


Chapter 13


Emotion Regulation in Foreign Language Teaching: A Qualitative Bibliometric Analysis Using Grounded Theory

Ferdi Çelik

 <https://orcid.org/0000-0001-8272-4720>

Ondokuz Mayıs University, Turkey

Volkan Duran

 <https://orcid.org/0000-0003-0692-0265>

Iğdır University, Turkey

ABSTRACT

This chapter explores the critical role of emotion regulation within the positive psychology framework of foreign language teaching (FLT), addressing the absence of a comprehensive synthesis in the field. Drawing on qualitative bibliometric analysis of literature indexed in Web of Science and Scopus, it applies Latent Dirichlet Allocation (LDA) topic modeling and grounded theory coding to identify core themes, including emotional expression and regulation, motivational and psychological dynamics, pedagogical strategies, and the mediating influence of digital technologies. The findings reveal that emotion regulation in FLT is a dynamic, context-bound process that significantly impacts teacher well-being, learner engagement, and instructional effectiveness. The emergent theoretical framework underscores the interplay of individual affective states, institutional and cultural

DOI: 10.4018/979-8-3373-2449-4.ch013

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contexts, and technological mediation, calling for cross-disciplinary approaches to support emotional resilience. This chapter provides evidence-based insights and highlights future research directions.

INTRODUCTION

Emotion regulation is defined as the management and modification of emotional experiences or expressions. Interest in emotion regulation in foreign language teaching (FLT) has emerged from the understanding that emotions play an intermediary role in the professional practices of teachers, and the learning outcomes for students in a language-based learning environment. Numerous studies have examined how emotion regulation impacted teachers' efficacies as teachers, teachers' well-being, and classroom interactions within the domain of foreign language (FL) education (Ismail et al., 2023; Han & Geng, 2025). Here, we outline relevant studies that represent the burgeoning field of study by findings and implications. One of the largest studies was Gkonou and Miller (2023), which explored how language teachers regulate emotion in language classrooms and the relationship between a teacher's emotion regulation process. Semi-structured interviews with 50 teachers across the United States, United Kingdom, Norway, and Germany, revealed that emotion regulation never occurs in a vacuum so it is important to note that emotion regulation in the FL classroom is a collective practice, as a teacher co-regulates with students and colleagues. The teachers reported reframing negative situations or finding support from colleagues as strategies to maintain a positive environment in their language classroom. It becomes clear from the previous study that the contributing factor to effective emotion regulation contributing to teacher-student relationship in FLT was based on the understanding that language learning was an interpersonal event. Bielak and Mystkowska-Wiertelak (2020) investigated emotion regulation strategies in Polish student teachers of English in combination with the topic of teachers' emotional behaviors and their different implications for learners. In their situational study, student teachers positively affect their emotional state and engagement by modeling adaptive emotion regulation in teachers, including self-regulation in stressful and challenging situations. The current study thus aims to build a bridge between perspective from both students and teachers, developing an argument that emotion regulations in FLT represents a relational process of influencing between teachers' emotional competences and the affective ecology of learning classrooms. However, in terms of emotional labor in FLT, Talbot and Mercer (2018) reviewed the same topic, but focused on how emotions are self-regulated by teachers in and outside of the classroom to comply with the requirements of professionalism. The authors interviewed English as Foreign Language (EFL) teachers regarding qual-

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