.</p> <p>5. Train Educators to Model Emotional Intelligence</p> <p>5.1 Provide teacher workshops on how to guide students in emotional self-regulation.</p> <p>5.2 Train instructors to encourage emotional discussions related to English learning, helping students feel heard and supported.</p> |
| Expert 3 | <p>1. Design Emotionally Engaging English Learning Tasks</p> <p>1.1 Implement real-world scenarios (e.g., cross-cultural negotiations) where students must emotionally regulate under pressure.</p> <p>1.2 Create debate-style discussions where students must manage emotions while presenting arguments.</p> <p>2. Encourage Collaboration Over Competition</p> <p>2.1 Use group writing tasks where students review each other's work with constructive emotional feedback.</p> <p>2.2 Reduce grading emphasis on competition, instead rewarding teamwork and emotional intelligence skills.</p> <p>3. Develop Active Listening and Empathy in Communication</p> <p>3.1 Train students to practice active listening in group discussions by summarizing their peers' opinions before giving their own.</p>  |

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|          | <p>3.2 Encourage students to analyze emotional tone in conversations as part of English listening exercises.</p> <p>4. Manage Anxiety and Stress in Language Learning</p> <p>4.1 Teach cognitive reappraisal strategies (e.g., reframing a difficult task as a learning opportunity).</p> <p>4.2 Incorporate relaxation exercises before group speaking activities to help students manage stress.</p> <p>5. Assess Emotional Growth in Task-Based Projects</p> <p>5.1 Use peer-assessment rubrics to evaluate emotional intelligence skills, such as collaborative attitude and adaptability.</p> <p>5.2 Encourage self-reflection essays where students analyze their emotional progress in group learning.</p>   |
| Expert 4 | <p>1. Incorporate Intercultural Communication Tasks</p> <p>1.1 Assign group projects with international students to develop cultural empathy and emotional intelligence.</p> <p>1.2 Use case studies of cross-cultural misunderstandings to train students in emotional regulation and adaptability.</p> <p>2. Develop Emotional Intelligence Through Cross-Cultural Storytelling</p> <p>2.1 Have students share personal cultural experiences and reflect on how emotions influence communication.</p> <p>2.2 Use film analysis where students evaluate how emotions are conveyed in different cultures.</p> <p>3. Train Students in Emotional Sensitivity During Group Work</p> <p>3.1 Encourage students to consider cultural perspectives when responding to emotional expressions in English discussions.</p> <p>3.2 Teach students to recognize and respect different emotional display rules in various cultures.</p> <p>4. Use Digital Cooperative Learning Tools</p> <p>4.1 Implement virtual exchange programs where students practice intercultural communication online.</p> <p>4.2 Use AI-powered language analysis tools to help students reflect on emotional tone in their writing.</p> <p>5. Measure Emotional Intelligence in Intercultural Communication</p> |

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|          | <p>5.1 Design reflection journals where students document emotional challenges in cross-cultural communication.</p> <p>5.2 Assess students' ability to adjust their emotional expressions based on different cultural contexts.</p>   |
| Expert 5 | <p>1. Integrate Emotional Regulation Strategies in Language Learning</p> <p>1.1 Teach deep breathing techniques before English speaking tasks to reduce anxiety.</p> <p>1.2 Use guided meditation to improve students' focus and emotional balance before cooperative learning activities.</p> <p>2. Use Group Language Games to Promote Positive Emotions</p> <p>2.1 Design interactive language games that encourage collaborative problem-solving.</p> <p>2.2 Include team-based storytelling challenges where students must express emotions through English.</p> <p>3. Develop a Supportive English Learning Community</p> <p>3.1 Set up study buddy systems where students check in on each other's emotional and academic progress.</p> <p>3.2 Use positive reinforcement strategies to encourage emotional resilience in English learning.</p> <p>4. Train Students to Manage Language Learning Anxiety</p> <p>4.1 Provide self-regulation workshops on handling fear of making mistakes in English.</p> <p>4.2 Teach positive self-talk strategies to build confidence in speaking English.</p> <p>5. Monitor Emotional Intelligence Growth in Language Learning</p> <p>5.1 Implement self-reflection logs where students describe emotional progress in their English learning.</p> <p>5.2 Use video diaries where students analyze their emotional responses before and after English learning activities.</p> |

2.3 What characteristics or steps to provide the contents and activities of the Cooperative Learning Model to enhance emotional intelligence of undergraduate students?

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|----------|---|
| Expert 1 | <p>Characteristics of the Model:</p> <ol style="list-style-type: none"> <li>1. Structured Scaffolding – Providing step-by-step guidance in cooperative learning to help students gradually develop EI.</li> <li>2. Cognitive-Emotional Connection – Activities should integrate critical thinking with emotional reflection, helping students recognize and regulate emotions while problem-solving.</li> <li>3. Peer Interaction Focus – Encouraging students to discuss, debate, and provide feedback in ways that require both cognitive and emotional engagement.</li> <li>4. Emotional Regulation Strategies – Teaching students how to manage stress and frustration during challenging learning activities.</li> </ol> |
| Expert 2 | <p>Characteristics of the Model:</p> <ol style="list-style-type: none"> <li>1. Emotion-Focused Learning Environment – Activities are designed to foster trust, empathy, and emotional safety.</li> <li>2. Group Accountability – Ensuring that students feel responsible for each other's emotional and academic growth.</li> <li>3. Interactive Social Learning – Encouraging students to build social-emotional competence through cooperative storytelling and role-playing.</li> <li>4. Self-Regulation Development – Providing opportunities for students to practice self-control and emotional flexibility in different learning situations.</li> </ol>  |
| Expert 3 | <p>Steps &amp; Activities:</p> <ol style="list-style-type: none"> <li>1. Pre-Activity: Emotional Awareness Assessment: Before group work, students complete an EI self-assessment and discuss their emotional strengths and weaknesses.</li> <li>2. During Activity: Collaborative Problem-Solving Tasks: Assign group-based case studies or English learning puzzles, requiring students to navigate cognitive and emotional challenges together.</li> <li>3. Emotional Reflection Discussions: After activities, students reflect on how emotions influenced their learning and decision-making.</li> </ol>   |
| Expert 4 | <p>Steps &amp; Activities:</p> <ol style="list-style-type: none"> <li>1. Pre-Activity: Emotional Icebreakers: Begin with group-building exercises where students share emotions tied to English learning.</li> </ol>  |

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|----------|---|
|          | <p>2. During Activity: Peer Coaching &amp; Empathy Exercises: Assign peer coaching roles where students must help each other manage frustration or nervousness while solving English-related tasks.</p> <p>3. Role-Playing Emotional Scenarios: Students act out real-world communication challenges (e.g., handling misunderstandings in English), helping them recognize and regulate emotions.</p> <p>4. Group Reflection &amp; Positive Reinforcement: Have students give peer feedback on emotional intelligence skills after each activity.</p>   |
| Expert 5 | <p>Steps &amp; Activities:</p> <p>1. Pre-Activity: Language &amp; Emotion Brainstorming: Students discuss how emotions affect communication in English (e.g., stress in presentations).</p> <p>2. During Activity: Collaborative English Problem-Solving: Groups tackle complex language tasks (e.g., writing persuasive essays together) while managing stress and conflict constructively.</p> <p>3. Real-Life Language Situations: Students engage in mock negotiations or debates, requiring emotional control and empathy in discussions.</p> <p>4. Post-Activity: Self and Peer Reflection Reports: Students evaluate their emotional responses and discuss strategies to improve team collaboration and communication.</p> |

2.4 In your opinion, are there psychological techniques or other activities that can be used to enhance emotional intelligence of undergraduate students in developing the Cooperative Learning Model? If so, what kinds of techniques or activities?

|          |  |
|----------|--|
| Expert 1 | Psychological techniques such as role-playing, reflective journals, and peer feedback can be used to enhance EI. These techniques encourage self-awareness, empathy, and adaptability by helping students understand different perspectives and manage group challenges effectively. |
| Expert 2 | Emotional regulation training, mindfulness exercises, and reflective dialogues can be used. These techniques help students manage stress, develop resilience, and improve emotional self-awareness.  |
| Expert 3 | Foreign language anxiety management strategies, such as deep breathing exercises and mindfulness, can be used to help students regulate their emotions and build confidence in language use.   |

|          |   |
|----------|---|
| Expert 4 | Psychological techniques such as cultural reflection journals, empathy training, and perspective-taking exercises can be integrated to enhance intercultural EI.                        |
| Expert 5 | Psychological techniques such as mindfulness training, self-affirmation exercises, and guided visualization can help students manage language learning anxiety and boost self-efficacy. |

3.1 In your opinion, it is suitable to use emotional intelligence of undergraduate students questionnaire to evaluate emotional intelligence of undergraduate students in China?

|          |   |
|----------|---|
| Expert 1 | Surveys are an effective tool for evaluating EI, but they should be supplemented with contextual analysis. A combination of quantitative and qualitative methods would provide a more comprehensive assessment.       |
| Expert 2 | Surveys can be one of the tools, but contextualized tasks should be included to provide a more accurate reflection of EI in real-world interactions.  |
| Expert 3 | Surveys combined with classroom performance observations are suitable for assessment, but they should be supplemented with speaking and writing evaluations.  |
| Expert 4 | A standard questionnaire may not fully capture students' intercultural EI. Instead, assessment should include reflective writing, group presentations, and peer evaluations on cultural sensitivity and adaptability. |
| Expert 5 | Traditional surveys may not effectively capture language learners' EI. Instead, a combination of self-assessments, classroom participation evaluations, and instructor observations should be used.                   |

3.2 Are there other measurements can be used to evaluate emotional intelligence of undergraduate students in China? If so, what are the measurements?

|          |   |
|----------|---|
| Expert 1 | Other measurement methods include case studies, behavioral observations, and psychological assessments. Observing students' interactions in group projects, analyzing reflective journals, and conducting semi-structured interviews can provide deeper insights into their EI development. |
| Expert 2 | Other methods include team interaction analysis, interviews, and self-assessment. For instance, self-reflection exercises can help students evaluate their emotional responses and growth over time.  |

|          |  |
|----------|--|
| Expert 3 | Other assessment methods include group cooperation analysis and speech emotion analysis, which can help gauge students' emotional engagement in language learning tasks.   |
| Expert 4 | <p>1.Intercultural simulation exercises, where students must navigate different cultural scenarios.</p> <p>2.Observational assessments of students' behaviors in diverse group settings.</p> <p>3.Self-reflection essays analyzing personal intercultural experiences and learning progress.</p>                                     |
| Expert 5 | <p>1.Speech confidence analysis, tracking students' emotional progress in oral communication.</p> <p>2.Emotion diaries, where students record feelings about their language learning experiences.</p> <p>3.Instructor feedback reports, assessing students' emotional engagement and resilience in language learning activities.</p> |



## Appendix C: Questionnaire on Emotional Intelligence of University Students in Chengdu University of Information Technology

### Questionnaire on Emotional Intelligence Status of University Students

Hello students:

Welcome to this study! The purpose of this study is to investigate the effects of the cooperative learning model on enhancing emotional intelligence in college English learning. The results will be used to conduct research on the emotional intelligence status of college students and for no other purpose. It will take about 15-20 minutes to complete this survey, so please choose your free time to answer. There are 45 questions in total, Part I addresses personal information and contains 5 questions, Part II contains 40 questions.

Please choose the time you have available to answer:

1. There are no fixed answers to all the questions. Please answer according to your actual situation or impression.
2. Fill in the numbers that match your actual situation by typing “√” .

Solemn promise:

1. Your answers will be kept strictly confidential, and no one else can access the results of your answers except the researcher.
2. This research has no influence on your academic life at school, and has even less to do with your studies.

Below, please read each question carefully and choose the appropriate answer according to your actual situation or feelings.

#### Part I. Basic Information

1. your name: \_\_\_\_\_ 2. your gender: (1) male (2) female
3. your ethnicity: \_\_\_\_\_
4. Your grade: \_\_\_\_\_ 5. Your age: \_\_\_\_\_

## Part II Survey on Emotional Intelligence Status of University Students

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the "1" if you strongly disagree that this is like you, the "2" if you somewhat disagree that this is like you, "3" if you neither agree nor disagree that this is like you, the "4" if you somewhat agree that this is like you, and the "5" if you strongly agree that this is like you. There are no right or wrong answers. Please give the response that best describes you.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1.I am aware of the appropriate timing to confide my difficulties in English learning to others.   | 1 | 2 | 3 | 4 | 5 |
| 2.After my English exam results decline, I recall past experiences of encountering and resolving similar issues.                         | 1 | 2 | 3 | 4 | 5 |
| 3.I hope to effectively follow through with my planned English learning schedule.  | 1 | 2 | 3 | 4 | 5 |
| 4.My classmates like to ask me about difficult English learning problems, trusting that I can provide answers.                           | 1 | 2 | 3 | 4 | 5 |
| 5.In English conversations or English videos, I find it difficult to understand other people's body language.                            | 1 | 2 | 3 | 4 | 5 |
| 6.When my English performance improves, I believe I have the potential to learn English well.  | 1 | 2 | 3 | 4 | 5 |
| 7.When I am in a good mood, I feel that my English learning can make progress.   | 1 | 2 | 3 | 4 | 5 |
| 8.Learning English makes me happy, which is a key reason why I enjoy studying the language.  | 1 | 2 | 3 | 4 | 5 |
| 9.I can clearly recognize the emotions (such as happiness or frustration) triggered by my daily English learning experiences.            | 1 | 2 | 3 | 4 | 5 |
| 10.I hope that my English learning will become increasingly smooth.  | 1 | 2 | 3 | 4 | 5 |
| 11.I enjoy sharing my English learning experiences with others.  | 1 | 2 | 3 | 4 | 5 |
| 12.When my English teacher praises me, my mood improves, and I think of ways to extend my good feelings.                                 | 1 | 2 | 3 | 4 | 5 |
| 13.If I were the English class representative, I would manage tasks more effectively and try to make more people enjoy learning English. | 1 | 2 | 3 | 4 | 5 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 14. Doing things related to English makes me feel happy.  | 1 | 2 | 3 | 4 | 5 |
| 15. In my English learning process, I am aware of the emotional messages I convey to others (such as frustration, enjoyment of English, etc.).            | 1 | 2 | 3 | 4 | 5 |
| 16. I want to perform well in English exams so that my teachers and classmates will have a better impression of me.                                       | 1 | 2 | 3 | 4 | 5 |
| 17. When I am in a good mood, practicing English becomes easier, such as memorizing vocabulary and reading faster.  | 1 | 2 | 3 | 4 | 5 |
| 18. I can recognize and interpret the emotional signals of my English teacher during lessons.   | 1 | 2 | 3 | 4 | 5 |
| 19. When I experience negative emotions while learning English, I understand the specific reasons behind them.  | 1 | 2 | 3 | 4 | 5 |
| 20. When I am in a good mood, I tend to use more methods to improve my English learning.  | 1 | 2 | 3 | 4 | 5 |
| 21. I can control my emotions (such as frustration or excitement) during my English learning process.   | 1 | 2 | 3 | 4 | 5 |
| 22. In English reading (without vocabulary obstacles), I can understand the emotions conveyed by the author, such as praise or sarcasm.                   | 1 | 2 | 3 | 4 | 5 |
| 23. During my regular English studies, I often imagine myself achieving good results to motivate myself.  | 1 | 2 | 3 | 4 | 5 |
| 24. When others perform well in English learning, I compliment them.  | 1 | 2 | 3 | 4 | 5 |
| 25. In the process of learning English, I can perceive the emotional messages that others convey to me (such as frustration, enjoyment of English, etc.). | 1 | 2 | 3 | 4 | 5 |
| 26. When reading English texts and encountering significant events in the author's life, I feel as if I am experiencing them myself.                      | 1 | 2 | 3 | 4 | 5 |
| 27. When I am in a good mood, I discover new and interesting memory techniques for learning vocabulary.   | 1 | 2 | 3 | 4 | 5 |
| 28. I want to learn English well, but when I think about the large number of words and grammar rules I need to memorize, I feel discouraged.              | 1 | 2 | 3 | 4 | 5 |
| 29. Just by looking at someone, I can tell whether they are feeling good or bad about their English learning.   | 1 | 2 | 3 | 4 | 5 |
| 30. When others feel discouraged in their English learning, I encourage them to make them feel better.  | 1 | 2 | 3 | 4 | 5 |
| 31. A positive mindset helps me embrace the challenges of learning English.   | 1 | 2 | 3 | 4 | 5 |
| 32. When listening to English conversations, I can determine the speaker's emotions through their tone and intonation.                                    | 1 | 2 | 3 | 4 | 5 |
| 33. I find it difficult to follow my English teacher's thought process and understand their perspective.  | 1 | 2 | 3 | 4 | 5 |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 34.I sometimes feel uncomfortable sharing my thoughts in English group discussions.                               | 1 | 2 | 3 | 4 | 5 |
| 35.I feel discouraged when I compare my English proficiency with my classmates'.                                  | 1 | 2 | 3 | 4 | 5 |
| 36.I feel that my emotions negatively impact my ability to perform well in English cooperative learning settings. | 1 | 2 | 3 | 4 | 5 |
| 37.I believe that English cooperative learning activities help me develop self-confidence in communication.       | 1 | 2 | 3 | 4 | 5 |
| 38.I find that working with classmates on English tasks helps me regulate my emotions and stay engaged.           | 1 | 2 | 3 | 4 | 5 |
| 39.Working with my peers in English class helps me feel more confident about using the language.                  | 1 | 2 | 3 | 4 | 5 |
| 40.When I encounter difficulties in English learning, I am willing to seek help from my classmates or teachers.   | 1 | 2 | 3 | 4 | 5 |



## Appendix D: The Outline of Semi-Structured Interview Questionnaire

### Semi-Structured Interview Questionnaire for Interviewing Eligible Respondents

STATEMENT: This semi-structured interview questionnaire is a tool used to interview respondents for the following purposes.

Purpose of the Interview:

1. To define the definition and components of emotional intelligence of undergraduate students in China context.
2. To gain the guidelines for developing the Cooperative Learning Models for enhancing emotional intelligence of undergraduate students in China.
3. To gain the guidelines for developing research measurement instruments to evaluate emotional intelligence in China.

#### Section 1: General Information

Name of Expert.....

Educational Background.....

Work Experience.....

Position.....

Organization.....

Specialized Field.....

Date and Time of Interview.....

## Section 2: Problem Orientation

Question1) The meaning and components of emotional intelligence of undergraduate students in China context.

1.1 In your opinion, what is the definition of emotional intelligence for undergraduate students in China?

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.....

1.2 According to the literature review, emotional intelligence includes five core components as follows: (1)intrapersonal skills, (2)interpersonal skills, (3)stress management, (4)adaptability, and (5)general mood. Do you think emotional intelligence with these five components is suitable for Chinese undergraduate students?

1.2.1 Intrapersonal skills refer to the abilities that enable individuals to recognize, understand, and regulate their own emotions. This component encompasses self-awareness, which involves a deep understanding of one's emotional states, motivations, and personal values.

1.2.2 Interpersonal skills focus on how individuals interact with others, emphasizing empathy, social responsibility, and relationship management.

1.2.3 Stress management refers to the capacity to endure and cope with emotional challenges and external stressors. It includes two critical subcomponents: stress tolerance and impulse control.

1.2.4 Adaptability is the ability to adjust one's thoughts, emotions, and behaviors in response to changing circumstances or challenges. This component comprises three key subskills: reality testing, problem-solving, and flexibility.

1.2.5 General mood pertains to an individual's overall outlook on life and emotional well-being. It includes optimism and happiness.

.....

.....

1.3 In addition to the five components mentioned above, do you think there are other components that reflect the emotional intelligence of undergraduate students in China context? What are they?

.....

.....

1.4 In response to if there are additional components, what should the behaviors guided by those components you mentioned look like?

.....

.....

Question2) Guidelines to develop Cooperative Learning Models for enhancing emotional intelligence of undergraduate students in China.

2.1 In your opinion, what is the definition of the Cooperative Learning Model for undergraduate students in China?

.....

.....

2.2 Could you provide me with the guidelines for developing a Cooperative Learning Model to enhance emotional intelligence of undergraduate students in China?

.....

.....



2.3 What characteristics or steps to provide the contents and activities of the Cooperative Learning Model to enhance emotional intelligence of undergraduate students?

.....

.....

2.4 In your opinion, are there psychological techniques or other activities that can be used to enhance emotional intelligence of undergraduate students in developing the Cooperative Learning Model? If so, what kinds of techniques or activities?

.....

.....

Question3) Guidelines for developing research measurement instruments to evaluate emotional intelligence of undergraduate students in China.

3.1 In your opinion, it is suitable to use emotional intelligence of undergraduate students questionnaire to evaluate emotional intelligence of undergraduate students in China?

.....

.....

3.2 Are there other measurements can be used to evaluate emotional intelligence of undergraduate students in China? If so, what are the measurements?

.....

.....

## Appendix E: Results of the quality inspection of the research instruments for the Measurement of Emotional Intelligence Questionnaire for Freshmen.

Consistency Index (IOC) of Emotional Intelligence Assessment Tools for Freshmen

|    | Expert Opinion |    |    |    |    | In total | IOC | Result     |
|----|----------------|----|----|----|----|----------|-----|------------|
|    | 1              | 2  | 3  | 4  | 5  |          |     |            |
| 1  | +1             | 0  | +1 | +1 | +1 | 4        | 0.8 | applicable |
| 2  | +1             | +1 | 0  | +1 | +1 | 4        | 0.8 | applicable |
| 3  | +1             | +1 | +1 | +1 | 0  | 4        | 0.8 | applicable |
| 4  | 0              | +1 | +1 | +1 | +1 | 4        | 0.8 | applicable |
| 5  | +1             | +1 | +1 | 0  | +1 | 4        | 0.8 | applicable |
| 6  | +1             | +1 | 0  | +1 | +1 | 4        | 0.8 | applicable |
| 7  | +1             | 0  | +1 | +1 | +1 | 4        | 0.8 | applicable |
| 8  | +1             | +1 | +1 | 0  | +1 | 4        | 0.8 | applicable |
| 9  | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 10 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 11 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 12 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 13 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 14 | +1             | +1 | +1 | +1 | 0  | 4        | 0.8 | applicable |
| 15 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 16 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 17 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 18 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |
| 19 | +1             | +1 | +1 | +1 | +1 | 5        | 1   | applicable |

|    |    |    |    |    |    |   |     |            |
|----|----|----|----|----|----|---|-----|------------|
| 20 | 0  | +1 | +1 | +1 | +1 | 4 | 0.8 | applicable |
| 21 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 22 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 23 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 24 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 25 | +1 | 0  | +1 | +1 | +1 | 4 | 0.8 | applicable |
| 26 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 27 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 28 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 29 | +1 | +1 | +1 | 0  | +1 | 4 | 0.8 | applicable |
| 30 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 31 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 32 | 0  | +1 | +1 | +1 | +1 | 4 | 0.8 | applicable |
| 33 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 34 | +1 | +1 | +1 | 0  | +1 | 4 | 0.8 | applicable |
| 35 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 36 | +1 | +1 | 0  | +1 | +1 | 4 | 0.8 | applicable |
| 37 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 38 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |
| 39 | +1 | +1 | +1 | +1 | 0  | 4 | 0.8 | applicable |
| 40 | +1 | +1 | +1 | +1 | +1 | 5 | 1   | applicable |

Note: The consideration criteria for the consistency index from 0.50 is considered to be met and can be used.

Appendix F: Table Scale CITC and reliability analysis

| Variable            | Measure<br>ment<br>items | Corrected<br>Total<br>Correlation(CITC) | Item-<br>Cronbach's<br>Alpha if<br>Item<br>Deleted | Cronbach<br>'s Alpha |
|---------------------|--------------------------|---|--|----------------------|
| IntrapersonalSkills | Q6                       | 0.789                                   | 0.935  | 0.942                |
|                     | Q9                       | 0.682                                   | 0.939  |                      |
|                     | Q12                      | 0.719                                   | 0.938  |                      |
|                     | Q13                      | 0.698                                   | 0.938  |                      |
|                     | Q16                      | 0.743                                   | 0.937  |                      |
|                     | Q18                      | 0.761                                   | 0.936  |                      |
|                     | Q19                      | 0.729                                   | 0.937  |                      |
|                     | Q22                      | 0.723                                   | 0.937  |                      |
|                     | Q26                      | 0.691                                   | 0.938  |                      |
|                     | Q34                      | 0.756                                   | 0.936  |                      |
|                     | Q37                      | 0.730                                   | 0.937  |                      |
|                     | Q41                      | 0.787                                   | 0.935  |                      |
| InterpersonalSkills | Q4                       | 0.725                                   | 0.945  | 0.948                |
|                     | Q7                       | 0.766                                   | 0.944  |                      |
|                     | Q14                      | 0.704                                   | 0.945  |                      |
|                     | Q21                      | 0.771                                   | 0.943  |                      |
|                     | Q27                      | 0.832                                   | 0.942  |                      |
|                     | Q28                      | 0.714                                   | 0.945  |                      |
|                     | Q29                      | 0.755                                   | 0.944  |                      |

| Variable         | Measurement items | Corrected Total Correlation(CITC) | Item-Cronbach's Alpha if Item Deleted | Cronbach's Alpha |
|------------------|-------------------|-----------------------------------|---------------------------------------|------------------|
| StressManagement | Q32               | 0.690                             | 0.946                                 | 0.880            |
|                  | Q33               | 0.768                             | 0.943                                 |                  |
|                  | Q35               | 0.755                             | 0.944                                 |                  |
|                  | Q40               | 0.709                             | 0.945                                 |                  |
|                  | Q42               | 0.720                             | 0.945                                 |                  |
|                  | Q43               | 0.770                             | 0.943                                 |                  |
|                  | Q24               | 0.778                             | 0.838                                 |                  |
|                  | Q31               | 0.685                             | 0.860                                 |                  |
|                  | Q36               | 0.676                             | 0.863                                 |                  |
|                  | Q38               | 0.688                             | 0.860                                 |                  |
| Adaptability     | Q39               | 0.744                             | 0.846                                 | 0.915            |
|                  | Q5                | 0.837                             | 0.885                                 |                  |
|                  | Q8                | 0.740                             | 0.905                                 |                  |
|                  | Q23               | 0.751                             | 0.903                                 |                  |
|                  | Q25               | 0.798                             | 0.893                                 |                  |
| GeneralMood      | Q30               | 0.792                             | 0.895                                 | 0.909            |
|                  | Q10               | 0.769                             | 0.889                                 |                  |
|                  | Q11               | 0.712                             | 0.900                                 |                  |
|                  | Q15               | 0.777                             | 0.887                                 |                  |

| Variable              | Measure<br>ment<br>items | Corrected<br>Total<br>Correlation(CITC) | Item-<br>Cronbach's<br>Alpha if<br>Item<br>Deleted | Cronbach<br>'s Alpha |
|-----------------------|--------------------------|---|--|----------------------|
|                       | Q17                      | 0.780                                   |  | 0.887                |
|                       | Q20                      | 0.818                                   |  | 0.880                |
| Overall questionnaire |                          |   |  | 0.952                |



## Appendix G: Results of quality inspection of Cooperative Learning Models

Cooperative Learning Model promotes the consistency index(IQC) value of students' emotional intelligence

|  |    |    |    |    |    |      |
|--|----|----|----|----|----|------|
| Learning Plan                              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1.Orientation                              |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 2. Intrapersonal Skills:                   | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Emotional Self-Awareness                   |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 3. Intrapersonal Skills:                   | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Assertiveness                              |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |



|  |    |    |    |    |    |      |
|--|----|----|----|----|----|------|
| Learning Plan                              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 4. Intrapersonal Skills:                   | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Self-Actualization                         |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 5. Interpersonal Skills:                   | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Empathy                                    |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |

|  |    |    |    |    |    |      |
|--|----|----|----|----|----|------|
| Learning Plan                              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 6. Interpersonal Skills:                   | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Social Responsibility                      |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 7. Stress Management:                      | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Stress Tolerance                           |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 8. Stress Management:                      | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Impulse Control                            |    |    |    |    |    |      |
| (1) Content                                |    |    |    |    |    |      |

|  |    |    |    |    |    |      |
|--|----|----|----|----|----|------|
| Learning Plan                              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 9. Adaptability: Reality Testing           | +1 | +1 | +1 | +1 | +1 | 1.00 |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |
| 2)Guided Exploration and Explanation       |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 10. Adaptability: Flexibility              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5)Teaching Process                        | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                                  |    |    |    |    |    |      |

|  |    |    |    |    |    |      |
|--|----|----|----|----|----|------|
| Learning Plan                              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 2) Guided Exploration and Explanation      |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 11. Adaptability: Problem Solving          | +1 | +1 | +1 | +1 | +1 | 1.00 |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5) Teaching Process                       | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1) Lead in                                 |    |    |    |    |    |      |
| 2) Guided Exploration and Explanation      |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |
| 12. General Mood: Optimism                 | +1 | +1 | +1 | +1 | +1 | 1.00 |
| (1) Content                                |    |    |    |    |    |      |
| (2) Objectives                             |    |    |    |    |    |      |
| (3) Duration                               |    |    |    |    |    |      |
| (4) Teaching Materials                     |    |    |    |    |    |      |
| (5) Teaching Process                       | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1) Lead in                                 |    |    |    |    |    |      |
| 2) Guided Exploration and Explanation      |    |    |    |    |    |      |
| 3) Activity Applying                       |    |    |    |    |    |      |
| 4) Comprehensive Evaluation and Conclusion |    |    |    |    |    |      |

|                             |    |    |    |    |    |      |
|-----------------------------|----|----|----|----|----|------|
| Learning Plan               | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 13. General Mood:           | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Happiness                   |    |    |    |    |    |      |
| (1) Content                 |    |    |    |    |    |      |
| (2) Objectives              |    |    |    |    |    |      |
| (3) Duration                |    |    |    |    |    |      |
| (4) Teaching Materials      |    |    |    |    |    |      |
| (5)Teaching Process         | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                   |    |    |    |    |    |      |
| 2)Guided Exploration and    |    |    |    |    |    |      |
| Explanation                 |    |    |    |    |    |      |
| 3) Activity Applying        |    |    |    |    |    |      |
| 4) Comprehensive Evaluation |    |    |    |    |    |      |
| and Conclusion              |    |    |    |    |    |      |
| 14. Review and              | +1 | +1 | +1 | +1 | +1 | 1.00 |
| Reflection                  |    |    |    |    |    |      |
| (1) Content                 |    |    |    |    |    |      |
| (2) Objectives              |    |    |    |    |    |      |
| (3) Duration                |    |    |    |    |    |      |
| (4) Teaching Materials      |    |    |    |    |    |      |
| (5)Teaching Process         | +1 | +1 | +1 | +1 | +1 | 1.00 |
| 1)Lead in                   |    |    |    |    |    |      |
| 2)Guided Exploration and    |    |    |    |    |    |      |
| Explanation                 |    |    |    |    |    |      |
| 3) Activity Applying        |    |    |    |    |    |      |
| 4) Comprehensive Evaluation |    |    |    |    |    |      |
| and Conclusion              |    |    |    |    |    |      |

## Appendix H: Specific teaching activities arranged by the Cooperative Learning

### Model to Promote students' emotional intelligence

#### Teaching Implementation Plan of Cooperative Learning

| Lesson | Learning Activity                                 | Objective  | Strategy/Technique   |
|--------|---|--|--|
| 1      | Orientation                                       | 4. To introduce the concept of emotional intelligence and its importance in language learning.<br>5. To introduce the cooperative learning model and establish group norms for effective collaboration.<br>6. To promote student awareness of their initial emotional intelligence levels. | Icebreaker activities<br>Group discussion                    |
| 2      | Intrapersonal Skills:<br>Emotional Self-Awareness | 4. To help students recognize and label their emotions.<br>5. To develop strategies for self-reflection and emotional self-awareness.<br>6. To foster continuous self-monitoring of emotional states.  | Group sharing and discussion<br>Emotional mapping activities |
| 3      | Intrapersonal Skills:<br>Assertiveness            | 4. To teach students how to express their emotions and needs confidently.<br>5. To practice assertive communication techniques.<br>6. To encourage respectful assertiveness in cooperative contexts.   | Role-playing<br>Small group discussions<br>Peer feedback     |

|   |  |  |   |
|---|--|--|---|
| 4 | Intrapersonal Skills:<br>Self-Actualization    | 4. To help students identify their strengths and improvement areas.<br><br>5. To motivate goal-setting for personal and academic growth.<br><br>6. To foster a pursuit of self-fulfillment.  | Group brainstorming<br><br>Group discussion       |
| 5 | Interpersonal Skills:<br>Empathy               | 4. To enhance students' understanding and sharing of others' feelings.<br><br>5. To practice active listening in cooperative learning.<br><br>6. To build deeper emotional connections within the group.                                 | Partnered listening exercises<br><br>Role-playing |
| 6 | Interpersonal Skills:<br>Social Responsibility | 4. To help students understand the importance of contributing positively to their community.<br><br>5. To develop skills for promoting cooperation and collective success.<br><br>6. To foster responsibility within cooperative groups. | Task-Based Learning (TBL)<br><br>Group reflection |
| 7 | Stress Management:<br>Stress Tolerance         | 4. To increase students' ability to manage stress effectively.<br><br>5. To teach students techniques for staying calm and focused under pressure.<br><br>6. To promote students' resilience in language learning contexts.              | Stress-relief exercises<br><br>Group reflection   |
| 8 | Stress Management:<br>Impulse Control          | 4. To help students develop the ability to control their impulses in challenging situations.   | Role-playing<br><br>Peer feedback and support     |

|    |                               |   |  |
|----|-------------------------------|---|--|
|    |                               | <p>5. To teach self-regulation strategies for emotional responses.</p> <p>6. To enhance peer-supported learning environment.</p>  |  |
| 9  | Adaptability: Reality Testing | <p>4. To help students realistically assess situations in language learning contexts.</p> <p>5. To enhance students' decision-making skills through objective evaluation.</p> <p>6. To foster students' accurate self-assessment and group situation analysis.</p>                              | <p>Problem-solving tasks</p> <p>Problem-Based Learning (PBL)</p> |
| 10 | Adaptability: Flexibility     | <p>4. To develop students' ability to adapt their approaches to different learning situations.</p> <p>5. To teach students how to remain open-minded and diverse perspectives within group activities.</p> <p>6. To strength students' flexibility in cooperative problem-solving contexts.</p> | <p>Group discussions</p> <p>Role-playing</p>                     |
| 11 | Adaptability: Problem Solving | <p>4. To teach students how to apply critical thinking skills to solve problems.</p> <p>5. To foster cooperative problem-solving through group discussion and cooperation.</p> <p>6. To encourage innovation and creativity in addressing language learning challenges.</p>                     | <p>Problem-Based Learning (PBL)</p> <p>Peer Support Groups.</p>  |



|    |                            |   |  |
|----|----------------------------|---|--|
| 12 | General Mood:<br>Optimism  | <p>4. To help students cultivate a positive outlook in challenging learning situations.</p> <p>5. To engage students in goal-setting activities fostering a constructive mindset.</p> <p>6. To utilize positive reinforcement techniques to boost confidence and persistence.</p>                                     | <p>Goal-setting exercises</p> <p>Peer feedback</p> |
| 13 | General Mood:<br>Happiness | <p>4. To explore the connection between emotional intelligence and happiness.</p> <p>5. To teach students how to increase their emotional well-being.</p> <p>6. To encourage reflective practices that support emotional positivity and satisfaction.</p>   | <p>Think-Pair-Share.</p> <p>Reflection</p>         |
| 14 | Review and<br>Reflection   | <p>4. To comprehensively review the key concepts and skills learned throughout the sessions.</p> <p>5. To facilitate student reflection on emotional intelligence development and growth.</p> <p>6. To assist students in setting future-oriented personal and academic goals based on acquired emotional skills.</p> | <p>Self-reflection</p> <p>Peer feedback</p>        |

## Cooperative Learning Model Intervention to Promote Emotional Intelligence

### Session 1: Orientation

#### I. Content

Orientation serves as a foundational stage in introducing students to the cooperative learning model and initiating the development of emotional intelligence within the context of college English learning. It aims to cultivate a positive, supportive environment marked by collaboration, openness, and shared responsibility. In this setting, students are encouraged to engage actively, express their thoughts freely, and begin exploring the five core dimensions of emotional intelligence: intrapersonal skills, interpersonal skills, stress management, adaptability, and general mood. During this initial session, clear objectives and group norms are established to help students feel safe, motivated, and ready to participate in group-based activities. Furthermore, the orientation fosters students' understanding of how cooperative learning enhances emotional awareness and communication, thereby laying the groundwork for their holistic growth throughout the program.

#### II. Objectives:

1. To introduce the concept of emotional intelligence and its importance in language learning.
2. To introduce the cooperative learning model and establish group norms for effective collaboration.
3. To promote student awareness of their initial emotional intelligence levels.

#### III. Duration: 90 minutes

#### IV. Teaching Materials

1. Stationery
2. Learning/Activity record paper.

#### V. Teaching Process

##### 1. Lead in

1.1 The researcher warmly welcomes students to the class and briefly introduces himself/herself to the students. Following this, students introduce themselves individually within their respective groups. Each student should include one happy or interesting personal experience to facilitate rapport and familiarity within the group.

1.2 Introduce the overall course (activity program). Provide an overview of the lesson plan, clearly detailing the topics that will be covered in each subsequent session and outlining the cooperative learning activities students will participate in. Emphasize the significance of emotional

intelligence in enhancing their English language learning outcomes.

1.3 Briefly introduce the cooperative learning model as the core framework of the course. Summarize the purpose, objectives, and expected outcomes for each session clearly, highlighting how cooperative learning will be integrated with activities aiming to enhance emotional intelligence.

1.4 Clearly present and explain the rules and expectations of the course, including attendance, active participation, respect for others' opinions, and confidentiality regarding personal experiences shared within the sessions. This ensures a safe, respectful, and conducive learning environment for emotional growth and language learning.

## 2. Guided Exploration and Explanation

The researcher begins by posing the question, "Do you think emotional intelligence is important in your learning and daily life?" to engage students and stimulate their curiosity about the session's theme. After students briefly share their initial thoughts, the researcher follows up by asking, "What do you think emotional intelligence is?" Students are invited to respond openly without being evaluated or judged for correctness.

Then, the researcher continues with the question, "Can you share an example from your life that demonstrates emotional intelligence?" Students' answers are collected as practical illustrations, providing relatable contexts for introducing emotional intelligence.

Finally, the researcher clearly presents a concise definition of emotional intelligence, emphasizing its relevance in college English learning contexts. A PowerPoint presentation is used to outline the five essential dimensions of emotional intelligence covered in this course: Intrapersonal skills, Interpersonal skills, Stress management, Adaptability, and General mood. After clarifying these core dimensions, the researcher transitions smoothly into the activity session.

## 3. Activity Applying

3.1 Researcher asks students to individually write down their expectations for the course, along with any specific concerns or problems they hope to address through participating in the sessions. These reflections are collected by the researcher (teacher) at the end of the session to understand students' needs, concerns, and expectations clearly, thus enabling targeted support in future sessions.

3.2 Next, the researcher invites students to share briefly in their groups how they usually approach dealing with emotional challenges or confusion, particularly when guidance is not explicitly provided. Students discuss and record their approaches, encouraging reflective thinking and self-directed problem-solving.

3.3 Students are divided into small groups of 5, and each group is tasked with discussing

specific personal experiences relevant to each of the five EI dimensions (Intrapersonal skills, Interpersonal skills, Stress management, Adaptability, General mood). Each member contributes one experience related to each dimension, promoting personal connection and group cohesion.

3.4 Each student briefly shares within their group a personal experience related to one dimension of emotional intelligence, fostering peer understanding and creating deeper awareness of the relevance of emotional intelligence to their lives.

3.5 The researcher facilitates a plenary discussion, inviting students to ask questions or provide comments based on their group interactions. The researcher summarizes key insights, emphasizing how emotional intelligence significantly influences their personal, academic, and social lives, and the importance of further developing EI skills for long-term growth and success. Encouragement is given to students to actively apply these insights to their daily academic and personal contexts. The researcher concludes by reinforcing students' confidence and clearly setting the stage for upcoming classes.

#### 4. Comprehensive Evaluation and Conclusion

4.1 The researcher and students jointly summarize the key points covered in this session, reinforcing the core ideas related to emotional intelligence, cooperative learning, and session objectives. This collaborative summary encourages students to clearly articulate and reflect on their learning gains.

4.2 The researcher provides an open platform for students to ask questions about any unclear aspects or concerns from today's session, offering immediate clarification and guidance.

4.3 In summarizing activities, the researcher positively acknowledges and praises the active participation and insightful contributions of each student, highlighting specific achievements and valuable opinions shared during discussions.

4.4 Observe and comment positively on students' engagement during group activities, specifically noting cooperative behaviors, active responses, enthusiasm, thoughtful questions, and effective interaction among group members.

4.5 Invite students to openly share their views and insights from group discussions, fostering a reflective and inclusive classroom atmosphere.

4.6 Encourage students to briefly articulate or write down their personal learning outcomes by responding to the prompt, "What did you gain from today's session?"

4.7 Ask students to write at least one sentence describing their feelings about today's session—focusing on its meaningfulness and any sense of achievement—encouraging them to do so regularly (at least three sentences per week), promoting continuous reflection and emotional self-awareness.

### Group Norms Agreement Worksheet

Course Title: Cooperative Learning for Enhancing Emotional Intelligence in College English Learning

Session: 1 – Orientation of Students' Emotional Intelligence

Group Members:

Member 1: \_\_\_\_\_

Member 2: \_\_\_\_\_

Member 3: \_\_\_\_\_

Member 4: \_\_\_\_\_

Member 5: \_\_\_\_\_

Member 6: \_\_\_\_\_

**Purpose of the Agreement:**

To establish clear, respectful, and supportive group norms that enhance effective learning, cooperation, and emotional intelligence development.

**Group Norms:**

Discuss as a group and complete the following prompts clearly and specifically:

We agree to:

---



---

We will solve conflicts by:

---



---

Our group values:

---



---

**Additional Guidelines for Effective Cooperation:**

- Each member agrees to complete their assigned tasks on time.
- We will rotate roles (e.g., leader, time-keeper, recorder) regularly to ensure fairness.
- We will support each other when someone is struggling with a task.
- We will give constructive feedback to improve each other's performance.
- We agree to maintain a positive attitude and encourage one another.
- If a group member is absent, we will ensure they are informed about what was missed.
- We agree to communicate respectfully and openly, using "I" statements when discussing conflicts.
- We will evaluate our group's cooperation at the end of each major activity.



## Session 2: Intrapersonal Skills - Emotional Self-Awareness

### I. Content

This session focuses on enhancing students' intrapersonal skills, specifically emotional self-awareness. Emotional self-awareness involves recognizing and understanding one's emotions, labeling them accurately, and acknowledging their effects on behavior and decision-making. By fostering a deeper understanding of their emotional states, students can better manage their reactions, enhance their language learning experience, and improve personal and academic relationships.

### II. Objectives:

1. To help students recognize and label their emotions.
2. To develop strategies for self-reflection and emotional self-awareness.
3. To foster continuous self-monitoring of emotional states.

### III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Emotion wheel chart
3. Journaling notebooks

### V. Teaching Process

#### 1. Lead in

1.1 The researcher warmly welcomes students and reviews the main points from the previous session, stressing the critical importance of emotional intelligence in daily life and academic performance. Students are reminded about how self-awareness impacts their interactions, academic success, and personal development.

1.2 The researcher then engages students in an individual reflection activity, guiding them to recall detailed moments during the past week when they experienced strong emotional reactions. Students describe these situations in writing, identifying emotions felt, triggers, and responses.

1.3 Students break into small groups and share their reflections, exploring how their emotional awareness or lack thereof influenced their actions and outcomes. The aim is to promote peer-learning by understanding diverse emotional responses in different contexts.

1.4 After group discussions, the researcher consolidates the main insights shared, highlights emerging patterns, and clearly articulates the session's objectives, emphasizing active participation, honest reflection, and respect for peers' insights.

## 2. Guided Exploration and Explanation

The researcher begins by posing the question, "Do you think emotional intelligence is important in your learning and daily life?" to engage students and stimulate their curiosity about the session's theme. After students briefly share their initial thoughts, the researcher follows up by asking, "What do you think emotional intelligence is?" Students are invited to respond openly without being evaluated or judged for correctness.

Then, Students watch an engaging video presentation featuring relatable scenarios showcasing individuals utilizing emotional self-awareness to resolve conflicts, make thoughtful decisions, and manage stress effectively. These illustrative examples provide clear demonstrations of emotional self-awareness in action.

Finally, Following the video, the researcher facilitates an interactive group discussion by prompting students with open-ended questions: "When has emotional self-awareness influenced your decision-making positively or negatively?" and "How do you think increased emotional awareness can change your interactions with classmates and teachers?" The discussion encourages students to openly share real-life experiences, providing a practical grounding for the theoretical concepts discussed.

## 3. Activity Applying

3.1 Students individually complete an emotional mapping exercise, systematically identifying recent significant emotions, noting context, intensity, and subsequent reactions. The researcher offers clear guidance, walking around to address queries and facilitate understanding.

3.2 Students then join their small groups to share their emotional maps, comparing experiences to recognize common emotional triggers and responses, thus building collective awareness.

3.3 Groups collaborate to identify and analyze recurring emotional triggers, exploring constructive coping mechanisms or alternative responses. They discuss ways these strategies could effectively mitigate emotional stress and improve interpersonal interactions.

3.4 The researcher explicitly introduces reflective journaling, detailing its purpose, benefits, and techniques. Students then practice reflective journaling by selecting a particularly impactful emotional experience to explore deeply, documenting insights, emotional dynamics, triggers, and proactive coping strategies.

Each group collectively develops an action plan detailing specific, daily practices aimed at enhancing emotional self-awareness. This plan outlines practical actions, strategies for regular reflection, group check-ins, and support mechanisms to ensure consistent practice and accountability.



#### 4. Comprehensive Evaluation and Conclusion

4.1 Students engage in group discussions to summarize key insights, focusing on practical applications of emotional self-awareness in their academic, personal, and social lives.

4.2 In a plenary session, students openly share significant realizations and actionable strategies learned during the session, providing peers with practical examples and further reinforcing understanding.

4.3 The researcher addresses any outstanding questions or concerns, offering comprehensive clarifications to reinforce understanding, encouraging confidence and readiness to apply newfound insights practically.

4.4 Students individually set a clearly defined, achievable personal goal to enhance emotional self-awareness, specifying measurable actions for the upcoming week. These goals are then shared within groups to foster peer accountability and support.

4.5 Students articulate their feelings about the session, emphasizing personal breakthroughs, deeper insights gained, and changes in their perspective regarding emotional self-awareness, thereby reinforcing a sense of accomplishment and personal growth.

4.6 Finally, students complete a structured written reflection addressing specific prompts such as "What specific strategy from today's session resonated most with you, and how will you integrate it into your daily life?" and "Reflect on a recent emotional experience—how might enhanced emotional self-awareness have altered the outcome?" These detailed reflections provide critical feedback for the researcher, enabling targeted future support.

### Discussion Question Sheet

Instructions: Please discuss the following questions with your group members. Record your group's key insights and be prepared to share with the class.

#### 1. Recent Emotional Awareness

Describe a recent situation where you clearly recognized your emotions. What was the situation, and how did your awareness affect your reaction?

#### 2. Unrecognized Emotions

Can you think of a time when not recognizing your emotions led to misunderstandings or conflicts? What happened, and how could emotional self-awareness have helped?

#### 3. Effective Strategies

What strategies do you currently use to understand and manage your emotions? Share one that works well for you.

#### 4. Emotional Influence

How do your emotions influence your interactions with classmates and teachers? Provide a specific example.

#### 5. Decision-Making Improvement

Discuss a time when being emotionally self-aware improved your decision-making or problem-solving skills. What were the outcomes?

#### 6. Challenging Triggers

What emotional triggers do you find most challenging? Discuss ways you could respond differently by using emotional self-awareness techniques.

#### 7. Academic Benefits

How does understanding your emotions contribute to your academic performance? Give a concrete example from your experience.

#### 8. Empathy and Responses

Share a situation where recognizing someone else's emotions helped you respond appropriately. What did you do, and why was your response effective?

#### 9. Communication Enhancement

Reflect on how increased emotional self-awareness could enhance your communication with others. Provide practical examples.

#### 10. Building Relationships

Why do you think emotional self-awareness is essential for building strong relationships?

Discuss specific ways it can strengthen connections with others.



### Session 3: Intrapersonal Skills: Assertiveness

#### I. Content

Assertiveness, as a core component of intrapersonal emotional intelligence, refers to the ability to express one's thoughts, needs, and feelings clearly, respectfully, and confidently. This skill is essential for promoting students' mental well-being, autonomy, and resilience, especially in academic contexts that require collaboration and communication (Miao et al., 2015; Diener et al., 2010). Assertive individuals are better equipped to maintain a healthy balance between passivity and aggression, enabling them to protect their own rights while respecting others' boundaries. In college English learning, students often encounter scenarios where assertive communication is needed, whether speaking up in group discussions, negotiating responsibilities in projects, or expressing disagreement appropriately. Without assertiveness, students may either withdraw and silence themselves or respond aggressively, both of which can impair emotional health and cooperative group dynamics. Developing assertiveness helps shift focus from emotional avoidance to proactive self-expression, empowering students to engage in more meaningful and constructive academic interactions (Bar-On, 1997; Goleman, 1995). This session builds on prior self-awareness training and provides students with structured opportunities to observe, analyze, and practice assertive behaviors. By distinguishing assertiveness from passive and aggressive styles, students gain clarity in emotional expression. Through role-play, reflection, and peer feedback, learners apply language tools that support clear and confident interaction in English. Moreover, attention is given to cultural and nonverbal aspects—such as tone, body language, and timing—that influence how assertiveness is perceived and received. By the end of this session, students should be more confident in using respectful assertiveness to express themselves in academic and interpersonal contexts.

#### II. Objectives:

1. To teach students how to express their emotions and needs confidently.
2. To practice assertive communication techniques.
3. To encourage respectful assertiveness in cooperative contexts.

#### III. Duration: 90 minutes

#### IV. Teaching Materials

1. Stationery
2. Role-play scenario cards

3. Assertive vs. passive/aggressive behavior comparison chart

4. Communication sentence stems handout

## V. Teaching Process

### 1. Lead in

1.1 The session begins with the researcher greeting the students and briefly revisiting key points from the previous session, especially how self-awareness lays the foundation for healthy emotional expression. Students are reminded that recognizing their emotions is the first step—but communicating them effectively is the next.

1.2 The researcher introduces today's focus: assertiveness. To engage interest, the class is asked to respond to a warm-up prompt: "What comes to mind when you hear the word 'assertiveness'?" Students respond by writing 2-3 ideas on sticky notes and placing them on the board. The researcher categorizes the responses under three themes: positive (e.g., confidence), negative (e.g., bossy), and misconceptions (e.g., aggression).

1.3 The researcher then facilitates a whole-class discussion on why assertiveness is often misunderstood and clarifies the differences between assertiveness, passivity, and aggression. A three-column chart is introduced comparing key features such as body language, tone of voice, emotional outcome, and effect on others.

1.4 In small groups, students are asked to discuss a time when they felt they couldn't speak up or were too forceful in communication. What was the result? How did it make them feel? Groups record their answers on a shared worksheet and then briefly report back key points. The researcher transitions into the next stage by highlighting how assertiveness helps manage such situations constructively.

### 2. Guided Exploration and Explanation

The researcher gives a structured mini-lecture supported by visual aids to explain what assertiveness is. Emphasis is placed on the idea that assertiveness respects both the speaker's and listener's rights. Clear examples are shown: e.g., saying "I feel frustrated when our group doesn't meet deadlines" vs. "You're so irresponsible." Students are asked to identify which sentence is assertive and why.

The researcher then introduces a set of sentence stems that help frame assertive statements, such as "I think... because...", "I need... in order to...", "When you..., I feel...", and "Let's find a way to...". These stems are written on posters and handed out as mini-guides. Students practice creating assertive sentences using them.

In pairs, students receive a worksheet with 5 short dialogues. For each dialogue, they must label

the speaker's behavior (assertive, passive, aggressive), justify their answers, and rewrite the passive or aggressive lines into assertive ones using the sentence stems. The researcher moves between groups to support and guide reasoning.

Finally, a brief discussion takes place where students reflect on which part of assertive communication feels most difficult—tone, words, or timing—and why. The researcher addresses these concerns by offering strategies like rehearsing lines mentally, using calm body language, and taking deep breaths before responding.

### 3. Activity Applying

3.1 Students are divided into small groups of 4-5 and given role-play scenario cards. Each card contains a common college-related conflict or discomfort situation (e.g., a peer dominating group work, being interrupted in class, receiving unfair criticism, needing to say "no" to extra responsibilities). Groups choose one or are assigned randomly.

3.2 Groups read the scenario, identify the emotions involved, and brainstorm an appropriate assertive response using the sentence stems. They assign roles (speaker, listener, observer, etc.) and rehearse for a 2-3 minute performance. Observers in the group complete a checklist evaluating verbal and non-verbal assertiveness indicators.

3.3 Each group presents their role-play to the class. After each presentation, the audience provides constructive feedback guided by specific prompts: "Was the message clear?", "Was the tone respectful?", "Was the listener's reaction taken into account?" This fosters deeper learning through peer observation.

3.4 Following all performances, the class discusses common themes and challenges noticed. The researcher summarizes best practices and acknowledges progress seen in performances.

3.5 Students individually complete a reflection worksheet asking them to describe:

- 1) One assertive behavior they used or observed
- 2) A situation in their life where they will apply this skill
- 3) One fear or hesitation they still feel
- 4) A strategy to overcome it
- 5) One goal for applying assertiveness in the coming week

### 4. Comprehensive Evaluation and Conclusion

4.1 In small groups, students collaboratively summarize what they learned about assertiveness, including its definition, key behaviors, and benefits. Each group shares one insight with the class.

4.2 The researcher facilitates a class-wide reflective dialogue, prompting students with questions like: "How has your understanding of assertiveness changed today?" and "What makes

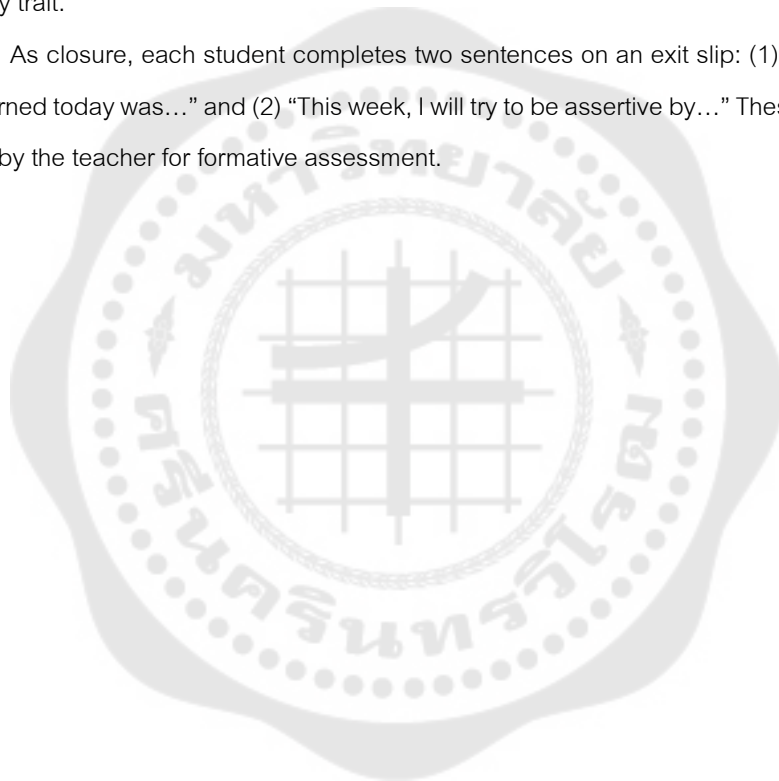
assertiveness difficult, and how can we support each other in improving it?"

4.3 Students write individual reflections addressing prompts such as: "Describe a moment in today's role-play where assertiveness was well demonstrated. What made it effective?" and "What personal habits might you need to change to become more assertive?"

4.4 Volunteers are encouraged to share their personal goals aloud. The researcher notes these and responds with personalized encouragement.

4.5 The researcher clarifies any lingering misconceptions, encourages students to practice small acts of assertiveness in low-risk situations first, and reaffirms that it is a learned skill, not a personality trait.

4.6 As closure, each student completes two sentences on an exit slip: (1) "The most valuable thing I learned today was..." and (2) "This week, I will try to be assertive by..." These are collected and reviewed by the teacher for formative assessment.



### Assertive Communication Role-Play Worksheet

Instructions

for

Students:

Read your group's assigned scenario. As a team, discuss and complete the worksheet below. Then rehearse and present your assertive response to the class.

Scenario Description

[Write your assigned scenario here]

1. What is the main emotional challenge or conflict in this situation?

*[Your answer here]*

---

2. What are the possible passive or aggressive responses in this situation?

Passive: [Your answer here]

Aggressive: [Your answer here]

*[Your answer here]*

---

3. Write an assertive response using one or more sentence stems (e.g., 'I feel... when...', 'I need... because...', 'Let's find a solution...'):

*[Your answer here]*

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4. What non-verbal cues will you use to show assertiveness (e.g., body language, tone of voice, eye contact)?

*[Your answer here]*

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5. Reflection (complete after performance):

- What went well during your role-play?
- What could be improved next time?
- How could this skill help you in real life?

*[Your answer here]*

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### Role-Play Scenarios

- Scenario 1: Group Work Conflict

One student is doing all the work while others are not participating equally. You feel frustrated but don't want to cause tension. How can you express your concern assertively?

- Scenario 2: Asking for Help

You are struggling with a grammar concept but feel shy to ask your teacher in class. How can you ask assertively for support without feeling embarrassed?

- Scenario 3: Peer Interruptions

A classmate often interrupts you during discussions. You feel ignored and disrespected. How can you address this behavior assertively without sounding angry?

- Scenario 4: Saying No

A friend in your group keeps asking you to do their part of the homework. You want to say no without damaging the friendship. How do you respond assertively?

- Scenario 5: Class Presentation Anxiety

You are chosen to speak for your group but feel nervous. Another student volunteers to take over without asking you. How can you assert your wish to try speaking?

- Scenario 6: Unfair Feedback

After a group activity, a peer gives you harsh and critical feedback in front of others. You feel hurt. How do you respond assertively while maintaining respect?

- Scenario 7: Time Management

Your teammate suggests meeting at a time that conflicts with your schedule. How do you assert your availability without sounding uncooperative?

- Scenario 8: Personal Space

During a group task, someone stands too close to you or touches your materials without asking. How do you assert your boundaries respectfully?

- Scenario 9: Dominating Teammate

A student takes control of the group's decision-making, ignoring others' ideas. How can you assert your viewpoint and encourage more balanced participation?

- Scenario 10: Academic Integrity

A peer asks you to share your previous assignment to copy from. How do you assert your refusal and explain your reasons clearly?

## Session 4: Intrapersonal Skills: Self-Actualization

### I. Content

Self-actualization, as a dimension of intrapersonal emotional intelligence, refers to an individual's ongoing pursuit of personal growth, purpose, and realization of their potential (Bar-On, 1997). It reflects the motivation to develop talents, set meaningful goals, and experience life with enthusiasm and fulfillment. According to Goleman (1995), self-actualization is closely tied to intrinsic motivation, which drives individuals to seek achievement not for external validation, but for personal satisfaction and commitment to their values. In the context of college English learning, self-actualization supports students' academic persistence, engagement, and emotional resilience. Learners who are self-actualized exhibit higher goal clarity, maintain a positive learning attitude, and are more likely to take responsibility for their academic progress (Dörnyei, 2001). These learners actively seek challenges and feel joy in learning, making them more receptive to collaborative activities and capable of sustaining motivation in the face of setbacks. This session helps students identify their personal strengths and areas for growth, establish actionable language learning goals, and reflect on their learning values. Through introspective exercises, peer sharing, and guided planning, students develop a clearer vision of their English learning purpose. The cooperative learning context enhances this process by promoting accountability, affirmation, and mutual encouragement among peers. Students are guided to evaluate their current English skills, articulate realistic long- and short-term goals, and map out steps for growth. They are also encouraged to connect emotional intelligence with academic identity and language empowerment. By fostering reflection and self-directedness, this session contributes to lifelong learning habits and deepened emotional awareness.

### II. Objectives:

1. To help students identify their strengths and improvement areas.
2. To motivate goal-setting for personal and academic growth.
3. To foster a pursuit of self-fulfillment.

### III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Real-life learner success story slides or video clips
3. Group goal-planning sheets

## V. Teaching Process

### 1. Lead in

1.1 The session begins with the teacher welcoming the students and briefly reviewing the key idea from the last session on assertiveness. The teacher introduces today's topic: "Self-Actualization" and explains it as the process of realizing one's full potential and striving for meaningful personal goals. To build interest, the teacher poses the question: "What motivates you to learn English?" and encourages students to write one word or phrase on a sticky note that reflects their motivation.

1.2 Students are invited to place their notes on the whiteboard under categories the teacher introduces: personal growth, academic success, career goals, and self-expression. This visualization helps learners see the diversity and overlap in their goals. The teacher then facilitates a brief discussion where students explain why they selected their specific motivations.

1.3 To make the concept more relatable, the teacher presents three real-life examples (e.g., a famous public speaker who overcame language barriers, a student who learned English to study abroad, and a person who used English to build international friendships). Students are asked to discuss in pairs: "Which example inspired you the most? Why?" and then volunteers share their views.

1.4 The teacher presents a simple analogy: "Think of self-actualization as climbing a mountain. At the top is your dream version of yourself as a confident English communicator. What do you need for the climb—tools, support, goals?" Students brainstorm and contribute ideas such as vocabulary knowledge, grammar, confidence, practice, and friends. The teacher summarizes by emphasizing that today's session is about identifying these tools and creating a path toward their summit.

### 2. Guided Exploration and Explanation

In this stage, students are guided to explore the meaning of self-actualization more deeply and connect it to their own language learning journeys. The teacher begins with a short multimedia presentation that defines self-actualization using key phrases such as "realizing potential," "seeking meaningful goals," and "lifelong personal development." The presentation includes quotes from thought leaders (e.g., Maslow, Goleman) and short clips or visuals of individuals demonstrating purpose-driven learning or self-initiated achievement.

Following the presentation, students engage in a cooperative "Think-Pair-Share" activity. Each student receives a list of reflective prompts such as:

- 1) Finally, What personal strengths have helped you succeed in English learning so far?
- 2) What are your biggest learning challenges?
- 3) When do you feel most confident using English?

4) What does your ideal English communication ability look like in one year?

Students first write individually, then share with a partner, and finally present their group summary to the class. The teacher encourages open dialogue and emphasizes that everyone's path to self-actualization is different.

Next, students examine a goal-setting framework provided by the teacher: the SMART model (Specific, Measurable, Achievable, Relevant, Time-bound). The class discusses how setting SMART goals can enhance self-actualization by creating a clear, realistic action plan. Each group is given a sample English learning goal (e.g., "Improve my academic writing skills for presentations") and asked to revise it using SMART criteria.

The teacher circulates during the discussion, offering support and prompting deeper thinking by asking, "How will you measure this goal?" or "What resources will help you achieve it?" After groups finalize their goals, they present them to the class. This collaborative goal-setting process encourages accountability, fosters peer affirmation, and models successful planning behavior.

To reinforce emotional intelligence in goal development, the teacher facilitates a discussion on how emotions influence motivation and persistence. Students analyze scenarios in which emotional reactions (e.g., fear of failure, self-doubt, excitement) either supported or blocked progress. They reflect on how understanding and regulating these emotions can strengthen self-actualization.

By the end of this segment, students should be able to describe their language learning goals, connect their personal values to academic aims, and apply the SMART model to guide their journey forward.

### 3. Activity Applying

This stage emphasizes experiential learning through group-based cooperative tasks, allowing students to apply the concepts of self-actualization in a practical, emotionally intelligent, and linguistically productive way.

3.1 Personal Goal Mapping: Students are given the SMART Goal-Setting Worksheet. They first individually write one long-term English learning goal and two supporting short-term goals. For example:

- 1) Long-term: Deliver a 5-minute English presentation confidently within 3 months.
- 2) Short-term 1: Practice with a partner once a week.
- 3) Short-term 2: Watch and summarize one English video per week.

The teacher prompts students to make each goal SMART and relevant to their actual language

needs and emotional aspirations. Peer support is encouraged by allowing students to pair up and provide feedback on each other's goals.

3.2 Emotional Regulation Role-Play: Groups are given different scenarios where learners must stay motivated despite emotional setbacks. Sample scenarios:

- 1) You receive negative feedback on your writing.
- 2) You forgot your lines during an English presentation.
- 3) You feel overwhelmed with homework.

Each group role-plays how to respond to the situation with emotional intelligence and self-actualizing behavior. After role-play, groups explain their coping strategies and the underlying emotions.

3.3 Vision Poster Creation: Groups cooperate to create a "Self-Actualization Vision Poster" that includes:

- 1) Their collective English learning vision
- 2) 3 SMART goals agreed upon by all members
- 3) Strategies to maintain motivation and emotional balance
- 4) Inspirational quotes or images

They present their posters to the class. This visual, creative task combines emotional and linguistic skills and strengthens group identity and shared motivation.

3.4 Cooperative Feedback Roundtable: Students participate in a roundtable feedback session. Each group rotates and gives feedback on another group's poster using the following guiding questions:

- 1) Is the vision clear and realistic?
- 2) Are the goals SMART and motivating?
- 3) Are the strategies emotionally sustainable?

Constructive feedback is emphasized. The teacher moderates and highlights positive examples.

3.5 For homework, each student is required to write a reflective journal entry that captures their personal experience during the session. In this journal, students should describe the insights they gained about their language learning goals—how those goals became clearer or more meaningful through the day's discussions and activities. They should also reflect on how they managed emotional challenges such as frustration, doubt, or nervousness that may have arisen during group collaboration or the goal-setting process. Students are encouraged to analyze what

emotional strategies they used (e.g., self-talk, support from peers, taking deep breaths) and evaluate their effectiveness. Lastly, each student should outline how they plan to apply the lessons learned in this session to their ongoing English learning journey—this could include revisiting their SMART goals weekly, seeking feedback more openly, or reminding themselves of their long-term vision when facing setbacks. The journal serves as a tool for both self-awareness and motivation, reinforcing the emotional and academic dimensions of self-actualization.

#### 4. Comprehensive Evaluation and Conclusion

The final section of the session engages students in multi-layered reflection and evaluation to consolidate their learning and enhance long-term retention. The purpose is not only to review what was covered but also to reinforce emotional insight, strengthen goal alignment, and create momentum for future action.

4.1 students complete a structured self-evaluation checklist containing targeted items aligned with the session's learning outcomes. Statements such as "I can set meaningful English goals" and "I know how to regulate my emotions when challenged" are rated on a five-point Likert scale. This allows students to measure their growth in both self-awareness and practical goal-setting.

4.2 students participate in a group reflection circle. In this emotionally safe space, each student shares one self-discovery, one insight from their peers, and one action they commit to pursuing. This format not only promotes interpersonal sharing but reinforces accountability and empathy within the learning group.

4.3 a class-wide discussion is facilitated to explore the broader meaning of self-actualization beyond the classroom. Prompts such as "How can English help you fulfill your personal dreams?" invite students to articulate the emotional value of language learning. The teacher highlights key themes from the discussion to deepen the emotional connection to academic goals.

4.4 an "Emotional Temperature" exit slip activity is conducted. Each student writes down three things: one word to describe how they feel after the session, one immediate action they plan to take, and one word that captures their long-term English goal. These responses provide insight into students' internal states and help inform the next session's focus.

4.5 students are assigned a creative and introspective homework task: writing a letter to their future self. This letter includes reflections on their present motivations, hopes, and challenges, as well as affirmations they wish to remember. The letters are collected by the teacher and will be returned at the end of the semester as a tool for reflective continuity and emotional closure.

4.6 the teacher conducts a professional reflection on the session. Notes are taken on what activities succeeded, where students struggled, and what improvements can be made. These

observations are crucial for ongoing refinement of the cooperative learning model and ensuring the emotional intelligence framework remains student-centered.

4.7 Finally, the comprehensive evaluation emphasizes the integration of emotional growth, academic progress, and collaborative responsibility. By reflecting on their goals and experiences, students are better equipped to carry their emotional intelligence into future learning contexts. that emotional insight, academic goals, and interpersonal connection are aligned for maximum long-term impact.



## Personal Goal Mapping Worksheet

Instructions: Use this worksheet to reflect on your English learning goals. Think about your strengths, challenges, and what you want to achieve. Be specific and honest.

### Section 1: Self-Reflection

1. What are your strengths in learning English?

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2. What challenges do you face when learning English?

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3. When do you feel most confident using English?

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4. Describe your ideal English communication ability one year from now.

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### Section 2: SMART Goals

Write one long-term goal and two short-term goals using the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).

Long-Term Goal:

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Short-Term Goal 1:

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Short-Term Goal 2:

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### Section 3: Emotional Strategy

1. What emotional obstacles might make achieving these goals difficult?

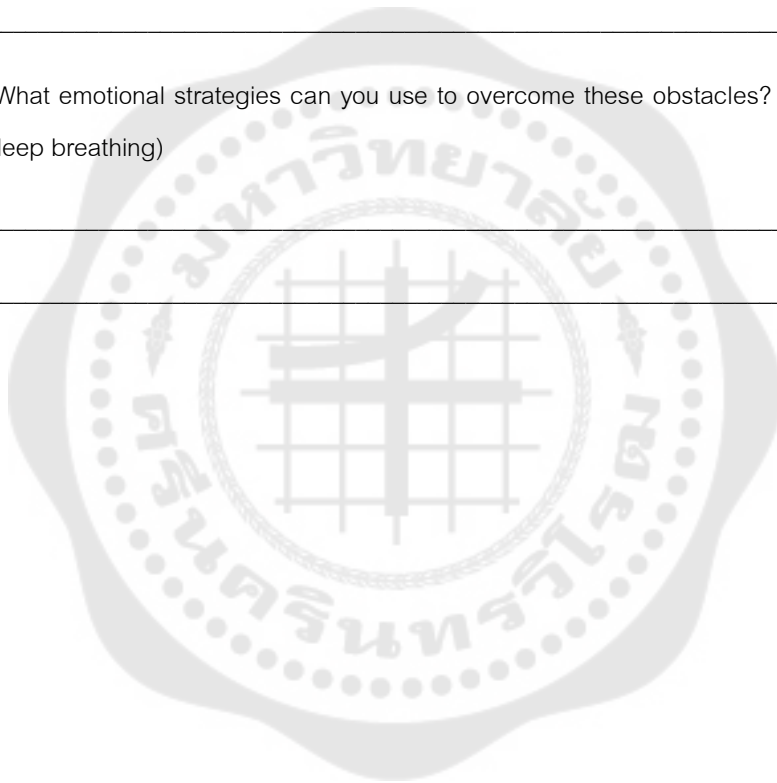
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2. What emotional strategies can you use to overcome these obstacles? (e.g., self-talk, peer support, deep breathing)

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## Session 5: Interpersonal Skills: Empathy

### I. Content

Empathy is a core interpersonal skill and a foundational component of emotional intelligence that involves understanding and sharing the feelings of others (Goleman, 1995). Bar-On (1997) emphasizes empathy as the capacity to be aware of, understand, and appreciate the feelings of others, which is crucial in fostering harmonious relationships and effective communication. In the context of language learning, empathy promotes active listening, reduces conflict, and enhances cooperative learning outcomes (Oxford, 1997). College students learning English collaboratively benefit from empathy by becoming more supportive peers, sensitive communicators, and culturally aware individuals. As students interact across diverse backgrounds and perspectives, the ability to perceive and resonate with others' emotional states leads to deeper engagement and stronger group cohesion. Empathy also enables learners to adapt their communication style for clarity, emotional appropriateness, and inclusivity, especially during cooperative tasks.

### II. Objectives:

1. To enhance students' understanding and sharing of others' feelings.
2. To practice active listening in cooperative learning.
3. To build deeper emotional connections within the group.

### III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Listening and empathy scenario cards
3. Video clips illustrating empathetic and non-empathetic interactions
4. Empathy reflection worksheet

### V. Teaching Process

#### 1. Lead in

1.1 The teacher begins by greeting the class and briefly revisiting the previous session on Self-Actualization. The teacher then writes the word "Empathy" on the board and asks students to brainstorm what it means in pairs. After gathering a few responses, the teacher clarifies the definition of empathy: the ability to understand and share the feelings of another person. To deepen understanding, the teacher contrasts empathy with sympathy using simple examples: empathy involves "feeling with" someone, while sympathy is "feeling for" them.

1.2 To make the concept concrete, the teacher shares two short video clips. The first shows a person expressing empathy during a conversation (e.g., listening attentively, validating emotions), while the second shows a dismissive or distracted response. After watching, students discuss in small groups:

- 1) What behaviors showed empathy in the first clip?
- 2) What was missing in the second clip?

1.3 This is followed by a whole-class discussion led by the teacher, emphasizing key elements of empathetic communication such as eye contact, active listening, open body language, and verbal affirmations. To connect empathy with students' own experiences, the teacher asks them to reflect silently on a time they felt truly heard or supported by someone. Students then journal for 3–5 minutes on how that moment affected them emotionally and what made the other person's response meaningful. A few volunteers are invited to share.

1.4 students are introduced to the focus of the session: improving empathy to become more emotionally intelligent communicators in English. The teacher explains that empathy is essential for teamwork, particularly in diverse classroom settings, and will help them build more meaningful and cooperative group relationships.

## 2. Guided Exploration and Explanation

To deepen students' understanding of empathy, the teacher begins this segment with a short, engaging presentation explaining the psychological and linguistic components of empathetic behavior. Drawing on Goleman's (1995) model of emotional intelligence, the presentation highlights three key elements: emotional recognition, emotional resonance, and empathetic response. Visual aids and real-world examples are used to illustrate each component.

Next, students are introduced to the concept of perspective-taking. The teacher poses the question: "How can we see the world through someone else's eyes?" In small groups, students receive discussion prompt sheets with hypothetical classroom-based scenarios that involve emotional misunderstanding.

After discussion, groups share their responses and the teacher facilitates a reflective conversation. Misinterpretations and culturally influenced differences in emotional expression are acknowledged and explored, enriching cross-cultural awareness. The teacher then introduces the framework of "active listening," explaining its four components: paying attention, withholding judgment, reflecting back what you hear, and responding appropriately. The class watches a short demonstration video showing both successful and unsuccessful active listening. In pairs, students practice this

technique by role-playing a conversation where one person shares a challenge they've faced learning English and the other practices active listening. Pairs then switch roles.

Throughout this activity, the teacher circulates to provide feedback on body language, tone, and reflective language use. Students are encouraged to use phrases such as "It sounds like you're feeling...", "I can understand why you felt that way," and "Thanks for sharing that with me." To end the segment, students reflect in writing on one thing they learned about empathy and one thing they will try to do differently in their future English conversations.

### 3. Activity Applying

This segment offers students an opportunity to integrate and apply empathy in meaningful, cooperative classroom interactions. Rather than simply learning about empathy conceptually, students engage in tasks that require them to listen deeply, express understanding, and support others in both verbal and non-verbal ways.

3.1 The activity begins with Empathy Scenario Cards, where students are grouped and presented with emotionally complex classroom situations. These include examples like a classmate feeling excluded from a group discussion, a peer nervous about public speaking, or a friend showing signs of distress without asking for help. Each group discusses the emotional needs present, suggests empathetic responses in English, and prepares a short role-play to present to the class. This allows students to observe and critique examples of emotionally intelligent behavior in real time.

3.2 Next, students participate in Empathy Role-Play Circles. The class forms two circles—an inner and outer circle—with students facing each other. One partner shares a recent frustration (school-related), while the other practices active listening, using body language and empathetic expressions. After three minutes, they switch roles, and then rotate to a new partner. A checklist with empathy cues such as "eye contact," "non-judgmental response," and "verbal affirmation" helps guide their behavior.

3.3 Following this, students work on a Cooperative Listening Journal. In pairs or small groups, they document a conversation they had during the role-play: what the speaker shared, how the listener responded, and what emotional dynamics were observed. This journaling task not only reinforces reflective learning but also integrates English writing and group discussion skills. Students decorate and personalize their journal entries, which are then displayed as part of a "Wall of Empathy."

3.4 To maintain momentum, students take part in an Empathy Building Challenge. Each group draws a card from the "Empathy Jar," which contains real-world challenges like "Write an anonymous compliment," "Offer help to a classmate," or "Ask someone how they are feeling and just listen." They

are expected to complete the task before the next class and reflect on their experience.

3.5 Students complete an Exit Reflection Worksheet, prompting them to articulate what surprised them during the class, when they felt most emotionally connected, and how they will apply what they learned in other contexts. This written reflection serves as both a personal affirmation and a formative assessment tool.

#### 4. Comprehensive Evaluation and Conclusion

The Comprehensive Evaluation and Conclusion segment brings the empathy session to a reflective close, reinforcing the key emotional intelligence outcomes and solidifying practical takeaways. Through a series of individual and group-based tasks, students assess their progress and deepen their emotional insights in a cooperative setting.

4.1 Students revisit the empathy self-assessment they completed at the beginning of the session. They are asked to re-rate themselves on the same empathy-related statements, such as “I listen carefully when someone shares their feelings.” This exercise helps them become more aware of personal growth, and they are encouraged to write a short paragraph reflecting on their change in perspective.

4.2 The teacher facilitates a whole-class reflection discussion. Using prompts such as “What did you learn about empathy that surprised you?” and “How might empathy improve our classroom interactions?”, students share takeaways and observations from the activities. This dialogue helps normalize emotional conversations and builds mutual understanding among peers.

4.3 each student writes a peer-focused “Empathy Note” to a classmate. These notes may express gratitude, acknowledge a moment of support, or highlight an observed empathetic act. Notes can be shared anonymously or read aloud voluntarily. This promotes emotional affirmation and strengthens interpersonal bonds in the classroom.

4.4 groups collaboratively create a “What Empathy Looks Like” poster summarizing their understanding of empathetic behaviors and communication styles. They include empathetic phrases, respectful gestures, and visual icons (e.g., facial expressions or body posture). These posters serve as visual anchors for continued empathy practice and are displayed around the classroom.

4.5 each student fills out an exit slip card with two components: one key takeaway from the session and one goal for applying empathy in future group tasks or real-life interactions. The teacher collects these slips to identify common themes and tailor future emotional intelligence sessions accordingly.

4.6 the teacher engages in their own reflection process, taking observational notes on student engagement, emotional responsiveness, and areas where clarification may be needed. These notes

are important for refining cooperative learning practices and ensuring that empathy-based activities are accessible and impactful.

4.7 The session closes with sincere appreciation from the teacher for the students' participation, openness, and emotional risk-taking. The importance of empathy is reinforced not just as a communication tool, but as a life skill that fosters connection and mutual respect. Students are reminded that emotional intelligence grows with practice, and today's learning can positively influence both academic performance and interpersonal wellbeing. By reflecting, expressing, and applying empathy, students reinforce their emotional intelligence and develop more humanized, effective communication in both academic and everyday settings.



### Empathy Reflection Worksheet

Instructions: Please take a few moments to reflect on today's session about empathy. Answer the following questions thoughtfully. This reflection is meant to help you connect what you learned to your personal experience and future communication.

1. What did you learn about empathy today that you didn't know before?

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2. Describe a moment during today's session when you felt a strong emotional connection with someone. What happened and how did it make you feel?

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3. How did you express empathy to a classmate during the role-plays or discussions?

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4. What is one thing you will do differently in your next English group activity to show more empathy?

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5. Write down one empathetic phrase in English that you feel comfortable using. When might you use it?

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## Session 6: Interpersonal Skills: Social Responsibility

### I. Content

Social responsibility, as defined within the emotional intelligence framework by Bar-On (1997), refers to an individual's ability and willingness to contribute to the welfare of others, uphold ethical standards, and demonstrate cooperative behavior in group settings. It is a core interpersonal competency that promotes group harmony, trust, and shared success, making it especially relevant in collaborative language learning environments (Goleman, 1995). When learners demonstrate social responsibility, they actively support their peers, fulfill group roles responsibly, and foster a classroom climate of mutual respect and inclusion. In the context of college English learning, social responsibility manifests in how students contribute during group tasks, respect diverse viewpoints, and take initiative to help others. This session is designed to guide students toward understanding their roles as responsible members of a learning community and equip them with communication strategies to express support, responsibility, and inclusion in English. Drawing upon task-based learning principles, the session encourages students to collaboratively solve real-world problems, reflect on ethical group dynamics, and build accountability through cooperative tasks. Activities are framed to highlight not only individual responsibility but the interconnectedness of each member's contributions toward shared goals.

### II. Objectives:

1. To help students understand the importance of contributing positively to their community.
2. To develop skills for promoting cooperation and collective success.
3. To foster responsibility within cooperative groups.

III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Social Responsibility Role Cards
3. Video clip of successful group cooperation
4. Social responsibility reflection worksheet

### V. Teaching Process

1. Lead in
  - 1.1 The session begins with the teacher welcoming students warmly and writing the term "Social



Responsibility” on the board. Students are invited to discuss in pairs what this term means to them, particularly in the context of learning and working in collaborative environments. After a few moments, some volunteers are asked to share their interpretations and examples. The teacher then introduces a formal definition: “Social Responsibility is the personal commitment to act ethically, contribute to group success, and support others within a community.” This provides a shared understanding of the session’s theme.

1.2 To personalize the concept, students are guided through a reflective journaling task. They are asked to recall a time when they felt supported by a peer in a group, or when they took initiative to help someone else succeed. The teacher prompts them to answer: What happened? What actions demonstrated responsibility? How did it affect the group dynamic? This personal reflection connects emotional memory with the value of socially responsible behavior and prepares students for deeper engagement.

1.3 Following the reflection, the teacher facilitates a class discussion using guiding questions such as: What are examples of responsible behavior in group learning? Why does every group need socially responsible members? What happens when some group members do not fulfill their roles? Students exchange ideas and begin to articulate how shared responsibility impacts both group effectiveness and emotional wellbeing. These conversations also help establish group norms for the session.

1.4 The teacher then introduces a short video clip portraying a group of college students collaborating successfully on a shared project. Students are tasked with observing specific behaviors that demonstrate social responsibility—helping others, taking initiative, respecting diverse opinions, and ensuring balanced participation. After the video, students form small groups to list the responsible behaviors they observed and discuss how those actions contributed to the group’s overall success. These observations lay the foundation for the rest of the session, which emphasizes both communication skills and cooperative values.

## 2. Guided Exploration and Explanation

The teacher begins with a concise mini-lecture introducing the concept of social responsibility in both classroom and broader community contexts. Referencing Bar-On’s (1997) model of emotional intelligence, the teacher explains that social responsibility involves cooperative behavior, moral reasoning, and personal accountability. Goleman (1995) further supports this by emphasizing ethical engagement and group-mindedness as essential emotional competencies. The lecture uses visual slides and real-life college group examples to highlight the core traits of a socially responsible learner: reliability, helpfulness, fairness, and respect for others’ contributions.

To explore these ideas more interactively, students analyze a case study presented in a reading handout. The case features a group of students preparing a joint English project, where two members are under-contributing. In groups of four, students answer three guiding questions: (1) What responsibilities are not being fulfilled? (2) What can group members do to respond constructively? (3) What English phrases could encourage accountability while maintaining group harmony? During class discussion, the teacher compiles useful responses and adds empathetic, assertive language examples to the board. These include: “Let’s find a way to divide the work more equally,” and “We all want to succeed—how can we help each other?”

To internalize the language and behaviors of social responsibility, the class co-constructs a “Social Responsibility Word Bank” that includes terms like “cooperate,” “support,” “reliable,” “delegate,” and “respectful.” The teacher provides context, sample sentences, and grammatical structures for each entry. Students then select 3–5 terms and write personalized example sentences in their journals. To consolidate understanding, the teacher and several students demonstrate a brief role-play of responsible and irresponsible group behavior. The class discusses the consequences of each behavior and the role of language in maintaining emotional and functional balance in group work. The teacher closes the section by reinforcing that social responsibility grows from mindful participation and that each student has the power to positively shape their group’s dynamic.

### 3. Activity Applying

3.1 In this section, students put into practice the interpersonal skill of social responsibility through dynamic, cooperative learning tasks that require shared decision-making, ethical group functioning, and real-time emotional engagement. These tasks are specifically designed to encourage responsible communication, proactive problem-solving, and critical reflection—all within a communicative English learning context that emphasizes both language development and social growth.

3.2 The first task is a “Group Mission Challenge.” Students are placed into small, diverse teams and presented with a simulated scenario: planning a school-wide English cultural festival. Each team member is assigned a rotating leadership role (e.g., event coordinator, communication officer, logistics manager, creativity director). Using a task sheet and planning template provided by the teacher, groups negotiate how to divide responsibilities, set timelines, and agree on procedures for decision-making. The teacher introduces sentence frames such as “How can we share this responsibility fairly?” and “Let’s make sure everyone has a chance to contribute.” A group accountability checklist tracks each member’s engagement, with criteria like participation, collaboration, and respect for deadlines. This activity fosters an authentic sense of ownership and inclusion.

3.3 Next, students draw “Responsibility Role Cards.” Each card presents a classroom or project-related dilemma that requires socially responsible behavior, such as resolving a disagreement, encouraging a shy peer, or managing uneven contributions. In their groups, students use these prompts to create short role-plays that illustrate positive, responsible reactions. For instance, one group may perform a scene where a team member is falling behind, and another steps in to offer help without judgment. After each skit, peers use a “Social Responsibility Rubric” to give constructive feedback based on key traits: fairness, assertiveness, empathy, and communication clarity. This activity reinforces practical language use and showcases diverse approaches to responsibility.

3.4 The third component is a “Team Contract Negotiation.” Each group drafts a social responsibility contract outlining 5–7 behavioral norms they commit to in future group work. These may include agreements like “We will listen actively,” “We will rotate roles,” and “We will speak up respectfully when problems arise.” Students must explain and defend their contract terms to the class using persuasive language such as “We believe this encourages fairness for all,” or “This rule ensures shared responsibility.” The teacher facilitates peer feedback and helps standardize some class-wide norms. These contracts are displayed publicly as a reminder and motivational anchor for future cooperation.

3.5 To foster deeper self-reflection, students complete a “Responsibility Reflection Journal.” In these entries, they respond to prompts like: “Describe one responsible action you took today,” “What challenge did your group face and how was it addressed?” and “What did you learn about yourself as a group member?” The teacher encourages students to think critically and relate their actions to personal emotional growth. These journal entries serve as both formative assessments and tools for building intrapersonal awareness.

3.6 The session concludes with an Exit Circle Activity. Students stand in a large circle and pass around a soft ball. The student who catches the ball must complete one of three sentence prompts aloud: “I showed responsibility today by...,” “I appreciated when someone...,” or “Next time, I will...” This public expression of reflection supports class bonding, reinforces the importance of social accountability, and ends the session on a collective note of encouragement and mutual recognition.

#### 4. Comprehensive Evaluation and Conclusion

4.1 To bring the session to a meaningful close, students first revisit their earlier self-assessment checklists on social responsibility. They reflect on how their understanding and behavior evolved throughout the session by comparing their initial responses with their current insights. The teacher encourages them to write a short reflective paragraph addressing how their participation in today’s activities influenced their views on group ethics, responsibility, and cooperation.

4.2 Next, the class engages in a structured group discussion guided by prompts such as: “What does social responsibility look like in action?” and “What did you learn about yourself as a group member today?” This discussion serves both as a review and as a chance for students to share personal breakthroughs. Students are encouraged to refer to examples from the “Group Mission Challenge” or the “Team Contract Negotiation” to ground their reflections in real experiences.

4.3 To further deepen personal accountability, students write a peer appreciation note to someone in their group who demonstrated socially responsible behavior. These notes, which may include phrases like “Thank you for helping balance our task” or “I appreciated your fairness in the role distribution,” are exchanged either anonymously or openly. This practice fosters positive reinforcement and acknowledges the emotional labor involved in cooperative work.

4.4 The teacher then introduces a final written task: the Social Responsibility Action Plan. Students are instructed to identify one specific behavior they will adopt in future group work, supported by a plan for how they will implement it. For example, a student may commit to “checking in with group members weekly” or “speaking up constructively if someone is off-task.” These action plans are shared voluntarily and submitted to the teacher for formative feedback.

4.5 Following the individual reflection, students reconvene in their teams to co-create a “Responsibility Mural.” Each group draws or writes a summary of their learning using keywords, symbols, and sample phrases. These murals are posted around the classroom and serve as visual commitments to continued group responsibility.

4.6 The teacher concludes the session with a short narrative review, revisiting the session objectives and highlighting observable evidence of student growth. This includes moments of balanced discussion, peer support, and linguistic application of responsible language. Students are praised for their cooperation and challenged to apply these skills beyond the classroom.

4.7 Finally, students complete an Exit Ticket with two parts: “One thing I learned about social responsibility today” and “One way I’ll apply this in my next English class.” The teacher collects these to evaluate session impact and to plan reinforcement activities. This comprehensive wrap-up ensures that learning is consolidated, personally meaningful, and action-oriented.

## Social Responsibility Reflection Worksheet

Instructions: Reflect on today's activities about social responsibility. Use the space below to respond thoughtfully and honestly.

1. Describe a moment during today's session when you demonstrated social responsibility.

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2. How did your actions contribute to the group's success or emotional well-being?

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3. Was there a challenge in your group? How was it addressed?

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4. What did you learn about your strengths as a team member?

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5. What is one area where you can improve in terms of responsibility in future group work?

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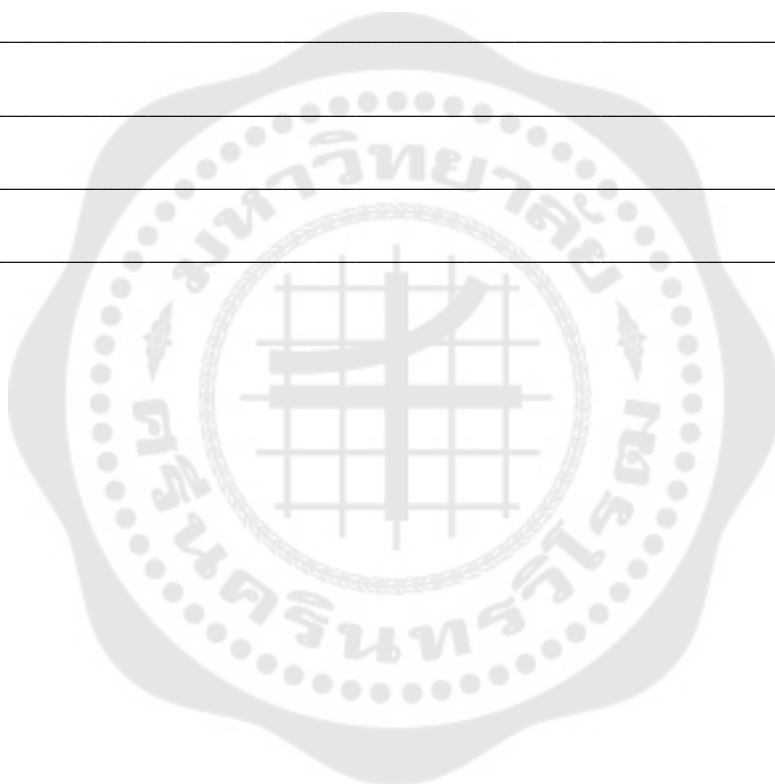
6. Write a short commitment statement: What responsible action will you take next time?

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## **Session 7: Stress Management: Stress Tolerance**

### **I. Content**

Stress tolerance is a foundational component of emotional intelligence that refers to an individual's ability to withstand and manage stressful situations in a constructive and emotionally balanced manner (Bar-On, 1997). In an academic environment, particularly in language learning, students are often exposed to stressors such as performance pressure, communication anxiety, time constraints, and group dynamics. The ability to maintain composure and problem-solve under pressure is essential for sustained learning, emotional wellbeing, and positive classroom interactions. This session helps students recognize their typical stress responses, develop strategies to manage stress, and practice applying stress tolerance techniques in English. The cooperative learning setting is leveraged to normalize stress, reduce emotional isolation, and encourage mutual support. Students learn and share coping strategies while using English to articulate their stress experiences and management plans.

### **II. Objectives:**

1. To increase students' ability to manage stress effectively.
2. To teach students techniques for staying calm and focused under pressure.
3. To promote students' resilience in language learning contexts.

### **III. Duration:** 90 minutes

### **IV. Teaching Materials**

1. Stationery
2. Coping Strategies Word Bank
3. Scenario-based Role Cards (Stress Situations)
4. Stress Management Reflection Journal Worksheet

### **V. Teaching Process**

#### **1. Lead in**

1.1 The session begins with a calm classroom environment. Soft instrumental music plays briefly in the background as students enter, signaling a reflective and emotionally supportive atmosphere. The teacher greets the class and writes the word "STRESS" in bold letters on the board, then asks: "When do you feel stress in your English learning journey?" Students are given one minute to think quietly and then share responses in pairs. Common examples include oral presentations, difficult vocabulary, group pressure, and fear of making mistakes.

1.2 The teacher introduces the idea that stress is a normal part of life—and of learning—and that how we handle stress can either support or hinder our academic success. To personalize this theme, students complete a Stress Response Self-Assessment Worksheet. This short inventory helps them identify whether they tend to overreact, avoid, internalize, or manage stress effectively. Results are not shared but used as a reflection tool.

1.3 Following this, students gather in groups of four and take turns describing a real or imagined academic stress moment. Prompts are provided: “What caused the stress?”, “How did your body react?”, “What did you do next?” The goal is to normalize stress by hearing how others also struggle and cope. The teacher emphasizes active listening and supportive responses such as “That sounds tough” or “I sometimes feel that way too.”

1.4 The teacher shows a brief video segment (2–3 minutes) of students facing typical stressful classroom situations—forgotten homework, group conflict, tight deadlines. Students are tasked with identifying signs of stress (e.g., tone of voice, body language, word choices) and then suggesting alternative behaviors or coping mechanisms. This visual example highlights observable reactions and opens discussion about the importance of awareness and choice in stressful moments.

1.5 To close the lead-in, the teacher introduces the concept of Stress Tolerance as defined by Bar-On (1997): the capacity to withstand adverse events and stressful situations without falling apart, through realistic appraisal and adaptive coping. The class brainstorms a list of helpful coping strategies, from deep breathing and asking for help, to time management and peer support. This sets the tone for the session’s deeper exploration and practice.

## 2. Guided Exploration and Explanation

The teacher delivers a short interactive lecture introducing stress tolerance as a skill that involves both emotional regulation and problem-solving. Drawing on Bar-On (1997) and Goleman (1995), the teacher explains that high stress tolerance is linked to better academic resilience, communication, and teamwork. Students are shown a diagram depicting the stress cycle—Trigger, Reaction, Regulation, Recovery—and are guided to identify each stage using examples from their own lives. The class discusses why emotional awareness is essential in stopping the stress cycle before it escalates.

Next, the teacher introduces a “Coping Strategies Word Bank,” which includes terms such as “pause,” “breathe,” “prioritize,” “reframe,” “seek support,” and “stay calm.” Students match these strategies to real-life student stress scenarios written on flashcards. For example, “You forgot your homework on presentation day” might match with “self-talk” and “problem-solving.” Students practice



saying stress-reducing phrases like “I’m doing my best,” “Let’s focus on solutions,” and “Can we talk about it calmly?” This language development supports emotional expression in English.

To deepen understanding, students work in groups with Stress Scenario Cards. Each card describes a challenging academic situation. Group members role-play the situation and demonstrate both poor and effective stress responses. They then analyze: What helped? What made it worse? What language was used to manage stress constructively? Peer feedback is shared, and the teacher provides sentence stems for expressing empathy, suggesting alternatives, and asking for help. This practice prepares students for the larger cooperative activity that follows.

### 3. Activity Applying

3.1 The central cooperative activity begins with students being assigned to mixed-ability groups of four. Each group receives a “Stress Simulation Task” card describing a high-stakes academic situation, such as preparing for a sudden English oral exam, facing group tension during project deadlines, or being asked to present with no preparation. Students must discuss the scenario, identify potential stress triggers, and collaboratively create a response plan using coping strategies introduced earlier. They record their group strategy on a planning template provided by the teacher.

3.2 Each group then acts out their assigned scenario twice—first, demonstrating a poor stress response (panic, blame, silence, aggression), and then performing a healthier, more effective stress-tolerant response. In the second version, students are encouraged to use the English phrases and emotional vocabulary practiced earlier. Peer observers complete a checklist rating the realism of the stress reaction, the quality of coping language used, and the emotional support shown between members.

3.3 Following the role-play, students switch roles and complete a brief group debrief using a “Coping Debrief Template.” They reflect on questions such as: “What worked well?”, “What coping skills felt natural or difficult to use?”, and “How did our communication support or worsen the situation?” Teachers circulate and offer scaffolded sentence starters and vocabulary as needed to support deeper reflection.

3.4 Next, students participate in a “Stress Resilience Roundtable.” Each group receives a challenge prompt that requires them to come up with a five-point group action plan for dealing with academic stress in the long term. The plan must include emotional regulation, communication, task management, and mutual support components. Groups then share their plans with the whole class, practicing persuasive presentation skills while normalizing the need for collective stress tolerance.

3.5 As a personal component, students are invited to write a letter to their future selves. In this “Letter to My Future Stressed Self”, students write in English, offering advice, support, and reminders

of how to manage stress. Prompts include: “You are capable,” “Breathe and break it into steps,” and “It’s okay to ask for help.” These letters are collected by the teacher and returned to students during exam weeks or stressful project periods as a self-regulation tool.

3.6 The activity phase concludes with a brief mindfulness practice. The teacher leads a 2-minute breathing and body awareness exercise, reinforcing that stress tolerance also includes knowing when to pause and reset. This creates a smooth transition into the final reflection and evaluation segment of the lesson.

#### 4. Comprehensive Evaluation and Conclusion

4.1 To begin the wrap-up, students individually complete the Stress Management Reflection Journal Worksheet. They respond to prompts such as: “What stress signals did I recognize in myself today?”, “What coping strategies did I try using?”, and “How did I feel before, during, and after the simulation activity?” This written reflection promotes metacognition and emotional tracking, key aspects of developing self-regulation over time.

4.2 Following individual reflection, students meet again in their groups to conduct a Group Reflection Debrief. They use guiding questions such as: “How did we support each other during stressful moments?”, “What could we improve next time?”, and “What role did language play in managing tension?” This peer feedback encourages mutual accountability and highlights the role of communication in emotional resilience.

4.3 The teacher then facilitates a Whole-Class Feedback Circle. Sitting in a large circle, each student shares one learning takeaway, one challenge, or one strategy they want to use in real life. Sentence frames are provided to support students who need help expressing their thoughts: “One way I handled stress today was...”, “A helpful phrase I learned was...”, or “Next time I will try to...” This activity reinforces that everyone experiences stress, and everyone can grow from it.

4.4 To assess language integration, the teacher distributes an Exit Quiz with five items requiring students to identify appropriate coping phrases, select vocabulary to describe emotional states, and revise stressed responses into calm alternatives. This provides evidence of language transfer and the session’s impact on communicative competence.

4.5 The teacher also uses observational data and peer checklist summaries to informally assess students’ collaboration, empathy, and coping behaviors during the activities. Positive behaviors are highlighted and shared anonymously with the class, reinforcing a culture of constructive effort and encouragement.

4.6 Finally, each student completes a Stress Tolerance Goal Card, a one-sentence commitment to use a specific stress management technique in an upcoming academic task. Examples might include: “I will pause and breathe before giving my group presentation,” or “I will write a to-do list when

I feel overwhelmed by homework.” Cards are collected and returned in the following week as a follow-up.

4.7 The session ends on an encouraging note with a teacher-led summary of the key emotional intelligence takeaways: that stress is a shared human experience, that regulation is a skill not a talent, and that English is not only a tool for academic communication but also for managing emotions and supporting others.



## Coping Strategies Word Bank

Use this word bank to support your understanding and expression of stress tolerance techniques. These words and phrases can help you manage stress in academic and personal situations.

- Breathe deeply
- Take a pause
- Reframe the situation
- Prioritize tasks
- Ask for help
- Stay calm
- Practice self-talk
- Use time management
- Take a break
- Reflect on strengths
- Break the task into steps
- Visualize success
- Focus on the present
- Maintain perspective
- Offer encouragement
- Accept emotions without judgment
- Support a peer
- Express your feelings with 'I' statements
- Plan ahead
- Stay flexible

## Stress Management Reflection Journal Worksheet

Instructions: Reflect on your experience with today's lesson on stress management. Answer the following questions with honesty and detail.

1. What stress signals did I notice in myself today (physical, emotional, or mental)?

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2. Which coping strategies did I try using during the activities? Were they effective?

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3. What was the most stressful moment for me today? How did I respond?

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4. How did my group members support me in managing stress?

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5. What new idea or strategy did I learn that I want to use in the future?

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6. Write one piece of advice for your future self when you feel stressed in English class.

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## Session 8: Stress Management: Impulse Control

### I. Content

Impulse control is a core component of emotional intelligence, referring to one's ability to resist or delay an emotional or behavioral response, particularly when under stress or provocation (Bar-On, 1997). In the context of college English learning, students may experience moments of frustration, impatience, or anxiety during group discussions, presentations, or assessments. Learning how to pause before reacting helps students manage emotional outbursts, maintain peer relationships, and enhance their academic and emotional performance. This session focuses on recognizing triggers for impulsive behaviors and developing practical self-regulation strategies that promote thoughtful and effective communication. Through cooperative learning structures, students explore ways to respond constructively instead of reacting automatically. They also develop language skills for expressing frustration, negotiating conflict, and setting boundaries in English.

### II. Objectives:

1. To help students develop the ability to control their impulses in challenging situations.
2. To teach self-regulation strategies for emotional responses.
3. To enhance peer-supported learning environment.

### III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Group Feedback Checklist
3. Impulse Trigger Inventory Worksheet
4. Impulse Control Scenario Role Cards

### V. Teaching Process

#### 1. Lead in

1.1 The session begins with a visual prompt projected at the front of the room: a cartoon of a student blurting out in frustration during a group project. Students are asked to write one sentence answering, "What do you think this student is feeling, and why did they react this way?" After a minute of pair sharing, volunteers discuss how stress and emotion can cause us to react without thinking—introducing the concept of impulse.

1.2 Next, the teacher asks the class, "Have you ever said or done something in class that you regretted immediately?" Students are encouraged to reflect privately using the Impulse Trigger

Inventory Worksheet, which includes questions about typical triggers (e.g., being interrupted, feeling judged, facing pressure) and common reactions (e.g., speaking loudly, withdrawing, interrupting others). This self-awareness activity helps students understand their individual emotional landscapes.

1.3 In small groups, students share one past academic moment where they lost control of their words or actions. Each person describes what triggered the impulse, what the reaction was, and what the result was. Peers are guided to listen without judgment and respond using empathy frames like “That must have been hard” or “I can relate to that.” This peer storytelling normalizes struggle and introduces the theme of shared growth.

1.4 The teacher then presents a brief video (1–2 minutes) showing students reacting impulsively in stressful classroom scenarios. Students are asked to identify what went wrong and how the situation could have gone differently with better impulse control. The group discusses the power of pausing, taking a breath, and using respectful words to change outcomes.

1.5 To close the lead-in, the teacher writes the phrase “Think, Then Speak” on the board. Students brainstorm alternative actions to take in moments of strong emotion. These ideas—counting to ten, using a calming phrase, or pausing to ask a question—will be expanded in the next stage of guided practice.

## 2. Guided Exploration and Explanation

The teacher explains that impulse control means being able to pause, reflect, and choose how to respond, especially when under emotional pressure. Referencing Bar-On (1997) and Goleman (1995), the teacher illustrates how this skill strengthens emotional stability and builds trust in group communication. A brief diagram is shared: Trigger → Emotion → Impulse → Pause → Response. Students label the diagram with real examples, identifying what each step might look like in an academic setting.

Students are introduced to the “Pause and Rephrase” Expression Cards, which contain supportive English phrases to replace impulsive reactions. Examples include transforming “This is so stupid!” to “I’m feeling frustrated—can we clarify this?” Students practice using these phrases through a call-and-response game, repeating sentence stems with varying tone and intention. This supports language fluency and emotional fluency simultaneously.

Finally, the class discusses how cultural background and language learning can complicate emotional expression. Students reflect on how their first language might influence how they express strong feelings in English. They explore ways to bridge that gap using polite and assertive language,



setting the stage for the role-play and application activities.

### 3. Activity Applying

3.1 The main application activity begins with students forming cooperative learning groups of four. Each group is provided with a set of Impulse Control Scenario Role Cards, each depicting a challenging classroom or academic situation likely to provoke impulsive behavior—such as a group member dominating the conversation, a classmate mocking an idea, or receiving sudden criticism during a presentation. Students first discuss the scenario and identify emotional triggers, potential reactions, and strategies to manage their responses thoughtfully.

3.2 Each group then chooses one scenario to act out in two rounds: first, a version where impulse control is not used, resulting in visible frustration or conflict; second, a revised version that showcases mindful responses, such as pausing, rephrasing, or seeking clarification. Observing groups use the Group Feedback Checklist to evaluate how well impulse control strategies were demonstrated and how effectively English language tools were employed.

3.3 Following the performances, all students rotate through a “Communication Repair Clinic” where they practice transforming reactive statements into constructive ones using the Pause and Rephrase Cards. For instance, “You’re always talking over me!” might be rephrased as “I’d like a chance to share my idea too.” Each student completes a mini-dialogue in pairs using these revised responses and reflects on how different the conversation feels.

3.4 Next, groups engage in a “Impulse Control Ladder” challenge. They brainstorm a five-step response ladder for managing emotional spikes in academic contexts. A typical ladder might include: 1) Pause, 2) Breathe, 3) Identify the feeling, 4) Choose language, 5) Respond. Each group illustrates and shares their ladder with peers, fostering a classroom culture of strategic emotional response.

3.5 To personalize learning, students then write a short script or journal monologue titled “My Rewind Moment.” They revisit a moment when they wished they had handled a situation differently and write out the internal thought process they would now use. These personal rewrites are shared voluntarily in pairs and optionally with the whole class.

3.6 To close the activity segment, the teacher leads a brief Grounding and Visualization session. Students close their eyes and visualize a future stressful classroom situation—then mentally walk through their impulse control ladder. This mental rehearsal strengthens students’ readiness to apply these strategies in real-life moments.

### 4. Comprehensive Evaluation and Conclusion

4.1 The final part of the session begins with individual completion of the Impulse Control Reflection Journal. Students are prompted to reflect on moments in the session when they felt a surge

of emotion, how they responded, and what strategies they used or wish they had used. Prompts include: “How did I feel when acting in or watching the role-play?”, “What rephrasing strategies did I use?”, and “What do I want to remember for next time I feel overwhelmed?”

4.2 Following individual journaling, students return to their cooperative groups for a structured debrief using guiding questions. These include: “Which moments tested your patience most?”, “How did you support one another in controlling impulses?”, and “What English phrases helped you maintain calm and clarity?” The teacher provides sentence frames to support discussion, such as: “One strategy that helped me was...” or “I noticed that I tend to...”

4.3 The class then gathers for a Silent Discussion Carousel. Students walk around the room reading poster-sized prompts like: “How does impulse control affect teamwork?” and “Why is it hard to pause before reacting?” They write silent responses and questions under each prompt, engaging in quiet dialogue with classmates’ ideas. This format encourages thoughtful reflection and lowers pressure.

4.4 To assess verbal application, the teacher distributes an Exit Card with a scenario prompt (e.g., “Your partner takes credit for your idea in front of the class.”) and asks students to write a short response using a pause-and-rephrase strategy. These cards are reviewed for appropriate language use and impulse control demonstration.

4.5 Peer feedback from the Group Feedback Checklist is also collected and reviewed. The teacher highlights common successes (e.g., “Many groups practiced paraphrasing well!”) and areas for improvement. This data informs future lessons and encourages self-awareness of emotional and language progress.

4.6 To reinforce goal-setting, each student completes a Personal Commitment Card stating one impulse control goal for the coming week. Examples include: “I will take one breath before speaking in group work,” or “I will rephrase instead of reacting when I’m interrupted.” Cards are pinned to a class bulletin board titled “We Think Before We Speak.”

4.7 The session ends with teacher feedback, celebrating students’ courage in addressing emotional habits. A class affirmation is read aloud: “I have the power to pause, the words to choose, and the heart to improve.” Students leave with a renewed understanding that emotional intelligence is a practiced skill—and English is a tool that can help manage even the most impulsive moments.

## Impulse Trigger Inventory Worksheet

Instructions: Reflect on the situations that make you feel emotionally reactive. Answer the questions below to become more aware of your impulse triggers.

1. What situations in English class make me feel impatient or frustrated?

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2. How do I usually react in those situations (e.g., speak loudly, go silent, interrupt)?

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3. What are the physical signs that tell me I am losing control (e.g., heartbeat, tight jaw)?

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4. Which people or events often trigger strong emotional reactions in me?

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5. What thoughts go through my mind during these situations?

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6. How do these impulses affect my group work and communication?

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7. What strategies can I try to pause and respond more calmly next time?

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## Group Feedback Checklist

Instructions: Use this checklist to evaluate your classmates' use of impulse control strategies during the group role-play.

- ☐ The group identified the emotional trigger clearly.
- ☐ Members remained calm and used respectful language.
- ☐ Students paused before reacting and showed control.
- ☐ The group used at least two 'Pause and Rephrase' expressions.
- ☐ The group worked together cooperatively and supportively.
- ☐ Members listened to each other without interrupting.
- ☐ The final version of the role-play demonstrated improved impulse control.
- ☐ Body language and tone supported calm communication.

### Session 9: Adaptability: Reality Testing

#### I. Content

Reality testing is a fundamental aspect of adaptability within emotional intelligence. It refers to the ability to accurately assess the situation, remain objective, and differentiate between what one feels and what is factually true (Bar-On, 1997). In academic settings, students may face challenges where stress, fear, or assumptions cloud their judgment—such as interpreting peer feedback as personal criticism or fearing public speaking beyond its actual difficulty. Developing reality testing helps learners stay grounded, manage distortions in thinking, and respond to academic situations more constructively. This session focuses on helping students strengthen their ability to evaluate evidence, recognize distorted thinking patterns, and check assumptions before reacting. It links emotional regulation with critical thinking and metacognition, encouraging learners to explore how emotions can skew interpretation, especially when communicating in a second language. Through collaborative activities, structured dialogue, and scenario-based analysis, students practice stepping back to observe their thoughts, ask clarifying questions, and distinguish between perception and reality.

#### II. Objectives:

1. To help students realistically assess situations in language learning contexts.

2. To enhance students' decision-making skills through objective evaluation.
3. To foster students' accurate self-assessment and group situation analysis.

**III. Duration:** 90 minutes

#### **IV. Teaching Materials**

1. Stationery
2. Reality Check Scenario Cards
3. Reality Testing Reflection Journal

#### **V. Teaching Process**

##### **1. Lead in**

1.1 The session begins with a projection of two ambiguous classroom images: one shows a student whispering to another during a presentation; the second shows a student sitting quietly with arms crossed. Students are asked to describe what they think is happening in each picture. The teacher lists the interpretations on the board, noting emotional assumptions like "They're gossiping" or "She's angry." This introduces the concept of reality testing—separating facts from assumptions.

1.2 Students then complete a quick-write response to the prompt: "Describe a time when you misunderstood someone's intention in class or group work. What did you assume? What was the actual truth?" In pairs, students share their stories and underline the emotional assumptions they made. The teacher facilitates a discussion on how such assumptions influence our reactions, particularly in high-stress academic settings.

1.3 Next, the class is introduced to the idea of cognitive distortions—ways our brain misinterprets reality, such as mind reading, catastrophizing, or personalization. A handout on "Types of Distorted Thinking" is provided, and students are invited to identify any distortions in their earlier quick-write stories. This self-awareness activity deepens their understanding of emotional bias.

1.4 In small groups, students are given Reality Check Scenario Cards, each describing an academic situation (e.g., being excluded from a group chat, receiving unclear teacher feedback, seeing two classmates laughing while looking in your direction). Students identify what part of the situation is fact, what might be interpretation, and what questions they could ask to clarify.

1.5 To close the lead-in, the teacher introduces the phrase: "Pause and Ask." Students brainstorm a list of clarifying questions they could use when they feel uncertain about what's real. These might include: "Did you mean...?", "Can you explain that again?", or "I felt confused—was that about me?" These strategies serve as the foundation for language practice in the next phase.

## 2. Guided Exploration and Explanation

The teacher presents a short video clip showing a student reacting negatively to what turns out to be a miscommunication. Afterward, the class identifies where reality testing could have changed the outcome. The discussion highlights how unchecked emotions can distort communication and how thoughtful questioning and perspective-taking can resolve misunderstandings.

Using the Observation vs. Interpretation Worksheet, students work in pairs to analyze ten academic statements and separate observable facts from subjective interpretations. For example, “The teacher didn’t call on me” (observation) vs. “The teacher doesn’t like me” (interpretation). This activity builds critical thinking and reinforces the language of factual description.

The teacher then introduces the Clarifying Questions Sentence Starters. Students practice using these in scripted dialogues, first with examples and then adapting them to personal scenarios. Emphasis is placed on tone, phrasing, and the importance of asking questions before reacting emotionally. Students reflect on how using reality testing strategies can improve not only emotional regulation but also clarity and cooperation in group communication.

## 3. Activity Applying

3.1 The main activity begins with a station rotation. Students are divided into four groups and assigned to different Reality Check Scenario Stations, each with a challenging academic situation. At each station, students complete four tasks: (1) Identify their initial emotional reaction, (2) Separate what is factual from what is assumed, (3) Reframe the scenario using reality testing strategies, and (4) Create and practice a clarifying question in English. After ten minutes, groups rotate to a new scenario.

3.2 Once all groups have completed the rotations, students reconvene and receive Scenario Role-Play Cards that simulate academic tension (e.g., “You receive unclear feedback,” or “Your classmate doesn’t respond in a group chat”). Each group prepares two versions of the scene: one that shows an impulsive interpretation, and another that demonstrates reality testing and clarification. Roles are rehearsed and performed, with peer observers using a checklist to evaluate language use and emotional clarity.

3.3 Following role-plays, the teacher leads the “Distortion Detective” Game. Anonymous distorted thoughts from earlier activities are projected, such as “The teacher ignored me” or “Nobody likes working with me.” Each group rewrites the distortion into a realistic, grounded alternative (e.g., “The teacher may have been busy,” or “Some people haven’t worked with me yet.”). The teams then explain their reframing to the class.

3.4 Next, students collaborate on a Reality Testing Decision Tree. Each group chooses one

challenging academic scenario and maps out three potential reactions: assumption-based, fact-checking, and clarifying. For each path, they include possible language and outcomes. The decision trees are presented to classmates to show how different choices affect communication and cooperation.

3.5 To reinforce internalization, students write a Personal Case File where they analyze a real moment in their academic life when they made an emotional assumption. They document the situation, their feelings, their assumptions, and a revised reality-tested version. These personal reflections are shared in small groups with the option to keep them private if desired.

3.6 Finally, the activity ends with a brief Reflection Circle. Each student shares one clarifying question they practiced and how they felt when using it. The teacher lists these on the board, building a shared classroom toolkit of reality testing language for future use.

#### 4. Comprehensive Evaluation and Conclusion

4.1 To begin the evaluation process, each student completes the Reality Testing Reflection Journal, responding in depth to prompts such as: “What thinking distortions do I recognize in myself?”, “When did I apply reality testing today?”, and “How will I use these strategies in my English learning going forward?” Students are encouraged to be specific about their feelings, assumptions, and rethinking process.

4.2 Students then return to their groups and review their worksheets from the station rotation. They select one clarifying question they found most helpful and collaboratively prepare a short explanation to share with the class. This step reinforces key insights and allows students to learn from each other’s interpretations and strategies.

4.3 The teacher introduces a new hypothetical scenario on the board (e.g., “Your teacher seems distracted and avoids eye contact during your presentation.”). Each student writes an Exit Reflection, identifying their assumed thoughts, factual observations, and a possible clarifying question. These reflections are submitted as part of the formative assessment.

4.4 In a Gallery Walk, student groups post their rewritten “distorted thoughts” on colored posters around the room. Peers walk through silently, reading each reframed thought and leaving sticky note comments or questions. This quiet engagement fosters deeper reflection and empathy.

4.5 A guided Class Dialogue follows, where the teacher facilitates a discussion on what students found hardest about distinguishing thoughts from facts. Prompts include: “What emotions make reality testing more difficult?”, “How did English expressions help you clarify today?”, and “What will you try next time you feel uncertain?” Students use sentence starters to support their contributions.

4.6 To set future intentions, each student writes a Personal Reality Reminder Card, such as: “I will ask before assuming,” “Facts before feelings,” or “Clarify calmly.” These cards are either kept by



students or displayed anonymously in a classroom “Wall of Clarity.”

4.7 The session concludes with a unifying affirmation: “I separate what I feel from what is real. I ask, I check, and I speak clearly.” This collective statement reinforces the emotional and communicative growth achieved and prepares students to apply reality testing in future learning situations.



## Reality Testing Reflection Journal

Instructions: Reflect on today's activities and your personal thinking habits. Answer the questions honestly and thoughtfully.

1. Describe a situation today where you made an assumption. What was the assumption?

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2. What evidence did you use to test whether your assumption was accurate?

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3. How did you feel before and after applying reality testing strategies?

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4. What clarifying question did you use or wish you had used?

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5. How did reality testing affect your communication with others?

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6. What distorted thinking patterns did you notice in yourself?

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7. How can you apply reality testing in your future English learning experiences?

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## Reality Check Scenario Cards

Instructions: Cut out each scenario card and assign them to student groups. Each group will identify facts, assumptions, and create a clarifying question.

Scenario 1: You walk into the classroom, and two classmates suddenly stop talking and look at you.

Scenario 2: Your partner hasn't replied to your group chat messages for two days.

Scenario 3: During your group presentation, your teacher frowns and writes something down.

Scenario 4: Your classmates start laughing while you're speaking in a group discussion.

Scenario 5: You're not selected to present your part of the project in front of the class.

Scenario 6: You see your friends walk past you without saying hello.

### Session 10: Adaptability: Flexibility

#### I. Content

Flexibility, a key component of adaptability in emotional intelligence, refers to the capacity to adjust emotions, thoughts, and behaviors to changing circumstances or challenges (Bar-On, 1997). In a diverse and dynamic academic environment, students often encounter unexpected changes, conflicting viewpoints, or ambiguous instructions. Flexibility empowers learners to respond with openness, curiosity, and resourcefulness instead of rigidity or resistance. In this session, students explore what it means to be flexible in academic interactions and how they can shift strategies or expectations in response to new information or challenges. Whether dealing with schedule changes, group task reallocations, or language misunderstandings, flexibility enables students to maintain emotional balance, keep communication constructive, and cooperate effectively.

#### II. Objectives:

1. To develop students' ability to adapt their approaches to different learning situations.
2. To teach students how to remain open-minded and diverse perspectives within group activities.
3. To strength students' flexibility in cooperative problem-solving contexts.

### III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Group Flexibility Challenge Instructions
3. Change Response Spectrum Worksheet

### V. Teaching Process

#### 1. Lead in

1.1 The teacher begins the session by projecting a humorous video clip of someone overreacting to a small change—such as a misplaced item or unexpected schedule shift. Students are asked to identify what caused the reaction and whether it was proportionate. This sets the tone for a class discussion about everyday situations that test our flexibility.

1.2 Students then participate in a “Change Reaction” warm-up game. The teacher reads rapid classroom changes aloud (e.g., “Your group project deadline moves earlier,” “Your speaking partner is suddenly absent,” “The instructions change mid-task”) and students must respond with a gesture—thumbs up for calm acceptance, arms crossed for resistance. This kinesthetic activity generates laughter and reveals common emotional reactions to change.

1.3 In small groups, students brainstorm times in their academic lives when something didn’t go as planned. They write their responses on sticky notes and categorize them on a whiteboard under headings: “Schedule Changes,” “Group Disagreements,” “Unexpected Instructions,” and “Language Confusion.” The class reflects on which types of change are most difficult and why.

1.4 The teacher then introduces the concept of emotional flexibility using a metaphor: “Like bamboo in the wind, flexible students bend but do not break.” Students discuss what this means in the context of language learning, where confusion, correction, and revision are common.

1.5 Finally, students complete the Change Response Spectrum Worksheet, marking how they typically respond (from “Very Resistant” to “Very Flexible”) across various situations. The class compares patterns and considers what internal and external factors influence flexibility.

#### 2. Guided Exploration and Explanation

The teacher introduces a simple model for responding flexibly: Pause – Acknowledge Emotion – Reassess – Respond (PARR). Each step is explained with real classroom examples: for instance, when students receive confusing feedback or are asked to present earlier than expected. Students are encouraged to reflect on how each step helps to de-escalate emotional reactions and make space

for thoughtful communication. Emphasis is placed on the idea that flexibility does not mean giving in but finding constructive paths forward.

Using the Language for Negotiation and Rephrasing Handout, students explore adaptable English expressions like “I understand, but may I suggest...”, “Could we try a different way?”, and “What if we considered...”. These are modeled by the teacher through short dialogues. Students then practice them in pairs using simple prompts. Afterward, each pair performs a brief exchange demonstrating both an inflexible and a flexible response.

The teacher distributes a short text that compares two students handling a project change—one responding rigidly, the other flexibly. Students work in small groups to highlight phrases and emotional cues that reveal mindset. Then, they rewrite the rigid dialogue to make it more open and collaborative, applying the PARR model and negotiation language. Groups share their revisions and discuss the impact of flexible responses on group harmony and problem solving.

### 3. Activity Applying

3.1 The activity begins with groups drawing a Flexibility Scenario Card. Each scenario depicts a classroom situation involving sudden changes, unclear expectations, or interpersonal tension. Students discuss the emotions they might feel and identify where flexible thinking is required. They then map out how to apply the PARR steps and choose useful English phrases from the handout to respond.

3.2 Each group completes a Flexibility Planning Sheet, which guides them through analyzing their scenario: (1) What happened? (2) What is my initial reaction? (3) What could be a flexible response? (4) What phrase or gesture could I use to show openness? Groups rehearse a short role-play showing both an inflexible and a flexible version of their response.

3.3 Groups present their role-plays to the class. While watching, peers complete a checklist evaluating emotional self-regulation, clarity of communication, and use of flexible language. After each performance, a brief debrief is held to highlight which strategies were most effective and how the group resolved emotional discomfort.

3.4 Next, students participate in a Flexibility Speed Round. In rotating pairs, they are given unexpected classroom dilemmas (“Your laptop crashes during your presentation”, “You’re asked to explain something you didn’t prepare for”) and must role-play a 30-second flexible response. The fast pace reinforces real-time adaptability.

3.5 Students then tackle the Group Flexibility Challenge, where they are given a vague project prompt with incomplete instructions. Teams must interpret, assign roles, clarify goals, and present their

solution within 15 minutes. This simulation highlights the stress and communication needed when conditions are unclear.

3.6 To conclude, students conduct a Flexibility Gallery Walk. Each group posts a quote or tip for staying emotionally and linguistically flexible. Classmates circulate, vote on the most helpful suggestions, and write feedback. The top three contributions are read aloud and displayed on a classroom poster.

#### 4. Comprehensive Evaluation and Conclusion

4.1 The evaluation begins with each student completing their Flexibility Reflection Journal. Prompts ask them to recall a moment from the session when they noticed emotional resistance and describe how they managed or reframed it. Students also write about how they would apply flexibility in a future English learning situation.

4.2 In groups, students revisit their scenario skits and highlight the phrases or emotional shifts they found most powerful. They choose one flexible phrase from their script and write it on a sentence card. These are shared in a group discussion and then collected to form a classroom “Language of Flexibility” wall.

4.3 The teacher distributes a short Exit Quiz with three reflective prompts: (1) Define flexibility in your own words, (2) Share one real or imagined academic challenge and how you might respond flexibly, (3) List two flexible English expressions from today’s session. This helps assess understanding and practical language retention.

4.4 Students participate in a Flexibility Line-Up, forming a line from “Most Comfortable with Change” to “Least Comfortable.” They discuss in small groups what makes change easy or hard, and share strategies that have helped them stay open-minded in the past.

4.5 In a Whole-Class Circle, students respond to prompts like: “What emotion makes it hardest to be flexible?”, “When did you last surprise yourself by adapting well?”, and “What would you tell a friend struggling with change?” The conversation is supported with sentence frames to scaffold deeper expression.

4.6 To conclude, each student writes a Flexibility Pledge, committing to a small behavioral change for the coming week—such as “I will listen before reacting,” or “I will use a rephrasing phrase in my next group task.” Students may choose to read them aloud or post anonymously.

4.7 The session ends with a shared class affirmation: “Flexibility is my strength. I adapt, I listen, I grow.” This chant reinforces the emotional and collaborative values of the session and anchors the group’s progress.

## Change Response Spectrum Worksheet

Instructions: For each situation below, place an X along the line to indicate how you typically react. Then explain your choice briefly.

1. A group member drops out at the last minute:

[ Very Resistant ] ----- [ Very Flexible ]

Why did you place your X there?

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2. The teacher changes the assignment deadline suddenly:

[ Very Resistant ] ----- [ Very Flexible ]

Why did you place your X there?

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3. Your ideas are not accepted in a group discussion:

[ Very Resistant ] ----- [ Very Flexible ]

Why did you place your X there?

---

4. You are asked to switch roles unexpectedly during a task:

[ Very Resistant ] ----- [ Very Flexible ]

Why did you place your X there?

---

5. Instructions for an activity are unclear or changed halfway through:

[ Very Resistant ] ----- [ Very Flexible ]

Why did you place your X there?

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## Group Flexibility Challenge Instructions

Instructions: Your group will receive a vague or incomplete task prompt. Your challenge is to collaboratively interpret the task, assign roles, clarify objectives, and present a creative solution—all within 15 minutes.

Steps:

1. Read the task prompt as a group and discuss possible interpretations.
2. Assign roles (e.g., timekeeper, spokesperson, note-taker, creative lead).
3. Clarify what needs to be done. What's missing? What assumptions can you make?
4. Agree on a flexible plan. Be ready to adjust as new ideas emerge.
5. Prepare a 2-minute presentation explaining your process and final idea.

Remember: Stay calm, listen actively, adapt if your first plan doesn't work. Use polite and constructive language.

### Session 11: Adaptability: Problem Solving

#### I. Content

Problem solving is a crucial sub-dimension of adaptability in emotional intelligence. It involves the ability to find effective solutions to problems that arise in academic, social, or collaborative contexts. Bar-On (1997) defines problem solving as the capacity to identify and define problems clearly and to generate and implement effective solutions, particularly in emotionally charged situations. Goleman (1995) also emphasizes the importance of remaining composed under pressure and using emotional insight to make reasoned decisions. Unlike passive avoidance or impulsive reaction, emotionally intelligent problem solving requires clear thinking under pressure, evaluating possible outcomes, and involving others in constructive dialogue. In the context of college English learning, students regularly encounter language barriers, miscommunication in group tasks, technical difficulties, and academic challenges that require calm analysis and creative thinking. This session helps students apply structured problem-solving strategies in English, build resilience in stressful academic moments, and foster group cooperation.

## II. Objectives:

1. To teach students how to apply critical thinking skills to solve problems.
2. To foster cooperative problem-solving through group discussion and cooperation.
3. To encourage innovation and creativity in addressing language learning challenges

III. Duration: 90 minutes

## IV. Teaching Materials

1. Stationery
2. Problem-Solving Scenario Cards
3. Problem-Solving Grid Worksheet

## V. Teaching Process

### 1. Lead in

1.1 To begin the session, the teacher displays a short clip or cartoon showing a humorous but poorly handled group problem—such as people shouting over each other or making random suggestions without listening. Students reflect on what went wrong and what could have been done differently. This sets the stage for understanding effective versus ineffective problem-solving strategies.

1.2 Next, students are asked to reflect on a recent challenge they encountered in school—individually writing about how they felt, what they did, and what the outcome was. Volunteers share examples with the class, and the teacher categorizes them under "Handled Well" or "Could Improve." This leads into a discussion about how emotional responses often influence the way we solve problems.

1.3 Students then participate in a "Problem Puzzle" icebreaker. Each group receives a simple logic puzzle with unclear instructions. As they work through the confusion, they begin to recognize the importance of clarifying the problem before acting. Once solved, the teacher connects the activity to real-world classroom issues.

1.4 The teacher introduces the IDEAL model (Identify the problem, Define goals, Explore possible strategies, Act on a plan, Look back and evaluate) using a visual diagram. Students read a short case example of a classroom problem and highlight which steps in the IDEAL process were followed or skipped. This sets up the framework they'll use throughout the session.

1.5 Finally, students review the Language for Solution Talk Handout, practicing English

expressions related to suggesting, agreeing, disagreeing politely, and summarizing. Phrases like “One option might be...,” “What if we tried...,” and “Let’s weigh the pros and cons” are emphasized as tools for cooperative thinking.

## 2. Guided Exploration and Explanation

The teacher presents a mini-lecture describing how stress and emotion can either hinder or enhance problem solving. For instance, feeling overwhelmed may lead to avoidance or rash decisions, while calmness can create space for clarity. The class discusses how emotional awareness supports step-by-step thinking.

Students are then given a problem-solving case study based on a classroom conflict (e.g., two students want to lead the same group task). In pairs, they identify the emotional tensions, define the shared goal, and suggest possible compromises. The IDEAL model is applied step-by-step with guided prompts.

To deepen understanding, the teacher models a dialogue between two students resolving a disagreement using the IDEAL model. Each phase is labeled and explained as the conversation progresses. Students then pair up to role-play a scripted conflict, inserting solution-focused phrases at each stage. Volunteers act out their scenes for group feedback.

## 3. Activity Applying

3.1 In small groups, students draw a Problem-Solving Scenario Card that presents a real-world classroom challenge—e.g., technical failure during a presentation, miscommunication about group roles, or conflicting deadlines. They use the Problem-Solving Grid Worksheet to break down the issue following the IDEAL model.

3.2 Each group designates roles: facilitator, recorder, presenter, and emotional observer. The emotional observer notes how group members communicate emotionally—whether they interrupt, listen, express frustration, or stay calm. After the task, each group reflects on the dynamics.

3.3 The teacher checks in on each group, asking questions like “What’s your goal here?” or “Have you explored more than one strategy?” to scaffold their thinking. This ensures students engage in reflective rather than reactive problem solving.

3.4 Groups then present their proposed solutions using formal English, incorporating solution language from the handout. They receive peer feedback based on clarity, feasibility, and teamwork. Peers use a short checklist to provide structured observations.

3.5 Next, groups rotate scenarios in a “Pass-the-Problem” round. Each team receives a partially completed worksheet from another group and must build on the prior team’s work, adjusting or

improving the plan. This reinforces adaptability and creative problem thinking.

3.6 To close, the class does a “Silent Gallery Walk” where each group’s final worksheet is displayed. Students silently read and leave sticky notes with comments, questions, or compliments about the solutions presented.

#### 4. Comprehensive Evaluation and Conclusion

4.1 The teacher guides students through the Problem-Solving Reflection Journal. Prompts include: “Which part of problem solving is hardest for me?”, “How do my emotions affect my problem solving?”, and “What English phrase helped me express a solution today?”

4.2 Next, students return to their small groups and evaluate their own performance using a Teamwork and Communication Rubric. They discuss what worked well and what could be improved in their next collaboration. Reflections are shared aloud if students are comfortable.

4.3 The class participates in a Problem-Solving Debrief Circle, where each student shares one insight or tip they learned about problem solving. Sentence frames like “I noticed that...” or “Next time, I will...” are provided to scaffold reflective speaking.

4.4 Students then complete a short Self-Assessment Quiz with questions like: “List the five steps of the IDEAL model,” “Which step do you tend to skip?”, and “What phrase would you use to propose a solution?” This checks both conceptual and linguistic learning.

4.5 In pairs, students co-create a Problem Solver’s Pledge, listing two strategies they will apply in their next academic challenge. Examples include: “I will take a pause before reacting emotionally,” or “I will offer at least two options before making a decision.”

4.6 To celebrate learning, the teacher plays a short audio message of motivational quotes related to problem solving while students decorate their pledge cards. These are collected and later displayed or returned as reminders.

4.7 Finally, the class recites a shared affirmation: “When challenges come, I think, I feel, I solve.” This empowers students to view challenges as growth opportunities and reinforces the emotional intelligence skills they’ve developed.

## Problem-Solving Grid Worksheet

Instructions: Use the IDEAL model to analyze your scenario. Fill in each step carefully as a group.

### I - Identify the Problem:

What exactly is the issue? Who is involved? Why is this a problem?

Response: \_\_\_\_\_

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### D - Define the Goal:

What do we want to achieve? What is the desired outcome?

Response: \_\_\_\_\_

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### E - Explore Possible Strategies:

List at least 3 different ways to solve the problem.

Response: \_\_\_\_\_

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### A - Act on a Plan:

Which strategy will you choose? Why? Who will do what?

Response: \_\_\_\_\_

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L - Look Back and Evaluate:

How well did the plan work? What would you do differently next time?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Problem-Solving Scenario Cards

Instructions: Cut out each card. In groups, draw one and work through the problem using the IDEAL model.

Scenario 1: Your group presentation is scheduled for today, but your main speaker is absent.

Scenario 2: Two members of your group disagree about how to divide the task.

Scenario 3: You are unsure about the teacher's instructions, and everyone has a different understanding.

Scenario 4: A teammate did not complete their part of the homework, and the deadline is today.

Scenario 5: There is a loud argument during your group discussion, and people stop participating.

Scenario 6: You have to prepare for a group role-play, but you're unfamiliar with the vocabulary.

### Session 12: General Mood: Optimism

#### I. Content

Optimism is a core element of the General Mood dimension in Bar-On's model of emotional intelligence. It reflects an individual's positive attitude toward life and future outcomes, even in the face of challenges. Bar-On (1997) defines optimism as the ability to maintain a positive outlook despite adversity, while Goleman (1995) emphasizes its role in fostering motivation, perseverance, and resilience. Optimistic learners are more likely to recover from setbacks, seek support, and maintain a proactive mindset in academic environments. In the context of college English learning, optimism is particularly important as students face language anxiety, self-doubt, or cultural adjustment. Those who cultivate optimism are more resilient in their efforts to communicate, more confident in learning from mistakes, and more willing to engage in collaborative work. This session helps students recognize their own explanatory style, explore how optimism influences communication and motivation, and learn ways to reframe negative thoughts into constructive, hopeful language.

**II. Objectives:**

1. To help students cultivate a positive outlook in challenging learning situations.
2. To engage students in goal-setting activities fostering a constructive mindset.
3. To utilize positive reinforcement techniques to boost confidence and persistence

**III. Duration:** 90 minutes**IV. Teaching Materials**

1. Stationery
2. Optimism Scenario Cards
3. ABCDE Optimism Reflection Worksheet

**V. Teaching Process****1. Lead in**

1.1 The session opens with a short inspirational video clip showing individuals overcoming challenges with a positive mindset—such as students learning from failure or athletes speaking about perseverance. Students reflect silently on what messages stood out to them and share one takeaway in small groups.

1.2 Next, the teacher asks students to complete a quick “Optimism Self-Check” quiz with statements like “I believe things will work out in the end” or “I usually expect the worst.” They score themselves and discuss with peers how their outlook affects their reactions in academic situations.

1.3 The teacher presents two contrasting inner dialogues on the board—one pessimistic and one optimistic—in response to the same event (e.g., failing a vocabulary quiz). Students identify the differences in tone, word choice, and motivation. The class discusses how thoughts shape feelings and behavior.

1.4 A brief introduction to the ABCDE model (Seligman, 1998) is provided. The teacher walks through an example of each step, using a classroom challenge: Adversity (a poor group grade), Belief (“I’m just bad at English”), Consequence (discouragement), Disputation (“One grade doesn’t define me”), and Energization (renewed effort).



1.5 Finally, students are introduced to the Reframing Language Bank, which includes phrases like “It’s a setback, not the end,” “I can learn from this,” and “Things can improve with effort.” Students practice using these expressions in pairs, responding to imaginary scenarios.

## 2. Guided Exploration and Explanation

The teacher facilitates a mini-lecture on optimism as a thinking habit, not just a personality trait. Students explore research showing that optimistic individuals are more likely to persist in the face of difficulty, use active coping strategies, and enjoy stronger peer relationships (Seligman, 2006).

In pairs, students receive a short passage describing a student who is struggling with English writing assignments. One partner reads the “pessimistic version” while the other reads the “optimistic rewrite.” They underline emotional language and discuss how the tone influences motivation and behavior.

Students then co-create a short dialogue showing one student encouraging another using optimistic language. They include at least three phrases from the Reframing Language Bank. Selected pairs present their dialogues to the class. The teacher highlights the emotional effect of tone and word choice.

## 3. Activity Applying

3.1 Groups are given Optimism Scenario Cards describing common classroom challenges (e.g., receiving confusing feedback, being misunderstood in a presentation, or falling behind on assignments). They use the ABCDE Optimism Reflection Worksheet to work through the scenario and generate more positive perspectives.

3.2 Each group identifies the adversity, the belief it triggers, the consequence, then brainstorms disputing thoughts and describe how that shift affects their energy or motivation. This step-by-step reflection helps normalize setbacks and emphasizes student agency in framing experiences.

3.3 Once the worksheet is complete, each group presents a “before and after” response using a short skit. First, they show the pessimistic reaction, then the optimistic

version. Peers use a checklist to note emotional tone, language, and body language in both versions.

3.4 Students then take part in a Positivity Circle, where they pass around a talking object and each share one thing they're proud of, one goal they're working on, or one way they've bounced back from a setback in the past month.

3.5 The teacher facilitates a brief "Optimism Debate." Half the class argues that optimism improves academic performance, while the other half counters with the risks of unrealistic expectations. Afterward, the group synthesizes a balanced view of "realistic optimism."

3.6 Finally, students write one encouraging message or quote on a colored card and post it on the "Wall of Uplift." These become part of a classroom visual support system, reinforcing a hopeful, growth-oriented environment.

#### 4. Comprehensive Evaluation and Conclusion

4.1 Students complete the Optimistic Thinking Journal, where they write about a recent academic or social challenge and apply the ABCDE model to reinterpret it. They are encouraged to write reflectively and use phrases from the Reframing Language Bank.

4.2 Groups discuss their answers informally, and volunteers share how the exercise changed their perspective. The teacher notes emerging themes, such as greater self-compassion or goal focus.

4.3 Each student receives a short exit quiz with items like: "What does the D stand for in the ABCDE model?", "Write an example of a pessimistic belief and how you would dispute it," and "Name two optimistic phrases you learned today."

4.4 The class participates in a guided visualization, imagining themselves overcoming a future challenge with positivity, calm, and resourcefulness. Students are then invited to draw or write a short note describing that imagined success.

4.5 In pairs, students co-create an Optimism Action Plan, listing two small steps they will take next week when they face an academic frustration. Examples include: "I will write one encouraging sentence to myself," or "I will ask for help instead of giving up."

4.6 The teacher reads aloud several anonymous excerpts from the Optimistic

Thinking Journals (with permission) to reinforce collective learning and motivation.

4.7 The session ends with a group chant: “I see the good, I speak with hope, I act with courage.” The teacher reminds students that optimism is a strength they can build through language, habit, and cooperation.



## ABCDE Optimism Reflection Worksheet

Instructions: Use this worksheet to analyze your scenario and practice optimistic thinking.

### A - Adversity

Describe the situation or challenge you faced:

Response: \_\_\_\_\_

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### B - Belief

What did you first think or believe about the adversity?

Response: \_\_\_\_\_

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### C - Consequence

How did that belief affect your feelings or actions?

Response: \_\_\_\_\_

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### D - Disputation

Challenge the belief. What are some more positive or realistic thoughts you could have?

Response: \_\_\_\_\_

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### E - Energization

How do you feel after changing your belief? What positive action could you take next?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Optimism Scenario Cards

Instructions: Cut out each card. In groups, draw one and discuss it using the ABCDE model.

Scenario 1: You prepared a lot for your English presentation, but your slides didn't work.

Scenario 2: You studied hard but still received a low score on your vocabulary quiz.

Scenario 3: You misunderstood the teacher's instructions and did the wrong task for homework.

Scenario 4: You volunteered to lead a discussion but froze when it started.

Scenario 5: You received critical feedback from your peers on your group project.

Scenario 6: You signed up for a speaking contest but started to feel anxious and unprepared.

## Session 13: General Mood: Happiness

### I. Content

Happiness, as defined in Bar-On's (1997) model of emotional intelligence, is the ability to feel content with oneself, enjoy life, and maintain a positive emotional baseline. While often viewed as a mood state, happiness in emotional intelligence is also a skill—one that involves gratitude, self-care, relationship satisfaction, and the regulation of pleasure and fulfillment. According to Lyubomirsky, Sheldon, and Schkade (2005), individuals can intentionally cultivate happiness through practices such as gratitude expression, positive social engagement, and purposeful activity. In college English learning, happiness contributes to motivation, cooperative energy, and resilience. When students experience joy and appreciation in learning, they are more likely to participate actively, support peers, and retain information. This session emphasizes the emotional, linguistic, and behavioral strategies that support happiness. It also encourages students to explore the cultural expressions of joy and the role of positive routines in emotional balance.

### II. Objectives:

1. To explore the connection between emotional intelligence and happiness.
2. To teach students how to increase their emotional well-being.
3. To encourage reflective practices that support emotional positivity and satisfaction.

### III. Duration: 90 minutes

### IV. Teaching Materials

1. Stationery
2. Joy Mapping Worksheet
3. Happiness Reflection Journal

### V. Teaching Process

#### 1. Lead in

1.1 The session begins with students entering a classroom filled with cheerful background music and vibrant posters containing uplifting quotes such as “Joy multiplies when shared” and “Gratitude turns what we have into enough.” The teacher welcomes everyone with a smile and invites students to form a circle for a quick “One Good Thing” activity, where each student shares one thing that made them happy in the past week.

1.2 Next, the teacher facilitates a brief discussion: “What does happiness mean to you? Is it a feeling, a mindset, a habit?” Students respond using sentence stems like “To me, happiness is...” or “I

feel happiest when..." This discussion helps students recognize the subjective and multifaceted nature of happiness.

1.3 To illustrate the difference between surface mood and sustained happiness, students watch a short animation about a student navigating daily stress and still maintaining overall life satisfaction. The teacher highlights the difference between momentary pleasure and deeper emotional well-being.

1.4 Students are then introduced to research by Lyubomirsky et al. (2005), which identifies intentional activities—such as acts of kindness, savoring, and gratitude—as significant contributors to happiness. The teacher writes these on the board and asks students which ones they already do.

1.5 Finally, the class reviews a Positivity Language Bank, which contains expressions such as "That made my day," "I appreciate you," and "I'm really grateful for..." Students practice these in short dialogues to get comfortable using emotionally positive language.

## 2. Guided Exploration and Explanation

The teacher presents a brief lecture on happiness as both an emotional state and a practiced skill. Drawing from Bar-On's emotional intelligence model, the class discusses how happiness supports other emotional abilities such as stress resilience, empathy, and motivation. The connection between personal joy and positive classroom climate is emphasized.

Students then read two short paragraphs: one where a student describes a typical day in a pessimistic tone, and another where the same events are narrated with gratitude and optimism. In pairs, they compare the emotional vocabulary used and reflect on how perspective shifts emotional experience.

To deepen understanding, the class explores the role of gratitude. The teacher introduces the "Three Good Things" practice, asking students to recall and record three moments of joy or appreciation from the previous day. This primes students for the reflective and expressive tasks to follow.

## 3. Activity Applying

3.1 In groups, students complete a Joy Mapping Worksheet that asks them to identify sources of happiness in five areas: social life, learning, physical activity, relaxation, and personal achievements. They discuss patterns and surprising insights in their group.

3.2 Each student then writes a Gratitude Letter to someone in their life (family, friend, teacher, classmate), expressing appreciation for specific support or shared memories. These letters can be shared or kept private, depending on comfort levels.

3.3 Groups engage in a Happiness Story Swap, where they share personal stories of resilience

and joy during difficult times. Each group selects one story to dramatize for the class, highlighting how happiness can coexist with adversity.

3.4 Next, students complete a “Happiness Language Challenge” where they must use at least three positive expressions from the Positivity Language Bank in a role-play about an English class group project. The aim is to affirm, support, and encourage one another while using authentic academic English.

3.5 Students rotate in a “Compliment Carousel” where they move around the room and leave one positive comment on each peer’s “Appreciation Page”—a worksheet with their name in the center and space for messages around the edge. This builds peer connection and classroom cohesion.

3.6 To wrap up the activity, the class collaboratively creates a “Happiness Mural.” Each student contributes a drawing, word, or short sentence symbolizing joy, and the mural is displayed as a visual reminder of shared positivity.

#### 4. Comprehensive Evaluation and Conclusion

4.1 The teacher distributes the Happiness Reflection Journal, where students answer prompts such as: “What made me feel truly happy this week?” “How did gratitude affect my mood?” and “Which happiness habit do I want to continue?”

4.2 Students then participate in a Wellness Wheel Check-In, rating their current level of satisfaction in areas like sleep, friendships, study habits, and self-care. They identify one area they would like to improve and set a small action goal.

4.3 In small groups, students complete a Happiness Review Chart, reflecting on what they learned, what challenged them, and what surprised them. They also generate one question they still have about emotional intelligence and happiness.

4.4 A short quiz is administered with items such as “Name three happiness habits backed by research,” “Write two gratitude phrases,” and “What’s the difference between mood and happiness?” This helps consolidate content and language objectives.

4.5 Volunteers share highlights from their Gratitude Letters, focusing on how writing made them feel. The class claps for each speaker, affirming the positive impact of appreciation.

4.6 In pairs, students create a “Happiness Contract” outlining two joy-promoting actions they commit to practicing for the next week. Examples: “I will take a walk with a friend,” “I will write in my gratitude journal three times.”

**4.7** To close the session, the teacher reads an uplifting poem or quote, and the class repeats a closing affirmation: “Happiness is a choice, a habit, and a gift I share.” Students are reminded to carry the energy of joy into their learning and relationships.



## Joy Mapping Worksheet

Instructions: Reflect on what brings you happiness in different areas of your life. Fill in each section with specific examples.

1. Social Life (e.g., friends, family, classmates):

Response: \_\_\_\_\_

\_\_\_\_\_

2. Learning (e.g., English lessons, favorite subjects, group work):

Response: \_\_\_\_\_

\_\_\_\_\_

3. Physical Activity (e.g., sports, walking, dance):

Response: \_\_\_\_\_

\_\_\_\_\_

4. Relaxation (e.g., hobbies, music, quiet time):

Response: \_\_\_\_\_

\_\_\_\_\_

5. Personal Achievements (e.g., accomplishments, overcoming challenges):

Response: \_\_\_\_\_

\_\_\_\_\_

## Happiness Reflection Journal

Instructions: Reflect on your experiences and emotions using the prompts below.

1. What made you feel truly happy this week?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How did showing or receiving gratitude affect your mood?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is one joyful moment you experienced during today's session?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Which happiness habit would you like to continue practicing?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How do you plan to spread positivity in your English learning community?

Response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Session 14: Review and Reflection**

### **I. Content**

The final session of the cooperative learning intervention serves as a culmination and celebration of the emotional intelligence development journey. Emotional intelligence (EI) refers to a set of emotional and social competencies that enable individuals to understand and express themselves, relate meaningfully to others, manage stress effectively, adapt to change, and maintain a positive mood (Bar-On, 1997). According to Bar-On's model, EI encompasses five core dimensions: intrapersonal skills (the ability to understand and express one's own emotions, including self-awareness and self-actualization), interpersonal skills (the capacity to empathize and maintain healthy relationships), stress management (skills like stress tolerance and impulse control), adaptability (including flexibility and problem-solving), and general mood (optimism and happiness). These interconnected domains provide a foundation for effective emotional functioning and support learners' resilience, communication, and well-being in academic and social environments (Bar-On, 2006). This session provides space for structured review of all five dimensions of emotional intelligence—Intrapersonal Skills, Interpersonal Skills, Stress Management, Adaptability, and General Mood—and their fourteen sub-skills explored throughout the program. Students assess their development using group discussions, review tasks, and personal journaling. They also participate in collaborative activities that encourage mutual appreciation, goal setting, and forward-looking strategies.

### **II. Objectives:**

1. To comprehensively review the key concepts and skills learned throughout the sessions.
2. To facilitate student reflection on emotional intelligence development and growth.
3. To assist students in setting future-oriented personal and academic goals based on acquired emotional skills.

### **III. Duration:** 90 minutes

### **IV. Teaching Materials**

1. Stationery
2. EI Growth Reflection Worksheet
3. Future Goals Action Plan Template

### **V. Teaching Process**

1. Lead in
  - 1.1 The session begins with soft instrumental music and a projection of keywords from previous

sessions—such as "empathy," "assertiveness," "optimism," and "flexibility"—inviting students to reflect silently on their emotional intelligence journey. The teacher welcomes the class and prompts a round of short student reflections using the question: "What's one emotional intelligence skill you feel more confident about today than when we started?"

1.2 Next, students form small groups and receive a set of laminated Emotional Intelligence Cards, each labeled with one of the 14 sub-skills covered in the program. They take turns selecting a card and sharing a brief memory or learning moment related to that skill. This encourages active recall and peer sharing.

1.3 The teacher then facilitates a brief overview using a visual mind map that connects the five EI dimensions to classroom behaviors and interpersonal skills observed over the semester. This provides structure and reinforces key conceptual links.

1.4 As a warm-up, each student writes one appreciation note to a peer, focusing on something meaningful they observed during the program. These notes are collected and displayed anonymously on a board titled "Our Collective Strength."

1.5 To close the lead-in, the class watches a short video montage featuring highlights from their cooperative learning sessions. This visual review fosters a shared sense of accomplishment and emotional resonance before diving into deeper reflection.

## 2. Guided Exploration and Explanation

The teacher gives a concise presentation summarizing the five emotional intelligence dimensions using real-life examples from classroom contexts. For each dimension, students offer one keyword or phrase that represents what they've learned. These are recorded on a visible poster to form a group-generated EI glossary.

Each group receives a color-coded timeline template representing the 14 sessions. Working collaboratively, they fill in major activities, emotional breakthroughs, or challenges from each session. This visual review deepens students' understanding of their developmental progression.

After completing the timeline, students participate in a reflective think-pair-share activity responding to the prompt: "Which session had the greatest impact on your emotional growth, and why?" Volunteers are invited to share with the class, modeling deeper levels of emotional expression.

## 3. Activity Applying

3.1 Groups rotate through interactive review stations, each themed around one EI dimension. At each station, students complete a brief cooperative task—such as ranking their top emotional

strategies, rewriting a pessimistic thought into an optimistic one, or role-playing an assertive response. These tasks reinforce skill transfer.

3.2 At the central table, students work on their EI Growth Reflection Worksheet, which asks them to evaluate their development in each of the 14 sub-skills. Prompts include: "What's one strength I've built?" and "What's one habit I want to keep practicing?"

3.3 Next, each group creates a Group Timeline Poster, illustrating their cooperative learning journey. They include challenges, breakthroughs, and humorous moments. These are presented gallery-style, and peers leave encouraging comments using sticky notes.

3.4 Students then write individual letters to their future selves using the Personal EI Development Journal format. Prompts include: "How do I want to use emotional intelligence in my college life next semester?" and "What support do I need to stay on track?"

3.5 A collaborative class mural is created: each student adds a handprint and writes one sentence summarizing their personal EI commitment, forming a visual representation of collective growth.

3.6 To close the activity section, the teacher facilitates a group reflection where students share what they've learned from their peers. The tone is celebratory, appreciative, and emotionally grounded.

#### 4. Comprehensive Evaluation and Conclusion

4.1 The session concludes with a brief self-assessment quiz on key EI concepts, encouraging knowledge consolidation. Questions include: "Name the five EI dimensions," "List one sub-skill for each," and "How does emotional intelligence help in teamwork?"

4.2 Students complete the Future Goals Action Plan, where they outline two specific emotional goals (e.g., "Practice impulse control in debates" or "Offer more verbal support to groupmates") and concrete steps to achieve them.

4.3 Each student participates in a "Closing Circle" where they share one sentence using the stem: "I feel proud of myself because..." This final round supports emotional closure and self-affirmation.

4.4 The teacher reads excerpts from anonymous journal entries (with consent), highlighting student voices and reinforcing shared themes of growth, vulnerability, and empowerment.

4.5 Certificates of Participation are distributed, and each student receives a personal message from the teacher affirming their contributions to the group's emotional learning environment.

4.6 As a symbolic gesture, students sign a "Class EI Charter" summarizing values such as respect, empathy, and cooperation. This document is displayed in the classroom as a legacy of the program.

4.7 Finally, the session ends with a quiet reflective moment: students close their eyes while the

teacher reads a short affirmation such as, “You have grown, you have shared, and you are ready.” Students leave the room to gentle music, carrying their journals and their intentions forward.



## EI Growth Reflection Worksheet

Instructions: Reflect on your development across the 14 emotional intelligence sub-skills. Write briefly about your growth and areas for continued practice.

### 1. Emotional Self-Awareness

What progress have you made in this area?

---

What would you like to keep working on?

---

### 2. Assertiveness

What progress have you made in this area?

---

What would you like to keep working on?

---

### 3. Self-Actualization

What progress have you made in this area?

---

What would you like to keep working on?

---

### 4. Empathy

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 5. Social Responsibility

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 6. Stress Tolerance

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 7. Impulse Control

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 8. Reality Testing

What progress have you made in this area?

---



What would you like to keep working on?

---

#### 9. Flexibility

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 10. Problem Solving

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 11. Optimism

What progress have you made in this area?

---

What would you like to keep working on?

---

#### 12. Happiness

What progress have you made in this area?

---

What would you like to keep working on?

---

### 13. Interpersonal Relationships

What progress have you made in this area?

---

What would you like to keep working on?

---

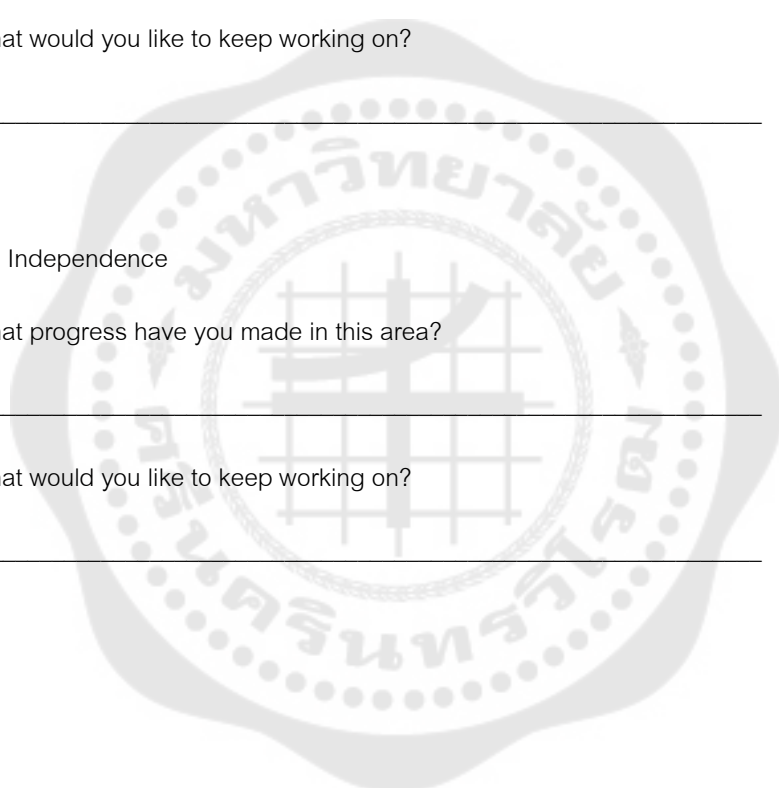
### 14. Independence

What progress have you made in this area?

---

What would you like to keep working on?

---



## Future Goals Action Plan Template

Instructions: Choose two emotional intelligence goals. Describe how you will achieve them and what support you may need.

Goal 1 Description:

---

Why is this goal important to you?

---

What specific actions will you take?

---

Who can support you in reaching this goal?

---

How will you know you are making progress?

---

Goal 2 Description:

---

Why is this goal important to you?

---

What specific actions will you take?

---

Who can support you in reaching this goal?

---

How will you know you are making progress?

---

### Appendix I: Students' feedback on Emotional Intelligence

| Components           | Students' feedback in Experimental Group   |
|----------------------|--|
| Intrapersonal Skills | Student A: "Through these sessions, I have become more aware of my emotions and am now better able to express how I feel in English without hesitation." |
|                      | Student B: "I used to lack confidence when facing new challenges, but now I can reflect on my feelings and respond more positively."                     |
|                      | Student C: "I realized that understanding myself helps me manage academic stress more calmly and productively."  |
|                      | Student D: "The reflection activities helped me recognize negative thinking patterns and develop a more optimistic mindset about learning English."      |
| Interpersonal Skills | Student E: "I used to avoid speaking in group settings, but the cooperative activities encouraged me to share and listen more actively."                 |
|                      | Student F: "Working with classmates in structured tasks helped me improve how I communicate and collaborate, especially during discussions."             |
|                      | Student G: "Now I can better understand how my emotions influence others, and I have learned to be more empathetic in teamwork."                         |
|                      | Student H: "These sessions taught me how to give constructive feedback and build stronger peer relationships through communication."                     |

| Components        | Students' feedback in Experimental Group  |
|-------------------|---|
| Stress Management | Student I: "I used to panic before presentations, but now I've learned breathing techniques and positive thinking to calm myself."  |
|                   | Student J: "The activities helped me stay focused even when group work became intense or challenging."                              |
|                   | Student K: "Before the course, I was overwhelmed easily by exams, but now I handle pressure better by organizing tasks calmly."     |
|                   | Student L: "Sharing feelings with group members gave me a way to release stress and see difficulties from different perspectives."  |
| Adaptability      | Student M: "This course taught me to accept new ideas and methods without fear, especially in unfamiliar group roles."              |
|                   | Student N: "I've learned to adapt quickly when plans change during teamwork, which used to make me anxious."                        |
|                   | Student O: "The cooperative model helped me adjust to different personalities and working styles, which is useful for future jobs." |
|                   | Student P: "Now I feel more flexible and open to change, especially when tasks are unexpected or uncertain."                        |
| General Mood      | Student Q: "After each session, I felt more motivated and positive about learning English and working with others."                 |
|                   | Student R: "The classroom environment was more cheerful and encouraging than my past experiences."                                  |

| Components | Students' feedback in Experimental Group  |
|------------|---|
|            | <p>Student S: “ My overall mood during school days improved because I felt understood and supported by my classmates.”</p>      |
|            | <p>Student T: “I feel more optimistic about facing academic challenges because of the encouragement from group activities.”</p> |

