

Novice EFL Teachers' Belief and Emotional Regulation in Response to Students' Misbehaviors in the Classrooms


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ABSTRACT

This research report shares the findings that emerged from a qualitative study in which the main objective was to discover whether or not novice EFL teachers regulate their negative emotions during their initial teaching practice and, if so, how they do this. Semi-structured interviews, recorded classroom observations, collected the data, stimulated recall interviews, and wrote journals for reflections and explanations of why they expressed and regulated their emotions in those incidents. The participants were three novice teachers who have been teaching English at the same university for about five years. Data collection of student-teacher interaction was carried out during their teaching. The research findings reveal that teachers often experience negative emotions triggered by students' conduct in the classroom, such as discipline issues, lack of engagement, and incorrect responses. Teachers successfully used techniques to redirect their attention and reassess the situation to counteract annoyance and disappointment. Ultimately, these strategies replaced negative emotions with a new outlook through substitute teaching activities. These observations provide EFL teachers with insightful advice on dealing with negative emotions effectively, resulting in a more positive classroom atmosphere where English is taught.

Keywords: Emotion regulation, emotions, novice EFL teachers

Introduction

There has been a growing interest in teachers' emotional experiences and emotional regulation in education. Nevertheless, it is impossible to overlook a clear research vacuum in the field of English language instruction. Several studies, including those by Bielak and Mystkowsks-Wiertelak (2020) and Greenier et al., have emphasized the negative impacts of teachers' unpleasure and disappointment in teaching in particular, as well as Talbot and Mercer (2018). Notably, Su and Lee (2024) have recently drawn attention to the paucity of studies on the techniques for emotion regulation that EFL teachers use in EFL classrooms. Martínez and

Azzaro (2018) have also called attention to the paucity of studies on the feelings of EFL teachers in classroom settings. The importance of EFL teachers' emotions in forming their professional identities and impacting their interactions with students, coworkers, and the work environment has long been recognized, as highlighted by Cowie (2011). Morris and King (2023) have emphasized the practical and pedagogical significance of understanding teacher emotions in the classroom and have strongly advocated for more research on the emotional skills of EFL teachers to improve psychological wellbeing and classroom management.

Transitioning from the role of a college student to that of a teacher in a tertiary classroom involves navigating numerous multifaceted challenges for novice instructors. In addition to refining their pedagogical skills, they also confront the complexities of managing the emotions and expectations of colleagues, students, and parents (Cross & Hong, 2012). It is imperative to cultivate a culture of respect for educators' dedication and hard work (Nguyen & Tong, 2024). While prior research has delved into the professional development and skill enhancement of novice teachers, there has been a scarcity of longitudinal studies that comprehensively explore the emotional journey of new teachers, particularly during the formative stages of their careers (Nazari et al., 2023).

Therefore, there is a pressing need for further studies to comprehensively explore the factors leading to novice EFL university teachers' negative emotions while teaching English in the classroom and how they navigate and regulate these emotions amidst the challenges encountered during lessons (Namaziandost et al., 2022). This study aims to delve into the intricate emotional landscape of novice EFL teachers during instruction, providing invaluable insights into the following two questions:

1. What factors cause novice EFL teachers' negative emotions while teaching in the classroom?
2. How do novice EFL teachers regulate negative emotions in the classroom?

Literature review

Negative Emotions in EFL teaching

Emotions play a significant role in the field of EFL (English as a Foreign Language) teaching, as they are closely tied to the social and psychological aspects of EFL teachers' professional lives (Akbari et al., 2017). When it comes to negative emotions, EFL teachers commonly experience feelings of frustration and impatience when students struggle to grasp certain concepts. Additionally, they often feel irked when they witness instances of student misconduct (Nguyen & Nguyen, 2024). It has been observed that EFL teachers experience these emotions and actively manage, control, and sometimes conceal their emotions to meet specific educational goals (Cowie, 2011; Su & Lee, 2023).

Furthermore, the presence of burnout can impede a teacher's ability to effectively address student misbehavior. On the other hand, EFL teachers who can effectively regulate their own emotional responses are better equipped to employ constructive management techniques. This study employed a qualitative approach to understand the factors contributing to negative emotions among novice EFL teachers and how they navigate and regulate their emotional responses to student misbehavior within English language classrooms (Nazari & Karimpour, 2023).

Emotion regulation

Emotion regulation is the process of managing one's emotions through a combination of behavioral and cognitive actions, commonly referred to as emotion regulation strategies (Chen & Tang, 2024; Gross, 2015; Koole, 2009). These methods are used for a range of personal (within oneself) and social (with others) purposes, assisting people in adjusting and dealing with various emotional conditions. In the sphere of language learning,

The study defines emotion regulation strategies as EFL teachers' intentional actions to impact or modify their emotions. These tactics encompass a broad range of techniques, such as focusing on the outside world, cognitive functions, attention, and various facets of emotional experiences. A frequently used tactic, for instance, is reappraisal (e. g. g. Reevaluating how one interprets a particular situation in order to modify one's emotional response is the method (Gross 1998b 2015). EFL teachers may employ reappraisal by mentally adjusting their perspective of a challenging classroom situation to alleviate feelings of frustration or annoyance. Similarly, another strategy - expressive suppression (e.g., Gross, 1998a, 2015), involves hiding or disguising one's emotional displays.

In the context of an EFL classroom, a teacher might opt to suppress their negative emotions by maintaining a composed and neutral facial expression, even when faced with a challenging or frustrating situation. EFL teachers can also talk to friends, family, or coworkers about their negative feelings to get support (Zaki and Williams, 2013). Speaking up about difficult experiences in the classroom can be a way to get help, let off steam, or win others over with empathy and understanding.

Intrapersonal Emotion Regulation (ER)

Intrapersonal perspectives on ER are defined as the process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions (Gross, 1999, pp. 275-275). The traditional theories of ER are based on these viewpoints. Gross (2015) proposed a process model of intrapersonal ER that included two primary techniques for emotion regulation: response-focused ER and antecedent-focused ER. Gross's (1998) emotion regulation process model serves as the current study's foundation. It provides a thorough framework for comprehending the intricate sequence of situation-attention-appraisal-response in emotional processes. The model suggests that there are a number of ways to manage emotions. An approach called antecedent-focused emotion regulation entails controlling the input of the system. Situation selection is one example of this kind of regulation in which people deliberately seek out or avoid particular people or circumstances according to the anticipated emotional impact. Moreover, situation modification entails modifying the surroundings to modify the emotional impact. Another element is attention deployment, which is the deliberate shifting of attention toward or away from particular stimuli in order to affect feelings.

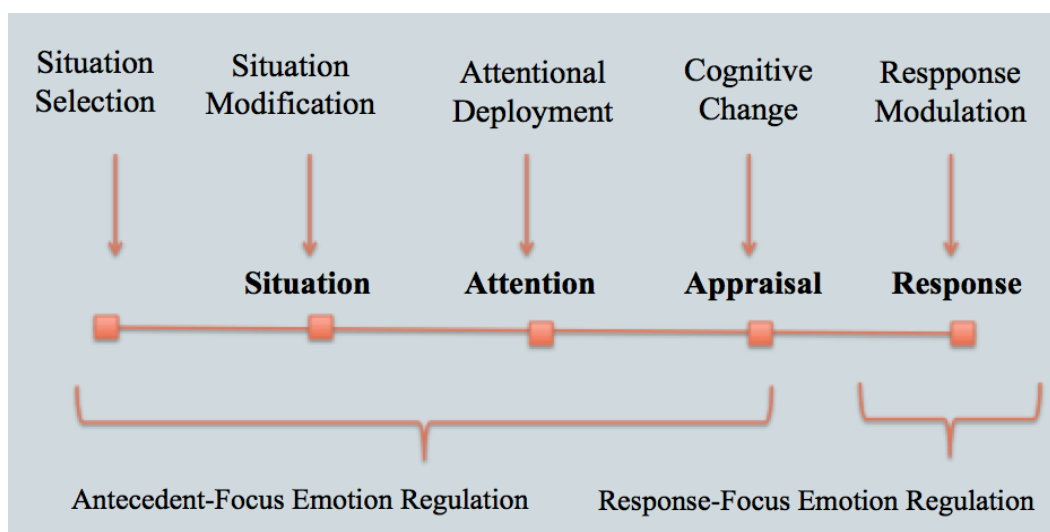
Additionally, this method includes cognitive change, in which people reevaluate their circumstances or capacity to control them to change how they feel. Conversely, response-focused emotion regulation focuses on controlling the emotions that are released. This includes techniques that can be used to increase, decrease, lengthen, or shorten ongoing emotional expressions and body reactions. One may need to employ strategies such as deep breathing relaxation exercises or other approaches to control and modify one's immediate emotional reactions. The purpose of these tactics is to have a direct effect on how emotions are experienced internally and externally.

Within the context of this study, the definition given above relates to the use of actions to alter

the course of emotions. These strategies can vary in complexity, involving adjustments to the external environment, attentional systems, cognition, or the cumulative effects of emotional experiences. The reappraisal technique (e.g., Gross, 1998a, 2015) involves manipulating the appraisal component. When using this method, a person adjusts their feelings about an emotional stimulus. A teacher, for example, may reclassify a misbehaving student as 'generally well-behaved' in order to mitigate any negative emotions they are experiencing. Alternatively, the expressive suppression method (e.g., Gross, 1998a, 2015) includes hiding the expressional component of an emotion. A teacher, for instance, may want to disguise their displeasure from the class by assuming a neutral expression. There are numerous possible emotion regulation strategies, which will be examined in detail in the discussion section.

Figure 1

The process model of emotion regulation (adapted from Gross & Thompson, 2007)

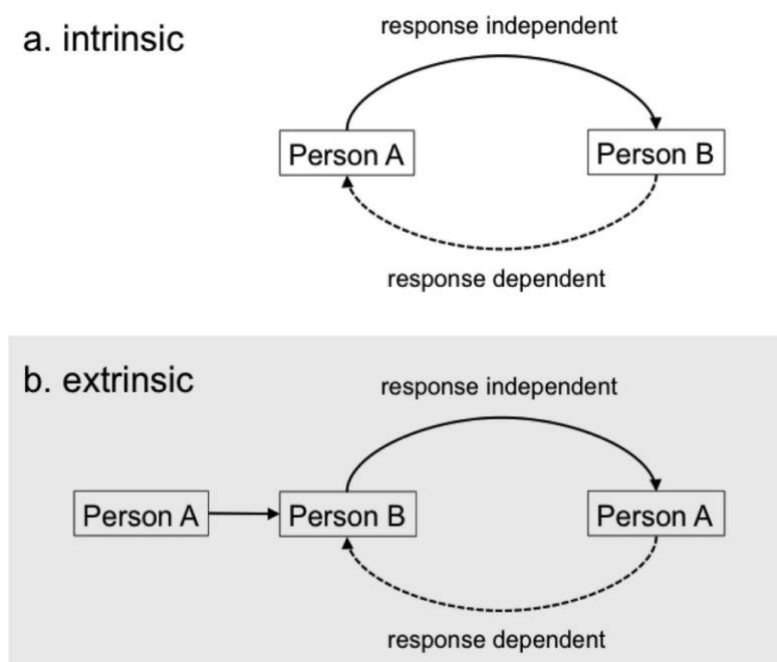


Interpersonal Emotion Regulation (ER)

Even while Gross's process model is helpful for understanding the intrapersonal process of ER, it ignores how people's emotional experiences relate to their sociocultural environment (Hofmann, 2014). Interpersonal functions of EFL teacher emotions are adopted from Zaki and Williams' model (Zaki & Williams, 2013). This strategy highlighted the social process of affective message transmission between the sender and the recipient. Teachers typically do not manage their emotions in isolation; they do so through social interaction to seek social support (Zaki & Williams, 2013). As such, EFL teachers can alter their own emotions – intrinsic interpersonal ER (Zaki & Williams, 2013) or the emotional states of others through social engagement.

Figure 2

Interpersonal regulatory processes as viewed from the perspective of two individuals
 Adapted from Zaki and Williams, 2013, p.805



This study thoroughly explores the essentiality of forging meaningful connections within a social support network to bolster emotional wellbeing and facilitate the professional development of novice EFL teachers. Through in-depth analysis and real-life examples, the research sheds light on the invaluable impact of such networks on the overall success and fulfillment of novice EFL educators.

Novice EFL teachers

According to Farrell (2012), novice teachers are characterized as individuals who have recently attained their teaching qualifications and commenced instructing English within an educational institution, typically within three years of completing their teacher education program. This study aims to identify the factors leading to novice EFL teachers' negative emotions, and the relationships between their emotion regulation and their professional efficacy while teaching in the classroom. The emotion regulation strategies employed in the present study encompass a variety of methods utilized by EFL university instructors to manage unwanted emotions. Additionally, they can help their students in the classroom with the English language learning process more effectively by using these strategies.

Previous studies

More research has been conducted in the last few years on the emotional interactions and emotional regulation strategies of novice EFL teachers. The importance of prioritizing the welfare of teachers is becoming increasingly recognized, leading to a rise in curiosity. Consequently, studies have investigated the specific strategies inexperienced EFL teachers use to effectively manage their emotions in the classroom and other spheres of their lives.

In order to better understand how recently qualified EFL instructors control their emotions while teaching English, Arizmendi Tejeda and colleagues (2016) conducted a study in 2016. The primary methods of this study were in-depth interviews, firsthand accounts, and

classroom observations. The study aimed to find in-depth information about how EFL teachers manage their emotions while teaching English in the classroom. The study discovered that students' learning outcomes can be greatly impacted by their ability to effectively manage negative emotions. Many emotional strategies were used by new teachers, suggesting that these techniques can promote healthy learning environments and enhance students' overall educational experiences.

Gloria and Mbato conducted a comprehensive study in 2024 that looked at the ways in which emotional regulation techniques impacted the professional development of EFL teachers in the Indonesian educational system. They employed in-depth interviews and open-ended questionnaires to fully investigate these tactics and their significant influence on the teaching process. According to the study, teachers frequently employ the suppression strategy, which suggests that this method is popular for controlling emotions. It was discovered that EFL teachers demonstrated exceptional resilience and adaptability in their professional roles by using ER strategies, particularly suppression with skill. The study also underlined the importance of professional development for EFL teachers and suggested adding ER training to teacher preparation programs as a way to help them develop even more.

Santihastuti et al., in a recent study in 2022, looked into the methods that novice EFL instructors employ to control their emotions when dealing with disruptive students. Through reflective journals and in-depth interviews, two novice EFL teachers who participated in this qualitative study shared their emotional experiences and coping mechanisms. The study's findings showed that to effectively control their emotional reactions when confronted with student misbehavior, new EFL teachers frequently used emotional labor techniques such as surface acting, deep acting, and genuine expression. These techniques helped the teachers manage their emotions in difficult teaching scenarios. Teachers who were more likely to use emotional labor strategies also reported feeling less inclined to repress their students' negative emotions when dealing with misbehavior. It is noteworthy, nevertheless, that the limited sample size and the students taught by the participants—the majority of whom were from low socioeconomic backgrounds—may limit the study's generalizability. As a result, the researchers emphasized that additional research is required to validate and expand on the results.

Although the emotions of EFL teachers have drawn more attention from researchers, there is still a lot of unanswered research in this area in Vietnam, especially when it comes to comprehending the emotions of inexperienced EFL teachers while they are teaching. In order to learn more about the opinions of 24 EFL lecturers as well as four academic and administrative leaders at a Vietnamese university, Tran and Ollerhead (2017) conducted an interview study. The findings revealed both positive and negative feelings regarding the policy, including doubt, frustration, and discontent. Positive emotions included enthusiasm and contentment. Remarkably, these results run counter to some research suggesting that career stage, education, and specialization do not always affect lecturers' emotional reactions (Dasborough Lamb & Suseno 2015; Hargreaves, 2005).

To sum up, earlier studies have examined the reasons behind novice EFL teachers' emotional regulation in the classroom. Additionally, various emotion-regulation techniques these educators employ have been identified, including expressive, adaptive, suppressive, avoidant surface acting, and deep acting. Still, the absence of stimulated recall interviews—a technique that allows for the instantaneous recording of teachers' feelings in response to events in the classroom that elicit intense emotional responses—sets this study apart. By allowing for a deeper understanding of the emotions that new EFL teachers experience and how they reflect

on those emotions, this innovative approach could contribute to the advancement of a more complex model of emotion regulation in the classroom.

Methods

Research Design

The main goal of the study was to learn more about how new EFL university instructors dealt with their emotions in the classroom. Analyzing clips from classroom recordings that showed the teachers' emotional states allowed for the collection of qualitative data. Teachers then took part in stimulated recall interviews in order to shed light on the motivations behind their emotional outbursts and develop a thorough understanding of their actions.

As Creswell (2007) noted, participants were also urged to keep reflective journals after their teaching sessions. This facilitated an examination of their experiences and reflections and ultimately produced a genuine portrayal of their teaching lives. To capture the what and how of the participants' emotional encounters, stimulated recall interviews and journals were used to facilitate discussions about the participant's experiences managing negative emotions (Moutakas, 1994). The study's main goals were to thoroughly explain the feelings that inexperienced EFL university instructors felt in the classroom and to emphasize the intentional behavioral and cognitive techniques they employed to control their emotions to manage and instruct their students effectively.

Participants

The study included three inexperienced EFL teachers from a private university in Vietnam. They all had four to five years of teaching experience and held a Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL). Prior to data collection, the researcher individually contacted the participants to secure their consent while respecting their privacy through the use of pseudonyms. Table 1 conveniently presents a comprehensive overview of the participants' demographic characteristics.

Data Collection Tools

This study employed a qualitative approach to elicit teachers' emotions in the language classroom (Creswell, 2007; Mills & Morton, 2013). This approach was used because most research on teachers' perceptions used the combination of classroom observation with stimulated recalled interviews, semi-structured interviews, and journals. This enabled a more comprehensive exploration of teachers' emotions in the classroom and encouraged participants to explain their emotions.

Table 1

Demographic characteristics of the participants

Pseudo-name	Gender	Age	Years of teaching	Subject assigned to teach	Other details
Helen	Female	28	5	Phonetics	Helen is an enthusiastic and highly experienced EFL teacher with over ten years of teaching English at the university level. Her dedication to teaching and her constant pursuit of innovative ideas make her an exceptional educator.
Tyra	Female	27	4	Semantics	Tyra is a young, dynamic, and innovative teacher who was once a student at this university. After earning her Master's degree in New Zealand, she returned to Vietnam and applied for a position as an EFL lecturer. Tyra has an open-minded and approachable nature that makes it easy for her to connect with the behaviors and lifestyle of Gen Z students. She has rarely complained or expressed discomfort about her negative emotions.
Phoebe	Female	26	4	Writing	Phoebe is a young EFL teacher who has a gentle and patient approach when teaching her students. She spent about two years teaching English in a secondary school after graduating from university. Then, Phoebe studied for a Master's degree for nearly two years before becoming an EFL lecturer at a university for about three years. During the three recorded class observations, Phoebe was teaching writing and grammar and had to remind her GenZ students to be quiet as they were rather noisy. However, she was always eager to bring new and exciting ideas to her students and was passionate about teaching.

Video-recorded classroom observations

Using video recordings of classroom sessions enabled data collection in a realistic educational environment (Otrrel-Cass et al., 2010). As such, videos can recount a story and provide the viewer with perspectives on those involved in the research that go beyond language. Because the study was oriented toward investigating the emotions of teachers in these situations, interactions that splintered with nuanced emotional responses by the teachers themselves were often best caught on video. A further strength lay in this study's purposeful use of video recording to enable a comprehensive review of data and support stimulated recall interviews conducted with teacher participants, as Pirie (1996) recommended.

The participating teachers were approached individually and asked for their informed consent to be recorded while conducting their English language classes. Each instructor's teaching sessions were meticulously captured over two hours, spanning two separate classes. A camera was strategically placed at the rear of the classroom, maintaining a fixed position throughout

the entire 50-minute duration of each session. This recording process was systematically carried out over the course of a month, with each teacher's class being recorded on a weekly basis. It is noteworthy that a cameraman was not present during the recordings in order to minimize any possible interference with the organic flow of the classroom.

Stimulated recall interviews

A stimulated recall interview was used in the current study to provide a deeper understanding of the teachers' emotions in educational settings. It comprised two stages: observation and interview. The researcher recorded three teacher participants during the observation stage during their lessons. After viewing the recordings, the researcher identified the incidents that showed the teachers' emotions and invited them to view the video recordings for recall stimulated interview. This approach was to ask the teachers what emotions they felt in the incidents and how they regulated their negative emotions.

The stimulated recall interview was intended to elicit the teachers' recollections of, and reflections on, their emotional experiences in relation to these incidents. This enables the interviewer to probe into the feelings they experienced and how these emotions were managed and mobilized in specific contexts of their practice. Journal entries and stimulated recall interviews were used in this study to examine how English teachers deal with their emotions during significant classroom events. The findings may change instructional approaches and improve the educational opportunities for students. Hence, stimulated recall interviews are essential for researchers and educators dedicated to improving education and student outcomes.

Semi-structured interviews

This study used semi-structured interviews to get in-depth answers from EFL teachers. By employing this method, the interviewer was able to ask follow-up questions and explore the teachers' emotional experiences and coping mechanisms in the classroom. In keeping with the process model of emotion regulation, the interview questions focused on the positive and negative emotions experienced by EFL teachers as well as the corresponding emotion regulation strategies.

Journals

Designed to align with Gross's (1998) process model of emotion regulation, the journal aims to motivate educators to recount the occurrences in their classrooms meticulously, articulate their affective responses to these occurrences, and clarify the rationale behind their evaluations. Maintaining a journal is merely one of many techniques employed to thoroughly understand educators' knowledge, convictions, and experiences. Obtaining a thorough grasp of teachers' emotional experiences in their particular teaching and operating environments involves actively gathering and recording personal accounts or a sequence of events (Murray, 2009).

Participants were first asked to write journal entries to express and reflect on their individual experiences. The decision to conduct all interactions in the participants' native language, Vietnamese, is significant. Although the participants were English teachers, this deliberate choice was made to improve communication, ensure clearer expression of their thoughts, and reduce any unnecessary intimidation. It was strongly believed that using their primary language rather than their secondary language would facilitate a deeper and more authentic conveyance of their unique experiences and diverse perspectives.

Data Analysis Technique

Data coding and topic identification were conducted using a comprehensive methodology, incorporating input from recorded classroom observations and transcriptions of semi-structured interviews. Although the study analysis was presented as a linear, step-by-step approach, it actually involved an iterative and reflective process. The researcher carried out additional investigation to validate that the initial data substantiated the emerging themes.

Following their teaching sessions, participants were instructed to record their emotions and strategies to manage any negative emotions in a reflective journal. The emotions experienced and the strategies employed for emotion regulation were systematically coded and interpreted within the framework established by Gross and Thompson (2007) and Zaki and Williams (2013).

Findings

This chapter represents the findings of the study, which answered three questions related to the factors leading to aroused emotions in teachers while teaching in the classrooms, their strategies to regulate such emotions, and how they think such emotion regulation contributes to their teaching. Data were collected from video-recorded classroom observations, stimulated recall interviews, teachers' journals, and general interviews after the observation.

Factors arousing EFL university teachers' emotions while teaching in English classrooms

This section reports the findings related to the factors that impacted EFL teachers' feelings or emotions while teaching. Data were collected from the recorded classroom observations, stimulated recall interviews, and teachers' journals. The transcripts of the recorded classroom observations and stimulated recall interviews were scrutinized for the negative emotions experienced by the participants in their English classrooms. An inductive data-driven approach was applied to discern the factors leading to EFL teachers' negative emotions in the classroom. Extracts indicating factors leading to teachers' emotions are presented below.

Data from the recorded classroom observations and stimulated recall interviews

Emotions aroused by students' discipline matters

Students using mobile phones during the lessons

Extract 1:

Teacher Helen: *Oh my god, it turns out you were playing a game the whole time. Do you keep playing games and only focus on games? Now, answer the questions on the board and give examples.*

As can be seen from Extract 1, when the teacher went to the end of the class, she noticed a male student playing a game on the mobile phone. She asked the student to answer two questions. However, he only worked well with the first one. The transcript in extract 1 indicates some disappointment and irritation of the teacher.

Making noise

Extract 2: In this extract, the teacher (Phoebe) was giving instructions for homework assignments during the Lunar New Year holiday. Extract 2 is from the recording of the class that teacher Phoebe was teaching.

Teacher: *Anybody would like to go out for further discussion?*

As can be seen from Extract 2 and the video, the students were too noisy, and they constantly spent time exchanging and talking privately while Phoebe was lecturing, so this made the classroom atmosphere messy and, and the teacher could not focus on discussing and answering, students' questions as well as delivering lectures smoothly. Therefore, the teacher asked some students to leave the classroom if they needed to discuss things privately with each other because this affected her teaching. This incident made her stop the lecture to strengthen class discipline and then return to the lecture. The transcript in extract 2 indicates the teacher's disappointment and negative emotions.

Emotions aroused by students' engagement in the lessons

Students' passiveness in learning

Extract 3: In this excerpt, Helen (the teacher) is lecturing on Phonetics and asking the students to do the assignment in groups after the lesson. It is from the recording of the class that Helen was teaching.

Teacher: *Why are you alone? Oh my God! Then, who do you group with? You don't have a group yet? Come here! Do you work together? Why do you keep sitting alone?*

As can be seen from Extract 3, when the teacher walked to the end of the class, she recognized some students goofing off and not paying any attention to the assignment. They even did not know which group to work in. The transcript in extract 3 indicates some disappointment in the teacher when the students were not energetic and active in their learning.

Teachers' Emotions: their reflections via journals and interviews

To explore factors causing EFL teachers' negative emotions while teaching which was recorded on videos, the journals were written or orally recorded and analyzed immediately after the teachers finished their teaching. This section presents the causes leading to EFF teachers' unpleasant experiences in the classrooms.

Emotions aroused by students' discipline matters

The following was an explanation for the aroused teacher's emotion.

As for Phoebe, she felt that she was interrupted because of the students' overactive participation in the lesson. In her journal, she wrote:

Today, the students were too active, and they constantly spent time exchanging and talking privately while the lecturer was lecturing. This made the classroom atmosphere messy and noisy, and the lecturer could not focus on discussing and answering students' questions as well as delivering lectures smoothly (Journal, Phoebe).

Overall, Troy, Tracy, Nicole, and Phoebe's journals vividly recorded the factors that led them to be annoyed and unhappy while teaching. Those factors are related to students' discipline for coming to class late or doing private talks during the lessons.

In the interviews, some teachers explained why students' discipline aroused negative feelings in students. For example, Helen answered, "I won't say directly that I'm upset, I'll just mention it to the whole class. For example, a student comes to class too late". The answer indicated that Helen felt irritated by that student's late arrival. In the same vein, Hannah answered in the interview why she felt angry, "There is also the feeling of anger, when students are late, or when they have just finished a lecture, but when asked again". Hannah further explained

another reason for her anger,

I told my students that they had prepared their lessons to practice teaching in class, but when I came to class, they said they had forgotten to prepare. At first, I was angry. However, I tried to calm down and allowed them to prepare in 10 minutes. After that, they taught very well. (Hannah, interview)

For Tyra, her feeling was connected with students' lazy attitude during her lesson:

I am very disappointed because students almost don't respect their teacher. More specifically, they don't respect the words the lecturer requested, and they have been irresponsible in working together (Tyra, interview).

Overall, the teachers explained quite clearly the discipline-related incidents from the students that made them angry, disappointed, and unhappy.

Emotions aroused by students' engagement in the lessons

Besides the discipline matters, students' lack of participation in the lessons was also reported to be a factor leading to uncomfortable feelings in the teachers.

Teacher Helen wrote about her reflection on a student's lack of engagement in her journal (see also the reflection in the journal): "A student is late and she seems isolated. When I let the class do activities, she just sits quietly. I went to ask for the coursebook but she didn't answer, and looked at me strangely. I think it could be because her communication is poor, or lack of confidence" (Journal, Helen). Helen also explained in her journal what happened in the reflection in the journal.:

Some students came to class late, interrupting the lecture. A male student constantly used his phone. When I got there, I discovered that he was playing games. A female student came late, but did not participate in group activities, did not have a textbook, and used the phone during class. (Journal, Helen)

Phoebe similarly seemed displeased when "at the beginning of the lesson, students were still a bit moody and not focused on the lecture. This causes lecturers to have to lecture over and over again, affecting the teaching progress. There, lecturers like us feel less motivated" (Journal, Phoebe). This journal explains what happened in the reflection.

The journal

reflection in the previous session revealed that students were late for class. That is why Tyra wrote in her journal: "The class started a bit late because students arrived late to class, and the mechanical preparation was slow, so it took time. This reduced the quality of the lesson" (Journal, Tyra).

Overall, the journals of teachers Helen and Tyra reflected one common matter related to students' reflecting participation in the lessons, which caused unpleasant feelings in the teachers.

In the interviews, the teachers also recalled the incidents that aroused their negative feelings. For instance, Helen said,

Sometimes I feel disappointed because I explained to the students, but they still couldn't do their work, but I hide that emotion inside; I don't say it out loud; I just say it gently, especially for those students who are in their senior year, I'll be gentle. But there are also times when I feel sad, for example, when the students' attitudes are really bad. I wanted to support them, but they stayed silent, which made me very sad.

(Helen, interview)

Similarly, Phoebe expected students to contribute to the lesson but when they did not, he felt “a bit stressed because teaching students requires deeper knowledge. Before teaching, I did lot of research, but when I was in class, I still felt a little shaky because they did not pay attention to me.” She further explained in the interview:

I feel a little disappointed because sometimes there are some students who are not focused or just raise similar queries over and over again, although I have already explained that issue or as soon as I have just finished talking about them. (Phoebe, interview)

Emotions aroused by students' understanding of the lessons

The teachers also reported how their emotions affected students' understanding of classroom lessons. For example, Helen wrote, "After the break time, some students were confused when asked to analyze the structures of several frequently used structures, which made me angry and disappointed" (journal, Helen). This is to explain why the transcript in the reflection in the journal indicates her voice that way.

To Phoebe, she tended to be overloaded when, “This class has a group of students who are too passive and a bit slow to understand, so they could not catch up with the content of the course, which meant I felt like they were floating and I had to spend twice as much effort teaching to help them grasp the knowledge” (Journal, Phoebe).

Emotions due to workload

The factors leading to negative feelings in teachers come from student-related factors and the workload. For instance, Phoebe wrote, "The lecturer had negative emotions, specifically discomfort and mild discomfort. Therefore, teaching the same topic over and over again and having to take the time to test students' knowledge many times makes the lecturer a bit frustrated when re-lecturing" (journal, Phoebe).

Other teachers, however, did not mention the workload in their teaching. This could be because they focused more on the lessons at hand and at the time when they were teaching.

Emotions due to unfavorable teaching environment

One more factor influencing teachers' mood when teaching was the classroom environment. Tyra, for example, wrote, “*There was a problem with the projector which disrupted my well-prepared presentation. I was upset a little bit because I was afraid the incident could be time-consuming and affect students' attention*” (journal, Tyra). The class schedule may also affect teachers' emotions. Phoebe wrote in one journal: “*This class starts studying at 3:30 pm and students are basically a bit sleepy. Today, I was a bit tired so I went out to drink water and wash my face to make me more alert*” (journal, Phoebe)

In general, this section presents data from classroom recording transcript and teachers' journals. The transcript indicates a range of emotions experienced by the teachers that come from student-related factors such as class discipline, insufficient participation in the class, and not understanding the lessons. The journals further explained why the teachers reacted, as documented in the transcripts. Both sources of data visualized the classrooms, teachers' teaching, and their emotions in those incidents.

Teachers' emotional regulations in teaching English in the classrooms

This section presents the findings for the second research question on how teachers regulate

their emotions during teaching in the classrooms. Data were obtained from stimulated recall interviews and journals. For each extract presented in section 4.1 (teachers' emotions while teaching), the researcher conducted a stimulated recall interview with the teacher to ask him/her why he/she reacted that way.

Teachers' emotion regulation: Adjusting teaching attitudes

From the extracts recorded in the classroom as presented in section 4.1, those that indicate the changes in attitudes of the classroom teachers notified and coded. This section presents data from stimulated recall interviews and journals written by the teachers related to the extracts. Table 1 below illustrates how Troy handled his emotions while teaching.

In Table 2 below, Helen's emotion regulation is presented.

Table 2

Helen's emotion regulation while teaching

Teacher	Extract no	Teacher's emotion	Teachers' emotion regulation: Adjusting teaching attitudes		Sub-strategies
			Stimulated recall interview	Journal	
Helen	1	Irritation and disappointment because the student used a mobile phone to play games during the lecture.	I disguised my anger by saying some funny words and asked him to answer the questions on the screen. I did not want to disturb the working atmosphere of the other students.	I learned from the previous case so that I could control my emotions and not let myself get involved in too many negative emotions. In the previous lesson, I ran out of time, so this time, after handling students' discipline matters, I immediately returned to the lecture.	Changing attitude

As Table 2 shows, Helen tended to suppress her emotions during teaching. The stimulated recall interview and journal explained that she wanted to keep the students on task and complete her lecture.

Teachers' emotion regulation: Adjusting teachers' attention and ignoring students' misbehaviors

The extracts from the classroom observations also indicated another type of emotion regulation by the teachers. This section presents data from stimulated recall interviews and journals written by the teachers that explain how they managed their emotions in the extracts.

The table below presents Helen's emotion regulation.

Table 3

Helen's emotion regulation by ignoring students' misbehaviors

Teacher	Extract number	Teacher's emotion	Teacher's emotion regulation: Adjusting attention		Sub-strategies
			Stimulated recall interview	Journal	
Helen	1	Feeling disappointed because some students at the back of the class were reluctant to work in groups. They were too passive to set up their own group.	I used a normal voice with surprise to hide my disappointment when students were not ready to work in groups to avoid hurting them, which could encourage them to study. Also, I did not want to disturb the other students who were doing their assignments.	I asked the student where the books were and why she wasn't in the group, but the student did not answer. At that time, I tried to get over my discomfort and asked her to join the group behind her. Then, I turned around to calm down and continue my teaching. If I show too much anger, it will increase, scaring other students and reducing students' learning efficiency.	Ignoring students' misbehaviors

Helen tried to suppress her negative emotions so that she could continue teaching because, in her opinion, showing anger could impact students' learning.

Teachers' Emotion Regulation: Reappraisal Strategies

One emotion regulation strategy employed by the teachers was reappraisal. Data were obtained from stimulated recall interviews and journals to explain what was happening in the extracts.

EFL teachers' reflections on their emotion regulation during teaching

The following section presents the EFL teachers' answers in interviews (not stimulated recall interviews after videos). This interview aimed to obtain general opinions of how teachers reported managing their emotions during teaching.

Some teachers gave detailed responses regarding strategies for redirecting teachers' emotions and ignoring students' misbehaviors. For example, in the interview, Helen answered, "*I hide my uncomfortable feelings and don't show them to students. If I get too angry, I won't show it. I didn't say anything or scold the students because I didn't want to hurt the students*".

Phoebe tried to change her mood more positively with humorous comments; she stated, "*If students don't understand something, I will regulate my negative emotions and then remind them. At that time, I looked for a more humorous way of teaching so that students could focus and be interested in my lectures.*"

Helen reported, "*My principle is to be gentle and peaceful so that I can keep peace in my*

lesson and to balance my energy. I want to have a peaceful teaching session so I need to absolutely avoid negative emotions, overreactions or too much anger which will make me very tired. I will not take care of students who have uncooperative attitude. But through other activities, I still pay attention to them.”

Overall, Helen and Phoebe's interview answers indicate that the teachers were aware of their emotions and tried to regulate those feelings to ensure smooth lessons and students' learning.

Teachers' emotion regulation: Reactive strategies

This section presents data related to teachers' reactive strategies. First, data from the stimulated recall interviews and journals are presented to explain the recorded emotions seen in the classroom recordings' extracts.

Table 4

Phoebe's reactive strategies

Teacher	Extract number	Teacher's emotion	Teachers' emotion regulation: Reactive Strategies		Sub-strategies
			Stimulated recall interview	Journal	
Phoebe	2	I was angry because the students made such a loud noise that I had to stop the lecture and ask them to get out of the class for more discussion.	I felt unpleasant because of the noise and had to explain the lesson again. Then, I organized some games to review vocabulary and make the classroom atmosphere more lively.	I feel uncomfortable because students are not really attentive to learning, which affects my emotions and makes me feel demotivated and uninterested in my teaching.	Ask students to go out of the class.

Phoebe felt angry when dealing with the students' discipline issues in the classroom. He requested that the student leave to maintain classroom order and release his emotions.

Teachers' interpersonal emotion regulation

This section presents further findings for the second research question on how teachers regulated their emotions in teaching in the classrooms by sharing their negative emotions with their colleagues or the ones they were close to. Since their sharing about what was happening in the lessons could only take place after the lessons, data were obtained from the semi-structured interviews.

For Helen, she talked to her husband as a way to regulate her emotion related to her teaching:

I have learned from my colleagues who shared how to handle situations related to emotions while teaching. When I'm sad or disappointed, it's definitely negative, and I want to adjust my emotions, so I need more advice and often share it with my husband. At that time, he acted as a student, and he stood from the perspective of a student. He helps me look at the problem more objectively. This helps me better understand the attitudes and behaviors of students. Therefore, I have also become more respectful of students. However, after that, I didn't think about it anymore and didn't keep it too much in my heart. (Helen, interview)

Tyra answered in the interview how she handled her emotions by sharing with different

people:

In the early years, I didn't talk to my colleagues, I talked to my parents, like talking about my career. But I have made a rule that everything in the classroom is in the classroom; I don't bring it out to any other environment unless there are issues that need to be discussed. But I sometimes tell my colleagues or the ones I am close to, and understand me so that we can learn from the experience of how to deal with emotion control. I had a new perspective when I told that story in my class. (Tyra, interview)

Phoebe similarly explained that she looked for some colleagues to talk to when students' behavior negatively influenced her mood.

If I feel it is too serious and has an emotional impact, I will share it with a few colleagues. If the experience was a bit negative, but I can still regain my spirit after that, I don't see the need to share. When I have empathy, I don't feel angry anymore, which means I don't have as many negative emotions and feel more relieved. Because there were colleagues and people who understood my emotions at that time. (Phoebe, interview)

Overall, after the lessons that aroused emotions such as anger, disappointment, or upset, the teachers shared their stories with their relatives and, more often, with colleagues to seek comfort and solutions to their emotional problems.

Impact of teachers' emotion regulation on their English teaching in the classrooms

This section reports the findings related to how teachers' emotion regulation impacted their teaching. Data were collected from teachers' journals as reflections for the recorded extracts taking place in the classrooms.

Teachers' emotion regulation to create comfortable learning environments for students

In the journals, the teachers wrote about the reasons why they regulated their emotions and the impact of the strategies.

Table 5

Phoebe's emotion regulation to create a comfortable learning environment for students

Teacher	Extract	Regulation Strategies	Creating a comfortable learning environment for students
			Journal
Phoebe	2	Reactive Strategies	Regulating emotions helped me maintain a positive spirit in supporting the learning environment for students. In addition, I am able to provide the most effective instructions for students. Adjusting emotions from negative and uncomfortable emotions to comfortable emotions can help me regain motivation to perform lectures and organize activities in the lessons effectively.

Phoebe wrote in detail about how his change to a positive mood impacted his teaching and made the classroom environment more favorable for his students.

Teachers' emotion regulation to improve teaching efficacy

The reflections of the teachers in the journals also indicate how emotion regulation contributed to their sense of efficacy. For example, Tracy wrote, "positive thinking will create energy for students and help them complete their teaching activities efficiently," and this was

thanks to her reappraisal strategy to deal with the situation as in extract 29. For Phoebe, the reactive strategy helped her to hold her motivation in teaching:

Adjusting negative emotions while teaching will help the lecturer focus more on the lecture and important topics in the lesson that most students in the class have not yet mastered. This helped them be able to work out an effective teaching method. Emotion Regulation Strategies help teachers regain motivation to deliver lectures and organize activities and lectures more efficiently. (Phoebe, journal)

Helen wrote in her journal:

Emotion control helps me maintain balance in teaching. Secondly, I do not let the incident affect my students. If I show too much anger, my anger will increase, and it will scare other students. Learning efficiency that day will go down. This will cause me many obstacles and difficulties (Helen journal).

Like other teachers, Helen was aware of her emotions and their effects on her teaching.

Both Phoebe and Tyra applied reactive strategies for their teaching. For example, to handle his emotion shown in extract 36, Phoebe explained, "I could maintain my teaching at a rather self-controlled mood and the other students also felt comfortable to continue their learning. The learning outcome was reached". Tyra reported the lesson continued smoothly when she managed her emotions well, "So the thing called emotion regulation helped me with the teaching to go on quite gently and smoothly because there were no obstacles at all, so the class went smoothly".

Teachers' emotion regulation for their wellbeing during teaching

Keeping balance in emotions during teaching was important to the teachers. For example, Helen wrote, "Regulating my emotions at that time can help me keep balance in the lecture. Moreover, I do not let the incident affect other students". Tyra wrote,

I view emotion regulation as a skill set that teachers need to learn and equip into our teaching. It helps me prepare better for the next classes. I wanted to teach well and leave the classroom with certain satisfaction, so I wouldn't let the emotions stand on my way. Besides, I viewed these emotions as part of my job, so I thought knowing how to deal with them effectively would be nice. (Tyra, journal)

Her writing showed that Tyra's reactive strategies were used to ensure she was well prepared emotionally for her teaching. Similarly, Tracy reported in her journal that she calmly acknowledged the classroom situation and self-regulated her emotions to overcome initial negative emotions as part of her teaching career. Nicole wrote that emotion regulation was a way to calm herself, "According to my experience, I should not let negative emotions increase, because it will make me angry and have harsh attitudes and words. This can negatively affect the students' views of the teacher and my teaching."

Helen explained why she regulated her emotions,

So, there's a safe way for me to have an opinion on students' learning style or attitude; it's their choice, and I think doing so will be safe for me. This helps me avoid getting emotionally hurt and affecting my mindset. Prevent me from having negative thoughts about teaching. The unpleasant feelings towards students who are indifferent to their studies will certainly have an impact on future teaching classes. I became more alert and wary of similar situations and did not let myself waste too much time on the incident so I could quickly return to the lecture. Thanks to this, I will have more

experience and be able to limit some similar cases. (Helen, journal).

Discussion

This study investigated the factors that aroused EFL teachers' emotions in the classrooms, including the kinds of emotions they experienced and how they regulated those emotions. It also explored the reported impact of such emotion regulation on teaching in the classrooms. Data were collected from recorded classroom observations with videos, stimulated recall interviews with the teachers after the video recordings, semi-structured interviews, and journals.

EFL university teachers' emotions caused by student-related factors

In this study, the definition of emotion is re-defined from that of Schutz and Lanehart (2002). It is a teacher's cognitive interpretations and assessments of particular situations which are the foundation of the teaching process. Teachers' emotions encompass both positive and negative ones. The former includes happiness, pride, and pleasure, and the latter consists of the feelings like fear, anger, guilt, and boredom. However, the current study just focused on negative emotions during teachers' teaching.

Notably, the recordings extracted from the videos of the classroom teaching of the three teachers indicate that teachers experienced various emotions. The most dominant kind is related to students' discipline matters in the classes taught by Helen and Phoebe. To be more specific, students' discipline matters aroused emotions of irritation, mild anger, and disappointment in the teachers. Besides, the observed teachers revealed similar emotions of being upset, disappointed, and negative when the students did not pay due attention or engage in the lessons as the teachers expected. The extract recorded in the classes taught by Helen indicated various emotions aroused in them.

Overall, it could be explained that the teachers' emotions were cognitive and assessment processes. While teaching, they observed the students' behaviors and interpreted and assessed the classroom situations in which they were influenced by students emotionally, as pointed out by Schutz and Lanehart (2002). In general, the current study's findings revealed that EFL teachers' emotions were mostly influenced by students' misbehaviors and their inadequate engagement while in the classes at university. With respect to the causes seen from the recorded classroom observations, most of the extracts were from students' lack of academic engagement and their discipline matters. These findings were confirmed by the teachers' reflections in their journals, where all of the recorded EFL teachers admitted their disappointment and negative emotions because of students' lack of attention in the classroom and using mobile phones for their personal purposes, which were characterized as Generation Z who are commonly criticized for being sluggish and reliant on technology in the classrooms (Miller & Mills, 2019; Ngo & Doan, 2023).

Most of the data in this study were taken from recorded class observations. It is commonly known that the quality of education mainly occurs in the classroom, where the interaction between teachers and students is considered a paramount factor in promoting teaching-learning activities, which leads to the desired teaching outcomes (Li & Yang, 2021; Weizheng, 2019). At first glance, the three participants in the study tried to control their emotions, which was one of the decisive factors leading to a successful teaching hour. However, in some situations, extrinsic factors such as students' misbehaviors and a lack of engagement navigated EFL teachers' emotions to an uncontrolled state, which needed a

timely adjustment for the expected teaching outcome at the end. Most of the EFL teachers in the study chose to hide their disappointment in order to encourage students to fulfill their tasks. They decided to turn a blind eye to the students' discipline matters, which are not easy to deal with, as they reflected in their journals and interviews. Some of them showed reactions such as warning or punishing students, but these occasions were rare.

As far as negative emotions caused by students in the classrooms, Gkonou and Miller (2019), Khajavy et al. (2018), Martinez Agudo (2018), and Oxford (2020) reported findings of similar feelings in the teachers. For example, while Khajavy et al. (2018) did not identify the same frequently experienced negative feelings as this current study, they discovered that EFL teachers' worry, anger, and boredom were mostly related to their students. More specifically, anger was produced by student disobedience, and boredom was provoked by students' refusal to participate.

While boredom was not one of the most prominent EFL teachers' feelings in the current study, it is crucial to note that EFL teachers' disappointment was mostly associated with students. Gkonou and Miller's (2020) study on critical occurrences among language teachers is also relevant to the findings of this study. Teachers who participated in their research shared disappointing and upsetting memories involving their students while teaching. In this study, the teachers' emotions included mild anger, frustration, and disappointment. In certain emotional states, annoyance and anger experienced by the teachers in the current study seemed to be similar to what the participants in Gkonou and Miller's (2020) study described.

In recognition of the current students belonging to Generation Z, who are often characterized as lazy and dependent on technology (Miller & Mills, 2019), the EFL teachers in the study seemed to realize that the idea of getting angry in a classroom did not fit very well with their educational goals of working co-operatively and in collaboration with their students. Therefore, shaping EFL teachers' expectations for student performance and regulating their unpleasant emotions, which were tied to students' inappropriate behavior and lack of motivation, have become one of the most paramount concerns in EFL teachers' professional development.

EFL teachers' emotion regulation: from intrapersonal strategies in the classrooms to interpersonal ones after classes

Another focus of the current study is teachers' emotion regulation strategies, defined as the acts employed to change the direction of emotions. Emotion control tactics can range in complexity, focusing on the external environment, attentional systems, cognition, or the componential effects of emotional episodes (Gross, 1998a). With different emotions recorded and expressed by the teachers in this study, their strategies and ways to deal with those emotions were explored by stimulated recall interviews and journals. Emotion regulation strategies are understood not only as ways that EFL university teachers apply to regulate undesirable emotions but also as tools with which they can more effectively support their students in learning languages in English classrooms.

Overall, the reflections of the teachers via stimulated recall interview, journal, and semi-structured interview indicate their intrapersonal emotion regulation, which is defined as "the process by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" (Gross, 1998, p. 275). In situations involving teachers' irritation, disappointment, and unhappiness, the teachers reported not letting their emotions interfere with teaching. The stimulated recall interviews viewing the videos with the participants and their journals also documented the teachers' responses to

apply the strategy to adjust their attention and ignore students' misbehaviors, for example, Helen for extract 1.

One more common strategy for teachers to employ to handle their emotions is the reappraisal strategy, which Gross (2015) defined as involving manipulating the appraisal component. When applying this strategy, teachers adjust their feelings about an emotional stimulus. To be more specific, a teacher may reclassify a misbehaving student as something generally well-behaved so as to reduce any negative emotions that classroom teachers are experiencing. The teachers reported that the reappraisal strategy was used in the current study. For example, In the interviews, Helen and Phoebe further indicated that they were aware of their emotions and tried to regulate those feelings for smooth lessons and for the sake of students' learning.

Overall, from the teachers' journals and interviews, the most frequently used strategies reported by the teachers in the current study were intrapersonal, with reappraisal strategy and attention re-direction because all the participants aimed to achieve their teaching outcomes under any unexpected obstacles in which students' misbehaviors were considered unpleasant. As a result, cognitive reappraisal could successfully affect later emotional behaviors, particularly when used to down-regulate negative emotions, efficiently reducing both the behavioral and experiential components of negative emotion.

Besides, data from the stimulated recall interview and journals aligns with the research findings of Gloria and Mbato (2024), which disclose the reactive strategies used by the teachers to handle the situations in the classrooms that aroused their negative feelings. Reactive strategies, according to Akbari et al. (2017), take place when teachers' emotions run high; thus, instead of giving free rein to an unwanted emotion, they might decide to reduce its undesirable effect by resorting to some solutions as reactions to misbehavior in the class, for instance, teachers' leaving the class, keeping quiet for a while or punishing students' misbehaviors. The video extracts and the stimulated recall interviews, for example, show that Phoebe (extract 2) asked students to leave the classroom to make a loud noise in the classroom.

From the findings on teachers' emotional regulation, it can be drawn out that the EFL teachers in the current study understood the significance of emotional regulation, but they frequently believed that this entails hiding their feelings from students, as pointed out by Santihastuti et al. (2022) and Arizmendi Tejada et al. (2016). In most situations, they used intrapersonal emotion regulation strategies (Gross, 1998a), which indicate using emotion control methods to target specific stages of a scenario, such as attention, appraisal, and reaction timing. Intrapersonal emotion regulation strategies deal with situation selection, situation modification, attention deployment, appraisal, and reaction modulation. The teachers in the current study considered their students' characteristics, the lesson outcomes, students' learning, classroom atmospheres, and their images as teachers to suppress, let go, or change their emotions to be able to continue with their lessons. When their emotions run high, they would react with some responses to students' behavior matters in the classroom. The teachers also employed interpersonal emotion regulation to share with relatives and colleagues after classes to regulate the emotions they experienced in the classrooms.

According to Sutton (2004), teachers thought that their capacity to control their emotions was connected to their efficiency on the job. 'Down-regulating' negative emotions was the most prevalent purpose of emotion regulation measures, although 'up-regulating' pleasant emotions was also regarded as significant. The participants in the study used cognitive strategies to assist them avoid experiencing some negative emotions. They also used attention direction to

intentionally shift their attention away from an element in the teaching context, primarily student misbehavior, which may elicit an unpleasant emotion, and reappraisal strategies to reexamine an emotionally charged event in order to change their opinion about it.

Different from Gross (1998a), Zaki and Williams (2013) distinguished between interpersonal and intrapersonal emotion regulation. They point out that apart from intrapersonal emotion regulation, teachers may employ interpersonal emotion regulation, which is seen as the desire to share emotional states with others, attenuation of negative feelings in the presence of others, and motivation to alter the affective states of others. The current findings could discuss one form of interpersonal emotion regulation: sharing emotions from teaching, i.e., a class with others. Since their sharing about what was happening in the lessons could only take place after the lessons, data were obtained from the semi-structured interviews. The teachers in the current study, for example, Tyra, Helen, and Phoebe, after the lessons aroused emotions such as anger, disappointment, or upset, shared their stories with their relatives and, more often, with colleagues to seek comfort and solutions to their emotional problems. Interpersonal emotion regulation is considered to be their ability to share and empathize with others (Chavira Trujillo et al., 2022). It is also argued that people typically do not manage their emotions in isolation, but rather through social interaction to seek social support (Zaki & Williams, 2013). The data collected from the current study do not show how the teachers empathized with other teachers because the focus on how they managed their emotion in the classroom but it turns out that interpersonal emotion regulation is the side effect or one of the tactics to deal with intrapersonal emotions of the teachers in the current study. However, the findings of interpersonal emotion regulation need further study to see the various aspects of this strategy, for example, how teachers show their ability to share and empathize with other teachers.

Conclusion

The study looked into the emotions that novice EFL university instructors felt when they were instructing students in the language and how they managed those emotions. The results showed that even though the teachers tried to stay happy, they frequently felt angry, disappointed, and irritated. This was especially true when it came to misbehavior, lack of engagement, and inability to give accurate answers to the students. The instructors employed diverse strategies to manage their feelings, including redirecting their attention, modifying their pedagogical approaches, and reassessing their feelings. They also used suppression and expression to change their answers. In particular, three EFL teachers consciously decided to express their negative feelings to their loved ones and coworkers to defuse stress, get support, or feel understood by others.

A possible avenue for improvement in the present research is to gather more comprehensive data from EFL teachers who instruct in diverse institutional settings and at varying levels. In addition, it would be advantageous for the study to incorporate observations of every class at the research site to guarantee a more thorough comprehension of English teaching and learning settings. Further research on the assessment of teachers' emotions and the comparison of cases across various institutional contexts should take into account the analysis of both verbal and nonverbal behaviors.

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Biodata

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