The power of emotional awareness: How raising the consciousness of emotion regulation strategies affects EFL teachers and learners

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Abstract

Emotion regulation strategies are critical in the context of English as a Foreign Language (EFL) education as they influence both learning processes and outcomes. However, despite their importance, there is a gap in research particularly in non-Western contexts such as Iran regarding the application of these strategies in EFL classrooms. This study aims to bridge that gap by examining the use of three emotion regulation strategies: Situation Modification, Response Modification, and Cognitive Change within the Iranian EFL setting. The research reveals that Situation Modification is the most commonly employed strategy by learners followed by Response Modification and Cognitive Change. Additionally, a workshop intervention designed to enhance teachers' ability to teach these strategies proved highly effective. The findings highlight the need for ongoing professional development for teachers and underscore the importance of integrating emotion regulation strategies into language learning practices. This study contributes to the limited body of knowledge on emotion regulation in EFL classrooms and calls for further investigation into its role in diverse educational contexts.

Keywords: Cognitive change; consciousness-raising; EFL education; emotion regulation strategies; situation modification; response modification.

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1. INTRODUCTION

Emotion regulation, a critical aspect of psychological functioning, involves the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions (Gross, 1998). In the context of education, and specifically, English as a Foreign Language (EFL) education, emotion regulation strategies can have a profound impact on academic performance, helping learners to manage and overcome negative emotions that can hinder their progress (Oxford, 2015; Li & Lv 2022). The importance of emotion regulation in learning is well-documented in the literature (Ochsner et al., 2004; Ochsner et al., 2009). However, much of this research has been conducted in Western contexts, leaving a gap in our understanding of how these processes operate in non-Western settings. This is particularly true for Iran, where the role of emotion regulation strategies in EFL classrooms remains underexplored (Shahidi Zandi, 2022).

This study aims to address this gap by investigating the impact of consciousness-raising of emotion regulation strategies on EFL teachers and learners in the Iranian context. It focuses on three specific strategies: Situation Modification, Response Modification, and Cognitive Change. Situation Modification involves changing one's environment to modify the emotional impact, Response Modification entails changing one's emotional response to a situation, and Cognitive Change involves altering one's thoughts about a situation to change its emotional impact (Gross, 1998). In addition to exploring the use of these strategies, this study also evaluates the effectiveness of a workshop intervention designed to enhance teachers' ability to teach these strategies. The role of teachers in fostering emotion regulation strategies is crucial, as they can help create a positive learning environment that supports students' emotional well-being and academic success (Oxford, 2015; Zhang & Wang 2024; Thumvichit, 2023).

The findings of this study contribute to our understanding of the role of emotion regulation in EFL education and underscore the importance of professional development opportunities for teachers. They also highlight the need for further research in this area, particularly in non-Western contexts.

1.1. Conceptual background

Emotion regulation has been recognized as a critical aspect of language learning and teaching. It is part of the broader construct of affect regulation, involving goal-directed behaviors aimed at elevating positive emotions and suppressing negative ones (Westen, 1994; Amini Farsani et al., 2024). These behaviors are particularly important in the context of language learning, where emotions can significantly impact the learning process.

No matter what people's emotion regulation goals are, they may take manifold various actions to achieve them. For instance, after a stressful day, people tend to return home, relax, drink coffee, and watch their favorite movie on TV. This kind of blending regulation strategy occurs commonly in every day of our lives. The process model of Emotion Regulation Strategies (ERS) is divided into five main categories: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. Each of these strategies plays a unique role in how individuals manage their emotions:

1. Situation Selection involves making decisions to engage in situations that are likely to elicit desired emotions and avoid situations that may lead to undesired emotions.

2. Situation Modification refers to efforts to directly modify the situation to alter its emotional impact.

3. Attentional Deployment involves directing one's attention within a given situation to influence one's emotional response. This could be focusing on certain aspects of the situation or distracting oneself.

4. Cognitive Change involves changing one's appraisal or interpretation of a situation to alter its emotional significance.

5. Response Modulation refers to efforts to influence experiential, behavioral, or physiological responses directly.

In addition to these five strategies, the work of Bielak and Mystkowska-Wiertelak (2020) expands these categories to include three additional strategies: 'doing nothing', 'competence enhancement' (e.g., trying to do better next time), and 'general and vague' (e.g., trying to remain calm). These strategies have been explored in several studies investigating the emotion regulation strategies used by both language learners and teachers. However, studies have found that teachers who utilized more expressive suppression reported higher levels of burnout (Brackett et al., 2010; Ghanizadeh & Royaei, 2015), highlighting the potential negative impacts of certain emotion regulation strategies. In another study, Ghanizadeh and Royaei (2015) examined the relationship between emotion regulation, emotional labor strategies, and burnout among English as a foreign language (EFL) teachers. They found that emotion regulation and emotional labor strategies play a negative role in teacher burnout, further emphasizing the importance of effective emotion regulation in the teaching context.

Moreover, Morris and King (2018) explored the experiences of seven EFL teachers at a university in Japan, focusing on their application of contextually-dependent emotion regulation behaviors. Their findings emphasize the complexity and context-dependence of emotion regulation in the classroom, which aligns with the focus of our study on emotion regulation strategies among Iranian EFL teachers. Emotion regulation strategies can be classified into several categories, including thoughts/actions, social support, enhancing competence, task avoidance, cognitive change, response modulation, and doing nothing. Some of these strategies directly correspond to those proposed by Gross (1998) and Gross, (2014), while numerous others are an extension of his taxonomy. Despite the growing body of research on emotion regulation in language learning and teaching, there is still a need for further exploration in this area. In particular, more research is needed to understand how emotion regulation strategies can be effectively incorporated into teacher education programs and how these strategies impact different aspects of the language learning process. Our study aims to contribute to this body of knowledge by examining the impact of consciousness-raising of emotion regulation strategies on teachers and learners in the Iranian EFL context.

This study aims to investigate the EFL teachers' awareness of ERSs and investigate the impact of raising teachers' awareness about ERS and also their success in applying these strategies to their pupils, the learners' perceived effectiveness of these strategies, and the most frequent ERSs utilized among learners. Moreover, this study can provide insights into how to improve EFL teacher-training programs, which typically focus on teaching methods and assessment techniques, but neglect the importance of emotion regulation strategies. By examining the impact of a targeted teacher-training program on the teachers' awareness and application of emotion regulation strategies, this study aims to provide valuable information to EFL teacher training programs and provide a foundation for more evidence-based interventions for learners' success. In conclusion, this study aims to contribute to the existing body of research on the role of teachers and emotion regulation strategies in EFL classrooms, specifically in Iranian contexts.

Ultimately, the present study aims to promote a more positive and productive learning environment for English language learners in Iran and other non-western contexts, thus contributing to the development of English language education in the broader global community. The data collection is gathered through a semi-structured interview with teachers to ensure the consciousness of teachers' ERSs to check whether they have any awareness or not. Subsequently, an intervention in the form of a workshop is held for them to raise awareness of these strategies. Finally, the MYE (Managing Your Emotions) questionnaire designed by (Gkonou & Oxford, 2016) which has been validated by (Bielak & Mystkowska-Wiertelak, 2020) was distributed among learners to confirm the efficacy of this treatment and to ensure how successful teachers are in applying these strategies to their learners. The study may be viewed as mixed-method in nature. Albeit, all the findings and results are numerical, the qualitative paradigm in the form of a semi-structural interview has been implicated to find the teachers' awareness of ERS and the strategic moves they take to aid learners in regulating their emotions. One of the important issues to be considered while distributing the MYE questionnaire to the participants is the fact that learners should have experienced the scenarios given to them in the language learning context, rather than imagining the asked situations. It is mainly because the results will reflect learners' emotions in the language learning reality and help us better understand the effectiveness of all these strategies applied by the learners.

This study is primarily based on the hypothesis that the teachers may not have an awareness of emotion regulation strategies. Therefore, the research questions guiding this study are:

1. To what extent are Iranian EFL teachers aware of emotion regulation strategies?

2. How successful are Iranian EFL teachers in applying these strategies to their learners?

3. What are the most frequent emotion-regulation strategies used among language learners?

By addressing these questions, this study aims to shed light on the role of emotion regulation in the Iranian EFL context, providing insights that could inform teacher education programs and contribute to the development of more effective teaching and learning strategies.

2. METHODS AND MATERIALS

A multi-method design is proposed to arrive at answers to the research questions. This study employs a multi-method research design, including semi-structured interviews with teachers, a workshop intervention to enhance teachers' awareness of emotion regulation strategies, and the distribution of the MYE questionnaire among learners. Each method was carefully selected for its relevance and validity in addressing the research questions. The data collection process is detailed, followed by an overview of the data analysis methods. Ethical considerations pertinent to the research process are also addressed.

2.1. Participants

Participants were selected randomly (March 2023) among the EFL teachers of Turbo Learning Language Institute in Tehran (n=15, male and female) and their students (n=150). Teachers working in this institute range between 20 to 30 years and their educational background is from undergraduate to postgraduate TEFL major with at least 2 years of work experience in teaching. Learners were all adults ranging from 21 to 35 and all were studying English for at least 2 years. Moreover, participants were chosen among the selected teachers' learners for one of the main purposes of this study which, as mentioned before, is the effectiveness and success of teachers applying the ERS to their students.

2.2. Data collection instruments

Patton (1990) has advocated the significance of identifying that "different methods are appropriate for different situations" so that the design of the study is greatly ordained by the purpose of the study, the questions, and the sources available. Due to the difficulty and limitations of the research, a multiple-research approach to data collection was utilized to fortify the study design. The data have been collected through an interview and a survey with selected participants. The semi-structured interview, adapted from the work of Bielak and Mystkowska-Wiertelak (2020), was employed to assess teachers' awareness of Emotion Regulation Strategies (ERS), addressing the primary research question of this study. The purpose of conducting an interview was twofold: firstly, to use triangulation for the study and secondly, to obtain teachers' perspectives. All teachers have answered similar questions about teaching and emotion regulation (ER) in language learning (LL), which can be found in Appendix A. The teacher interview aimed to examine the strategies that teachers use or advocate to assist their pupils in handling their emotions and to significantly see whether they have any awareness of ERS as well.

2.3. Procedure

Currently, the practice of utilizing vignettes in L2 research is not widely adopted, even though it is a cost-effective and effective technique for gathering data on individuals' conduct that may be hard to monitor, sensitive, or uncommon (Collett & Childs, 2011). When investigating language learning strategies (LLS), MYE has a significant benefit because it obtains information on the effectiveness of strategy implementation, not just how often learners use them. In MYE, learners are asked to describe their reactions to realistic hypothetical situations, or if they had encountered them, they recall their actual responses. As a result, the strategies are provided in an unconstrained manner. This differs from conventional tools used to assess learners' strategic behavior, such as the strategy inventory of language learning (SILL) (Oxford, 1990), which limits responses to a predetermined set of options and only measures their frequency of use (Gkonou &

Mercer, 2017). Both the interview and the questionnaire have been translated into the Persian language to make sure learners have a perfect comprehension.

Participants were asked about their emotional responses to different situations, including whether they would feel positive or negative emotions, and how they would manage those emotions. They were also questioned about whether they had encountered these situations and how they had coped with their emotions in those instances. Additionally, participants were asked about the extent to which their teachers had provided emotional support in such situations, how they had gone about doing so, and whether such efforts had been effective. This study focuses only on the data that pertain to how teachers regulate learners' emotions, while learners' emotional regulation is addressed in Bielak and Mystkowska-Wiertelak (2020). but before distributing the questionnaire, an intervention in the form of a workshop was held for 1 session (consisting of 2 hours of training and awareness-raising of the ERS) to increase teachers' awareness of ERS and after two months of the teaching process, the survey was taken from the selected teachers to find the selected situation and scenarios their pupils had experienced to elicit the intended information mentioned before. Among the twenty scenarios presented by Gkonou and Oxford (2016) only nine of them were selected. The reason behind choosing these nine scenarios among the 20 scenarios available in both versions is their compatibility with the student's experience. The descriptions of the scenarios are presented in the form of table 1.

Table 1

Managing your emotions for language learning (MYE) scenario numbers, labels, and short descriptions

No. Scenarios	Description
Scenario 1	*In your language class, one of your classmates becomes extremely upset. After commenting "I will never learn this language!" and saying some very negative things about the teacher, your classmate runs out the door. You go after your classmate and try to help.*
Scenario 2	*The teacher asks you a question in class. You do not understand the question and, therefore, you ask the teacher to repeat it. After the repetition, you still don't get the question.*
Scenario 3	*You go to your language class unprepared because something happened and you didn't have time to complete your homework.*
Scenario 4	*You must do well in your language class to be accepted into the Erasmus Program or another study abroad program. You are not sure you will do well enough.*
Scenario 5	*You do very well in conversation in your language class. You know that the vocabulary is simple so far and that it will get more difficult.*
Scenario 6	*You have a major project to complete for your language class by Monday. On Sunday you have a big fight with your boyfriend or girlfriend or with a family member.*
Scenario 7	*Your mother or father (or spouse) has been fired from work. This especially affects your language class performance.*
Scenario 8	*You are studying a foreign language abroad. You must ask for help in a foreign language to find your way back to your apartment. You suddenly realize that you do not have the needed vocabulary, and you do not think about using gestures.*
Scenario 9	*You have been studying the language with great effort, but sometimes you think native speakers of the language laugh at you or whisper about you when you try to use it. You are unsure about what is wrong and do not know how to find out.*

All the students' answers have fallen among the categories in Table 2 which has been distinguished by Gross (2014) and Webster and Hadwin (2015) with some additive options due to the learners' answers to the questionnaire which has been taken from the work of (Bielak & Mystkowska-Wiertelak, 2020). Ten categories of ERS are used in learning tasks which include: task management, task focus, task enactment, self-consecrating thoughts/actions, social support, enhancing competence, task avoidance, cognitive change, response modulation, and doing nothing. Some of the strategies directly correspond to those proposed by Gross (1998, 2014), while numerous others are an extension of his taxonomy.

Table 2

Emotion-regulation strategies for language learners

ERS Categories	Subcategories
1. Cognitive Change	Acceptance, Reassurance, Effort-Oriented decisions, Wishful thinking, Excusing oneself
2. Situation Modification	Task enactment, social support (Admission of fault, seeking help and social sharing, Thanking), Task avoidance
3. Attention Deployment	Distraction (General distraction, Termination of comparison with peers, Disregarding the evaluation of others, Savoring one's successes), Task focus, Comparison with peers, Self-consecrating and goal-orienting
4. Response Modification	Breathing, Positive suppression, Simple meditation, Suppression, Resting, Emotional release, Food and drink, Listening to music
5. Competence Enhancement	
6. Situation Selection	
7. Do Nothing	
8. General and Vague	

2.4. Data analysis

Data from the interviews and questionnaires were analyzed using qualitative and quantitative data analysis techniques. Qualitative data obtained from the interviews were transcribed, coded, and analyzed using inductive thematic analysis which is a widely recognized and commonly used approach in qualitative research for identifying and analyzing patterns, themes, and categories within textual data. By using inductive thematic analysis, the qualitative data obtained from the interviews were transcribed, coded, and examined to identify recurring patterns and themes. This approach allows for the emergence of themes directly from the data, without imposing preconceived categories or frameworks. Quantitative data obtained from the questionnaire were analyzed by a qualitative tool called MAXQDA Analytics Pro (version 20.4.0). MAXQDA, developed and distributed by VERBI Software in Berlin, Germany, is a software program that assists with analyzing data, text, and multimedia for research in academic, scientific, and business institutions. It is created to aid in qualitative, quantitative, and mixed methods research, which is evident in its wide-ranging attribute function and its capability to handle a large number of interviews and questionnaires at a faster pace. MAXQDA Analytics Pro is the most advanced version of MAXQDA. Besides the MAXDictio module, it also integrates a comprehensive module for statistical analysis of qualitative data. The "Stats" module offers tools to statistically analyze MAXQDA project data or import and work with external quantitative data sets in Excel or SPSS. Respondents in both MYE and interviews were asked to suggest various strategies, and the data underwent both thematic and content analysis (Marshall & Rossman, 2014) through several rounds of data inspection. The resulting patterns were compared to previous studies, such as (Gross, 1998, 2014; Webster & Hadwin, 2015), which primarily focused on learners' ERS. Furthermore, during the interviews, a few novel classifications of emotional regulation strategies (ERS) were uncovered as the interviewees referenced certain methods of handling emotions that differed significantly enough from the predetermined types to warrant a unique categorization. The process of content analysis entailed computing the quantity and proportion of data related to particular categories of strategies. In addition to the methods described above, further statistical analyses were conducted to provide a more detailed understanding of the data.

3. RESULT

3.1. Interview

The study used semi-structured interviews with 10 EFL teachers to assess their understanding of Emotion Regulation Strategies (ERS). The results revealed a significant gap in teachers' ERS awareness, with none able to identify or discuss these strategies. To address this, a workshop was implemented, covering various ERS and providing practical examples for their application in teaching. The workshop underscored the importance of professional development in enhancing teachers' understanding of ERS and the need for ongoing support in this area.

3.2. MYE (Managing Your Emotion)

A questionnaire was administered to 150 language learners to assess their teachers' effectiveness in helping them regulate emotions across various scenarios. Initial results showed varying success rates, with 67% success in the "doing very well" scenario, but only 33% in the "dealing with a major project" scenario. After a workshop intervention to increase teachers' ERS awareness, a significant improvement was observed across all scenarios. For example, success rates increased to 76% for "dealing with a major project" and 24% for "dealing with vocabulary incompetence", indicating the workshop's effectiveness in enhancing teachers' ERS teaching skills.

Table 3

Learners' experience of each scenario and teachers' success in applying each ERS

Scenarios		Experience of Scenarios		Teachers' help	
Number	Label	Yes	No	Successful	Unsuccessful
Scenario 1	UPSET CLASSMATE	50%	50%	75%	25%
Scenario 2	ASK FOR REPETITION	86.4%	13.6%	84.8%	15.2%
Scenario 3	UNPREPARED	86.2%	13.8%	67.4%	32.6%
Scenario 4	STUDY PROGRAM	40.7%	59.3%	75%	25%
Scenario 5	DOING VERY WELL	75.4%	24.6%	87.2%	12.8%
Scenario 6	MAJOR PROJECT	58.6%	41.4%	58.1%	41.9%
Scenario 7	FAMILY ISSUE	30.5%	69.5%	61.9%	38.1%
Scenario 8	VOCABULARY INCOMPETENCE	17.5%	82.5%	46.7%	53.3%
Scenario 9	BE UNSURE	28.8%	71.2%	68.2%	31.8%

The workshop intervention effectively enhanced teachers' ability to teach emotion regulation strategies, highlighting the importance of professional development in supporting students' emotional well-being and learning success. This aligns with Zhao et al.'s (2021) study on the impact of emotion regulation strategies on learners' anxiety during remote learning. To address the third research question, a questionnaire identified the most frequently used emotion regulation strategies among learners in various scenarios. The strategies were categorized as Cognitive Change, Situation Modification, Attention Deployment, Response Modification, Do Nothing, Competence Enhancement, Situation Selection, and General and Vague. Analysis of the responses revealed patterns in the use of different strategies across scenarios.

Table 4

Frequency of emotion regulation strategies utilized among learners

Emotion regulation strategies	Frequency
Cognitive change	17.76%
Situation Modification	23.03%
Attention Deployment	9.87%
Response Modification	19.08%
Do Nothing	5.26%
Competence Enhancement	15.79%
Situation Selection	3.29%
General and Vague	5.92%

It has been found that learners employed a variety of emotion regulation strategies. The most frequently used strategy, as Table 4 depicts, was Situation Modification, accounting for 23.03% of all strategies used. For instance, one learner described how they chose to study in a quiet, comfortable environment to reduce distractions and make the learning process more enjoyable. Another learner mentioned seeking out additional resources or assistance when faced with a challenging language task. Response Modification was the second most frequently used strategy, with 19.08% of learners employing it. For example, one learner shared how they used deep breathing exercises to calm down when they felt anxious about a language test. Another learner described suppressing their feelings of frustration when they made a mistake, choosing instead to

focus on the learning opportunity that the mistake provided. Cognitive Change was also a commonly used strategy, with 17.76% of learners employing it. One learner, for instance, described how they chose to view a difficult language task as a challenge rather than a threat. Another learner mentioned reminding themselves of their past successes to boost their confidence when they were struggling with a new language concept. Competence Enhancement was used by 15.79% of learners. For example, a learner described taking extra language classes or using language learning apps to improve their skills. Another learner shared how they sought feedback from their teacher or peers to identify areas for improvement. Attention Deployment was used by 9.87% of learners. This strategy involves directing one's attention away from the source of negative emotions. For instance, a learner might have described focusing on the positive aspects of a challenging language task, or distracting themselves with a different activity when they started to feel overwhelmed. Fewer learners reported using the Do-Nothing strategy (5.26%), General and Vague strategies (5.92%), and Situation Selection strategy (3.29%). For instance, one learner mentioned that they chose to let their feelings of frustration or anxiety pass naturally without trying to change them. Another learner described choosing to study with friends who are supportive and positive and avoiding studying with peers who are negative or critical.

In the exploration of the use of different emotion regulation strategies, a variety of usage frequencies was found. On average, a strategy was used 12.50% of the time. This average, or mean, is calculated by adding up the frequencies of all strategies and dividing by the total number of strategies. It provides a measure of the 'typical' usage frequency. However, the mean can be influenced by very high or very low values, so we also calculated the median, which is the middle value when all frequencies are arranged in ascending order. The median frequency was slightly higher than the mean, at 12.83%, indicating that half of the strategies were used more than this value and half were used less. To understand the spread or variability in the usage of different strategies, the standard deviation was calculated, which measures how much the frequencies deviate from the mean on average. The standard deviation was 7.37%, indicating a moderate level of variability in strategy use. Finally, the range was 19.74%, indicating a substantial difference in the usage of the least and most common strategies.

Table 5
Statistical summary of emotion regulation strategies

statistic	value
Mean	12.50
Median	12.83
Std. Dev.	7.37
Range	19.74

These findings on the diverse range of strategies used by language learners align with the study by Heydarnejad et al., (2021), which found that teachers used a variety of emotion regulation strategies. Furthermore, the study by Yu et al., (2022) found that motivation and maladaptive emotion regulation strategies were significantly correlated with burnout in opposite directions. This could be related to our findings on the impact of emotion regulation strategies on language learning. These findings align with previous research that has also found Situation Modification and Response Modification to be commonly used strategies among language learners. However, our study also revealed a relatively high use of Cognitive Change and Competence Enhancement strategies, which has not been as prominently reported in previous studies. This suggests that our sample of language learners may be utilizing a broader range of strategies to regulate their emotions, potentially reflecting the influence of specific cultural, educational, or individual factors. On the other hand, the low usage of Situation Selection and Do-Nothing strategies is consistent with previous research, which suggests that these strategies may be less effective or desirable in the context of language learning.

4. DISCUSSION

This study investigated the role of Emotion Regulation Strategies (ERS) in Iranian EFL teaching and learning. The findings revealed a significant gap in teachers' awareness of ERS, aligning with existing literature. However, a workshop intervention effectively increased this awareness, demonstrating the potential of

targeted training. The success rates in teachers' application of ERS, as reported by students, varied initially but improved post-intervention. This suggests that with appropriate training, teachers can enhance their effectiveness in teaching ERS. The study also identified the most frequently used ERS among learners, with high usage of Situation Modification and Response Modification strategies, and less use of Situation Selection and Do-Nothing strategies. These findings underscore the importance of ERS in EFL teaching and learning and highlight the need for professional development opportunities to enhance teachers' understanding and application of these strategies. They also suggest that future research should continue to explore the role of emotion regulation in language learning and teaching, with a focus on how to effectively integrate these strategies into teacher education and professional development programs.

5. CONCLUSION

In conclusion, this study contributes to the growing body of literature on emotion regulation in language learning and teaching. It provides valuable insights for teachers, curriculum developers, and researchers in the field of EFL teaching and learning, emphasizing the importance of teacher awareness and application of ERS, the effectiveness of professional development interventions, and the diverse range of strategies used by language learners.

Despite its limitations, the study highlights the potential of educational interventions focusing on promoting effective strategies and the need for continuous professional development in equipping teachers with the necessary knowledge and skills to support their student's emotional well-being and learning success.

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Appendix

1. The semi-structured interview questions asked by the teachers

Interviews with teachers

(First, tell participants that all the questions relate to language learning rather than learning something else or learning in general.)

1. What is the role of positive and negative emotions in language learning? Examples?
2. Do learners experience negative emotions? How often? Which ones? In what kinds of situations do you experience negative emotions the most often?
3. What do you think about them? Do they impact learning? How?
4. Do learners experience positive emotions? How often? Which ones? In what kinds of situations?
5. What do you think about them? Do they impact learning? How?
6. Do learners try to boost their positive emotions (such as joy, interest, etc.) or evoke them, like when some task/material seems boring? If so, how (specific techniques, strategies, ways)? Are they successful?
7. Do learners sometimes try to evoke negative emotions? If so, how (specific techniques, strategies, ways)? Why? Are they successful?
8. Do learners try to deal with negative emotions such as language anxiety, anger, shame, etc.? If so, how (specific techniques, strategies, ways)? Are they successful?