



## VOCABULARY BUILDING IN EFL USING PLUTCHIK'S WHEEL OF EMOTIONS

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### **Abstract:**

Emotional intelligence is closely related to vocabulary expansion and other language competencies. A learner with a good command of emotional language will express themselves better, recognise and name the emotions in themselves and others, notice their nuances, react to them appropriately, and verbally articulate their attitudes and opinions. The paper explores the potential of the graphic image entitled *Plutchik's Wheel of Emotions* as a stimulus for vocabulary expansion, translation exercises, comparisons of meanings, and language exercises in which emotions are contextualised in a broader communication situation. Using *Plutchik's Wheel of Emotions*, as described in the paper, offers a multitude of possibilities in the EFL/ESL classroom, where learners can practice various skills (including basic reading and translation, pronunciation, and contextualisation), learn about synonyms, near-synonyms, and antonyms, gradation of intensity, figurative language, collocations, morphology, and visualisation. Such activities can not only enrich the learners' vocabulary and enhance their reading comprehension skills but also increase their confidence in productive language skills (speaking and writing) and make them feel more comfortable using a variety of English words to convey their thoughts, feelings, and ideas.

**Keywords:** EFL, emotional intelligence, vocabulary building, *Plutchik's Wheel of Emotions*

### **1. Introduction**

For a long time, intelligence was regarded through verbal/propositional and perceptual/organisational elements (Kaufman, 2000 in Mayer *et al.*, 2008). In the 20th century, researchers recognised newer aspects of intelligence, such as social intelligence, first presented by Thorndike (1920 in *ibid.*). In the early 1980s, scientists began to accept ideas of multiple and specific types of intelligence, including emotional intelligence. In 1983, Garner (2011) proposed a pluralistic view of intelligence, creating a theory of

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multiple intelligences, including linguistic intelligence. Linguistic intelligence was defined as "*the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language*" (Armstrong, 2009, p. 6). At the same time, the first ideas on how to measure emotional intelligence appear (Mayer & Salovey, 1997).

Guerra (2011) states that emotional intelligence is an extension of social intelligence and describes it as a "*person's innate cognitive ability to perceive, identify, assess, understand, manage, and explain emotions in order to reason, guide thinking and action, solve problems, and regulate behaviour*". Although various cognitive and psychological functions of emotional intelligence have been described, the language component is also a part of it that holds great significance. Emotional intelligence has a noticeable influence on using effective language-learning strategies (Biria & Zafari, 2014). It has been found to positively impact language-learning outcomes, including improved motivation, self-confidence, and communication skills (Thao *et al.*, 2023).

When combined with a high level of language proficiency, emotional intelligence enables learners to articulate their emotions and moods, better understand nuances of both language and emotions, communicate more efficiently, manage emotions, interact with others better, and establish good communication by expressing empathy and understanding. Many studies have examined emotional intelligence in learning English as a foreign language and have indicated a complex connection between emotional intelligence and foreign language learning (Degirmenci & Yavuz, 2024; Thao *et al.*, 2023; Izzatillayevna, 2023), suggesting that there is a positive correlation between emotional intelligence and language proficiency, especially when it comes to acquiring a second language. On the other hand, acquiring adequate language skills in English, mainly expanding the vocabulary and efficiently identifying and differentiating between different communication nuances mediated by English, can significantly impact the improvement of communication, even when it is between participants who are only beginning to obtain command of English as a foreign language.

## 2. Emotional intelligence in ELT - Literature review

According to Hajncl and Vučenović (2013), the three most impactful theories of emotional intelligence are shown in three key models – Mayer and Salovey's model of emotional intelligence as an ability, Bar-On's model of emotional-social intelligence, and Goleman's model of emotional competencies. Hajncl and Vučenović's content analyses of these three models indicate that there are common elements to each of them, namely, elements related to emotion management skills, "*from original capacities (emotional perception, emotional memory), central attributes (emotional knowledge and emotional skills) to personality traits and manifest behaviours (personality traits linked to emotions)*" (2013, 95).

In their attempt to analyse the aspects of emotional intelligence, Mayer and Salovey (1997) constructed the Four-Branch Model of Emotional Intelligence diagram, in which emotional intelligence is regarded as a set of different scopes of intelligence. They note that each branch implies a set of skills and has its "*developmental trajectory*", which

implies "*proceeding from relatively easy skills to more sophisticated ones*" (Mayer *et al.*, 2008, p. 8). According to the authors, emotional intelligence consists of perceiving emotions accurately in oneself and others, using emotions to facilitate thinking, understanding emotions, emotional language, and the signals conveyed by emotions, and managing emotions to attain specific goals (*ibid.*).

Mayer and Salovey (1997) consider emotional intelligence through lower and higher functions. Emotional intelligence first refers to the ability to recognise emotions and then express them. In this context, the skills that stand out are perception, appraisal, and expression of emotions. In the language-learning sense, it is important to note here the knowledge of appropriate and precise words to name and determine emotions in all their nuances, the gradation, and the linking of the verbal with complex psychological processes, as well as the cognitive and linguistic differentiation between the expressed emotions.

Based on recognising emotions, higher cognitive and emotional functions involving thinking, interpreting emotions, and contextualising meanings, including understanding more complex emotions and their transitions, are upgraded. In the end, as the highest level of emotional intelligence, the authors name the reflective regulation of emotions, which implies the openness to track and manage emotions efficiently. In the context of linguistic expression, this suggests the need for higher levels of language competencies which enable the interpretation of the meaning of specific words that determine emotions, understanding the nuances in expression and recognising the meaning of specific emotions, and then the understanding of contextualisation, *i.e.*, the proper use of linguistic and paralinguistic components – intonation, rhythm, gestures, facial expressions, and so on.

Bar-On's model of emotional-social intelligence (Bar-On, 2006) brings five dimensions relating to different skills (EQ-I SCALES): intrapersonal (self-regard, emotional self-awareness, assertiveness, independence, self-awareness, and self-expression), interpersonal (empathy, social responsibility, interpersonal relationship), stress management (stress tolerance, impulse control), adaptability (reality, flexibility, problem-solving), and general mood (optimism, happiness).

Intrapersonal competencies relate to self-awareness and self-expression (Bar-On, 2006, p. 23), which include numerous cognitive, emotional, and social elements that, in the context of expression in English, rely on the language competencies of the learners. Learners should efficiently and constructively express their emotions and themselves, which implies a sufficiently developed vocabulary and sufficient confidence for expression in English. Interpersonal skills require creating positive communication situations where the individual establishes good relationships with others. In such an environment, the learner should recognise the emotions of others and react to them appropriately to establish quality communication.

Goleman's model (2005) explores self-awareness, self-management, social awareness, and relationship management as essential components of emotional intelligence. Of course, an integral part of emotional expression is based on non-verbal cues; Goleman mentions non-verbal signs such as "*eye contact, facial expressiveness, tone of*

voice, gestures, and so on" (ibid., p. 329), clear, often universal signs, such as "lifting of the eyebrows in surprise" or "the facial expression of disgust", where "the upper lip curled to the side as the nose wrinkles slightly" (ibid., p. 27), and others, as examples of reading emotions from facial expressions. Such non-verbal, paralinguistic cues become part of communication and are integral to amplifying the meaning of what is communicated.

According to Goleman's model, emotional competencies are adopted skills vital for functioning in the social environment, and such skills can and should be learnt and developed (Hajnci & Vučenović, 2013, p. 99).

Many experts agree that emotional intelligence influences behaviour in various forms of human activity and communication, including education (see Guerra, 2011; Emmerling & Goleman, 2003). The authors stress the importance of educators considering emotional intelligence, social intelligence, and learning strategies in education.

In addition, in recent years, special attention has been given to implementing emotional intelligence activities and strategies in language learning because of its positive impact on language comprehension and, subsequently, more effective learning and motivation and better communication skills (see Thao *et al.*, 2023), particularly among students of ESP and EAP classes (Trumpešová-Rudolfová, 2015). Spiroska Tevdovska (2017) emphasises implementing different classroom activities and teaching practices in foreign language teaching to foster emotional development.

Therefore, this paper shall examine some activities that use the *Wheel of Emotions* models, which will facilitate the acquisition of language and communication competencies (with emphasis on vocabulary development) in English learners.

### 3. Material and Methods

The indispensable elements of every foreign language learning are the four basic language skills – reading, writing, speaking, and listening – followed by grammar and vocabulary. Communication situations facilitate language learning and informal or formal use of language, including phrases, depending on social situations. In addition, when learning a foreign language, learners employ various strategies, such as memorisation, cognitive and compensation, metacognitive, affective, and social strategies (Oxford, 1990). Language proficiency is vital in social interactions because it empowers individuals to communicate effectively. Based on EI models, this paper shall examine the basic features of emotional intelligence connected to the development of language skills. Then, the conclusions shall be applied to the *Wheel of Emotions* and the use of idiomatic language in vocabulary development.

#### 3.1 *Wheel of Emotion* – vocabulary building

*Wheel of Emotions* is a general term for graphical images in which words precisely name primary, secondary, and tertiary emotions. There are many types of emotion, some basic and others derived from them; Cowen and Keltner (2017) identified 27 in their research, but many authors agree that many more emotions derive from combinations of emotions.

Emotion wheels can be used in language classes. An excellent example of an image appropriate for this purpose is Gloria Willcox's graphic image, *The Feelings Wheel* (Willcox, 1982). This is an image that names the basic emotions (happy, surprised, bad, fearful, angry, disgusted, sad), and each of them is further expanded in a circular graphic (e.g., the "happy" subcategory includes the "playful", "content", "interested" emotions which are, again, further expanded). Such images can be helpful in everyday use in the classroom, where learners are encouraged to use a graphic image with the names of emotions to name emotions and moods correctly. Of course, learners must undergo much more comprehensive lessons based on interpreting the terms and discussing the specific meanings thereof.

For ELT purposes, the online version of *Plutchik's Wheel of Emotions* (Six Seconds, 2022) can be especially beneficial, as it offers additional paratextual instances that can be highly motivational in learning English.

*Plutchik's Wheel of Emotions* can be used as an interactive online tool. This paper will describe how it presents the eight basic emotions in their graded intensities, graphically and textually. According to Plutchik, the primary emotions are trust, fear, surprise, sadness, disgust, anger, anticipation, and joy (Plutchik, 1988). The online graphic displays these emotions in various relations and colour-coded gradations. The eight emotions of strong intensity (ecstasy, admiration, terror, amazement, grief, loathing, rage, and vigilance) are placed in the centre of the circle in their respective colours, after which the related emotions are placed toward the outer circle by decreasing intensity. Thus, the circle's centre contains primary emotions of medium intensity and their less intensive variations, which is signified by the decrease of colour intensity in the wheel.

Therefore, moving to and from the centre represents the intensification of emotions (the intensification of colours is the visual cue for this). The primary emotions in the central layer of the wheel increase in intensity toward the centre and decrease in intensity toward the outer edge. On the outer edge, the colours are less saturated, representing the lower intensity of emotions.

The wheel also contains opposites of emotions, one placed opposite the other. In addition, Plutchik noted the combinations of primary emotions, graphically marked between the circles. For example, joy and trust produce love, while disgust and anger produce contempt. The paper analyses the elements of the online *Plutchik's Wheel of Emotions* tool with particular interest in the paratextual elements serving as guidelines for using this graphical display in EFL classes.

### **3.2 *Plutchik's Wheel of Emotions* analysis**

*Plutchik's Wheel of Emotions* first names the chosen emotion and displays a list of selected paratextual categories presented as follows:

### 3.2.1. Similarity

To better explain the displayed emotion, the wheel shows two additional words that determine similar emotions. In the image, after choosing a specific primary emotion, the category of similar words is displayed, e.g.:

- JOY – Similar words: excited, pleased;
- TRUST – Similar words: accepting, safe;
- FEAR – Similar words: stressed, scared;
- SURPRISED – Similar words: shocked, unexpected;
- SADNESS – Similar words: bummed, loss;
- DISGUST – Similar words: distrust, rejecting;
- ANGER – Similar words: mad, fierce;
- ANTICIPATION – Similar words: curious, considering.

These similar words are not synonymous, but they name the emotions of similar intensity and affective area as the primary emotion.

### 3.2.2. Contextualisation

The selected emotion is then put into a personal context in the wheel by the questions "What is this emotion telling you?" and "How can this emotion help you?".

The answer to the first question suggests psychosomatic responses to a particular emotion by contextualising the emotion so that the reader can better recognise it from experience. The answer to the second question expands the contextualisation by educating the reader on the benefits of emotional states, validating every emotion, even those we might consider negative.

### 3.2.3. Opposite emotions

For each emotion, the emotions on the opposite side of the emotional scale are also displayed. For instance, sadness is the opposite of joy, anticipation is the opposite of surprise, and anger is the opposite of fear. With this in mind, it should be noted that these words are not antonyms, linguistically speaking, but rather opposite psychological concepts.

### 3.2.4. Intensity

The *Wheel of Emotions* contains an intensity-based gradation of emotions, where each emotion (depending on the position in the model) can increase (if we click on the plus sign) and decrease in intensity (if we click on the minus sign). In other words, we can decrease the intensity of the primary emotions (at the centre) and increase the intensity of the deriving emotions (at the edge). The intensity of emotions in the wheel's middle ring can be increased and decreased.

The emotions displayed on the wheel are based on cognitive and emotional components. The gradation of emotions is achieved by changing the intensity, which is suggested by changing the emotion's colour in the wheel. Changing the intensity results in different emotions one can feel. For example, "trust" (in the middle of the wheel) can be increased to "admiration" or decreased to "acceptance", while "anger" can increase to

"rage" or decreased to "annoyance". To illustrate the paratextual features of the image, Table 1 presents the content related to the emotion of joy and two emotions that derive from it (when the intensity changes).

**Table 1:** *Plutchik's Wheel of Emotions* - example of the emotion "joy"

<b>JOY (middle position)</b>	
Similar words	Excited, pleased
Typical sensation	Sense of energy and possibility
What is joy telling you?	Life is going well
How can joy help you?	Sparks creativity, connection, gives energy
Opposite emotion	Sadness
Change intensity +	Ecstasy
Change intensity -	Serenity
<b>ECSTASY (centre position)</b>	
Similar words to ecstasy	Delighted, giddy
Typical sensation	Abundance of energy
What is ecstasy telling you?	This is better than I imagined
How can ecstasy help you?	Strengthens relationships, increases creativity, builds memories
Opposite emotion	Grief
Change intensity -	Joy
<b>SERENITY (outer position)</b>	
Similar words	Calm, peaceful
Typical sensation	Relaxed, open-hearted
What is serenity telling you?	Something is happening that is essential, pure, or purposeful.
How can serenity help you?	Renew energy, make connections, reflect to learn.
Opposite emotion	Pensiveness
Change intensity +	Joy

#### 4. Linguistic analysis of the wheel – a framework for using the Wheel of Emotions in ELT

*Plutchik's Wheel of Emotions* contains plenty of information to analyse emotions. Simultaneously, given that the graphic's textual content is in English and the graphic itself is full of words and phrases that may be unfamiliar to the learners, the Wheel of Emotions can become a base for language exploration. The following section proposes a framework for implementing *Plutchik's Wheel of Emotions* in EFL/ESL classes. Activity stages are described, including instructions on how to expand them as needed.

##### 4.1. Basic reading and translation

The first level of working with the *Wheel of Emotions* is based on reading the textual content of the emotions in the graphic and their translation into the mother tongue. In the classroom, we suggest using an age-appropriate bilingual dictionary so that the learners can look for the meanings of specific words at any time during the process. Learners can write down any unknown words, creating dictionaries of moods and emotions.

#### 4.2. Pronunciation and contextualisation

The Oxford Learner's Dictionaries website (Oxford University Press, 2024) is a helpful tool for learners to hear how a new word is pronounced. After this, we can encourage them to use this word in a sentence and assess their comprehension based on the resulting context. As motivation, we can use questions such as:

- "When do you feel this emotion?"
- "How do you feel it in your body?"
- "How would you recognise this emotion in somebody else"?

The questions presented in the Wheel can also help us. Furthermore, this stage can be expanded by discussing our experiences or the experiences of fictional characters from books and films, e.g.:

- "When did the character feel this emotion?"
- "What triggered it?"
- "How was it described in the text/film?"
- "Was the emotion named, or did you understand it from the context?"

#### 4.3. Synonyms and near-synonyms

The words stated in the Wheel as similar are often near-synonyms rather than synonyms because they refer to the names of emotions of similar intensity and duration as the primary emotion. Therefore, learners can copy the suggested words and then add their suggestions to the list using, for instance, the online Cambridge Dictionary Thesaurus (McIntosh *et al.*, 2024). Learners can look for the meaning of each word in the Wheel and compare them, concluding whether they are synonyms or near-synonyms.

#### 4.4. Gradation and colour-coding

Most synonyms and near-synonyms we find in dictionaries and thesauri will probably not be completely equal to the initial emotion, so learners can be motivated to consider the meanings of new words and assess the intensity levels of specific emotions. This activity can be conducted using the colour-coding strategy (inspired by the Wheel of Emotions graphics), where learners highlight or underline synonymous and near-synonymous words, categorising them by intensity into lower- and higher-intensity emotions.

#### 4.5. Contextualisation and figurative speech – using idioms, proverbs, and fixed expressions

We can also contextualise new words, where dictionaries that offer examples of context sentences can be of great help. However, a much higher level of dictionary use can come from the entries explaining examples of figurative or idiomatic language. After reading the examples, we can motivate learners to use them in new contexts. For instance, the online Oxford Learner's Dictionaries offer several examples of using a specific word in sentences, synonymic sequences, such as "*joy of something/joy for doing something/tears of joy*", as well as idiomatic use, such as "*full of the joys of spring*", and "*somebody's pride and joy*".



#### 4.6. Exploring collocations

When searching for a term on the Oxford Learner's Dictionaries website, the results often present collocations related to the searched term. Learners can read the examples and use them to construct entire sentences. The website also includes a complete Collocation dictionary; however, that section cannot be used free of charge. For EFL/ESL purposes, the collocation part of the results in the general English dictionary section should suffice.

#### 4.7. Morphology practice – word formation exercises

The selected emotions in the wheel are presented as nouns; therefore, we can encourage learners to derive other word classes from them, such as verbs, adjectives, and adverbs.

#### 4.8. Opposite/contrasting emotions - antonyms

Opposites show the duality of emotions and can facilitate understanding the initial emotion in contrast with its opposite. Learners can use the online dictionaries previously mentioned to spot the similarities and differences between the offered antonym responses.

#### 4.9. Synonymic sequence

If there are dialects in the mother tongue of the learner, learners can be encouraged to translate English words into their dialects and make synonymic sequences. In Croatia, three major dialects are spoken. We can encourage learners to translate the English word into standard Croatian and, perhaps, other words from their native dialects that can denote the same or similar emotions.

#### 4.10. Visualisation of emotions, phrases, and idiomatic language

Visualisation can significantly facilitate learning new vocabulary. We can encourage our learners to search for photographs, drawings, or other examples to illustrate a specific emotion visually. We can also motivate them to adopt certain idiomatic expressions and create their artworks to represent the selected phraseme visually.

**Table 2:** A graphical display of analysing the selected emotion ("joy") using the online versions of the Cambridge English Dictionary (Cambridge University Press, n.d.a), the Cambridge English Thesaurus (Cambridge University Press, n.d.b), and the Oxford Learner's Dictionary (Oxford University Press, n.d.).

<b>JOY</b>	
Basic reading and translation	joy, noun /dʒɔɪ/
Contextualisation	Oxford Learner's Dictionary: I find joy in many kinds of music. I took a fierce joy in telling them the truth. Imagine our joy when we saw each other again.  Cambridge: She was filled with joy upon the birth of her grandchild. Her children were the joys of her life.

Cambridge Thesaurus synonyms	<p>delight happiness gladness exultation satisfaction rapture fullness of heart ecstasy elation excitement cheerfulness glee gaiety exhilaration delectation jubilation enjoyment pleasure contentment</p>
Oxford Learner's Dictionary synonyms	<p>pleasure delight joy privilege treat honour</p>
Cambridge Dictionary idioms	<p>bundle of joy jump for joy someone's pride and joy be your pride and joy</p>
Oxford Learner's Dictionary idioms	<p>Her books have <b>brought joy</b> to millions. <b>joy of something</b> - the joy of discovery <b>joy of doing something</b> - the sheer joy of being with her again <b>with joy</b> - I almost wept with joy. <b>for joy</b> - I didn't expect them to <b>jump for joy</b> at the news (= to be very pleased). I danced for joy when I found out I was pregnant. <b>Tears of joy</b> were running down her cheeks. <b>to somebody's joy</b> - To his great joy, she accepted. <b>joy at something</b> - He spoke of his joy at the news. <b>joy at doing something</b> - his joy at scoring the winning goal <b>joy in something</b> - Their joy in life and enthusiasm for learning are infectious. <b>joy in doing something</b> - Her joy in playing the violin was obvious.</p>
Cambridge Dictionary collocations	<p>feeling of joy great joy greatest joy joy of living sense of joy</p>
Oxford Learner's Dictionary	<p>adjective - pure, sheer... verb + joy - bring somebody, experience, feel... joy + verb: go</p>

collocations	preposition: to your joy, with joy, joy at... phrases: dance, jump, sing, weep, etc.
Cambridge Dictionary – Related words and phrases	afterglow beatitude bed of roses (idiom) delirium euphoria exaltation exultancy exultation for fun (phrase) joie de vivre joviality joyfulness joyousness jubilation (...)
Oxford Learner's Dictionary – related words and phrases (extra examples)	Over the years we have shared our joys and sorrows. The children's expressions were a joy to behold. the physical joys of fine wines and gourmet foods
Cambridge Thesaurus: antonyms	sorrow misery despair unhappiness grief
Oxford Learner's Dictionary: antonyms	n/a
Idioms selected for visualisation activities	somebody's pride and joy; burst with joy; a bundle of joy; jump for joy...

## 5. Discussion

*Plutchik's Wheel of Emotions* can be a highly motivating tool in teaching EFL/ESL. Emotional intelligence is very much connected to the use of language. Of course, vocabulary building is also crucial in learning a language. It improves communication – a richer vocabulary enables learners to express themselves more effectively in writing and speaking. It also helps students convey ideas and concepts with greater precision. If they can convey their meaning and emotions more precisely, it is clear that their overall communication will be better.

A richer vocabulary also enhances critical thinking, as it improves the understanding of others and helps analyse information and make informed decisions. Expanding their corpus of vocabulary related to emotions can make learners feel more confident in expressing themselves, speaking more freely, and conveying their ideas in public settings.

Even Plutchik noticed how ambiguous language can be – it is not easy to name emotions unequivocally, especially when they are mixed; e.g., many people cannot

differentiate between guilt and shame, jealousy and envy, or fear and anxiety (Plutchik, 2001, p. 344). He also recognises the power of language in the attempt to articulate emotion, particularly when there is a problem in naming it, where the individual, as he states, uses metaphor or contextualisation to describe their emotions better (ibid.).

Plutchik even recognises the importance of idiomatic expressions when naming emotions, e.g., "hating someone's guts", "blowing steam", "pain in the neck", "lump in the throat", or a "broken heart" (ibid.). He uses the expression "taking clues from language", where the choice of words used by an individual can indicate much more about their personality than mere naming.

Using *Plutchik's Wheel of Emotions*, as described in the paper, offers a multitude of possibilities in the EFL/ESL classroom, where learners can practice various skills, including basic reading and translation, pronunciation, and contextualisation, learn about synonyms, near-synonyms, and antonyms, gradation of intensity, figurative language, collocations, morphology, and visualisation.

## 6. Conclusion

Emotional intelligence is closely related to vocabulary expansion and other language competencies. A learner with a good command of emotional language will express themselves better, recognise and name emotions in themselves and others, notice their nuances, react to them appropriately, and verbally articulate their attitudes and opinions. A rich vocabulary related to emotions includes being able to determine the names of emotions and differing between the terms denoting the levels of intensity of emotion. It also enables more complex processes of linguistic and stylistic formation of expressions. It enhances communication skills, making it easier to precisely convey thoughts, emotions, opinions, and needs, i.e., complex ideas.

We suggest that this process of acquiring language and communication competencies in EFL/ESL classes be strengthened in the areas closely related to emotional intelligence. Although plenty of classroom activities today aim to improve learners' emotional intelligence, this paper emphasises vocabulary expansion using *Plutchik's Wheel of Emotions*. The paper first analyses this online tool, and then the language components of the image are analysed linguistically, where their potential in EFL/ESL classes is suggested. Such activities can not only enrich the learners' vocabulary and enhance their reading comprehension skills but also increase their confidence in productive language skills (speaking and writing) and make them feel more comfortable using a variety of English words to convey their thoughts, feelings, and ideas.

In turn, such strengthening of language skills can help learners perform better academically but also manage their emotions, empathise with others, and create and keep stronger and meaningful relationships.

## Conflict of Interest Statement

The author declares no conflicts of interest.

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### Conflict of Interest Statement

The author declares no conflict of interest.

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