

## **EFL Vocational Classroom Teacher's Emotion-Regulation Strategies and Emotional Well-Being in Technology Application: A Narrative Inquiry**

Dewi Nur Suci<sup>\*a</sup>, Yazid Basthom<sup>b</sup>, Bambang Yudi Cahyono<sup>c</sup>,  
Mirjam Anugerahwati<sup>d</sup>

<sup>a</sup> Universitas Islam Negeri (UIN) Syekh Wasil, Kediri, Indonesia

<sup>b, c, d</sup> Universitas Negeri Malang, Malang, Indonesia

\*Corresponding author. [dewinursuci@uinkediri.ac.id](mailto:dewinursuci@uinkediri.ac.id)

<b>Article information</b>	
<b>Abstract</b>	<p>This study explores an English teacher's emotional experiences and regulation strategies while integrating technology-enhanced language learning (TELL). Using a qualitative narrative inquiry design, data were collected through interviews, focus group discussions (FGDs), and narrative frames with one novice teacher and his students. The findings reveal that the teacher experienced negative emotions such as confusion, frustration, and fatigue, particularly when learning to use Telegram for Mobile Assisted Language Learning (MALL) and creating instructional videos. These emotions, however, gradually transformed into satisfaction and confidence as he developed technological mastery. The study also shows that teacher-student interactions, collegial support, and personal beliefs significantly shaped the teacher's emotional well-being. Cognitive reappraisal, suppression, and problem-directed coping emerged as key emotion-regulation strategies, complemented by savoring and gratitude. The teacher's</p>

	autonomy and faith-based values further contributed to his resilience and positive emotional engagement. Despite limitations related to online data collection and participant availability, the study provides insights into how emotions and regulation strategies influence teachers' professional identity and well-being. Implications for teacher education highlight the need for emotional support, technological mentoring, and attention to teachers' personal belief systems.
<b>Keywords</b>	emotion-regulation strategies, emotional well-being, teacher's emotion, technology integration
<b>APA citation:</b>	Suci, D. N., Basthomi, Y., Cahyono, B. Y., & Anugerahwati, M. (2025). EFL vocational classroom teacher's emotion-regulation strategies and emotional well-being in technology application: A narrative inquiry. <i>PASAA Journal</i> , 71, 350–385.

## 1. Introduction

Teaching is fundamentally an emotional profession that shapes how teachers experience, enact, and sustain their work. Teachers' emotions fluctuate across contexts due to individual, social, and organizational conditions which influence how they negotiate and construct their professional identity. Emotional changes play a central role in sustaining classroom interaction and shaping teachers' sense of self. Research shows that teachers continuously move between positive and negative feelings, including joy, love, anger, and fear (Chen, 2016; De Costa et al., 2018; Dewaele, 2018), while such emotional fluidity contributes to identity construction across shifting contexts (Benesch, 2018; Song, 2016; Zembylas, 2003). Teachers confront burnout, stress, and emotional labor but also display care, persistence, and patience to support students (Li & Rawal, 2018; Talbot & Mercer, 2018). Thus, emotions constitute a fundamental component of teachers' identity formation and professional well-being.

The integration of technology in English language teaching (ELT) reshapes emotional and interactional dynamics for both teachers and students. Digital environments alter how emotions are expressed, perceived, and negotiated during learning activities, and they introduce new instructional demands that influence teachers' emotional experiences. These demands expand the range of emotional work teachers must perform when facilitating learning through technological tools. In computer-mediated communication (CMC), teachers and students use emoticons, paralanguage, and multimodal cues to sustain interpersonal warmth and discourse flow (Tu & McIsaac, 2002). Online communication also differs substantially from face-to-face interaction in immediacy, clarity, and participation (Mellati & Khademi, 2020). Teachers frequently experience strain when creating multimodal materials due to limited technical confidence and cognitive load (Åberg & Åkerfeldt, 2017; Kızıldağ et al., 2026; Zhang-Wu, 2023). Therefore, technology creates new opportunities for connection while heightening teachers' cognitive and emotional demands.

Although teacher emotion has been widely studied, its intersection with technology remains insufficiently explored. Most existing studies rely on reflective narratives rather than examining emotional processes as they unfold in real-time instructional contexts. Additionally, students' perspectives are rarely incorporated, limiting understanding of how teacher emotions are relationally constructed in technology-rich environments. For example, studies on WhatsApp-based teaching and narrative inquiry primarily captured teachers' retrospective emotional accounts (Aragão, 2017; Barcelos & Aragão, 2018). Research in online teacher education also documented emotional highs and lows through interviews rather than classroom observations (Gkonou, 2020). Recent scholarship explicitly calls for ecologically valid, context-sensitive examinations of teacher emotions in digitally mediated teaching settings (Wu et al., 2025; Zhang & Wu, 2025). Hence, a deeper and multi-perspective understanding of teacher emotions during technology-enhanced instruction is still needed.

Emotion regulation plays a central role in how teachers manage the affective complexities of technology-mediated instruction. Teachers must regulate their emotions to sustain instructional quality and personal well-being, especially as digital tools introduce multimodal cognitive demands and new interactional challenges. These regulatory strategies are essential for creating stable learning climates in technologically enriched classrooms. Emotion regulation helps teachers manage fluctuating emotional states and maintain productive instruction (Morris & King, 2018; Talbot & Mercer, 2018). Caring practices additionally reinforce teachers' professional identities and strengthen teacher-student relationships (O'Connor, 2008). In digital learning environments, teachers employ coping and relational strategies to meet students' emotional needs and maintain presence across platforms (Kliueva & Tsagari, 2018; Wu et al., 2025). Thus, emotion regulation provides a crucial lens for understanding teachers' affective work in multimodal and online teaching contexts.

This study investigates an in-service EFL teacher's emotional experience while creating and implementing multimodal digital materials. Technology-mediated teaching requires teachers to navigate intertwined pedagogical and emotional tasks, and examining these experiences through multiple perspectives yields a more comprehensive understanding of classroom emotional dynamics. Capturing real-time emotions is critical for addressing gaps left by prior self-report-based studies. Prior research on technology-integrated instruction relied on teachers' self-reports and rarely captured situated emotions as they occurred during teaching (Aragão, 2017; Barcelos & Aragão, 2018; Gkonou, 2020). Emerging research underscores the need for context-sensitive, classroom-based investigations of teacher emotions in digital settings (Wu et al., 2025; Zhang & Wu, 2025). Studies further show that teacher emotions influence student engagement, belonging, and learning experiences (Shao et al., 2025; Yüksel et al., 2025). Therefore, this study addresses these gaps by examining teacher emotions through both teacher and student perspectives in an authentic vocational EFL

technology-integrated classroom. The following research questions guided this study:

1. What emotions were experienced by the teacher in incorporating technology-enhanced learning in EFL vocational classrooms?
2. How did the teacher apply his emotion-regulation strategies in incorporating technology-enhanced learning in EFL vocational classrooms?
3. What factors influenced the teacher's emotional well-being in incorporating technology-enhanced learning in EFL vocational classrooms?

## **2. Literature Review**

Research on teacher emotions has demonstrated that teaching is an inherently emotional practice shaped by interpersonal interactions, institutional expectations, and sociocultural conditions (Hargreaves, 2001, Li & Craig, 2019). Studies consistently show that teacher emotion, emotion regulation, and emotional well-being are interdependent constructs influencing teachers' instructional performance, identity development, and resilience (De Costa & Norton, 2017; Talbot & Mercer, 2018). Three major tendencies appear in the literature: (1) studies exploring the nature and sources of teacher emotions across instructional contexts (Barcelos & Aragão, 2018; Ding & De Costa, 2018); (2) studies examining emotion-regulation strategies teachers use to manage emotional demands in language classrooms (Morris & King, 2018; Nguyen & Pham, 2023); and (3) studies addressing teachers' emotional well-being, flourishing, and resilience, often framed within positive psychology and PERMA (Mercer et al., 2016; Seligman, 2011). This model is not only conceptual but has also been proven to be applicable and effective in educational contexts, as shown by recent empirical research based on PERMA interventions (Esmaeilee et al., 2025). Recently, research in multimodal and technology-mediated contexts has added a new dimension by showing how digital demands reshape teachers' emotions and regulation processes (Song, 2025; Wu et al., 2025; Zhang & Wu, 2025)

## 2.1 Teacher Emotion

Research in this first category conceptualizes emotion as a socioculturally embedded and identity-related phenomenon. It focuses on how emotions emerge from interactions with students, colleagues, and institutional systems. Morris and King (2018) explained that language teachers' emotional regulation is an instrumental activity that is used intentionally to achieve certain pedagogical, social, and identity goals within the classroom context. Research documents that teachers experience joy, satisfaction, frustration, and anxiety depending on classroom dynamics and pedagogical challenges (Barcelos & Aragão, 2018; Ding & De Costa, 2018). These studies often adopt qualitative, narrative, or sociocultural approaches to examine how emotions shape teacher identity and classroom engagement (De Costa & Norton, 2017). Recent contributions extend this focus into digital and multimodal teaching environments, showing that technological demands heighten emotional labor and identity negotiation (Song, 2025; Wu et al., 2025). This body of work highlights the affective and relational foundations of teaching but does not directly investigate how teachers regulate these emotional experiences.

## 2.2 Emotion Regulation in Language Teaching

A second group of studies focuses on emotion regulation as a core mechanism through which teachers manage stress, frustration, and emotional challenges. Drawing on Gross's (2015) process model, researchers have explored how teachers use strategies such as situation selection, attentional deployment, cognitive reappraisal, and response modulation to support instructional functioning (Morris & King, 2018; Olderbak et al., 2023; Zhang & Wu, 2025). Emotion regulation in the educational context is relational, collaborative, and intrapersonal-oriented, not just an individual psychological process (Gkonou & Miller, 2023). Investigations highlight that teachers regulate low-intensity emotions through proactive strategies, while high-intensity stressors, such as misbehavior or institutional pressure, trigger more reactive regulation (Talbot & Mercer, 2018). Emotion regulation is also shaped by emotional intelligence, social

support, and contextual demands (Littleton, 2021; Nguyen & Pham, 2023). Studies in multimodal and online contexts reveal heightened regulation needs due to cognitive load, technological complexity, and screen-mediated interactions (Kızıldağ et al., 2026; Zhang & Wu, 2025;). Regulation processes have similarly been found essential for sustaining motivation and preventing emotional depletion during demanding tasks (Uztoşun, 2020). In online collaborative learning, emotional regulation does not occur separately, but rather through a combination of self-regulation, co-regulation, and socially shared regulation that interact with each other (Zhang et al., 2021).

### **2.3 Teacher Emotional Well-Being**

The third strand of research discusses emotional well-being as an outcome of teachers' affective experiences and regulatory practices. This research draws on the PERMA model which includes Positive emotion, Engagement, Relationships, Meaning, and Accomplishment. Studies argue that teacher well-being is multidimensional and influenced by affective, cognitive, and relational processes (Mercer et al., 2016; Seligman, 2011). Scholars identify factors such as job satisfaction, relational warmth, identity stability, and resilience as central to teachers' flourishing (Frenzel et al., 2016; McInerney et al., 2015; Talbot & Mercer, 2018). Evidence from digital teaching contexts shows that technological demands may intensify stress but also create opportunities for meaningful engagement and professional growth when teachers regulate emotions adaptively (Wu et al., 2025; Zhang & Wu, 2025). Thus, emotional well-being is closely tied to teachers' ability to navigate pedagogical, relational, and technological challenges.

Despite substantial insights, the existing literature exhibits several gaps. First, most studies examine teacher emotion, regulation, and well-being separately, with limited attempts to understand how these constructs interact dynamically within real classroom practices. Second, research in technology-mediated environments tends to rely heavily on teacher self-reports, overlooking how emotional experiences unfold during actual instructional events and how

students perceive teacher emotions (Aragão, 2017; Barcelos & Aragão, 2018; Gkonou, 2020). Third, few studies integrate multimodal evidence such as teaching videos or digital artifacts to examine how technology shapes emotional processes in concrete teaching moments. As a result, the field lacks ecologically grounded, classroom-based accounts of how teachers regulate emotions and sustain well-being while engaging with digital tools.

In response to these gaps, this study adopts a classroom-based, multimodal perspective to explore how an in-service EFL teacher experiences and regulates emotions while designing and implementing digital multimodal materials. By incorporating both teacher and student perspectives, the study seeks to capture the relational and contextual nature of teacher emotion in technology-enhanced vocational classrooms. This approach offers a new direction by examining how emotional experiences, regulation strategies, and well-being interact during real instructional events, thereby providing a more comprehensive understanding of teacher emotions in contemporary digital learning environments.

### **3. Methodology**

This research employs a narrative inquiry approach to address the research objectives, which include exploring the teacher's emotional experiences, identifying how he applied emotion-regulation strategies, and examining the factors that shaped his emotional responses while integrating technology-enhanced learning and multimodal texts in the classroom. Narrative inquiry is suitable for this study because it centers on the storied nature of human experience and allows the researcher to capture the complexity, temporality, and relational aspects of teacher emotion (Conle, 2000). Barkhuizen (2016) explains that "story" in narrative inquiry comprises three levels, and emotional experience is situated in the second level "Story" where the psychological and interpersonal meanings that teachers attach to their experiences become visible.

Although narrative inquiry relies partly on self-reported data, which may introduce recall bias or selective interpretation, this study addresses these concerns through methodological triangulation. Consistent with narrative inquiry practice in language teaching, multiple data sources were incorporated to enhance reliability, including interviews, recurrent restorying narratives, and video-recorded lessons (Kızıldağ et al., 2026). These data were cross-checked through practices in narrative inquiry, where credibility is strengthened through continuous verification of emerging interpretations and multi-source triangulation (Mendieta & Barkhuizen, 2020).

### **3.1 Research Site and Participants**

This study was conducted at a state vocational school in Malang, East Java, Indonesia. As one of the largest vocational schools in the region, the institution offers technology-oriented majors such as multimedia, animation, computer and network engineering, graphic design, mechatronics, and logistics. These programs bring a digital learning environment across subjects. Classrooms are equipped with LCD projectors, stable internet connections, and whiteboards, while the school also provides digital studios and language laboratories to support multimodal text production and technology-enhanced English instruction.

However, only Zayd (pseudonym) actively extended the technology use beyond these conventional practices. Zayd, an in-service male English teacher and educational trainer, served as the primary participant of this study. He has twelve years of teaching experience and holds a master's degree in English education. He was purposively selected because of his substantial teaching experience, integration of digital technology into pedagogy, and proficiency in composing multimodal instructional materials, including video-based lessons, picture animations, digital invitations, posters, and other educational texts. His engagement with educational technology predates the COVID-19 pandemic, and he has actively used Telegram bot features and multimodal videos in YouTube for instructional purposes for more than two years. These characteristics distinguish

him from other English teachers in the school, positioning him as an experienced practitioner capable of providing deep, reflective narratives about emotional experiences and emotion-regulation strategies in technology-mediated teaching contexts. Additionally, fifty students from Zayd's classes voluntarily participated in this study by sharing their perspectives on their teacher's emotional expressions and classroom practices. Ethical approval was obtained from the affiliated university in Malang. Participants were informed about the aims and procedures of the study. They voluntarily participated in the study.

### **3.2 Data Collection**

Five types of data were collected in this study (see Table 1): daily audio recordings, semi-structured interviews, classroom observations, a Focus Group Discussion (FGD), and Telegram-based instructional digital artifacts. Zayd produced seven daily audio recordings, mostly sent through WhatsApp voice messages, in which he briefly narrated his teaching activities and expressed positive or negative emotions for 3–5 minutes after class. These recordings served as reflective audio logs that reduced participant burden compared to written journals. To deepen and verify these accounts, three semi-structured interviews were conducted—one face-to-face in 2019 and two online via Google Meet between 2020–2021—each lasting approximately 60 minutes.

Classroom observations were carried out across multiple instructional modes, including face-to-face (2019), fully online (2020–August 2021), and hybrid teaching (October 2021). The researcher acted as a non-participatory observer. Telegram, the teacher's main instructional platform, provided naturally occurring digital artifacts such as greeting messages, the teacher's preferred nickname, his profile photo, audio instructions, worksheets, task flows, and examples of student submissions. These features were used to contextualize the teacher's emotional positioning and technology-integrated practices, rather than as conversational data. Finally, a FGD with fifty students was conducted via Google Meet to gather learners' perceptions of the teacher's emotional expressions and engagement

practices. All recordings, interviews, observations, and digital artifacts were transcribed for analysis.

**Table 1***Data Sources*

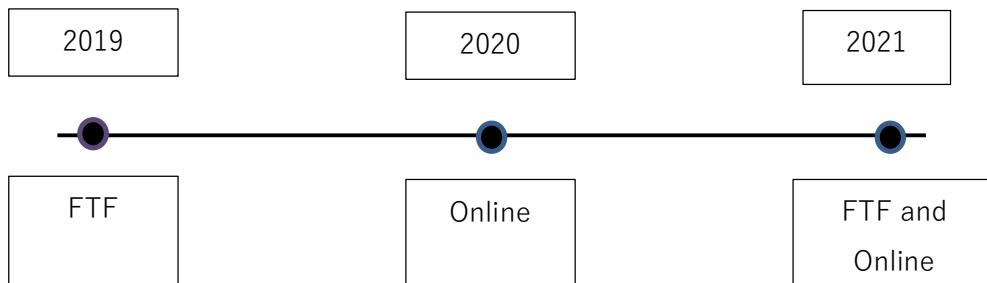
Type of Data	Source	Duration / Volume	Description
Classroom Observations	Online & offline sessions (photo notes)	15 sessions (10 online, 5 offline)	Non-participant observation documenting teaching practices.
Interviews	Semi-structured interviews with Zayd	3 sessions (3 hours; ~9000 words)	Clarified emotional episodes emerging from daily recordings.
Daily Audio Recordings	Teacher reflective audio (WhatsApp)	7 recordings; 40 minutes; ~15000 words	Short reflections describing emotions after teaching.
Focus Group Discussion	50 students (Google Meet)	3 hours; ~15000 words	Students' perceptions of teacher emotions & technology use.
Telegram-Based Instructional Digital Artifacts	Chatbot tasks, automated prompts, audio exercises, instructional flows	One semester (2021); ~3000 words of extracted content	Naturally occurring digital artifacts documenting technology-mediated instructional practices and the teacher's digital identity.

Teaching practices were observed both in online and offline classrooms. The first observation was done in 2019 when the class was conducted in face-to-face (FTF), at which time Zayd used a Telegram bot and had started to produce instructional videos, some of which were uploaded on YouTube. Because Telegram uses a cloud system, the online interactions were saved on Telegram. Different classrooms were observed during 2020 and 2021 so that this study could understand better the Zayd's teaching practices.

Because of the COVID-19 pandemic, online learning was conducted from 2020 to August 2021. Zayd utilized video-conferencing applications such as Google Meet, or the video calling feature of Telegram to teach. He also produced more videos in 2020. After October 2021, the school established a split face-to-face/online learning model to align with health protocols. Half of the students learned online, while the other half learned at school. The arrangement of classrooms is presented in Figure 1.

**Figure 1**

*The Shift in the Classroom Teaching Model*



### 3.3 Data Analysis

Transcripts were reviewed several times before being coded to deepen our understandings about Zayd's emotional experiences in his professional life. The words, phrases and sentences related to the research questions were coded. Emotion coding was used to create initial codes from the words denoting emotions (Ding & De Costa, 2018). The data from the teacher's daily recordings and interviews were analyzed thematically. Then, the data in the form of the teacher's stories were interpreted. The interpretation results were compared with the students' experiences and feelings that were recorded in the Focus Group Discussion (FGD).

## 4. Findings

This section presents Zayd's emotional experiences during his teaching and technology-mediated classroom practices. The findings are organized around (a) the fluctuations of his positive and negative emotions, (b) the strategies he used to regulate those emotions, and (c) the factors that shaped his emotional well-being. Consistent with narrative inquiry principles, the aim is not generalizability but a deep, contextualized understanding of Zayd's emotional life as a language teacher (Barkhuizen, 2016, 2022).

### 4.1 Zayd's Negative Emotions as a Catalyst

Zayd experienced a range of negative and positive emotions in his early teaching career, particularly when integrating technology into his classroom practice. At the beginning, he reported several negative emotions, such as confusion and difficulty when using technology. He struggled to adapt to technological tools and devices, especially during his initial years of teaching. Despite these challenges, he believed that technology could support his teaching and increase students' engagement.

In his first school, the limited availability of a projector caused tension, yet Zayd maintained positive emotions, such as enthusiasm and cheerfulness, by patiently queuing with other teachers to borrow the equipment. After obtaining the projector, he consistently transported it to and from the classroom. Using this tool allowed him to integrate visual, audio, and audiovisual media, including pictures and songs, which made his teaching more interactive.

The rapid development of technology required him to continuously learn new applications for both synchronous and asynchronous learning. Before COVID-19, Zayd used Telegram, PowerPoint (PPT), and Socrative. PPT was used across reading, speaking, listening, and writing activities, while Socrative was mainly used for reading comprehension tasks. During the COVID-19 period, he explored video-conferencing platforms, and he preferred Google Meet due to its affordability.

However, learning new technologies, especially Telegram, continued to evoke negative emotions, such as confusion, exhaustion, and frustration. Zayd explained his process of learning Telegram:

I firstly knew Telegram in 2018 from my professor in private university who suggested me learn this application, so I searched information about it. I was **surprised** that it is not only a means of communication but also for storing learning materials. It uses cloud system and has bot which is different from WhatsApp and other platforms. I tried to learn how to create bot and follow the steps one by one in tutorials of website and YouTube. I felt **confused** and **tired** because it was **hard** and I almost **gave up**. Fortunately, after **a very hard** moment, the bot could be made. Then, I completed it with materials in one semester for each class. Finally, my bot worked well. I think I do not know how, but every after the culmination state on learning technology, I can do it. I was **happy then**. (interview)

This narrative clearly shows Zayd's negative emotions, such as confusion, fatigue, boredom, and the desire to quit during his process of creating a Telegram bot. However, these emotions shifted to positive emotions, such as happiness and satisfaction, once he successfully completed the bot and filled it with learning materials.

Compared to creating a Telegram bot, Zayd reported that making instructional videos was easier, although he still faced challenges in planning materials, determining communication strategies, and editing videos. He needed to search for materials aligned with his learning objectives, record the videos, and edit them. He admitted that “although it was **time-consuming** because we had to edit, I felt **satisfied** with the results of my video” (reflection). This statement illustrates that although the process was demanding, it generated positive emotions, particularly satisfaction. Regarding his motivation, he noted that “I want

to make my students **enjoy** learning. When they like my teaching, I feel **content** and **optimistic** to teach" (interview). This highlights his contentment, optimism, and intrinsic motivation as part of his positive emotional experience in integrating technology.

Additionally, students expressed similarly positive perceptions of Zayd's work. They commented:

We were **impressed** at the Telegram bot, videos and Socrative he made. Telegram bot was **sophisticated**. In addition to accessing the materials, bot could correct our incorrect speech. So, we knew the correct forms. Socrative was **good** for quiz. In video, Mr. Zayd looked **friendly, joyful** and **funny**. In FTF, we felt the same things. We agreed that he **loved** his profession because of his preparation for teaching. We also felt **good** with the scoring practice because the records could be tracked online. (FGD)

The students' remarks show that they perceived Zayd as a teacher who cared for them and enjoyed his profession. Although they felt that technology did not significantly improve their language skills, they still enjoyed the learning process: "I thought technology gave a **little** improvement, but we **could still follow** the English classroom" (FGD).

## **4.2 Zayd's Strategies on Regulating His Emotions**

### **4.2.1 Strategies to Adjust with Negative Emotions**

#### **1. Cognitive Reappraisal and Suppression**

Zayd was not only an English teacher but also a vice principal of human and resource development in the school. This means that he needed to teach English and manage administrative work. His responsibilities as the vice principal varied. He was the coordinator of his colleagues' data for performance reports, so he was required to collect and filter the (un)necessary data. On other occasions, he acted

as a coordinator for the pre-service teachers who joined an internship program. Besides this, he was a member of the committee for student admission and teacher recruitment. Zayd felt tension when managing his time and balancing his administrative duties. He said;:

I sometimes felt **puzzled** whenever I got unpredictable meeting schedules. **Luckily**, my students could learn the material from Telegram bot, watched videos, shared their work in the Telegram chat, and did Socrative quiz. When the pre-service teacher was at school, I felt **okay** because she can handle to practice teaching. However, I felt **panic** because the students kept silent when I asked them about the pre-service teacher. So, I told her to motivate the students. (interview)

In this case, Zayd shared his challenging experience when acting in some professional roles. It can be seen from the words *puzzled*, *luckily*, *okay*, and *panic* that he tried to maintain his professional teaching. Although he seemed to trust the pre-service teacher to teach, there was an expression of disappointment. As he reflected:

I was **little bit upset** with the pre-service teacher because she had not collected the student's scores for three meetings. She told me that she was sick, so I had to be **patient** then. (reflection)

Responding to this case, the students also shared their experience with the pre-service teacher:

Mr. Zayd is **more cheerful and talk-active** either in online or FTF meetings. We kept **silent** at the online classes since the pre-service teacher did **not talk more**. (FGD)

Additionally, Zayd never showed his negative emotions to his students. It can be seen from the following excerpt that he used strategies to suppress negative emotions:

“We should smile when we teach. We should hide our negative emotions, like sad, angry or tired because it can influence the students’ emotions. When our performance looks good, the students feel good.” (interview)

## 2. Problem-Directed Action

Problem-directed action is an emotion-regulation strategy which involves thinking about and acting on the bad event to change the situation and thereby speed up adaptation (Larsen & Prizmic, 2008). Based on Zayd’s stories, creating videos that involved editing clips from different angles was time-consuming. Thus, he tried to adapt his videos by using animation. His previous videos usually included his appearance, but he used animation to minimize the period of video production. He said:

I **liked** the animation that I had just created. As usual, I used intro maker, picture that I could write the material, audio recording, and Kinemaster. After the pictures and the written explanations about narrative text were already done, I inserted the audio in Kinemaster. The last, I chose character animation. **Just simple.** I did not need to ask a copy right too because that’s **free**.

Zayd also provided another example about the problem of grading. He thought that using Google Meet all the time may hinder the students’ concentration and interest. He decided to use a Telegram bot and video as an effective way to deliver materials and help the students learn because he provided it with web-based materials, PPT, quiz in Socrative, and translation bot [https://t.me/TranslateID\\_Bot](https://t.me/TranslateID_Bot). He said:

Pandemic has led to the students' **boredom**. Every teacher in every subject must give them tasks. So, I **did not force** my students to finish all of their tasks in one time, such as doing a remedial task or submitting their assignments, but I always reminded them about their task. The students agree with that because they can see their scores and I am **good** with that.

Zayd's stories demonstrate that he found synchronous and asynchronous online learning during and after the pandemic to be stressful for the students and that assigning grades can be quite burdensome, so he designed an accessible point system, which refers to accessible and flexible assessment mechanism that shows the students' points. It may reduce negative feelings toward it through Telegram bot. This application had a menu for choosing Socrative quiz and gave a new challenge through translation that can be used, namely [https://t.me/TranslateID\\_Bot](https://t.me/TranslateID_Bot). In this part, Zayd made a learning and teaching material in Telegram that consisted of materials of teaching during a semester which were uploaded to website and YouTube. For grading, he used Socrative that the students can see the result directly. The students can also repeat the use of Socrative and translation bot so that they did not feel difficulty. Additionally, the students can submit the task to create posters, invitations, videos, and other works by posting them in the Telegram.

#### 4.2.2 Strategies to Adjust to Positive Emotions

##### 1. Gratitude

Based on the interview and daily audio recording, Zayd felt grateful with his position in the school where he teaches, saying that "we are treated **well** as language teachers here." He gave an example: "the school supported me not only as a teacher but also as a trainer when other institutions invited me as a speaker, such as school, university and Ministry of Information." Additionally, he showed his gratitude in relation to his beliefs, his job, and his colleague: "Teaching is **tremendous** because the best people are those who give great benefits to others."

This statement refers to the Islamic demand that everyone can share positivity with other people including transferring knowledge like a teacher.

## **2. Savoring**

Savoring refers to the strategy that shares and reflects on positive experiences (Talbot & Mercer, 2018). Zayd, for instance, read the students' comments on his videos and collected feedback from his students about his teaching. "It was very wonderful that all of students commented positive feedback to the videos. That's my spirit", he continued, "one of the questions was: should Telegram bot and video be continuously used for the English teaching and learning process, and all of students said agree." He said that "I am very happy to know the students' positive responses on the use of technology." He also received appreciation from his colleagues about the video and Telegram bot he made. "My colleagues who were teachers gave praises to the videos I uploaded." Zayd expressed his proud feeling when his colleagues said thank you very much after he shared his experiences in using technology-enhanced classrooms. Many of them consulted about their online classrooms with Zayd. He said:

When I was sharing to my colleagues either in this school or other schools, I felt it was **fun**. I recalled the process how I learned and now I did that. I felt **so grateful** because I could share my understandings on technology to other teachers not only from English subjects but also other subjects. Even one of my colleagues who learned from me won a competition on a creative learning video. I was so **proud** of her.

### **4.3 Factors that Influenced Zayd's Emotional Well-Being**

#### **4.3.1 Positive Factors that Can Support the Teacher's Well-Being**

##### **1. Students**

The students can be a source of happiness for the classroom teacher. Zayd said that he always provided the best things to his students through the ways of

interaction, the use of technology, and the activities in the classrooms. He explained:

I am **happy** if my students are **happy**, so I always try to create pleasant learning environment. The use of technology and video composing can attract their interests to learn English. The most important one is they like English through the way of my teaching.  
(interview)

When interviewed, Zayd said that he always tried to manage his emotions and look happy in front of his students. He said, “we must show our joy to the classrooms because it is a useful way to make the students comfortable to learn.” Thus, managing positive emotions is important. Additionally, the students agreed that Zayd was patient and loved his teaching profession. In the focus group discussion, one student said, “He is **never angry**. He also never talked something bad or show negative feelings. He likes creating jokes in the classrooms. He is a humorous teacher, but he is serious”.

## 2. Meaningful Impact of Profession

During the interview, Zayd said that his profession is meaningful and it can be the source of positive emotions. He mentioned that language and technology are essential for global competition. The students in vocational schools should be able to communicate in an international language and develop their technological skills for their career prospects. When asked about the rewarding aspects of his profession, Zayd explained,

I believe English and technology are very important for the students not only nowadays but also in the future. Digital technology has changed the way people communicate, so the students should practice it start from now. I am as a teacher must develop my skills to provide new learning and teaching experiences that are relevant with

their needs. So, students and teachers or the pre-service teachers who are in internship program can take the benefits on the technology that I use and the communication strategies through the technology. (interview)

It can be seen that Zayd understood the relevance of language and technology skills for students' success both in the classroom and in their future professional lives.

#### **4.3.2 Negative Factors that Can Distract the Teacher's Well-Being**

##### **1. Individual Stressor**

Workload can be one factor that triggers negative feelings. This was sometimes the case for Zayd due to his responsibilities in his roles as an English teacher, a coordinator of English teachers and a vice principal. As the teacher, he designed teaching materials to be in line with the learning objectives, created media for instruction, taught the lessons, managed the classrooms and carried out assessment. As the coordinator of the English subject, he managed the teaching schedule, distributed important information, joined meetings, and collected the data of the English teachers' work performance. As a vice principal of human resources development, he needed to plan prospective activities for the improvement of the school, meet guests who came to the school and build cooperation, join events relayed to Memoranda of Understanding (MoU), promote the professional development of teachers, and get involved in teacher recruitment. He said:

I feel **tired**, but I have to work **happily** ... and yeah I must be **relaxed**.

What I **regret** sometimes having a short time to explain the lesson.

Despite designing Telegram bot and learning videos, I have a feeling of fault with them for I cannot accompany my students, but I hope they can be independent to learn in bot. Website links direct them to some information. Socrative link that I put in bot hopefully can make

them understand new vocabulary, main idea of the text, and grammar.

I-spring is used for listening. They can watch videos in my YouTube channels to learn the materials. After finishing administrative works and recapping the students' scores, I felt **tranquil**. (video)

#### **4.3.3 Factors that Can Lead to Both Positive and Negative Emotions**

##### **1. Locus of Control**

Zayd told stories about his feelings of internal control. For him, feeling in control became a main factor on how he appraised his own well-being. He said:

In my opinion, when we **understand our emotional feelings and actions**, afterwards we have **a sense of controlling ourselves** on what to do and not, so I think we are in our emotional well-being phase. This is like when we learned technology, we have to show our positive attitude to make a learning product. So, we have to be **passionate** and have **greater efforts** to apply this for our instruction.

(interview)

However, Zayd also perceived lack of control, such as when his students' language skills did not increase significantly. "I keep questioning whether my efforts are useful or useless for my students because sometimes I think some of them did not understand my explanation."

##### **2. Colleague and Collaboration**

Zayd reported that encouraging collaboration with colleagues to design materials in Telegram or create learning videos was hard to do. This was because most English teachers did not have time to edit videos and some of them doubted their own ability to explain content in front of the camera or speak English with their accents.

I have **strongly encouraged my colleagues**, but only one who has made it. Unfortunately, her age influenced her performance. Although she has a high willingness and confidence, her health is not because she is 59 years old. I am proud of her because she has made some videos on YouTube after joining my workshop at school. Well, I think it is hard because there is no an obligatory regulation for the in-service teachers to create video or use bot. (interview)

## 5. Discussion

This study reported the teacher's positive and negative emotions, factors that can encourage or detract from emotional well-being, and emotion-regulation strategies toward emotional well-being. The teacher in this study firstly talked about his negative and positive emotions on how to use technology-enhanced language learning and compose learning videos. This study found that the teacher faced difficulty at first when learning to use Telegram for Mobile Assisted Language Learning (MALL) and when producing videos. However, after this challenging period, he shifted into feelings of satisfaction. Emotion is an active process which can (un)consciously undergo transformation—for example, from boredom into joy or pain into pleasure (Bericat, 2016). Recent studies affirm that negative emotions can act as catalysts for teacher growth and professional resilience (Wu et al., 2025), and that emotions are inseparable from teaching as a profession (Heineke & Vera, 2021; Richards, 2020). The positive emotions experienced by Zayd such as joy, affection, and love resemble the emotional patterns found among other teachers in conventional classrooms (Zhang & Wu, 2025).

Based on the students' experiences, Zayd tended to professionally control his emotions. The students always knew their teacher as a cheerful and happy person. This was reflected in Zayd's performance when preparing materials for the students. He learned independently and had a pride when he succeeded to make the students interested in learning English. Besides, he never got angry when

attending the classrooms either in online or FTF learning. Zayd's behavior to the students was a symbol of love which is symbolized in the form of caring (O'Connor, 2008). This emotional pattern is also supported by findings showing that positive teacher emotions can reinforce caring identities and strengthen teacher–student connectedness (Zhang & Wu, 2025). In line with MacIntyre and Gregersen (2012), these findings suggest that positive and negative emotions have different functions in language learning, where positive emotions expand engagement while negative emotions limit learning space.

In regard to hiding negative emotions, this study has a slight contrast to Jiang et al.'s (2016) study. This previous study indicated that suppression was ineffective reducing negative emotions. Nevertheless, Zayd endeavored to show cheerfulness and happiness in front of the students, no matter the negative feelings he might be facing. He believed that conveying these positive emotions contributed to a positive classroom atmosphere. Research shows that emotional labor strategies such as surface acting and deep acting strongly shape teachers' emotional experiences and outcomes (Ghanizadeh & Royaei, 2015). Furthermore, this study aligns with Jiang et al.'s (2016) conclusion that teacher empathy strengthens positive emotions and relationships with students. Students in this study appreciated Zayd's transparent and accessible scoring and evaluation practices, which contributed to trust and positive affect.

The findings of this study are in alignment with Talbot and Mercer's (2018) investigation into the factors that trigger teachers' emotions. First, the students had the potential to be the source of positive emotions that lead to the teacher's well-being. Gkonou and Miller (2023) argue that teacher emotion regulation is a relational practice manifested in social interaction and plays a crucial role in strengthening teacher–student relationships and classroom wellbeing. Secondly, collaboration with other teachers was not always positive. In this current study, it was shown that not all the teachers applied technology in their classrooms due to their limited confidence and willingness after the workshop of educational

technology. Similar challenges are discussed in studies noting that teachers' emotional experiences often depend on institutional support and peer dynamics (Rahman et al., 2024). At the same time, colleagues brought positive emotions because Zayd could share his experiences with technology-enhanced language learning and they could encourage Zayd to improve his use of technology.

The locus of control is another interesting issue to discuss. It influenced how the teacher regulated his emotions, made decisions, created learning resources, and applied certain methods. It was noted that the teacher performed dynamic roles in the school, so he could use his autonomy when carrying out his responsibilities. For instance, he trusted the pre-service teachers to handle the students, gave suggestions to the pre-service teachers on how to motivate the students, and optimized digital communication strategies to meet the unique needs of both the online and FTF classrooms. Thus, it is worth reflecting on how teacher autonomy and teacher well-being could be connected. In regard to positive psychology in the workplace, Clausen et al. (2021) revealed that there was a positive association between job autonomy and psychological well-being. In addition, recent work on teacher emotional autonomy highlights the interconnectedness between autonomy, emotion, resilience, and identity (Nazari & Porsam, 2024).

The regulatory strategies that were implemented by the teacher emerged from the teacher himself and social aspects. In this study, cognitive reappraisal, suppression and problem-directed action were used to regulate negative emotions. Cutuli (2014) found that employing cognitive reappraisal to manage emotions is more closely related with stronger affect, social functioning and well-being than using suppression. This is consistent with findings showing that increasing reappraisal while reducing suppression leads to better emotional outcomes, including in language learning contexts (Akram & Oteir, 2025). This study also revealed that feelings of savoring and gratitude can lead to positive emotions. The participant in this study demonstrated resilience in the face of tough

situations when learning technology and implementing digital learning tools. He also showed his passion in integrating technology in the language classroom. Passion can bring a willingness for the teacher to be open to students (Li & Rawal, 2018). Accordingly, strategies for regulating emotions should promote a positive mentality and help the teacher improve their emotional well-being. Such an understanding is in accordance with the work in positive psychology which emphasizes positive emotions (Seligman, 2011). Accordingly, emotional well-being and regulation strategies should be the concern of teachers and educational stakeholders.

Finally, the study found that the teacher's belief also impacted his emotions. Zayd stated that one of religious principles is to be a useful person to others. This belief encouraged him to share his knowledge with others. Ding and De Costa's (2018) study concluded that the emotional experiences of a veteran English lecturer in China were strongly underpinned by the participant's faith. Similarly, Jiang et al. (2016) found that a teacher who had a strong belief in the value of empathy could regulate his emotions more effectively. Thus, it is necessary to investigate teacher emotion from the perspective of faith. Controlling emotion can be a means of professional identity and support good teaching (Golombok & Doran, 2014). This study supports the notion that faith-driven emotional meaning-making can provide teachers with emotional strength and professional direction, echoing the idea that emotional experience is inseparable from identity formation (Yazan, 2025).

## 6. Limitations

Some limitations to the present study should be noted. First, it involved only one participant, so the findings cannot be generalized to a broader context or population of teachers. However, this aligns with the narrative inquiry approach, which emphasizes deepening individual experiences over representativeness of the sample. Second, the entire data collection process was conducted online through interviews and narrative tasks. This limited the observation of nonverbal

ques, such as gestures and facial expressions, especially when technical difficulties required participants to turn off their cameras. Furthermore, occasional internet connection interruptions impacted the smoothness and depth of interactions during the data collection process.

## **7. Conclusion**

This study explored a teacher's emotional experiences when using technology in the classroom. The findings identified positive and negative emotional experiences that affected the teacher's emotional well-being, as well as the regulation strategies used by the teacher to support his well-being. This study analyzed one in-service teacher who had a high level of skill in technology integration in EFL language classrooms, together with analysis of students' perspectives. Future studies should investigate teachers' experiences on emotional well-being and regulatory strategies from wider perspectives. The issue of faith can also be explored because it can influence the teacher's emotions.

## **8. About the Authors**

Dewi Nur Suci is a PhD at Universitas Negeri Malang and currently teaches at the English Language Teaching Department, Faculty of Education, UIN Syekh Wasil, Kediri, Indonesia. She received a B.A. in English language and letters program at UIN Maulana Malik Ibrahim Malang and pursued her master degree at Universitas Negeri Malang. Today, her research interests are focused on interactions in the ELT classroom, teacher professional development and ICT. Her ORCID ID is <https://orcid.org/0009-0000-0368-7387>.

Yazid Basthomi is a faculty member at the Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia. A Fulbrighter, he spent a stint of pre-doctoral research at the English Language Institute, University of Michigan - Ann Arbor, USA. His educational background and research interests have led him to work in the area of applied linguistics leading to his professorship. In addition to his tenure in the alma mater, he was also once appointed Adjunct Lecturer at

the University of New England, Australia, with the main job of co-supervising a PhD thesis writing. In 2019, he was a visiting professor at Linnaeus University, Sweden, sponsored by ERASMUS+. Most recently, he has also been co-supervising two PhD students at Charles Darwin University, Australia. His ORCID ID is 0000-0003- 3314-3334.

Bambang Yudi Cahyono is a Professor of Applied Linguistics in the Department of English at Universitas Negeri Malang, Indonesia. He has published more than 120 scholarly articles in reputable national and international journals. His research interests focus on English teacher professional development, the integration of information and communication technology (ICT) in English language teaching, and second language writing. He also actively serves as a reviewer for several international journals. He can be reached via e-mail [bambang.yudi.fs@um.ac.id](mailto:bambang.yudi.fs@um.ac.id). His ORCID iD is accessible at <https://orcid.org/0000-0001-5210-5208>.

Mirjam Anugerahwati has been a faculty member at the Department of English, Faculty of Letters, Universitas Negeri Malang, since 1990. She earned her M.A from The University of Queensland, Australia, in 1998 and her Doctoral Degree from Universitas Negeri Malang in 2010. Her main interests are in Curriculum Development, TEFL, CCU, and ESP, and she now teaches at the undergraduate as well as graduate school (S2).

## 9. References

- Åberg, E. S., & Åkerfeldt, A. (2017). Design and recognition of multimodal texts: Selection of digital tools and modes on the basis of social and material premises? *Journal of Computers in Education*, 4(3), 283–306.  
<https://doi.org/10.1007/s40692-017-0088-3>
- Aragão, R. C. (2017). Emoções e ações de professores ao falar inglês no WhatsApp [Teachers' emotions and actions when talking in English on WhatsApp]. *Revista Brasileira de Linguística Aplicada* [Brazilian Journal of

*Applied Linguistics], 17(1), 83–112. <https://doi.org/10.1590/1984-6398201610396>*

Akram, H., & Oteir, I. N. (2025). A longitudinal analysis of physical exercise in shaping language learners' emotional well-being: A comparative analysis between L1 and L2 students. *BMC Psychology, 13(1), 1–10.*  
<https://doi.org/10.1186/s40359-024-02338-9>

Barcelos, A. M. F., & Aragão, R. C. (2018). Emotions in language teaching: A review of studies on teacher emotions in Brazil. *Chinese Journal of Applied Linguistics, 41(4), 506–531. <https://doi.org/10.1515/cjal-2018-0036>*

Barkhuizen, G. (2016). Narrative approaches to exploring language, identity and power in language teacher education. *RELC Journal, 47(1), 25–42.*  
<https://doi.org/10.1177/0033688216631222>

Barkhuizen, G. (2022). Ten tricky questions about narrative inquiry in language teaching and learning research: And what the answers mean for qualitative and quantitative research. *LEARN Journal: Language Education and Acquisition Research Network, 15(2), 1–19.*  
<https://so04.tci-thaijo.org/index.php/LEARN/article/view/259919>

Barry, M. M., Clarke, A. M., & Dowling, K. (2017). Promoting social and emotional well-being in schools. *Health Education, 117(5), 434–451.*  
<https://doi.org/10.1108/HE-11-2016-0057>

Benesch, S. (2018). Emotions as agency: Feeling rules, emotion labor, and English language teachers' decision-making. *System, 79, 60–69.*  
<https://doi.org/10.1016/j.system.2018.03.015>

Bericat, E. (2016). The sociology of emotions: Four decades of progress. *Current Sociology, 64(3), 491–513. <https://doi.org/10.1177/0011392115588355>*

Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion inventory. *Teaching and Teacher Education, 55(1), 68–77.*  
<https://doi.org/10.1016/j.tate.2016.01.001>

Clausen, T., Pedersen, L. R. M., Andersen, M. F., Theorell, T., & Madsen, I. E. H. (2021). Job autonomy and psychological well-being: A linear or a non-linear association? *European Journal of Work and Organizational*

- Psychology*, 31(3), 395–405.  
<https://doi.org/10.1080/1359432X.2021.1972973>
- Conle, C. (2000). Narrative inquiry: Research tool and medium for professional development. *European Journal of Teacher Education*, 23(1), 49–63.  
<https://doi.org/10.1080/713667262>
- Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35, 34–42.  
<https://doi.org/10.1016/j.tate.2013.04.008>
- Cutuli, D. (2014). Cognitive reappraisal and expressive suppression strategies role in the emotion regulation: An overview on their modulatory effects and neural correlates. *Frontiers in Systems Neuroscience*, 8, Article 175, 1–6.  
<https://doi.org/10.3389/fnsys.2014.00175>
- De Costa, P.I. and Norton, B. (2017), Introduction: Identity, transdisciplinarity, and the good language teacher. *The Modern Language Journal*, 101, 3–14.  
<https://doi.org/10.1111/modl.12368>
- De Costa, P. I., Rawal, H., & Li, W. (2018). Broadening the second language teacher education agenda: International perspectives on teacher emotions. *Chinese Journal of Applied Linguistics*, 41(4), 401–409.  
<https://doi.org/10.1515/cjal-2018-0030>
- Dewaele, J.-M. (2018). The relationship between trait emotional intelligence and experienced ESL/EFL teachers' love of English, attitudes towards their students and institution, self-reported classroom practices, enjoyment and creativity. *Chinese Journal of Applied Linguistics*, 41(4), 468–487.  
<https://doi.org/10.1515/cjal-2018-0034>
- Ding, X., & De Costa, P. I. (2018). Faith-based teacher emotional experiences: A case study of a veteran English lecturer in China. *Chinese Journal of Applied Linguistics*, 41(4), 532–551. <https://doi.org/10.1515/cjal-2018-0037>
- Esmaeilee, S., Mahdavi-Zafarhandi, A., Khalili Sabet, M., & Hassaskhah, J. (2025). Positive psychology interventions and L2 speaking: A PERMA-

- based study on IELTS proficiency. *Language Testing in Asia*, 15(41).  
<https://doi.org/10.1186/s40468-025-00378-5>
- Frenzel, A. C., Pekrun, R., Goetz, T., Daniels, L. M., Durksen, T. L., Becker-Kurz, B., & Klassen, R. M. (2016). Measuring teachers' enjoyment, anger, and anxiety: The teacher emotions scales (TES). *Contemporary Educational Psychology*, 46, 148–163. <https://doi.org/10.1016/j.cedpsych.2016.05.003>
- Geertshuis, S. A. (2019). Slaves to our emotions: Examining the predictive relationship between emotional well-being and academic outcomes. *Active Learning in Higher Education*, 20(2), 153–166.  
<https://doi.org/10.1177/1469787418808932>
- Ghanizadeh, A., & Royaei, N. (2015). Emotional facet of language teaching: ፩ Emotion regulation and emotional labor strategies as predictors of teacher burnout. *International Journal of Pedagogies and Learning*, 10(2), 139–150.  
<https://doi.org/10.1080/22040552.2015.1113847>
- Gkonou, C. (2020). Identities and emotions in online language teacher education programs. In H.-S. Kang, D.-S. Shin, & T. Cimasko (Eds.), *Online education for teachers of English as a global language* (1st ed., pp. 1–15). Routledge.  
<https://doi.org/10.4324/9780429264900>
- Gkonou, C., & Miller, E. R. (2023). Relationality in language teacher emotion regulation: Regulating emotions through, with and for others. *System*, 115, 1–10. <https://doi.org/10.1016/j.system.2023.103046>
- Golombok, P., & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education*, 39, 102–111. <https://doi.org/10.1016/j.tate.2014.01.002>
- Gross, J. J. (2015). The extended process model of emotion regulation: Elaborations, applications, and future directions. *Psychological Inquiry*, 26(1), 130–137. <https://doi.org/10.1080/1047840X.2015.989751>
- Hargreaves, A. (2001). The emotional geographies of teachers' relations with colleagues. *International Journal of Educational Research*, 35(5), 503–527.  
[https://doi.org/10.1016/S0883-0355\(02\)00006-X](https://doi.org/10.1016/S0883-0355(02)00006-X)

- Heineke, A. J., & Vera, E. M. (2022). Beyond language and academics: Investigating teachers' preparation to promote the social-emotional well-being of emergent bilingual learners. *Journal of Teacher Education*, 73(2), 145–158. <https://doi.org/10.1177/00224871211027573>
- Jiang, J., Vauras, M., Volet, S., & Wang, Y. (2016). Teachers' emotions and regulation strategies. *Teaching and Teacher Education*, 54, 22–31. <https://doi.org/10.1016/j.tate.2015.11.008>
- Kızıldağ, A., Kırmızı, Ö., & Öz, G. (2026). Exploring the dynamicity of pre-service EFL teachers' emotions and interpersonal emotion regulation in a recurrent restorying design: From practicum to the first year of teaching. *International Journal of Educational Research*, 135, 102862. <https://doi.org/10.1016/j.ijer.2025.102862>
- Kliueva, E., & Tsagari, D. (2018). Emotional literacy in EFL classes: The relationship between teachers' trait emotional intelligence level and the use of emotional literacy strategies. *System*, 78, 38–53. <https://doi.org/10.1016/j.system.2018.07.006>
- Larsen, R. J., & Prizmic, Z. (2008). Regulation of emotional well-being: Overcoming the hedonic treadmill. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 258–289). The Guilford Press.
- Li, J., & Craig, C. J. (2019). A narrative inquiry into a rural teacher's emotions and identities in China: Through a teacher knowledge community lens. *Teachers and Teaching*, 25(8), 918–936. <https://doi.org/10.1080/13540602.2019.1652159>
- Li, W., & Rawal, H. (2018). Waning and waxing of love: Unpacking layers of teacher emotion. *Chinese Journal of Applied Linguistics*, 41(4), 552–570. <https://doi.org/10.1515/cjal-2018-0038>
- Littleton, A. (2021). Emotion regulation strategies of kindergarten ESL teachers in Japan: An interview-based survey. *Language Learning Journal*, 49(2), 203–218. <https://doi.org/10.1080/09571736.2018.1542020>

- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193–213.  
<https://doi.org/10.14746/ssllt.2012.2.2.4>
- McInerney, D. M., Ganotice, F. A., King, R. B., Morin, A. J. S., & Marsh, H. W. (2015). Teachers' commitment and well-being. *Educational Psychology*, 35(8), 926–945. <https://doi.org/10.1080/01443410.2014.895801>
- Mellati, M., & Khademi, M. (2020). MOOC-based educational program and interaction in distance education: Long life mode of teaching. *Interactive Learning Environments*, 28(8), 1022–1035.  
<https://doi.org/10.1080/10494820.2018.1553188>
- Mendieta, J., & Barkhuizen, G. (2020). Blended language learning in the Colombian context: A narrative inquiry of teacher ownership of curriculum change. *Computer Assisted Language Learning*, 33(3), 176–196.  
<https://doi.org/10.1080/09588221.2018.1553888>
- Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping language teachers thrive. In D. Gabryś-Barker & D. Gałajda (Eds.), *Positive psychology perspectives* (pp. 213–229). Springer. [https://doi.org/10.1007/978-3-319-32954-3\\_12](https://doi.org/10.1007/978-3-319-32954-3_12)
- Morris, S., & King, J. (2018). Teacher frustration and emotion regulation in university language teaching. *Chinese Journal of Applied Linguistics*, 41(4), 433–452. <https://doi.org/10.1515/cjal-2018-0032>
- Morris, S., & King, J. (2023). Instrumental emotion regulation. *System*, 116, 1–12.  
<https://doi.org/10.1016/j.system.2023.103080>
- Nazari, M., & Porsam, S. (2024). A perezhivanie perspective of the interconnection between language teacher autonomy and emotion: Making a case for emotional autonomy. *Innovation in Language Learning and Teaching*. 1–13. <https://doi.org/10.1080/17501229.2024.2394531>
- Nguyen, H. H., & Pham, T. T. (2023). EFL teachers' emotions at online teaching throughout the COVID-19 pandemic: Changes and coping strategies. *The*

- Electronic Journal for English as a Second Language*, 26(4), 1–21.  
<https://doi.org/10.55593/ej.26104a13>
- O'Connor, K. E. (2008). "You choose to care.": Teachers, emotions and professional identity, *Teaching and Teacher Education*, 24(1), 117–126.  
<https://doi.org/10.1016/j.tate.2006.11.008>
- Olderbak, S., Uusberg, A., MacCann, C., Pollak, K. M., & Gross, J. J. (2023). The process model of emotion regulation questionnaire: Assessing individual differences in strategy stage and orientation. *Assessment*, 30(7), 2090–2114. <https://doi.org/10.1177/10731911221134601>
- Rahman, M. H., Amin, M., Yusof, M. F., Islam, M. A., & Afrin, S. (2024). Teachers' emotional intelligence. *Cogent Education*, 11(1).  
<https://doi.org/10.1080/2331186X.2024.2327752>
- Rahman, M. H., Amin, M., Yusof, M. F., Islam, M. A., & Afrin, S. (2024). Influence of teachers' emotional intelligence on students' motivation for academic learning: an empirical study on university students of Bangladesh. *Cogent Education*, 11(1), Article 2327752.  
<https://doi.org/10.1080/2331186X.2024.2327752>
- Richards, J. C. (2020). Exploring emotions in language teaching. *RELC Journal*, 53(1), 225–239. <https://doi.org/10.1177/0033688220927531>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Shao, Y., Zhu, H., Kong, W., Li, W., & Zhang, C. (2025). How teacher caring behavior affects high school students' English academic performance: the mediating role of academic emotions. *Medicine*, 104(24), Article e42751.  
<https://doi.org/10.1097/MD.00000000000042751>
- Song, J. (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly*, 50(3), 631–654.  
<https://doi.org/10.1002/tesq.312>
- Song, J. (2025). Pedagogizing the affective dimension of language teacher identity through critical emotional reflexivity. *RELC Journal*, 56(1), 138–150.  
<https://doi.org/10.1177/00336882251318469>

- Talbot, K., & Mercer, S. (2018). ESL/EFL teachers' emotional well-being. *Chinese Journal of Applied Linguistics*, 41(4), 410–432.  
<https://doi.org/10.1515/cjal-2018-0031>
- Talbot, K., & Mercer, S. (2018). Exploring university ESL/EFL teachers' emotional well-being and emotional regulation in the United States, Japan and Austria. *Chinese Journal of Applied Linguistics*, 41(4), 410–432.  
<https://doi.org/10.1515/cjal-2018-0031>
- Tu, C.-H., & McIsaac, M. (2002). Social presence and interaction. *American Journal of Distance Education*, 16(3), 131–150.  
[https://doi.org/10.1207/S15389286AJDE1603\\_2](https://doi.org/10.1207/S15389286AJDE1603_2)
- Tu, C.-H., & McIsaac, M. (2002). The relationship of social presence and interaction in online classes. *American Journal of Distance Education*, 16(3), 131–150. [https://doi.org/10.1207/S15389286AJDE1603\\_2](https://doi.org/10.1207/S15389286AJDE1603_2)
- Uitto, M., Jokikokko, K., & Estola, E. (2015). Teachers and emotions. *Teaching and Teacher Education*, 50, 124–135.  
<https://doi.org/10.1016/j.tate.2015.05.008>
- Uztosun, M. S. (2020). The development of a scale for measuring the self regulated motivation for improving speaking English as a foreign language. *The Language Learning Journal*, 48(2), 213–225.  
<https://doi.org/10.1080/09571736.2017.1335766>
- Wu, X., Deng, X., & Greenier, V. (2025). A narrative inquiry into the resilience of novice middle school English teachers in China: Negative emotions as a catalyst for change. *Teaching and Teacher Education*, 165, Article 105139.  
<https://doi.org/10.1016/j.tate.2025.105139>
- Yazan, B. (2025). Emotional entanglements and intersectional language teacher identities in critical autoethnographic narratives. *International Journal of Applied Linguistics*, 35(3), 1007–1018. <https://doi.org/10.1111/ijal.12697>
- Yüksel, H. G., Solhi, M., Özcan, E., & Giritlioğlu, N. B. (2025). The associations between EFL learners' L2 class belongingness, emotion regulation strategies, and perceived L2 proficiency in an online learning context.

- Language Learning Journal*, 53(3), 306–322.  
<https://doi.org/10.1080/09571736.2024.2403463>
- Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching*, 9(3), 213–238.  
<https://doi.org/10.1080/13540600309378>
- Zhang, H., & Wu, X. (2025). A narrative inquiry into the role of emotional experience in novice secondary school English teachers' identity construction. *International Journal of Applied Linguistics*, 35(3), 1585–1596. <https://doi.org/10.1111/ijal.12740>
- Zhang, Z., Liu, T., & Lee, C. B. (2021). Language learners' enjoyment and emotion regulation in online collaborative learning. *System*, 98, Article 102478.  
<https://doi.org/10.1016/j.system.2021.102478>
- Zhang-Wu, Q. (2023). Exploring multilingual students' feedback literacy in an asynchronous online writing course. *Assessing Writing*, 56(8), Article 100718. <https://doi.org/10.1016/j.asw.2023.100718>

## 11. Appendix

### List of Interview Questions

1. Which emotions in the list do you often experience when teaching?
2. (List: Happy, Inspired, Tender, Affectionate, Angry, Annoyed, Nervous, and Distracted)
3. Do you ever try to control, regulate or mask your emotional experiences when teaching this class?
4. How do you increase your positive emotion such as … when teaching this class?
5. How do you reduce your negative emotion such as … when teaching this class?
6. Why do you try to control, regulate or mask your emotional experiences when teaching this class?