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TEACHER SOCIAL-EMOTIONAL COMPETENCE AMONG EFL TEACHERS: INSIGHTS FROM THE VIETNAMESE CONTEXT

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INTRODUCTION

- Within social-emotional learning (SEL) framework, teachers' social-emotional competence (SEC) plays a pivotal role in shaping classroom climate, fostering student engagement, and supporting learning outcomes.
- However, empirical research on teacher SEC in EFL contexts, particularly in Vietnam, remains limited. This study aims to examine the level and profile of teacher SEC among Vietnamese EFL teachers.

RESEARCH OBJECTIVES

- Explore the overall level of SEC among Vietnamese EFL teachers and the levels across its five domains.
- Clarify the strongest and weakest domains.
- Examine differences in SEC based on selected demographic variables (e.g., teaching experience, age, teaching context, and prior SEL training).

METHDODOLOGY



CONCLUSION

HIGH OVERALL SEC
Teachers demonstrated high SEC overall.

KEY STRENGTHS
Self-awareness & relationship skills

PRIORITY AREA
Self-management

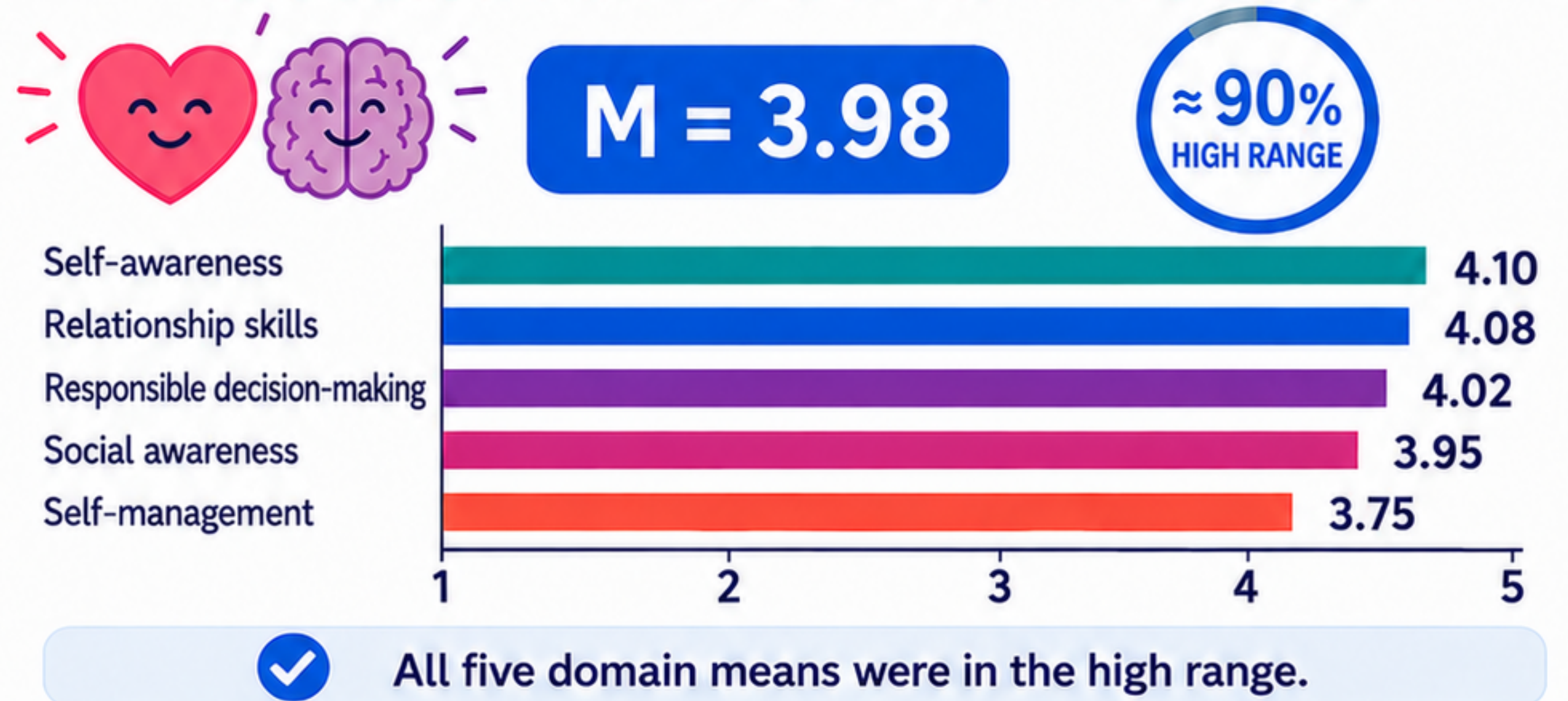
CONSISTENT ACROSS GROUPS
No robust differences by gender, age, teaching experience, teaching context, or prior SEL training.

THEORETICAL FRAMEWORK

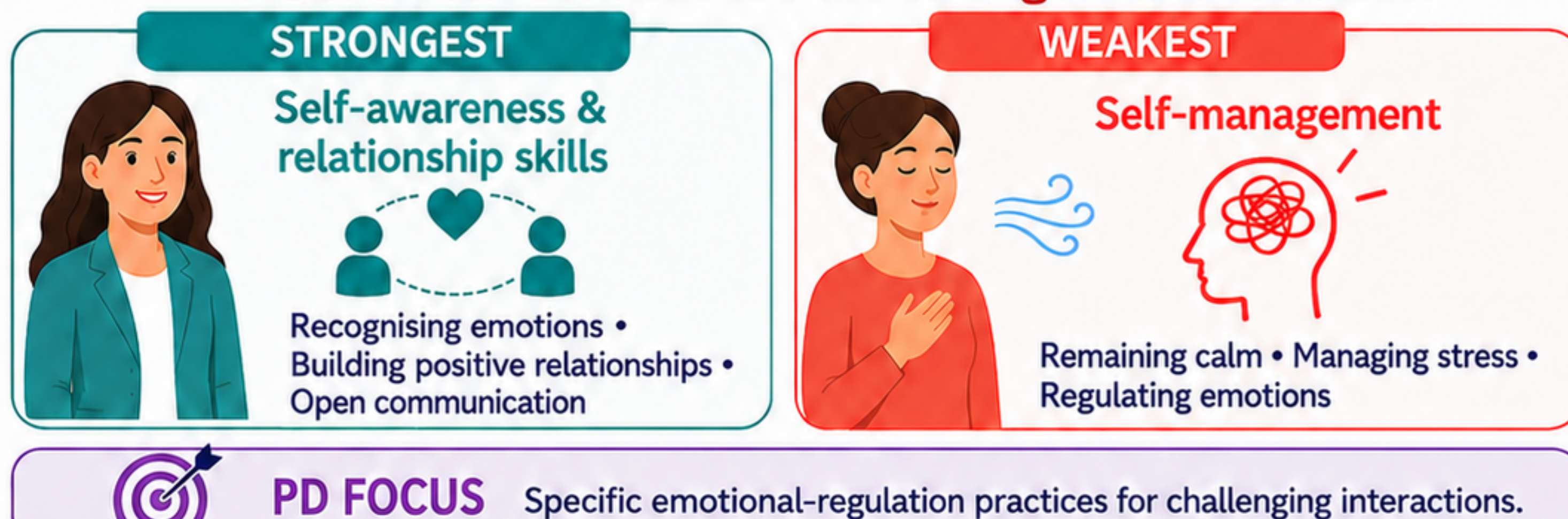
- The CASEL Five-Domain Framework (2020): self-awareness, self-management, social awareness, relationship skills, responsible decision-making.
- Prosocial Classroom Model of Jennings and Greenberg (2009).

FINDINGS

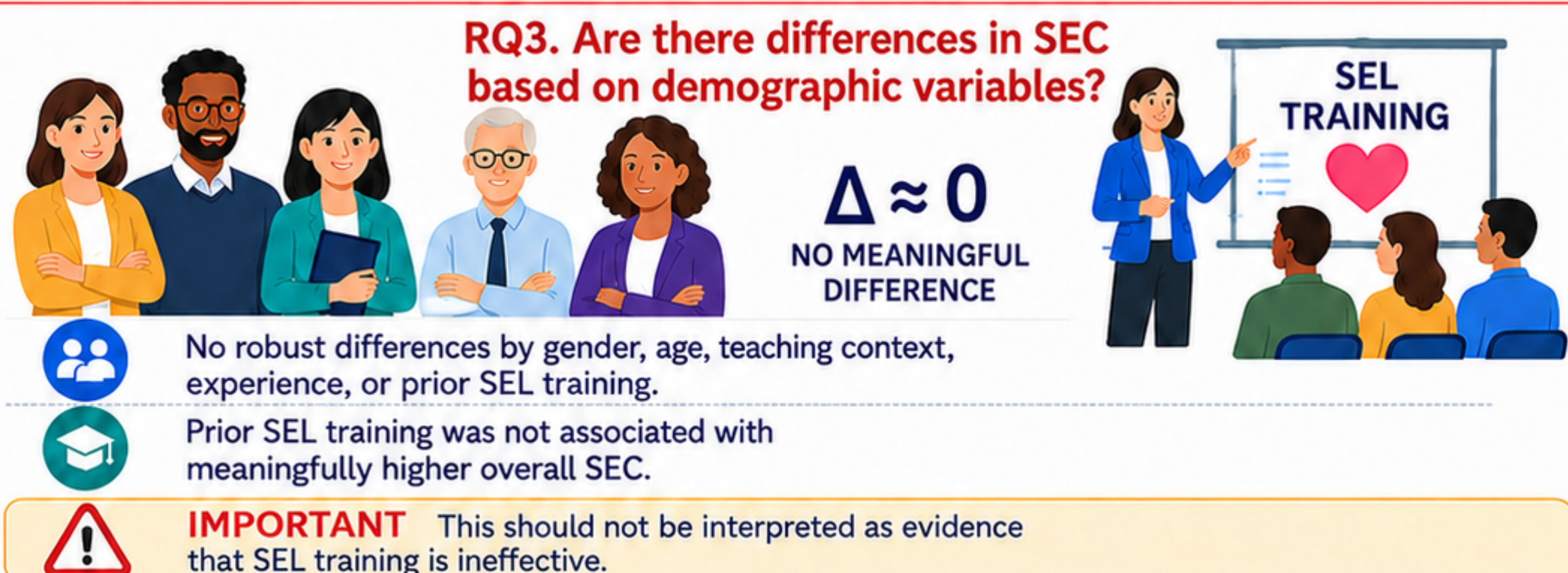
RQ1. What is the overall level of teachers' SEC, and what are the levels across its five domains?



RQ2. Which domains are the strongest and weakest?



RQ3. Are there differences in SEC based on demographic variables?



REFERENCES

- CASEL. (2020). What is the CASEL framework? <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>
- Sui, G. (2026). Social and emotional learning in higher education EFL teaching: Pedagogical strategies, global perspectives and a PRISMA-compliant systematic review (2015-2025). International Journal of Learning, Teaching and Educational Research, 25(3), 317-342.

Pedagogical Implications

Prioritize self-management in teacher professional development

Make SEL training practice-based rather than awareness-only

Use teachers' strengths in self-awareness and relationships as entry points: reflection and supportive peer relationships