1   Introducing Teacher Emotions as Personal and Professional Development in Applied Linguistics

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In this chapter, we introduce our edited volume that explores the role of emotions as integral tools for both personal and professional development within applied linguistics. We delve into the affective dimensions of language teaching, arguing that emotions transcend mere reactions to external stimuli; they are intricately interwoven with social constructs and professional practices. By treating emotions as valuable data, we illustrate their profound impact on language teachers' personal and professional lives. We position emotions as actionable and informative, encouraging language educators to leverage their emotional experiences for professional growth and informed decision making. This approach fosters a sophisticated understanding of emotions, moving beyond binary classifications to promote a dynamic exploration of how emotions influence and are influenced by language teaching contexts. Through the theoretical and practical insights presented, we pave the way for the chapters enclosed in this anthology, exploring the potential of using emotions as tools for enhancing personal and professional growth in applied linguistics.

Introduction

Throughout the years, scholars have attempted to describe and delineate the concept of *emotions*, arriving at the conclusion that a common definition is unlikely (Scherer, 2005). However, these ongoing conversations have led to the recognition that emotions are as ancient and complex as our own history; that is, 'emotions are part of the biocultural story of being human' (Boddice, 2017: 12). While defining emotions

depends on the way they are explored (i.e. theoretical lens), generally speaking, 'emotions can be described as not only private reactions to external events but also as discursive processes that are socially constructed, that is, influenced by regulations, norms, habits, and conventions' (Benesch, 2020: 28). Emotions are connected to our existence as human beings, and emerge in situations where individuals navigate (un)expected tensions, contradictions and spaces. Further, emotions are connected to behavior and to how we deal with matters and circumstances that are significant in our lives. As such, emotions are not something that we *have* or *feel*, but something that we *do* (Scheer, 2012).

Although earlier research on emotions was primarily conducted by scholars concerned with human behavior and dispositions, the affective turn in applied linguistics (Pavlenko, 2013) has provided spaces for inquiries into the effects of emotions within the field. Inquiries exploring affective topics on language teachers, language teacher educators (LTE) and translation and interpreting oriented language learning and teaching (TILLT; see Seidl, 2022; Yu, 2021), concede that 'emotions are among the most empowering and motivating factors affecting teaching, learning, and professional development' (Pentón Herrera & Martínez-Alba, 2022: 4). Emotions, which are shaped by ecological and contextual factors (Wolff & De Costa, 2017), are ever present in language teaching and learning, and actively affect both teachers' practices and students' experiences (Richards, 2022; Shao *et al*., 2020). At the same time, 'emotions are part of the very fabric that constitutes the teacher's self' (Teng, 2017: 118), continuously (re)shaping and influencing language teachers' identity (affirmation/disaffirmation or commitment) (Zhang & Jiang, 2023), well-being and agency (Nazari *et al*., 2023; Pentón Herrera *et al*., 2023; Tao & Gao, 2021; Yazan *et al*., 2023b). Consequently, teachers' emotions are at the epicenter of teaching and are intrinsically linked to professional development and practices, as well as to teachers' personal lives (Xu, 2018).

Inspired by the ongoing research in the field, and by vanguard publications that have advanced our understanding of the effect and role of emotions in language teaching and learning (e.g. Benesch, 2012; Gkonou *et al*., 2020; Martínez Agudo, 2018), we bring together this edited volume. To date, the majority of scholarly works have focused on the reciprocal effects of language teachers' emotions, identity, well-being and agency, with emotions often being portrayed as consequential entities. However, fewer publications have been interested in how emotions can be operationalized into procedural tools for personal and professional development (e.g. Liu, 2016; Talbot & Mercer, 2018). Therefore, in this edited volume, we bring together empirical, theoretical, conceptual and practical contributions that explore how emotions can be used as data for personal and professional development in applied linguistics. In this sense, we view *emotion* as **E-M**otion = **E**xperiences create **M**otion, which

means that our life experiences generate emotional responses that provide data for us to analyze, reflect upon and make choices that contribute to our growth (i.e. emotional intelligence). Through this lens, we see emotions not as occurrences that we suffer, but as actions, judgments, choices, responsibilities and data we can use to improve our personal and professional lives. Thus, we do not see emotions as negative or positive; instead, we offer the terms *desired* and *undesired* emotions to tap into a broad spectrum of emotions that can be perceived, rendered and enacted differently within both the personal and professional lives of teachers given the situated nuances in the pedagogical contexts. In addition, we have welcomed alternate conceptualizations that look at emotions as personal and professional alternatives from divergent lenses.

To frame this edited volume, we rely on the aforementioned scholarship within applied linguistics and beyond, as well as other publications, frameworks and conceptualizations that shed light on the potential of emotions as tools for teachers' personal and professional development, such as, but not limited to, emotional literacy (e.g. Kliueva & Tsagari, 2018), emotional intelligence (e.g. Goleman, 2005; Gregersen *et al*., 2014), emotional agility (e.g. David, 2016) and regulation (e.g. Talbot & Mercer, 2018), emotional memory (e.g. Kensinger & Murray, 2012) and self-exploratory (e.g. Pentón Herrera *et al*., 2022; Yazan *et al*., 2023a) and self-reflective inquiries (e.g. Farrell & Kennedy, 2019). For clarity, in this volume, we use the word *teacher* to include all instructors, teacher assistants, tutors, teachers, professors, teacher educators and similar instructional positions within the field of applied linguistics.

Book Organization

We divide this edited volume into three parts. **Part 1: Establishing Teacher Emotions as Personal and Professional Development** includes contributions that will serve as the foundation for the book, situating and expanding current views of emotion research and operationalization in applied linguistics. **Part 2: Teacher Emotions and Personal Development** includes contributions exploring how teacher emotions can be used as tools for personal development; that is, how emotions can be used as data to improve teachers' lives outside of the profession. **Part 3: Teacher Emotions and Professional Development** includes contributions exploring how teacher emotions can be used as a tool for professional development; that is, how emotions can be used as data to improve teachers' lives within the profession. As an important note of clarification, by dividing Part 2 (teacher emotions and personal development) and Part 3 (teacher emotions and professional development), we do not intend to imply that language teachers' personal and professional lives are separate. Instead, our goal with

these two sections is to showcase how these aspects are interwoven and mutually influential, highlighting the deep connections between language teachers' personal growth and their professional development.

Part 1: Establishing Teacher Emotions as Personal and Professional Development

In Chapter 2, Luis Javier Pentón Herrera and Anna Becker explore the dynamic evolution of emotion studies within the field of applied linguistics. Starting from the 1930s, the authors delineate three major historical phases in the perception and integration of emotions in language learning and teaching. These include viewing emotions initially as disturbances, then as elements to be minimized and, finally, as binary constructs that are either fostered or suppressed based on their perceived positivity. This chapter introduces a fourth phase termed 'emotion literacy', proposing a paradigm shift towards fully embracing emotional literacy as essential to successful language education. This approach challenges the traditional positive–negative dichotomy, advocating instead for a nuanced understanding that recognizes all emotions as integral to human experience and learning processes. The authors argue that the incorporation of emotional literacy into applied linguistics can profoundly enhance both teaching strategies and learner outcomes, paving the way for a more holistic approach to language education in the 21st century.

In Chapter 3, Juyoung Song focuses on teacher emotion as a form of critical inquiry for the professional development and personal growth of language teachers. She discusses language teachers' emotional experiences and management through an ideological lens, emphasizing how power inequalities in social structures (e.g. institutional contexts) influence the emergence and expressions of language teacher emotions. She explains the social and structural aspects of emotions through the concept of vulnerability as a structural condition of teaching, which gives rise to both undesirable emotions and actions for changes among teachers (Kelchtermans, 2005). By utilizing the concepts of emotion labor and feeling rules (Benesch, 2017; Hochschild, 1983), she explores how power extends individuals' expressions and management of emotions. She argues that language teachers need a critical understanding of how social structures and institutional power affect their own emotional experiences, urging them to engage in critical inquiry into their emotions for personal growth and professional development.

In Chapter 4, Pamela Kimario, Ruth Harman, Shuang Fu and Elizabeth W. Mutunga explore the transformative potential of critical arts-based education for fostering inclusivity and compassion in education. The chapter examines the intersection of education and immigration through a critical lens, using *The Book of Rosy* as a central

narrative to study teachers' emotional responses to teaching immigration in a graduate course. This investigation highlights how a critical arts-based approach enhances educators' awareness of immigration's complex dimensions. Participants engage in experiential learning, grappling with heightened emotions and critical reflections on their roles in a politically charged educational landscape. The study reveals that critical performance processes deepen understanding and advocacy among teachers. The chapter emphasizes the importance of integrating embodied practices into curricula, impacting teachers' personal and professional growth. This chapter adds depth to the book's themes by focusing on the interplay of emotions, education and immigration, and underscores the role of experiential learning and critical reflection in promoting teacher development.

In Chapter 5, Mohammad N. Karimi, Marzieh Khazraie and Behzad Mansouri explore a review-based model highlighting the interplay between language teachers' emotions, their psychological well-being and their personal and professional development. Utilizing a constructivist grounded theory approach, the authors systematically analyze 98 empirical studies from 2011 to 2023, culminating in the development of the Cogwheel Model. This model graphically represents the complex, interconnected predictors of teachers' emotions and well-being. These include factors ranging from personal health and institutional support to socioeconomic circumstances, all influencing educational outcomes indirectly. The chapter emphasizes the multifaceted nature of teaching, advocating for a holistic view that integrates emotional experiences into the professional development of educators. This insightful synthesis not only sheds light on the underlying dynamics of teacher well-being but also suggests practical implications for enhancing teacher support systems in educational settings.

In Chapter 6, Mostafa Nazari examines how a group of Iranian English language teachers engaged in reflection and emotion work for personal and professional development. Framed in the theoretical standpoint of emotion management, the chapter unpacks reciprocal interconnections between emotion and reflection, and introduces the concept of reflectional ecology, which refers to sequential engagement in reflection on emotion-induced experiences that relate to each other across time and space, and enhances teachers' awareness of their emotion and reflective practice. By fostering a deeper awareness of their emotional responses, teachers are better equipped to create empathetic and effective learning environments. This chapter underscores the importance of integrating emotion management and reflective practice in teacher development programs, providing valuable insights into the holistic development of educators.

In Chapter 7, Julia Goetze introduces appraisal theory as an example of componential emotion theories in cognitively oriented language

teacher emotion research. The chapter begins with a theoretical overview that delineates componential from basic and dimensional emotion theories, which are currently dominant in the field of instructed SLA. Specifically, it presents appraisal theory as a framework that affords the systematic examination of cause-and-effect relationships between emotion components, such as cognitions, feelings, motivations and behaviors. Following the main argument that the cognitive appraisal component of an emotion episode plays the central and determinant role in the emotion process, the chapter suggests that language teachers' emotional experiences are the result of appraisals of stimuli in their work environment that are evaluated against their (sub)conscious teaching and teacher ideals and goals. Drawing from these theoretical considerations, the chapter outlines an appraisal-based framework that can be utilized in language teachers' emotion-focused reflective practice, which aims to make visible individual professional development needs, to grow social-emotional competencies and to support teachers' authentic and positive self-actualization.

Part 2: Teacher Emotions and Personal Development

In Chapter 8, Zia Tajeddin and Maedeh Valamohammadi delve into the emotional dynamics of early career teachers, focusing on how emotion regulation is influenced by the triadic ecology of the institution, family and teaching experience. Their study, conducted within an Iranian context, evaluates the sources and mechanisms through which these ecologies either support or impede emotion regulation among novice educators. The authors employ a qualitative methodology to analyze the narratives of ten early career teachers, revealing the profound impact of institutional structures, familial interactions and individual teaching experiences on teachers' ability to manage emotional tensions. The findings underscore the institution's pivotal role in shaping emotion-regulative opportunities, suggesting that educational settings significantly dictate the emotional landscape of teaching professionals. This chapter not only highlights the complex interdependencies of these ecological systems but also discusses their implications for teacher support and development programs, aiming to enhance educators' emotional resilience and teaching efficacy.

In Chapter 9, Mikel Gartziarena, Artzai Gaspar and Nerea Villabona report findings from a study of pre-service teachers in the context of the Basque Country. Applying a mixed-method approach, they investigate how positive and negative emotions adhered to past language learning experiences contribute to participants' perceptions about the languages in their repertoire and their personal and professional identity construction through language learning and teaching practices. The authors explore the relationship of 76 pre-service teachers with Basque, Spanish, English and French, the main four languages in Basque

schools. More specifically, the chapter analyzes these future educators' perceptions regarding their self-perceived ease and communicative competence, as well as the value, difficulty and usefulness they link with each language. Through qualitative data obtained from participants' language biographies, the authors show how the positive and negative emotions and the emotional and cognitive conflicts that emerged in their own learning processes can indeed influence their personal and professional identity construction.

In Chapter 10, Liv H. Detwiler and James Coda recognize the language classroom as paramount for shifts in identity. In this work, they utilize poststructuralist theories of identity (Norton & Toohey, 2011) and intersectionality (Crenshaw, 1989) as approaches to examine the interplay between identities and emotions in their becoming as bilinguals and language educators. In this duoethnography, Detwiler and Coda found similarities in their critical moments of joy, frustration and ambivalence during their language education and language teaching trajectories. Revisiting these experiences emphasized the discursive nature of language identity and investment (Norton Pierce, 1995), specifically drawing attention to the performative and emotional aspects of ongoing (re)construction of identities (Bucholtz & Hall, 2004; Nazari *et al*., 2023) as language learners and educators. Moreover, their findings illuminate how the language classroom serves as a performative space for identity exploration and becoming, but can be constrained by the chimeric 'native speaker' to which language learners and language educators may subscribe.

In Chapter 11, Takaaki Hiratsuka explores a somewhat under-represented area within applied linguistics: the stress, burnout and depression experienced by non-mainstream language teachers. Despite the increasing focus on the well-being of language educators through the lens of positive psychology, there remains a significant gap in understanding the adverse emotional experiences of these professionals. This chapter addresses this gap by examining the subjective experiences of a foreign assistant language teacher (ALT) participating in the Japan Exchange and Teaching (JET) program. Through an individual interview and the exchange of messages on social media, the study highlights the challenges faced by the participant, primarily stemming from unmet expectations and the rigid demands imposed by Japanese authorities. The findings offer critical insights and recommendations for the JET program and local boards of education, emphasizing the importance of ethical research practices. Additionally, this chapter discusses how negative emotional experiences can catalyze personal and professional growth, contributing valuable perspectives to the ongoing dialogue on educator well-being in applied linguistics.

In Chapter 12, Eduardo Castro reports on an exploratory study that investigated the emotion regulation of early-career English language teachers working in public schools in Brazil. The study considers how

these teachers manage various aspects of their emotional experiences in relation to their pedagogical practices, as well as how they make sense of their emotions to inform their personal development that might influence their practices in schools. Based on in-depth semi-structured interviews, the findings underscore the complexity of the emotion regulation process, which is influenced by teachers' sense of responsibility, relationships with different educational agents and overall emotional well-being. In light of these findings, the author highlights the potential of personal development initiatives to support teachers in navigating their emotional experiences, fostering meaningful connections and nurturing a sense of fulfillment and personal growth in their teaching careers.

Part 3: Teacher Emotions and Professional Development

In Chapter 13, Luis Javier Pentón Herrera, Ufuk Keleş and Bedrettin Yazan explore the transformative power of autoethnographic writing as a method for professional development in language teacher education. Emphasizing emotional, critical and transformative self-reflexivity, the authors utilize a dynamic autoethnographic dialogue to delve into their personal and professional experiences across different cultural and educational contexts. By integrating Critical Autoethnographic Narratives (CAN) within language teacher education, they advocate for autoethnography as a reflective practice that deepens the examination of professional identities, pedagogical decisions and the emotional dimensions of teaching. This chapter highlights how autoethnography enhances emotional intelligence, fosters critical reflexivity and promotes transformative practices among language teachers and educators. Engaging with personal stories of challenge and growth, the authors aim to cultivate a culture of continuous learning, empathy and professional resilience, proposing autoethnographic writing as a significant tool for developing a more empathetic, reflective and dynamic educational environment.

In Chapter 14, Eva Seidl employs a biographical perspective in her chapter which takes the reader on an emotional journey toward professional development in language teaching in higher education. Situated in the Austrian tertiary sector, she looks back on 20 years of teaching German as a foreign language and explores her teaching activities and classroom-based research activities in two different higher educational settings. The first one is language education for international exchange students in a study abroad context, i.e. at a university language center. The second context is language learning and teaching within the field of Translation Studies and constitutes the main focus of the chapter. It reports on her journey towards finding a voice and a place in the newly established field of translation- and interpreting-oriented language learning and teaching (TILLT), without being a professional translator or

interpreter herself. Alongside the description of three different feelings, i.e. the feeling of monotony, of not belonging and of reclusion, she provides a retrospective analysis of her professional development as a TILLT teacher.

In Chapter 15, Agnieszka Kałdonek-Crnjaković presents the findings of a study that investigated teacher emotions and agency in the context of Attention-Deficit/Hyperactivity Disorder (ADHD). Twenty-three English as a foreign language teachers participated in the study. They attended a course on teaching students with ADHD during postgraduate studies at a major university in Poland. The participants were asked to respond to six ADHD-related situations before and after the course. For each situation, participants were asked to express their emotions and write how they would respond to the given situation. The findings suggest the knowledge that the participants gained during the course positively affected their professional development. The participants were more willing to express their feelings, and their emotions were more pleasant. The course also shaped their teaching practice – it became more inclusive as they would employ more adequate teaching approaches for students with ADHD. It was thus assumed that the participants would be more agentic when facing challenging ADHD-like behaviors and able to create more equal opportunities for students with ADHD in their classes.

In Chapter 16, Jacob Rieker argues that language teacher educators have an essential role to play in leveraging the emotional experiences of novice teachers as sites for their professional development. The study examines how a language teacher educator, Dr James, intentionally mediated the emotional experiences of a novice teacher, Anna, to promote her professional development in a foundational MA TESL course. Guided by a novel analytic concept of language teacher educator intentionality, the analysis illustrates how Dr James supported Anna in making sense of her emotional experiences and orienting her toward considering their developmental significance for her future instructional practice. The results highlight how the teacher educator's pedagogical expertise, cultural maturity and responsibility – as three dimensions of language teacher educator intentionality – enabled Anna to make a shift from a reliance on her limited prior instructional experiences as the basis of her teaching practice to imagining how she could foster meaningful student participation and engagement in her ESL teaching. The chapter concludes by proposing language teacher educator intentionality as a promising direction for further inquiry.

In Chapter 17, Sarah Mason and Alice Chik take a narrative inquiry case study approach and trace the professional lives of two English language teachers working in higher education in Japan. The chapter presents two in-depth narrative case studies to explore teacher experiences of emotional labor in their professional lives and its interrelationship with their professional identity development. Analyzing the data from an emotional labor perspective (Hochschild, 1979, 1983),

Mason and Chik find that emotion labor is highly context-dependent. Furthermore, their chapter finds that the primary development in the participants' teacher identities was a shift from *teacher-as-entertainer* to *teacher-as-parent*. Their analysis reveals how the teachers' emotions were used as data that drove forward their teacher professional identity development. The study demonstrates emotional labor resulting in increased use of pedagogies of engagement and teaching approaches characterized by compassion and empathy.

Conclusion

We would like to conclude this chapter by recognizing that the topic of emotions is a rapidly growing area of interest in the fields of language education and applied linguistics. Our goal in bringing forth this edited collection is to comprehensively examine how emotions can be harnessed as powerful tools for both personal and professional development among language teachers. As such, we emphasize the importance of viewing emotions not merely as reactions to external events but as dynamic, socially constructed processes that influence and are influenced by the educational environment. In addition, by approaching emotions as data, we hope to advance the conversation about the utilization of emotional experiences and emotion labor as resources for enhancing emotional intelligence. This perspective is instrumental for teachers, as it encourages engagement in reflective practices that promote emotional literacy, intelligence and agility – competencies crucial for creating empathetic, effective and resilient learning environments.

Throughout this volume, we advocate for a nuanced understanding of emotions, avoiding simplistic dichotomies of positive and negative emotions. Instead, we propose terms like desired and undesired emotions to reflect the complex spectrum of emotional experiences that language teachers navigate. This perspective allows us to appreciate the diverse ways in which emotions can be perceived, rendered and enacted within different pedagogical contexts. We hope that this edited volume will inspire further research and dialogue on the role of emotions in language education. By framing emotions as integral to language teachers' personal and professional lives, we aim to encourage educators to engage in reflective practices promoting emotional literacy, intelligence and agility. These competencies are essential for creating empathetic, effective and resilient learning environments.

In closing, we invite readers to consider the insights presented in this volume as a starting point for their own explorations of the emotional dimensions of language education. By embracing the transformative potential of emotions, we can contribute to the holistic development of language teachers and the enhancement of educational practices worldwide.

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