

Exploring Emotions in Language Teaching

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Abstract

Emotions are an important part of the experiences of both language teachers and language learners, however their role has often been marginalized as a result of the focus on cognitive rather than affective dimensions of language learning within the discipline of Second Language Acquisition. The ‘affective turn’ in applied linguistics has refocused on how teachers’ and learners’ emotions influence how they manage teaching and learning. This survey article explores the kinds of emotions teachers and learners experience, the causes of these emotions, and the impact they can have on teaching and learning. Theory and research is reviewed relating to emotions and the teacher, emotions and the language learner, and emotions in teacher development. Suggestions are given as to how teachers and learners can develop emotional competence, that is, the ability to understand and productively manage emotions in language learning and teaching.

Keywords

Emotions, teacher learning, affective turn, emotional competence, professional development, professional learning

Teaching and learning a second language are both emotionally-charged activities. So too is the experience of learning to become a second language teacher. Emotions play an important role in language teaching because teaching is not only a rational activity but also a social one. It involves people coming together in a social space, one in which emotions influence both the teachers’ instructional practices as well as the learners’ response to the experience of teaching and learning (Dornyei, 2005).

Emotions can shape the way teachers teach and can influence learners’ willingness to make use of what they have learned. Hence learning to teach involves not only mastering how to communicate subject matter to learners but also how to manage the emotional dimensions of teaching and learning. Teng (2017: 118) comments:

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Emotions are part of the very fabric that constitutes the teacher's self, implying that teachers – including pre-service teachers – at various times get angry, love, fear, worry, enthuse, become irritable, doubt, brood, feel proud, joyful, anxious and despondent, and so on. As emotional practitioners, teachers can decide whether to make their classroom exciting or dull by displaying appropriate actions. Strong emotions may motivate a teacher to take actions that he or she would not normally perform.

The renewed focus on the role of emotions in language teaching seeks to understand teaching and learning from the viewpoint of the participants in the social space of the classroom and to capture how teachers and learners experience and deal with its subjective reality (Anttila et al., 2016; Benesch, 2012; Dewaele, 2005; Garret and Young, 2009; Martinez Agudo, 2018). The introduction of positive psychology in applied linguistics has broadened understanding of the range of emotions language teachers and learners experience and particularly the role that positive emotions can play in facilitating teaching and learning (Dewaele and Afawazan, 2018). In the language teaching literature, emotions have traditionally been viewed as examples of 'affective factors'. Such features have often received limited attention in mainstream applied linguistics due to the dominance of paradigms that emphasized the role of cognition in learning (White, 2018). Emotions have been viewed as something fuzzy, difficult to tease apart into its different dimensions, and difficult to research. They were often typically regarded as 'soft' and irrational in comparison to the 'hard', quantifiable and rational facts about second language learning and teaching that were the focus of much research attention from the 1970s. However, the so-called 'affective turn' in applied linguistics has prompted a re-examination of the role affective factors play in language learning and teaching, including the role of emotions (Benesch, 2012). This has led to a focus not so much on what emotions are (or are not) (e.g. Barrett, 2017) but rather on what they do socially and how they affect second language (L2) teaching through daily classroom transactions and interactions. Emotions are understood as a sociocultural experience primarily determined not only by individual characteristics but also by relationships and social contexts. They are not merely something that we 'have' but something that we 'do'.

In order to present a brief overview of emotions in teaching English to speakers of other languages (TESOL), I will examine emotions as they relate to the experience of teachers, language learners, and teacher-learners (student teachers). I will seek to clarify the following questions:

- What sort of emotions do language teachers, language learners, and teacher-learners experience in their respective roles and teaching-learning contexts?
- What circumstances prompt these emotions?
- How do they affect the processes of teaching and learning?

Emotions and the Teacher

John Marshall Reeve (cited in MacIntyre and Gregerson, 2012: 194) offers a useful definition of emotions:

Emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events.

For teachers, the experience of teaching may involve both positive and negative emotions. Positive emotions include feelings such as these: *confident, curious, engaged, enjoyment, enthusiastic interested, amused, glad, grateful, happy, joyful, passionate, pleased, proud, satisfied*.

Negative emotions include: *angry, annoyed, anxious, bored, concerned, depressed, disgusted, dissatisfied, exhausted, frustrated, jealous, mad, nervous, sad, stressed, tense, uneasy, worried*.

Emotions such as these are the outcome of interactions between teachers and their teaching contexts and include feelings they have about themselves, their colleagues, their learners, classroom activities, their teaching context and teaching resources, as well as their feelings about the benefits and rewards of teaching. Emotions can influence the teacher's decision-making and future choices and actions. For example, they can affect:

- The teacher's use of English when teaching English.
- The teacher's interaction with students.
- How she or he responds to unanticipated classroom incidents.
- The rules and procedures the teacher makes use of for dealing with classroom management issues.
- The extent to which she or he makes use of activities that address classroom climate, such as games, songs, personal stories and jokes.
- The choice of colleagues to work with in activities such as team teaching and peer observation.
- The kind of feedback the teacher provides.
- A preference for group-based or individual teacher development activities such as lesson planning and curriculum development.
- The extent to which the teacher makes use of activities that involve collaborative rather than competitive learning.
- The extent to which the teacher considers emotional factors when teaching commercial materials and resources.
- The level of satisfaction the teacher derives from teaching.

What can be called 'emotional competence' refers to the teacher's ability to develop and maintain an emotionally-managed classroom, one in which there is neither too much nor too little emotion on either the teacher or the students' part (Benesch, 2012; Madalinska-Michalak, 2015). Neither teachers nor students are encouraged to display negative emotions such as anger, boredom, or anxiety. However, different contexts for teaching can create either 'favouring' or 'disfavouring' potentials for teaching that influence the teacher's emotional experience of teaching (Tsang and Jiang, 2018). Ngyuen (2018: 243) describes how 'ESL teachers' interactions with the school community, including students, colleagues and administrators, play a fundamental role in their emotional experiences and in shaping the way ESL teachers do their work'. Favourable contexts include motivated students, small class size, good facilities, resources and equipment, skilled and

supportive administrators who are open to new ideas, innovation and enquiry, a collaborative school culture, good compensation, benefits, and reward system for teaching. Disfavourable conditions that can lead to teacher stress and anxiety include large class size, poorly motivated students, emphasis on book learning, rote learning and test scores, lack of encouragement for innovation or creativity, limited teacher agency and autonomy (de Costa et al., 2018), substandard and/or limited facilities, resources, and equipment, unskilled and unsupportive administrators, little collaboration among teachers, poor compensation, benefits, and reward system for teaching (Pennington and Richards, 2016). In many situations, factors such as these create a negative emotional experience of teaching, preventing teachers from realizing their aspirational or ideal teacher identity and leading to feelings of frustration and disappointment or even anger. As Dewaele states, 'teachers need an emotional thermometer so as to lower foreign language classroom anxiety' (cited in Martinez Agudo, 2018: 13).

In addition to the above, not having a confident grasp of one's subject can also cause feelings of frustration and insecurity, leading a teacher to feel unsure about her/his identity and question who she/he is, as in this example of a teacher's difficulty in relation to teaching the passive. Helen, a Hong Kong Chinese English teacher in Hong Kong, explains:

It's easy if you ask them to rewrite the sentences, because they find it easy to follow. However . . . they just don't know when we are supposed to use passive voice and when we are supposed to use active voice. And one of the students even asked me "Miss Wong, who do we have to use passive voice in our daily life?" And I find this question difficult to answer, ha, and I "Oh, I'll tell you next time. . ." And then I asked my colleagues "Why do we teach and use passive voice?" And no one can give me the correct answer. And then I go home and think about it. But even now I don't really know how to handle that student's questions. I finish the worksheets with them and they know how to rewrite the sentences. But I don't know how to explain them. It is very stressful (cited in Andrews, 2001: 76).

Using English to teach English can also create an emotional struggle for the teacher:

I think my English proficiency is not good enough. I really want to do my best in every lesson. However, I often got irritated because I was not able to achieve my goals or meet the standard that I set before class. I always practised my English lessons before the commencement of the class because I did not want to lose face before my students (cited in Teng, 2017: 214).

As in the examples above, limitations in the teacher's English or her/his professional knowledge may lead to feelings of anxiety, frustration and guilt since they may not be able to answer students' questions and may be afraid of making mistakes in their English when they use English during a lesson. For some teachers, negative experiences of this kind may cause attempts to suppress or hide negative emotions. For others, it may prompt them to pursue opportunities for further professional development, either through academic courses, language training, or through taking on different kinds of teaching experiences. Collaboration with colleagues through participation in peer observation, discussion groups, or on-line support groups may also serve to share and resolve emotional issues they encounter in their teaching.

Teaching as a Source of Positive Emotions

Despite the frustrations and anxiety that teachers sometimes experience in teaching, for many people, teaching is a source of positive emotions and experiences, and these sustain their interest in and passion for teaching throughout their careers. Positive emotions may include the warmth and affection teachers receive through their relationships with their students, seeing the progress their students make, the positive response to their teaching which they receive from their students, the pleasure they get from helping learners find successful ways of learning, and an awareness that they can help students build self-esteem and believe in themselves and their ability to learn. A student-teacher in Teng's study (2017: 129) commented:

I think I have a sense of joy from being a teacher. I really hope I can do more as their teacher. I want to help them improve their test results, and I also want to be their friend. I want to take care of them and support them.

Teaching as a source of positive emotions is seen in the answers a young teacher in Iran gives to the following questions. In an interview with the author, the teacher, Hamed, gave these responses:

Why did you choose to be an English teacher?

Because I have received a lot of help from good people around me, and I want to pay it forward. Helping people makes me feel wonderful and satisfied with my life, and teaching is the best way to do so. Another reason for me is that I never had many well-educated and skilled teachers so I value the good and inspirational ones I have. I want to be that inspiration for others, to be a passionate teacher.

What do you like most about teaching?

Aside from helping others, I like getting to know different people with their varied personalities and culture. I feel like the more I teach, the better person I become in my personal life. I understand the people around me better, and as a result, I can treat them kindly and sympathetically.

Do you sometimes get frustrated or disappointed from teaching? If so, what do you do when you experience these feelings?

For the most part no, but when I do, I look for something to learn about it – difficult students, the institute's bad policies, etc. What helps me to do so is the belief that a classroom is an environment to learn in, especially for the teacher. So when I face a challenge in my class, I'll try my best to overcome it, and the feeling of success not only makes me feel better, but is an incentive for my future probable challenges.

As the comments illustrate, part of Hamed's passion to achieve emotionally-satisfying teaching is driven both by his desire to provide a better experience of teaching than he received as a student, as well as by the personal satisfaction teaching gives him. He also takes active steps to manage and learn from negative experiences. Managing the

emotional dimensions of teaching and learning depends both on the teacher's individual qualities, beliefs, and experience as well as being aware of some of the options available to the teacher. Positive interactions with colleagues and the ESL professional community can also be a source of emotional strength and reinforcement, sustaining teachers' motivation and commitment to teaching. The absence of such positive emotions can lead to teacher burnout.

Effective teachers no doubt have many different ways of creating an emotionally-supportive class, one where there is a climate of collaboration and sharing and where the class see themselves as a learning community. In a study described by Mendez (below), for example, learners gave several examples of strategies teachers used to manage the emotional climate of the class:

in this class, we all participated. . .you cannot feel tension in the environment and everything just flows. This teacher made everyone participate without showing you up when you made a mistake.

When teachers tell me something good about my performance, I feel really happy and I was like that all day in my classes. You feel good and motivated. . .I feel like participating more because I know I am doing things right.

Well. . .this teacher gives you security, confidence and this has helped me a lot because I participate all the time in class. . .the teacher always asks everyone in the group without making any exceptions. Whereas other teachers . . . er. . . this teacher gives you the confidence to participate without feeling you are being judged.

(cited in Mendez, 2011)

Another example is given by Anuwat Kaewma, a teacher and teacher educator, from Sakon Nakhon

My learners' interest level picks up when activities involve their personal thoughts and feelings, as well as when they share ideas and feelings with their peers. They enjoy collaborating and helping each other and, for this reason, mixed-ability groups work well. With mixed-ability levels, the students create a community of trust and cooperation and enjoy learning from each other's differences. They share ideas and responsibilities, and I love to see this happening in my class. I can see that they often feel more comfortable learning within a group than from teacher-directed teaching. So this requires a shift in my role as a teacher – more to that of a facilitator than a presenter.

As this teacher demonstrates, an important part of a teacher's work is creating conditions for students to experience positive emotions and be willing to relax and take risks, or as Borg (2006: 23) puts it, 'an ability to communicate freely and to radiate positive feelings'. The emotional climate of the classroom will depend on how the teacher sees her or his role, how she or he interacts with students and builds rapport and trust, the responsibilities students have during a lesson, the materials and resources the teacher makes use of, and how students are grouped.

One example of support for an emotionally-supportive classroom climate is the teacher's use of humour. Senior (2011) examined the role humour plays in establishing and

maintaining class cohesion. Teachers described a number of benefits that resulted from the appropriate use of humour during teaching. It helped students relax and be more willing to take part in lessons, giving them greater confidence and increasing their motivation. Senior has also examined how effective language classes function as groups and how they developed (or failed to develop) a spirit of cohesion (Senior, 2006). Experienced language teachers seemed to develop an intuitive understanding of the role of group dynamics in creating a cohesive class, an important feature of an emotionally-supportive classroom climate. In Senior's research, teachers whose classes respond in an enthusiastic, collective manner to their personalities and teaching styles report lifting their own performance and teaching in more energetic, creative, and engaging ways.

Emotions and the Language Learner

An affectively positive environment puts the brain in the optimal state for learning, resulting in minimal stress and maximum engagement with the material to be learned (Arnold, 2009: 146). For learners, emotions include feelings about themselves, about their teachers, about other students, about using English in class, about the teachers' command of English, about the instructional methods, and about the teaching resources the teacher makes use of, such as textbooks or the internet. Thus, one can compare the different emotions that arise in relation to activities such as these:

- Using English with a native speaker versus using English with a non-native speaker.
- Taking part in group-based classroom activities rather than individual activities.
- Performing fluency activities rather than accuracy activities in a lesson.
- Performing a spoken activity in front of the class.
- Getting feedback from the teacher or from other learners.
- Getting feedback publicly or privately.
- Using English with classmates rather than on-line in a chat room.

For a language learner, emotions have been described as the driving forces of motivation in second language learning (Dornyei, 2005). White (2018: 23) comments: 'Positive emotions serve to enhance the ability to be aware of and notice things in the environment and in the case of language learning, enhancing awareness of language input'. Other researchers (e.g. Dewaele et al., 2017; Fredrickson and Losada, 2005) argue that positive emotions encourage curiosity, risk-taking, experimenting, willingness to interact and communicate in the new language, and support autonomous learning. They can motivate learners when they lead to feelings of success and achievement and enhance the learner's sense of self-esteem, encouraging them to invest further in learning and to make use of the range of learning opportunities available through the media or the internet or through opportunities to use their English out of class. In emotionally-managed classrooms, teachers anticipate the emotions that language learning involves and look for ways of helping students cope with negative emotions when they arise.

Negative emotions, on the other hand, can demotivate learners due to a sense of frustration and disappointment when learners fail to achieve their goals, losing confidence in their ability to succeed and discouraging them from investing further time and energy in

language learning. Learners can experience a range of negative emotions in classroom-based language learning. These include:

- Fear of being laughed at by their peers.
- Fear of being negatively evaluated by teachers.
- Fear of being embarrassed.
- Concern that others in the class may be more proficient.
- Hesitance to perform in front of peers.
- Frustration by lack of vocabulary and grammar.
- Frustration by not being able to use correct pronunciation.
- Frustration by not being able to express what they wanted to say.
- Concern that they misunderstood the teacher's instructions and explanations.
- Confusion about how best to improve their English.
- Boredom with the class textbook and learning resources.
- Boredom with the teacher's teaching style.

(Hashimi, 2011; Mendez, 2017; Suleimenova, 2013)

However, apart from in studies of language anxiety, emotions in the language classroom received relatively little attention within applied linguistics until the work of researchers such as Dornyei, Macintyre, and Dewaele revitalized the study of emotions in TESOL. Building on earlier research, Mariza G. Méndez López (2017) explored the emotions Mexican students experienced during their English classes at a Mexican university. Students kept a journal of positive and negative emotions and the sources of their emotions over a 12-week language course. The findings were as follows:

Positive emotions	Negative emotions
happy, calm, excited, confident, satisfied, relaxed, interested, relieved	fearful, worried, nervous, sad, angry, frustrated, insecure, anxious, bored, stressed, disappointed, embarrassed, confused, intimidated, guilty, unsatisfied, guilty, unsatisfied, depressed, envious

The commonest emotions reported were fear, happiness, worry, calm, sadness and excitement. Although these feelings were prompted by a number of sources, the most frequently cited were learners' insecurity about their speaking ability, the teachers' attitudes, comparisons with peers, the classroom atmosphere, and the type of learning activities. The public setting of a language classroom also poses issues related to self-image, face, and identity as seen in these learner comments:

When I speak to my teacher and ask some questions to my teacher, I usually feel very anxious. And when I [ask my teacher questions] in front of the class and speak some questions, I usually feel very anxious. I can't remember anything. I just 'ah ah ah'.

(cited in Woodrow, 2012: 321)

Suleimenova (2013: 1864) describes the kinds of anxieties learners reported when performing speaking activities in a language classroom in Kazakhstan:

- Jumbled and confused thoughts.
- Fear of performing in front of others.
- Worried about being called out to the board.
- Cannot perform well because of anxiety.
- Anxious waiting for a turn to speak.
- Loss of confidence while speaking.
- Afraid to volunteer answers.
- Fear of forgetting what had been prepared.
- Cannot speak well because of tension and nervousness.
- Afraid of the teacher correcting mistakes.

While responses such as these may reflect individual characteristics that differ among learners (such as age, gender, personality, self-confidence, and previous learning experience), some sources of anxiety may reflect cultural factors. For example, in some cultures, students may be more willing to communicate in front of their peers in the classroom than in other cultures. Wen and Clement (2003) suggest that in China, group cohesiveness and attachment to group members influence Chinese students' willingness to communicate (WTC) in the classroom. A student may believe that if he or she speaks up in class, this may not be valued by other students, since it is judged as 'showing off' and an attempt to make other students look weak (see also Benesch, 2012: 33).

Studies of students in Iran have reported that an over-emphasis by the teacher on achieving a native-like (North American) use of grammar and pronunciation can cause anxiety among learners, who become discouraged and feel they are not able to achieve the teacher's standard (Hashimi, 2011). The teacher's role now becomes that of an authority figure who monitors students' language use rather than a facilitator. Silence is another response to emotions such as embarrassment, frustration, annoyance or anxiety, which may be viewed by the teacher as a refusal to co-operate and is hence viewed negatively. However for the learner, silence may be a way of managing emotions: it can serve as a face-saving strategy since others in the class can no longer judge the learners' language ability (Smith and King, 2018).

Whereas classroom-based communication in English is stressful for many learners, sometimes making them unwilling to communicate, other contexts create less of an emotional challenge for learners.

When I first started to try to use my French as a student in a French-language university, I avoided trying to use it with native speakers as far as possible and sought out situations where I could use it with other second-language speakers of French – international students from Vietnam, Laos and Africa. It took me another year before I began to feel comfortable using French with native speakers.

(Author, diary note)

Research on chat-room communication among learners suggests it provides emotional support for speaking since it is a stress-free context for the use of English. The

participants are not handicapped by their limited English proficiency or fear of making mistakes in front of their peers. Consequently, chat room interactions often result in more successful comprehension as well as a greater quantity of target language production than classroom-based communication. Chat rooms and other forms of virtual interaction may not only raise awareness of the language participants use, providing opportunities for self-repair and negotiation of meaning, but can also provide opportunities for learners to construct their identities as second-language speakers of English (Jenks, 2010; Chik, 2014).

Hence teachers have to invest a considerable amount of emotional guidance to support learners' attempts to use English in the classroom. Mendez comments:

Supporting students' emotions in language learning classrooms can help students to cope with feelings inherent to language learning experiences and to the development of a positive attitude towards themselves as language learners (Mendez, 2017: 44).

Teacher-training textbooks and online sources offer a number of suggestions for teachers seeking to achieve an emotionally-supportive classroom climate (Cavanagh, 2016; Hashimi, 2011). Some ways to do this are as follows:

- 1) Introduce the notion of language anxiety and the role it plays in classroom-based learning.
- 2) Help teachers recognize signs of negative emotions and strategies to respond to negative emotions.
- 3) Emphasize the importance of an emotionally-supportive classroom climate and how it can be developed.
- 4) Encourage collaboration rather than competition among learners.
- 5) Encourage students' attempt to use the language they have learned without undue concerns for grammatical or phonological accuracy.
- 6) Focus more on formative assessment (assessment for learning) and feedback rather than summative assessment (assessment of learning) and feedback.
- 7) Have students share learning experiences where emotions were involved and how they responded to them.
- 8) Make use of activities that students can enjoy and accomplish and which give feelings of success and satisfaction. For example:
 - Activities that enhance positive motivation
 - Activities that are not too difficult
 - Activities with a demonstrable learning outcome
 - Activities that can be done in groups
 - Activities that are fun
 - Activities that give learners a sense of progress

Emotions in Teacher Learning

Emotions also play an important role in teacher learning, both in the experiences of novice teachers completing course work and a teaching practicum as well as for experienced

teachers returning to campus to complete a postgraduate diploma or degree. Kubanyiova (2012) describes teacher development as an emotionally-charged process, one in which ‘emotional dissonance’ (the gap between the teacher’s aspirational identity and her/his performed identity in teaching) plays a central role. Encountering for the first time new and sometimes difficult concepts about language, teaching and learning may be a struggle for many teachers in training, inhibiting their participation in a course (Teng, 2017). They may be introduced to current theories of what makes a good lesson, principles of best practice, the role of the teachers, and how to use English when teaching, but they may find these difficult to reconcile with their own beliefs and practice, leading to frustration and even anger at times (Golombok and Doran, 2014). In the following example, Brian, an Australian teacher educator, describes how his attempts to teach creatively were thwarted by the school:

Once I was teaching in a school and I was given a coursebook to use with a particular group of students. When I said “Thanks, I’ll see what activities I can add to it” I was told in no uncertain terms that I was not to do this. The students, I was told, measure their progress in terms of how far they have got through the coursebook and the company that was funding the classes did the same thing. If I added anything to my lessons, I was told, the students weren’t going to progress and the Director wouldn’t be able to show the company how far they had progressed.

Student teachers experience a variety of emotions during their teacher-development courses depending on the learning context as well as the activity they are engaged with, and these emotions can influence their academic and teaching performance (Anttila et al., 2016). Their teaching practicum will present a test of their ability to apply what they have studied and whether they will be accepted as a competent teacher by their students and supervisor. Student teachers may be totally unprepared for some of the emotional issues that arise in the teaching, challenging their ability to manage their lessons as well as their attempts to realize their identity as a teacher. In addition, non-native-speaking English teachers may experience emotional stress when they are in the same learning community as native-speaker teacher-learners. These emotional struggles include:

- the feeling that they may have a sense of inadequate language knowledge;
- limitations in their proficiency in English may impede participation in group-based collaborative learning favoured by the course lecturer;
- different cultures of learning may create culturally-specific expectations of the roles of teachers and learners (Singh, 2004).

These issues are highlighted in Zacharias’ (2017) study of three Indonesian English teachers participating in a US graduate TESOL programme. While the study focussed on the teachers’ identity negotiations during their programme, it also revealed some of the emotional challenges the teachers faced as they negotiated their participation in the classroom during the course and illustrates the role of emotions in identity development. One issue was sensitivity to their status as non-native speakers of English. Rather than accepting this as a deficit, during the course, the participants managed their emotional

response to their status in a variety of ways, for example, by becoming active participants in classroom discussions rather than being seen as restricted by their non-native speaker status; by repositioning themselves as multilinguals in comparison to many of their monolingual classmates; and by developing an awareness of themselves as producers and not merely consumers of knowledge.

Teng (2017) explored the emotions experienced by six pre-service teachers completing their practicum in an English teacher education programme at a university in Mainland China. He documented the emergence of five types of emotions among the student teachers.

1. **Anxiety:** This resulted from several causes, including classroom management problems involved in responding to disruptive and un-cooperative students that led to a lack of confidence in their teaching ability.
2. **Disappointment:** The realization that they were considered outsiders with little agency and autonomy and had no opportunity to change the rigid school culture and teaching practices.
3. **Doubt:** They experienced doubts about their teaching ability or potential due to concerns over their language proficiency and classroom skills. One student teacher was told by a student: 'Go home and practice more'.
4. **Disillusionment:** They felt that their opinions were not needed or respected since they were treated like a temporary classroom assistant while the mentor was the only real teacher in the room. As one student-teacher commented:

One thing that I did not like about my mentor was that she would stop my teaching and make comments in class. I think she just wanted to assert her professional authority in front of the students (Teng, 2017: 127).

5. **Joy:** The student teachers also reported positive experiences, particularly when they received warm encouragement from their students. Such recognition helped them manage their negative emotions as well as contributed to the development of their teacher identity. One of the student teachers was very happy to receive a card that said 'Happy Mid-autumn Day, my dear teacher!'

Studies such as this demonstrate the need for a practicum course to include activities that help novice teachers develop emotional competence, in other words, the ability to anticipate and prepare for incidents that can arouse emotions during teaching and to learn how to manage emotions that may arise during their practicum experience. As noted above, these issues are often not addressed in teacher education programmes for student-teachers, that more often focus on professional knowledge and teaching methods rather than how to manage and respond to complex social issues that arise in the classroom. Anttila et al. commented:

In order to create emotionally-optimal learning environments in teacher education, both teacher educators and student teachers would themselves benefit from developing an understanding of the function of emotional patterns in learning in general, and particularly their impact on student teachers' learning during their studies (Anttila et al., 2017).

Conclusion

The review presented above emphasizes the need for the study of emotions to have a more central position in theory, research, and practice in TESOL. The understanding and management of emotions are an important dimension of a teacher's knowledge and ability, while for learners, emotions are crucial to how they navigate and process their learning. In teacher education courses, teacher emotional awareness and competence can be the focus of procedures such as peer-observation, journal writing, critical-incident analysis, role plays, case studies, and teacher narratives. For language learners, rather than being a hidden dimension of successful learning, emotions can be brought to the forefront through the use of activities that encourage learners to reflect on the role emotions play in their own language learning and in their responses to the emotional demands of learning and using English.

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