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Research Article

English Use Beyond the Classroom in Study-Abroad Contexts: A Focus on the Interpersonal and Dynamic Nature of Emotion Regulation

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ABSTRACT

Studying abroad (SA) offers various opportunities for international students to develop their personal, social, and language skills; however, it can also be emotionally demanding due to academic, linguistic, and cultural factors, which can impact their well-being and English language development. Therefore, understanding emotion regulation (ER) in this setting is crucial. Given the limited ER research in SA contexts, this study aimed to investigate the ER of Turkish university students in Hungary regarding English use outside the classroom. Specifically, the research focused on ER tactics, highlighting interpersonal ER and the multiple uses of strategies and tactics within a single emotional situation (Petrova & Gross, 2023). Data was collected through vignette methodology, where 62 students were presented with five out-of-class scenarios that addressed accent, vocabulary, pronunciation, and comprehension challenges in international social interactions. They were then asked to provide detailed accounts of real-life experiences and relevant ER efforts. Thematic analysis revealed common tactics, including normalizing mistakes and accents, acknowledging being a non-native English speaker, viewing situations as learning opportunities, asking for clarification, using translation, increased focus, and suppression, as well as seeking help and assisting others in ER. The findings also showed that students used more than one ER strategy in the same situation, sometimes relying on both interpersonal and intrapersonal ER, which highlights the dynamic nature of ER. Alongside theoretical and methodological contributions, the study provided pedagogical insights into increasing SA students' awareness of emotional challenges related to English use and specific strategies and tactics to enhance their well-being and overall SA experiences.

Keywords: emotion regulation tactics; English use; interpersonal emotion regulation; out-of-class learning, studying abroad; vignette methodology

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INTRODUCTION

Given the status of English as an international language in globalized higher education, studying abroad (SA) has become an essential setting for language development as it provides students with the opportunity to be exposed to authentic English, both inside and outside the classroom, across multilingual contexts (Llanes & Serrano, 2017). This popularity made SA prevalent among researchers in second language acquisition (SLA). So far, studies on SA contexts have primarily focused on settings where English is used as either a first or second language (e.g., Kim, 2022; Wang, 2009). This focus has raised relevant questions about linguistic development in other SA settings where English is not the local language, such as English as a Lingua Franca Study Abroad (ELFSA) contexts (Borràs & Llanes, 2022; Köylü & Tracy-Ventura, 2022). Higher education institutions (HEIs) in European countries such as Austria, Italy, and Spain can serve as an example of this context, where HEIs offer programs with English as a Medium of Instruction (EMI) for international students who interact with teachers and peers both within and beyond the classroom using English as a lingua franca (ELF), as a means of communication among speakers with different first languages (Seidlhofer, 2011). Additionally, SA students can use their first language (L1) with co-nationals or speak in different languages with other multilinguals if they are proficient (Köylü & Tracy-Ventura, 2022). To date, research in ELFSA contexts has shown that SA students can develop English fluency, vocabulary, and communication strategies through available language practice opportunities with other international students. Furthermore, they can develop a plurilingual identity, tend to be less affected by native speakerism, and have more positive attitudes towards ELF use, which makes ELFSA a less anxiety-inducing environment (Heinzmann et al., 2024b; Kaypak & Ortaçtepe, 2014; Llanes et al., 2016).

Aside from linguistic exposure and progress, SA contexts can be academically and emotionally challenging for students who need emotional support (Bilecen et al., 2023). Different academic backgrounds, language barriers, homesickness, and social relationships can influence their experiences (İlhan & Oruç, 2020), which can result in

difficulty with cultural adaptation, high stress, isolation, avoidance, and limited language use, leading to “emotional highs and lows” that affect students’ well-being (Dewaele & Dewaele, 2021, p. 219). However, each SA student’s experience is unique, influenced by its context (Kinginger, 2009). In this regard, adopting a qualitative, exploratory approach is essential to uncover in-depth, context-specific lived experiences of SA students regarding emotions and emotion regulation (ER), and to provide nuanced insights into ways and strategies to improve their emotional well-being, language skills, and overall SA experiences. To achieve this, a qualitative survey using a vignette methodology was employed; participants were provided with short, realistic vignettes related to L2 use to elicit responses about their emotional experiences (Goetze, 2023; Yetiş, 2025). The vignette methodology has become popular in L2 research because of its versatility and cost-effectiveness in capturing sensitive emotions and providing detailed descriptive data on subjective experiences (e.g., Bielak & Mystkowska-Wiertelak, 2020). Aligned with the study’s objectives, this method revealed detailed insights into SA students’ emotions and ER.

In this research, ER refers to an individual’s efforts to influence their emotional experiences and expressions through goal-oriented strategies (Gross, 1998). Recent SLA research has focused on ER to explore how second/foreign language (L2) learners of English address challenges and manage emotions such as anxiety and boredom, primarily within classroom environments (e.g., Alqarni, 2024; Bielak & Mystkowska-Wiertelak, 2020; Nakamura et al., 2021). These studies have highlighted the significance of ER, strategy use, and instruction in language learning, intending to reduce unpleasant emotions and enhance positive classroom experiences. However, students’ real-life experiences with English outside the classroom have been overlooked (e.g., Haga & Reinders, 2021; Ross & River, 2018), as well as the dynamic nature of ER in a complex ELFSA context (Yetiş, 2025). Building on this, this research adopts Petrova and Gross’s (2023) ER framework to investigate Turkish SA students’ ER through vignettes related to out-of-class language use situations within a Hungarian ELFSA context, aiming to emphasize specific strategies and tactics,

interpersonal regulation efforts, and the use of multiple strategies among students. This research thus intends to increase the awareness of SA students and stakeholders in HEIs about ER and ways to improve students' well-being, language skills, and SA experiences.

LITERATURE REVIEW

Emotion Regulation

ER has been widely studied across various disciplines, and a commonly recognized framework among researchers is Gross's (2015) process model of ER (Bielak & Mystkowska-Wiertelak, 2020). This model views emotions as occurring within a cycle of situation, attention, appraisal, and response. That is, an individual encounters a situation, directs their attention to it, evaluates it by using past experiences, current mood, and physiological cues, and responds by expressing their emotions. According to this model, these subjective experiences of emotions, perceived as feelings, exist within a loop that influences subsequent ones. Throughout this cycle, an individual can manage their emotions by employing goal-oriented emotion regulation strategies (ERS), including situation selection, situation modification, attention deployment, cognitive change, and response modulation, which aim to downregulate negative emotions or upregulate positive emotions by modifying their intensity, duration, and quality (Gross, 2015). The first four of these strategies are considered antecedent-focused ERS, as they are used before or when emotions arise. Situation selection involves deciding whether to engage with or avoid an emotion-provoking situation to experience more desirable emotions; for example, skipping a class with a potential oral exam. Situation modification is altering certain aspects of an emotion-inducing situation, such as seeking help when feeling anxious during an oral exam. Attention deployment is shifting focus to more pleasant situations, such as using a phone to distract oneself when bored in class. Cognitive change involves an individual's reappraisal of the personal meaning of an emotion-triggering situation to change its impact. Thinking, "I cannot understand everything in class; it is normal," serves as an

example of this cognitive shift. Lastly, as a response-focused ERS, response modulation involves efforts to change behavioral and experiential emotional reactions after emotions arise, such as breathing exercises or meditation (Bielak & Mystkowska-Wiertelak, 2020).

Petrova and Gross (2023) have recently called for a better understanding of the dynamic process of ER. To do this, they have suggested focusing more closely on specific tactics within each ER category. To understand the difference in strategies and tactics, they defined that "one strategy (such as reappraisal or distraction) invariably reveals a kaleidoscopic world of tactics within that strategy. Whereas strategies can be best thought of as schematic representations of intended emotion regulation, tactics are the detailed blueprints that guide strategy implementation" (p. 610). In other words, strategies are a broad ER approach to managing emotions, while tactics are specific steps taken to carry out strategies. For example, regarding distraction as an attention-deployment strategy, during a boring class, a student might shift their focus to the next class's subject (tactic 1) or scroll on their phone (tactic 2). The researchers have highlighted that tactics help better understand context-relevant ER efforts, as each tactic can yield different outcomes. As an example of cognitive change, viewing mistakes in English as normal can help reduce speaking anxiety, while seeing mistakes as learning opportunities may increase the chances of learning. Therefore, the current research aimed to examine the tactics used to understand their contextual use and potential outcomes related to learning and emotional well-being.

Furthermore, ER is not only intrapersonal, focusing on managing an individual's own emotions independently, but also interpersonal, involving individuals managing both their own emotions and those of others in real-life situations (Zaki & Williams, 2013), which has previously been studied as intrinsic and extrinsic ER (Gross, 2015). Petrova and Gross (2023) have emphasized that there can be both overlapping and distinct processes between intra- and interpersonal ER; therefore, they have suggested understanding ER by focusing on ER goals and how these goals are achieved. In this sense, regulatory goals relate to managing one's own emotions (self-

focused ER) and those of others (other-focused ER). Regulatory means refer to how these goals are achieved, either socially or non-socially. More specifically, non-social ER involves individuals using their own strategies independently, whereas social ER involves others in an individual's ER process through benefiting from others' resources. For instance, one student's reappraisal of an exam as unimportant is self-focused non-social regulation; one student seeking help to manage test anxiety is self-focused social regulation; suppressing one student's boredom to make their teacher happy is other-focused non-social regulation; and one student reassuring their peers regarding their class performance is other-focused social regulation. Petrova and Gross (2023) emphasized the importance of social regulation in helping individuals develop their repertoire of regulatory skills. Therefore, they have suggested identifying who initiates the regulatory act to understand how the two interact. For example, hearing reassurance from others relates to other-initiated regulatory behaviors, while initiating a conversation to soothe a friend exemplifies self-initiated regulatory efforts. Adopting this approach, the research aims to understand how SA students support one another in ER in international peer interaction.

Lastly, Petrova and Gross (2023) have highlighted that multiple strategies may occur within a single emotional situation, potentially due to overlapping ER processes, a phenomenon referred to as polyregulation (Ford et al., 2019). In this regard, they have suggested adopting a descriptive, qualitative narrative approach to uncover individuals' lived experiences and better understand the dynamic process of regulation. Recognizing how various tactics and strategies are used together can provide deeper insights into strategy selection and the factors affecting the entire ER process. With all this in mind, this research aimed to provide valuable insights into the strategies and tactics employed, revealing regulatory goals and means, thereby broadening the understanding of ER and contributing to the field of psychology and SLA.

English Use Outside the Classroom

Recent research has emphasized that language learning and use beyond the classroom are crucial in SLA, complementing classroom instruction. Out-of-class language use is regarded as a learner's voluntary engagement in their target language through everyday interactions, social media consumption, or experiences abroad, where authentic language is practiced naturally, thus impacting language development (Acosta-Manzano et al., 2024). Heinzmann et al. (2024a) investigated social contact and language use in an ELFSA context, where they found that most interactions in English occurred primarily among international peers, unlike those in other locally oriented groups. They demonstrated that SA students can engage in authentic, intensive English language use. However, there are only a few studies which have so far highlighted the interaction between language use and emotional experiences in real-world contexts outside the classroom (e.g., Al Abiky, 2023; Haga & Reinders, 2021; Ross & Rivers, 2018), as the focus has mainly been on the classroom as an emotional place (Pekrun, 2014).

Recent studies have highlighted that out-of-class experiences help reduce unpleasant emotional experiences and enhance language development. Al Abiky (2023) found that Saudi students who had been abroad for a short time showed improvement in English listening skills, as well as lower anxiety, after social exposure to English through sharing living space with an international person, participating in social events, and consuming English media content. Similarly, Acosta-Manzano et al. (2024) examined enjoyment, anxiety, and out-of-class language use among learners of Spanish. They found that out-of-class language use was positively linked to enjoyment and negatively associated with anxiety. Additionally, Ross and Rivers (2018) examined hope, enjoyment, and frustration among English as a Second Language (ESL) learners in Australia. The study revealed that social interactions triggered emotions more than the classroom environment did, highlighting out-of-class settings as emotional contexts for L2 users. Also, miscommunication or poor expression caused frustration, while enjoyment and motivation were enhanced

through everyday communication. Hope enabled learners to develop their ideal L2 self. The researchers argued that all these experiences led to the development of an authentic L2 user identity, shaped by social engagement and emotional experiences, which differs from that of an L2 learner. Another study in an ESL setting focused on ER related to receiving feedback and showed that unpleasant emotions, such as frustration and feeling of inferiority, emerged out of class when receiving feedback, and cognitive reappraisal, such as seeing feedback as a learning opportunity, was used as a common strategy (Haga & Reinders, 2021). They argued that negative emotions were beneficial when down-regulated, here acting as a learning booster. These studies demonstrate that L2 use experiences outside the classroom can trigger both pleasant and unpleasant emotions, influencing motivation and ER strategy use; therefore, it is necessary to understand how these factors also interact in an ELFSA context.

Emotional Experiences in Study-Abroad Contexts

Studies have long highlighted the interplay between emotions and L2 learning during SA, together with exploring individual differences and contextual factors. For example, Wang (2009) found that anxiety hindered Taiwanese SA students' active participation in social interactions in the United States, and their stay did not necessarily improve their English skills. On the other hand, Çınar and Altay (2025) conducted an experimental study among Turkish and Spanish students to see the effects of SA experiences on emotions and language skills. SA students showed lower anxiety compared to those who did not study abroad. Additionally, language exposure and contact with English L1 users in an ELFSA context were found to enhance students' confidence and reduce their fear of making mistakes. In contrast, limited interaction and a lack of social support hindered language development for some students. Both studies highlighted that anxiety could affect the amount of social interaction they engaged in, while, together with authentic language practice and support, SA was likely to enhance linguistic development, leading to more confidence and less anxiety.

Likewise, recent studies emphasize the significance of social interaction, alongside self-efficacy beliefs, that is, students' perceptions of their English abilities. Csizér and Smid (2024) found that self-efficacy and social interaction influenced the engagement and motivated learning behavior of international students in a Hungarian ELFSA context. Similarly, Almukdad and Karadag (2024) concluded that higher self-efficacy beliefs in language skills facilitated the cultural adaptation of SA students, leading to reduced stress, increased satisfaction, and motivation. Additionally, Pawlak and Csizér (2022) emphasized that self-regulation strategies boosted SA students' motivation and self-efficacy beliefs. The study also revealed differences among SA students from diverse cultural backgrounds; for instance, Turkish SA students were found to be more proactive, self-regulating, and engaged compared to SA students from Italy and Poland. A study by Heinzmann et al. (2024b) also reported that Turkish students engaged more in social interactions with other international students compared to Swiss students. They had a more positive attitude towards English use, feeling a sense of freedom when speaking English with other ELF users by perceiving ELFSA as a lower-anxiety environment. Given that, these studies have so far emphasized the importance of higher self-efficacy beliefs, positive attitudes towards language use, authentic language exposure and practice, together with strategy use and social support in enhancing SA students' experiences with English.

Further research has revealed that SA students employ different strategies to manage challenges and regulate their emotions. Cheng et al. (2019) investigated the ER of Chinese SA students in the United Kingdom when faced with language barriers, peer interactions, and engagement with academic staff. They found that seeking out other Chinese students, native speakers, or forming new friendships with people from different cultures helped minimize negative emotions. Additionally, class preparation and seeking clarification from teachers outside of class were used to reduce anxiety and stress related to assignments. Students also redirected their focus away from frustrating interactions and adopted a positive mindset when faced with challenges, such as recognizing the benefits of a peer working hard. Emotional suppression was

evident when they forced themselves to speak to teachers despite negative emotions. Likewise, Kim (2022) examined Chinese students' ER in the United States. Miscommunication and adaptation challenges led to self-doubt, feelings of inadequacy, and embarrassment. To cope, the students engaged in volunteering, using L1, or seeking support from others, highlighting the importance of socialization and external support in ER. These studies emphasize that SA is not only an academically transformative experience but also socially and emotionally sensitive, influenced by intercultural and individual factors, which affect language exposure and development. They highlight the importance of authentic social interaction and support from teachers, peers, and others in regulating negative emotions and employing ERS, such as maintaining a positive outlook or distraction to address linguistic challenges and improve SA experiences. On the other hand, the research mentioned above shows a growing but limited recognition of the importance of language use beyond the classroom and ER in SA contexts. Empirically, most are limited to the Anglophone setting rather than multilingual ELFSA contexts. Additionally, they highlight the role of social interaction and others' support in ER but might lack context-relevant specific strategies and tactics, implying the need for further research across diverse contexts.

Regarding these gaps, the current research aims to investigate the emotional experiences of Turkish students in a Hungarian ELFSA context across five out-of-class scenarios, focusing on challenges with accent, vocabulary, comprehension, and pronunciation in English use outside the classroom. It seeks to explore ER strategies and specific tactics that Turkish students use during real-life social interactions related to these situations. Moreover, it intends to reveal how students seek or provide assistance, and how and when they use multiple strategies and tactics. The aim of this paper is thus to broaden the understanding of the complex, dynamic nature of ER by providing empirical findings and theoretical insights into intrapersonal and interpersonal ER, as well as polyregulation. Adopting this new perspective on ER proposed by Petrova and Gross (2023), this approach thus seeks to advance knowledge in psychology and SLA.

Regarding the reviewed literature and the research gaps and objectives mentioned above, this paper explores the following research questions:

RQ1. What strategies and specific tactics do Turkish SA students employ to manage their emotions on their own regarding English use outside the classroom within a Hungarian ELFSA setting?

RQ2. How are interpersonal regulation and polyregulation reflected in the students' real-life experiences?

METHODS

Research Design

A qualitative exploratory research methodology was employed to examine the lived experiences of Turkish SA students, adopting a relativist-constructivist approach (Lincoln & Guba, 1985), which views reality as multiple and rooted in subjective experiences; knowledge as socially constructed; and the researcher as an interpreter in meaning-making. In line with this, a qualitative survey involving vignettes was conducted, as it helps to elicit diverse perspectives and provide rich, in-depth descriptive accounts of subjective experiences (Braun et al., 2020; Goetze, 2023).

Context and Participants

Hungary has become an increasingly attractive destination for international students, with nearly 40,000 students enrolled (Statista, 2024) over the last decade. As part of this, the number of Turkish university students has also increased significantly in recent years, likely influenced by Hungarian government scholarships awarded to more than 150 Turkish students annually. As a Turkish doctoral student in Hungary, my personal experiences with Turkish students who were not majoring in English, and the linguistic challenges they faced and shared with me, influenced my decision to conduct this study and select my sample group, intending to provide ways and

strategies to address those challenges in this ELFSA context. Through purposeful sampling, 62 students from Türkiye, whose L1 was Turkish and who had been studying in Hungary for at least one semester, were reached and completed the qualitative survey.

The participants consisted of 34 females and 26 males, with two participants preferring not to disclose their gender. Their ages ranged from 18 to 44, with an average of 25.5. Twenty-three students were enrolled in credit exchange programs, while 39 studied full-time programs. There were 35 bachelor's, 20 doctoral, and seven master's students across various departments, such as education, engineering, medicine, and sociology. More than half reported their first SA experiences in Hungary. About one-third had completed their first semester, another third their second, and the remaining third were students in Hungary for over three semesters. Self-perceived English proficiency was indicated as follows: 29 students at the upper-intermediate level (B2), 26 at the advanced level (C1), six at the proficiency level (C2), and one at the intermediate level (B1), according to the Common European Framework of Reference (CEFR; Council of Europe, 2001).

Instruments

The data were collected using the adapted Turkish version of the Managing Your Emotions (MYE) questionnaire. MYE was initially developed to explore L2 learners' emotions and ER in L2 language-learning contexts, particularly classroom settings (Oxford & Gkonou, 2020). As my focus was on SA students' language-use experiences, I first conducted an adaptation study. 15 out-of-class scenarios, along with the full MYE items, were translated into Turkish and piloted with 38 Turkish SA students in Hungary (see Yetiş, 2025). In the current research, to collect students' narratives, the adapted MYE (Turkish) was used with five out-of-class scenarios presented in Table 1, each with a brief description. These scenarios were regarded as the five most realistic in the pilot study, in which more than half of the participants reported relevant real-life experiences in Hungary (Yetiş, 2025).

Table 1. *The Short Descriptions of Out-of-class Scenarios*

Label of scenario	Short description
Orientation day	You join an orientation for international students and introduce yourself.
Board game	You don't know how to pronounce a word during a board game.
Incomprehension of accent	One of your international friends has a hard-to-understand accent.
Incomprehension of joke	You don't understand a joke from an international friend.
Cooking word	You realise you don't know some words while cooking with your international flatmate.

Note. The scenarios were taken directly from the pilot study by Yetiş (2025, p. 5).

Regarding the questionnaire items, the adapted MYE (Turkish) had two main sections: the first collected background information, while the second presented each scenario with 10 questions, comprising four multiple-choice and six open-ended questions (see Appendix A for the English questionnaire items). The first three questions focused on hypothetical student experiences, which helped identify the emotions students would feel and how they would manage them. The fourth question asked if they had experienced a similar scenario in real life. If so, they could see the last five questions, which primarily focused on students' real-life interpersonal and individual ER efforts. As the research objective was to explore the lived experiences of SA students, the current paper concentrates solely on students' responses to the last seven questions.

Data Collection

Data was collected through the adapted MYE (Turkish) using Google Forms. I shared a link to the online form with Turkish students in Hungary on social media groups and through the Turkish Embassy in Budapest, which facilitated reaching more participants easily. The form included information about research objectives, confidentiality, and anonymity, as well as a request for participant consent prior to the questionnaire items, thereby adhering to ethical research principles (Dörnyei, 2007). Additionally, as the research is part of my dissertation project, ethical approval was obtained from my study program. Data collection was completed in September 2024, involving 62 volunteer students. The collected data were considered sufficient to provide rich, detailed insights into students' experiences, and the number of participants referred to a mid-range size for a qualitative survey (Braun et al., 2020). The completion time for the adapted MYE (Turkish) with five scenarios was reported to be around 30 minutes.

Data Analysis

The dataset included only the students' responses to the last seven questions of the adapted MYE (Turkish). Findings showed that 40 out of 62 students experienced incomprehension of accent, 34 experienced orientation day, 24 encountered board game and incomprehension of joke, and 21 faced cooking word in real life in Hungary. Thematic analysis (Braun & Clarke, 2006, 2019) was conducted to explore ER strategies and tactics, following an iterative six-phase process: familiarization, generating initial codes, generating themes, revising themes, naming and defining themes, and interpretation and reporting. Braun and Clarke (2019) underscore that coding and analysis can include both deductive and inductive approaches. Deductive analysis involves coding according to a predetermined conceptual framework, while inductive analysis refers to coding that does not follow a theoretical framework or a predefined code list but reflects themes generated from the data itself. In this research, I primarily used deductive coding to identify strategies and tactics informed by Gross's (2015) and Petrova and Gross's (2023) ER approach, as discussed in the literature,

while remaining open to generating new categories and themes. As a researcher participant adopting a relativist-constructivist stance in meaning construction, I aim to ensure trustworthiness and rigor through research reflexivity (Lincoln & Guba, 1985); I provide a thick description of the context, the participants, and themes, subthemes with detailed extracts; I benefitted from my persistent observation within the context for data collection and analysis; I was involved in the iterative coding process through comparison and contrast and in peer debriefing with a Turkish researcher on translation and codebook (see Appendix B). This way, I aimed to enhance the credibility and trustworthiness of my research.

Findings

Findings are organized into two categories: ER strategies and related tactics focusing on self-focused non-social regulation, interpersonal ER (where self- and other-focused social tactics are categorized into other-initiated and self-initiated) and polyregulation, aligned with the research questions.

RQ1. Strategies and Tactics Turkish SA students Employed as Self-Focused Non-Social ER

The first research question aimed to identify the strategies and specific tactics used by Turkish SA students to manage their own emotions individually, regarding English use outside the classroom within a Hungarian ELFSA setting, which referred to self-focused, non-social ER (Petrova & Gross, 2023). The findings showed that participants primarily employed cognitive change and situation modification, followed by less frequent attention deployment and response modulation, to manage their emotions independently, as discussed in detail below.

Cognitive Change

Turkish students tended to reappraise the meaning they attributed to situations for ER. For instance, accepting the situation as normal was commonly used as a form of reappraisal when students did not understand a cultural joke: “This happened a lot of times with my Hungarian friends. I thought it as a normal situation” (P49, Incomprehension of joke). Similarly, reframing mistakes as normal was also reported. For example, when challenged with pronunciation, one stated: “I reminded myself that making mistakes is in human nature” (P33, Board game). Additionally, reappraisal often appeared as a way to accept being a non-native English speaker, especially when faced with accent incomprehension: “I continue to have difficulty understanding people from East Asia or native English speakers from America or England. I remind myself that this language is not my native language and that I am already doing my best” (P12, Incomprehension of accent). In addition, recognizing accents as normal was linked to studying in a multicultural and multilingual environment: “Yes, I experience this with friends from different countries generally, and I think accents as normal” (P5, Incomprehension of accent). Furthermore, seeing the situation as a learning opportunity was common. For example, when encountering an unknown word during cooking, P12 regarded it as a chance to expand their vocabulary related to the recipe of a cultural food:

> My roommate and I frequently serve each other dishes from our own cultures, and during these moments, we may need to discuss the recipe as well. When there are words I don’t know, I would often remind myself that I need to be able to tell my friend this clearly and that it’s not a deficiency, but a good opportunity to learn. (P12, Cooking word)

Moreover, downplaying served as a tactic of cognitive change: “I don’t take such situations seriously; I would continue with the mispronunciation” (P13, Board game). Here, P13 minimized the significance of mispronunciation during a game. In addition, one student employed the tactic of excusing themselves by attributing the problem to others (Bielak & Mystkowska-Wiertelak, 2020): “Irish people’s accent, people from

Pakistan I encountered, my French friend (speaks fast and with a French accent). I would think the problem is not with me" (P51, Incomprehension of accent). Here, P51 perceived international people's accents as a potential factor of miscommunication; this way of thinking helped their ER.

Situation Modification

Taking actions to change an aspect of a situation was frequently reported by Turkish students as a means to sustain successful communication while managing emotions in out-of-class situations. Students showed individual efforts, such as proactively assessing their actions and trying to communicate effectively. As one participant said, "I tried to figure out what I needed to do at the event by trying and making mistakes" (P17, Orientation day). In addition, choosing a familiar topic to talk about was also found effective, showing the importance of topic choice to manage anxiety and fear of speaking English at an international event:

> While we were at a pre-drink at a friend's house, we played a game and everyone introduced themselves. Talking about memories with friends and family calmed me, but in that moment, I controlled myself. I congratulated myself for overcoming my social anxiety and starting to conquer my fear of speaking English. (P25, Orientation day)

Using translation tools was another tactic used when encountering unfamiliar words or pronunciations: "I encountered this when I cooked for my friends in the dorm and later gave them instructions to cook. I used Google Translate to check words while cooking" (P26, Cooking word). In some cases, skipping words was preferred; one mentioned when not knowing the correct pronunciation during the game: "While playing Taboo with my friends on Margaret Island, a word came up that I neither knew the meaning of nor how to pronounce. I said pass and continued" (P45, Board game). Students also resorted to some communicative strategies such as reformulation (Faerch & Kasper, 1984): "I realized that I did not know the names of kitchen tools, etc.

When someone asked me for recipes, I tried to express myself differently" (P11, Cooking word). Here, the participant expressed themselves differently when encountering an unfamiliar culinary term.

Attention Deployment

Shifting attention to a more desirable situation was reported in a few cases. Attentively listening at an international orientation event was regarded as a focusing tactic: "There was an orientation event during the second week of my Erasmus period. I listened to the questions and answered them attentively" (P48, Orientation day). Moreover, mindfulness, being present in the moment, was one way to sustain joy: "Not during orientation, but when I first met a group of people, these kinds of activities happened frequently. I tried to enjoy the moment by staying in the present" (P54, Orientation day). Furthermore, increased focus on the mistake or the interlocutor during an accent challenge was observed. One indicated, "I struggled to understand the English of my friends from different nationalities in dialogues. I would increase my attention span" (P38, Incomprehension of accent). Another attended to comprehend, "Not that much. I didn't need others' help. I tried to understand the joke" (P11, Incomprehension of joke). Differently, distraction, shifting attention away, was also reported. P53 indicated they thought of something else when they did not understand an accent. These attention-related tactics helped students manage their emotions, especially in situations of incomprehension or social gatherings.

Response Modulation

Modifying the outward behavioral, physiological, and experiential expression of emotion was regarded as response modulation. P50 mentioned drinking alcohol during an international orientation event. Furthermore, suppression appeared in the form of masking incomprehension through pretending to understand and laughter: "My friends expressed themselves differently, but I pretended to understand and went on"

(S60, Incomprehension of accent) and “I did not get some jokes. If it were related to me, I would ask again, but if it were a general social joke, I just smiled and continued” (P42, Incomprehension of joke). These examples showed students’ suppressive acts in the face of incomprehension outside of class.

RQ2. Interpersonal Regulation and Multiple Strategy Use (Polyregulation)

The second research question aimed to explore how interpersonal regulation and multiple-strategy use (i.e., polyregulation) were reflected in the out-of-class real-life experiences of Turkish SA students in the Hungarian ELFSA setting. The analysis revealed that Turkish students managed emotions with the help of others, focusing on both their own and others’ emotions, and shared instances in which multiple ER strategies and tactics were used. Regarding interpersonal ER, the findings showed that Turkish SA students sought or provided support to others to manage emotions in diverse ways. These emerging social ER strategies were classified into four types based on regulatory goals and who initiated ER: the first two were self-initiated and other-initiated self-focused ER, focusing on Turkish students’ emotional experiences and on others’ assistance. The other two were self-initiated and other-initiated other-focused ER, which focused on others’ emotions and students’ help to them.

Self-Initiated Self-Focused Social Regulation

Self-initiated, self-focused social regulation involved Turkish students’ initiatives to seek help from others to manage their own emotions. The findings showed that students mainly employed situation-modification strategies, especially when they faced incomprehension due to accent and pronunciation challenges. The tactics included asking for clarification, explanations, and corrections; engaging in open communication with more proficient peers; seeking advice; and making efforts to become familiar with diverse accents. For instance, regarded as a social

communicative strategy in the literature (Oxford, 1990), asking for clarification was reported to help understand the pronunciation of a word:

> I have asked my friends several times when I do not know the pronunciation of words. International people showed understanding and kindness when I began using English. They encouraged me to practice without fear. I tried to learn to speak without being afraid of mispronouncing words. (P42, Board game)

Here, P42 also emphasized the influence of others' encouraging and positive attitudes in speaking confidently. Two students also mentioned asking for clarification when experiencing difficulty in understanding accents: "Many times in social life…I often ask questions without offending" (P6, Incomprehension of accent) and "I experience this all the time. It's very normal. I ask until I understand. He answered my questions. I didn't do anything. No problem at all. I asked a question, and I got an answer" (P16, Incomprehension of accent). Additionally, asking for an explanation also helped students to understand a joke during an international business setting:

> At an international work dinner, I didn't understand a joke my friend made, which was inspired by a film that most people had watched, but I hadn't. My friend next to me explained the joke, and we laughed together. My friend helped me. I asked for an explanation. (P24, Incomprehension of joke)

Open communication among students emerged as an effective tactic. One example came from a student who cooperated with their proficient international roommate regarding their challenge with one common friend's accent:

> While having a quick conversation with my Nigerian roommate in the kitchen, I realized I couldn't understand him at all, so I shared the situation with my other roommate. This roommate had lived in London for years and spoke English at a native level. He told me that the issue wasn't with me; he also couldn't understand the Nigerian student, as he pronounced words differently. He mentioned that if I asked him to speak more slowly, I would understand him better. (P8, Incomprehension of accent)

This approach to addressing a linguistic challenge through opening up to a proficient peer and seeking their advice helped them to handle the situation and understand each other's challenges. In addition, students showed some proactive efforts to develop their understanding of accents, such as spending time together with international friends to gain familiarity with their accents. One stated: "On my first day at university, I met my African friend… spending time together with my friend whose accent is hard to grasp" (P20, Incomprehension of accent). Another similarly mentioned: "I do not understand the Dutch accent. The person I don't understand is kindly helping me. By getting used to the accent, I improved my understanding, and as I understood more, positive feelings emerged" (P17, Incomprehension of accent). These efforts to accent exposure led to successful communication through gradual familiarity, which in turn increased positive emotions among Turkish students while potentially reducing negative experiences related to accent incomprehension.

Other-Initiated Self-Focused Social Regulation

Other-initiated self-focused social regulation involved ER experiences among Turkish students who were helped to manage their emotions in response to others' requests, such as others' reassurance, explanations, and sentence completion. Others' ER efforts to help Turkish students included cognitive change at the interpersonal level. Others' reassurance was common; one student mentioned: "The others said it would develop by practice" (P38, Incomprehension of joke). Here, the others reassured P38 that language practice would help to understand jokes over time, which encouraged the student to reappraise the situation through others' perspectives. Additionally, others' explanations and others' sentence completion were manifested in the responses: "My friend explained the word to me" (P58, Board game), and "I experienced this while explaining how to cook. My friend completed my sentence" (P38, Cooking word). Here, others' support helped modify the situation when Turkish students encountered unknown words or pronunciation issues.

Self-Initiated Other-Focused Social Regulation

Self-initiated, other-focused social regulation involved ER processes through which Turkish students managed others' emotions by helping, driven by their own decisions, especially in understanding others' accents or pronunciation challenges. This type of ER emerged when Turkish students showed empathy and understanding and made efforts to sustain conversations despite strong accents: "It is a bit hard to understand some friends' accents. I tried not to offend them and sustain conversation naturally when interacting with them (P7, Incomprehension of accent). Correcting others without offending them was also observed in an accent challenge:

> Accent situations where it wasn't the other person's native language, and I still didn't understand, I took steps to correct my shortcomings. However, in cases where the problem was with the other person, I tried to correct them without embarrassing them and helped them practice the correct pronunciation. (P21, Incomprehension of accent)

Here, Turkish students demonstrated understanding and helped others use English without causing offence, which helped sustain the conversation and regulate others' emotions.

Other-Initiated Other-Focused Social Regulation

Other-initiated other-focused social regulation is related to others' assistance to one another in ER. This category was not related to Turkish students directly but was based on their observations of others in social interaction. Some Turkish students observed others providing support by helping one another through socialization efforts. One student mentioned that starting a game helped the group feel more relaxed:

> In the first week I arrived, an orientation day was organized. Although I went in with some anxiety, I managed to relax as the day progressed and eventually enjoyed it. My friend suggested playing a board game to ease the tension and

> lighten the mood. Thanks to the game, everyone got a bit closer, and the tension was reduced. (P27, Orientation day)

Interpersonal reappraisal emerged as an example of other-focused social regulation. One student mentioned that their international friend helped a co-national during a game to reappraise the situation as a learning opportunity: “My Turkish friend got challenged with expressing himself and said, ‘Yes, that is it; I cannot explain more.’ Another international friend replied, “Come on, this is an opportunity to develop’” (P33, Board game). Even though this example was not about P33 themselves, but rather their observation, it demonstrated that students could be aware of others’ assistance in a social situation.

Polyregulation

Polyregulation (Ford et al., 2019) refers to the use of multiple ER strategies within a single emotional episode. Findings showed that Turkish students attempted to use more than one strategy and tactic within a single emotion-inducing situation. For example, one indicated: “Similarly, I mispronounced a word and laughed. The others treated it as normal and corrected my pronunciation. And, I reminded myself that making mistakes is normal, but not learning would be worse” (P60, Board game). This example showed that initially, laughter was used as a response modulation, followed by seeing everyone react normally, which served as a form of cognitive reappraisal. Being corrected by others as a form of situation modification, and finally reappraising mistakes as normal, served as a cognitive change. Both intra- and interpersonal ER efforts were taken to manage this mispronunciation situation. Another example showed that to manage feelings of inadequacy, P21 first asked for an explanation while they also reappraised the situation as a learning opportunity, which brought happiness: “I didn’t get a joke my Hungarian-Canadian friend cracked and asked for an explanation. Although I felt inadequate at that moment, I was happy because I learned something new” (P21, Incomprehension of joke). When a word was not

recalled, one mentioned, “We say things if we don’t know the word, like yellow thingy. My friend reminds me and tries to help me understand; it’s a form of social support. Using the dictionary to understand better, which made me feel better” (P1, Cooking word). Here, receiving social support alongside dictionary use and describing the word with other words (i.e., circumlocution; Tarone, 1980) showed how students attempted to regulate their emotions in different ways within one case.

Additionally, the findings illustrated that students tended to use multiple tactics in a single situation after an unsuccessful ER attempt. For instance, masking incomprehension after ineffective interpersonal ER support was commonly reported in a social setting outside the classroom, where students preferred to overlook it through laughter or humor by continuing without understanding accents, words, or jokes:

> In our class, there were students from many different countries, and I had trouble understanding a few of them. Even though I sometimes asked them to repeat, it didn’t always work, so I pretended to understand and shifted the topic. (P57, Incomprehension of accent)

Here, one student asked for repetition to understand the accent, but it did not work; they tended to pretend to understand it. Similarly, one person hid their lack of understanding of a cultural joke by laughing after an unsuccessful support: “I did not understand one cultural joke. They explained the joke. I tried to laugh as if I understood the joke, but it was unsuccessful” (P17, Incomprehension of Joke). These examples of suppression to mask incomprehension, especially after unsuccessful ER attempts, were reported as tactics to sustain conversation outside of class situations.

DISCUSSION

This research aimed to explore how Turkish SA students regulated their emotions regarding English use outside the classroom in a Hungarian ELFSA context, adopting Gross’s (2015) ER model and extending earlier research on ER by examining specific tactics, the dynamic nature of interpersonal ER and the use of multiple strategies in a

single case, following the suggestions of Petrova and Gross (2023). First, the study emphasized specific context-bound tactics under cognitive change, situation modification, response modulation, and attention deployment. Turkish students reported using these tactics to regulate their own emotions independently, a process referred to as self-focused non-social ER. Reappraisal commonly appeared as cognitive change, but in diverse forms, such as accepting incomprehensible situations or mistakes as normal. For example, accents of international students were appraised differently by Turkish students. Some acknowledged themselves as non-native English speakers and normalized having accents, while others attributed the problem to the accents of international peers, seeing them as a source of incomprehension. One possible interpretation is that normalizing mistakes, accents, and mispronunciations during social interactions may reflect an influence of an ELFSA context shaping students' perspectives and beliefs (Kaypak & Ortaçtepe, 2014). Heinzmann et al. (2024b) supported this, indicating that mistakes and accents were welcomed, especially among ELF users, and that Turkish students tended to view ELF use without adhering to native speakerism, which led them to use English with greater freedom and less anxiety. This suggests that instead of seeing accents as a problem, normalizing accents and less accurate use of English can be a more beneficial ER tactic for managing emotions and facilitating communication with others in this type of ELFSA context.

Furthermore, these findings suggest that various tactics may yield different learning outcomes, thereby influencing language development and well-being distinctively, as Petrova and Gross (2023) emphasized. For example, one student viewed encountering unknown vocabulary as a learning opportunity, aligning with the findings of Haga and Reinders (2021), who also concluded that unpleasant emotional experiences after negative feedback may enhance learning, serving as a booster. However, another student ignored the mispronunciation and moved on without showing any effort to learn the correct pronunciation. Although both instances seemed to reflect successful ER, the latter tactic used by the student did not directly lead to

learning. Another example of this is that one student used translation to check an unfamiliar word while cooking with an international roommate, whereas the others attempted to reformulate or describe it using communicative strategies (Faerch & Kasper, 1984; Tarone, 1980). These outcomes imply that not all strategies and tactics helpful for emotional well-being necessarily contribute to language development, but they could enhance effective communication. In this regard, a successful ER should not only aim to reduce negative experiences but also foster emotional well-being and promote positive learning outcomes. On the other hand, the findings revealed that negative out-of-class emotional experiences motivated some students to put more effort into mastering the language. For instance, Turkish students strived to become familiar with others' accents after realizing their need to develop, which led to increased understanding and happiness. Supporting this, Heinzmann et al. (2024b) suggested that exposing international students to different accents with varying levels of English proficiency and L1 backgrounds helped ELF users develop communication skills. This emphasizes that an ELFSA context can serve as a learning space where L2 users can develop language knowledge and accommodation skills, which also elicits positive emotions (Acosta-Manzano et al., 2024; Çınar & Altay, 2025; Heinzmann et al., 2024a, 2024b; Llanes et al., 2016).

Additionally, the findings showed that strategy choice may be affected by contextual factors, such as interlocutors, conversation type and goals. This study found that some students pretended to understand to hide their confusion outside the classroom, while in other cases, they used increased focus to improve their understanding of others. One participant noted that their efforts were more noticeable during one-to-one interactions; however, pretending to understand was common in larger group activities, such as watching a film or playing a game. Cheng et al. (2019) also found that ESL students continued to speak with the teacher despite experiencing negative emotions; this might suggest that the choice to suppress might be influenced by the classroom context and the teacher's presence. In this regard, it is crucial to understand how contextual factors influence strategy selection and implementation. Given all these findings, it is vital to uncover strategies as context-dependent tactics

to understand ER processes, goals, and strategy selection, which can provide deeper insights into students' learning efforts and outcomes.

Regarding interpersonal ER, students demonstrated the ability to regulate their emotions with assistance when they faced pronunciation or accent challenges, primarily achieved through situation modification. As a self-focused social regulation, for example, Turkish students employed social strategies, such as asking for clarification or explanation (Oxford, 1990). In addition, as other-initiated social regulation, Turkish students perceived others' explanations or sentence completion as helpful to their ER. Heinzmann et al. (2024b) supported this finding by indicating that peers and others helped ELF users correct themselves, as asking for clarification was used to negotiate meaning. This way also helped SA students to practice English and reduce their fear and anxiety. Another type of social support emerged as others' reassurance, where Turkish students were encouraged to speak up and express themselves when challenged, and they were also reassured about their language skills, which would improve over time. Ross and Rivers (2018) highlighted that hope related to out-of-class language use experiences motivated students to strive more to become proficient L2 users, namely their ideal L2-self. Therefore, others' reassuring SA students in this way might sound hopeful for SA students and motivate them in language learning. Since motivation and engagement are also influenced by self-efficacy beliefs (Almukdad & Karadag, 2024; Csizér & Smid, 2024; Pawlak & Csizér, 2022), encouragement and reassurance from others in language use can be beneficial in fostering self-efficacy, increasing hope, and boosting motivation in L2 mastery. To achieve this, increasing awareness among students to encourage one another in language use is vital.

Furthermore, it is evident that students engage emotionally with others and through others. The findings showed that Turkish students helped others regulate their emotions by showing empathy and understanding when they struggled, and they received advice or language support from others, highlighting that this support is also reciprocal. Supporting this, Kim (2022) found that ESL learners sought help from

others to manage their self-doubt and feelings of inadequacy when faced with communication or adaptation challenges. Cheng et al. (2019) indicated that Chinese students tended to socialize with others, seeking support and having new friendships to manage language barriers. Consistent with Vygotsky's (1981) social learning theory and Oxford's (1990) social and affective language learning approaches, this research has emphasized that social support, cooperation and engagement with others help SA students tackle challenges on the way to English mastery and benefit from one another to manage emotions while enhancing emotional awareness and well-being.

Finally, the findings revealed that multiple tactics were used within a single emotional situation, referred to as polyregulation (Ford et al., 2019). For instance, students asked for help while using translation or reappraised the situation as a learning opportunity while having others assist them, which exemplified how social and non-social ER worked together. In some cases, students tended to use suppression once interpersonal ER was unsuccessful. While this suggests that the effectiveness of ER might depend on the initial tactic's success, a second tactic used after a failure of the initial tactic might negatively affect well-being. As in the example, as a response-modulation strategy, suppression hides the emotion's outward expression while not downregulating the internal negative feeling, which is regarded as a maladaptive strategy (Gross, 2015). On the other hand, sometimes a successful ER might still lead to the use of another strategy. For instance, one student reappraised the situation as normal after seeing others highlighting it as normal. Here, interpersonal reappraisal facilitated an intrapersonal cognitive shift. In conclusion, these findings respond to the call of Petrova and Gross (2023) and advance their ER framework by providing examples from the lived experiences of Turkish SA students and highlighting the dynamic nature of ER from an SLA perspective.

CONCLUSION

This study shows that out-of-class is an emotional place for English users, as Ross and Rivers (2018) emphasized. Therefore, Turkish SA students used several ERS

when encountering mispronunciation, vocabulary gaps, or incomprehension. They regulated their emotions independently, employing tactics such as normalizing mistakes and accents, a positive outlook, reformulation, increased focus, or suppression. Sometimes, they sought help, asked for clarification or advice, resorting to using more than one strategy. Others reassured and encouraged Turkish students, provided explanations or completed sentences, demonstrating interpersonal ER. Besides, the focus was not always on Turkish students' emotions; they also helped other international peers regulate emotions through understanding and empathy. The study thus underscores the context-bound nature of tactics and the relational and dynamic aspects of ER in social interactions outside of class, expanding the theoretical understanding of ER from an SLA perspective. Methodologically, the present study emphasizes the importance of a qualitative descriptive approach, incorporating student narratives and vignette methodology, to gain a deeper understanding of the complexity of ER.

From a pedagogical perspective, the study suggests that an ELFSA context can serve as a valuable L2 learning environment due to the language practice opportunities it provides for students to interact with other international students. Additionally, it can provide a socially supportive environment that enhances emotional experiences, promotes well-being, and fosters effective communication among SA students. Therefore, promoting social interaction and relationships among both international and local students through informal gatherings or workshops strengthens students' sense of belonging and increases language practice through social connections. Furthermore, considering the emotional intensity of an ELFSA context, the research underscores the need to enhance SA students' awareness of potential emotional, academic, and linguistic challenges they could face during SA and broaden their understanding of ER. To achieve this, HEIs may offer strategy training before or during SA, focusing on various tactics and encouraging the use of flexible, multiple-strategy approaches by and for themselves and others. This can contribute to

improved language use, positive SA experiences and learning outcomes, and emotional well-being.

The study findings rely on students' self-reported narratives based on retrospective experiences related to given scenarios through the adapted MYE; therefore, it is suggested that conversation analysis be conducted through recordings of authentic social interactions or idiodynamic methodology to better understand the dynamic nature of ER. Additionally, further validation studies of MYE are recommended across different SA contexts to discover nuances of emotional experiences among SA students. Moreover, the study focuses solely on out-of-class language use experiences; future research should examine ERS in EMI classrooms cross-culturally. Using longitudinal designs would also be beneficial for examining how ER interacts with other factors over time, before, during, and after SA. With all this, we can better understand and support SA students during their transformative journey, filled with ups and downs, and contribute to ER research.

Authors' Contributions

KY was responsible for all aspects of the paper, including design, data collection and analysis, manuscript writing, and interpretation of the results. She read and approved the final version of the manuscript.

Ethics Approval & Consent to Participate

The study was approved by Eötvös Loránd University (ELTE) in accordance with the principles of research ethics. All participants provided informed consent prior to data collection.

Declaration of GenAI and AI-Assisted Technologies

The author confirms that GenAI was not used in the study design, data analysis, or interpretation of the findings. AI-assisted tools were employed solely for language refinement and stylistic editing to enhance clarity and flow. The author takes full responsibility for the final version of the manuscript.

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APPENDICES

APPENDIX A. The Adapted MYE

1. What kind of emotions would you experience in this situation? (Please choose the appropriate option.)
   a. Positive (pleasant, comfortable)
   b. Negative (unpleasant, uncomfortable)
   c. Both
   d. Other
2. Please name the emotions (one or more) you would feel in this situation. (maximum 10 words)
3. What would you do in order to manage these emotions in this situation? (maximum 50 words)
4. Have you ever encountered this situation or something like it? (Please choose the appropriate option.)
   a. Yes
   b. No

Important: If the answer to #4 is yes (that is, you encountered this situation or something like it before), please respond to each of the following items (#5–9).

5. Please describe the situation, if any, that you encountered before. (maximum 30 words)
6. If your teacher or someone else tried to help you manage your emotions in the situation, please choose the appropriate option below.
   a. My teacher or someone else tried to help me manage my emotions in this situation, and it was successful.
   b. My teacher or someone else tried to help me manage my emotions in this situation, but it was not successful.
   c. My teacher or someone else did not try to help me manage my emotions in this situation.
   d. Other
7. If your teacher or someone else tried to help you manage your emotions in the situation, please explain how they did this. (maximum 30 words).
8. If nobody tried to help you manage your emotions in the situation, please choose the appropriate option below.
   a. I consciously tried to manage my emotions without help in this situation, and it was successful.
   b. I consciously tried to manage my emotions without help in this situation, but it was not successful.
   c. I consciously tried to manage my emotions without help in this situation, and it was partly successful and partly unsuccessful.
   d. I was not conscious enough of my emotions in this situation and therefore could not manage my emotions.

e. Other

9. If you tried to manage your emotions without help in the situation, please explain how you did this. (maximum 30 words)
10. If you have any other comments about this scenario or your emotions, please add them here.

APPENDIX B. Codebook

Thematic Codebook	
Strategies	**Tactics**
Self-Focused Non-Social Regulation	
Cognitive change	● accepting the situation as normal ● reframing mistakes as normal ● accept being a non-native English speaker ● recognising accents as normal ● seeing the situation as a learning opportunity ● downplaying ● excusing themselves by attributing the problem to others
Situation modification	● proactively assessing actions and trying to communicate effectively ● choosing a familiar topic to talk about ● skipping words ● communicative strategies such as reformulation
Attention deployment	● attentively listening ● mindfulness (being present in the moment) ● increased focus ● distraction, shifting attention away
Response modulation	● drinking alcohol ● suppression through pretending to understand and laughter
Self-Initiated Self-Focused Social Regulation	
Situation Modification	● asking for clarification ● asking for an explanation ● open communication among students and seeking advice ● proactive efforts to develop their understanding of others' accents
Other-Initiated Self-Focused Social Regulation	

Situation Modification	● others' reassurance ● others' explanations ● others' sentence completion
Self-Initiated Other-Focused Social Regulation	
Situation Modification	● sustaining conversation through empathy and understanding ● correcting others without offending
Other-Initiated Other-Focused Social Regulation	
Situation Modification	● helping one another through socialisation (e.g., starting a game)
Cognitive Change	● interpersonal reappraisal (changing others' perspective)
Polyregulation	
Example 1 (P60, Board Game)	1. laughter as a response modulation (self-focused, non-social) 2. seeing everyone react normally as cognitive chance (self-focused, non-social) 3. being corrected by others as situation modification (other-initiated, self-focused, social) 4. reappraising mistakes as normal as cognitive change (self-focused, non-social)
Example 2 (P17, Incomprehension of Joke)	1. asking for explanation (self-initiated, self-focused, social) 2. pretending to understand by laughter (self-focused, non-social)