



# AN EFL TEACHER'S NEGATIVE EMOTION REGULATION IN CLASSROOMS: A CASE STUDY AT A UNIVERSITY IN VIETNAM

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**Abstract.** EFL university teachers' emotions are likely to be influenced by students' behaviours in the classroom. Thus, practicing emotion regulation is considered to support teachers to achieve their professional objectives and effective teaching. In this case study, the negative emotions associated with classroom teaching experienced by an EFL university lecturer due to students' behaviors were video recorded. Episodes in which the lecturer expressed anger, irritation, disappointment and negative emotions were analyzed, followed by the recalled reflections by the EFL lecturer via stimulated recall interview and journal writing. The findings indicate the EFL lecturer's negative emotions came from student-related factors such as lack of discipline or engagement in the lessons. For emotion regulation, it was found that the lecturer applied cognitive awareness in applying the attention direction strategy and the reappraisal strategy to address the negative emotions while teaching. From the findings, implications are put forward for EFL lecturers to regulate their negative emotions for better English language teaching.

**Keywords.** EFL teacher, negative emotions, emotion regulation

## 1. Introduction

Over the last two decades, higher education institutions across the world have undergone various changes, including changes in mission, policy, governance and pedagogy (Findlow, 2012) which have resulted in a significant impact on lecturers' emotions. This study is

located within the changes to mission and policy with regard to the role of lecturers at university in Vietnam.

An EFL teacher's professional life involves relationships with students, colleagues and many others connected to the institutions that they work in. These relationships are believed to influence a teacher's career development to some extent as he or she strives to further pedagogic knowledge and develop classroom skills and competence. Research on teacher development has extensively examined pedagogical and cognitive concerns, but there has been much less of a focus on how relationships that experienced teachers have with others in the workplace which can affect their professional development. Specifically, not much research has been done on emotions that might arise from teaching in these networks of interactions. Besides, teaching is "irretrievably emotional" (Hargreaves, 2000, p. 812). Thus, it is essential to explore the emotional aspects of teachers while teaching and such an exploration is especially of greater significance for EFL instructors whose identities are shaped by their interactions with students in the social, institutional, and academic spheres.

Recently, there has been an increasing trend in the amount of research on EFL teachers' emotions while teaching with more negative ones, such as anxiety, anger, frustration, disappointment, dissatisfaction, and shame (Hosotani & Imai-Matsumura, 2011). These emotions result from various factors, including students' performance and progress, teachers' teaching, relationship with the principal, colleagues, students and parents, or education reform, and so on. Teachers' emotions play an essential role in teachers' instructional behavior and students' learning and emotion (Frenzel & Stephens, 2013), and thus influence the attainment of educational goals. It is necessary for teachers to regulate their emotions, especially negative emotions, to achieve their instructional goals. Actually, emotion regulation still remains underexplored, which calls for more research on emotional skills of language teachers in order to help them in the management of their classrooms and their psychological health (Morris & King, 2020)

Given the necessity of exploring teachers' emotion regulation while teaching, this case study seeks to understand how the university EFL teacher experienced his negative emotions and the strategies he employed to manage these negative emotions. The findings aim to highlight the complexity of emotions experienced by EFL teachers and the importance of cognitive perceptions in understanding these emotions and offer some possible interventions designed for teacher development, focusing on strategies to address cognitive frames and perceptions. The case study will seek to clarify the following questions:

1. What negative emotions does the EFL university lecturer experience in the classrooms?

2. What strategies does the EFL lecturer use to regulate his negative emotions while teaching?

## **2. Literature Review**

### **2.1 Emotions**

In spite of the fact that there is no consensus on the definition of emotion (Sutton, 2007), emotions can be defined as one's affective state – short in duration and high in intensity – as a reaction to a specific stimulus (Frenzel & Stephens, 2013). Gross (2002) stated emotion happens in a process involving varied components in experiential, behavioral, and physiological systems which are regulated in unconscious and conscious attempts. Moreover, emotions are not private, individual, psychological states but social and embodied (Benesch, 2017).

Emotion in this study is defined as a person's cognitive interpretations and assessments of particular situations, which form the foundation of the teaching (Schutz & Lanehart, 2002). The negative emotions that arise in classrooms can have a significant impact on teachers' intrinsic motivation. When our emotions are out of sync with the environment, especially in low-motivation situations, we may feel compelled to try to control them in order to better achieve our objectives (Schutz & Lanehart, 2002). Negative emotions experienced by teachers include anger, irritation, shame, dissatisfaction and so on.

### **2.2 EFL teachers' emotions in language teaching**

In the field of language teaching, studies on teachers' emotions began to emerge around 2010 (Cowie, 2011). More research on language teacher emotions has been conducted by applied linguists or language teacher-researchers. Barcelos and Ruohotie-Lyhty (2018) highlighted two important aspects to consider in these previous studies. First, emotions play a significant role in teachers' careers and development, influencing their actions in the classroom as well as their relationships with colleagues, students, and the profession itself. Second, research on teacher emotions should focus on their actions rather than simply describing what they are.

The main sources of stress for some EFL teachers include lack of time, unwanted classroom observations, negative collegial relationships, and anxiety about their language deficiencies (Cowie, 2011). Instead of focusing on the internal states of teachers, the emphasis should be on their actions in the classrooms, such as observing teachers' practice and behavior. This study aims to research EFL teacher emotions in the contextual, social, institutional, and dynamic influences, with the hope of shedding light on the critically important role of teacher emotions in EFL teachers' professional development.

### 2.3. Emotion regulation strategies

Emotion regulation is the process of consciously or unconsciously trying to change the intensity, duration, or timing of the emotions one experiences (Gross, 2002). It is simply defined as the ability to manage one's emotional experience and expression (Gross, 2002). Recent studies have shown that emotion regulation plays a valuable role in teaching activities. It enables teachers to have control over their behavior and remain engaged with the environment. Emotion regulation also helps teachers avoid negative emotions and enhance positive ones. By employing emotion regulation strategies, individuals can maintain well-being and improve interpersonal functioning (Gross, 2002). Therefore, these strategies will positively impact the professional lives of teachers and contribute to their teaching development.

Regarding emotion regulation strategies, Gross (2002) proposed a model for emotion regulation, considering emotions as multi-componential and the emotion generative cycle. The process model of emotion regulation outlines five families of emotion regulation strategies, which are related to regulating emotions either before (antecedent-focused emotion regulation) or after (response-focused emotion regulation) they occur. In the process model of emotion regulation, there is a bidirectional relationship between emotion regulation and emotion. Situation modification can change emotional responses, and emotional responses can also modify situations. For example, a teacher who alters the seating arrangement of disruptive students can decrease the irritation caused by them, or a teacher who frowns may prompt disruptive behaviors of students to decrease.

The regulation strategy of emotional expressions was also seen as important for teacher effectiveness. Sutton (2007) categorized preventive strategies into modifying situations, attention deployment, and cognitive change. During emotional episodes, reappraisal, a preventive form of cognitive change, was found to be more effective than suppression, a responsive strategy.

### 2.4 Previous studies

Several studies have been carried out to document EFL teachers' negative emotions. For example, Akbari et al. (2017) conducted a study involving 18 EFL teachers who taught general English courses. The interviews were conducted in Farsi, transcribed, and then translated into English. The study aimed to shed light on the emotional aspects of language teaching, considering the complex relationships among different teacher-related variables that highly influence teacher performance and behavior in the classroom setting. The study emphasized the

importance of mitigating the undesirable effects of unwanted emotions by resorting to various strategies. When a student misbehaves in class, the strategies like leaving the room, remaining silent for a while may help instructors reduce the impact of negative emotions. Gross (2002) refers to these reaction techniques as "response modulation" when the emotion is fully aroused.

Focusing on emotion regulation, Morris and King (2020) investigated the use of cognitive and behavioral strategies by language teachers to manage frustration in the classroom. The study involved seven full-time teachers (three females, four males) working in the English skills department of Morizaki University, a private institution in Japan. The teachers were from the USA, the UK, and New Zealand, with an average of 12 years of teaching experience and TESOL master's degrees. The study used a grounded-theory-based approach over six weeks, gathering data through semi-structured interviews, classroom observations, and stimulated-recall sessions. The findings showed that teachers successfully used situational and cognitive change strategies to manage student apathy and silence, while cognitive reappraisal was found to be more effective in addressing student misbehavior and working conditions. However, the study was limited by the implicit nature of emotion regulation and its cross-sectional design. The authors suggested that future research should provide less detailed participant explanations and employ a more longitudinal study design for more reliable results.

Morris and King (2018) also conducted a study on how non-Japanese EFL teachers use emotion regulation to manage their well-being. They found a strong link between the effectiveness of behaviors and emotion regulation strategies and the contextual factors in which they occur. The study revealed that conflicts in emotion regulation goals can lead to negative emotions and stress for teachers. The research involved 50 full-time teachers from the USA, the UK, and New Zealand, all of whom had at least 5 years of experience teaching in Japan. These participants held TESOL master's degrees and had an average of 12 years of teaching experience. Qualitative data was collected through semi-structured interviews, class observations, and subsequent recall sessions, and was recorded in a research journal to support the analytical process. The data were discussed around four main points: (1) Situation strategies, which combine both situation selection and situation modification strategies with a focus on behaviors that make external world changes to regulate emotions. (2) Attention deployment strategies (3) Cognitive reappraisal strategies (4) Response modulation strategies. The study has demonstrated that language teachers employ emotion regulation in diverse ways to achieve higher-order goals related to their perceptions of responsibility, classroom instruction, and well-being. This behavior is contingent on dynamic interpretations of their internal and external contexts. The authors concluded that emotion regulation remains underexplored, calling for more research on the emotional skills of language teachers to help them in managing their classrooms and their psychological health.

In the context of Vietnam, studies on EFL teachers' emotions were mainly carried out during Covid 2019. For instance, Nguyen and Pham (2023) researched teachers' struggle with this abrupt transition from offline teaching to online platform. The study used semi-structured interviews with nine EFL teachers working at the tertiary level. The findings also highlighted the complexity and changeability of teachers' emotional experiences, as well as the five major coping strategies utilized by the teachers to enhance their emotional well-being including developing an understanding of the situation, changing or lowering expectations, hiding or inhibiting real emotions, seeking external help, and improving overall emotional well-being. Overall, in Vietnam, the research on EFL teachers' emotion regulation in the classrooms has remained underexplored, which has demanded more to be done to support language instructors' emotional intelligence in the classroom and on their psychological well-being.

### **3. Research methodology**

#### **3.1 Case study**

This study employed a case study to elicit teachers' emotions in the English classroom (Mills & Morton, 2013). According to Yin (1994), a case study is a research method that investigates a specific current occurrence or action in a restricted setting. It aims to conduct extensive research on a specific case, such as an individual, organization, institute, or community. In addition, a case study can document the causal relationships between teachers' negative emotions and the related factors over time. Besides, it can provide a deeper and richer understanding of the meanings, experiences, and perspectives of the case lecturer regarding his emotion regulation over a period of one month. Thus, it can reflect the complexity and diversity of the teacher's emotional phenomena to reveal a comprehensive and holistic understanding of the teacher's emotional phenomena.

The case study approach in the current study combining classroom video recordings, stimulated recall interview and journal writing enabled a more comprehensive exploration of EFL teacher's emotions in the classroom and encouraged the participant's explanations on his emotions. The case also is capable of following the process model of emotion regulation (Gross, 2002), allowing teachers to describe classroom events, their assessments, feelings, and the reasoning behind their emotions.

The current study was conducted at a private university in Vietnam which trains students of both social and natural sciences and students of the English majors were recruited with the highest number every year. The teachers in the English department at this university

taught at least 20 hours a week in addition to implementing other professional activities such as participating in training workshops and doing classroom observations.

### **3.2 Participant**

The aim of this case study was to obtain a deeper and richer understanding of the meanings, experiences, and perspectives of an EFL university lecturer regarding his/her emotion regulation over a period of one month. Thus, it did not call for a large number of participants. The lecturer was one EFL teacher recruited on the principle of purposive sampling, a technique that allows researchers to choose well-informed and qualified informants. The participant holds a Master's degree in Teaching English to Speakers of Other Languages (TESOL) and has over 10 years of experience teaching English at the university level. In this study, he was given a pseudonym, Troy.

### **3.3 Data collection and analysis**

The three-hour video recordings of the classrooms taught by the lecturer were transcribed. Then, the extracts in which he expressed his negative emotions were selected for analysis. The data from the stimulated recall interviews with Troy after each lesson taught by him and his journals were analyzed thematically to illustrate his negative emotions while teaching and how he regulated these negative feelings.

For data analysis, the classroom recordings were transcribed by one of the researchers and the Vietnamese utterances used by the teacher was translated into English. The transcripts were then scrutinized for extracts that revealed the negative emotions of the teacher and checked with the videos to see what was happening in the class at that moment. The transcripts from the stimulated recall interview and journal analysis that indicate the teacher's reflections on his emotions captured in the video classroom recordings were then examined for data triangulation and analysis. The themes included negative emotions due to students' discipline matters, students' lack of engagement in the lessons, and students' failure to understand the lessons. For the theme of emotion regulation, the sub-themes comprised adjusting teaching attitudes, adjusting attention and ignoring students' misbehaviors, and reappraisal strategies.

## **4. Findings**

### **4.1 Negative emotions**

#### **4.1.1. Negative emotions due to students' discipline matters**

The data in this section were obtained from the video recordings. The recordings indicate that the lecturer's negative emotions were aroused by students' being late for classes and using

mobile phones during the lessons. In Extract 1 below, the class had just started for 10 minutes, Troy was teaching and the student came.

**Extract 1:**

Teacher: Are you really sick? You are not bored with being sick week by week, are you? Stop your sickness. Come in, quickly. Do you have to resit the Business Reading final exam? Where are you rushing from?

Student: I am from home, sir.

As can be seen from the video that was also used to transcribe Extract 1, the student asked the teacher for permission to enter the class after stating the reason that she was sick. The teacher found her words were unbelievable because this was not the first time she was late for the same reason. The transcript in Extract 1 indicates some minor irritation and negative emotion of the teacher when the female student was late for class. The way the teacher addressed the student “bà” in Vietnamese (instead of “em”) reflects his irritation.

In another class taught by Troy, another student entered and interrupted his teaching. Extract 2 is from the recording of the class that the teacher was teaching.

**Extract 2:**

Teacher: Hi, the newcomer, are you Vy? How many classes have you missed? Oh my God, she is counting. All the fingers are not enough. Then do you have to use the segments of the fingers. Counting like pressing for fortune telling!

As can be seen from Extract 2, the student was late and she asked for permission to enter the class. After the teacher asked her how many times she was absent, she used fingers on both hands to count. However, she could not answer the teacher’s question. The transcript in Extract 2 indicates some unpleasant and negative emotion of the teacher when the student did not show her self-discipline and self-responsibility. Again, the teacher used his words sarcastically to talk to the student to express his unpleasant emotion.

Beside the problem of students’ coming to classes late that made the teacher irritated and annoyed, students’ using mobile phones during the lessons also aroused negative feelings in the teacher. In Extract 3 below, In this extract, when the teacher was observing the students working in group with their translation, a student received a call. Extract 3 is from the recording of the class that he was teaching.



**Extract 3:**

Teacher: Why do you leave the class just after some seconds studying? Why? Get back to the class soon.

As can be seen from the video for Extract 3, the student had just studied for some minutes, then she received the call and she asked for permission to get out of the class. The transcript in extract 3 indicates that the teacher was a little annoyed and he reminded her to return to the class quickly.

In another class, Troy discovered another student on the phone. Extract 4 is from the recording of the class that teacher Troy was teaching.

**Extract 4:**

Teacher: Hey, are you doing the translation? Why are you always looking at your mobile phone? Why?

As can be seen from Extract 4, the student was surfing on the phone instead of working on the translation task. The transcript in Extract 4 indicates some unpleasant and negative emotion of the teacher when he noticed a student using a mobile phone for personal purposes.

**4.1.2. Negative emotions due to students' lack of engagement in the lessons**

In Extract 5, the teacher was walking around to check students' working on the assignment.

**Extract 5:**

Teacher: Duong, Have you finished? How about the other 2 girls at the back? How about Dat? Vy and Nguyen? Remember that time in the exam is limited!

As can be seen from Extract 5, some students attended the class totally unprepared. They were not active and energetic in their learning. The teacher always reminded them to focus on the translation task and quickly finish it. The transcript in Extract 5 indicates some disappointment and negative emotion of the teacher.

In Extract 6, the teacher was walking around to check students' working on the assignment. Extract 6 is from the recording of the class that he was teaching.

**Extract 6:**

Teacher : Have you finished, Vy? Vy on this side, and Vy from the other side. So many Vy in this class! Khoi, you takes charge of Vy's work! You will be punished in case of her failure. Khoi! Try more, don't waste your time doing something else! Y, what are you doing? Why don't you follow my correction?

As can be seen from Extract 6, the teacher was walking around to encourage the students to quickly finish their assignment. Some students lacked attention and confused. The teacher continuously called their name and reminded them to finish the translation task. It is time for the teacher to correct their translation. The transcript in Extract 6 indicates some unpleasant emotion of the teacher when the students lack self discipline and responsibility of their own learning.

In Extract 7, the teacher was teaching translation theory. He was walking around the classroom to support the students working with their translation task.

**Extract 7:**

Teacher: You should try to translate the remaining sentences. I will be with you to finish this exercise. You cannot improve your skill if you do nothing and wait for the answer key. Phat and the girl over there. Have you finished? How about Lam? Send me message in case of any queries?

As can be seen from Extract 7, the teacher moved around to remind the students to do their practice. He also used a gentle voice to advise them to try to work on their own, which could encourage them to study. The transcript in Extract 7 indicates some unpleasant and negative emotion of the teacher when the students did not show their self-responsibility.

In Extract 8, the teacher was teaching translation theory when he recognized a female student goofing off and not paying any attention to the lesson. Extract 8 is from the recording of the class that he was teaching.

**Extract 8:**

Teacher: This team. who are you, Vy? I am really worried. I don't want to make you feel uncomfortable, but I am really afraid that you might not be able to pass the exam.

As can be seen from Extract 8, the teacher kept looking at the student for a while, and the student then expressed her uncomfortable feeling. The teacher then explained that he was so worried about her misbehaviour and passive performance in the classroom. The transcript in Extract 8 indicates some worry and negative emotion of the teacher when the student showed her unpleasant reaction to the teacher's looking at her.

**4.1.3. Negative emotions due to students' failure to understand the lessons**

In Extract 9, the teacher was teaching Translation and he was walking around to check students' translation work.

**Extract 9**

Teacher: Look! You will be punished because of this mistake; the article AN goes with a singular noun beginning with a vowel.

As can be seen from Extract 9, the students made a very basic grammatical mistake. The transcript in Extract 9 indicates some disappointment and negative emotion of the teacher to find that a very simple and basic grammatical mistake (the indefinite article AN used for a singular noun beginning with a vowel) was made by a second-year EFL student.

Students' repeated mistakes also provoke negative emotions in Troy. In Extract 10, he was teaching Translation and he was asking the students to read their sentences.

**Extract 10**

Teacher: Be careful with pronunciation if you would like to be a good interpreter. This mistake has been made so many times. Read again "corporate". Keep your lips close and then open. Your pronunciation of the word is so bad.

As can be seen from Extract 10, the student could not read a word correctly. The transcript in Extract 10 indicates some disappointment and negative emotion of the teacher to find that the student made the same mistake in pronunciation so many times. The way the teacher addressed the student "bà" was very informal and showed his displeasure.

**4.2 Negative emotion regulations**

This section presents the finding for the second research question on how Troy regulated his negative emotions during teaching in the classrooms. The data were obtained from the stimulated recall interviews and journals.

**4.2.1 Adjusting teaching attitudes**

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

**Table 1:** The teacher’s negative emotion regulation while teaching

Teacher’s negative emotions	Emotion regulation: Adjust teaching attitudes	
	Stimulated recall interview	Journal
Disappointment because the student was absent many times and she did not show her guiltiness.	I suppressed my disappointment and say funny words to warn student about her bad attendance and to stir the class atmosphere.	I’m used to putting my mind on the outcome of the lecture, on the learning experience, not on myself or how I feel.
Feeling unpleasant because students were so passive and slow in doing their assignment.	I kept my disappointment away and say funny words to wake them up and encourage them to finish their work.	I always remind them to study and they are very cooperative and willing to learn after that. I constantly observe, try to remember names to call them, not to let them do whatever they wanted.

As can be seen from Table 1, the teacher reported flexible ways to draw students’ attention even though he experienced unpleasant and disappointing feelings. After all, his efforts to manage his emotions were to facilitate students’ learning in the classroom.

**4.2.2 Adjusting attention and ignoring students’ misbehaviors**

The extracts from the classroom observations also indicated another type of emotion regulation of the teacher. This section presents data from stimulated recall interview and journals written by Troy that explain how he managed his emotions in the extracts.

**Table 2:** The teacher’s negative emotion regulation: Adjusting attention and ignoring students’ misbehaviors

Teacher’s negative emotions	Emotion regulation: Adjusting teachers’ attention and ignoring students’ misbehaviors	
	Stimulated recall interview	Journal
Feeling irritated because the student was late so many	I turned a blind eye to this misbehavior and go on with my teaching.	I feel a bit irritated when student was late not just the first time.

Teacher's negative emotions	Emotion regulation: Adjusting teachers' attention and ignoring students' misbehaviors	
	Stimulated recall interview	Journal
times.		My working criterion is not to let anyone stay behind. I think I always show concern for my students, for example by regularly warning their unacceptable behaviors.
Feeling unpleasant because the teaching was interrupted.	I generally decided to overlook the misbehavior of those students who could become a bit of a handful in the class instead of having a spontaneous emotional reaction	The fact that some students were late and some of them seemed tired made me a bit angry at first, and also because I was a bit tired today. But I learn to forget and be tolerant. I don't have to bring my ego in too much to be able to teach those students in class. Of course, learning outcomes must be given top priority, it helps me focus on the lecture and quickly forget that discomfort
Feeling irritated because the student was late and she started talking right after taking a seat.	I immediately recalled the reason for her late arrival. I turned a blind eye on this misbehavior in order not to stir the whole class up.	It was undeniable that there were unpleasant thoughts and feelings while teaching, but they pass quickly because I don't let my ego become too big in class.
Feeling unpleasant because the students were slow and reluctant to work in group for their assignment.	I walked around to ask each student to do their translation task. He asked the student to find a partner quickly to do the assignment. Actually, I would like to direct my attention to my teaching to prevent undesirable emotions.	I think the negative emotions at first do not affect the teaching work and I do not allow myself to do that, it is unprofessional, and I will try to focus my mind to my teaching.

As can be seen from Table 2, the teacher experienced a range of emotions during his lessons in which he must had to deal with students’ problems of lack of attention to the lessons, laziness and reluctance to participate in the lessons. He, however, reported at times ignoring students’ misbehaviors and consciously drawing his attention back to the lessons.

**4.2.3 Reappraisal strategies**

One emotion regulation strategied employed by the teacher was reappraisal. The data were obtained from the stimulated recall interview and journals to explain what was happening in the extracts presented in section 4.1.

**Table 3:** The teacher’s reappraisal strategies

Teacher’s negative emotions	Emotion regulation: Reappraisal Strategies	
	Stimulated recall interview	Journal
Feeling disappointed because a student was very slow in her own learning, she kept making similar mistakes of pronunciation so many times.	After I corrected her pronuciation mistake, I changed my attitude towards this annoying issue. I thought if learners were competent enough, they would not need my help and this mistake is common among English learners.	Teaching language is a psychological career that a teacher need patience and empathy. If I express my negative emotion at any students’ mistakes, they will become less enthusiastic to practice these language skills.
Feeling frustrated and disappointed when the students were slow and ineffective in pairwork and lack of responsibility.	I was about to strike back when I thought that their academic level was rather low, and they were teen, so this kind of behavior is natural at their age. Just this helped me calm down.	I realize that this issue is common personality traits of the students at a certain age. Considering them as my niece or nephew can help me win any aroused negative emotion.
Feeling disappointed because the students were not active and too slow in doing their translation assignment.	I moved around to remind the students to do their assignment. Reconsidering the personality traits of the students at the certain age. I step by step justified their misbehaviors.	Even though I was angry at first, I had to try to maintain a calm face. At that time I wondered why I was angry at them, they were just like me, just like my children

Teacher’s negative emotions	Emotion regulation: Reappraisal Strategies	
	Stimulated recall interview	Journal
		who needed to go to school, needed to be cared for, needed to be loved. They did not come here and see my unpleasant face.
Feeling disappointed because a student kept using mobile phone.	I only reminded him and asked him to focus on his assignment.	I also decided to turn a blind eye to the students’ using mobile phone because I knew that students belonged to Generation Z who are often characterized as lazy and dependent on technology.

As seen from Table 3, the teacher reported several ways of using reappraisal strategies including considering students’ characteristics, taking into account the broader social and cultural contexts that influence students’ behaviours.

## 5. Discussion

This case study aimed to investigate the negative emotions experienced by an EFL university lecturer during teaching and how he managed these emotions. The data were gathered through recorded classroom observations, stimulated recall interviews with the teacher after the video recordings, and journals.

Overall, the findings indicate that the university teacher’s negative emotions were caused by student-related factors including misbehaviors and their lack of engagement in university classrooms. The negative emotions included irritation, mild anger, and disappointment. Teachers also felt upset and disappointed when students did not pay attention or engage in the lessons as expected. Additionally, when students were unable to give correct answers or repeated mistakes during the lessons, teachers felt unhappy and disappointed. The findings suggest that teachers' emotions are cognitive and assessment processes influenced by students' behaviors. The study emphasized the importance of positive, personal interactions between teachers and students and how teachers' emotions can shape their teaching success.

Furthermore, the study explores teachers' emotion regulation strategies and found that the most frequently used strategies reported by the teacher in the current study were intrapersonal, with reappraisal strategy and attention re-direction. The teacher aimed to achieve his teaching outcomes under unexpected obstacles where students' misbehaviors were considered unpleasant. Cognitive reappraisal could successfully affect overall later emotional behaviors, particularly when used to down-regulate negative emotions.

The current study adopted the process model of emotion regulation by Gross (2002) as the theoretical framework. Emotion regulation, according to Gross (2002), is the ability to manage one's emotional experience and expression and enables teachers to have control over their behavior. The teacher in this case study expressed his cognitive assessment of the classroom situations to adjust his attitudes and emotions to continue with his lessons. By re-directing his attention and applying reappraisal strategy, the teacher was able to regain his positive mood, which confirms that individuals can maintain well-being if they know how to regulate their emotions (Gross, 2002).

The findings of the case study affirm the importance of mitigating unwanted emotions experienced by teachers while teaching by resorting to various strategies as found in the studies by Akbari et al. (2017) and Moris and King (2020); however, it added that sometimes in the context of the classroom, ignoring students' misbehaviour is a strategy to help the teacher control his emotions and able to continue teaching. Reappraisal strategy when applied in the real classroom thus requires the teacher to be flexible and purposefully choose how to react to the students' related factors leading to negative emotions.

## 6. Conclusion

It is important to understand teachers' negative emotions in the classrooms and how they regulated those negative emotions for the sake of their well being and for students' learning. The results of the study suggested that teachers should apply strategies to reduce or eliminate negative emotions by staying calm, understanding students, and considering the classroom environment. It is also important for teachers to let go of negative feelings and focus on creating a positive classroom atmosphere by changing their attention and encouraging students. The study suggests that emotion regulation is an essential skill for teachers and that they may need training to manage their emotions effectively. Additionally, EFL teachers may benefit from training that helps them reflect on how their personal views and personality affect their use of emotion regulation strategies in the classroom. The current study does not claim generalization since it was a case study aiming at exploring different layers of meanings related to the teacher's negative emotions while teaching and how those emotions were regulated. Future



studies can explore EFL teachers' emotions when teaching in different contexts or involve various groups of teachers to explore how individual and contextual factors impacting teachers' emotions while teaching.

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