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Soft Skills and English Language Teaching: Emotional Intelligence in the Development of Global Competencies

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Abstract

In an increasingly interconnected world, English has consolidated its role as the global language of academia, business, and diplomacy. Yet, success in international contexts requires more than linguistic competence; it also demands the integration of soft skills that enable individuals to communicate, lead, and collaborate effectively across cultures. This presentation explores the intersection of English language teaching, emotional intelligence, and the development of global competencies, emphasizing how these elements contribute to employability and leadership in diverse professional environments. Drawing on current research and classroom practices, the discussion highlights how emotional intelligence supports learners in overcoming language anxiety, fostering intercultural empathy, and developing resilience in high-stakes communication scenarios. Case studies and pedagogical strategies such as role-plays, telecollaboration, and mindfulness are examined as tools for cultivating both linguistic and emotional proficiency. Particular attention is given to assessment practices that move beyond grammar and vocabulary to recognize the importance of empathy, adaptability, and self-regulation in international communication. By framing English as a medium for both professional advancement and personal growth, this study argues that emotional intelligence is not a peripheral skill but a central component of global education. The presentation invites educators, researchers, and policymakers to reconsider English language teaching as a holistic approach that prepares learners not only to speak fluently but also to connect meaningfully in an increasingly complex and multicultural world.

Keywords: Emotional Intelligence, Soft Skills, English Language Teaching, Global Competencies, Employability