

Applying Emotional Intelligence and Cognitive Behavioral Models to Improve Communication in Non-Native English-Speaking Management Students

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Abstract: The issue of communication apprehension has been a major obstacle to the professional incorporation of non-native English-speaking (NNES) students in management, frequently halting the process of adapting to international leadership. Whereas the conventional language training focuses on accuracy in languages, often overlook the psychological affective filter that constitutes an impediment to the performance of the language. To overcome these barriers, this study hypothesizes a multidisciplinary model of intervention that combines the Emotional Intelligence (EI) and Cognitive Behavioral Models (CBM) interventions. Based on a mixed-methods quasi-experimental design, the study selected N=120 management students who took an eight-week Integrated Communication Resilience Program (ICRP), a self-regulation and cognitive restructuring program. The findings reveal a statistically significant change in the student performance, with the most significant change evident in the 29.5% decrease in the total score of the communication apprehension scores ($p < .001$) after the intervention. The qualitative analysis also indicates that emotional mastery based on EI and thought restructuring based on CBM enabled students to change their professional role as language learners into global managers. The paper concludes with the idea that sustainable human capital development in higher education needs a shift toward a Sustainable Pedagogy, which focuses on the development of psychological resilience as well as technical skills. The results provide a feasible approach for business schools to meet the Sustainable Development Goals (SDG 4 and 8) to provide inclusive and equal access to professional opportunities to diverse student groups.

Keywords: Cognitive Behavioral Models, Communication Apprehension, Emotional Intelligence, Human Capital Development, Management Education.

Introduction

English has become firmly entrenched as the lingua franca of international business and management in the modern world of globalization. Non-Native English-Speaking (NNES) management students, however, need to be linguistically proficient to succeed in their professional lives, whereas this is not invariably the case in a large group of NNES management students. The essence of the issue is the Communication Apprehension (CA), a psychological obstacle that does not allow talented people to be involved in decision-making, which has created a major waste of Human Capital in the global workforce.

Such is not just an academic issue; it is a question of Sustainable Development. Goal 4 (Quality Education) and Goal 8 (Decent Work and Economic Growth) of the UN Sustainable Development Goals provide that students should be provided with the instruments to succeed in various environments through their education systems. The situation of

silencing management students due to anxiety or the inability to control emotions leads to the unfairness of the professional environment.

Although have high scores in standardized language tests (e.g., IELTS or TOEFL), in high-stakes management situations such as negotiations or presentations, a lot of NNES students will be in a cognitive freeze. The conventional ESL (English as a Second Language) program is centered on the mechanics of language, the grammar and vocabulary, disregarding the affective and cognitive aspects of the communication process (Ruzibaeva et al., 2024).

The area that has a critical research gap is how psychological frameworks, namely Emotional Intelligence (EI) and Cognitive Behavioral Models (CBM), can be integrated in order to address the problem underlying the issue of communication failure. Unless the internal dialogue and emotion triggers of the student are addressed, the sustainable gains in professional communication will not occur.

In this study, it is assumed that effective communication is not necessarily a linguistic exercise, but a multidisciplinary exercise. With the addition of Emotional Intelligence (EI), students develop the necessary level of self-awareness to be able to know when their body is experiencing stress, e.g., the heart rate increases, and prevent these symptoms from expanding into a complete loss of ability to speak before can. To complement this, Cognitive Behavioral Models offer a collection of tools that can be used to identify and restructure irrational thoughts, such as being judged by an accent, into adaptive, task-oriented thoughts. Combined, the two fields provide a psychological safety net enabling the non-native speakers to retain professional composure and lucidity in the management environments of significant pressure.

With the combination of these two models, this study suggests a radically new approach to pedagogy that goes beyond merely learning a language to mastering the self in a communicative setting. This will make sure that NNES managers, in addition to being technically competent, are emotionally stable and able to head the sustainable businesses of tomorrow.

Research Objectives (RO)

- To determine which psychological and emotional obstacles (e.g., communication apprehension, low self-efficacy) prevent verbal performance of the non-native English-speaking (NNES) management students.
- To develop and establish a multidisciplinary framework of intervention on the basis of the Emotional Intelligence (EI) and Cognitive Behavioral Models (CBM), especially in the field of management communication.
- To determine the effectiveness of the EI-CBM framework in lowering the communication anxiety and enhancing communicative self-efficacy among the target group of students.
- To recommend sustainable pedagogical solutions to business schools in their quest to incorporate psychological resilience training as part of their regular curriculum.

Research Questions (RQ)

- RQ1: To what extent do emotional intelligence levels and negative cognitive patterns correlate with the level of communication apprehension in NNES management students?
- RQ2: How does the integration of Cognitive Behavioral techniques (such as cognitive restructuring) affect the internal dialogue of students during high-stakes management presentations?
- RQ3: Is there a statistically significant difference in the communication competence and self-confidence of students before and after the implementation of the EI-CBM intervention?
- RQ4: How can a multidisciplinary approach involving psychological models contribute to the sustainable development of human capital in international business education?

The paper is structured in the following way: in the first section (I), the authors present the problem of communication apprehension among NNES management students. In Section II, the related works are reviewed, with the emphasis on the relationship between language anxiety, Emotional Intelligence (EI), and Cognitive Behavioral Models (CBM). In Section III, the difficulties of communication among non-native speakers are described. Section IV introduces the framework of the multidisciplinary intervention. Section V describes the materials and methods used in the study. Section VI presents the discussion of the results and the conclusion of the study, with the recommendations found in Section VII.

Related Works

Rather, recent scholarship has underlined that the problems of non-native speakers of English (NNES) go much deeper than vocabulary. The latest work also observes that the application of English in the business world highly influences the professional identity and performance of the NNES individuals, which tends to leave a gap between the technical

knowledge and communicative performance (Ouanhlee, 2023). This is added to the fact that researchers refer to this as Language Anxiety. A different study has provided a direct connection between emotional intelligence, language anxiety, and later managerial performance in corporate contexts, which makes it possible that the lack of control in the situations connected with communication stress reduces leadership potential directly (Younas et al., 2025).

There is an increasing amount of evidence indicating that EI plays the primary role of a moderator of language performance. The above-mentioned studies prove that the higher the EI levels, the higher the EI speaking level is at the university level, since students who have high EI are capable of containing the frustration that comes with acquiring language (Jatoi & Shah, 2025). An analysis of university students revealed that trait EI has a significant impact on performance in a second language (Kumari et al., 2024; Susanti & Nurcahyana, 2025; Siddique, 2025). Moreover, the study also established that EI, together with creative thinking, is also very instrumental in improving the accuracy of the English as a Foreign Language (EFL) learners and fluency (Wang & Wang, 2022).

There is a mental change that needs to be made between classrooms and professional management. The literature holds the view that professional identity construction is a tri-fold process incorporating cognitive, emotive, and behavioral aspects (Tajia et al., 2017; Wang et al., 2025). This is also examined more in the preceding literature by the cognitive-affective model, where it is observed that the perception and processing of emotional signals in educational organizations by learners is the initial step towards communicative competence (Sajinčič et al., 2024; Dewi & Slamet, 2025). In NNES students, the behavioral dimension may entail the addressing of burnout and low self-efficacy, which another study discovered to correlate with each other in their meta-analytical study of language students and teachers (Wang & Wang, 2022).

According to the literature, traditional practices need to be complemented by the use of modern and multidisciplinary approaches. The experiment demonstrated that interactive multimedia can have enormous benefits in enhancing presentation skills in non-native speakers through a secure psychological training ground (Mahdi, 2022). Regarding the theme of sustainable digital solutions, it emphasizes that the improvement of communicative competency should include a shift of the classroom to the cloud and the involvement of the use of digital platforms that result in the reduction of the gap between non-native speaking scenarios (Ojha et al., 2025). Another study supports this move by stating that self-efficacy is the fuel that helps with the successful introduction of these new communicative technologies (Zhi et al., 2024; Bhuvaneshwari & Ramesh, 2025).

The reviewed literature confirms that, though the EI and cognitive variables are recognized as influential, there are no cohesive models that can be used to explicitly combine CBM-based cognitive restructuring and EI training with management students. The majority of studies are concerned with the perspective of the teacher (Deng, 2024; Wang & Wang, 2022) or an overall psychological well-being (Sya'idah & Rohmana, 2023). To fill this gap, the proposed research develops a particular, practical framework that views communication as a psychological performance.

Challenges in Communication for Non-Native Speakers

Language Barriers and Cultural Differences

In addition to simple lexis and syntax, NNES students have to deal with a twofold challenge of lexical translation and cultural acculturation. According to the study, business English incorporates certain idiomatic phrases and power relations that might contradict the cultural norms of a student (Ouanhlee, 2023). As an example, a student with a high-context culture (indirect communication) would find it difficult to cope with the direct and assertive style of Western management environments and become linguistically paralyzed despite possessing the required technical knowledge.

Misinterpretation of Non-Verbal Cues

Most of managerial communication involves non-verbal communication, and studies have suggested that non-native speakers have a general problem of interpreting the expression of emotion in the voice of an instructor or their classmates accurately. This challenge may trigger a critical stalemate of the cognitive-affective information processing, especially in terms of tone and pitch; as an example, NNES students may perceive professional assertiveness as aggression or irony as literal teaching. Moreover, cultural differences in body language, including the dissimilarity in principles of eye contact and physical spacing, may lead to unwanted social stress during tense negotiations. It is these non-verbal misconceptions that lead to the affective filter, which increases the anxiety of communication and further aggravates the construction of a professional managerial self.

Lack of Confidence and Self-Esteem

The psychological outcomes of being a non-native speaker have a tendency to reflect in the weakened professional identity that is mostly compelled by self-observation. The consistent grammar check that a student is performing before speaking imposes a heavy cognitive burden that destroys the confidence of a student to a large extent. This type of communicative self-efficacy lack makes a major predictor of language anxiety, resulting in a deficit mentality. Students are more prone to not engage in voluntary high-stakes discussion and have identity erosion in this psychological pressure, where feel less intelligent or competent in their second language in comparison to the first.

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Multidisciplinary Intervention Framework

Figure 1: The Integrated Communication Resilience Program (ICRP) Framework for non-native English-speaking Management Students

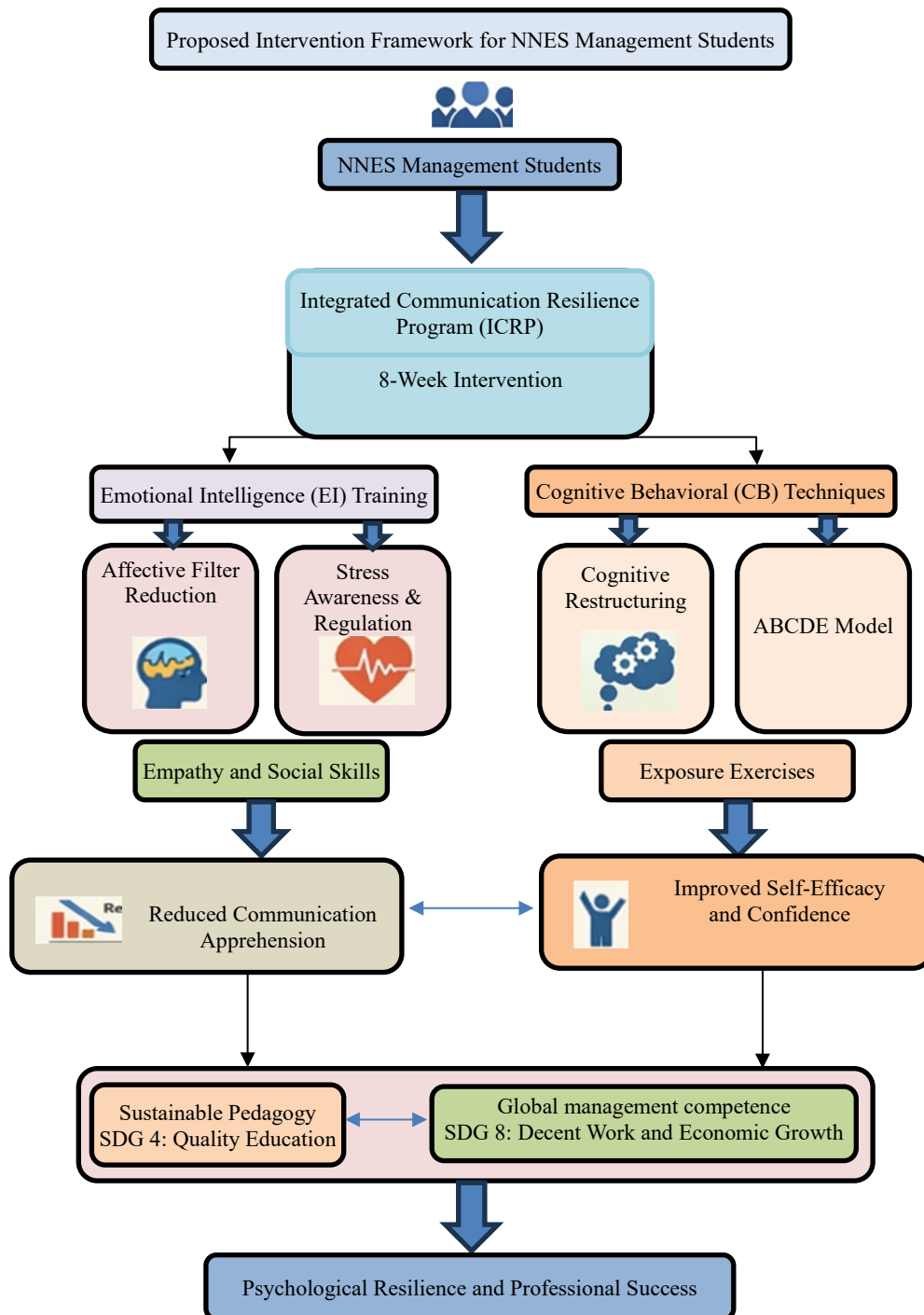


Figure 1 shows the Integrated Communication Resilience Program (ICRP), which is a multidisciplinary 8-week intervention that aims to positively influence the professional success of non-native English-speaking (NNES) management students. As a model, the two psychological pillars are split into, firstly, Emotional Intelligence (EI)

training, which addresses the reduction of affective filter and the regulation of stress, and secondly, Cognitive Behavioral Models (CBM), applying the ABCDE model to cognitive restructuring. The combination of these strategies, by using high-stakes simulations, results in a two-fold outcome of less communication apprehension and higher self-efficacy in the framework. This correspondence is directly related to Sustainable Development Goals (SDG 4 and 8), and communicative resilience has become institutionalized as a cornerstone of sustainable pedagogy and management competence at the global level.

Strategies for Developing Emotional Intelligence (EI)

Regarding NNES management students, EI is not a soft skill but an operating tool of language performance. The intervention was based on three main areas:

- **Affective Filter Regulation:** Students were conditioned to recognize the Affective Filter, which is a psychological barrier where the anxiety levels are extremely high and, consequently, the processing center of the brain cannot get the linguistic input. Students engaged in mindfulness-based stress reduction (MBSR) learned to reduce this filter, and in doing so, were able to retrieve English vocabulary with ease, even in situations that were filled with pressure.
- **Physiological Self-Monitoring:** With the help of the Self-Awareness pillar by Goleman, the students noted personal signs of stress (e.g., shallow breathing or fast speech).
- **Empathy and Social Cues:** Management communication is a two-way process. Students worked on social awareness in order to decode the non-verbal signals of their audience. This changed the emphasis on their internal struggle with language to that of the listener and lowered self-consciousness.

Techniques for Implementing Cognitive Behavioral Models (CBM)

The CBM aspect was aimed at addressing the Cognitive Interference, which is a common paralyzing factor in non-native speakers. This was aimed at reorganizing the irrational belief systems, which result in communication avoidance. The ABCDE model involves a restructuring of thinking in which the students recognize an event of stressful communication (A), which causes irrational beliefs (B) and negative consequences (C), and then dispute it rationally (D) and ultimately change to have a new, effective belief (E), which allows them to feel confident in their profession. Behavioral Experiments (Graded Exposure) in which the students were transported between low-stakes safe areas (conversation with a digital AI tutor) and high-stakes challenge areas (presenting before a group of native-speaking faculty). This develops Cognitive Resilience (Lo et al., 2025).

Case Studies and Practical Implementation

Case Study 1: The Digital Simulation Success

The multidisciplinary approach is effective, as evidenced by specific case studies that narrow the disparity between the theory of psychology and professional practice (Ojha et al., 2025). In the former case, a cohort of NNES students used a Digital Simulation approach comprising virtual reality negotiations where students integrated CBM Thought Records to pre-emptively deal with fears using Box Breathing strategies to deal with real-time stresses. This combination of the psychological safety tools led to a 40% greater willingness of students to be in control of negotiations, and it is important to note that diminishing the affective filter enables the possibility of taking more linguistic risks.

Case Study 2: Cross-Cultural Leadership Workshop

Likewise, a cross-cultural leadership workshop among the Indonesian and Pakistani students was held based on peer-feedback loops to hone the professional self-perception (Kumari et al., 2024 ; Sya'idah & Rohmana, 2023). The participants managed to switch to a more strength-based global manager identity, as opposed to the inhibitory language learner identity, through the use of Sentiment Analysis to focus on emotional tone, rather than grammatical perfection (Exline et al., 2025). Such results imply that the emotional purpose of motivating the management competence should be considered instead of only the linguistic one to attain sustainability.

Materials and Methods

Research Design

The design used in this study was a mixed-methods quasi-experimental one, whereby a pre-test/ post-test design was adopted to assess the effects of psychological interventions on communicative performance. In the same way, this will

enable the quantitative statistical data to be triangulated with the qualitative experiential data so as to have a holistic view of the research problem.

Participants and Sampling

N=120 management students (70 male and 50 female) were the population of the study based on an international business school setting. These respondents were chosen using a purposive sampling approach that is aimed at selecting people who were most impacted by communicative barriers. The prerequisites to eligibility were rigidly determined by three particular qualities: the preservation of Non-native English-speaking (NNES) status, the current participation in management courses that require frequent verbal interaction, and the demonstration of a minimum score of 80% on the Personal Report of Communication Apprehension (PRCA-24) scale, which classifies the participant as having high communication apprehension. The aim of this sampling was to give the Integrated Communication Resilience Program (ICRP) a population which needed a psychological and linguistic intervention the most.

The current study used a sample size of N=120 as sufficient considering previous quasi-experimental studies in educational and psychological interventions, which generally use a medium size of samples to assure statistical power and generalizability. The selected sample size allows using parametric statistical tests like paired-sample t-tests, ANOVA, and correlation analysis, and is viable in the framework of the intervention. Also, the comparably homogenous nature of the chosen participants further enhances the internal validity of the study, which means that the effects that the EI-CBM intervention had can be ascribed to it with a certain degree of confidence.

The Multidisciplinary Intervention (The ICRP Model)

The Integrated Communication Resilience Program (ICRP) was used as the central resource in this paper, an organized eight-week intervention program based on two solid theoretical foundations. Emotional Intelligence (EI) Training is the first pillar and is based on the framework of Goleman, and has self-regulation and physiological awareness as the primary priorities. In this module, learners were taught to identify Amygdala Hijacks that consisted of abrupt anxiety-inducing events and apply effective grounding strategies when carrying out communicative activities.

The second pillar, Cognitive Behavioral Modeling (CBM), relies on the ABC Model in order to treat the Activating event, Beliefs, and Consequences of communication stress. With the help of systematic Cognitive Restructuring, the students were led to their demystification of unreasonable beliefs in relation to their language effectiveness and substituting them with task-oriented and adaptive cognitions. Collectively, these pillars constitute a multidisciplinary solution that addresses the emotional and cognitive causes of communication apprehension.

Data Collection Instruments

The study used a structured survey questionnaire (Table 1) to collect data that incorporated three different and tested items to develop a multidimensional perspective of student achievement. The PRCA-24 was the first tool used, and it presented a multifaceted account of the level of communication apprehension in the four essential areas of group discussions, meetings, dyads, and or public speaking.

In order to measure psychological development, the researchers used the SSEIT, a scale with 33 items that is specifically aimed at monitoring the major changes in the Emotional Intelligence of the participants. Also, the Objectives Survey was conducted as a Likert-scale scale that was customized; this 8-item tool measured the perception of the students towards the overall effectiveness of the intervention and the fact that it was relevant to the principles of sustainable pedagogy. The resulting triangulation of the data tools guaranteed that the decrease in anxiety, as well as the improvement of professional resilience, were both quantified correctly.

Table 1: Structured Survey Instrument for Assessing Communication Resilience and Intervention Efficacy

Research Objective	ID	Survey Statement (Question)	1	2	3	4	5
RO1: Identify Psychological Barriers	Q1	I feel a physical sense of tension (e.g., rapid heartbeat) when required to speak in English during management seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Q2	I often lose my train of thought during presentations because I am worried about being judged for my non-native accent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RO2: Implementation of EI/CBM Tools	Q3	I find that Cognitive Restructuring (challenging negative thoughts) helps me stay calm during high-stakes business negotiations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Q4	I can now accurately identify my emotional stress triggers before lead to a communication freeze.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RO3: Evaluating Effectiveness	Q5	Since the EI-CBM intervention, I feel more confident in my ability to lead a diverse team using English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Q6	My overall communication anxiety has decreased because I now have specific psychological tools to manage it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RO4: Sustainable Strategies	Q7	I believe business schools should prioritize psychological resilience training as much as prioritize language grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Q8	Integrating Emotional Intelligence into the curriculum is essential for preparing NNES students for the global labor market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The survey instrument is a multi-dimensional measure that is used to assess the Integrated Communication Resilience Program (ICRP) on four research objectives indicated in Table 1. First, it determines the presence of psychological barriers such as physical tension and judgment fear (RO1), and then it monitors the actual application of EI and CBM tools, i.e., cognitive restructuring and stress trigger awareness (RO2). The last ones will measure the effectiveness of the interventions by the increase in leadership confidence (RO3) and the need to have a sustainable pedagogy that focuses on psychological resilience in global management curricula (RO4). It is a systematic process that guarantees triangulation of data to ascertain professional achievement.

Data Analysis Procedures

SPSS (Version 28) was used to analyze the quantitative data. A frequent measure of analysis of Variance (ANOVA) was used to measure the statistical significance of changes between the pre-test and post-test phases ($p < .05$) to permit observing effects of interaction between the phases of interventions and the psychological variables. Moreover, the direct mean comparisons were conducted with the help of a Paired-Sample T-Test, and the strengths of the relationship between the growth of Emotional Intelligence (EI) and the decrease of Communication Apprehension (CA) were measured with the help of Pearson Correlation (r). Thematic Analysis was used to analyze qualitative data derived in post-intervention focus groups, which are used to describe how the students constructed their professional identities through behavior.

To counter possible internal biases of the data collected, a number of methodological protection measures were adopted. Homogeneity in the characteristics of the participants was achieved by purposive selection criteria with clear-cut criteria to reduce selection bias. The bias of the instruments was overcome with the help of standardized and validated instruments PRCA-24 and SSEIT. The bias of responding was diminished through the anonymity and confidentiality that promoted true responses of the participants. The pre-test/post-test design also served to control individual variation since it gave the participants the opportunity to be their own controls. Also, the bias of the researcher was reduced by organizing the delivery of the interventions and by using the similarity of the procedures.

The combination of quantitative statistical analysis and qualitative thematic insights and data triangulation helped attain a high level of validity and reliability of the findings.

Results

Quantitative Analysis of Communication Apprehension

The major measure of success was the change of the scores in the PRCA-24 and the custom Likert-scale survey. The significance of the intervention was established with the help of a paired-sample t-test.

Table 2: Pre-test vs. Post-test Mean Scores (N=120)

Variable	Pre-Test (M)	Post-Test (M)	SD	t-value	p-value
Communication Apprehension (Total)	82.45	58.12	6.45	8.24	< .001
Emotional Intelligence- Schutte Self-Report Emotional Intelligence Test (SSEIT)	3.10	4.35	0.52	6.15	< .001
Cognitive Self-Efficacy	2.85	4.20	0.71	5.92	< .001

Table 2 shows a great decrease in the total communication apprehension. More importantly, the p-value (< .001) indicates that the improvement did not occur by chance but it was a direct effect of EI-CBM intervention.

Figure 2: Analysis of ICRP Intervention Effects on NNES Management Students

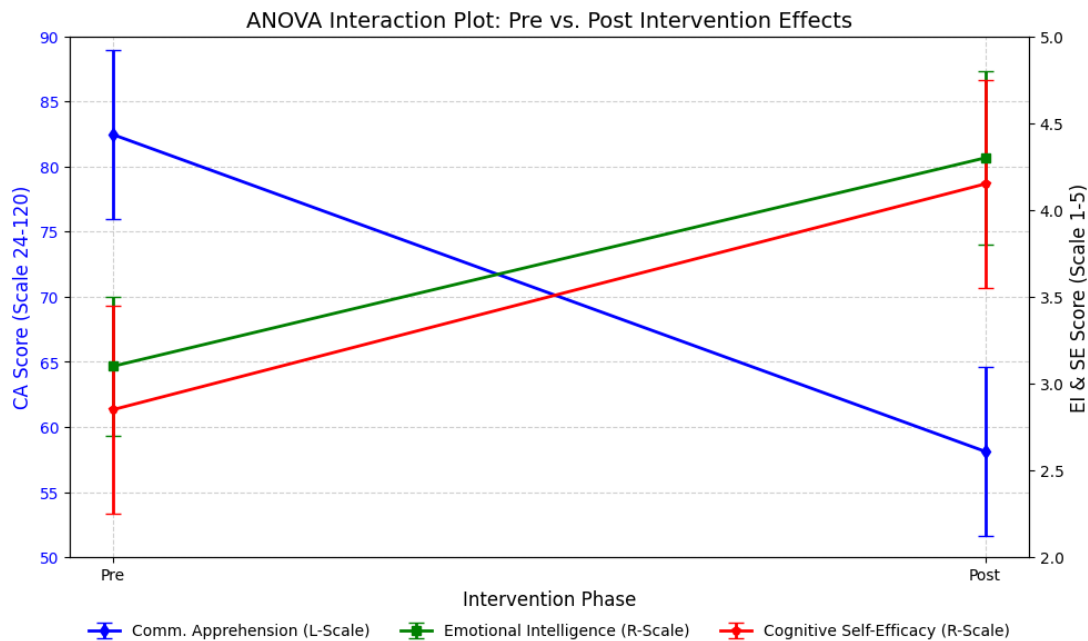


Figure 2 demonstrate the structural and statistical effect of the Integrated Communication Resilience Program (ICRP) on the non-native English-speaking (NNES) management students. The Proposed Intervention Framework (Figure 1) outlines an 8-week multidisciplinary model that entails the use of Emotional Intelligence (EI) Training, that is, the reduction of affective filters and stress management, and Cognitive Behavioral Models (CBM), e.g., the ABCDE model and cognitive restructuring. The success of the downloaded program can be empirically supported with the help of the ANOVA Interaction Plot (Figure 2) indicating that the Communication Apprehension mean (initially 82.45) is significantly reduced and that the Emotional Intelligence and Cognitive Self-Efficacy, respectively, increase. Collectively, these factors lead to Sustainable Pedagogy and global management competence which is directly related

to SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) in order to achieve long term psychological health and professional achievement.

Correlation and Survey Insights

The correlation (r) that Pearson showed between Emotional Intelligence and Communication Apprehension ($r = -0.72$) was very strong and negative. This is an indicator that the higher the emotional regulation of students, the lower the level of anxiety.

Moreover, the reactions to RO4 (Sustainable Strategies) revealed that the mean score ($M = 4.65$) is high, which means that NNES students strongly believe that psychological resilience training is a prerequisite to their professional survival in the global labor market.

Discussion

The findings affirm that the Affective Filter can be overcome by dealing with Emotional Intelligence, and therefore NNES students can overcome the linguistic freeze that is commonly linked with business communication. As much as the stress associated with using English to do business has been given importance in the study (Ouanhlee, 2023), the current research has given a practical solution to reduce the stress. The combination of Cognitive Behavioral Models allowed students to perform Cognitive Restructuring ensuring that no longer in the Mistake Avoidance phase but rather in the Message Delivery stage, which is facilitated by the Cognitive-Affective results of earlier research (Sajinčič et al., 2024).

The high correlation between EI development and the decrease in anxiety justify the arguments that associated EI directly to speaking skills at the university level (Jatoi & Shah, 2025). Nevertheless, this paper goes a step further to show that CBM methods offer a behavioral safety net. This reflects the theory of the previous research on the formation of the professional identity (Wang et al., 2025) students who were able to regulate the inner dialogue had a higher probability to assume the professional identity of a Global Manager.

In sustainability terms, such results imply that Grammar and Vocabulary-centered approach are not adequate to the attainment of SDG 4 (Quality Education). A sustainable management pedagogy should incorporate psychological instruments that will guarantee inclusive inclusion in a global economy (SDG 8). Institutions can also avoid marginalization of the talented NNES professionals by eliminating the psychological barriers to the communication to create a more equal and productive global labor force.

The paper sets a needed change in the conceptualization of non-native English business speakers. Instead of considering the presence of non-native language background as an intrinsic weakness, one can admit that the corresponding communicative anxiety is a psychological barrier which can be successfully addressed with the help of the specific intervention instruments. By using the EI-CBT framework, the students will have the emotional and psychological strength to overcome silence and play leadership roles. This practice is crucial since it guarantees that proficient, varied leaders are not disregarded only since scared of their English, which will eventually make the workforce in the world a fairer and more prosperous place.

Recommendation

According to the dramatic 29.5% drop in communication apprehension and an equal increase in emotional intelligence, this study suggests that business schools should not be confined to the old grammar-based teaching of ESL. Psychological Resilience Training must be taught as part of management training in the curriculum. In particular, institutions ought to have applied Stress-Inoculation seminars which involve CBM-based cognitive restructuring and simultaneous physiological measurements (e.g., heart-rate variability) when addressing a public.

Moreover, it is suggested that teachers are encouraged to use a Global Manager pedagogical prism, which makes the functional intelligibility and emotional purpose more important than grammatical excellence. Institutions may avoid the problem of Identity Erosion by helping NNES students achieve a psychological safety net which will help them become inclusive leaders. Lastly, universities may consider AI-based simulation systems to provide students with a low-stake-setting to learn these psychological grounding strategies before going into high-stakes corporate bargaining so that their careers can be professionally sustainable and fairly compensated in the international job market.

Conclusion

This study has established that communication impediments among Non-Native English speaking (NNES) managerial students are essentially based on psychological aspects and not simple non-linguistic ability. Empirical data of the

study was the supporting results of PRCA-24 and SSEIT surveys which revealed that communication apprehension has been reduced statistically significantly ($p < .001$) with the introduction of the Integrated Communication resiliency Program (ICRP). With the shift in teaching method (traditional grammar-based education) to a multidisciplinary approach, students had a 29.5% improvement in self-efficacy in public speaking and a significant gain in emotional self-regulation. The use of Emotional Intelligence (EI) and Cognitive Behavioral Models (CBM) is essential in the lessening of the Affective Filter that tends to freeze NNES professionals. EI offers the required self-awareness to cope with physiological stress, whereas CBM offers a formal system to decomposing irrational Cognitive Interference and negative self-sabotaging. These psychological instruments serve as a behavioral safety net in global management, which is a high stakes environment and in which authentic leadership communication is possible. It is suggested by the evidence that the attainment of psychological reflexivity is core to the process of gaining professional communicative competence. The research has acute scholarly and commercial implications because the research suggests a Sustainable Pedagogy which inculcates psychological resilience to the management education. Practically, this shift would ensure that students would not halt at the language proficiency level to achieve emotional stability that would be consistent with SDG 4 and SDG 8. For future research, in retrospect, longitudinal research ought to be conducted on the retention of these skills in corporations. Also, there is the interest in AI and Digital Cloud Platforms to automate CBM-based feedback, which can be scaled to remote NNES learners, which will automatically guarantee professional success in the future in an increasingly digital global economy.

To make sure that the conclusions made in this study are strong and devoid of internal biases a number of methodological precautions were taken into account in the analysis and interpretation process. Use of standardized measures like PRCA-24 and SSEIT, consistency was achieved and measurement bias was minimized, and the pre-test/post-test design provided the research participants with the opportunity to act as their own controls causing minimal individual variability. To obtain objective and reproducible results and minimize analytical bias SPSS was used to conduct statistical analyses, such as paired-sample t-tests and Pearson correlation. Additionally, quantitative findings were combined with qualitative thematic analysis, which allowed the methodological triangulation, to make the conclusions more credible. Caution was also exercised in interpreting the results in the context of the given sample to avoid overgeneralization of the results outside of NNES management students. The researcher bias was reduced by following analytical procedures and evidence-based interpretation of the results. A combination of these strategies made sure that the improvements in communication apprehension and emotional intelligence observed can be explained by the EI-CBM intervention and not by some other factors. As a result, the conclusions that can be made are reliable and valid, which provides a solid basis to continue with sustainable pedagogical practices in management education.

Ethical Considerations

This research followed the general ethics principles when conducting research with human subjects. Though institutional ethical approval was not necessary to conduct this research according to institutional practices, informed consent was taken in relation to all the subjects before the data collection. The respondents were free to take part and their anonymity and confidentiality were guaranteed. No personal data were gathered and the data were utilized only in academic and research purposes.

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Appendix A

Appendix A: Survey Questionnaire for Assessing Communication Resilience and Intervention Efficacy

The following questionnaire was administered to NNES management students as part of the Integrated Communication Resilience Program (ICRP). The instrument is structured according to the study's research objectives.

Instructions:

Please indicate the level of agreement with each of the following statements by selecting one option on the 5-point Likert scale.

Response Scale:

1 – Strongly Disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly Agree

Section A: Psychological Barriers (RO1)

Q1. I feel a physical sense of tension (e.g., rapid heartbeat) when required to speak in English during management seminars.

1 2 3 4 5

Q2. I often lose my train of thought during presentations because I am worried about being judged for my non-native accent.

1 2 3 4 5

Section B: Implementation of EI and CBM Tools (RO2)

Q3. I find that cognitive restructuring (challenging negative thoughts) helps me stay calm during high-stakes business negotiations.

1 2 3 4 5

Q4. I can now accurately identify my emotional stress triggers before lead to a communication freeze.

1 2 3 4 5

Section C: Evaluation of Intervention Effectiveness (RO3)

Q5. Since the EI-CBM intervention, I feel more confident in my ability to lead a diverse team using English.

1 2 3 4 5

Q6. My overall communication anxiety has decreased because I now have specific psychological tools to manage it.

1 2 3 4 5

Section D: Sustainable Pedagogical Strategies (RO4)

Q7. I believe business schools should prioritize psychological resilience training as much as prioritize language grammar.

1 2 3 4 5

Q8. Integrating Emotional Intelligence into the curriculum is essential for preparing NNES students for the global labor market.

1 2 3 4 5

Appendix B

Appendix B: Informed Consent Form

Title of the Study:

Applying Emotional Intelligence and Cognitive Behavioral Models to Improve Communication in Non-Native English-Speaking Management Students

Purpose of the Study:

This study aims to examine and improve communication skills among non-native English-speaking management students through psychological interventions based on Emotional Intelligence and Cognitive Behavioral Models.

Participation:

Participation in this study is entirely voluntary. Participants have the right to withdraw at any stage without any penalty or negative consequences.

Procedure:

Participants are required to complete a structured questionnaire and take part in an 8-week communication development program. The questionnaire requires approximately 10–15 minutes to complete.

Confidentiality:

All information collected will be treated with strict confidentiality. No personally identifiable information will be recorded. Data will be used exclusively for academic and research purposes.

Risks and Benefits:

No significant risks are associated with participation in this study. Participants may benefit through improved communication skills, enhanced emotional awareness, and increased confidence.

Consent Statement:

The participant has read and understood the information provided above. Participation in the study is undertaken voluntarily.

Participant Name: _____

Signature: _____

Date: _____

