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Emotional Intelligence and Oral Expression in Pedagogical Practices: A Systematic Literature Review

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Abstract

This article analyzes the relationship between emotional intelligence and oral expression within the context of pedagogical practices, recognizing their direct impact on the comprehensive development of students. The purpose of the study was to understand how these two dimensions' influence students academic and socio-emotional formation, and how they can be effectively integrated into teaching practice. The methodology employed was qualitative in nature, through an exhaustive documentary review of academic literature published over the last years, with an emphasis on relevant empirical and theoretical studies. The findings show that emotional intelligence significantly enhances oral communication skills by improving emotional self-regulation, empathy, and confidence in verbal interaction. Furthermore, oral expression is highlighted as a fundamental tool for emotional management and the construction of social bonds in the classroom. It is concluded that incorporating pedagogical strategies that integrate both components is essential to promote meaningful learning, collaborative environments, and a more inclusive and humanizing education.

Keywords: Emotional Intelligence, Oral Expression, Pedagogical Practices.

Introduction

Nowadays, the world is undergoing rapid transformations in various fields, which requires individuals to constantly update themselves in order to adapt to the changes and events that arise daily. Fundamental areas such as religion, technology, and education have undergone significant transformations and notable growth within society. In particular, the globalization of the educational field and the need to raise its standards and outcomes have led to a greater emphasis on academic knowledge, often at the expense of students' emotional, social, and personal development.

This exclusive focus on academic performance has raised concerns among education professionals, who recognize the importance of questioning and reflecting on the teaching

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methodologies and strategies being used. It is not only about achieving good academic results but also about contributing to the holistic development of students, fostering the growth of well-rounded and aware individuals. The early years of life are crucial in shaping a human being; experiences, family and school environments, as well as the type of learning received, directly influence the student's emotional intelligence and, consequently, their academic performance. Although human beings have the capacity to grow and overcome challenges regardless of their circumstances, multiple psychosocial factors can hinder this process—particularly for those growing up in vulnerable contexts marked by poverty and family dysfunction.

Modern education faces the demands of an increasingly demanding and ever-changing society, which incorporates new dynamics, freedoms, and debates, some of which are even controversial. In this context, educational challenges are greater, and the modernization of concepts requires teachers to consider the influence they have on their students' emotions. While contemporary education has focused on developing cognitive skills to meet the demands of the 21st century, its purpose goes far beyond simply transmitting technical knowledge.

Currently, student performance is often measured solely by grades and percentages obtained in assessments, overlooking emotional and personal aspects. This approach reduces the concept of a good or bad student to a number, ignoring important dimensions of their development. It is not about downplaying cognitive factors but recognizing that these must be accompanied by emotional and affective strengthening, as both form an interdependent system that determines an individual's ability to adapt to their environment and understand their reality through language.

In this regard, various studies have shown that emotional intelligence plays a crucial role in the educational field. For instance, recent research indicates that students with high levels of emotional intelligence exhibit better problem-solving skills, greater engagement in their learning processes, and higher levels of self-discipline, which contribute to better academic outcomes. Furthermore, emotional intelligence fosters a positive classroom environment conducive to learning and prepares students for future challenges in their personal and professional lives.

Therefore, it is essential that educational institutions recognize the importance of emotional intelligence and integrate it into their curricula. Social-emotional learning programs that focus on self-awareness, emotional self-regulation, and empathy have been widely adopted with measurable success. Equipping teachers with training in emotional intelligence is also vital, as educators must model emotional intelligence to effectively guide their students.

In conclusion, 21st-century education must go beyond merely transmitting technical knowledge and focus on the holistic development of students. Emotional intelligence not only enhances academic performance but also prepares students to face life's challenges with resilience, empathy, and strong social skills. By integrating emotional intelligence into education, a more complete and humane form of learning is promoted—one that is essential for the well-being and success of individuals in a constantly evolving society.

Methodology

This article was developed using a qualitative, documentary-based methodology, employing the technique of document analysis in order to contribute to the state of the art on the topic of emotional intelligence and oral expression in the development of classroom practices. These were addressed through various sources, including master's theses, scientific articles, and doctoral dissertations found in different university repositories and indexed scientific journals.

For the review, both international and national sources related to the topic were considered, dating from 2015 to the present. The documents consulted underwent a thorough review, with the goal of selecting the works most relevant to the reality of the research. In the literature review process, 110 sources were initially consulted, from which 25 were ultimately selected for the development of this article.

Results and Discussion

Emotional Intelligence in Education

In the contemporary educational context, the comprehensive development of students is based not only on cognitive growth but also on the strengthening of socioemotional and communicative skills. Emotional Intelligence (EI), understood as the ability to identify, understand, and appropriately manage one's own emotions and those of others (Mayer, Caruso & Salovey, 2016), has become an essential component for academic and personal success. Several recent studies highlight that emotionally intelligent teachers create more empathetic, motivating, and effective learning environments (Gutiérrez-Cobo, Cabello & Fernández-Berrocal, 2020).

At the same time, oral expression plays a central role in pedagogical practices, as it is the primary means for conveying knowledge, interacting with students, and jointly constructing learning. The ability to communicate clearly, assertively, and with emotional sensitivity not only improves content comprehension but also strengthens educational relationships (Fernández-Heredia et al., 2022). Thus, the integration of emotional intelligence and oral expression in teaching practice represents a strategic combination to foster meaningful learning and healthy pedagogical relationships.

This article proposes a critical reflection on the integration of emotional intelligence and oral expression in pedagogical work, exploring their impact in the classroom and offering key insights for their development in teacher training.

In general terms, emotion has undergone significant development from its early study in psychology to its incorporation into education. In this regard, emotional education offers an innovative pedagogical approach aimed at addressing the needs arising in formal education. Emotions are the key to motivation, which can be considered the most powerful engine in the teaching-learning process.

The following research studies served as a reference framework to describe the current state of emotional education and oral expression practices among students at the international, national, and regional levels:

Among international studies, the work of Villacís (2015) stands out. His study, titled "Oral Expression and Its Impact on Speaking Fluency among Fifth Grade 'A' Students of General Basic Education at Picaihua Educational Unit, Ambato, Tungurahua-Ecuador", implemented a learning methodology aimed at strengthening students' oral expression. As a result, teacher-student communication improved, along with academic performance—especially in students who had previously received low grades and showed apathy and insecurity when participating in class. The diagnostic phase revealed that traditional teaching methods, students' doubts about expressing ideas and emotions, poor diction and vocalization, and confusion were all contributing factors.

The findings showed deficiencies in teachers' use of language, who should adopt more accessible communication tailored to students in order to build stronger rapport. Furthermore,

the use of discursive techniques by teachers can encourage students to speak more confidently. These findings also emphasize that constant communication with families is fundamental, as parents play a guiding role in their children's cognitive and personal development.

Javier Ríos (2024), in his article "Communicative Skills in Basic Education Students: A Systematic Review," argues that language is an essential tool in education. It not only enables knowledge transmission but also serves as the foundation for thought processes, social interaction, and learning construction. From early childhood, humans develop language skills that are critical for academic and social performance. In this context, educational institutions must enhance these communicative capacities by fostering environments in which students learn to use language strategically and contextually. Communicative competence involves not just correct verbal articulation but also the appropriate use of language for various purposes—including expressing ideas, regulating emotions, and actively participating in school life.

Based on this, the author reveals an urgent need to deeply review teaching strategies to adopt more inclusive and personalized approaches that genuinely support communicative skills. Understanding how these skills develop in basic education is key to identifying successful practices and persistent challenges—essential steps for designing more effective and equitable educational interventions.

Palencia (2024), in his article "The Transformative Role of Emotional Education in Contemporary Pedagogical Discourse," presents an updated and relevant perspective on the central role of emotions in educational processes—moving beyond the reductionist view that relegated emotions to a secondary role behind cognition. Based on a rigorous literature review, he asserts that emotions not only influence key variables such as motivation, attention, and memory but also shape pedagogical discourse and classroom dynamics. Including the emotional dimension in teaching practices aligns with the demands of a more human and contextualized educational system, capable of responding to the complexities of the 21st century.

Through a descriptive and analytical approach, the author establishes a strong theoretical foundation to justify the need to transform teacher discourse—not just as a communication tool, but as a vehicle for emotional containment, guidance, and transformation. In this regard, he proposes that the development of emotionally conscious pedagogy is not only desirable but essential for truly inclusive, critical, and adaptive education in the face of current challenges.

Choque Pereira (2024), in his research work, asserts that emotional intelligence has emerged as an essential component of child development, significantly influencing children's emotional well-being, social adaptation, and academic performance. Strengthening skills such as self-awareness, self-regulation, empathy, and social competence from an early age contributes to the holistic development of students.

Accordingly, the author explains that implementing emotional intelligence programs in education benefits not only students but also provides valuable tools for teachers. With strategies that facilitate classroom work, educators are better equipped to support the emotional development of their students. Additionally, emotional education promotes skills such as self-awareness, self-regulation, empathy, and social skills—enhancing both personal and academic development. It also helps reduce anxiety, stress, and aggressive behavior in the school environment, fostering a healthier atmosphere conducive to learning. These results support the need for educational institutions and professionals to integrate emotional intelligence into pedagogical practices to support students' full development.

López et al. (2015), in their study "Methodological Strategies for Developing Oral Expression in Third-Year Evening Students at Andrea Dionigi School - Nicaragua," aimed to provide students with the necessary tools to express themselves orally in a clear, precise, and spontaneous manner in various interaction and social contexts. A descriptive qualitative methodology was implemented, using techniques such as observation, interviews, and surveys, focusing on key indicators of oral expression (knowledge level, difficulty in speaking, and use of books, magazines, and other documents). The study involved a population of 453 students and a sample of 40. The conclusion emphasized that oral expression should be developed starting in primary school, with teachers being responsible for creating appropriate strategies for its reinforcement—and that this work should continue rigorously in secondary education.

Oral Expression and Its Impact on the Emotions of Educational Stakeholders

Oral expression plays a fundamental role in the manifestation and regulation of students' emotions, serving as a key tool for their emotional and social development. Various studies have demonstrated the close relationship between verbal communication skills and emotional intelligence.

Grados Albornoz (2024) found a strong positive correlation ($r = 0.791$, $p < 0.001$) between emotional intelligence and verbal expression in secondary school students, suggesting that those with greater emotional competencies tend to express themselves more effectively. Based on these findings, the author argues that within a globalized educational context, improving students' holistic performance remains a top priority for academic institutions. Despite ongoing efforts, significant challenges persist that affect both the academic and social development of students—particularly low emotional intelligence and limitations in verbal expression. These weaknesses not only hinder academic performance but also restrict students' ability to relate effectively to their environment. Nevertheless, this challenging landscape opens the door to implementing pedagogical strategies and developmental programs that enhance both cognitive and communicative competencies.

Consequently, in light of the demands of contemporary society, it is imperative to design inclusive educational policies and emotional intervention programs that ensure a safe, respectful, and emotionally balanced learning environment. Only through an integrated approach that combines emotional development with the enhancement of oral expression can we progress toward a more humanistic, equitable, and effective education system capable of meeting students' cognitive and affective needs in today's world.

Similarly, López Díaz (2024) reported that emotional intelligence significantly influences oral expression in English, accounting for 55.1% of the variance in fifth-year secondary students. He highlights the importance of emotional perception in second-language communication. According to the findings of his study, communicative competence—particularly in the oral domain—has been closely associated with a key challenge: students' difficulty in verbally expressing their emotions. Among Spanish adolescents, an inability to articulate feelings has been observed to create emotional blocks that negatively impact their ability to communicate in English. This issue not only hinders foreign language acquisition but also reflects a deficiency in the development of emotional intelligence within the educational process. As such, the need arises to strengthen the teaching of socio-emotional skills, recognizing that oral expression should not be regarded merely as a linguistic skill but also as an expression of students' emotional well-being. Improving students' ability to identify, regulate, and communicate emotions may be an effective pathway to enhancing their performance in foreign languages,

Salcedo-de-la-Fuente et al. (2024), in their article "Emotions in the Learning Process: A Systematic Review," argue that in the contemporary educational context—marked by diversity and complexity—the emotions students experience daily emerge as decisive factors influencing both behavior and academic/social performance. This perspective acknowledges that learning is not merely a cognitive process, but a deeply situated experience influenced by emotions that shape students' attitudes toward content, teachers, and their surroundings. Neuroscientific findings support the view that the emotional disposition of both students and teachers significantly affects the effectiveness of the teaching-learning process. Therefore, the teacher's role extends beyond knowledge transmission to the capacity to generate emotionally positive environments that stimulate curiosity, attention, and motivation.

Moreover, the authors contend that integrating pedagogical strategies that promote oral expression and emotional intelligence can significantly enhance the learning environment and students' holistic development. Educational programs incorporating oral communication activities such as debates, presentations, and digital tools have been shown to improve students' self-esteem and motivation. Additionally, the implementation of emotional education programs in schools has proven to be a crucial tool for improving the educational process by fostering skills such as self-awareness, self-regulation, empathy, and social competence.

Pascumal et al. (2021), in their article "Development of Verbal-Linguistic Intelligence and Its Influence on Oral Expression in Basic Education Students," assert that verbal-linguistic intelligence is an essential component in the development of oral expression among basic education students, noting that this form of intelligence has foundational roots traceable even to prenatal stages. Their research establishes a deep link between cognitive abilities and the use of language as a tool for understanding and expressing thought.

Their findings reveal a concerning deficiency in both the verbal-linguistic intelligence levels of students and the training of the adults responsible for their education. This shortfall negatively affects oral expression, limiting children's ability to communicate with clarity, confidence, and efficacy in both school and home environments. The research not only diagnoses a problem but also proposes a clear course of action: the implementation of reading activities and the design of communication strategies centered on language development. In this way, the study emphasizes the importance of timely and continuous educational intervention to promote students' holistic development, recognizing oral expression as a key skill not only for academic success but also for identity formation and active participation in society.

Finally, Bata and Castro (2020), in their article derived from the study "English as a Foreign Language Students' Emotional Intelligence Management When Taking Speaking Exams," argue for the importance of examining the interaction between emotional intelligence and performance in oral exams, particularly among beginner-level EFL learners where communicative anxiety is more pronounced. By combining quantitative and qualitative methods, the study not only provides measurable data but also explores students' subjective experiences, offering a more holistic understanding of how they regulate emotions in oral assessment situations. The application of tests, observations, and interviews ensures methodological triangulation and strengthens the validity of the findings, which reveal that emotional regulation is a key factor in linguistic performance, directly impacting the fluency, clarity, and confidence with which students express themselves. Accordingly, this study contributes not only to the field of English language didactics but also emphasizes the need to incorporate emotional development strategies

into foreign language teaching to improve both learning outcomes and students' communicative experiences.

The Intersection of Emotional Intelligence and Oral Expression in Pedagogical Practice

The intersection between emotional intelligence and oral expression in pedagogical practice suggests that strengthening both domains can significantly enhance students' holistic development. Pedagogical strategies that integrate emotional and communicative skills can foster more inclusive and effective learning environments. Thus, it is essential for educators to design and implement practices that promote both emotional intelligence and oral expression, recognizing their interdependence and their combined impact on the educational process.

According to Halimi et al. (2020), emotional intelligence directly contributes to improving students' communicative competence, enhancing confidence in speaking, empathy toward interlocutors, and self-regulation in stressful or public-speaking situations. In this light, oral expression should not be viewed as a purely mechanical act but rather as a comprehensive process in which emotional components play an essential role in discourse construction and interpersonal interaction. Neuroscientific research has shown that emotional processing activates brain regions also involved in language production, underscoring the functional connection between both domains.

Bisquerra and Pérez-Escoda (2021) further argue that within pedagogical contexts, integrating strategies that simultaneously develop emotional intelligence and oral expression facilitates the creation of more inclusive, participatory, and effective learning environments. Activities such as guided debates, dramatizations, personal storytelling, and dialogue circles not only enhance verbal fluency but also foster emotional awareness, empathy, and respect for diverse opinions. In this framework, the teacher becomes both an emotional and linguistic mediator, capable of guiding students in constructing their communicative identities and cultivating key competencies for academic and social life.

Conclusions

Emotional intelligence and oral expression are deeply interrelated, and their integration into pedagogical practices fosters the development of more effective and conscious communicative competencies among students. The ability to recognize, understand, and manage both one's own emotions and those of others directly influences the confidence, clarity, and empathy with which students express themselves in oral contexts, both within and beyond the classroom.

The evidence reviewed in recent literature consistently indicates that emotionally-centered teaching enhances student engagement, academic performance, and school coexistence by creating learning environments in which students feel heard, understood, and valued. This, in turn, increases their willingness to participate in oral activities such as debates, presentations, and collaborative work, thereby strengthening both their linguistic competence and self-confidence.

Finally, it is concluded that teacher training must regard emotional intelligence as an essential professional competency, along with strategies for fostering oral expression in the classroom. Designing learning experiences that integrate emotional and communicative development not only humanizes the teaching process but also addresses contemporary educational challenges such as inclusion, diversity, and students' socio-emotional well-being.

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