

A Narrative Study on Young Female English Teacher's Emotion in Research Career in Independent University

Wei Qian

School of Applied Foreign Languages, Zhejiang Yuexiu University of Foreign Languages, 312000, China

†Email: 35979485@qq.com

Abstract

Young female English teachers in independent college have dealt with a range of emotions over their research careers, which have influenced their research cognition and professional growth. This narrative case study purposefully selected two young female English instructors in an independent university as participants. Semi-structured interviews, narrative frames, and log records were used to look into their dynamic emotional experiences in research, ecological and environmental elements affecting their emotions, and the regulating strategies. This study gives the following three primary results: the participants transitioned from positive to negative to mostly positive emotions; there was a complicate combination of positive and negative emotions in their research growth with the positive emotions dominating; two kinds of regulating tactics are presented.

Keywords: *Young Female English Teacher; Emotion; Research Career*

1 INTRODUCTION

Teachers are continually subjected to emotional demands from students, coworkers, parents, and leaders in emotional arenas such as schools and classrooms (Cross & Hong, 2012). With the spread of humanism around the world, teacher emotion research has gotten a lot of attention since the turn of the century, and has progressed quickly since 2008. Through ongoing research, the perspective on teacher emotion has undergone several changes. The perspective on teacher emotion has shifted multiple times as a result of continuous study. It has progressed from a psychological to a sociological standpoint, and more recently to a post-structuralist and ecological perspective (Gu, 2015). Teacher emotion is increasingly regarded as person-environment transactions rather than just teachers' internal personal feelings (Schutz et al., 2006). Moreover, the connection between microscopic perspectives concentrated at the level of teacher self and the macroscopic level of social, cultural, and political systems of education is receiving increased attention (Zembylas, 2011). Furthermore, recent ecological studies of teacher mood have revealed a number of flaws: First, the research topic is relatively narrow; second, in most studies, interviews appear to be the sole data collection method, reducing the richness of the findings; and, investigations into the influential factors leading to the development of teacher emotion are overlooked.

In recent years, a growing number of researchers, such as Chen (2016), have embraced this new paradigm to examine teacher emotion. As the research methods of foreign language teacher education move towards interpretation and humanism (Freeman, 2002), the research on the emotion of English teachers gradually rises (Gu & Gu, 2015; Yan & Tan, 2018; Han, 2020), and the research on emotion regulation of English teachers also begins to appear. Li (2020) investigated and analyzed the research emotions of English teachers in private colleges and universities. Xu (2021) discussed the emotion regulation strategies of college English teachers. Li (2015) and Wen (2017) used a qualitative approach, focusing on the research on young college English teachers.

However, no scholars have done research on the research sentiment of young female English teachers of two children in colleges, especially the combination of qualitative and quantitative research. Considering the cultural

differences of teachers' emotion regulation, it is urgent to explore the research emotion regulation strategies of young female English teachers in colleges and universities under the social and cultural background of our country.

As a result of the research gaps, this study aims to investigate the research emotions of young female English teachers both internally and externally utilizing diverse data collection methods to learn how internal personal qualities interact with external situations to form their emotions. Moreover, the possible ecological elements are studied that influence teacher emotion development in various ecological systems.

By conducting this narrative case study on two teachers during their teaching improvement project, the study offers potential contributions to the literature by innovating research methods that adopt multiple data collection methods to gain rich data of teacher emotion. Especially through the participants' self-reported narration of their emotion development, the authenticity and richness of the data are guaranteed, based on which deep qualitative analysis of teacher emotion can be conducted. The study will also contribute to expand research content of studies on teacher emotion by not only examining the development of teacher emotion but also probing into the reasons for specific emotions. As for practice of teacher emotion, this study provides implications for teachers' professional development and teacher education.

2 LITERATURE REVIEW

2.1 Teacher Emotion

Given the lack of a universally accepted definition of emotion (Shuman and Scherer, 2014), this study aligns with Schutz et al. (2006)'s position that "emotions are socially constructed, personally enacted ways of being that emerge from conscious or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts." (p. 344). This term is based on the premise that teacher emotion is influenced by the setting in which they work. Various cultural, societal, and even political aspects, according to Zembylas (2005), have substantial impact on how, why, and when people create, manage, and exhibit emotions during interactions with the environment. As a result, teacher emotion does not exist in isolation inside an individual or context; rather, it is a result of interactions between people and their environments (Schutz et al., 2006). This definition of teacher emotion, which is consistent with an ecological perspective and reflects teachers' sensations of interacting with students, peers, parents, and others in a particular environment rather than being generated internally (Farouk, 2012), is the one that will be used in this study.

Teachers go through a variety of emotions. These appear to be divided into two distinct types, such as good and negative emotions. According to Frenzelet al. (2016), the most common good emotion is delight, whereas the most common negative emotions are anger and worry. Positive emotions (e.g., enjoyment and happiness) are linked to children's progress and performance, whereas negative emotions (e.g., anger and anxiety) are linked to children's behaviors and parent expectations, according to a comparative study with kindergarten teachers from China and Norway (Hu & Wang, 2014).

Gallant et al. (2013) discovered that when dealing with children and coworkers, two primary teachers from Australia experienced guilt (along with humiliation), wrath, love, and passion. Second, changes in instructors' emotional experiences might happen at certain times. Over a 6-year period with the same set of pupils, Chen (2017) discovered that Chinese instructors had mixed emotions, beginning with more negative emotions (e.g., worry and anxiety) and subsequently more good emotions (e.g., love and happiness). Third, teacher emotions have been found to be long-lasting. Two teacher leavers from the United States, for example, expressed long-term negative feelings (such as grief, anger, tension, and frustration) after thinking on their teaching careers and guilt after quitting the field (Mawhinney & Rinke, 2018).

2.2 Emotion Regulation

At present, the research on teacher emotion regulation has just started (Agudo, 2018), mainly focusing on the field of teaching. The first is to discuss the role of teacher emotion regulation in teaching. For example, Wijayati & Kautsar (2020) measured the performance of female middle school teachers and found that teacher emotion was closely

related to job burnout and job satisfaction. The second is to explore the relationship between emotion and professional identity and identity. For example, Jiang (2021) explored the relationship between teachers' emotion and professional identity, pointing out that personal, social, cultural and background factors had a strong impact on teachers' emotional experience and the construction of professional identity. The third is to study the purpose of emotion regulation. Taxer & Gross (2018) discussed the purpose of emotion regulation of 56 American primary and secondary school teachers through interviews, and found that teachers had two types of emotion regulation goals: instrumental and hedonistic. The fourth is to explore teachers' emotion regulation strategies, most of which are based on Gross' emotion regulation strategy classification framework, which is divided into prior attention regulation (including situation selection, situation modification, attention allocation and cognitive reconstruction, etc.) before emotional response activation, and emotional response. Responses following activation focus on modulation (including communication, relaxation, and inhibition, etc.). For example, Sonia et al. (2021) through empirical research, found that antecedent attention regulation was more effective than response attention regulation, especially cognitive reconstruction strategy was more effective than inhibition affective strategy in increasing positive affect and reducing negative affect; another example is Yin (2016) based on A qualitative study of teachers' emotions in primary and secondary schools in Guangdong found that teachers' emotion regulation strategies included surface acting (pretend and inhibition), deep acting (transfer attention, cognitive reconstruction and isolation) and real performance (including relaxation and venting) and believed that the surface acting strategy corresponded to Gross' (1999) response-attention regulation strategy, and the deep acting strategy corresponded to the prior-attention regulation strategy.

As the research methods of foreign language teacher education move towards interpretation and humanism (Freeman 2002), the research on the emotion of English teachers gradually rises (Gu & Gu 2015; Yan & Tan 2018; Han 2020), and the research on emotion regulation of English teachers also begins to appear. (Benesch 2017), Li Ling (2020) investigated and analyzed the research emotions of English teachers in private colleges and universities, Xu (2021) and Yang (2021) discussed the emotion regulation strategies of college English teachers, Li (2015) and Wen (2017) using a qualitative approach, focusing on the research on young college English teachers. However, no scholars have done research on the research sentiment of young successful female English teachers in dependent universities, especially the combination of qualitative and quantitative research.

3 METHODOLOGY

3.1 Research Questions

The research questions to be studied are:

- (1) What kind of experience did the young female EFL teachers have?
- (2) What were the factors that may have an impact on young female EFL teachers?
- (3) What emotion regulating strategies did they have?

3.2 Participants

This study adopted purposeful sampling with the reason that this strategy would enable researchers to obtain the maximum information of teacher emotion development more clearly and analyze the factors affecting their emotional changes. Thus, this study selected two young English female teachers as research participants. They are both young teachers under 40 years old (one is 39 and the other is 37) and have taught English at one university in eastern China for more than 10 years. The reason to choose these two teachers are as follows. Firstly, they are young and experienced the transition from a low requirement of research performance to a high demand. Secondly, they have just become associate professors before which they have gone through a hard but fruitful period in doing academic research. Thirdly, both of them have children and have greater burden from the family. Fourthly, they are good friends of the author. Life tales are incredibly personal experiences. Trust between the participants and the researcher is particularly necessary in order to get stories that are rich and true to life. Thus, data (from Jan. 2021 to

Jan. 2022) on these two teachers' emotions collected are rich and suitable to deeply analyze their teacher emotion development.

3.3 Research Method

The study adopted a case-study approach to explore the emotional status, scientific research emotional experience, and influencing factors of two young female English teachers in independent college to capture the complexity of their experiences. The research focused on the development history of teachers' individual scientific research by means of narrative questionnaires, semi-structured interviews and reflective logs especially in the process of transforming from a vocational college into an application-oriented university with a much higher demand of research achievement. Positive and effective emotion regulation strategies for English female teachers in universities will be revealed.

3.4 Data Collection

A narrative framework, interviews, and teachers' reflective logs were used to collect data in this study. Narrative Framework Based on Benson's (2014) description of narrative inquiry frames, this study designed a narrative framework of the development of teacher emotion.

Individual semi-structured interviews were used as a major data source after ethical approval, and were supplemented with relevant documentation and phone calls to achieve data triangulation.

Each case was thoroughly investigated, including two rounds of individual interviews. The first-round interview lasted around 3 hours, including breaks. With backdrop scenarios at various academia research levels, the two participants were asked to characterize the most prominent positive or negative emotional experiences. The second-round interview lasted around 2 hours, including breaks, the purpose of which was to clarify any ambiguous information from the first round of interviews, phone calls, and documentation, and confirm the various emotional-labor connections. The interviews were audio-recorded and transcribed digitally. Each interview was documented with field notes and memos.

Additionally, after each period during the teaching improvement project, the teachers were asked to write reflective logs. Totally, the two participants wrote four reflective logs. Triangulation techniques were used to analyze these logs to enrich the research findings.

3.5 Data Analysis

To cope with interview data, thematic analysis was used. Clarke and Braun (2013) defined thematic analysis as a theoretically flexible tool for discovering systematic meaning across a qualitative data set. The data analysis technique was divided into three steps. The single-case analysis is the initial stage. Thematic analysis was used to analyze the first-round interview data based on emotional categories including positive and negative emotions from two stages (post-transition stage and ex-promotion stage) and emotion regulation in accordance with the first two research questions. Following the analysis of the interview data, the paperwork, field notes, and memo for the case were reviewed. The cross-case examination of two case reports is the second stage. In response to the third research question, the research compares and contrasts the similarities and differences between the two examples. The third stage involves combining the convergent and divergent patterns. Participants provided written, informed consent for the publishing of any potentially identifying data in this article.

4 RESULTS AND DISCUSSION

4.1 Narrations of Two Young Female English Teachers

4.1.1 Julia: A Slow but Progressive Researcher

Julia was not an ambitious researcher. Before the transition from a vocational college to an independent undergraduate college, she had been teaching for 5 years during which she stagnated in scientific research due to the low expectation and a failure to balance the link between teaching and scientific research, as well as domestic

pressures brought on by marriage. In 2014, a new regulation that colleges and universities were granted the full right to manage the professional title assessment system was put into practice, her university issued a new scientific research assessment policy. That made her abruptly conscious of her own challenges and the importance of scientific research to university lecturers. Especially after some colleagues of the same age took the opportunity immediately to get the title of associate professor, she realized that it was high time she took action. She attempted to devote more time to scientific research while harmonizing the link between teaching, scientific research, and family. Soon she and her colleagues built a scientific research team to assist and learn from one another. In the last five years, she has successfully applied for and completed two city-level projects. An academic book was published and five articles were published, among which three were published in international journals. The course she has been teaching was rated as the top-class one in Zhejiang province. The past five years have witnessed her fruitful production in research filed. She got the associate professor title last year. Now she is doing her first year of study as a PhD candidate.

She went through three kinds of typical emotions

Stagnation. Before the school Julia worked turned into an independent undergraduate college in 2008, there were few teachers doing research work partly because there was no requirement from the school and partly because there was no chance for a vocational college teacher to meet the requirement from the professional title assessment system. After the transition to an independent undergraduate college, there was a greater demand for teaching which left little time for scientific research. When she got married and got the baby before 2014, she said: *"I couldn't handle the balance between my family and my work. I hurried to and from work. Back home, there was the little baby, who occupied my rest time and made it impossible to focus on teaching, not to mention the scientific research."* Despite the call from the college for more research work, Julia devoted herself to teaching and baby-caring and the research work didn't move on. It was not until a new professional title assessment system was implemented and a new research policy was issued by the college, did she realize that it was the time to move.

Confusion. Julia started her job as an undergraduate. Under the pressure from the school, she got her on-the-job master's degree. Unlike Sherry, she did not have systematic and professional study and training in doing research. Her major she did as a graduate has little to do with her study later on. Lack of professional skills and knowledge, she was confused and did not know how to start her research or what research she was able to do. There was often a disconnection between scientific research and teaching, thus forming a vicious circle: during the teaching period, she was busy preparing lessons and teaching and did not have time to go to the library or read academic papers; during holidays, when she wanted to do scientific research, but had nowhere to go. She admired those who published papers or did the research project. She turned to a colleague for help, who suggested academic publications as a big source of professional development for teachers. Scientific research and teaching were closely linked, and research topics were usually selected from teaching practice for in-depth thinking, resulting in a guidance for scientific research. She was told to read those top journals in China in recent years related to college English teaching since this area was mostly closed to the job responsibility. *"English Teaching Research was fascinating, in my opinion. I was addicted to it after I read several articles. That really broadened my vision and I have never imagined that there were so many theories related to English teaching and the development was ever changing."* These journals' design scenarios are valuable teaching resources for her, who gradually cast-off confusion and became more confident.

Fascination. The first success came with a city research programme for teaching reform in 2015. "It was a great surprise. I have never imagined that my application would stand out from the competitors. It was a turning point and that gave me a lot of confidence and I knew I was able to write good proposals and do the research." Julia recalled. *"It was like planting flowers. It would be beautiful but you were not sure whether you could grow out of efforts. You watered, and wondered day by day and finally watched it blossom. It was so marvelous. With the first blossom, you will be eager for the next one."* Julia also found that foreign language teachers can break through the foreign language field, and promote language research by using the knowledge of psychology, cognitive science and other disciplines. With this success and new understanding, her research grew as swiftly and smoothly as the atoms and molecules dancing in chemical reactions.

4.1.2 Sherry: An Ambitious and Active Researcher

Sherry did a good performance in the school and entered a key university in China. Because of her excellence, she was chosen to stay in that university to be an instructor. However, she didn't stop her way to further education and later on finished her postgraduate study. There was a dilemma for her. To stay as an instructor or leave for a new job as a teacher. Through careful consideration and weighing, she finally left and came to an independent university to start her career as an English teacher. Through ten years' efforts and struggle, she has produced over ten papers in provincial and national core journals, presided over two departmental and municipal projects, and successfully obtained the associate professor title, becoming a role model for college professors.

There are three fundamental factors contributing to her academic success according to her narration.

Strong motivation. Sherry came from a top university in China and she was influenced mostly from her teachers and classmates who served as the model for her to follow. She always has the dream that one day she wants to be a teacher as successful as they are. The inner motivation drove her to work hard in teaching and research. Back in her school days, she loved literature and history very much. She read numerous foreign classics and took a lot of reading notes. In the process of taking notes, whenever she encountered confusion, she went to the library to find relevant materials. She had tried to contribute to a provincial journal and was successfully hired, which gave her a sense of accomplishment given by scientific study for the first time and increased her love for scientific research. It was this persistent research spirit that laid the foundation for her future scientific research growth. She had ever participated in a doctoral program in Britain but failed in the proposal defense and went back to China. She acknowledged that it was the most frustrating and depressing period. She suffered a lot of loss both economically and mentally. Anxiety, stress, hopelessness, helplessness, sadness, regret filled her up and they almost drowned her. Finally, with a firm and tough will, she accepted the failure and got determined to bring her focus on research step by step.

Guidance and encouragement. When Sherry came back to China with a down mood, her husband gave her a lot of encouragement and condolence. Then she got a daughter and the first year of the baby birth, she was so busy shuttling between work and baby caring that she didn't have time to do the research work. She taught advanced English for the first time which was the most demanding job in English department. *"For a lot of times, I cried and got tired. Anyway, there was always a sound echoing in my heart that don't forget your dream."* She referred to experienced professors and her colleague for help. Professor Wu is one of the helps. He helped her to open up teaching scope and try seeking to perform some evaluation and feedback in the classroom because teaching is not simply the completion of the lesson, but also an art worth studying and investigating. She followed this idea and began to do research on evaluation of the advanced English class and successfully got the programme. There are other colleagues' positive influences on her professional development. She had a colleague who often communicated with. After she decided on the topic and outline of a research, she discussed it with her colleague from whom she got some valuable advice.

Inspiration from teaching. Sherry came across many problems in teaching. She consulted colleagues and referred to some journal papers. She actively reflected, *"first of all, there should be reflection on the classroom and students, and then think about what can we do about it."* She began to carry out action research on the combination of listening and critical thinking in English listening class. She said: *"It was my first time to give listening class for junior students. After the first few classes, I found that students didn't show enough passion and their involvement in class was not so satisfactory. Then I thought I had to make a difference. Listening class should not be listening only. Considering the students were juniors with more comprehensive understanding of the language, I tried on incorporating critical thinking in the class which was the hot topic when I read some paper article."* Guided by the theory, she did action research by combining critical thinking with listening class and it turned out a success. Her mini lecture got the second prize in the national competition. This course was rated as the top-class course in Zhejiang province and viewed by other teachers and students in China.

4.2 Influencing Factors of Research Growth

Based on the narrations from the two young female teachers, they underwent a complicate combination of positive and negative emotions in their research growth, but the positive emotions dominating. According to the data obtained from narrative questionnaires and interviews, this paper analyzed the influencing factors of scientific

research growth of outstanding foreign language teachers in independent colleges through cross case analysis. The research showed that the causes can be summarized as internal and external factors.

4.2.1 Internal Factors

The internal factors included the constant pursuit of knowledge; persistent scientific research belief; rigorous scientific research attitude.

Sherry and Julia's successes in scientific research are inextricably linked to their relentless quest of knowledge. The anecdotes of the two instructors reveal their steadfast belief in scientific study. Although Julia failed to balance the relationship between family and work, as well as teaching and scientific research, in her first few years of work, she experienced a short-term stagnation in scientific research, her love for scientific research in her heart made her adjust in time, because she clearly understood that scientific research is very important to university teachers, and it can be said that there is no development without scientific research. With this conviction, she was able to successfully publish some papers in key journals. Sherry interest in scientific study has never wavered. She has always been on the path of scientific inquiry, whether she once studied in university or worked as a university instructor. *"I am a person who will not give up easily once I have defined my aim."* she stated. The two teachers' tenacity and determination are what distinguishes them in scientific investigation. People involved in scientific research must take every phrase, hypothesis, and piece of evidence carefully and meticulously. It is difficult to attain without a persistent scientific research belief and rigorous scientific research attitude.

4.2.2 External Factors

The external factors included teachers' guidance; scientific research team cooperation; scientific research policy and scientific research training.

Both the two teachers mentioned the crucial external factors in the questionnaire and interview: the support from the family and guidance from the colleagues. *"Experienced colleagues' wisdom can help me solve many puzzles and give me a lot of inspiration."* Sherry mentioned. In her perspective, relying on herself would severely limit the development of scientific research, which may achieve a higher level if teachers fully utilize other teachers and team's sources. Communication with research-adept coworkers especially can help understand the cutting-edge knowledge of the research field, broaden horizons and enrich the thought and gain a lot. Furthermore, the school's scientific research policy, as well as scientific research training, motivate the two professors to pursue scientific research. Julia said, *"I don't care about monetary rewards and punishments, but if I see the gap between myself and others in the year-end scientific research statistics, I will be very worried and frustrated."* The leaders of Julia's department attached great importance to the scientific research development by encouraging and providing various opportunities for branching out for research. Julia thinks that the research activities are a good platform for scientific research development. It should be noted that internal elements play a critical part in the development of teachers' scientific research, while external factors have an impact on internal factors, which together encourage the growth and advancement of scientific research.

4.3 Emotion Regulation Strategies

It can be seen from data that the participating teachers used two types of emotion regulation strategies: response-focused regulation, which refers to the adjustment of emotions through strategies such as enhancing, reducing, prolonging or shortening responses, including specific strategies such as adaptation, action, communication, self-strengthening and relaxation and antecedent-focused strategy, which recognizes and evaluates the environment that induces emotion, including specific strategies such as cognitive reconstruction, reducing expectations, shifting attention and isolation.

4.3.1 Response-focused Regulation Strategy

This study found that teachers used four specific research emotion regulation strategies, which are adaptation, action, communication, self-strengthening and relaxation.

Adjusting. It reflects the characteristics of teachers' initiatives in adjusting their attitudes to actively adapt or accept requirements to achieve the purpose of improved emotions. Julia stated: *"When the environment is beyond your control, you can do nothing but make changes. Since the school's policy cannot be changed and I can't alter the environment, I have to force myself to accept it and adapt to it. We are unable to influence the school's decision-makers. I shall make an effort to adjust to the university's evaluation system as long as I work here."*

Environment plays a significant role in promoting teachers' feelings. Julia aggressively encouraged adjusting to the school's scientific research assessment system and were extremely familiar with its emotional rules. Although there was a subtle sense of compromise under the intense pressure of the environment, there was a clear illustration of the need for teachers to take the initiative and actively adapt to various surroundings in order to foster more positive sentiments.

Acting. Taking action is a strategy of actively carrying out scientific research after teachers have positive emotions. For instance, Sherry was self-assured, committed herself to scientific inquiry, and strove for greater goals when her paper was highly appreciated by the department. Curiosity about scientific inquiry is another type of emotion. Teachers will make investments in scientific research, such as going to college or taking advantage of new training possibilities. Julia intended to apply for a doctoral degree to increase her capacity for doing scientific research after she had a sense of respect for academic research.

It is clear that instructors frequently decide to act after experiencing a good feeling, which also illustrates the direct influence of emotion on teachers' scientific research practices.

Relieving. It means taking exercise or participating in other activities to relieve negative scientific research emotions. For example, Julia mentioned that she would ease the anxiety of scientific research by jogging or doing yoga. *"In the research process, I always came across some negative emotions such as anxiety, stress, unhappiness, frustration and so on. I had no choice but to adjust myself by doing some exercise. Practice yoga and run! After the exercise I felt greatly released and relieved."* Julia also joins in other activities to regulate her emotions. For example, she likes climbing. She thinks it is a good way to relax. *"Sometimes I feel dizzy and uncomfortable after reading and writing for a long time. I went out to do climbing, which helped me get refreshed."*

Communication. It refers to the teachers' initiative to communicate to lead off their negative emotions. For example, Sherry mentioned that she would often communicate with her colleague and family members to reduce the impact of adverse emotions. *"I told my colleagues the difficulties or frustrations in my teaching and researching. Communicating with them was a good ventilation of my bad feelings since I cannot talk those professional problems with my husband or children."* *"But I tell my husband everything. Tell him whether you are happy or not."* Sherry also recognized the importance of communication in regulating emotions. The communication here is not limited to family members, but can be anyone. *"I think that if we really encounter difficulties, we should communicate. You can't stay at home alone. I feel like going out. The second is to communicate with others after going out."* The communication strategy here goes beyond the conventional social communication or emotional catharsis. It is more to seek scientific research support in the academic community through communication, which is the main reason for the effective regulation of emotions.

Be it through sports or others, unpleasant emotions may be released and lessened. After a negative emotion has been formed, teachers may effectively regulate their emotions by the above-mentioned strategies of adaptability, taking action, relieving and communication. Moreover, the antecedent-focused regulation strategy will also be adopted to regulate before emotions start to develop.

4.3.2 Antecedent-focused Regulation Strategy

Coding analysis showed that among the antecedent-focused adjustment strategies, teachers used reduction of expectations mostly followed by diversion of attention and isolation.

Reduction of expectation. Lowering expectations means that teachers lower the scientific research objectives and expectations in their hearts, and do not regard scientific research as life all. Julia said: *"Whether it is a school level or a provincial-level project, I think it is important to participate. It doesn't matter if I failed or not. I tried my best."*

The result was beyond my control. But anyway, I think I can treat it with a normal mind.” It can be seen that lowering expectations is actually lowering teachers’ expectations of scientific research objectives to achieve the purpose of emotional regulation, which reflects the recognition and pursuit of different teachers for scientific research.

Shifting attention. It refers to the teacher’s shifting attention to restrain the negative emotion. For example, Sherry told the story that once she was busy, she turned her attention to taking care of children and housework, and forgot the anxiety of the paper. In some special stages, teachers’ anxiety about scientific research will be greatly reduced by shifting their attention to other areas of interest. For example, Julia transferred the scientific research pressure to flower cultivation and flower planting.

Isolation. It refers to the separation of work-related emotions from teachers’ emotional experience. Although this strategy is least used, it is sometimes more effective. For example, Julia separated negative emotions from personal life and didn’t think about it anymore.

The three ways of isolation all reflect the initiative of teachers. In order to prevent negative emotions from being generated and affecting themselves, teachers are temporarily separated from the situation that can easily lead to negative emotions, which reflects the wisdom of teachers.

5 CONCLUSION

By adopting the qualitative narrative case study method, this paper examined the emotional experience, factors and regulating strategies among young female English teachers in dependent university within the social and cultural context of China. Major findings are as follows: teachers in this study have experienced positive, negative and mixed emotions in their scientific research life, which reflects the complexity of teachers’ research emotion; there are two influencing factors of research growth: internal and external factors; the participating teachers used two kinds of emotion regulation strategies: response-focused regulation strategy as the major one and antecedent-focused regulation strategy, which reflects the important role of teachers’ personal initiative in emotion regulation of scientific research.

Based on the findings, this study hopes that relevant leaders, teachers and trainers should have overall awareness in dealing with teachers’ emotional problems. It is necessary to consider teachers’ emotional needs from the school and social level, the individual level of teachers and the level of teachers’ educators. For the policy makers or managers of schools and society, we hope that they will recognize various environmental factors that affect teachers’ research emotions, and try their best to improve the environment and create favorable conditions. Empower teachers, talk with teachers, reduce the impact of administration and power on teachers, create a good scientific research atmosphere, increase the investment in scientific research hardware, and establish a teacher emotional support system (such as a teacher cooperation team led by experts). For individual teachers, they can master diversified emotion regulation strategies and adopt appropriate emotion regulation methods in time. But more importantly, on the one hand, teachers should play their initiative, actively carry out cognitive regulation and change their perspective to look at problems. On the other hand, when the external environment is difficult to change, they should warm themselves up, form a teacher development community and seek emotional support. For teacher educators, teachers’ emotion regulation workshops can be properly carried out to help more teachers master emotion regulation strategies. In the future, teachers’ emotion courses can also be added to teacher education courses to systematically popularize and enrich teachers’ emotional knowledge.

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AUTHORS

Wei Qian was born in China, 1982. She got the master's degree of arts in Foreign Linguistics and Applied Linguistics from Zhejiang Normal University in 2011. The major field study is English education and educational psychology.