

The Impact of Teachers' Language Use on Students' Emotion: A Case Study of Thimphu Thromde Schools

Gaki¹

¹Jigme Namgyel LSS, Ministry of Education and Skill Development (MoESD) Thimphu, Bhutan

Publication Date: 2026/09/23

Abstract: Language is one of the most powerful instruments in the classroom, shaping not only the academic trajectory of students but also their emotional and psychological well being. Recognizing this profound influence, the present study investigated the impact of teachers' language use on students' emotions of five schools under Thimphu Thromdey. The research aimed to understand how teacher communication influences students' confidence, participation, and emotional well being. Guided by a pragmatic paradigm, the research adopted a convergent mixed-methods design, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the phenomenon. Data were collected through surveys and interviews. Quantitative data were analyzed using SPSS version 23, while qualitative data were examined through thematic analysis following Braun and Clarke's (2018) framework. Findings indicated that positive teacher language, including praise, encouragement, and humor, significantly enhanced students' emotional comfort and motivation. Conversely, negative or careless language occasionally resulted in emotional discomfort and reduced participation. The study concludes that teacher communication plays a critical role in establishing emotionally supportive learning environments. Importantly, students expressed a strong preference for polite and respectful language, underscoring its role in creating a supportive learning environment. Based on these insights, the study recommends that teachers cultivate greater awareness of the importance of positive communication in classroom interactions. Failure to do so risks producing learners who are emotionally fragile, psychologically distressed, or cognitively disadvantaged. By embedding positive language practices into pedagogy, schools can ensure that classrooms become spaces of both intellectual achievement and emotional flourishing.

Keywords: Teacher Language, Student Emotions, Classroom Communication, Emotional Well Being, Teacher-Student Interaction, Positive Communication, Language.

How to Cite: Gaki (2026) The Impact of Teachers' Language Use on Students' Emotion: A Case Study of Thimphu Thromde Schools. *International Journal of Innovative Science and Research Technology*, 11(9), 964-977.
<https://doi.org/10.38124/ijisrt/26sep018>

I. INTRODUCTION

➤ Introduction

Teaching involves continuous interaction through language. Teachers' words influence not only academic outcomes but also students' emotional responses. Emotional well being is closely linked to engagement, motivation, and learning success. At the same time, the words teachers use can be impolite, harsh and discouraging that can shut students' door forever. Language is an indispensable and powerful tool for teachers in the classroom.

Teachers use language in the classroom for different purposes such as imparting knowledge, to inspire, motivate and dissuade. Teachers have a central role in advancing social interaction and creating a positive atmosphere in their classes. Therefore, the kind of language a teacher uses in the classroom has both immediate and far-reaching effects. Language is a powerful medium through which

teachers not only deliver content but also shape the classroom environment and students' emotional responses.

Podobińska (2017, p.6) stated "The words the teachers say to their pupils can be blissful, inspiring, opening new doors but unfortunately they can be the opposite as well and shut many doors forever." The teacher's language can significantly influence how students feel, behave, and engage in class. Teachers' words, tone, and approach whether supportive or punitive often affect students' self-esteem, motivation, and willingness to participate. Understanding this impact is crucial in fostering emotionally supportive and inclusive classrooms.

➤ Context of the Study

Bhutan's focus on holistic education guided by GNH values, emotional well-being in schools is increasingly recognized as important. However, while many

interventions emphasize academic outcomes, limited research explores the emotional dynamics within classrooms particularly how teacher language impacts students' emotions.

Language is one of the most powerful tools in the teaching–learning process, not only for delivering academic content but also for shaping students' emotional experiences in the classroom. The way teachers use language including tone, choice of words, feedback style, and expressions of respect—can influence students' motivation, self-esteem, participation, and sense of belonging. In the Bhutanese educational context, especially within Thimphu Thromde schools, cultural norms of communication, hierarchical teacher student relationships, and multilingual backgrounds further shape how language is perceived and its emotional impact on learners.

Understanding this dynamic is particularly important for higher secondary students, who are at a developmental stage where emotional well-being strongly affects academic engagement and future aspirations. This study therefore examines the impact of teachers' language use on students' emotions, focusing on how specific communicative practices can foster positive classroom climates or, conversely, contribute to stress, anxiety, or disengagement. The findings aim to inform teacher training, classroom communication strategies, and policies to promote emotionally supportive learning environments.

➤ *Statement of the Problem*

Although language is universally recognized as a powerful tool in teaching and learning, its emotional impact on students remains under explored in the Bhutanese context. Current practices often rely on traditional modes of classroom management, where the affective dimension of teacher–student interaction is overlooked. These observations affirm the findings of scholars such as Podobińska, who argue that teacher discourse can open or close doors to student growth. In my own practice over two decades as teacher, I have seen how a simple phrase of encouragement can dissolve anxiety, how praise can spark motivation, and how polite communication fosters trust and cooperation. Conversely, I am reminded that careless or harsh words can quickly dampen enthusiasm and create emotional distance.

Laine et al. (2019, p.7) emphasize that interaction in the classroom occurs both between teachers and pupils, and among pupils themselves. This observation highlights the dynamic and reciprocal nature of communication, where teacher language not only directly influences students but also indirectly shapes peer-to-peer exchanges. Hence, it is essential to conduct research on this topic, as the findings can provide valuable insights for teachers. Such evidence may guide them to be more mindful and deliberate in their choice of words when interacting with students, thereby fostering a classroom environment that supports both emotional wellbeing and academic growth.

➤ *Significance of the Study*

The findings of this study can help teachers in the school to understand students' feeling as a result of their use of language besides adding to the current knowledge regarding the effects of teachers' use of language on students' emotions. Moreover, policymakers, to align classroom practices with GNH-inspired holistic development and basically to students in their academic success and consider school to be a safe place with teachers speaking politely, sincerely and in encouraging and caring manner.

The study may also help to guide and direct the principals in the school to create a harmonious learning environment with his staff and students. It will create awareness in the relevant agencies within the Ministry of Education, teacher training institutes for the need to institute the importance of teachers' intra-personal behaviour on students' emotion. It can be used as evidence in the school by the principals to plan and implement professional development programs to let teachers reflect on their behaviour and its impacts to students' motivation to learn. The goal of this study is to look into the impacts of teachers' language on students' emotions and to determine the most significant repercussions on the students, which they will then share with their colleagues. To prevent emotional disturbances in our students, it is also critical for teachers to be mindful in the language they use with the students.

➤ *Objective of the Study*

- To examine how teachers' language use influences the emotions of higher secondary school students.
- To identify specific language elements (tone, vocabulary, feedback style) linked to positive or negative emotional responses.
- To recommend teacher communication strategies that foster positive emotions and reduce negative ones.

➤ *Research Questions*

• *Main Research Question*

How does teachers' language use impact the emotions of students in Thimphu Thromde schools?

• *Sub-Questions*

- ✓ Which aspects of teachers' language are associated with positive emotions among students?
- ✓ Which aspects are linked to negative emotions among students?
- ✓ What language strategies can teachers adopt to encourage positive emotional experiences in the classroom?

II. LITERATURE REVIEW

Studies across diverse educational contexts consistently demonstrate that teacher language plays a pivotal role in shaping students' emotional experiences. Bhutan's GNH framework, 2009 studies highlight that

students strongly prefer polite and respectful language. Positive teacher discourse has been linked to improved classroom behavior, stronger motivation, and enhanced self-esteem. Conversely, negative language undermines not only academic performance but also the broader GNH goal of cultivating emotionally secure learners.

➤ *Emotion*

Teacher communication is seen as scaffolding that supports both cognitive and emotional growth. Ruiz (2016, p.73) emphasizes that emotions are central to human existence, shaping our behavior, attitudes, and thought processes. Both our own feelings and those of the people around us exert a powerful influence on how we act and respond.

As emotional practitioners, teachers hold the capacity to shape their classrooms into either engaging or uninspiring spaces through the actions they display. Anttila et al. (2009, as cited in Richard, 2020) note that student teachers experience a wide range of emotions during their professional development courses, influenced by both the learning context and the activities they undertake. These emotional experiences, in turn, can significantly affect their academic outcomes and teaching performance. When teachers manage their emotions constructively by remaining calm under pressure, responding empathetically, and modeling positive affect they create conditions that encourage students to feel secure, valued, and motivated to learn. Conversely, poor regulation may lead to tension or disengagement, underscoring the importance of emotional competence as a key dimension of professional teaching practice. Therefore, Xu et al. (2025) explain that teachers' ability to regulate their emotions plays a crucial role in shaping the classroom environment and students' emotion.

Furthermore, according to MacIntyre and Gregersen (n. d.) stated that emotions are of fundamental importance to students as it has effects on performance and well being. Reeve (2005) stated that emotion are short-lived, arousal purpose expressive phenomena that helps us respond during important life events to the opportunities and challenges we face. Every individual enters an interaction with certain prospects which influence their emotional state. If their expectations are met, the individual will experience positive emotion. "Our bodies are in constant transformation, and our minds engage in fresh experimentation with every passing moment. We exist in flux, perpetually evolving and changing" (Goleman, 2004, p.77).

➤ *Aspects of Teacher Language Associated with Positive Student Emotions*

Students' emotions are deeply shaped by their relationships with teachers, and the use of positive teacher language plays a pivotal role in fostering emotional well being. Supportive and respectful communication not only enhances students' confidence but also contributes significantly to their overall emotional development. This approach not only preserves classroom harmony but also reinforces the teacher's credibility as a fair and empathetic

communicator. In essence, the strategic use of language transforms potentially discouraging moments into opportunities for growth, ensuring that students feel valued even in the face of correction.

• *As Denton (2007) States:*

When teachers speak in a calm and measured voice, their words convey attentiveness and respect, signaling to students that they are valued and capable of meaningful learning. This communicative approach increases the likelihood of students demonstrating appropriate behavior, as they become more willing to listen, cooperate, and engage positively when they feel acknowledged and supported.

Positive language teaches how to alter language so that it comes across as positive and constructive, rather than abrasive, hostile or confrontational. Bacal (n.d.) asserts that the use of positive language helps to minimize conflict, enhance communication, and reduce defensiveness in others. Moreover, it enables the speaker to be perceived as more convincing, respectful, and trustworthy. Brogle and Giacomini (2013) highlight that when teachers consistently use positive language with children, they are less likely to display tantrums, whining, or other problematic behaviors, and overall classroom conduct improves.

Bacal (n.d.) further emphasizes that even when teachers must convey unpleasant or corrective information, the impact can be significantly softened through the use of positive language. Positive phrasing allows students to maintain trust and cooperation. When teachers tell children what they can do, they begin to manage themselves and interactions with peers by themselves. Rosyada and Retnomurti (2016, p.97) found that the positive language is a crucial factor in shaping children's character, with studies across Europe and America showing its effectiveness in promoting positive behavior and creating feelings of warmth and comfort for the listener.

➤ *Aspects of Teacher Language Associated with Negative Student Emotions*

Teachers recognize that emotions play a pivotal role in shaping students' learning experiences. The words they choose and the manner in which they communicate are not merely tools for instruction but powerful influences on students' self-esteem, academic achievement, and overall mental and emotional well being. Thoughtful language selection fosters a supportive classroom environment where learners feel valued, respected, and motivated. Conversely, careless or negative language can undermine confidence, generate anxiety, and hinder healthy emotional development. Paulmann et al. (2025) found that when teachers adopted a harsher, more controlling tone, students felt inhibited and unable to express themselves.

Yıldız (2025) identified teacher's harsh correction as a significant contributor to student anxiety. The study reported that sudden and severe feedback or corrections from teachers heightened students' nervousness, making them feel more anxious during participation. Chen (2016) as cited

in Pekrun et al. (2002) present that the impact of the negative language of the teacher results in a list of seven discrete emotions such as anger, anxiety, shame, guilt, boredom, sadness and fear in students. Besides this, Chen (2016) also reveal that the teacher's use of negative language due to the teacher's emotions can generate diverse reactions and perceptions among the students closely tied to the emotional aspects of the student himself. When teachers yell, it can provoke harmful emotions of guilt, anguish, shame, and inferiority in students.

Bradley (2021) that the use of negative phrasing and language patterns such as subtle tones of blame or restrictive words like *can't*, *won't*, *unable to*, and *doesn't* fails to emphasize constructive actions or positive outcomes.

➤ *Language Strategies Teachers can Adopt to Encourage Positive Emotional Experiences*

The Language strategies for fostering positive emotional experiences in the classroom are asset-based feedback, use of humour, polite words, encouraging words, praise, kind words which are elaborated below.

- *Sherab, K., Howard, J. et al (2017) contends:*

In Bhutan, where wellbeing is a national priority, teacher language is not only a pedagogical tool but a moral responsibility. By fostering emotional safety through respectful and empathetic communication, teachers can help mitigate rising mental health challenges and ensure that classrooms become spaces of resilience, belonging, and holistic growth.

- *Asset-Based Feedback:*

Feedback is one of the most powerful influences on student learning and achievement, but its impact can be either highly positive or negative depending on how it is delivered. Hattie, J. (2009) studies highlight that positive teacher language, particularly constructive feedback and encouragement, has a strong effect size in improving student motivation and learning outcomes. Feedback is not only an instructional tool but also a social signal that shapes peer dynamics and emotional climate (Schwab et al. 2022, p.988). By framing feedback in a constructive and respectful manner, teachers reduce the likelihood of conflict, defensiveness, or emotional harm. According to Sandvik, Svendsen, et al. (2025) highlight that frequent feedback, particularly positive general feedback and praise accompanied by increased attention, is closely linked to students' enjoyment of learning.

- *Use of Praise:*

Praise is non-specific feedback that is potentially helpful for learning because of the positive emotions it elicits and the possible creation of expansive emotional spaces (Voerman, L., Meijer, P. C. et al 2012).

Verbal praise or supportive physical gestures help establish a safe and trusting classroom environment. This, in turn, reduces stress and fosters greater confidence among students, reinforcing the idea that teacher communication is not only instructional but also deeply emotional in its

impact. In addition, Chen and Hu (2024) agree that teachers' praise enhances students' feelings of pride and satisfaction, while interactive classroom exchanges stimulate interest and enjoyment. "A supportive and encouraging voice fostered a sense of connection, which in turn increased students' willingness to cooperate" Paulmann et al. (2025).

- *Use of Humour:*

According to the *Cambridge Dictionary* (p. 519), humour is defined as the capacity to perceive and appreciate what is funny, the perspective through which individuals recognize certain situations as amusing, and the inherent quality of being funny. Podobińska (2017) contends that:

Humour functions as a universal mode of communication and should therefore be integrated into classroom practice to enhance teaching and learning. By reducing students' anxiety, fostering engagement, and presenting teachers as more approachable and authentically human communicators, humour contributes meaningfully to a positive educational environment.

In the class with humour, students will not feel bored and hurt even if the teacher's use of language is not positive. Kelly (2016), as cited in Podobińska (2017), emphasizes that positive humour uplifts students, fostering relaxation and comfort in the classroom, whereas sarcasm tends to ridicule learners, diminishing their confidence and lowering their sense of worth.

- *Polite Tone:*

The tone of communication plays a pivotal role in shaping the teacher–student relationship. Tone of voice also affects the learner's emotion. When teachers adopt a respectful, supportive, and encouraging tone, they create an atmosphere of trust and openness that enhances students' willingness to participate and engage in learning. Conversely, a harsh or dismissive tone can undermine students' confidence, heighten anxiety, and discourage active involvement. Thus, tone is not merely a stylistic choice but a critical pedagogical tool that influences both the emotional climate of the classroom and the overall effectiveness of instruction.

- *Saint Joseph College (2009) Share:*

Tone in communication can vary widely from sarcastic to humorous, serious to informal, or questioning to persuasive and informational. Yet, students consistently prefer a tone that is polite and respectful, as such an approach fosters approachability and ensures they feel comfortable engaging with their teachers at any time.

III. METHODOLOGY

➤ *Introduction*

The present research is undertaken with the central objective of investigating the impact of teachers' use of language on students' emotional experiences. As Janse and Warren (2020, p. 3) emphasize, "a good methodology chapter in a dissertation or thesis explains not just what methodological choices were made, but also explains why

they were made. A good research methodology provides scientifically sound findings, whereas a poor methodology does not.” This principle underscores the importance of methodological rigor and transparency in ensuring the credibility of research outcomes.

The section further elaborates on the research area, situating the study within its educational context, and details the sample and sampling procedures used to ensure representative and validity. It also outlines the research instruments and data-gathering tools employed, highlighting their appropriateness for capturing both the linguistic practices of teachers and the emotional responses of students.

➤ Research Design

Mixed methods research is characterized by the systematic collection and analysis of both quantitative and qualitative data, followed by the integration of these findings to generate comprehensive inferences. This methodological design allows researchers to move beyond the limitations of a single approach, offering a more nuanced and holistic understanding of complex phenomena. In the present study, it facilitated an in-depth exploration of how teachers’ language influences students’ emotions within inclusive classroom settings, thereby illuminating the lived experiences of participants from multiple perspectives.

During the data collection phase, the researcher engaged directly and socially with participants, employing semi-structured interviews as a key instrument. This approach provided flexibility to probe deeper into individual experiences while maintaining consistency across interviews. Through these interactions, the researcher was able to capture rich, contextual insights into the ways teachers’ choice of words and communicative styles shaped students’ emotional responses. By combining these qualitative accounts with quantitative measures, the study achieved a balanced and credible portrayal of the emotional impact of teacher language, reinforcing the value of mixed methods in educational research.

➤ Research Setting and Context

The research will be conducted in selected primary, lower, middle and high schools in Thimphu Thromde and schools will be chosen based on diversity in location. The role of teacher language in shaping students’ emotional experiences has deep historical, cultural, and disciplinary roots, evolving from authoritative instructional styles to more supportive and student-centered approaches. This study will examine how teachers’ choice of words, tone, and feedback influence students’ emotional well-being, motivation, and engagement. As emotions are integral to learning, understanding the interplay between language and emotional responses is crucial for fostering positive classroom environments. Ethical considerations include ensuring informed consent, protecting participant confidentiality, and avoiding any interaction that may cause discomfort. The research will address key questions on which aspects of teacher communication most strongly affect students’ emotions, and how these effects may vary

across different schools ultimately aiming to provide evidence-based recommendations for emotionally supportive teaching practices.

➤ Sampling and Sampling Size

The researcher adopted a random sampling strategy to ensure fairness and representativeness in participant selection. As Kothari and Garg (2019, p. 56) explain, random sampling refers to a method in which each possible sample combination has an equal probability of being chosen, and every item in the population enjoys an equal chance of inclusion.

The study participants comprised both teachers and students. For the survey component, the researcher involved 456 students from grades VI–XII across five schools under Thimphu Thromde. One-on-one interviews were conducted to gather qualitative data, given the sensitivity of the research topic. Students were randomly selected for interviews from class viii-xii thereby maintaining the integrity of the random sampling approach. The sample for the survey questionnaire were determined based on Yamane’s (1967) formula: $n = \frac{N}{1 + Ne^2}$ Where ‘n’= is the sample size, ‘N’ is population size and ‘e’ is the acceptable sampling error at all levels 0.05 (p.1886).

➤ Data Collection Procedures

- Survey. O’Leary (2014) defines surveying as the process through which researchers gather data using a structured questionnaire (p. 107). A questionnaire, as Cohen (2013) explains, functions as the principal instrument for collecting primary data. Primary data refers to information that would not exist independently of the research process; it is generated specifically through research activities such as questionnaires and interviews (O’Leary, 2014). In this study, surveys provided a systematic means of collecting quantifiable responses from a larger group of participants, thereby offering measurable insights into patterns of teacher communication and student emotional reactions. By combining surveys with interviews, the research design ensured both breadth and depth: surveys captured generalizable trends, while interviews allowed for richer contextual understanding. This triangulation strengthened the validity of the findings and highlighted the complementary role of each tool in mixed methods research.

The impact of teachers’ language on students’ emotions was assessed through survey statements measured on a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). The questionnaire was administered digitally via Google Forms, ensuring accessibility and efficiency in data collection. Prior to participation, students were clearly informed about the purpose of the research and provided with step-by-step guidance on how to access the form, respond to items, and submit their completed responses. This process helped establish transparency and encouraged accurate participation.

- Interview. In addition to surveys, interviews were conducted to gain deeper qualitative insights. Creswell and Creswell (2018) describe interviews as face-to-face conversations between a researcher and a participant, designed to facilitate the transfer of information to the interviewer. In this study, the researcher employed a semi-structured interview format, which allowed for consistency across participants while also enabling flexibility through prompts and probes. This approach ensured that key topics were addressed while giving

participants the freedom to elaborate on their experiences. Both teachers and students were interviewed, with each session lasting approximately 10–30 minutes. To preserve accuracy and reliability, all interviews were audio-recorded after obtaining informed consent from participants. This method not only safeguarded ethical standards but also provided a rich dataset for analysis, capturing the nuances of how teachers' choice of words influenced students' emotional responses in classroom settings.

Table 1 Name of the School and Respondents

Name of the school	Class	Total Population	Total Respondents
SA	VI	65	65
SB	VII	43	37
SB	VIII	89	89
SC	IX	111	111
SD	X	79	79
SE	XI	44	44
SE	XII	31	31
Total		462	456

Table 2 Demographic Information of the Interviewees

School	Numbers of interviewees	Teachers	Students
SB	3	1	2
SC	3	1	2
SD	2	0	2
SE	5	1	4
Total	13	3	10

➤ Data Analysis Procedure

The quantitative data will be entered into SPSS (Statistical Package for Social Sciences) version 22. Descriptive statistics such as mean and standard deviation will be used to describe and summarize the demographic

information in the form of table. For qualitative data thematic analysis will be conducted on interview transcripts and identify recurring themes and patterns. The triangulation of data sources such as questionnaire and interviews will be done.

Table 3 Scale to Measure Mean and Standard Deviation

5 point Likert scale	Range	Level of opinion
Strongly disagree	1.00-1.80	Very low
Disagree	1.81-2.60	Low
Neutral	2.61-3.40	Moderate
Agree	3.41-4.20	High
Strongly agree	4.21-5.00	Very high

(Adopted from Marquette University, 2006)

➤ Validity and Reliability

Reliability in this context refers to the consistency or repeatability of an instrument. Kothari and Garg (2019, p.70) contend:

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. Also validity is the extent to which differences found with measuring instruments reflect true differences among those being tested.

Hence, for this study, the questionnaire underwent expert evaluation to establish content validity and a pilot test to refine ambiguous or unclear items.

Reliability was assessed through internal consistency analysis, with Cronbach's alpha values above 0.758 considered acceptable for social science research. By ensuring both validity and reliability, the study aimed to enhance the credibility of its findings and strengthen the confidence in conclusions drawn about the relationship between teachers' language use and students' emotional responses.

➤ Ethical Considerations

The study was adhered to the following ethical principles:

- Informed consent was obtained from all participants.
- Confidentiality and anonymity was ensured through

coding and secure data handling.

- Voluntary participation was emphasized.
- Approval was sought from the school administration.

IV. RESULTS

This chapter triangulates four independent data sets collected from schools in the Thimphu Thromde to address the central research question: The analysis is organized around the three sub-questions. For each sub-question, the

survey statistics are presented first, then supported with precise evidence from the student and teacher interviews. A concluding synthesis at the end of each sub-question states the triangulated finding.

➤ Aspects of Teachers' Language Associated with Positive Emotions

The Likert-scale items most directly tied to positive emotional outcomes returned consistently high means and strong agreement percentages, as summarized in Table 4.

Table 4 Survey Items Linked to Positive Student Emotions (N = 456)

Q#	Item (paraphrased)	Mean	SD	% Agree + Strongly Agree
Q2	Less worried when teacher uses calm, comforting words	4.17	0.78	82.2%
Q6	Positive language encourages me to be a good student	4.13	0.76	82.6%
Q10	Happier when teachers acknowledge my efforts with encouraging language	4.13	0.70	81.4%
Q4	Teacher's humour/friendliness makes learning enjoyable	4.00	0.87	73.1%
Q3	Teacher's language creates a positive classroom atmosphere	3.98	0.75	73.0%
Q5	Encouraging words such as 'good job' / 'well done' motivate me	3.88	0.89	68.0%
Q9	Teacher's word choice helps me feel supported in learning	3.86	0.74	70.2%
Q1	Teachers' tone of voice makes me feel comfortable in class	3.65	0.91	57.6%

Across all four data sources, teachers' language emerged not as a peripheral variable but as the primary emotional regulator of the classroom. Survey Part 1 shows that 82.2% of the 456 student respondents agree or strongly agree that calm and comforting words from teachers reduce their worry (Mean = 4.17), and 82.6% agree or strongly agree that positive language encourages them to be a good student (Mean = 4.13). The interview data deepens this picture: every one of the ten student interviewees, without exception, spontaneously linked the teacher's tone or word choice to their willingness to participate, their confidence, and their relationship with the teacher. Tr.2 captured the convergent insight succinctly: *"Classroom language has huge impact on student's mood, in fact more than actual content of the lesson."*

Teacher Tr.3 framed the same idea metaphorically, calling teacher language "the primary emotional thermostat" and "the emotional soundtrack" of the classroom. The convergence between the statistical pattern were large majorities affirming both the positive lift of warm language and the negative drag of harsh language and the unanimous interview testimony establishes the central triangulated finding: teacher language is a high-stakes emotional input in Thimphu Thromde classrooms, with a measurable directional effect on student wellbeing, participation, and learning identity.

The two highest-mean items in the entire survey (Q2 calm/comforting words and Q6 positive language; both at (M = 4.13–4.17) point to the same construct: the affective,

supportive register of teacher speech is the strongest single predictor of positive student feeling. Moreover, all ten students named at least one specific language feature that lifted their mood.

The most frequently mentioned categories are praise/encouragement, humor, gentle tone, polite/friendly register, and crucially genuineness of delivery.

Further, the qualitative data adds a dimension absent from the survey instrument the perceived sincerity of teacher speech. Students do not just hear what is said; they evaluate whether the speaker means it. S-1 is the clearest case: she finds even kind words demotivating when they feel performative. "When teachers are frank, gentle, we understand easily." Similar notion is shared by S-10, "When they use calm tone, I tend to understand more and when they use harsh tone I tend to get scared and not understand."

Along the same line, S-2 expressed, "Raising one's voice does affect someone's emotion greatly. It doesn't even have to be a harsh tone or cool tone as long as the voice is risen up, it brings a certain fear that we just feel like it's just not worth answering."

➤ Aspects of Teachers' Language Linked to Negative Emotions

Survey Part 1 contains six items that explicitly probe negative language and its emotional fallout. Means and agreement percentages are summarized in Table 3.

Table 5 Survey Items Linked to Negative Student Emotions (N = 456)

Q#	Item (paraphrased)	Mean	SD	% Agree + Strongly Agree
Q13	Harsh language used by teachers makes me feel discouraged	3.69	1.08	57.6%
Q12	I feel worried when teachers use harsh / critical language	3.67	0.99	57.7%
Q16	I feel uncomfortable when teachers use unfair / harmful language	3.48	1.09	52.9%
Q14	I feel stressed when teachers compare me unfavorably to others	3.48	1.16	51.7%

Q15	Lack of encouragement from teachers affects my confidence	3.23	1.01	38.9%
Q11	Teachers shout or scold students in front of the class	3.28	1.05	40.3%

Survey Part 2 contains one item that arguably yields the most worrying finding of the entire dataset: in response to 'How often do you feel comfortable sharing your problems with your teacher when you are stressed or upset?', 33.1% of students answered 'never' and a further 44.1% 'sometimes'—meaning 77.2% are rarely or never comfortable confiding in a teacher. This figure provides the macro-context for the negative-language items: the language patterns flagged below operate in an environment where most students do not yet experience the teacher as a safe emotional confidant.

The student interviews unpack the bare survey numbers into specific lived examples. Six recurring categories of harmful language emerge.

- *Unfavourable Comparison with Peers*

As shared by S-4 "I really felt they exclude me...some teachers compared me with other classes' topper students."

- ✓ *Additionally S-8 Uttered:*

When teachers criticize me, they try to compare with others, saying 'why can't you do it, other girl does better than you.' For me it's not that I don't feel like doing like others, it's because of our inability we are compare less to others.

- *Public Criticism and Humiliation*

The student feel criticized and humiliated in this kind of situation too. For instance S-10 shared, "I wrote all my geography notes and works but madam *just looked at it* and said it was not good, but madam told a topper it was okay. So, it felt biased."

- *Bias Toward High Achievers*

As shared in the interview by S-3, "When our teachers pay attention towards high achievers or to the topper and ignores us, we really feel excluded."

- *Discriminatory or Identity-Targeted Language*

S-1 surfaced a category that the survey instrument did not measure language that singles out students on the basis of ethnicity, religion or appearance:

"It's not about the tone; it's about the topic...I am a Buddhist and the teacher as well as a Buddhist...I feel uncomfortable for the students who are not Buddhist. There was one teacher...she was complimenting the Ngalops about it. I still clearly remember that day where I felt excluded." (S-1)

- *Demoralizing or Catastrophising Statements*

"I have an experience when they said 'You are not going to make it in life.'" (S-6)

T.1 said "Too much of direct commands to be mandated upsets and discourages students" Furthermore, Tr.2 expressed that a straight forward comment as simple as

'your answer is wrong' for the definite wrong answer would affect their future collaboration." Similarly, as shared by Tr.3 An inconsistent or harsh tone can create a 'walking on eggshells' atmosphere that heightens student anxiety."

- *Language Strategies Teachers can Adopt to Encourage Positive Emotional Experiences*

The triangulation in Q 3 and 4 already implies the answer: do more of what produces positive emotion; do less of what produces negative emotion. But the qualitative data—particularly the teacher interviews—offers concrete, named strategies that go beyond the dichotomy. The student interviews provide a complementary 'recipient's-eye' validation of which strategies actually land. Where students explicitly advised teachers in Q12 and Q17 of their interview, those advices are reported below as the most ecologically valid recommendations available in this study.

- *Strategy 1. Lead with Asset-Based Feedback*

Begin every correction with what the student has done well, then pivot to the growth area. The 'sandwich' is corroborated by Tr.3 and Tr.2, and validated by S-4 and S-9 who explicitly prefer encouraging-then-corrective sequencing. Survey Q10 (M = 4.13) confirms that acknowledged effort produces happiness in 81.4% of students.

As confirmed by Tr.3 "Instead of saying 'This section is wrong', I frame it as 'You've built a strong foundation here; how can we expand on this specific detail to make your argument even more persuasive?'"

- *Strategy 2. Use 'We' Instead of 'You'*

Collaborative pronouns convert a personal reprimand into a shared problem. Tr.3 names this directly; S-1, S-2, and S-7 all describe a stronger willingness to participate when correction feels collective rather than individual.

- *Strategy 3. Replace 'Wrong' with 'Yet'*

Tr.3 recommends replacing 'You don't understand this' with 'You haven't mastered this yet.' This single linguistic pivot reframes a final judgment as a temporary stage and protects the student from the documented 'fight, flight, or freeze' response that Q12 captures statistically (57.7% feel worried by harsh/critical language).

- *Strategy 4. Validate the Effort behind a Wrong Answer*

"Thank you for coming up with the response. We are not here to judge for right or wrong answer, but to see how we genuinely contribute in learning. A mistake is another method of learning." (Tr.2)

S-5 explicitly endorses this strategy, 'When teachers use nicer words like when they say that it's okay to answer even if you're right or wrong...we are more willing to participate.' The survey corroborates: Q8 (encouraged to participate) is sensitive precisely to this register, with only 48.7% currently agreeing—a clear improvement target.

• *Strategy 5. Use Positive Narration to Manage Behaviour*

Rather than 'stop talking', narrate the desired behaviour: 'I love how this group is already organised and ready to start' (Tr.3). This converts discipline into an invitation to belong, which Tr.2 identifies as the difference between imposed compliance and chosen responsibility.

• *Strategy 6. Use Humour Deliberately, Especially Under Stress*

Humour has increasingly been recognized in educational research as a vital communicative strategy that positively shapes students' emotional experiences in the classroom. Therefore, Q4 (M = 4.00) and Part-2 Q2 (59.9% often/always) establish that humour is widely valued. S-1's board-exam anecdote demonstrates that even a single humorous line during a stressful period can reset the affective tone of the room. Teachers should normalize low-stakes humour rather than reserve it for relaxed days.

• *Strategy 7. Conduct Corrections Privately*

"If the teacher wants to correct the behaviour, they would call that particular child aside and communicate well...because when they try to expose the mistake of child in front of other, the child starts to lose confidence." (S-3). At the same time, Tr.3 independently arrives at the same prescription: 'I avoid public corrections with anxious students whenever possible, opting instead for a quiet, side-by-side check-in that feels like a private partnership rather than a spotlight.'

• *Strategy 8. Eliminate Unfavorable Comparisons*

Q14 records 51.7% of students stressed by unfavorable comparison. At the same note, six of the ten interviewees raised the phenomenon spontaneously. The strategy is not 'compare more gently' but 'do not compare at all' evaluate

the student against their own previous performance, as the economics teacher in S-1's 'proud moment' you did.

V. DISCUSSION

This chapter presents the discussions of the key findings of the study. The findings are interpreted in relation to literature and the studies carried out on the topics. This study investigated the impacts of teachers' use of language on students' emotion. The data were collected through survey questionnaires, one-on-one interviews. The findings revealed both positive and negative impacts of teachers' use of language on students' emotion. Each of the finding are deliberated in the following sections.

➤ *Aspects of Teachers' Positive use of Language*

All four data sources agree on the language features that generate positive student emotions in Thimphu Thromde classrooms. They are: (1) encouraging and praising vocabulary such as 'good job', 'well done', 'you can do it'; (2) a calm, gentle, and comforting tone of voice; (3) humor and friendliness that lighten tension; (4) polite and respectful register; (5) words that explicitly recognize the individual student's progress and effort; and (6) sincerity encouragement perceived as genuine rather than formulaic. The use of positive language in the classroom is imperative, as it serves as a cornerstone for fostering both academic success and emotional well-being among students. When teachers employ encouraging words, respectful communication, and constructive feedback, they create a supportive learning environment that enhances students' confidence, motivation, and resilience. Teachers need to be a reflective teacher. Take a look at what they do from time to time. Therefore, the teachers also said they are very careful in using the language as shown in Table 6 below.

Table 6 Convergent Triangulation-Positive Language Feature

Language Feature	Survey Evidence	Student Voice	Teacher Voice
Praise / encouragement	Q5 M=3.88, 68% agree; Q6 M=4.13, 82.6%	S-6, S-9, S-10: 'good job', 'you can do it'	Tr.1: 'You can do, keep going, you have really improved'
Calm / comforting tone	Q2 M=4.17, 82.2% agree	S-9, S-10: 'a calm tone...I tend to understand more'	Tr.3: 'a calm, melodic tone can de-escalate a tense situation almost instantly'
Humor / friendliness	Q4 M=4.00, 73.1%; Part-2 Q2 59.9% often/always	S-1, S-5: humor 'literally changed the mood'	Tr.2: tone 'should be in funny and genuine way'
Recognition of progress	Q10 M=4.13, 81.4% agree	S-1, S-9, S-10: pride when teacher noticed improvement	Tr.3: 'targeted, sincere validation acted as a turning point'
Polite respectful register	Q7 M=3.60, 53.8% agree teachers speak politely	S-8: 'friendly, kindly and gentle'	Tr.1: 'minimize direct commands, it sounds rude'

➤ *Teacher Language and Student Motivation*

The findings reinforces the critical role of teachers' positive language in fostering student motivation. The quantitative results reveal a strong consensus among participants that teacher language significantly influences their drive to learn. This high level of agreement suggests that students perceive positive communication not merely as supportive but as a central factor in sustaining their academic engagement. The qualitative interviews

corroborate this, with teachers consistently affirming that their linguistic choices whether through encouragement, praise, or respectful dialogue directly shape students' willingness to participate and persist in learning tasks. These findings align with prior research of Podobinska (2017) highlighted that positive language contributes to students' sense of safety, thereby reinforcing intrinsic motivation. Taken together, these studies suggest that teacher language functions as both an emotional regulator and a motivational

catalyst, creating a classroom climate where students feel valued and empowered. By employing positive language, teachers not only enhance immediate classroom engagement but also contribute to long-term academic success and emotional well-being. Immordino, Y., and Damasio (2007,

p. 9) make the statement that when we educators fail to appreciate the importance of students' emotions, we fail to appreciate a critical force in students'.

➤ *Aspects of Teachers' Negative use of Language*

Table 7 Convergent Triangulation – Negative Language Features

Harmful Language Feature	Survey Evidence	Student Voice	Teacher Voice
Harsh tone / shouting / raised voice	Q11 40.3% agree; Q13 M=3.69, 57.6%	S-2: raised voice 'brings true fear'; S-4, S-10: 'can't understand'	Tr.3: 'sharp or sarcastic edge can shut down a student's willingness to participate'
Critical / harsh wording (without scaffolding)	Q12 M=3.67, 57.7%; Q13 57.6%	S-7: 'we feel demotivated, not feel like studying'	Tr.2: 'your answer is wrong... would affect their future collaboration'
Unfavourable peer comparison	Q14 M=3.48, 51.7% feel stressed	S-4, S-7, S-8, S-9, S-10: 'why can't you do it like others?'	Tr.3 cautions against the 'gotcha' framing
Public criticism / exposure of mistakes	Q16 M=3.48, 52.9% uncomfortable	S-3, S-10: feeling biased / humiliated when corrected publicly	Tr.3: causes teens to 'shut down or feel embarrassed in front of their peers'
Lack of encouragement	Q15 M=3.23, 38.9% affected in confidence	S-6: 'discouraged, not wanting to learn'	Tr.1 notes 'insecurity sense' from negative language
Direct commands / threats	(Not directly measured)	S-1 dislikes conditional bribes for participation marks	Tr.1: 'minimize direct commands, it sounds rude'

The four data sources converge on a clear taxonomy of harmful language features. Table 6 sets out the convergence.

➤ *Teacher Harsh Language and Student Discouragement*

The findings of this study reveal that teachers' use of harsh or critical language in class has a significant emotional impact, often leading to worry among students. With a mean score of 3.67 on a five-point scale, students leaned toward agreement that such language makes them feel anxious. A majority of respondents (57.7%) reported "agree" or "strongly agree," while 30.6% indicated "neutral." The relatively high standard deviation (0.99) indicates diverse experiences among students, pointing to differences in how frequently and intensely teachers use harsh language. From an emotional perspective, harsh teacher language undermines emotional safety and creates a climate of fear rather than support. Dodinski (2013) observes that people are often more receptive when addressed with compassion rather than authority. Individuals yearn to be understood and valued, and this empathetic approach resonates more deeply than a directive or lecturing tone. As Linsin (2011) cautions that verbal aggression does not restore discipline but instead erodes trust and respect between teachers and students. Shouting often escalates tension, diminishes students' motivation, and creates an atmosphere of fear rather than cooperation. When teachers use critical or punitive words, students often experience heightened anxiety, reduced confidence, and diminished motivation. The high proportion of agreement responses demonstrates that harsh language is widely recognized as emotionally harmful, reinforcing its role as a barrier to positive classroom engagement. Ginott (2019) expressed that "verbal spankings do not improve performance or personality; they only ignite hate.

In some classrooms, constructive feedback may replace criticism, while in others, harsh words may be more common, leading to inconsistent emotional outcomes.

➤ *Teacher Comparison Language and Student Stress*

The findings of this study emphasize that unfavorable comparisons made by teachers have a clear emotional impact, often leading to stress among students. With a mean score of 3.48, responses leaned toward agreement that such language negatively influences emotional well-being. A majority of students (57.6%) reported feeling stressed, while 27% remained neutral. Only 15.4% disagreed, showing that although some students may interpret comparisons as motivational, most perceive them as emotionally harmful.

From an emotional perspective, teacher comparison language erodes confidence and fosters anxiety, creating a classroom climate where students feel unsupported. Research consistently underscores the decisive role of teacher language in shaping students' holistic development. Moorman and Weber (2018) argue that the words teachers choose are critical to pupils' self-esteem, academic success, and healthy emotional growth. Public comparisons, especially unfavorable ones, often lead to embarrassment and disengagement, which can hinder both emotional growth and academic performance. The high proportion of agreement responses demonstrates that stress is a common outcome of comparison language, reinforcing its role as a barrier to positive classroom dynamics.

The relatively high standard deviation (1.16) reflects diverse experiences among students, suggesting that the frequency and intensity of comparison language vary across classrooms. In some contexts, constructive feedback may replace comparisons, while in others, unfavorable comparisons may be more prevalent, leading to inconsistent emotional outcomes. Tomlinson (2007) asserts that the nature of teacher discourse exerts a profound influence on students' classroom participation and their assimilation of instructional content.

➤ *Teacher Unfair Language and Student Discomfort*

The findings of this study emphasize that unfair or harmful language used by teachers has a clear emotional impact, often making students feel uncomfortable. With a mean score of 3.48, responses leaned toward agreement that such language negatively influences emotional well-being. A majority of students (52.9%) reported discomfort, while 27.2% remained neutral. Only 20% disagreed, showing that although some students may interpret unfair language as discipline, most perceive it as emotionally harmful.

From an emotional perspective, unfair teacher language erodes trust and creates a classroom climate where students feel unsupported. Harmful words often lead to embarrassment, stress, and disengagement, which can hinder both emotional growth and academic performance. The high proportion of agreement responses demonstrates that discomfort is a common outcome of unfair communication, reinforcing its role as a barrier to positive classroom dynamics. According to *Collegefinder.org* (2013), when teachers lose their temper and resort to yelling, they humiliate and belittle their pupils. Such a hostile tone conveys to students that they are neither safe nor respected.

The relatively high standard deviation (1.09) reflects diverse experiences among students, suggesting that the frequency and intensity of unfair language vary across classrooms. In some contexts, respectful correction may replace harmful words, while in others, unfair language may be more prevalent, leading to inconsistent emotional outcomes.

VI. CONCLUSION, RECOMMENDATION, LIMITATION

➤ *Conclusion*

The findings of the study demonstrate that teachers' use of positive language exerts a beneficial influence on students. This result is particularly significant as it provides valuable insights into how teacher communication shapes learners' emotional, cognitive, and behavioral outcomes. The evidence suggests that language is not a neutral classroom tool but a powerful determinant of student development. Consequently, teachers must remain mindful of their linguistic choices, recognizing that words of encouragement, respect, and affirmation can foster motivation, confidence, and emotional well-being.

Moreover, the findings highlight that positive language contributes to the creation of a supportive classroom climate where students feel safe, respected, and valued. Such an environment enhances participation, strengthens teacher–student relationships, and promotes deeper assimilation of instructional content. Conversely, careless or negative language risks undermining students' self-esteem and engagement. Thus, cultivating positive communication practices is not only a matter of professional responsibility but also a strategic pedagogical approach that directly impacts academic success and holistic student development.

Teachers should minimize unfair language and instead adopt constructive feedback, positive discipline, and supportive communication. This reinforces the broader conclusion that teacher language can either uplift or harm students, depending on whether it is encouraging or punitive. Across 456 survey responses, ten student voices and three teacher voices, the evidence is consistent: in Thimphu Thromde classrooms, the language a teacher chooses—its tone, its words, its timing, its sincerity—is the single most accessible and powerful lever for shaping students' day-to-day emotional life. The triangulated framework presented offered as a practical map for teachers, school leaders and teacher educators who wish to use that lever well. The data also support Hattie's meta-analytic evidence that vague or discouraging feedback undermines student motivation. In Bhutanese classrooms, where the philosophy of Gross National Happiness (GNH) underpins educational practice, such negative communication appears particularly misaligned with national goals of nurturing well-being alongside academic achievement.

➤ *Recommendations*

Based on the findings, the following recommendations are proposed firstly for teachers, use encouraging and respectful language consistently and provide constructive feedback rather than criticism. Use humor appropriately to reduce classroom stress, avoid labeling or negative comments that may hurt students emotionally and practice reflective communication strategies.

Secondly for Schools conduct Professional Development (PD) programs on positive classroom communication and promote emotionally safe learning environments and encourage peer observation focusing on teacher language use.

Thirdly, For Ministry of Education and Skills Development (MoESD) integrate emotional well-being and teacher communication training into professional development programs and provide guidelines on positive classroom interaction practices.

Finally, future researchers must conduct similar studies across different grade levels. Include teachers' perspectives on language use and explore long-term emotional and academic impacts.

➤ *Limitation*

The study has several limitations. First, its contextual scope was restricted to five schools under Thimphu Thromde, limiting the generalization of the findings to other schools and regions of Bhutan. Second, the study relied primarily on survey and interview data. Third, the study was conducted within one academic year, limiting the possibility of examining the long-term effects of teachers' language use on students' emotional well-being and learning behaviours. In addition, the absence of extensive classroom observation may have limited the capture of naturally occurring teacher–student interactions. Finally, individual differences among students, including personality, background, and previous experiences, may have influenced how they perceived and

responded to teachers' language. These limitations should be considered when interpreting and generalizing the findings.

ACKNOWLEDGEMENT

The successful completion of this study would not have been possible without the support and encouragement of many individuals and institutions.

I would like to express my heartfelt gratitude to my supervisor for the invaluable guidance, constructive feedback, and continuous encouragement provided throughout this research.

I am sincerely grateful to the teachers and students of the Thimphu Thromde schools who participated in this study for their time, cooperation, and willingness to share their experiences. I also extend my appreciation to the respective school authorities for facilitating the conduct of this research.

My special thanks go to Mr. Tshering Wangchuk of Dechen Chholing Higher Secondary School for his valuable discussions, encouragement, and insightful contributions that enriched this study.

Finally, I extend my deepest gratitude to my family for their unwavering support, encouragement, patience, and understanding throughout my research journey. I sincerely thank everyone who contributed, directly or indirectly, to the successful completion of this study.

REFERENCES

- [1]. Bacal, R. (n.d.). Using positive language: Get better results by communicating more effectively. <http://work911.com/articles/poslan.htm>
- [2]. Bradley, J. (2021, July 1). The power of positive language. Bringing language to life. <https://www.londonschool.com/nordic/blog/power-positive-communication/>
- [3]. Brogle, B., & Giacomini, A. J.Y. J. (2013) How to use positive language to improve your child's behaviour. [https://challengingbehavior.cbcs.usf.edu/docs/backpack/Backpack Connection emotions language.pdf](https://challengingbehavior.cbcs.usf.edu/docs/backpack/Backpack%20Connection%20emotions%20language.pdf)
- [4]. Creswell, J.W. & Creswell, J.D. (Eds). (2018). Research Design: Qualitative, quantitative and mixed method approaches. (5th ed.). Saga.
- [5]. Dodinski, (2013). Compassion Vs. Authority: <http://www.dodinsky.com/featured/compassion-vs-authority/>
- [6]. Denton, P. (n.d). The power of our words: Teacher News, 77(1), 1-106. <http://yadda.icm.edu.pl/yadda/element/bwmeta1.element.psjd-5662ef59-58fe-480e-9891-d7079f33e2bf>
- [7]. Goleman, D. (2004). Destructive emotions: How can we overcome them: A scientific talk with Dalia Lama. New York times best-selling author of emotional intelligence
- [8]. Kizlik, R. (2014). Effective Classroom Management and Managing Student Conduct. <http://www.adprima.com/managing.htm>
- [9]. Kothari, C. R., & Garg, G. (Eds.). (2019). Research Methodology: Methods and techniques (4th ed.). New Age International.
- [10]. Linsin, M. (2011). 10 Reasons Why You Should Never, Ever Yell At Students | Smart Classroom Management. <http://www.smartclassroommanagement.com>
- [11]. MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2 (2), 193-213. <https://files.eric.ed.gov/fulltext/EJ1135856.pdf>
- [12]. O'Leary, Z. (Ed.). (2014). The essential guide to doing your research project (2nd ed.). Saga.
- [13]. Podobińska, M. (2017). Power of Teachers' words—The influence on pupils' grades and behaviour. *World Scientific*
- [14]. Paulmann, S., & Weinstein, N. (2023). Teachers' motivational prosody: A pre-registered experimental test of children's reactions to tone of voice used by teachers. *British Journal of Educational Psychology*, 93(2), 437-452.
- [15]. Rosyada, A., & Retnomurti, A. B. (2017). The Use of Positive Language on Children Education to Build Children's Positive Behaviour. *Scope: Journal of English Language Teaching*, 1(1), 1-8.
- [16]. Ruiz, D.R. (2016). Effect of teachers' emotions on their students: Some evidence. *Journal of Education & Social Policy*, 3(4), 73-79. ISSN 2375-0782. http://jespnet.com/journals/Vol_3_No_4_October_2016/8.pdf
- [17]. Saint Joseph College. (2001). Language, tone, and audience. <https://smcampus.usf.edu/wp-content/uploads/2013/09/tone-audience.st-joseph-college.pdf>
- [18]. Sandvik, L. V., Svendsen, B., et al. (2025). Students' perceptions and outcome of teacher feedback: A systematic review. *Frontiers in Education*.
- [19]. Sherab, K., Maxwell, T. W., & Cooksey, R. W. (2016). Implementation of Gross National Happiness education in Bhutan: The case of an efficacious 'Zhabdrung' primary school. *Bhutan Journal of Research and Development*.
- [20]. Tomlinson, B. (2007). Language acquisition and development. London: Continuum.
- [21]. Voerman, L., Meijer, P. C., Korthagen, F. A. J., & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. *Teaching and Teacher Education*, 28(8), 1107-1115.
- [22]. Yıldız, T. A. (2025). Exploring foreign language anxiety in higher education: Multifaceted insights into causes, impacts, and coping strategies. *Social Sciences & Humanities Open*.



འབྲུག་རྒྱལ་ཁབ་རྒྱུ་འབྲིང་རིམ་སློབ་ཁྱེད་ལྷན་ཁག།

ROYAL GOVERNMENT OF BHUTAN
MINISTRY OF EDUCATION and SKILLS DEVELOPMENT
JIGME NAMGYEL LOWER SECONDARY SCHOOL
Tel : 323946 POST BOX: 229
THIMPHU / BHUTAN

ཤེས་རིག་ལྷན་ཁག་

JNLSS/MIS-09/2026/5602

Date: 10th March, 2026

The Principal
Thimphu Thromde

Subject: Request for Support in Conducting Research Data Collection

Dear Sir/Madam,

The Ministry of Education and Skills Development has approved several research topics as per Letter No. MoESD/HRD/03/2025/337 dated 29th September, 2025.

In line with this approval, Ms. Gaki, an English Teacher at Jigme Namgyel Lower Secondary School, is undertaking a research study titled "The Impacts of Teachers' use of Language on Students' Emotion: A Case Study in Thimphu Thromde Schools."

For the purpose of data collection, your school has been selected as one of the sample schools for the study. As part of the research methodology, the researcher intends to:

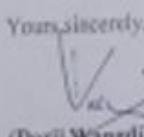
1. Conduct short interviews with 1-2 teachers from the sampled school.
2. Conduct short interviews with 2-3 students from the sampled class.
2. Collect responses through a Google Form survey from students of the same section.

The information gathered will be used strictly for academic research purposes, and the confidentiality of all participants will be maintained.

In this regard, your support and cooperation in facilitating the data collection process at your school would be highly appreciated. We kindly request your assistance in allowing the selected students to participate in the survey and interview.

Thank you for your kind support and cooperation.

Yours sincerely,



Principal
(Dorji Wangdi)
Principal
Jigme Namgyel Lower Secondary School
Thimphu: Bhutan

Co:

1. CHRO, Ministry of Education and Skills Development for kind information
2. CTEQ, Thimphu Thromde for kind information and necessary support
3. Mrs/Gaki Teacher, JNLSS for information
4. Office copy

Tele/Fax : 323946

E mail: jigmenamgyel@education.gov.bt

Participant's Consent Form

Title of the Study: Impacts of Teachers' Use of Language on Students' Emotion: A Case Study in Thimphu Thromde Schools

I, _____, agree to take part in this research study. By signing this form, I confirm that:

- I understand the purpose of the study, what I will be asked to do, and any possible risks or benefits.
- I know that I will not receive direct personal benefits from participating.
- I understand that taking part is completely voluntary.
- I can choose not to participate, and I can stop at any time during the interview.
- I understand that my personal information will be kept safe and used only for this study.
- My name or any details that could identify me will not appear in the reports.

My Consent

Please tick (✓) your choice:

I agree to audio-recording of the interview: ☐ YES ☐ NO

I would like to review the transcript of my interview: ☐ YES ☐ NO

I would like to receive feedback about the overall results of this study: ☐ YES ☐ NO

Participant's Name: _____

Signature: _____

Date: _____

Researcher's Name: _____

Signature: _____

Date: _____