

A Study on The Influence of Emotional Intelligence on Intermediate Chinese Language Learners in Vietnamese Universities

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ABSTRACT

In the process of student learning, we should not only make good use of their intellectual factors, but also pay attention to their non intellectual factors. Emotion, as a non intellectual factor, plays a very important role in students' learning. Emotional intelligence can better mobilize students, stimulate their enthusiasm for learning, and better play their main role in classroom teaching. This article starts with emotional intelligence and investigates the emotional intelligence factors that intermediate Chinese language learners in Vietnamese universities experience when learning Chinese in the target language environment, in order to identify whether emotional intelligence factors have an impact on second language learning. Research has found that the overall emotional intelligence of intermediate Chinese language learners in Vietnamese universities is at a moderate level, with most possessing basic emotional perception and regulation abilities, and able to adapt to the emotional needs of intermediate Chinese language learning. Among them, "Learning Attitude" and "Language Anxiety" have a greater impact, while "Learner Personality" has a smaller impact. Based on the survey results, corresponding teaching suggestions are proposed for different emotional intelligence factors, such as using suggestion method to reduce learners' anxiety, emphasizing that learning should be a combination of conscious and unconscious, fully utilizing the functions of the left and right hemispheres of the brain, and achieving harmony and unity; To establish a good teacher-student relationship, teachers should pay attention to individual differences of learners, play different roles, actively guide and assist learners in learning knowledge; Teachers should cultivate learners' positive learning attitudes, reduce their anxiety, and enhance their confidence. I hope this study can provide new teaching ideas for Chinese language teaching in Vietnamese universities, emphasize the important role of emotional factors in second language acquisition, and achieve the effect of improving learners' learning efficiency.

Keywords: emotional intelligence; second language acquisition; survey research

INTRODUCTION

The term "Emotional Intelligence" in this study is a comprehensive term for the ability and quality of people to successfully handle matters by using emotional factors. In the 1950s, second language acquisition research held that intelligence and learning ability were the main factors influencing the success of second language learners. It was not until the 1970s that more and more scholars began to pay attention to the importance of emotional intelligence factors for second language acquisition. Scholars such as Bailey (1983), Brown (2011), Lin (2015), and Ammar et al. (2010) all found that emotional intelligence factors affected the language acquisition results under the same conditions and environments. Daniel et al. (2012) discovered that learners would experience anxiety during language learning. After research, they proposed a multimodal emotional tutoring system, which could recognize learners' facial expressions and adjust teaching content, difficulty, and volume based on their emotional states.

Heckel Christian (2021) found that learners were prone to anxiety in face-to-face classrooms. After research, he proposed several teaching methods such as classroom interaction and online discussion through mobile applications to reduce learners' anxiety and increase their confidence, thereby improving their second language proficiency. Zhang Yuzhe (2020), Zhao Xingye (2014), and Wen Wen (2018) analyzed the influence of emotional intelligence factors (including motivation, attitude, anxiety, and confidence) on second language acquisition and put forward suggestions for second language teaching. They pointed out that learners' anxiety would hinder learning, while strong confidence would be beneficial for them to communicate in the target language and improve their language proficiency.

In summary, scholars' research results on the influence of emotional intelligence on learners have certain authority. However, most studies focus on the influence of a single emotional intelligence factor on second language acquisition, with more research on motivation and anxiety, and less on attitude, personality, and confidence. The connections among various emotional factors are rarely explored. The research subjects are mainly English learners, and there are fewer studies on learners of other languages. Therefore, this paper starts from emotional intelligence to investigate the influence of emotional intelligence factors (learning motivation, learning attitude, language anxiety, learner personality, and teacher-student relationship) on intermediate Chinese learners in Vietnamese universities, thereby stimulating Chinese teachers' attention to students' emotional intelligence and providing some inspiration for teaching Chinese as a second language.

Research Subjects

The research subjects of this study are intermediate Chinese learners in Vietnamese universities, with a total of 529 respondents. The age distribution is mainly concentrated in the 18-25 age group, accounting for 98.11%. The gender distribution is mainly female, with 462 females, accounting for 87.33%; 67 males, accounting for only 12.67%. The grade distribution is mainly in the second year, with 385 second-year students, accounting for 72.78%; 48 first-year students, 87 third-year students, and 9 fourth-year students. In terms of Chinese proficiency, all students are at an intermediate level, which is in line with the theme of this survey. Among them, 300 students have a level 4 Chinese proficiency, accounting for 56.71%; 217 students have a level 5 Chinese proficiency, accounting for 41.02%; and 12 students have a level 6 Chinese proficiency, accounting for 2.27%.

Data Analysis of the Survey

Learning Motivation

The survey on the learning motivation of Vietnamese Chinese learners is as follows:

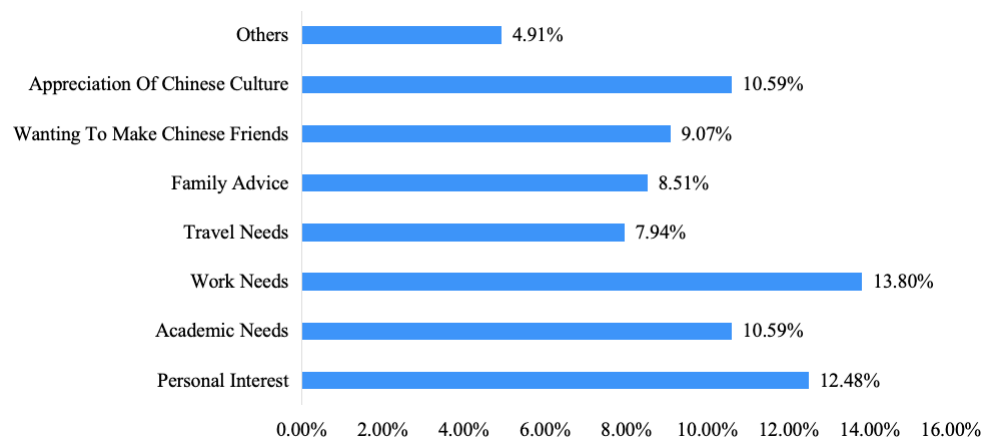


Figure 1 Reasons for Learning Chinese

From Figure 1, we can see the reasons why Vietnamese university students learn Chinese. Among them, "Work Needs" accounted for 13.08%, "Personal Interest" accounted for 12.48%, "Academic Needs" and "Appreciation Of Chinese Culture" both accounted for 10.59%, "Wanting To Make Chinese Friends" accounted for 9.07%, "Family Advice" accounted for 8.51%, and "Travel Needs" accounted for 7.94%. It can be seen that the motivations for Vietnamese students to learn Chinese are diverse, reflecting the differences in their understanding of the value of Chinese. The motivations of Vietnamese students to learn Chinese can be divided into four categories: practical needs (work, study, travel), interest-driven (personal interest, appreciation of Chinese culture), external influence (family advice), and social needs (making Chinese friends). Moreover, the proportions of each category are relatively close, indicating that Vietnamese students' demands for learning Chinese are no longer limited to a single instrumental purpose but have integrated multiple values such as practicality, interest, social interaction, and culture. Vietnamese learners of Chinese are mainly interested in Chinese culture and learning

Chinese itself, which shows that their learning motivations are mainly integrative. This motivation has become one of the main driving forces for Vietnamese learners of Chinese, making their learning process more relaxed and enjoyable; while another part of Vietnamese learners of Chinese take future career development and obtaining scholarships as their learning motivations. This external motivation helps Vietnamese learners of Chinese achieve specific goals in a relatively short period of time.

Learning Attitude

The survey on the learning attitude of Vietnamese learners of Chinese is as follows:

Table 1 How much time do you spend learning Chinese every day?

Options	Percentage
less than 1 hour	38.19%
1-2 hours	48.02%
2-3 hours	10.40%
more than 3 hours	3.40%

Table 1 shows the descriptive statistics results of the question "How much time do you spend learning Chinese every day?", reflecting the situation of the students' Chinese learning time in the sample. Among them, 212 people chose 1-2 hours, accounting for 40.08% of the total number; 135 people chose 2-3 hours, accounting for 25.52% of the total number; 100 people chose less than 1 hour, accounting for 18.90% of the total number; 82 people chose more than 3 hours, accounting for 15.50% of the total number. This indicates that the time Vietnamese students spend learning Chinese is of medium length, avoiding the fragmentation of short-term learning and the fatigue of long-term learning.

Table 2 What language do you use in class?

Options	Percentage
Mostly speak Chinese	62.5%
Use the mother tongue or English more	37.5%

Table 2 shows the descriptive statistics results of the question "What language do you use in class?", 62.5% of the learners will choose to use Chinese as much as possible when they have the opportunity to use it in class, which indicates that most learners have a positive and proactive attitude towards learning Chinese. However, the survey found that even if learners have good learning motivations and a positive and proactive learning attitude, most of them will give up learning Chinese after leaving school, and their positive learning attitude is only limited to the period of school learning. The reasons may lie in the increasing difficulty of learning, the adaptability of teachers' teaching methods, and the relevance of learners' post-graduation career choices to Chinese. In teaching, teachers should guide learners to establish a positive learning attitude and help them set long-term goals for learning Chinese. Because language learning requires long-term accumulation and persistence, especially when most learners are in a non-target language environment, if they do not continue to learn Chinese, they may remain at the original level; over time, learners may even gradually forget the Chinese knowledge they have learned.

Learning Anxiety

The survey on the learning anxiety of Vietnamese learners of Chinese is as follows:

Table 3 Survey on learners' learning anxiety (when being asked questions in class)

Options	Percentage
Feeling nervous, hoping the teacher won't ask me questions	26.8
Answer voluntarily as much as possible	48.2
Not nervous, but only answer if the teacher asks	25.0

The data in Table 3 shows that when teachers ask questions in class, 48.2% of Vietnamese learners do not feel anxious and will actively answer the teachers' questions. Another 26.8% of Vietnamese learners will feel nervous and hope that the teachers do not ask them questions; 25% of Vietnamese learners will not feel nervous, but will not actively answer the teachers' questions unless the teachers require them to. From the above data, it can be seen that some Vietnamese learners not only experience less classroom anxiety but also actively answer the teacher's questions, which reflects their positive attitude towards learning.

Emotional Intelligence Level of Students

The overall level and factor levels of the emotional intelligence of Vietnamese learners of Chinese are as follows:

Table 4 Descriptive statistics of the emotional intelligence level and factors of Vietnamese learners of Chinese.

Options	N	Mini	Max	Mean	Standard
Total Emotional Intelligence	529	37.00	100.00	67.21	9.94
Learning Motivation	529	4.00	20.00	14.36	2.65
Learning Attitude	529	7.00	20.00	14.11	2.40
Language Anxiety	529	6.00	20.00	13.35	2.48
Learning Personality	529	4.00	20.00	12.14	2.95
Teacher-Student Relationship	529	6.00	20.00	13.26	2.55

As shown in the table above, the total score of emotional intelligence of the intermediate-level Vietnamese learners of Chinese in universities ranges from 37 to 100, indicating that the overall emotional intelligence of Vietnamese learners is at a medium level, with moderate individual differences. The mean of the total score of emotional intelligence is 67.21, and the standard deviation is 9.94, which shows that the overall emotional intelligence of Vietnamese learners is at a medium level. Most of them have basic emotional perception and regulation abilities and can basically adapt to the emotional needs of intermediate-level Chinese learning, but there is still room for improvement. From the standard deviation, the standard deviation of each dimension is between 2.40 and 2.95, indicating that the overall dispersion degree is moderate, and the performance of Vietnamese university students in each dimension of emotional intelligence is relatively stable. Vietnamese university students' cognition and behavior in "Learning Motivation", "Learning Attitude", "Learning Anxiety", and "Teacher-Student Relationship" are relatively consistent, reflecting the strong consistency of Vietnamese university students in these factors. The level of the "Learner Personality" factor of Vietnamese university students varies greatly, with a standard deviation of 2.95, indicating that the personality differences shown by students in learning are relatively obvious.

The results of the correlation between the factors of emotional intelligence of Vietnamese learners of Chinese are as follows:

Table 5 Correlation matrix of the main factors of emotional intelligence of Vietnamese learners of Chinese.

	Learning Motivation	Learning Attitude	Language Anxiety	Learning Personality	Teacher-Student Relationship
Learning Motivation	1	.697**	.573**	.207**	.630**
Learning Attitude		1	.748**	.218**	.504**
Language Anxiety			1	.289**	.533**
Learning Personality				1	.488**
Teacher-Student Relationship					1

***At the 0.01 level (two-tailed), the correlation is significant.*

As shown in the table above, there are significant positive correlations of varying degrees between the main factors of emotional intelligence of Vietnamese intermediate-level Chinese learners in universities.

The highest correlation is between "Learning Attitude" and "Language Anxiety", reaching 0.748. This indicates that the more positive the learning attitude of Vietnamese university students, the higher the level of language anxiety. This may be because students with a positive attitude have higher expectations for learning outcomes and are more worried about making grammatical errors and other problems, thus generating anxiety; conversely, if students have a perfunctory attitude and pay less attention to learning results, their anxiety will also decrease. In the intermediate-level Chinese teaching in Vietnamese universities, teachers should strive to balance students' positive attitudes and anxiety, avoiding excessive anxiety that offsets the advantages of attitude.

"Learning Motivation" and "Learning Attitude" are significantly positively correlated, with a correlation coefficient of 0.697. This indicates that the stronger the learning motivation of Vietnamese university students, the more likely they are to form a positive learning attitude. If students attach importance to learning Chinese to improve their Chinese proficiency and future career development, they will actively search for information and complete learning tasks on time; conversely, students with weak motivation, such as those who only study to pass exams, tend to have a more negative attitude and may procrastinate or complete tasks perfunctorily. This shows that stimulating students' learning motivation is a key entry point for improving their learning attitude for Vietnamese university Chinese teachers.

"Learning Motivation" and "Teacher-Student Relationship" are significantly positively correlated, with a correlation coefficient of 0.630. This indicates that the teacher-student relationship has a significant impact on the

learning motivation of Vietnamese university students. When the teacher-student relationship in Vietnamese universities is more harmonious, students are more willing to actively engage in learning and have stronger motivation; if the teacher-student relationship is tense, students may reduce their learning motivation due to resistance. Teachers should patiently guide students in their learning and respect their ideas. This shows that good teacher-student interaction is an important support for maintaining students' learning motivation for Vietnamese university Chinese teachers.

"Learning Personality" has a low correlation with other factors, indicating that the personality of Vietnamese university learners is not a key factor in determining motivation and attitude, avoiding the absolute cognition that personality determines learning performance. Although some introverted students may be anxious due to concerns about learning feedback, there are also introverted students who have lower anxiety because they focus on their own progress. Among extroverted students, there may also be some who experience anxiety due to the fear of performing poorly and losing face. This indicates that anxiety levels are more influenced by specific learning scenarios rather than being solely determined by personality differences.

In conclusion, the emotional intelligence of intermediate-level Chinese learners in Vietnamese universities is generally at a medium level. Most of them have basic emotional perception and regulation abilities and can basically adapt to the emotional demands of intermediate-level Chinese learning, but there is still room for improvement. Among them, "Learning Attitude" and "Language Anxiety" have a significant impact. The more positive the learning attitude of Vietnamese university students is, the higher their language anxiety level becomes. This suggests that in the teaching of intermediate-level Chinese in Vietnamese universities, teachers should strive to balance students' positive attitudes and anxiety, and avoid excessive anxiety offsetting the advantages of attitude. "Learner Personality" has a low correlation with other factors, indicating that the personality of Vietnamese university learners is not a key factor in determining learning motivation and attitude.

Teaching Suggestions for Chinese as a Second Language Acquisition

Use Suggestive Teaching Methods to Reduce Learner Anxiety

Anxiety is an important factor affecting learners' learning outcomes. From the survey data of this study, it can be seen that Vietnamese students generally experience anxiety when learning Chinese. Suggestive teaching methods mainly emphasize that learning should be a combination of conscious and unconscious processes, fully utilizing the functions of the left and right hemispheres of the brain to achieve harmony and unity. Vietnamese university teachers should create a relaxed and pleasant learning environment to stimulate learners' interest and motivation in learning, allowing them to acquire knowledge in the best learning environment and store it persistently in their brains. The teaching strategies used in suggestive teaching methods are significantly different from those of other teaching methods. It advocates learning in a relaxed and low-pressure environment through music. Teachers can play appropriate music in the classroom, and the type of music can be selected based on the teaching content, such as slow or cheerful and lively tunes. By playing music, teachers can reduce the psychological pressure of Vietnamese learners, helping them convert unconsciously absorbed knowledge into consciously acquired knowledge and store it in their brains.

Guide Students to Develop a Positive Learning Attitude

Actively cultivate a positive attitude towards the target language among Vietnamese Chinese learners. Vietnamese university Chinese teachers should guide students to develop a favorable impression of Chinese culture, history, and society, making them actively desire to understand the various aspects of life in China. In terms of teaching content, Vietnamese university Chinese teachers can adopt more pictographic character teaching methods to make Vietnamese students realize that Chinese characters are not difficult to master, thereby stimulating their interest in learning Chinese characters. In terms of classroom form, Vietnamese university Chinese teachers can appropriately arrange activity classes, such as Chinese art and handicraft classes, appreciation classes, etc. In terms of textbook selection, Vietnamese university Chinese teachers should choose culturally, historically, and artistically attractive textbooks based on students' interests. After class, students can be organized to participate in club cultural and artistic activities, such as girls learning paper-cutting, painting, calligraphy, etc., and boys learning kung fu, Tai Chi, etc., to cultivate a positive attitude towards learning Chinese. Teachers can also show Chinese movies to students or sing Chinese songs together with them. Through these diverse methods, the interest of Vietnamese students in learning Chinese can be stimulated, and their positive attitude towards learning Chinese can be cultivated.

Establish a Good Teacher-Student Relationship

Learners are the main subjects of learning, and teachers play a guiding and assisting role in teaching, promoting efficient learning among learners. Teachers' words and deeds also affect learners' emotional states. Vietnamese university Chinese teachers should adopt a teaching style that encourages students, reducing their fear

of teachers. In the classroom, teachers should give affirmation and encouragement to learners' performance in answering questions or the quality of their homework, even if their answers are not accurate or their homework contains many mistakes. Teachers should first affirm their learning attitude and enthusiasm. This helps learners build confidence in learning Chinese and, in turn, makes them trust their teachers. In the homework assigned by teachers, some tasks should be of moderate difficulty to accommodate all students, ensuring that the majority can complete them. For learners with a higher proficiency level, teachers can add extra questions as bonus items, allowing them to choose whether to complete them or not. This way, it won't undermine the confidence of learners with a weaker foundation in Chinese, nor will it dampen their enthusiasm for learning. At the same time, it can also stimulate the interest and motivation of learners with a stronger foundation in Chinese, preventing them from feeling bored due to the simplicity of the homework.

CONCLUSION

Through the research conducted in this paper, it can be found that the emotional intelligence of intermediate-level Chinese learners in Vietnamese universities is generally at a medium level. Most of them have basic emotional perception and regulation abilities and can basically adapt to the emotional demands of intermediate-level Chinese learning, but there is still room for improvement. Among them, "Learning Attitude" and "Language Anxiety" have a greater impact, while "Learner Personality" has a smaller impact. Based on the survey results, combined with the research subjects of this study, corresponding teaching suggestions are proposed for learners of Chinese, such as using the suggestion method to reduce learners' anxiety, guiding students to cultivate a positive learning attitude, and establishing a good teacher-student relationship, etc. Chinese teachers in Vietnamese universities should attach importance to the important role of emotional factors in second language acquisition in teaching, stimulate learners' interest in learning, help students develop a positive learning attitude, alleviate learning anxiety and enhance self-confidence; at the same time, they should integrate emotional intelligence into the practice of Chinese teaching in Vietnamese universities to achieve better teaching results.

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