

# JUNCHAO\_Emotion Regulation

*by Junchao Zhang*

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# Understanding EFL Teachers' Emotion Regulation Strategies in Chinese Secondary Schools

Junchao Zhang

# What is emotion regulation (ER)?

## **Dynamic Process** (Gross, 2015; Gross, 2014)

- ✓ Modify the paths of emotions
- ✓ Choose appropriate strategies to manage the emotions



## **Key Features** (Gross, 2015; Gkonou & Miller, 2023)

- ✓ ‘Concern both positive and negative emotions’
- ✓ Can be ‘either intrinsic or extrinsic’



# Classic Framework of Emotion Regulation (Gross, 2015)

## 5 Types of Strategies

- ✓ Situation Selection: Plan in advance
- ✓ Situation Modification: Change situation immediately
- ✓ Attentional Deployment: Distraction; Shift Attention
- ✓ Cognitive Change: Reappraisal
- ✓ **Response** Modulation: Expressive Suppression

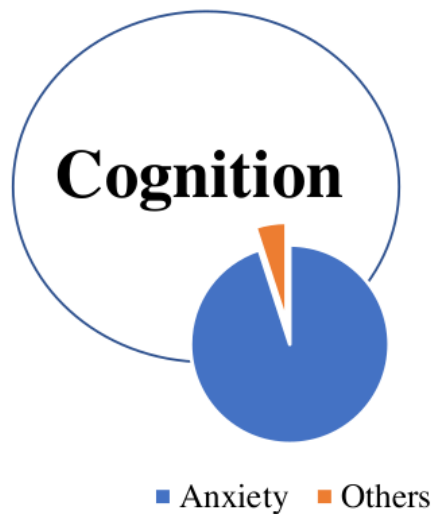
**Antecedent-Focused**

**Response-Focused**

# Why Study: Background & Context

A decade ago, linguist Merrill Swain (2013: 195) indicated that in applied linguistic ‘emotions are the elephants in the room’ and were often regarded as ‘inferior to rational thought’

## What has happened over the last decade?



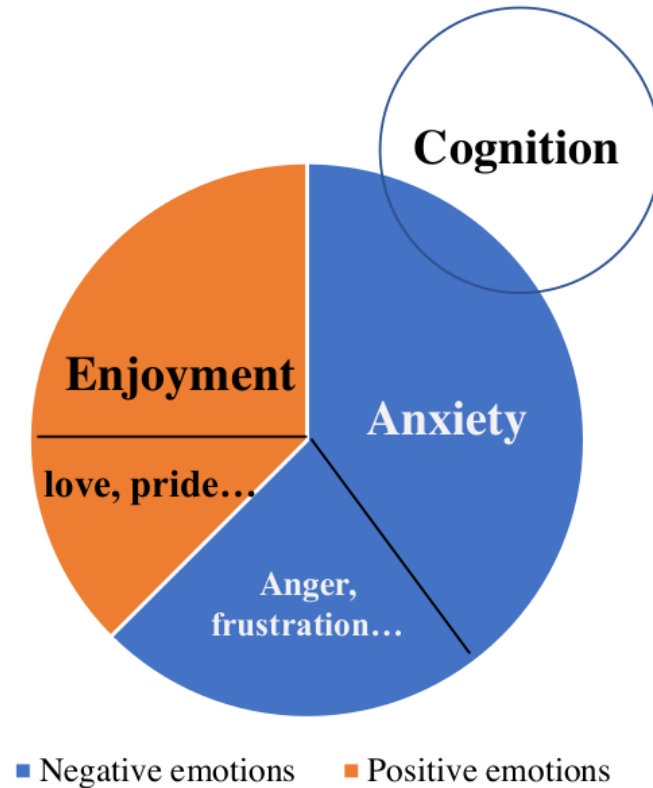
**1980s**

**Early 2010s**

**Present**

Adapted from Dewaele & Li (2020)

Explore different facets of emotions in  
language learning & teaching



# What about the future?



■ Negative emotions ■ Positive emotions

A follow-up study to  
fill the research gap

**Emotion Regulation**



**What** emotions do EFL teachers  
experience during teaching?



**How** do EFL teachers manage  
those emotions?

## The rationale of the current study

1. Since EFL teachers' emotion regulation strategies have received scant attention in the 'psychological turn' of applied linguistic studies (Bielak & Mystkowska-Wiertelak, 2020), the current study aims to fill the research gap.

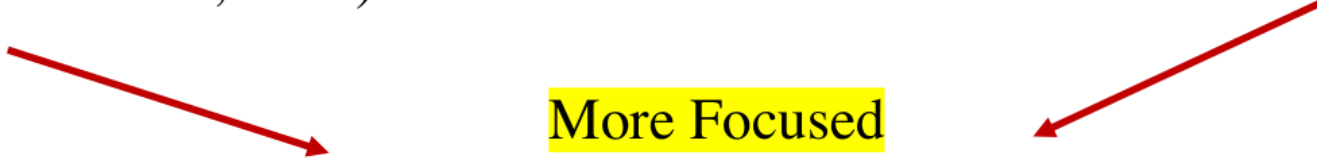


### Research Question (RQ1)

- ✓ **What emotion regulation strategies** are currently employed by EFL teachers in Chinese secondary schools? Can the **classic five-type model** theorized by Gross fit into Chinese teaching context?

## At the same time,

As the study on EFL teachers' emotion regulation is still on its infancy stage, researchers still mainly focus on the relationship between EFL classroom emotions and regulation strategies and the benefits of a particular strategy (e.g. Morris & King, 2018; Gkonou & Miller, 2023; Thumvichit, 2023)



**More Focused**  
Emotion Regulation

## Research Question (Q2)

- ✓ How do **socio-cultural factors** influence EFL teachers' choice of emotion regulation strategies?

**Furthermore**, the rationale of the study:

## **Look at the big picture**

✓ Psychology & General Education Studies

**Why emotion regulation matters?**

**Teachers' mental health is getting worse in China** (Yang et al, 2019)

According to the researchers from Chinese Academy of Sciences (Liu, 2021), teachers in China are facing

- High Risk of Depression: 34.4% (primary school); 28.3% (middle school)
- Moderate (50%) & Severe (20%) Anxiety Problem

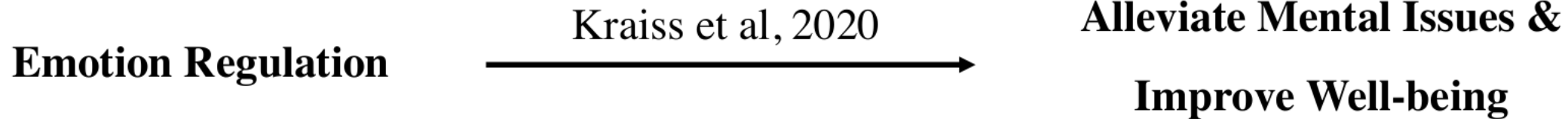
**No overtime pay, fierce competition, lack of mental support...**

## Look at the big picture

- ✓ Psychology & General Education Studies

Why emotion regulation matters?

**Teachers' mental health is getting worse in China** (Yang et al, 2019)



## Research Question (Q3)

- ✓ How could the adoption of emotion regulation strategies be related with EFL teachers' well-being?

## Wrap up: Three Research Questions

- ✓ What emotion regulation strategies are currently employed by EFL teachers in Chinese secondary schools? Can the **classic five-type model** theorized by Gross fit into Chinese teaching context?
- ✓ How do **socio-cultural factors** influence EFL teachers' choice of emotion regulation strategies?
- ✓ How could the adoption of emotion regulation strategies be related with EFL teachers' **well-being**?



**At the end of the study, it is expected that I can**

- ✓ **Gain holistic understandings** on EFL teachers' use of emotion regulation strategies.
- ✓ Understand the **influence of socio-cultural factors** on EFL teachers' choice of emotion regulation strategies
- ✓ **Uncover** potential correlations between emotion regulation strategies and EFL teachers' well-being
- ✓ Provide Chinese EFL teachers with **practical advice** for effective emotion regulation

## Methodology (3 months)

### Interviews

#### Answer RQ1 & RQ2

- ✓ Semi-structured interviews & reflective journals to collect the data
- ✓ Guideline questions will be based on Gross's framework
- ✓ Use thematic analysis to analyse the data
- ✓ Develop the questionnaire

**Ethical approval** from the supervisor, UWTSD, participants & secondary schools

**Cross Validate**



### Questionnaire

#### Answer RQ1 & RQ2

- ✓ Collect & analyse quantitative data
- ✓ Use CFA to confirm the structure of emotion regulation



#### Answer RQ3

- ✓ Use WHO-5 Well-Being Questionnaire (Bech, 2012) to evaluate EFL teachers' well-being & identify its correlation with the choice of emotion regulation

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# JUNCHAO\_Emotion Regulation

GRADEMARK REPORT

FINAL GRADE

74/100

GENERAL COMMENTS

Excellent use of references and command of the literature incorporating in-depth and critical thinking. Your work displays an excellent comprehensive understanding of the topic. Your ppt presentation has excellent visual impact and a suitable balance of text and graphics. Excellent delivery skills, fluid speech without unnecessary pauses. You managed to get the main points across within the timescale in an engaging way.

You demonstrate thorough knowledge of the background research - well done excellent work.

Your presentation meets most but not all primary criteria · Command of subject but with some gaps in knowledge · Ideas/arguments are mostly original.

Responded confidently to questions from the audience and interacted in an engaging way. Demonstrated a thorough knowledge of the research the presentation was detailing.

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

