

## “Bad, really really bad” ESL Learners’ Emotions and Emotion Regulation in Response to Native Speaker



**Elizabeth Haga**

Manatee County Schools, Bradenton, Florida, USA

Emotions and emotion regulation are well researched in mainstream psychology. Although the study of emotions is currently receiving increased attention in the literature on second language learning, little empirical evidence is available on the emotional effect of feedback on language learning. This study investigates the emotions experienced by adult ESL learners enrolled in an English for Academic Purposes (EAP) program at an American community college, in response to feedback on their performance inside and outside of the classroom. It also investigates how these learners regulated their emotions. Using dynamic systems theory (DST), data were collected through a survey of 25 participants and in-depth interviews with five of them. The findings indicate that the learners experienced a wide range of positive and negative emotions. The interviews revealed the intricate ways in which the learners were able to successfully deal with their emotional responses through a four-phase emotion regulation process. In contrast to most past research in SLA, negative emotions were found to include a facilitative role in language learning. The results have implications for language teachers in that they reveal the importance of learners’ subjective appraisal of the feedback they receive, which is something teachers can affect through appropriate modeling and in-class instruction.

**Keywords:** emotion, emotion regulation, dynamic systems theory (DST), feedback

### Biography:

As a graduate of Comenius University in Central Europe (Slovakia) and Anaheim University in California, Dr. Haga is a result-oriented professional with international experience in teaching English in Europe and the United States with native-like fluency in Czech, Slovak, Hungarian and English. She holds a MA and an EdD in TESOL. She started her teaching career as a high school English as a Foreign Language teacher and teacher trainer in the former Czechoslovakia and Hungary. After moving to the USA, she has worked as a college professor at State College of Florida, Sarasota-Bradenton, where she taught all levels of English for Academic Purposes; as an English language instructor at the University of South Florida’s English Language Program in Tampa; and as a high school ESOL teacher in the Sarasota County school system. Her research interests include student motivation, second language acquisition, and new learning and teaching strategies in ESL and EFL. In the past few years, she presented her research results at numerous prestigious TESOL conferences, and she co-authored an article with Dr. Hayo Reinders: Haga, E., & Reinders, H. “Bad, really really bad” ESL Learners’ Emotions and Emotion Regulation in Response to Native Speaker Feedback in the Special Issue of English Teaching and Learning (2021.)