



Research Paper

Emotional Management of Adult EFL Learners in Higher Education

Mohammad Aliakbari*¹ , Sahra Farhadi² 

¹ Professor in Applied Linguistics. Ilam University

² Master of Arts in Applied Linguistics. Ilam University



10.22080/ISELT.2024.26366.1058

Received:

August 16, 2023

Accepted:

September 30, 2023

Available online:

November 22, 2023

Keywords:

EFL Students, Emotional Maturity, Emotional Regulation, Feeling Wheel, Higher Education, Naming and Taming

Abstract

Though the emotional aspects of language learning and teaching have received due attention in the past decades, this area of research remained almost untouched in Iran. To comply with this weak treatment, the present research adopted a mixed-methods approach to investigate how Iranian EFL adult students in higher education regulate their emotions and their ability to identify and manage their feelings. For this purpose, a group of 21 adult participants was chosen from various EFL colleges and academic locations in Iran. Data was collected using the reliable and valid TEIQue questionnaire developed by Petrides (2009) and supplemented with open-ended interviews. The findings made it clear that variables such as culture and society played an important role in shaping and changing the emotional vocabulary of English language students. The results also indicated that most EFL students did not use the Feeling Wheel tool (1980) to regulate their emotions, indicating emotional immaturity. Additionally, when using Daniel Siegel's technique (2012) to regulate their feelings, they were unable to connect it to their emotional repertoire derived from the feeling wheel tool. The findings, therefore, imply for a balanced attention to be given to learners' emotional maturity as well as their knowledge achievement in higher education.

***Corresponding Author:** Mohammad Aliakbari
Address: Professor in Applied Linguistics. Ilam University

Email: m.aliakbari@ilam.ac.ir
Tel: 09183413283

1 INTRODUCTION

Humans and emotions are inextricably linked. In many academic domains, the advent of the concept of emotional intelligence has been a turning point. Over the past two decades, moral education, in particular, has improved. According to educational psychologists, the fundamental goal of teaching and learning, particularly in higher education, is emotional intelligence (EI) (Baron-Cohen, 2000; Vandervoort, 2006). Emotion regulation is a set of processes related to training what emotions are experienced, when they are experienced, and how they are evoked, which can be addressed through physical or mental processes (Gross, 2015). Whatever the mechanism is, some factors will definitely be involved in its operation or shaping.

One method of regulating emotions is through the influence of culture. Cultures are often transmitted through languages, and as a result, language plays a role in shaping our emotional thoughts and intuition (Barrett, 2006; Barrett et al., 2007). Moreover, an individual's orientation towards their culture's values is expected to influence their emotion regulation processes. Additionally, culture plays a significant role in determining whether specific emotion regulation techniques are suitable or dysfunctional for individuals within a particular society. This suggests that culture plays a pivotal role in determining the efficacy of emotion regulation strategies for human well-being (Butler et al., 2007).

Expressive suppression and cognitive reappraisal are two specific ways that are often studied in conjunction in the literature, as they have a definite influence on mood and wellbeing (Gross & John, 2003). For Webb et al. (2012), suppression involving the manipulation and reduction of

emotion-expressed behaviors, like facial expressions of emotion, may be a response-focused strategy. It is regarded as a dysfunctional emotion-regulation activity that leads to less depression while maintaining one's mood. For example, there are two styles of culture: in Asia, there is an associated mutuality culture (individuals outline themselves in their relationships), and in Europe, there is an independence ambiance (Markus & Kitayama, 1991). Additionally, research has revealed that, while suppression affects people from all cultural backgrounds differently, it has a weaker detrimental influence on those from mutually beneficial cultural environments (Butler et al., 2007; Cheung et al., 2010; Kwon et al., 2013).

Webb et al. (2012) mentioned that reappraisal involves reinterpreting emotionally salient information or scenarios to change the emotional response. It is also thought to be associated with accommodating a feeling-regulation strategy used to diminish negative moods or increase positive moods. In 2012, Daniel Siegel created a method referred to as "name it to tame it" that has been influenced by a reappraisal strategy. He claims that our brain is split into two sections, and each half has distinctive responsibilities. The left hemisphere is logical and linguistic, whereas the right hemisphere is emotional and experimental. If the right side ignores the logic half, we will drown in an emotional flood. At the same time, separating our logic and language from our emotions may lead to a desire to live in an emotional desert. This strategy focuses on one's ability to hitch two elements of his brain together. In some cases, transferring these sections requires several challenges (Siegel & Bryson, 2012).

Hence, once someone is drowning in an emotional flood and needs someone else

to regulate their emotions, we tend first to wish for them to retell the story to understand what makes them feel that way. Once that person talks about his unhealthy experiences, at the start of the discussion, his two hemispheres operate interactively; he is participating in his left hemisphere by putting the details into words (Siegel & Bryson, 2012). Recent research has looked into the significance of "affect labeling," or labeling emotions at the moment (Lieberman et al., 2007).

Unlike reappraisal, which requires participants to actively rebuild the meaning of a stimulus, associating a single word with a stimulus is all that is necessary for emotion labeling. For example, associating the word "anger" with a picture of a scowling face or bodily sensations. Participants are not told to change how intense their emotional state is, yet describing one's state unintentionally or accidentally reduces the intensity of emotional experiences (Lieberman et al., 2011). Affect labeling is a tactic for regulating emotions that can be summarized as "putting feelings into words." It refers to the belief that clearly naming one's emotional state, which is usually negative, reduces one's conscious experience, physiological response, and/or behavior as a result of that emotional state (Torre & Lieberman, 2018). Using the feeling wheel tool is one of the most effective ways to express feelings verbally. The analysis of emotions is aided by the Plutchik theory of emotions, one of the most important systems for categorizing universal emotional reactions. According to Plutchik, there are eight fundamental emotions—anger, fear, sadness, disgust, surprise, anticipation, and trust—that are physically primitive and have evolved to secure the survival of the species. A wheel of emotions was constructed by Robert Plutchik. This wheel is used to depict many

emotions in an engaging and subtle manner ("Healthy Eu Project," n.d.).

Having an eye on this tool, stress, anxiety, and school failure have been on the rise for some time, and they are beginning to show up in younger students (IsHak et al., 2013). This phenomenon may be attributed to a multitude of factors, such as increased accountability and independence, academic demands, and an aptitude for regulating emotions (Enns et al., 2018). In fact, emotional intelligence has grown importance in the academic system over the last few decades, as it promotes students' psychological well-being, allows them to better understand their surroundings, and equips them with the skills they need to deal with the various situations that arise on a daily basis. As a result, this construct is built as a permanent and continuous educational process that promotes students' holistic development (Bisquerra, 2009; Petrides, 2016). Consequently, a close association exists between academic achievement and the appropriate absorption and emotional deployment of knowledge, underscoring the significance of comprehending the course material rather than relying upon mere repetition of information (Dolev & Leshem, 2017; Suberviola, 2012). In short, considering its significant impact on both educational and social levels, it is critical to foster the development of students' emotional intelligence.

Emotional skills have been identified by Ortiz and Rodriguez (2011) as potentially enhancing mental processes while aiding in the management of stressful situations, fostering attentiveness and self-motivation, and facilitating the successful completion of academic assignments and studies undertaken by students. Moreover, students who attain elevated levels of emotional intelligence acquire skills that

facilitate the apt management of emotions, encompassing anxiety and depression. In addition, they experience augmented self-esteem and gratification with their endeavors due to their adeptness in implementing adequate coping strategies to govern their emotions and comprehend occurrences, hence recovering from dysphoric tendencies swiftly and efficaciously (Asle Fathali & Najipoor Ostadi, 2013; Fredrickson et al., 2012).

Recent studies in the fields of psychology and linguistics have cast doubt on the belief that the quantity of emotional words in adults remains a mystery, leading to an observable lack of diverse emotional expressions in survey responses (Smith, 2020; Johnson et al., 2019). The present study aimed to explore the connections between the feeling wheel and Siegel's "name it to tame it" technique in relation to the emotional repertoire. To achieve this, an explanatory sequential mixed-methods research approach was employed to investigate the emotional intelligence of Iranian EFL adult students in higher education and their capacity to identify and manage their emotions. The research focused on extracting the emotional vocabulary of the students, with a particular interest in determining whether their emotional lexicon aligned with the Feeling Wheel tool and assessing their emotional maturity. Additionally, the study sought to examine the extent to which utilizing Daniel Siegel's technique could aid in regulating the students' emotions. These issues were investigated in response to the following questions:

1. Can the quantity of emotional words used by EFL students in society be estimated?

2. Is there a connection between emotional retention and the tool known as the "feeling wheel"?

3. Is it plausible that the utilization of the "name it to tame it" method for emotional regulation and its linkage with the emotion wheel tool can contribute to the emotional proficiency of English as a Foreign Language (EFL) learners?

2 LITERATURE REVIEW

In the previous section, an overview of the information gathered in the history of emotions and feelings was provided. This section identifies themes and trends, synthesizes the existing literature, and examines the contributions of the literature to the field. Through this synthesis, the gaps in the analysis become apparent.

2.1 Emotional labeling and emotional regulation

There is a belief in emotion regulation. It is likely a process that requires physical or mental effort and somehow "distracts" people from the source of their feelings. When a person experiences an emotion, it elicits a variety of independent responses in the sensory, physiological, and behavioral domains (Levenson, 2003; Mauss et al., 2005). Emotion regulation is generally characterized as changing the quality, duration, or intensity of emotion (Gross, 1998; Gross & Thompson, 2007; Koole & Rothermund, 2011), and that can be quantified by emotion scores in the ranges listed above. The individual's behavior that must modulate these key pathways of emotion production must be viewed as a form of emotional control. Exploration shows that relating feelings indeed down-regulates feelings when there are no unequivocal emotion regulation pretensions, which supports the nonsupervisory part of emotion labeling. The amygdala is

activated less when emotionally charged stimulants are labeled with affective (rather than neutral) terms (Lieberman et al., 2007). Thus, when emotions have evolved to cause the organism to respond to a stimulus, active consideration of the emotion and its probable origins can be a sign that the challenge has been "overcome" and that the emotion's episode has ended (or has shrunk). The amount and detail of emotional vocabulary in different languages should correlate with cultural differences in the need to deal with specific feelings.

2.2 Multilingualism and Emotional Memory

Emotion norms and ideal feelings vary by culture, and while there is some agreement between real emotions and the respective norms for what emotions individuals should experience, as well as the standards for what feelings people would like to experience, it is far from perfect (Eid & Diener, 2001; Tsai et al., 2006). A series of psychology and neuroscience models known as "psychological constructionist views" suggest that language plays a fundamental role in emotions. According to psychological constructionist theories, emotions are felt when affective states are given meaning as particular examples of emotion categories that are present in a particular culture. Thus, emotions are believed to be the products of more fundamental psychological "components" (Barrett, 2006; Clore & Ortony, 2013; Cunningham & Brosch, 2012).

Ferré et al. (2010) investigated the recall of emotion terms by early and late bilinguals. Everyone had a better memory for emotion words, regardless of language dominance, age, the type and context of L2 acquisition, or linguistic similarity. The authors found that emotional intensity was

equal in L1 and L2, at least for fluent bilinguals. In a later study, Ferré et al. (2013) assessed memory for emotion words in highly proficient bilinguals using encoding tasks that focused participants' attention either on emotionality elements or to word features (i.e., concreteness and number of vowels contained in each word). They discovered that positive terms had greater memory than neutral ones across all languages and tasks. However, cued tasks were used in both experiments. In summary, it can be challenging to pinpoint the emotional content and quantity of words that would prevail in L1 and L2 users' freely generated emotional vocabulary.

2.3 Emotional maturity in academic students

Relevant to the content of the previous paragraphs and following a review of numerous sources, it is likely that no thorough study of university students has been undertaken. Actually, Ferré et al. (2013) wanted to know how emotionally expressive university students were while taking into account their educational level. Some individuals were emotionally fragile, while others were still blooming. A growing amount of research demonstrates that a person's emotional maturity level has an impact on his or her academic performance and behavior. Furthermore, giving students regular chances to engage in their psychological experiences at school helps them transform those experiences into efficient learning (Lopez & Gardenas, 2014; Aragao, 2011). As a matter of fact, societies and families have a limited set of acceptable emotions, and people learn to suppress some feelings that they intuitively believe are not acceptable in their household. As a result, they lose their ability to communicate or express what they are feeling.

2.4 Incorporating social and emotional learning (SEL) into the academic setting

Greenberg et al. (2003) report that in order to strengthen friendly relations between educators and scholars, student cooperation and resolving disagreements, reducing the feeling of academy security, developing social and emotional skills in scholars, educators, and academy leaders, and implementing programs and SEL classes are a must at the academy level. However, some of these initiatives have fallen short because they either (1) concentrate too intently on particular social or emotional issues, such as preventing bullying, substance abuse, delinquency, or violence, or (2) promote character development, job readiness, family life, volunteerism, or physical or mental health in a disorganized, haphazard manner. These usually disjointed attempts do not fall under the purview of SEL programming (Devaney et al., 2006). Improvements in the social-emotional climates of classrooms, schools, and districts are just a few examples of how SEL programming takes a more thorough and integrated approach to generating positive youth outcomes that endure a lifetime (Greenberg et al., 2003). According to Becker and Luthar (2002) and Catalano et al. (2004), SEL projects are created to create learning environments that meet students' developmental needs, such as feelings of safety, belonging, and community, and thus offer the best conditions for success in all spheres of their lives: academics, relationships, personal, and eventually in the workplace.

2.5 Utilizing Emotions for Teaching and Learning in Higher Education

At the school level, most of the research on emotions among teachers and students has been conducted, but a number of experts have lately made it clear that emotional issues need to be dealt with in higher education (Postareff & Lindblom-Ylänne, 2011; Hagenauer & Volet, 2014). Because the two learning worlds are so different, research results on school teaching and learning often cannot be generalized to higher education. Additionally, many studies of emotion in the classroom have been disconnected. Some theoretical frameworks, such as those that emerged in the areas of education psychology, learning sciences, and sociology, have formed a range of research traditions. Consequently, the results of emotion studies in education that use various approaches to analyze data are not uniform, and thus, there is a very unclear picture regarding this complicated phenomenon.

2.6 Connections between "the wheel of emotions" and "name it to tame it"

Observing how difficult it is for society, families, and students to verbalize their emotions, Robert Plutchik created what he called the "Wheel of Emotions" in 1980. In 1982, Gloria Wilcox released *The Feeling Wheel: A Tool for Expanding Emotional Awareness and Increasing Spontaneity and Intimacy* shortly after (*Why a Feelings Wheel Supports Your Positive Parenting Journey*, 2021). On the other hand, brain integration theory suggests that purposefully talking about emotional events is a more successful technique for increasing self-awareness, self-regulation, and right-brain-left-brain integration, and individuals can use that knowledge to help their

children create connections and integration between the two parts of their brain. However, there was no clear explanation or evidence of whether this tool was used by a different range of people, especially adult students, to regulate their emotions or not.

3 METHODOLOGY

3.1 Design

Based on the research questions, it was intended to examine if it is possible to estimate the emotional proficiency of EFL students in society and its connection to emotional retention through the utilization of the 'name it to tame it' method and the emotion wheel tool. For this purpose, an explanatory sequential mixed-methods research design was considered for this research. This design was adopted so that we could gather and analyze quantitative data first, followed by qualitative data, allowing for a comprehensive and holistic understanding of the research topic. This approach integrated both methods to validate findings and provided a nuanced and in-depth perspective, enhancing the overall rigor and trustworthiness of the research. The restrictions on the use of an explanatory sequential mixed-methods research design were time and resource constraints, complexity, potential bias, the sequential nature of the process, and limited generalizability. The research was conducted in two parts: quantitative and qualitative. A total of 21 adult EFL students (10 males and 11 females) studying English at EFL institutions participated in this study. They were randomly chosen from five universities in Iran. The cohort under investigation comprised individuals aged between 20 and 35 years. Ten individuals possessed Bachelor of Arts degrees, while the remaining individuals possessed a Master of Arts degree. All participants in

the present study engaged in voluntary participation and were apprised of the confidential nature of their divulged information, with assurances that their data would solely be utilized for scholarly research pursuits. Data from various EFL institutions was collected for this study in order to allow for clear generalizations. The two main methods used to collect information were primary sources such as questionnaires and interviews. EFL adult students, who were drawn from a homogeneous population of English-speaking institutions and were all randomly selected, had a study sample size of 5–10 students in each class. The use of random sampling had the following advantages: first, no time, financial, or human resources were invested, and second, the selection of one element was not dependent on the selection of another element in the sample.

3.2 Instruments

Trait Emotional Intelligence (TEI) is seen as a blend of emotional self-perceptions situated in the lower tiers of personality hierarchies. The TEIQue-SF is a 30-item survey designed to assess overall trait intelligence (trait EI). It is derived from the longer version of the TEIQue (Petrides & Furnham, 2003) and has been developed to offer a comprehensive insight into the trait EI domain (Petrides & Furnham, 2001). Based on research conducted in one of the Turkish universities in 2013, the validity and reliability of the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) developed by Petrides and Furnham (2000, 2001) were measured. The internal consistency score of the TEIQue-SF was .81, and the test-retest reliability of the total score was .86. These results revealed that this scale is a valid and reliable instrument to use with Turkish university students ("Just a moment," n.d.). It

consisted of two sections. The first section addressed student demographics, including gender, age, and education. The second component included 30 questions about students' emotional regulation abilities, which were assessed on a 7-point Likert scale from 1 to 7. "Never" (number 1) to "Always" (number 7) (see Appendix A). The second questionnaire was developed from the handouts for teaching middle and high school students about feelings (*New Jersey State Bar Foundation, n.d.*) and was used for qualitative data collection to collect emotional vocabulary from EFL students. This questionnaire consists of 14 open-ended interview questions (See Appendix B).

4 RESULT

Data from the questionnaire and semi-structured interviews were analyzed to address the research questions.

4.1 Online questionnaire

The first questionnaire, created specifically for the study, looks into the quantity of emotional terms EFL adult students have stored and their capacity to regulate their emotions. The questionnaire, which contained 30 items about students' emotional control abilities, was evaluated on a seven-point Likert scale, with always = 7, frequently = 6, usually = 5, occasionally = 4, rarely = 3, and never = 1 (See Appendix A for more information). Table 1 shows the results of the calculations, which were examined using the Excel software application. Table 1 is followed by Graph 1, which visually displays all the data in Table 1.

Table1:

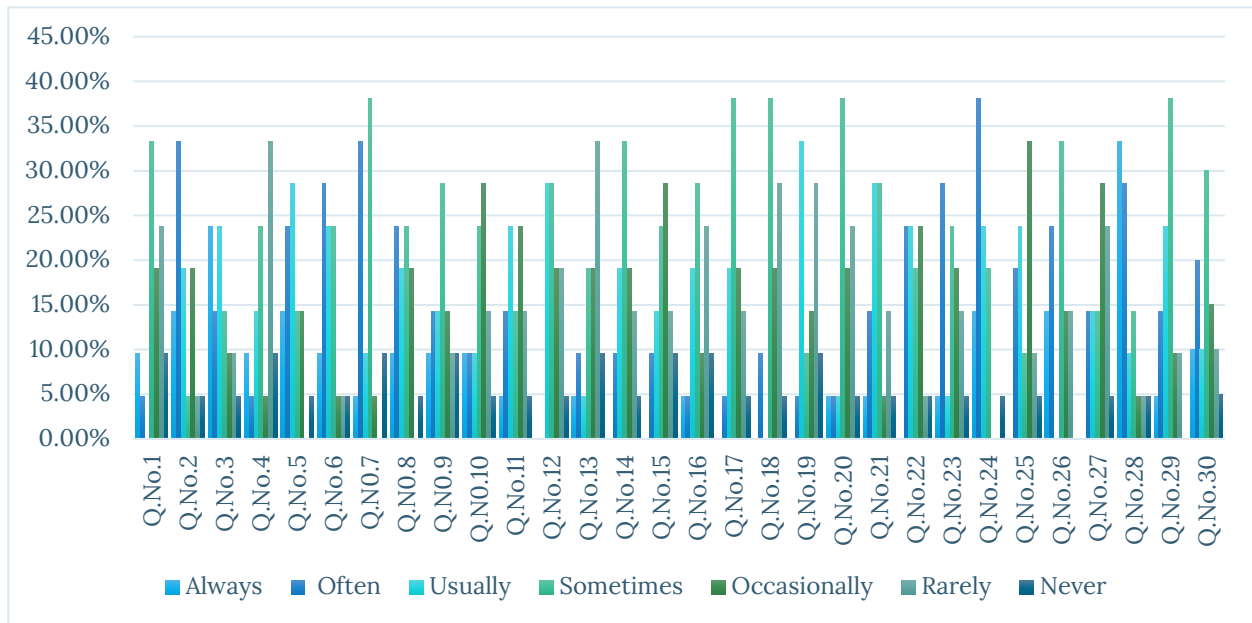
The ability to regulate emotions in EFL students in percentage numbers

Questions Items	Always	Often	Usually	Sometimes	Occasionally	Rarely	Never
1	9.52%	4.76%	0.00%	33.33%	19.05%	23.81%	9.52%
2	14.29%	33.33%	19.05%	4.76%	19.05%	4.76%	4.76%
3	23.81%	14.29%	23.81%	14.29%	9.52%	9.52%	4.76%
4	9.52%	4.76%	14.29%	23.81%	4.76%	33.33%	9.52%
5	14.29%	23.81%	28.57%	14.29%	14.29%	0.00%	4.76%
6	9.52%	28.57%	23.81%	23.81%	4.76%	4.76%	4.76%
7	4.76%	33.33%	9.52%	38.10%	4.76%	0.00%	9.52%
8	9.52%	23.81%	19.05%	23.81%	19.05%	0.00%	4.76%
9	9.52%	14.29%	14.29%	28.57%	14.29%	9.52%	9.52%
10	9.52%	9.52%	9.52%	23.81%	28.57%	14.29%	4.76%
11	4.76%	14.29%	23.81%	14.29%	23.81%	14.30%	4.76%
12	0.00%	0.00%	28.57%	28.57%	19.05%	19.05%	4.76%
13	4.76%	9.52%	4.76%	19.05%	19.05%	33.33%	9.52%

14	0.00%	9.52%	19.05%	33.33%	19.05%	14.29%	4.76%
15	0.00%	9.52%	14.29%	23.81%	28.57%	14.29%	9.52%
16	4.76%	4.76%	19.05%	28.57%	9.52%	23.81%	9.52%
17	0.00%	4.76%	19.05%	38.10%	19.05%	14.29%	4.76%
18	0.00%	9.52%	0.00%	38.10%	19.05%	28.57%	4.76%
19	0.00%	4.76%	33.33%	9.52%	14.29%	28.57%	9.52%
20	4.76%	4.76%	4.76%	38.10%	19.05%	23.81%	4.76%
21	4.76%	14.29%	28.57%	28.57%	4.76%	14.29%	4.76%
22	0.00%	23.81%	23.81%	19.05%	23.81%	4.76%	4.76%
23	4.76%	28.57%	4.76%	23.81%	19.05%	14.29%	4.76%
24	14.29%	38.10%	23.81%	19.05%	0.00%	0.00%	4.76%
25	0.00%	19.05%	23.81%	9.52%	33.33%	9.52%	4.76%
26	14.29%	23.81%	0.00%	33.33%	14.29%	14.29%	0.00%
27	0.00%	14.29%	14.29%	14.29%	28.57%	23.81%	4.76%
28	33.33%	28.57%	9.52%	14.29%	4.76%	4.76%	4.76%
29	4.76%	14.29%	23.81%	38.10%	9.52%	9.52%	0.00%
30	10.00%	20.00%	10.00%	30.00%	15.00%	10.00%	5.00%

Graph 1

Presents the data from Table 1 visually.



4.2 Online Interview

The emotional vocabulary of EFL students was collected using the second questionnaire, which was generated from handouts for training middle and high school students about feelings. This questionnaire has 14 open-ended interview questions (For more details, see Appendix B). The findings of the computations, which were evaluated using the Excel software tool, are shown in Table 2. The number of

emotional vocabulary words gathered from participants is indicated in this table. As a result of collecting the information in Table 2, EFL students have been assigned to two groups according to their awareness levels. The first was labeled "less emotional students," while the second was labeled "more emotional students". Table 3 contains the information gathered.

Table 2:

The number of emotional vocabularies in EFL students

Column	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number	Number
person1	one	one	one	one	one	one	one	one	one	one	one	one	one	one
person2	five	nine	five	eight	four	five	three	one	four	three	four	four	five	three
person3	two	one	one	one	one	one	one	one	one	one	one	one	one	one
person4	two	two	two	two	two	two	zero	zero	zero	two	two	two	two	two
person5	one	one	zero	one	one	one	one	one	one	one	one	one	three	one
person6	two	three	two	two	two	two	two	two	two	two	two	three	two	two
person7	one	one	zero	one	zero	zero	one	zero	zero	zero	zero	two	zero	one
person8	three	three	three	three	three	three	three	three	three	three	three	three	three	three
person9	two	two	one	one	one	one	one	one	one	one	one	one	one	one
person10	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero
person11	one	zero	one	zero	one	one	zero	zero	one	one	one	zero	one	one
person12	three	one	two	one	two	two	one	zero	zero	one	zero	one	one	one
person13	one	two	two	one	two	two	one	one	one	one	one	two	two	two
person14	two	three	one	two	one	three	two	two	one	two	one	two	two	two
person15	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero
person16	three	three	two	two	two	three	two	four	three	two	three	three	two	four
person17	two	zero	one	one	one	two	one	one	two	one	one	two	one	one
person18	two	one	one	one	one	one	one	one	one	one	one	one	one	one
person19	one	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero	zero
person20	one	one	one	one	one	one	one	one	one	one	one	one	one	one
person21	two	two	one	one	two	two	zero	two	two	zero	two	four	two	three

Table 3:
More emotional students vs. less emotional students

Students level of self-awareness Questions	More Emotional Students	Less Emotional students
ITEM 1: You just got a good grade on a test	Happy, satisfied, relaxed, joyful, proud, confident, gleeful, delighted, motivated, energetic	Happy, confident, joyful, angry, excited
ITEM 2: You just got a bad grade on a test	Sad, ashamed, stressed, grief, sorry, worried, down, dismal, shameful, depressed, upset, underrated, unhappy, disappointed, disheartened, frustrated, mad, unmotivated, blue, embarrassed	Sad, disappointed, upset, Shameless, frustrated, don't care, confident, feel silly
ITEM 3: Your friend just threw up in the hallway	Worried, stressed, helping, emergency, fear, happy, surprised, nervous, shocked, disgusted, apprehensive, angry, sad, embarrassed, a bit stressed, sympathetic, frustrated	Mad, compassion, I don't know, sad, gross, feel sorry
ITEM 4: You cannot get your friend to understand your point of view	Mad, distressed, swamped, rejected, arguing, discussing, failure, angry, overwhelmed, upset, frustrated, impatient, confused, respectful	Confused, helpless, angry, sad, don't care,
ITEM 5: You hate what you are wearing today	Uneasy, frustrated, uncomfortable, angry, unconfident, bored, shy, sad, still confident, not happy, embarrassed, cross, insecure, less talkative, hateful	Lack of confidence, ashamed, stressed, nothing, indifferent, neutral, sad, unhappy
ITEM 6: You just won a tournament but do not want to brag	Happy, cheerful, relaxed, joyful, calm, honored, proud, excited, feeling gentle and great, humble, energetic, confident, grateful, modest, cool	Peppy, unselfish, confident, joyful, comfort, I don't know, angry
ITEM 7: You think everyone is talking about you	Stressed, curious, uncomfortable, I never think about it!!!!Can't imagine this one, sorry! Shy, anxious, confused, concerned, unhappy, feeling under control, suspicious, upset, insecure, worried, nervous,	Worry, angry, stressed, happy, proud, don't care, anxious

ITEM 8: Your parents will ground you if you do not get an A	Relaxed, can't imagine this, but It's ok, angry, sad, annoyed, confused, disrespected, anxious, worried, scared, stressful, tired, unhappy, uncomfortable, nervous	Pity, stress, obedient, sad, don't care, scared, angry
ITEM 9: You do not feel like talking to anyone today	Blue, dismal, grief, impatient, sleepy, upset, overwhelmed, bored, introverted, relax, unbothered, quiet, calm, feeling down, sad	Nervous, dull, upset, happy, sad, shameful
ITEM 10: You did a great job, but no one notices	Careless, indifference, patient, angry, frustrated, happy, confused, satisfied, poker face, disappointed, upset, more energetic, chattier	Depressed, despair, satisfaction, happy, joyful, hopeless, angry
ITEM 11: You have no feelings and do not care about anything	Relax, easy, mindful, careless, disappointed, stressful, overwhelmed, tired, serene, unbothered, tranquil, I do not understand, selfish, depressed, care free, cold, short temper, insouciance, let go of everything	Careless, relax, sad, joyful, comfort, free
ITEM12: You know you make people laugh a lot	Happy, friendly, sociable, enjoying, smiling, fulfilled, relaxed, successful, feeling awesome, fun, joyful, cool, useful, humorous	Cut, bored, proud, happy, neutral, joyful
ITEM 13: You found a present for you on your desk	Surprised, joyful, happy, shocked, curious, hopeful, energetic, amazed, wondering, shocked, inquisitive, elated, excited, mysterious, strange	Glad, surprise, curious, happy, pleasure, excited
ITEM 14: You are eating your favorite food	Enjoying, satisfied, cheerful, happy, joyful, fascinated, explosion, amazing, delighted, energetic, excited, grateful, relaxed, good mood	Joyful, grateful, pleasure, happy, enjoy

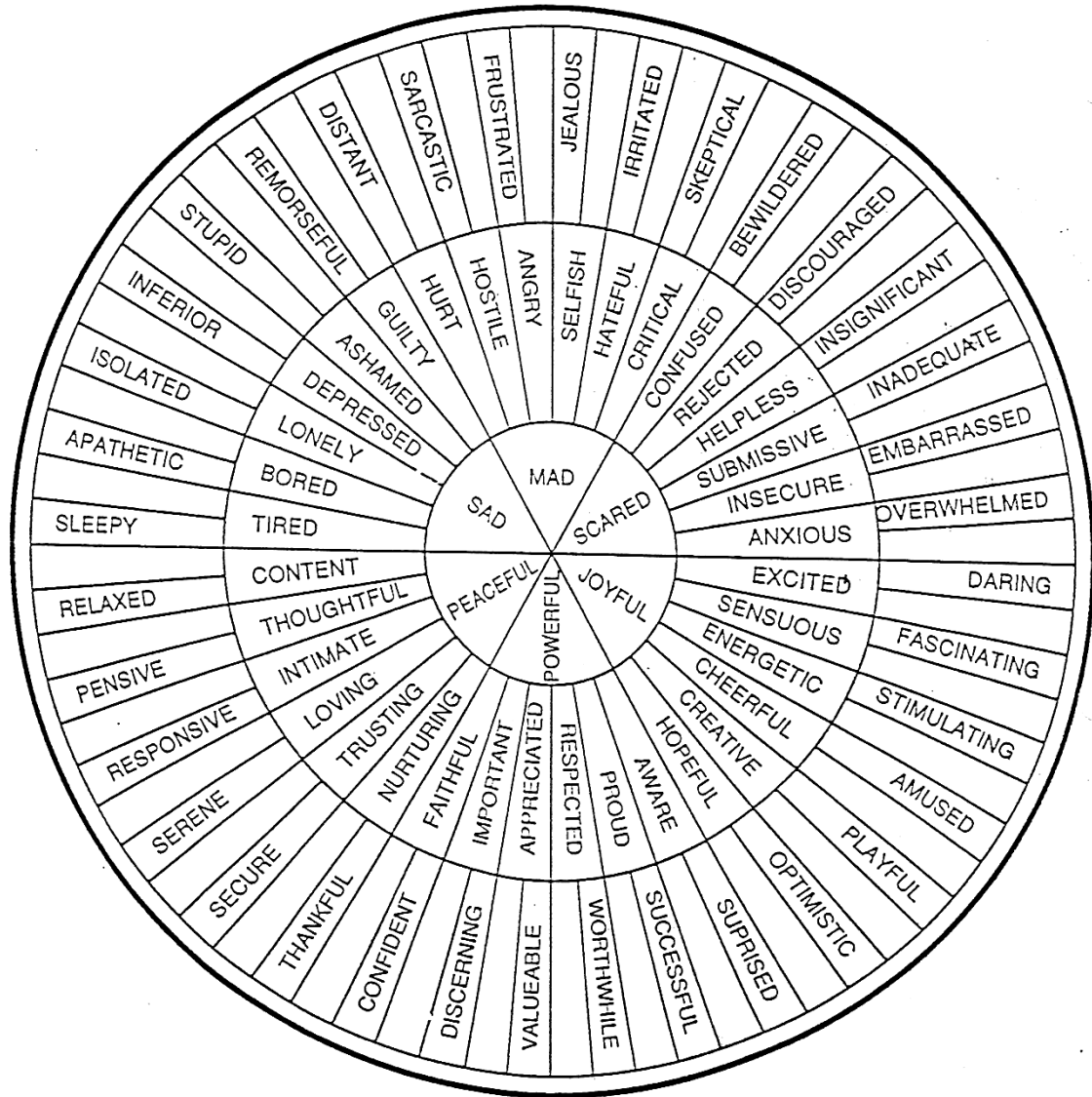
4.3 Comparison

The fact that students' emotional vocabularies were not based on Gloria Wilcox's

1982 feeling wheel was discovered by comparing data from Tables 2 and 3 with Graph 2 of Gloria Wilcox's 1982 feeling wheel.

Graph 2.

Gloria Wilcox Feeling Wheel Tool (1982)



5 DISCUSSION

To answer the first research question, we used a retroactive ex-post facto design to determine how independent variables affected the study's dependent variables. The findings of this study showed that independent variables such as culture and society played an important role in shaping and changing the emotional vocabulary of English language students in

advanced education because the independent variable X commands the dependent variable Y, and the process of storing emotional vocabulary in English language learners must be controlled. Therefore, a change in X causes a change in Y. To check the claim, by selecting and comparing two students from the tables in the results section, we found that although we were able to measure the number of

students' emotional words that were influenced by an independent variable called culture, these independent variables affected the emotional memory of EFL students. The number of emotional words students use at high English levels is still unknown. In the second question, we examined the relationship between emotional preservation and the tool known as the "emotional wheel." The mediating variable (Z) between X and Y was Daniel Siegel's fashion and emotion wheel, which played an important role, and EFL students did not know how to use it, although it was needed. In summary, it was found that the relationship between the emotional words of English language students and the emotion wheel tool was blurred because the students were not aware of the scope of the words of this tool, and accordingly, most of the English language students were immature in their emotions. We got our answer from the third research question, too. Based on current research, the "name it to tame it" method for emotional regulation, in conjunction with the emotion wheel tool, has the potential to enhance the emotional proficiency of English as a Foreign Language (EFL) learners, which is in line with Smith (2020). According to Smith (2020), these methods allow students to effectively identify and articulate their emotions, which is crucial for emotional intelligence and language proficiency. Furthermore, the findings support Johnson et al.'s (2019), who demonstrated that integrating emotional regulation techniques into language learning positively impacts students' emotional awareness and language proficiency.

6 CONCLUSION

One major objective of the study was to see how EFL adult students cope with emotional situations by mentally naming

emotions from their emotional repertoire. However, determining when such storage occurs and what external circumstances influence the frequency of emotional phrases poses a hurdle. Adult emotional maturity studies have been conducted on a regular basis. They came to the same conclusion as Subbarayan and Visvanathan (2011), which is that pupils' emotional maturity is unaffected by gender, geography, or household size. Through a scan of numerous sources, it was discovered that no thorough study of EFL students had been conducted. The results of this explanatory sequential mixed-methods research showed that learners were emotionally immature and that context had a significant impact on the formation and modification of each individual's emotional lexicon, particularly for EFL students in colleges and schools. It is right to infer that emotion management is substantially more crucial in EFL adult students than in children because a large portion of college students are emotionally unstable. Adults are recommended to be more concerned about this issue. Since they are expected to fill a variety of roles in society after finishing their education, the uncertain emotional maturity may be caused by a variety of factors, including competition, a job, and increasing stress from a changing environment. Due to their lack of competence in these areas, the adult EFL academics in this study chose to concentrate on the cognitive rather than the emotional aspects of learning. It is true that young adults find it challenging to focus on internal aspects of their growth.

Even though all English instructors at educational establishments employ the strategies described in order to produce a joyful learning environment, they are recommended for fostering close bonds among students, resolving disruptive

behaviors through discussion, and assisting children with emotional management. In order to obtain a more precise portrayal of student reactions, lecture room observations must be included as a component in subsequent research initiatives. Despite those challenges, the total significance of emotional experiences in a person's life necessitates a basic understanding of emotions. In adulthood, emotional growth reaches its pinnacle. During this period, almost everyone reaches emotional maturity. The study can assist university postgraduates and instructors by motivating them to pay special attention to their emotional development and informing them about the importance of emotional maturity in today's fast-changing world. As a result, emotional adulthood topics in higher education are suggested to be evaluated and preserved.

7 ACKNOWLEDGMENTS:

The authors would like to thank Dr. Adrian Farnham and Dr. Konstantinos Petrides for permission to use the TEIQue-SF questionnaire. We wish to express our gratitude to the New Jersey Bar Foundation (NJSBF) for affording us the opportunity to employ the Feeling Scenario Survey.

8 DATA AVAILABILITY STATEMENT:

Upon request, the corresponding author will make data available to support the findings of this study. The statistics are not accessible to the general public since they include data that may compromise the privacy of research participants.

REFERENCES

- Aragão, R. (2011). Beliefs and emotions in foreign language learning. *System*, 39(3), 302–313.
<https://doi.org/10.1016/j.system.2011.07.003>
- Activity: Plutchik's wheel of emotions. (n.d.). Healthy-Project.Eu. Retrieved May 31, 2023, from <http://www.healthy-project.eu/en/6/6-4.Exercise.pdf>
- Asle Fathali, B., Najipoor Ostadi, S. (2013). A study of the relationship between emotional intelligence and self-esteem with social skills. *Journal of Instruction and Evaluation*, 6(23), 123–136.
<https://www.sid.ir/en/journal/ViewPaper.aspx?id=383980>
- Barrett, L. F. (2006). Solving the emotion paradox: categorization and the experience of emotion. *Personality and Social Psychology Review: An Official Journal of the Society for Personality and Social Psychology, Inc*, 10(1), 20–46.
https://doi.org/10.1207/s15327957pspr1001_2
- Barrett, L. F., Lindquist, K. A., & Gendron, M. (2007). Language as context for the perception of emotion. *Trends in Cognitive Sciences*, 11(8), 327–332.
<https://doi.org/10.1016/j.tics.2007.06.003>
- Butler, E. A., Lee, T. L., & Gross, J. J. (2007). Emotion regulation and culture: are the social consequences of emotion suppression culture-specific? *Emotion (Washington, D.C.)*, 7(1), 30–48.
<https://doi.org/10.1037/1528-3542.7.1.30>
- Becker, B. E., & Luthar, S. S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist*, 37(4), 197–214.
https://doi.org/10.1207/S15326985EP3704_1
- Bisquerra, R. (2009). *Psicopedagogía de las emociones*. Síntesis.
- Baron-Cohen, S. (2000). *The evolution of a theory of mind*. In *The Descent of Mind Psychological Perspectives on Hominid Evolution* (pp. 261–277). Oxford University Press.
- Clore, G. L., & Ortony, A. (2013). Psychological construction in the OCC model of emotion. *Emotion Review: Journal of the International Society for Research on Emotion*, 5(4), 335–343.
<https://doi.org/10.1177/1754073913489751>
- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science*, 591(1), 98–124.
<https://doi.org/10.1177/0002716203260102>
- Cunningham, W. A., & Brosch, T. (2012). Motivational salience: Amygdala tuning from traits, needs, values, and goals. *Current Directions in Psychological Science*, 21(1), 54–59.
<https://doi.org/10.1177/096372141430832>

- Cheung, H., Chung, K. K. H., Wong, S. W. L., McBride-Chang, C., Penney, T. B., & Ho, C. S.-H. (2010). Speech perception, metalinguistic awareness, reading, and vocabulary in Chinese-English bilingual children. *Journal of Educational Psychology*, 102(2), 367-380.
<https://doi.org/10.1037/a0017850>
- Devaney, E., O'Brien, M. U., Resnik, H., Keister, S., & Weissberg, R. P. (2006). Sustainable Schoolwide social and emotional learning (SEL): Implementation guide and toolkit. *Collaborative for Academic, Social, and Emotional Learning (NJ3)*.
- Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *Teacher Development*, 21(1), 21-39.
<https://doi.org/10.1080/13664530.2016.1207093>
- Eid, M., & Diener, E. (2001). Norms for experiencing emotions in different cultures: Inter- and international differences. *Journal of Personality and Social Psychology*, 81(5), 869-885.
<https://doi.org/10.1037/0022-3514.81.5.869>
- Educating minds and hearts: social emotional learning and the passage into adolescence. (1999). *Choice (Chicago, Ill.)*, 37(02), 37-1055-37-1055.
<https://doi.org/10.5860/choice.37-1055>
- Enns, A., Eldridge, G. D., Montgomery, C., & Gonzalez, V. M. (2018). Perceived stress, coping strategies, and emotional intelligence: A cross-sectional study of university students in helping disciplines. *Nurse Education Today*, 68, 226-231.
<https://doi.org/10.1016/j.nedt.2018.06.012>
- Ferré, P., García, T., Fraga, I., Sánchez-Casas, R., & Molero, M. (2010). Memory for emotional words in bilinguals: Do words have the same emotional intensity in the first and in the second language? *Cognition & Emotion*, 24(5), 760-785.
<https://doi.org/10.1080/02699930902985779>
- Ferré, P., Sánchez-Casas, R., & Fraga, I. (2013). Memory for emotional words in the first and the second language: Effects of the encoding task. *Bilingualism*, 16(3), 495-507.
<https://doi.org/10.1017/s1366728912000314>
- Frederickson, N., Petrides, K. V., & Simmonds, E. (2012). Trait emotional intelligence as a predictor of socio-emotional outcomes in early adolescence. *Personality and Individual Differences*, 52(3), 323-328.
<https://doi.org/10.1016/j.paid.2011.10.034>
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *The American Psychologist*, 58(6-7), 466-474.
<https://doi.org/10.1037/0003-066x.58.6-7.466>
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology: Journal of Division 1, of the American Psychological Association*, 2(3), 271-299.

- <https://doi.org/10.1037/1089-2680.2.3.271>
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840x.2014.940781>
- Gross, J. J., & Thompson, R. A. (2007). Emotion regulation: Conceptual foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–24). Guilford Press.
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>
- Hagenauer, G., & Volet, S. (2014). ‘I don’t think I could, you know, just teach without any emotion’: exploring the nature and origin of university teachers’ emotions. *Research Papers in Education*, 29(2), 240–262. <https://doi.org/10.1080/02671522.2012.754929>
- Ishak, W., Nikraves, R., Lederer, S., Perry, R., Ogunyemi, D., & Bernstein, C. (2013). Burnout in medical students: a systematic review. *The Clinical Teacher*, 10(4), 242–245. <https://doi.org/10.1111/tct.12014>
- Johnson, T. (2019). Integrating Emotional Regulation Techniques into Language Learning. *TESOL Quarterly*, 25(2), 112–130.
- Kwon, H., Yoon, K. L., Joormann, J., & Kwon, J.-H. (2013). Cultural and gender differences in emotion regulation: relation to depression. *Cognition & Emotion*, 27(5), 769–782. <https://doi.org/10.1080/02699931.2013.792244>
- Koole, S. L., & Rothermund, K. (2011). “I feel better but I don’t know why”: the psychology of implicit emotion regulation. *Cognition & Emotion*, 25(3), 389–399. <https://doi.org/10.1080/02699931.2010.550505>
- Levenson, R. W. (2003). Blood, sweat, and fears: the autonomic architecture of emotion. *Annals of the New York Academy of Sciences*, 1000, 348–366. <https://doi.org/10.1196/annals.1280.016>
- Lieberman, M. D., Eisenberger, N. I., Crockett, M. J., Tom, S. M., Pfeifer, J. H., & Way, B. M. (2007). Putting feelings into words: affect labeling disrupts amygdala activity in response to affective stimuli. *Psychological Science*, 18(5), 421–428. <https://doi.org/10.1111/j.14679280.2007.01916.x>
- Lieberman, M. D., Inagaki, T. K., Tabibnia, G., & Crockett, M. J. (2011). Subjective responses to emotional stimuli during labeling, reappraisal, and distraction. *Emotion (Washington, D.C.)*, 11(3), 468–480. <https://doi.org/10.1037/a0023503>
- Lopez, M. G. M., & Gardenas, M. A. F. (2014). Emotions and their effects in a language learning Mexican context. *System*, 42, 298–307.
- Mauss, I. B., Levenson, R. W., McCarter, L., Wilhelm, F. H., & Gross, J. J. (2005). The tie that binds? Coherence among emotion experience,

- behavior, and physiology. *Emotion* (Washington, D.C.), 5(2), 175–190. <https://doi.org/10.1037/1528-3542.5.2.175>
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224–253. <https://doi.org/10.1037/0033-295x.98.2.224>
- Ortiz Sobrino, M. Á., & Rodríguez Barba, D. (2011). El perfil de entrada de los alumnos de grado en las facultades de comunicación de las universidades de Madrid: el caso de la Summer Media School de la fundación FIDES/UFV. *Vivat Academia*, 0(114), 243–276. <https://doi.org/10.15178/va.2011.14.243-276>
- Petrides, K. V. (2009). Psychometric properties of the trait emotional intelligence questionnaire (TEIQue). In *Assessing Emotional Intelligence* (pp. 85–101). Springer US. <https://updatepublishing.com/journal/index.php/rrst/article/view/558>
- Petrides, K. V. (2016). Four thoughts on trait emotional intelligence. *Emotion Review: Journal of the International Society for Research on Emotion*, 8(4), 345–345. <https://doi.org/10.1177/1754073916650504>
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425–448.
- Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence: Behavioral validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17(1), 39–57.
- Postareff, L., & Lindblom-Ylänne, S. (2011). Emotions and confidence within teaching in higher education. *Studies in Higher Education*, 36(7), 799–813. <https://doi.org/10.1080/03075079.2010.483279>
- Siegel, D., & Bryson, T. (2012). *Two brains are better than one. The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. Bantam Books Trade Paperbacks.
- Subbarayan, K., & Visvanathan, G. (2011). A study on emotional maturity of college students. *Recent Research in Science and Technology*, 3(1), 153–155. <https://updatepublishing.com/journal/index.php/rrst/article/view/558>
- Suberviola Ovejas, I. (2012). Competencia emocional y rendimiento académico en el alumnado universitario. *Vivat Academia*, 1–17. <https://doi.org/10.15178/va.2011.17e.1-17>
- Smith, A. (2020). The role of emotional regulation in language learning. *Journal of Applied Linguistics*, 15(3), 45–62.
- Tsai, J. L., Knutson, B., & Fung, H. H. (2006). Cultural variation in affect valuation. *Journal of Personality and Social Psychology*, 90(2), 288–307. <https://doi.org/10.1037/0022-3514.90.2.288>

Torre, J. B., & Lieberman, M. D. (2018). Putting feelings into words: Affect labeling as implicit emotion regulation. *Emotion Review: Journal of the International Society for Research on Emotion*, 10(2), 116–124.

<https://doi.org/10.1177/1754073917742706>

Vandervoort, D. J. (2006). The importance of emotional intelligence in higher education. *Current Psychology (New Brunswick, N.J.)*, 25(1), 4–7. <https://doi.org/10.1007/s12144-006-1011-7>

Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: a meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. *Psychological Bulletin*, 138(4), 775–808.

<https://doi.org/10.1037/a0027600>