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A Systematic Literature Review of EFL/ESL Teachers' Emotional Experiences

ABSTRACT

There is a growing body of literature regarding language teachers' emotions and their impact on teaching practices. However, the connection between their emotional experiences and their impact on teaching remains substantial. Evidently, integrative research methods are necessary to provide a more dynamic perspective on this complex subject. Thus, this study is based on the concept that emotions are complex and dynamic aspects of language teachers and learners during the learning and teaching stages. It is also motivated by the interest in conducting systematic literature reviews, the dynamic shift in language teaching, and the focus on a complex research phenomenon. On this basis, this study builds on 14 research articles conducted over the last ten years concerning teacher emotions. The study also used the Preferred Reporting Items for Systematic Reviews and Meta-Analysis checklist. The findings suggest that further research is needed to explore the variation among language teachers' emotions in different contexts and their impact on teaching practice. This study also provides insights into professional identity, professional development, and fostering emotional connections between teachers and students.

Keywords: Language teachers' emotions, complex perspective, systematic literature review, professional development.

Introduction

The concept of emotion is complex due to a lack of consensus across psychological, historical, and sociological disciplines (Dewaele & Li, 2020, Fried et al., 2015; Li et. al., 2019). However, many educational scholars follow the description of Schutz et al. (2006) of emotion as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgements regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (p. 344). Farouk (2012) described teacher emotions as internalized processes that remain constant in the minds of teachers yet have a significant impact on their interactions with students, colleagues, and parents. The concept of teacher emotion involves combining internal and external experiences to capture teachers' feelings within social contexts. In this way, emotions have become an important part of individual and societal life.

In addition, emotions are critical in the learning and teaching processes (De Costa et al., 2018; White, 2018). Over the years, several scholars (e.g., Denzin, 1984; Frenzel

et al., 2020; Richards, 2022; Sutton & Wheatley, 2003; Toraby & Modarresi, 2018) have attempted to define emotions from various perspectives. Based on the biological/structuralist viewpoint, for instance, emotions are considered innate human instincts, while cognitive studies describe emotions as individuals' interpretations of their surroundings (Oatley & Johnson-Laird, 2014). Within the poststructuralist/discursive framework, emotionality research has focused on individual identity and cultural contexts (Benesch, 2017). Early emotion studies tended to define emotions as abstract concepts obscured by their complex and dynamic nature (Agudo & Azzaro, 2018; Benesch, 2017). The emotionality of the classroom has emerged as an area of interest for many researchers, as emotion is central to the teaching process and contributes significantly to learning for both students and teachers (Dewaele, 2005; Hargreaves, 2000; Pekrun, 2006; Toraby & Modarresi, 2018).

Furthermore, language classrooms are emotional places where students and teachers incorporate their beliefs and values in teaching and learning languages (Shao et. al., 2019; Xu, 2013). To date, research on language teacher emotions has focused primarily on teacher anxiety (Reves &

Medgyes, 1994), burnout (Nagamine, 2018), and teacher emotion during times of reform. According to Barcelos and Aragão (2018), research on language emotions is still in early development. They examined the diversity of emotions experienced by Brazilian language teachers and how their beliefs interact with them. Based on their study, a systematic literature review should be conducted on language teachers' emotions and their influence on self-efficacy beliefs, classroom practices, and professional development. Although there has been much research on teacher emotions in several contexts, there is a noticeable absence of comprehensive studies investigating the emotions of language teachers and their influence on self-efficacy, classroom practices, and professional development in diverse educational settings. Therefore, this study provides a deeper understanding of language teachers' emotions in multiple contexts rather than focusing on a single context.

Methods

In response to the call for a dynamic and complex approach in the growing body of literature on language teachers' emotions (Agudo & Azzaro, 2018; Fried et al., 2015; King et al., 2020; Toraby & Modarresi, 2018), the need to take a dynamic and complex perspective with integrative research methods is clearly emphasised. A substantial discrepancy exists between language teachers' emotional experiences and teaching practices. This study focuses on understanding emotions as complex and dynamic components in both instructional and learning contexts due to the large gap between language teachers' emotional experiences and how these emotions shift and to be heard in various settings and dimensions. This study considered emotions as complex and dynamic aspects of language teachers and learners in both learning and teaching. Briefly, our comprehensive literature review is driven by current paradigm changes in language education and the complexity of language instructors' emotions and their interactions with diverse instructional processes (Larsen-Freeman, 2013) and an interest in a complex phenomenon-language teachers' emotions and their interaction with other sub-systems in the teaching process. Various analytical techniques have been utilised in our review of the growing body of literature to analyse this burgeoning field of research. A systematic review of the literature was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Checklist (Moher et al., 2009). The first step in this process was to screen articles for relevance, specifically selecting those related to language teacher emotions, subsequently, 14 research articles were found to be related to language teacher emotions (see *Appendix A*).

Specifically, during the study's first phase, research articles from several databases were analysed, such as ERIC, ResearchGate, and Google Scholar. The keywords used included: "teacher emotions", "language teacher emotions", "emotional challenges of language teachers", and "emotional experiences of language teachers". The last search was conducted in November 2023 with the first database search yielding 58 studies in the all database. To ensure the relevance of the studies to our specific research focus on English as a Foreign Language (EFL)/ English as a Second Language (ESL) teachers' emotions, we employed meticulous screening process. In screening the abstracts, we excluded 44 studies, while addressing teacher emotions, did not specifically pertain to emotional experiences of language teachers working as EFL/ESL teachers. In keeping with the study purpose, the remaining 14 research articles were thoroughly examined to determine whether they could answer the following research questions:

- 1) What are the emotions that EFL/ESL teachers experience in various contexts?
- 2) How do these emotions contribute to or affect their teaching performance/practice or career?

The elimination criteria for the study were developed based on the complexity of emotions. Consequently, quantitative studies were excluded from the dataset because they may approach this complex phenomenon too linearly. Even though the studies in this review do not explicitly take a complex dynamic approach, all of them are grounded in nature. This study draws upon 14 studies on language teacher emotions conducted within the last decade to have a more complex understanding about the research concept.

Results

Following the screening process and eligibility assessment, 14 studies were ultimately identified for use in the present study. One study met the criteria with participants that taught various languages (Deng et al., 2018). This may affect the emotions the study uncovers, considering that education in different languages might involve different emotional experiences. The findings revealed that most of the studies were longitudinal and focused on the emergent, multi-component, and evolving nature of emotions. Additionally, all these studies mentioned the importance of the context in which language teachers work. The teachers practised in various cultural contexts, including in Spain, Mexico, the United Kingdom, the United States, Greece, Japan, China, and Finland. This finding is in line with Ushioda's (2009) persons-in-context perspective, which highlights context-dependent emotions. Interestingly, most studies, 10 out of 14, focused on experienced language

teachers (Acheson et al., 2016; Benesch, 2020; Cowie, 2011; Cuéllar & Oxford, 2018; Edward & Burns, 2020; Gkonou & Miller, 2020; Karragianni & Papefthymipu-Lytra, 2018; Xu, 2013). However, some included pre-service (Agudo & Azzaro, 2018; Lui & Yuan, 2023; Méndez-López, 2020) and novice teachers (Arizmendi Tejada et al., 2016).

A variety of data collection instruments were used in these studies, including in-depth interviews (Agudo & Azzaro, 2018; Benesch, 2020; Cowie, 2011; Méndez-López, 2020; Ruohotie-Lyhty et al., 2018), self-reports (Agudo & Azzaro, 2018), reflection journals (Méndez-López, 2020; Xu, 2013), classroom observations (Méndez-López, 2020), teacher narratives (Acheson et al., 2016; Gkonou & Miller, 2020), and field notes (Xu, 2013). Most studies used semi-structured interviews and teacher narratives; however, two studies utilised both surveys and interviews (Agudo & Azzaro, 2018; Karragianni & Papaefthymipu-Lytra, 2018). Fourteen studies that met the eligibility criteria were coded through content analysis. The overview of the related findings is presented in the Table 1 below. Moreover, the following section thoroughly explains the findings of the study and the emergent codes.

that EFL/ESL teachers experience diverse emotions in various contexts. Most articles discussed the emotional experiences of language teachers in relation to their students, colleagues, institutions, and emotional labour. For instance, the study conducted by Cowie (2011) examined the emotional experiences of nine experienced Japanese university teachers related to their students, colleagues, and work to understand the effect of these emotions on their lives. The study utilised a socio-constructivist approach to situate language teachers in their context and understand the meaning and emotions associated with it. Furthermore, the study revealed a variety of emotions concerning students. These included warmth, anger, encouragement, satisfaction, respect, collegiality, and lack of trust and support in their institution.

Another study on the emotional experiences of 15 pre-service teachers and the characteristics of their teaching practice focused on the emotional interactions of teachers with students, supervisors, and materials (Méndez-López, 2020). According to this study, negative emotions, such as despair, insecurity, frustration, and stress, dominated the practicum process. To further explore the effects of these incidents, Gkonou and Miller (2020) conducted a study of 13 English teachers' emotional experiences. Their study revealed that participants had a range of emotional characteristics, including understanding students' behaviour, interpersonal resilience, and emotional triumphs. Similarly, Xu (2013) studied the emotional experiences of three Chinese language teachers in relation to students, colleagues, parents, and administrators using emotional geographies and various data collection methods. The study suggested mixed emotional characteristics, such as mutual regard and anger with students, respect and concern about their colleagues, and empathy and acceptance with administrators. Cuellar and Oxford (2018) conducted a narrative study to explore the emotional experiences of one teacher. According to their study, the teacher reported high satisfaction, enthusiasm, and passion for students.

In another study focusing on the shifting emotional experiences of seven EFL teachers in Finland, Ruhoties-Lyhty et al. (2016) investigated the teacher-student emotional relationship. During the early stages of their career, negative emotions such as anger and disappointment were characteristic. Conversely, the following years were characterised by a positive change in their emotions towards their students. This was suggested to be a consequence of their experiences. Additionally, Arizmendi Tejada et al., (2016) examined five novice teachers' negative emotions and the use of self-regulation through interviews and field notes rather than focusing on experienced

Table 1.
Overview of Findings

Participants	Research Methods/ Instruments	Emergent Themes	
Pre-service- Teachers (n=3)	Interview (semi- structured/ structured) (n=12)	Emergent Emotions	Emotional Experiences
Novice Teacher (n=1)	Narrative (n=4)	<i>Positive Emotions</i>	Emphasized on emotional interaction with students (n=3)
Mid-career/ Experienced Teachers (n=10)	Self-reflection/ Journals/reports (n=4)	Happiness, Joy, Satisfaction	Lack of support from colleagues/inst itution (n=2)
	Questionnaire (n=1)	<i>Negative emotions</i>	Change and shifting emotions (e.g. from anger to empathy)
		Burnout, Frustration, Insecurity	

Emotions Experienced by EFL/ESL Teachers in Diverse Contexts

Based on the results of the present study, it was concluded

teachers. Due to the student's disruptive behaviour, novice teachers reported feeling nervous, angry, and frustrated. Using a mixed-methods approach, Agudo and Azzaro (2018) explored what triggered the emotions experienced by 30 student teachers during their practicum and the challenges they faced during that period. This study reported various positive and negative emotions, including enjoyment—the most frequently expressed emotion—happiness, enthusiasm, satisfaction, and love. On the other hand, anxiety and insecurity were the most commonly mentioned negative emotions.

In contrast, Benesch (2020) focused on the diverse emotional aspects of the five language teachers' emotional experiences, identifying contradictory feelings. Through discourse analysis, Benesch (2020) suggested that emergent emotions result from inevitability, unfairness, and injustice concerning language teachers. Another study conducted by Acheson et al., (2016) examined the emotional labour of five language teachers. It revealed participants' emotional experiences related to the lack of support they received from their community concerning learning foreign languages; they were under emotional pressure and sought to motivate their students.

Karragianni and Papaefthymipu-Lytra (2018) conducted a study examining the emotions of four EFL language teachers regarding the sustainability of teacher development. The teachers reported feelings of excitement, joy, satisfaction, anxiety, frustration, shame, and helplessness. Edwards and Burns (2020) drew attention to the dynamic emotional experiences of five ESL teachers during their action research. Throughout their study, participants reported a variety of emotions during the research's three phases: (1) during the research—feeling overwhelmed but also euphoric; (2) upon completing the research—feeling humble, revitalised, and energised; and (3) in the aftermath of the research—feeling restricted, re-energised, anxious, and frustrated.

Overall, the studies on language teachers' emotions demonstrated the importance of each study, participant, and particular setting which highlighted the importance of the ecological perspective on emotions, as it emphasises the importance of making sense of emotions within context. People are considered human beings with identities, histories, and individuality (Cuéllar & Oxford, 2018; Ushioda, 2009). From a complex dynamic systems perspective, most studies examined nestedness, uniqueness, and emotions' interactions with other systems, such as students, parents, and colleagues (Agudo & Azzaro, 2018). In another study conducted by Pham and Phan (2023), the significance of context and comprehending teachers' emotions within their cultural context were also highlighted in the findings,

as the reported teacher emotions were related to Vietnamese culture. There appears to be heterogeneity among the studies regarding the emotions that emerged in each study; however, the codes report emotions in different terms and conditions with respect to different contexts. As emotions are context-dependent, the emotions that emerge from the study cannot be generalised.

In light of the related literature, it is of utmost importance not to label emotions as abstract products of the working mind but also to consider what these emotions “do” socially (Ahmed, 2004, as cited in Benesch, 2017). The gathered data were analysed within the scope of this study to ascertain what those emotions meant or what they contributed to those teachers.

Contributions of Language Teacher Emotions

According to studies on language teachers' emotions, the findings of the current study indicated that different factors contribute to or affect teacher emotions. For example, in the study of Agudo and Azzaro (2018), the emergent emotions of pre-service teachers have a variety of interpretations for future research. Pre-service teachers conducting their practicum felt insecure and frightened because of their lack of teaching experience and constant monitoring by supervisors. Furthermore, positive emotions suggest that students' emotions and the need to feel respected are important. Another study (Méndez-López, 2020) in which pre-service teachers encountered unexpected classroom situations revealed survival strategies emerging from their emotions. Emotions contribute to pre-service teachers reshaping their professional identities by exposing them to classroom realities. As Méndez-López (2020) described, negative emotions among pre-service teachers affect their teaching performance. Additionally, in the study conducted by Liu and Yuan (2023) it was also revealed that pre-service teachers reported emotions that vary from nervousness to joy which highlighted need for exploration of emotional journeys of pre-service teachers in different contexts.

Arizmendi Tejada et al. (2016) studied novice teachers to determine the impact of emotions on professional identity. This study highlights the impact of emotional regulation on professional identity and the lack of self-confidence that they experience due to negative emotions; novice teachers sometimes prefer to modify emotional experiences and expressions. In contrast, a study of teachers' emotional experiences regarding their colleagues, students, and administrators revealed the importance of collaboration, emotional conversations, and encouraging emotional connections between students and teachers (Cowie, 2011). The study also highlighted that teachers' emotions and professional identity are intertwined, as they expressed a

desire to engage with the students and act as moral guides for them.

Acheson et al. (2016) examined the emotional experiences of language teachers from another perspective and stressed the importance of teachers' emotions in terms of their emotional labour. One significant function of language teacher emotions emerged from a study by Benesch (2020), which revealed the importance of the political function of teacher emotions. According to the study, teachers constantly need involvement, as the teachers feel that the student exams are unfair. Similarly, Xu (2013) highlighted the importance of a mutual emotional understanding between teachers and learners by arguing that political geographies of emotions influence teachers' emotions in terms of ecological and moral landscapes.

Acheson et al. (2016) investigated the influence of teachers' beliefs on emotional labour. Their study examined how teachers' perceptions of what happens in their classrooms influence their beliefs about their own self-efficacy; the teachers reported a lack of institutional support and a burden resulting from their lack of motivation. This study suggests that teachers' beliefs are shaped by their emotions which are subsequently shaped by their beliefs. Conversely, an emerging aspect of teacher emotions within the scope of this review is the professional development of language teachers (Edwards & Burns, 2020; Karragianni & Papaefthymipu-Lytra, 2018). The results of these studies indicated that teachers' emotions are fluid, changing, and complex. Teachers included in two studies reported negative emotions relating to students (Karragianni & Papaefthymipu-Lytra, 2018) and their participation in action research (Edwards & Burns, 2020). Both studies emphasise the importance of professional development, as teachers benefit from critical reflection to improve their teaching (Karragianni & Papaefthymipu-Lytra, 2018) and from action research to enhance their practice (Edwards & Burns, 2020).

In their study Cuéllar and Oxford (2018) emphasised that teacher emotions evolve. Their study on Lila, an experienced language teacher, indicated that she thrived through her past experiences using emotional strength, beginning when she was a novice teacher and throughout her teaching career. Additionally, the study highlighted the importance of sharing and understanding in the classroom. Classrooms should be seen as a space where teachers and learners can express their feelings, resulting in mutual benefit, as in Lila's case. Gkonou and Miller (2020) discussed the benefits of critical events experienced by teachers and the need for emotional self-reflection. Another study also highlighted the evolving nature of teacher emotions and the effect of experience. Ruohotie-Lyhty et al. (2018) reported that teachers' negative emotions related to students'

behaviours changed and evolved throughout their careers.

The increased interest in language instructors' emotions as complex, dynamic, and evolving aspects of teachers' ecology is a key focus of this systematic literature review. All the studies focused on the notion that emotion is a complex research phenomenon that needs to be incorporated into education programs. Furthermore, teachers must cultivate emotional intelligence and regulation (King et al., 2020). In other words, most studies have highlighted the significance of language teachers' emotional intelligence (Cuéllar & Oxford, 2020; King et al., 2020). Thus, emotionally competent teachers may benefit from understanding how to act or "even thrive in emotionally challenging situations" (King et al., 2020, p.290). In addition, the current study demonstrates the context-dependency of teachers' emotions and their uniqueness among the reviewed studies as 'they do not appear in a vacuum' (Madalińska-Michalak & Bavli, 2018, p. 406). Another key finding of this review is the importance and value of teacher-student emotionality in affecting teachers' motivation, self-confidence, and self-efficacy (Karragianni & Papaefthymipu-Lytra, 2018; Méndez López, 2019; Ruohotie-Lyhty et al., 2018; Xu, 2013).

This study also highlights the need for further empirical research in this rapidly growing field to enable investigation into the diversity of language teachers' emotional experiences while emphasising the individuality of their experiences. By gaining a deeper understanding of the complex, dynamic, and evolving nature of emotions (Fried et al., 2015), we may be able to reshape and support the language teacher education curriculum. It is also worthwhile to consider the implications and effects of emotions as they pertain to ecology—including students, parents, colleagues, and institutions—to illustrate how emotions, cognition, and behaviour are interconnected and influence teaching (King & Ny, 2018).

In this study, a greater variety of academic publications have been integrated, including articles and books, that build upon the earlier research. This review also highlighted a variety of data collection instruments that have been used, yet the results are limited in several ways. Although researchers have attempted to include all relevant studies, some may have been overlooked. Future research should include a variety of journals and books to address these limitations.

Conclusion, Discussion and Recommendations

This study presents a systematic literature review of language teachers' emotional experiences. The findings of this study may contribute to the growing body of literature on language teachers' emotions. There is a need for further

research to understand this study's implications and results in creating variability in language teachers' emotions within different contexts and their contributions to teaching practices. The study revealed that, while teachers' emotions cannot be generalised and adopted in other research, they may provide insights into professional identity and development and facilitate emotional sharing between teachers and students. Furthermore, the study identified the importance of collaboration between colleagues and institutional support as critical factors of teacher support.

This study explored the emotions that emerged in various studies to better understand language teachers' reported emotions. The results highlight the uniqueness, individuality, and complexity of language teachers' emotions while keeping in mind that generalisation may be impossible due to context dependence. This study offers significant value in exploring individual human experiences and emotions in the context of their lives, as indicated by Ushioda (2009). Some studies indicated that teachers might also use negative emotions to improve their teaching practices. The contributions of teacher emotions were also evaluated. It was found that emotions contributed to professional development, self-confidence, motivation, and reshaping professional identities. Finally, although none of the reviewed studies explicitly favoured it, this study provides more insight into the complex dynamic systems methodology and teacher emotions.

The present study has enabled us to focus on and gain a deeper understanding of language teachers' emotions. A broader systematic review of language teachers' emotions may be achieved by asking research questions incorporating complex dynamic systems theory (Hiver & Al-Hoorie, 2019). Additionally, the heterogeneity of the methodologies limited our study. A further study could be conducted reviewing a variety of research designs on language teacher emotions. Moreover, this study encourages further research on language teachers' emotions based on the concept of complex dynamic systems.

Ethics Committee Approval: This study, using systematic literature review as its research method, does not require ethical approval.

Informed Consent: This study is based on publicly available data from previously published studies, informed consent was not required.

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Appendix A

No	Author/Year	Study	Participants/Context	Phenomena of Interest	Design/Methods	Relevant Findings
1	Agudo & Azzarro (2018)	Emotions in Learning to Teach EFL in the Practicum Setting: Facing the Emotional Dilemmas and Challenges Associated with Professional Practice	30 EFL Student Teachers in a Spanish University	Emotions experienced by EFL student teachers in learning to teach in the practicum setting as well as the triggers for such emotions	Quantitative (using TES scale) and qualitative (self-report observations)	Quantitative: enjoyment was the most salient, feeling happiness and enthusiasm, having fun most reported positive ones are satisfaction, enjoyment, as well as love and affection while most negative ones are insecurity, anxiety. Qualitative: feeling joy, happiness and passion for teaching, feeling satisfied with their work,
2	Acheson et al. (2016)	The Burnout Spiral: The Emotion Labor of Five Rural U.S. Foreign Language Teachers	5 rural foreign language teachers	The emotional work of five U.S. FL teachers	Qualitative (semi-structured interviews that involved narratives)	The study revealed lack of community and institutional support, the excessive burden for motivation felt, the use of teacher emotion labour to motivate their students, emotional burnout, lack of self-efficacy
3	Benesch (2020)	Emotions and activism ELT teachers' emotion labour as responses to institutional power	15 instructors	Extended example of emotion labour as conflict between teachers' professional training/beliefs and institutional policies.	Qualitative (in-depth interviews)	Emotion expression of contradictory feelings & allusions to power or resistance to power then she continued with discourse analysis 1. discourse of inevitability 2. discourse of unfairness 3. discourse of injustice
4	Cowie (2011)	Emotions that experienced by EFL teachers about students, their colleagues and their work	9 experienced long-term career teachers working in Japanese University	Examines what contribution emotions make in the professional lives of experienced EFL teachers and to see what the field can learn for fostering teacher development	Qualitative Socio-constructivist approach Three interviews	There are variety of emerged emotions in every layer of the context. 4.1 Related to colleagues: satisfaction, respect, collegiality, 4.2. related to institutions: negative, perceived lack of trust 4.3. related to professional network: lack of institutional support, emotional support 4.4. related to warmth of sts: maintaining rapport w/sts
5	Mendez Lopez (2020)	Emotions attributions of pre-service ELT teachers and their effect on teaching practice	8 female 7 male pre-service teachers in Mexico	Emotions originated from the interactions of pre-service teachers with students, materials, and supervisors are analysed to understand to what they attribute those emotions	Qualitative (classroom observation, pre-service teachers' reflection journals, semi-structured interviews)	The most frequent positive emotions experienced were joy, happiness, and satisfaction and the most frequent negative emotions were despair, insecurity, frustration, worry, and stress *Three major themes: (a) Students' Behaviour and attitudes, (b)Undeveloped teaching skills, (c)Beliefs about teaching and learning
6	Ruhoties-Lyty et. al (2018)	Seeking Understanding of Foreign language Teachers' Emotions in Relation to Pupils	Seven EFL Teachers in Finland	Emotion to signify the importance of a relationship for teachers, as well as an indicator of the way in which teachers make sense of and orient to teacher-pupil relationships	Qualitative Narrative approach Dialogical perspective of Bakhtin -in depth interviews	negative emotions in the early years of their teaching career including anger and disappointment mixed emotions: varying emotions one time they are happy next sad positive and negative emotions experienced at the same time positive emotions: in the following years of their career, students' positive emotions brought positive emotions change in emotions: positive e. change derived from experience
7	Arizmendi Tejada et al. (2018)	How Novice EFL Teachers Regulate Their Negative Emotions	Five novice teachers in Mexico	How novice teachers' emotions affect them and how to regulate those emotions	Qualitative Semi-structured interviews Field notes Micro and comparative	nervous because lack of self confidence anger or frustration, disruptive behaviours * Selection of situation- they prefer working with children *Cognitive change empathy rather than anger * Modification of emotional experience *Modification of emotional express

					analysis	
8	Xu (2013)	Language teacher emotion and relationships: A multiple case study	Three teachers in China	Emotional experiences in relations with students, colleagues, parents and administrators through emotional geographies	Qualitative Longitudinal study Narrative Inquiry Two semi-structured interviews Self-reflecting journals	e' interaction with students: 1. Mutual love 2. anger towards sts 3. bonding on twitter e's interaction with their colleagues: 1. respect for mentor, 2. worry over possible jealousy e's interaction with parents: mixed emotions, irritated E's administrators' empathy& accepting the suggestions ****moral closeness *political distances, * Physical distances
9	Karragianni & Papaefthymipu- Lytra (2018)	EFL Teachers emotions: The Driving Force of Sustainable Force of Teacher Development	4 EFL teacher who are working in Greece	Examines whether teachers' emotions maintain sustainability of teacher development and how this is realized	Quantitative (Achievement Emotions Questionnaire) Qualitative: interviews structured interview	* Excitement, joy, pleasure, satisfaction **pride ***anxiety, frustration, shame, helplessness. ****guilt. Negative emotions trigger critical reflection skills* they coined the term cognitive emotionality: which is being aware of manifestations of emotions not to regulate but in relation to professional development
10	Cuellar & Oxford (2018)	Teacher Emotions: Emerging From the Shadows	One case	Analyse the emotions personally experienced and described by a language teacher	Qualitative: Narratives	Growing emotional strength Joy, courage, love The teacher-student mutuality of emotional influence richly enhanced the classroom climate, the quality of language learning, and the lives of all involved
11	Gkonou & Miller (2020)	Critical Incident in Language Teacher Narrative Their emotional Experiences	13 English Teachers in UK and USA	Emotions related to past critical incidents and effect of these incidents	Qualitative: Semi-structured interviews	Emotionally charged discourse in T. Critical incidents from emotionally charged situations to emotional victories dealing with challenging students understanding students' behaviours and emotions not taking it personally experiencing emotional rewards ****self-reflection & potential change **** emotional turmoil to emotional reward
12	Edwards & Burns (2020)	'Opening Pandora's Box: Language teachers Dynamic Emotional Experience of Conduction Action Research	Five ESL Teachers	In-service ESL teachers' emotional experiences when conducting action research and impact on their identity	Qualitative Five in-depth interviews	During A.R: feeling overwhelmed & euphoric (opening Pandora's box) The end of AR: feeling humble of awakened/energized After A.R: feeling restricted or re-energised and anxiety and frustrations.
13	Pham & Phan (2021)	"Let's accept it": Vietnamese university language teachers' emotion in online synchronous teaching in response to COVID-19	Seven EFL Teachers	Emotional orientations and emotional responses of language teachers during the Covid-19	Qualitative Semi-structured interviews	Frustration, confusion, exhaustion Lack of St-T emotional interaction (given the context)
14	Liu & Yuan (2023)	Probing pre-service language teachers' emotional experiences through lesson study: a Macau study	Seven pre-service teachers (EFL)	Emotional experiences of pre-service teachers	Qualitative Interviews Written reflections	Nervousness, stress, excitement Joy, panic, amazement, anger *Supporting environment