

The Correlation Between Iraqi EFL University Students' Cognitive Emotion Regulation and Their Speaking Performance

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Date of research submission : 1/4/2026

Date of publication acceptance : 29/6/2026

Date of publication :29/8/2026



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Abstract

One area of interest in language learning research is the role of Cognitive Emotion Regulation in relation to language performance. Examining how Iraqi EFL university students' cognitive emotion regulation correlates with their speaking abilities is the primary aim of this research. so, for the 2025-2026 academic year, 450 students from two Iraqi EFL universities(Almustansrya and Diyala University) represent the sample of the study. Two instruments are used to achieve the aims of this study: Cognitive Emotion Regulation Questionnaire and Speaking skills test. Researcher used descriptive statistics and Pearson's correlation coefficient to determine the association. According to the findings of the study, EFL students at Iraqi universities show an acceptable level of Cognitive Emotion Regulation with speaking skills

performance. Moreover, the results of the study indicate that the correlation between EFL university (male and female) students' Cognitive Emotion Regulation and their performance in speaking skills is not statically significant.

Keywords ; Cognitive Emotion Regulation , Emotions , Speaking Skills.

العلاقة الارتباطية بين التنظيم المعرفي للانفعالات والأداء في مهارة التحدث لدى طلبة الجامعات العراقيين متعلمي اللغة الإنجليزية كلفة أجنبية

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تاريخ استلام البحث : 2026/4/1

تاريخ قبول النشر : 2026/6/29 - تاريخ النشر 2026/8/29



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الملخص

يُعد دور التنظيم المعرفي للانفعالات وعلاقته بالأداء اللغوي أحد المجالات الحيوية المهمة في بحوث تعلم اللغات. يهدف البحث الحالي بشكل رئيس إلى استقصاء العلاقة الارتباطية بين التنظيم المعرفي للانفعالات لدى طلبة الجامعات العراقيين (متعلمي اللغة الإنجليزية لغةً أجنبية) وقدراتهم في مهارة التحدث. ولتحقيق هذا الهدف، اشتملت عينة الدراسة للعام الدراسي 2025-2026 على 450 طالباً وطالبة من جامعتي (المستنصرية وديالى). استخدمت الدراسة أداتين رئيسيتين: استبانة التنظيم المعرفي للانفعالات واختبار مهارة التحدث؛ حيث وُظفت الأداة الأولى لقياس مستوى التنظيم المعرفي للانفعالات، بينما خُصص الاختبار لقياس كفاءة أداء الطلبة في مهارة التحدث. وتحليل البيانات، استخدم الباحث الإحصاء الوصفي ومعامل ارتباط بيرسون لتحديد طبيعة العلاقة بين المتغيرين.

أظهرت نتائج الدراسة أن طلبة الجامعات العراقيين يمتلكون مستوى مقبولاً من التنظيم المعرفي للانفعالات، كما أظهروا مستوى مقبولاً في أداء مهارة التحدث. ومع ذلك، أشارت النتائج إلى أن العلاقة الارتباطية بين التنظيم المعرفي للانفعالات وأداء مهارة التحدث لدى طلبة الجامعات (من الذكور والإناث) كانت ضعيفة. الكلمات المفتاحية: التنظيم المعرفي للانفعالات، الانفعالات، مهارة التحدث.

1.Introduction

Within learning English as a Foreign Language , the development of speaking skills is often regarded as one of the most challenging aspects of language learning. Speaking requires not only linguistic competence but also psychological readiness and emotional control (MacIntyre & Gregersen, 2012). Recent studies have emphasized the critical role of emotional factors in learners' oral performance, suggesting that emotions can either facilitate or hinder communication (Dewaele & Li, 2020).

Horwitz (2010) and Dewaele & Alfawzan (2018) stated that a major challenge faced by Language learners is not only linguistic but also psychological: anxiety, fear of negative evaluation, and low self-confidence often inhibit oral performance.

Cognitive emotion regulation can be defined as the mental strategies that individuals use to manage their emotional responses, such as re-evaluating situations or focusing attention positively (Gross, 2015). While studies in psychology and education have shown that effective emotion regulation enhances learning outcomes (Schütz & Pekrun, 2020) , its specific relationship with EFL speaking performance remains under-explored. Only a few recent studies have attempted to link emotion regulation to oral proficiency, and their findings have been inconsistent (Shaheen & Alamri, 2022; Li, 2023).

In the Iraqi EFL context, speaking is often neglected due to teacher-centered instruction, limited exposure to authentic communication, and students' fear of making mistakes (Al-Khalil, 2021). Consequently, learners may possess adequate grammatical knowledge but still fail to express themselves fluently or

confidently. This suggests that linguistic competence alone is insufficient without emotional and cognitive readiness. With development in researches on childhood and adolescence , emotion regulation has provided deeper insight into the mental, attitudinal, personality and motivational factors (Thompson, 1991)

Speaking is considered one of the most important yet challenging skills in English as a Foreign Language learning. Unlike receptive skills such as reading and listening, speaking requires learners to produce language in real time, integrating vocabulary, grammar, pronunciation, and interactional competence simultaneously (Goh & Burns, 2012). For many EFL learners, particularly in contexts where English is rarely used outside the classroom, speaking remains the most anxiety-provoking and least developed skill (Tanveer, 2007).

This study aims to determine if students' cognitive emotion regulation significantly correlates with their speaking skills . The researcher had some context to work with for this investigation because it based on previous studies . This study aims to find out :

1. The EFL university students' Cognitive Emotion Regulation.
2. The EFL university students' academic performance in speaking.
3. The correlation between EFL university male students' Cognitive Emotion Regulation and their performance in speaking.
4. The correlation between EFL university female students' Cognitive Emotion Regulation and their performance in speaking.
5. The correlation between EFL university (male and female) students' Cognitive Emotion Regulation and their performance in speaking.

2.Literature review

Studies in psychology and education have shown that effective emotion regulation enhances learning outcomes Schütz & Pekrun (2020), its specific relationship with EFL speaking performance remains under-explored. Only a few recent studies have attempted

to link emotion regulation to oral proficiency, and their findings have been inconsistent Shaheen & Alamri (2022); Li (2023).

According to the study by Tam & Duc (2024) several the factors that influence students' English-speaking skills. Motivational factors, learning environment, teaching methodologies, emotional factors, the results of the study showed a great impact on the students' English communication ability.

Developed an evolutionary theory of emotions; he postulated that emotions help individuals attain an essential factor for survival and reproduction (Darwin, 1872/1965). Based on Darwin, emotions of fear keep individuals away from danger, while those of love and affection help in forming relationships and having offspring. This has been the interest for a long period, and hence, many psychologists and physiologists have continued to develop these ideas so as to enhance understanding of how emotions originate and work in the body.

Chastain (1998) state that, speaking considered as a productive skill that encompasses a variety of elements, including grammar, vocabulary, strategies, sociolinguistic competence, and discourse; for him, speaking involves more than just producing the appropriate sounds, selecting the appropriate words, or correctly constructing sentences.

2.1.Emotions

Matsumoto and Ekman (2009:43) define emotions as “transient, bio-psychological reactions that help individuals adapt to and cope with events that have implications for survival and well-being.”

“Emotions are a kind of radar and rapid response system, constructing and carrying meaning across the flow of experience. Emotions are the tools by which we appraise experience and prepare to act on situations” Cole et al (2004:67). Emotions are a tremendously crucial element of being human. Emotions occur when something happens around us or when we remember something. For instance, you could feel terrified when you see a spider or glad when you think back on a fun family gathering.

According to scientists, emotions are composed of multiple interrelated components. These parts have to do with both the brain and the body, and how they interact Mohiyeddini & Baker (2023).

2.1.1.Theories of Emotion

There are a number of theories of emotion researcher summaries it as following:

1.Adaptive Theory: Darwin is credited for developing adaptive theories (1965) adaptive theories focus on the low-level and high-level evaluation phases of emotions, investigate the anthropological origins of emotions, and primarily look at the physiological and cognitive aspects of emotions.

2.Embodiment Theory :James was the first to offer embodiment theories, which challenge the conventional wisdom that emotions lead to physiological changes by viewing emotions as the culmination of physiological changes within the body Lin et al. (2012).

3.Constructivist Theory :Constructivist theories focus on the communication process and investigate the anthropological origins of emotions as well as their actual evolution. They primarily look at the motor, affective, and behavioral aspects of emotions Lutz & White, (1986).

4.Appraisal Theory: According to cognitive perspective , emotions are the result of a cognitive evaluation process . An appraisal is typically defined as an unconscious process in which an event is evaluated in relation to various variables, such as its personal relevance and whether it aligns with individual aims Wirz (2024).

5.Neuroscientific Theory : LeDoux (2000), said that neuroscientific theories investigate how emotions are produced and interact with one another. They do this by identifying the brain circuit patterns that underlie the emotions that human subjects experience.

6.Motivational Theory :According to Lin et al. (2012), motivational theories explain how emotions relate to a human

subject's goals and explain how emotions influence or decide behavior.

7. Discrete Theory: Ekman et al.(1969) state that ,discrete theories view every emotion as the particular instance of a few universal emotions. Discrete theories investigate how emotions are characterized, look at their physiological, motor, affective, and behavioral aspects, and concentrate on the stages of behavior preparation and execution.

8.Continuous Theory : Russell (1980) mention that, continuous theories focus on the low-level and high-level evaluation phases, analyze the feeling components of emotions, and research how emotions are characterized.

2.2. Emotion Regulation

Calkins and Hill (2007) defined emotion regulation as the process by which individuals influence which emotions they experience and when they experience them and how they are expressed. Gross (1998) explain emotional regulation, which known as "emotional self-regulation," as the collection of cognitive processes that affect the type of emotional reaction as well as how people feel and express these emotions. The following parts of emotion functioning can be initiated, inhibited, or modulated as part of the intricate process of emotional regulation (Siegler, 2006). Emotional experience is modulated by two general control methods.

(1) Regulation with an antecedent focus. According to Goldin et al. (2008), this regulatory method takes place early in the emotional response modulation process.

(2) Regulation with a Response Focus. This strategy, which focuses on altering emotional output, is utilized subsequently. Moore et al. (2008).

2.3 Cognitive Emotion Regulation

Several cognitive processes are involved in what is called emotion regulation by explaining how people control their thinking in order to control their emotional reaction in given situations by

influencing how they think about situations. Cognitive emotion regulation occurs by altering thinking rather than by attempts to change emotional response by controlling behavior or physiology Compas et al.(2017).

2.4. Domains of Cognitive Emotion Regulation

The Cognitive Emotion Regulation Questionnaire (CERQ), developed by Garnefski, Kraaij, and Spinhoven (2001), outlines the domains of cognitive emotion regulation.

- **Self-Blame** Attributing the cause to the negative event to oneself, or reflective self-attribution
- **Rumination (Thought Focus)** Repetitive thinking regarding the feelings, or the mental focus on the negative emotional event.
- **Catastrophizing** Downplaying the experience by removing the fear or seriousness of the event .
- **Other Blame** Attributing what has transpired to other people or external other-Attributing .
- **Acceptance** Coming to terms with what has transpired and accepting the outcome .
- **Positive Refocusing** Instead of thinking about the negative event, thinking of something pleasant or a positive matter .
- **Refocus on Planning** Instead of thinking about the negative experience, thinking about what to do, or the actions, to manage the negative experience
- **Positive Reappraisal** Constructing the event positively by attributing a positive meaning to the event concerning the self or personal improvement .
- **Putting into Perspective** By comparison, downplaying the event by focusing on the other events more supremely or importantly sabotaging the event .

2.5.Emotion Regulation Strategies

▪ **Cognitive Reappraisal** : Clore & Ortony (2000) , define appraisal as the "assignment of value or emotional meaning" The emotion management technique known as cognitive appraisal is

centered on the interpretation and assessment of stimuli, which then modulate the mood.

- **Suppression :** In emotion literature, term is typically used as a synonym for cognitive re-appraisal (Phan et al. 2005) or to refer to the inhibition of the manifestation of emotion Gross, (1998) involving some cognitive control.

- **Attentional Distraction:** The strategy of attentional distraction therefore involves shifting attention away from negative emotional stimuli toward pleasant or neutral activities (Appelhans & Luecken, 2006).

- **Cognitive Distraction:** Cognitive distraction involves a shift in mental focus away from emotional stimuli, yet not all forms are equally effective. Rumination is the recurrence of thoughts about one's symptoms and their causes or consequences and is considered a maladaptive cognitive strategy (Nolen-Hoeksema, 1987, 1991).

- **Adaptive vs. Maladaptive Strategies :** Emotion regulation techniques are divided into adaptive (e.g., reappraisal, problem-solving) and maladaptive (e.g., rumination, suppression). Adaptive strategies are generally associated with emotional adjustment, whereas maladaptive strategies are linked to anxiety, depression, and other psychological difficulties (Garnefski, Kraaij, & Spinhoven, 2001)

2.6.Speaking Skills

Luoma (2004), Defined speaking as the ability to articulate words, phrases, and sentences in a spoken form. Additionally, speaking is seen as "a skill that has to be "practiced" and "mastered," requiring vocabulary growth as well as a grasp of grammar and sentence structures" Baruah (1991). Speaking, is the capacity to articulate words, phrases, and sentences in a spoken form. Additionally, speaking is seen as "a skill that has to be "practiced" and "mastered," requiring vocabulary growth as well as a grasp of grammar and sentence structures" Accordingly, speaking in FL/SL has been regarded as the most difficult of the

four abilities since it requires a complicated process of meaning construction.

Furthermore, according to Sharma (2018), "it is a dynamic process that allows making a more constructive and effective communication" . On the other hand, speech is "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts,"

2.7.Components of Speaking Skill

When it comes to speaking, there are several components that contribute to effective oral communication. These components include:

❖ **Fluency and Accuracy** : According to Koponen and Riegenbach (2000) and Michel (2017), fluency is considered a natural language usage regardless of whether it leads to language output or understanding similar to that of a native speaker.

❖ **Pronunciation** : According to Carter et al. (1998), pronunciation is the proper articulation of sounds, stress patterns, and intonation in spoken language.

❖ **Vocabulary**

❖ According to Harmer, 2007) The variety of words and phrases a speaker is familiar with and use is referred to as their vocabulary . We are unable to express ourselves without terminology.

❖ **Grammar**: Grammar, according to Wahyuni et al. (2014), is the structure and rules that regulate how words are arranged and sentences are formed in a language.

❖ **Comprehension** :According to Lisnawati (2021, p. 2046), comprehensibility is defined as "the ability of understanding the speakers' intention and general meaning."

3.Methodology

This section debates the method and offers an inclusive and full explanation of all the techniques followed to achieve the aims of the study . It deals with the following :

1. Population and sampling.
2. Description of the study instruments.

3. Explaining the statistical procedures used for data analysis and results.

3.1. Population and sampling

Richards & Schmidt (2003), explain the term population as“ any set of items , individuals ,etc. that share common and observable characteristics and from which a sample can be taken”. The population of this study covers (1340) Iraqi EFL 4th year university students at the Departments of English –Colleges of Basic Education in Iraq.

The sample of the current study includes (450) Iraqi EFL 4th year students at the Departments of English –Colleges of Basic Education at two universities ; Mustansiriyah and Diyala respectively during the first semester of the academic year 2025-2026.

No.	University	College	sample
1	Mustansiriya	Basic Education	300
2	Diyala	Basic Education	150
Total			450

Table (1) Sample of the study

3.2. Description of the study instruments

To achieve the aims of the current study , two instruments have been used . They are ; Cognitive Emotion Regulation questionnaire (CERQ) and speaking performance Test.

➤ Cognitive Emotion Regulation Questionnaire (CERQ).

The current study employed a closed-ended questionnaire that requires ticking. Garnefski, N., Kraaij, V., & Spinhoven, P. (2001) are the authors of the Cognitive Emotion Regulation. It has thirty-six items , each item is assessed using a five Likert scale (Always ,Often,Sometimes ,Rarely ,Never)designed to gauge the participants' degree of cognitive control. The CERQ is divided into nine domains:

➤ Speaking Performance Test (SPT)

The researcher directed the test to evaluate the speaking performance of the students, asks students to discuss a certain topic

in order to gauge their proficiency in speaking English. The students were interviewed individually, answering questions on a single subject and providing examples and details to back up their responses. Two semi-native English speakers assist the researcher in capturing the students' responses using a recording device. An audio cassette is used to record each interview. The speaking component employs the scoring rubric (suggested by Brown 2001).

3.3.Validity and Reliability

The tools were subjected to examination by a panel consisting of ten university teachers with specialized knowledge in the domains of English Language Teaching (ELT) and linguistics. The jurors are responsible for analyzing the face validity of the study instruments and reviewing the appropriateness of the scoring techniques used to score the questionnaire. The evaluation of the reliability of the CERQ evaluation performed by the application of the test/retest method and Cronbach's alpha was (0.864). The evaluation of the reliability of SPT is conducted by employing Cronbach Alpha, a statistical metric that indicates the adequacy of all reliability coefficients was (0.798). A consensus has been achieved among specialists about the scoring method, the entirety of the instruments, and their individual items, except of a few language alterations that have been duly taken into account.

3.4.Results

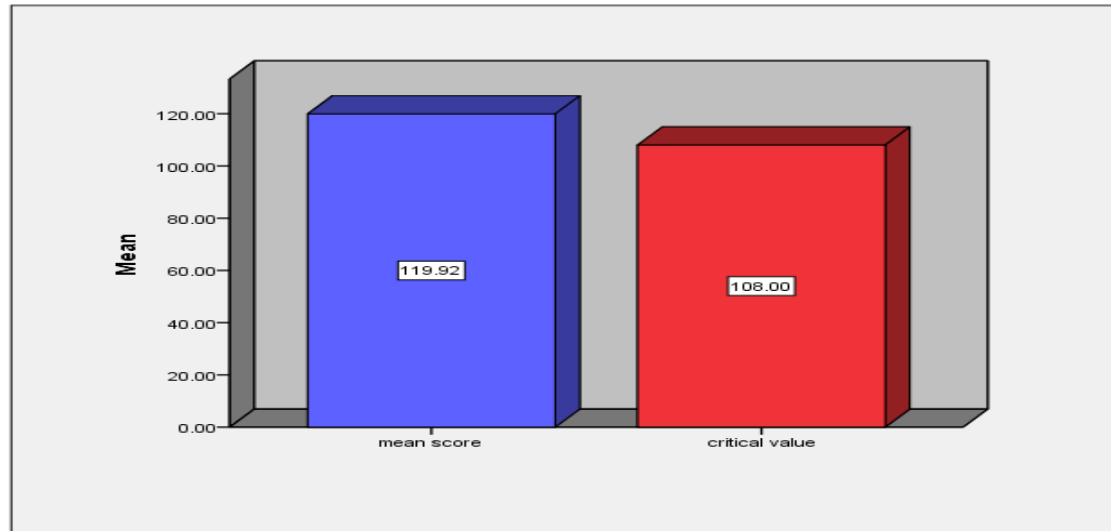
The researchers used two scales, specifically the CERQ and the SPT, on the chosen sample to achieve the study's objectives. A t-test for a single independent sample was used to control for statistically significant differences between the theoretical and arithmetic means after the standard deviations and means were computed. The primary goal of the study was, "Identifying the EFL university students' Cognitive Emotion Regulation." and to do this, the researcher used a cognitive emotion regulation scale to evaluate 450 students, both male, and female. Based on the data presented in the study, the typical sample score is 119.922 degrees, with a standard deviation of 29.578 degrees. There is statistical

significance at the 0.05 level in the variance. The calculated t-value of 8.550 surpasses the threshold t-value of 1.960 with 449 degrees of freedom, proving this. This is shown in Figure One and Table 2

Variables	Sample	Arithmetic Average	Standard Deviation	Theoretical Mean	T-test Value		Significance (0.05)
					Computed	Critical	
Cognitive Emotion	450	119.922	29.578	108	8.550	1.960	Significant

Table (2)The Mean, Standard Deviation, and T-Test Value for Cognitive Emotion

Figure (1) Computed and Theoretical Mean of CER



The researcher next extracted the means and standard deviations for each domain of cognitive emotion regulation as part of an additional method. Using a one-sample t-test, the researcher determined whether there was a statistically significant difference between the mathematical and hypothetical means in each category. Both Figure (2) and Table(3) display the outcomes.

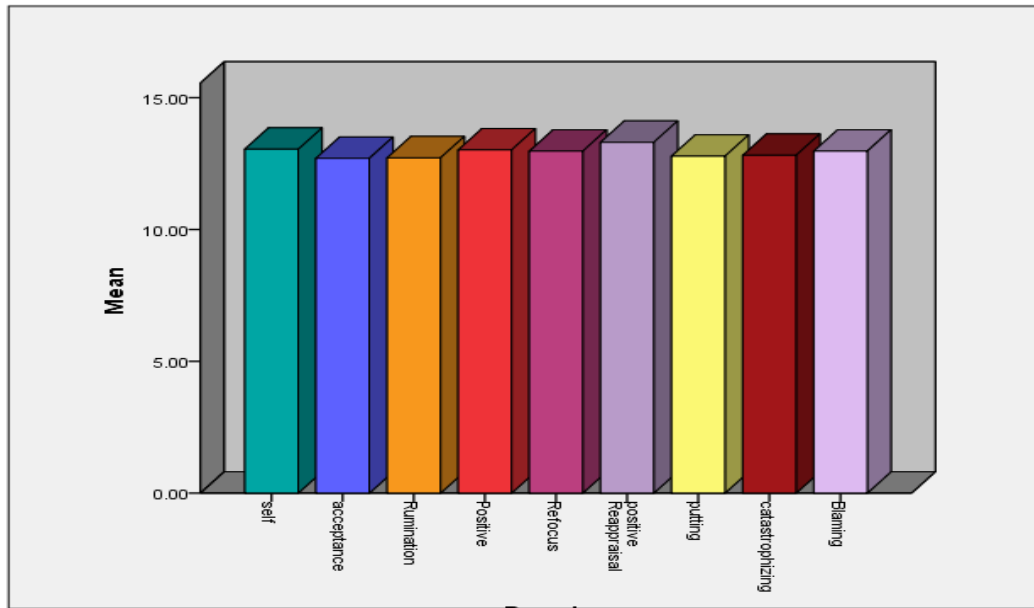
Domains	Sample	Arithmetic Average	Standard Deviation	Theoretical Mean	T-test Value		Significance (0.05)
					Computed	Critical	

Self-Blame	450	13.048	3.435	12	6.477	1.960	Significant
Acceptance	450	12.697	3.876	12	3.819	1.960	Significant
Rumination	450	12.717	3.433	12	4.435	1.960	Significant
Positive-Refocusing	450	13.017	3.547	12	6.085	1.960	Significant
Refocus of Planning	450	12.971	3.778	12	5.452	1.960	Significant
Positive-Reappraisal	450	13.306	3.377	12	8.207	1.960	Significant
Putting into Perspective	450	12.780	3.679	12	4.498	1.960	Significant
Catastrophizing	450	12.813	3.443	12	5.010	1.960	Significant
Blaming Others	450	12.971	4.039	12	5.100	1.960	Significant

Table (3) Mean, Standard Deviation, and T-value of the Domains of the cognitive emotion Scale

It is evident from Table (3) that all domains of the Cognitive Emotion Regulation scale were statistically significant, as their computed T-values were greater than the critical T-value at the significance level of (0.05) and degrees of freedom (449). Thus, there are statistically significant differences between the arithmetic mean of the sample and the theoretical mean of the domain, in favor of the sample's arithmetic mean. This indicates that the

students possess a proficient and acceptable level in all domains of the Cognitive Emotion Regulation scale. (as illustrated in figure 2)



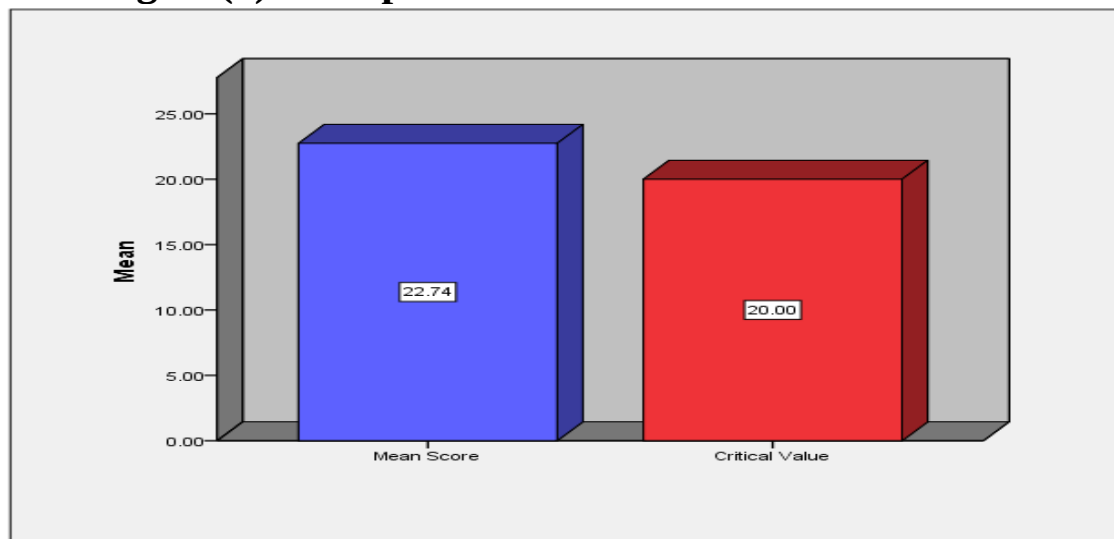
Figure(2): Mean Scores for Domains of Cognitive Emotion

To achieve the second aim, which is Identifying the EFL university students' academic performance in speaking skills performance. After applying the Speaking test to the research sample consisting of 450 male and female students , the finding of the investigation revealed that the arithmetic means of the sample reached (22.744) with a standard deviation of (6.161). When comparing the arithmetic mean with the theoretical mean of the scale, which is (20), and using the One-Sample T-test, it was found that the computed T-value is (8.555). This is greater than the critical value (1.960) and is statistically significant at the level of (0.05) with degrees of freedom (449). Thus, there are statistically significant differences between the arithmetic mean of the sample and the theoretical mean of the test in favor of the sample's arithmetic mean. The results are shown in table(4) and figure (3).

Variable	Sample	Arithmetic Average	Standard Deviation	Theoretical Mean	T-test Value		Significance (0.05)
					Computed	Critical	
Speaking skill	450	22.744	6.161	20	8.555	1.960	Significant

Table (4) The Mean, Standard Deviation, and T-Test Value for EFL Speaking Skills

Figure(3): Computed and Theoretical Mean of EFL



To determine the statistically significant differences in the scores of the speaking skills performance test according to the five scoring criteria (rubrics), the result indicates that the students' performance according to the scoring criteria for the speaking skills performance test was statistically significant for all criteria, as their computed T-values were greater than the critical values with degrees of freedom (449). the results were as shown in the following table(5)

Variable Rubric	Sample	Arithmetic Average	Standard Deviation	Theoretical Mean	T-test Value		Significance (0.05)
					Computed	Critical	

Fluency	450	22.780	7.249	20	8.135	1.960	Significant
Vocabulary	450	22.606	7.126	20	7.760	1.960	Significant
Grammar	450	20.571	2.813	20	4.306	1.960	Significant
Pronunciation	450	22.488	7.217	20	7.315	1.960	Significant
Comprehension	450	20.691	2.905	20	5.046	1.960	Significant

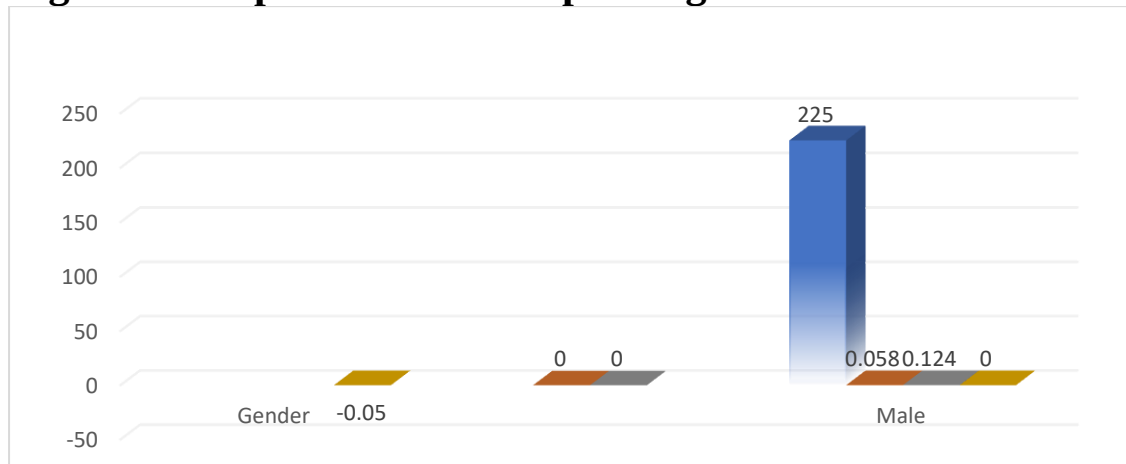
Table (5) The Mean, Standard Deviation, and T-Test Value for Rubric of EFL

To achieve the third aim, which states: Finding out the correlation between EFL university male students' Cognitive Emotion Regulation and their performance in speaking skills. To achieve this goal, the Pearson correlation coefficient was used to find the relationship between the two variables: Cognitive Emotion Regulation and performance in speaking skills among male university students that reached (0.058). This is not statistically significant because the computed correlation coefficient value is less than the critical/table value at degrees of freedom (224) and a significance level of (0.05). The results are shown in Table (6), Figure (4)

Variable Gender	Sample	Correlation-Value		Significance (0.05)
		Computed	Critical	
Male	225	0.058	0.124	No Significant

Table (6) The relationship between Cognitive Emotion Regulation & performance in speaking skills for Males

Figure(4) the relationship between Cognitive Emotion Regulation & performance in speaking skills for Males



To achieve the fourth aim which states “Finding out the correlation between EFL university Female students' Cognitive Emotion Regulation and their performance in speaking skills”. The Pearson correlation coefficient was used to find the relationship between the correlation relationship between Cognitive Emotion Regulation and performance in speaking skills among female students which reached (0.063). This is not statistically significant because the computed correlation coefficient value is less than the critical/table value at degrees of freedom (224) and a significance level of (0.05). The results are shown in table (7).

Variable Gender	Sample	Correlation-Value		Significance (0.05)
		computed	Critical	
Female	225	0.063	0.124	No Significant

Table (7) the relationship Between Cognitive Emotion Regulation & performance in speaking skills according to the Female

To achieve the fifth goal which aims at ‘ Finding out the correlation between EFL university (male and female) students' Cognitive Emotion Regulation and their performance in speaking skills. The researcher processed the statistical data for the main research sample, which amounts to (450) male and female

students. The Pearson correlation coefficient was used to find the differences in the relationship between Cognitive Emotion Regulation and performance in speaking skills according to gender. The correlation coefficients were converted into Standardized Fisher Values and the T-value was extracted. (As shown in table 8)

Variable	Gender	Sample	Correlation Coefficient	Standardized Fisher value	T-Value		
Cognitive Emotion Regulation and performance in speaking skills	Male	225	0.270	0.277	computed 0.640	critical 1.960	No Significance
	Female	225	0.210	0.213			

Table (8) Results of the T-Value for the relationship Between Cognitive Emotion Regulation & performance in speaking skills according to the gender

Discussion

The results validate the correlation between cognitive emotion regulation and speaking performance. The findings deduce that Iraqi EFL University students have an acceptable level of cognitive emotion regulation, and the students have a good level of speaking performance which seems statistically significant. Furthermore, the results of the study indicate that the correlation between EFL university (male and female) students' Cognitive Emotion Regulation and their performance in speaking skills is weak .

Conclusion

This study found that Cognitive Emotion Regulation (CER) is crucial in the academic experiences of Iraqi EFL university

students. Findings indicate that these students generally exhibit a good level of CER, which allows them to use constructive cognitive strategies (such as focusing on planning and positive reappraisal to tackle the challenges associated with language learning. This emotional strength is not merely a psychological characteristic; it serves as a vital predictor of academic achievement, helping students maintain the cognitive concentration needed for demanding task like English speaking. Effective emotion regulation is linked to improved study habits and greater proficiency, whereas inadequate regulation manifested through rumination or self-blame can result in academic procrastination and lower performance. Consequently, promoting emotional awareness and cognitive regulation strategies is essential in EFL classrooms. Incorporating these techniques into the learning environment would not only improve students' linguistic skills but also provide them with essential resources to handle academic stress and achieve long-term educational success.

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