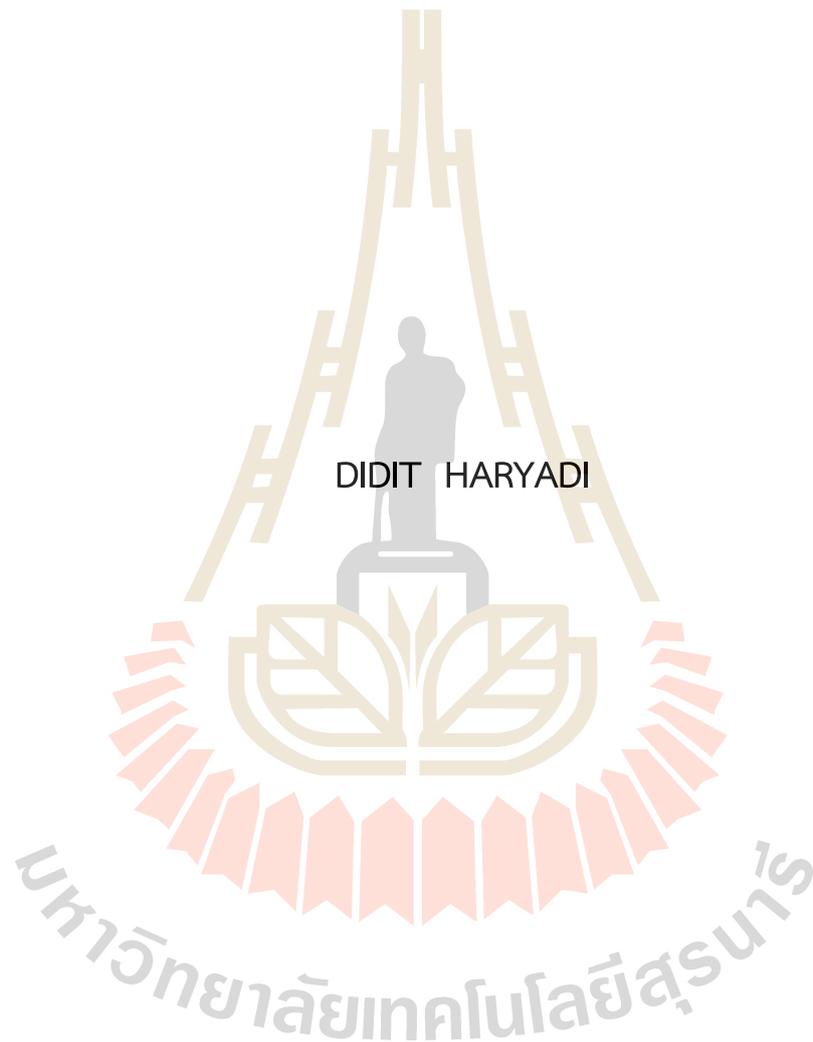


EMOTION REGULATION STRATEGIES USED BY INDONESIAN  
ENGLISH TEACHERS TEACHING IN PRIMARY AND  
SECONDARY SCHOOLS IN THAILAND



A Thesis Submitted in Partial Fulfillment of the Requirements for the  
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กลยุทธ์ในการควบคุมอารมณ์ของครูภาษาอังกฤษชาวอินโดนีเซีย  
ที่สอนในโรงเรียนประถมศึกษาและโรงเรียนมัธยมศึกษา  
ในประเทศไทย



นายตีตติฮ ฮาร์ยาดิ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
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ปีการศึกษา 2566

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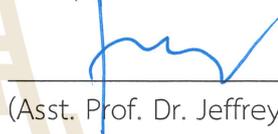
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คำสำคัญ: การศึกษาเชิงคุณภาพ/ ครูสอนภาษาอังกฤษชาวอินโดนีเซีย/ อารมณ์ของครู/ กลยุทธ์การควบคุมอารมณ์/ ครูสอนภาษาอังกฤษที่ไม่ใช่คนในพื้นที่

การย้ายงานของครูทั่วโลกส่งผลให้ครูสอนภาษาอังกฤษชาวอินโดนีเซียในประเทศไทยได้รับโอกาสทางสังคมและการเปลี่ยนแปลงทางวัฒนธรรมที่หลากหลาย ก่อให้เกิดอารมณ์ทั้งเชิงบวกและเชิงลบ การควบคุมอารมณ์อย่างมีประสิทธิภาพจึงมีความจำเป็นเพื่อให้เกิดประสิทธิผลของชั้นเรียน รวมถึงการนำเสนอสิ่งกระตุ้นอารมณ์ของครูตามสถานการณ์ต่าง ๆ และการใช้กลยุทธ์การควบคุมอารมณ์ งานวิจัยนี้ศึกษาอารมณ์ที่ครูสอนภาษาอังกฤษชาวอินโดนีเซียในประเทศไทยประสบ โดยมีพื้นฐานจากแนวคิดเรื่องอารมณ์ของครู (ริชาร์ดส์, 2563) และแนวคิดเรื่องการใช้กลยุทธ์การควบคุมอารมณ์ที่นำเสนอเกี่ยวกับสถานการณ์ที่กระตุ้นให้เกิดอารมณ์และการใช้กลยุทธ์การควบคุมอารมณ์ (กรอช, 2541) งานวิจัยเชิงคุณภาพนี้มีกลุ่มตัวอย่างเป็นครูสอนภาษาอังกฤษชาวอินโดนีเซียจำนวน 10 คนจากโรงเรียนประถมศึกษาและโรงเรียนมัธยมศึกษาในประเทศไทย การศึกษานี้ใช้วิธีการสัมภาษณ์แบบกึ่งโครงสร้าง ผู้วิจัยใช้การวิเคราะห์ข้อมูลแบบนิรนัยโดยใช้เทคนิคการเขียนโค้ดระบุหัวข้อที่เกิดขึ้นเพื่อให้บรรลุวัตถุประสงค์การวิจัยข้อที่ 1 และ 2 ผู้วิจัยใช้การวิเคราะห์เฉพาะเรื่องแบบอุปนัยเพื่อให้บรรลุวัตถุประสงค์การวิจัยข้อที่ 3

ผลการศึกษานำเสนอช่วงของอารมณ์ที่ครูชาวอินโดนีเซียได้สัมผัสจากประสบการณ์การสอนในประเทศไทย ตั้งแต่อารมณ์เชิงบวก เช่น ความสุขและความภาคภูมิใจ ถึง อารมณ์เชิงลบ เช่น ความโกรธและความสับสน การศึกษานี้ระบุอารมณ์อื่น ๆ อีก 3 ประเภท ได้แก่ ความเหงา ความรู้สึกไม่ได้รับการยอมรับ และความรู้สึกผสมผสานทางอารมณ์เมื่อสอนภาษาอังกฤษในต่างประเทศ ผลการศึกษาส่งเสริมองค์ความรู้เรื่องอารมณ์ของครูภายใต้กรอบความคิดของริชาร์ดส์ (2563) นอกจากนี้ การปรับเปลี่ยนสถานการณ์และ การปรับเปลี่ยนการตอบสนองเป็นกลยุทธ์หลักในการควบคุมอารมณ์ จาก 5 กลยุทธ์ในการควบคุมอารมณ์ที่ กรอช (2541) นำเสนอ ข้อมูลเชิงลึกนี้ย้ำถึงความสำคัญของการบูรณาการกลยุทธ์ในการควบคุมอารมณ์เข้ากับการสอนภาษาอังกฤษ (English Language Teaching: ELT) เพื่อเพิ่มประสิทธิภาพในการสอน ในเรื่องของสถานการณ์ที่กระตุ้น ผลการศึกษาพบว่า การกระตุ้นจากนักเรียน การกระตุ้นจากครู และการกระตุ้นจากสถานการณ์อื่น ๆ ล้วนเกี่ยวข้องกับประสบการณ์ทางอารมณ์และการใช้กลยุทธ์ในการควบคุมอารมณ์ของครู ส่งผลให้เห็นว่าความเข้าใจและการปรับตัวต่อวัฒนธรรมมีความสำคัญ นอกจากนี้การวิจัยนี้ยังนำเสนอ ข้อเสนอแนะในเชิงปฏิบัติและเชิงทฤษฎีสำหรับนักวิชาการศึกษา ผู้ฝึกอบรม และสถาบันการศึกษาในบริบทของประเทศไทยและบริบทอื่น ๆ ซึ่งเน้นบทบาทสำคัญของประสบการณ์ทางอารมณ์ในการนำทางระหว่างความ

แตกต่างทางวัฒนธรรมและอุปสรรคทางภาษา และสนับสนุนให้มีการบูรณาการกลยุทธ์การควบคุม  
 อารมณ์เพื่อยกระดับการสอนและผลการเรียนรู้



สาขาวิชาภาษาต่างประเทศ  
 ปีการศึกษา 2566

ลายมือชื่อนักศึกษา \_\_\_\_\_  
 ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_

DIDIT HARYADI: EMOTION REGULATION STRATEGIES USED BY INDONESIAN ENGLISH TEACHERS TEACHING IN PRIMARY AND SECONDARY SCHOOLS IN THAILAND. THESIS ADVISOR: ASST. PROF. JEFFREY WILANG, Ph.D., 143 PP.

Keyword: Qualitative Study/ Indonesian English Teachers/ Teacher Emotions/ Emotion Regulation Strategies/ Non-Local English Teachers

Global teacher mobility exposes Indonesian English teachers in Thailand to a range of social opportunities and cultural dynamics, eliciting a spectrum of positive and negative emotions. This highlights the necessity of effective emotion regulation for classroom effectiveness and showcases the situational triggers that provoke teacher emotions and the use of emotion regulation strategies. This study delves into the emotions experienced by Indonesian English teachers in Thailand, drawing from the teacher emotions outlined by Richards (2020), their employment of Gross's (1998) proposed emotion regulation strategies, and the situational triggers provoking these emotions and the use of regulation strategies. Ten Indonesian English teachers from diverse elementary and secondary schools across Thailand participated in this qualitative investigation. Through semi-structured interviews, data were collected and analyzed deductively using coding techniques to identify recurring themes for research objectives one and two. Additionally, inductive thematic analysis was employed in the data analysis procedure for addressing research objective three.

The findings illuminate a spectrum of emotions experienced by Indonesian English teachers during their teaching experiences in Thailand, ranging from positive emotions like happiness and pride to negative ones such as anger and confusion. This study also identified three other emotions: loneliness, feeling outcast, and a mix of emotions while teaching English abroad. These enrich the nuances of teacher emotions within the framework outlined by Richards (2020). Among the five emotion regulation strategies proposed by Gross (1998), situation modification and response modulation emerged as the predominant strategies employed for emotion regulation. These insights underscore the imperative of integrating emotion regulation practices into English Language Teaching (ELT) to optimize instructional effectiveness. Regarding situational triggers, this study's findings reveal that student triggers, teacher triggers, as well as other triggers contribute to the emotional experiences encountered by and the use of emotion regulation strategies utilized by these participants. This highlights

the importance of cultural understanding and adaptation. Furthermore, this research offers practical and theoretical implications for educators, trainers, and educational institutions in Thai and other contexts. It accentuates the pivotal role of emotional experiences in navigating cultural disparities and linguistic barriers, advocating for the inclusion of emotion regulation strategies to enhance teaching and learning outcomes.



School of Foreign Languages  
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Student's Signature \_\_\_\_\_

Advisor's Signature \_\_\_\_\_

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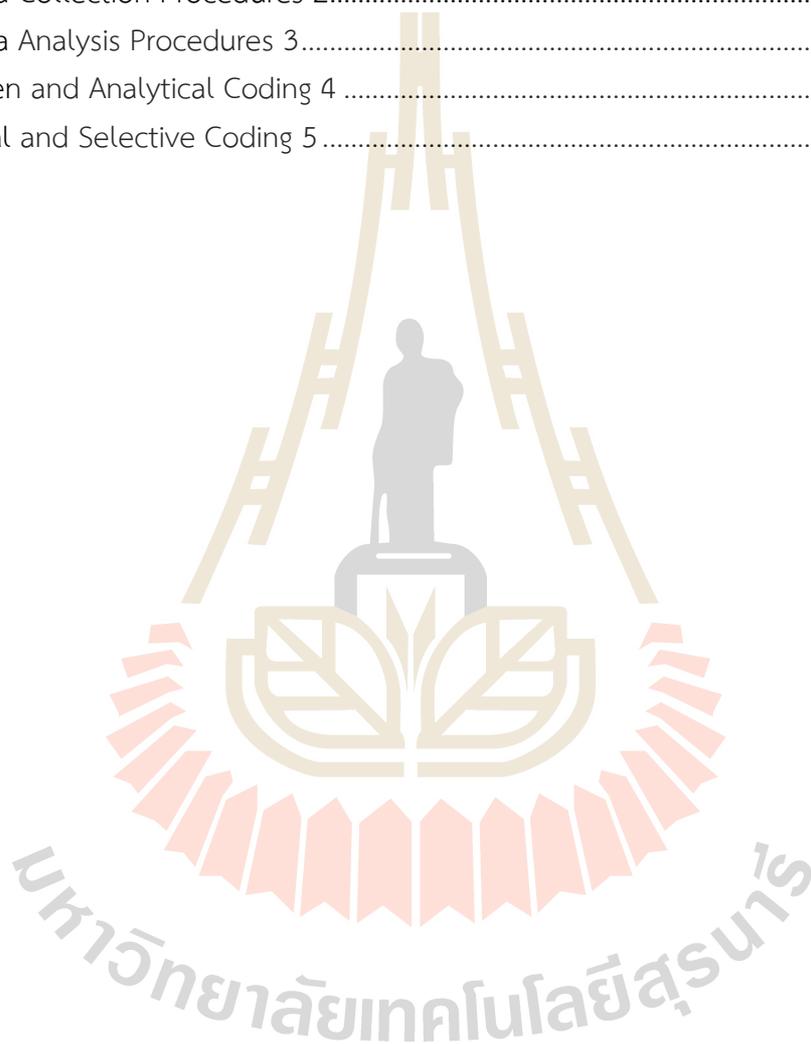
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## LIST OF ABBREVIATIONS

E	Emotion
EET	English Elementary Teacher
EFL	English as a Foreign Language
ELT	English Language Teaching
ERS	Emotion Regulation Strategies
ESL	English as a Second Language
EST	English Secondary Teacher
ICC	Intercultural Communicative Competence
IEP	Intensive English Program
L2	Second Language
NEST	Native English Speaker Teachers
NNEST	Non-Native English Speaker Teachers
ST	Situational Triggers
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English for Speaker of Other Languages



# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the research, statement of the problem, objectives of the study, research questions, followed by the significance of the research. Furthermore, it explores the definition of the key terms and summary of the chapter at the end of the chapter.

### 1.1 Background of the Research

It is widely recognized that globalization appears to promote teacher professional communities across countries (Liu, 2016). This mobility seemingly ushered in newly-created teaching communities, which may provide teachers with 'new' and challenging social and cultural experiences (Zembylas, 2010).

In the English language teaching industry, native and non-native teachers are offered teaching opportunities in various educational institutions around the globe to cater the needs of stakeholders. Differing English programs are offered, for instance, in Thailand, the Intensive English Program (IEP), English Program (EP), and mini-English Program. These programs welcome English teachers from other nationalities, such as Americans, Africans, and Filipinos (Hickey, 2014). Added to the list are Indonesians, increasing and diversifying the communities of foreign English teachers in Thailand (Putri, 2020).

With this unprecedented mobility, social, cultural and language situations led the teachers to face numerous challenges such as understandings and misunderstandings with the community in the workplace, as they are noticed as distinct, linguistically, communally, and culturally (Cowie, 2011). For example, foreign English teachers face homesickness (Frederiksen, 2014), language barriers (Abramova, 2013; Ulla, 2018), a culture shock pre, during, post teaching (Bailey, 2013), and demanding workloads (Bense, 2014). Moreover, they are easily exposed to various emotional experiences, such as fatigue, frustration, and stress, due to workload intensification, insufficient resources, and inadequate support (Karousiou, Hajisoterious & Agnelides, 2019). Such situations provoke positive and negative teacher emotions.

Research on teacher emotions have garnered extensive attention and description from scholars (e.g., Hargreaves, 2001; van Veen & Slegers, 2006; Zembylas, 2010; Fried et al., 2015), referring to the inner subjective experiences that individuals undergo in

response to social interactions and experiences. In a captivating way, Gross (2002) explains that when individuals experience certain emotions, those feelings do not necessarily dictate exactly how we will react. They simply make it more likely that we will respond in certain ways. Emotions may arise when something important to us is at stake (Gross, 2002). Sometimes, emotions are activated almost instinctively, like recoiling fearfully from a snake (LeDoux, 1995). Alternatively, emotions might emerge after a thoughtful meaning analysis, as seen when one becomes upset after hearing a negative comment about a friend (Frijda, 1986). In the aforementioned situations, emotions trigger a synchronized set of behavioral, experiential, and physiological reaction patterns that collectively shape our reactions to specific perceived situations (Gross, 2002).

In accordance with teaching, teaching involves three fundamental classes of mental operations: motivation, cognition, and emotions (Mayer et al., 2000). While motivation and cognition have garnered significant attention as research topics over the past several decades, the exploration of emotions has received comparatively less emphasis. Motivation and cognition have been extensively studied due to their crucial roles in educational settings, impacting students' engagement, learning outcomes, and cognitive processes. Thus, the influential role of emotions in teaching and learning has prompted an increasing interest in understanding their dynamics, effects, and implications.

Previous literature suggests that emotions are considered as a part of teaching (Sutton & Harper, 2009). As an example, teachers might experience positive emotions, such as happiness and pride, when an instructional objective is met and students are able to accomplish a series of tasks, and they might feel frustrated when encountering a student's disruptive behaviors (Jiang et al., 2016). Furthermore, several scholars (e.g., Godar, 1990; Emmer, 1994; Sutton & Wheatley, 2003; Zembylas, 2005; Oplatka & Eizenberg, 2007; Liu, 2016; Richards, 2020) have consistently indicated that teachers commonly encounter positive emotions like joy, excitement, warmth, and affection, as well as negative emotions, which encompass anger, anxiety, and frustration. Therefore, teaching is claimed as an emotional practice, and it is substantial for teachers to regulate their emotions when they sense that a particular emotion expression is not appropriate in a particular situation (Hargreaves, 1998; Sutton, 2004).

The intensity of emotions can be due to several factors. For example, space and closeness of people's interaction and relationships in the form of spatial and occurrence patterns (Hargreaves, 2001). Such space and closeness will lead to construction, giving, and color emotions to the community, ourselves, and others. In

addition, different teachers might experience different emotions in response to the same student behaviors (Hargraves, 2001; Sutton and Wheatley, 2003). Another factor is collegiality as it provides a space for negotiating and understanding the condition of the workspace (Liu, 2016).

In the Thai context, foreign teachers often face additional challenges related to language and cultural differences, which can further impact their interactions, relationships, and emotional experiences in the workplace. These challenges can lead to a unique set of emotions that foreign teachers navigate during their teaching experiences in Thailand.

Given the fact that the researcher is a former English teacher in an elementary school in one of the provinces in Thailand, the researcher conducted observations to understand the issues in teaching abroad from the perspectives of Indonesian English teachers. Based on the observations conducted prior to this study, the researcher found that some Indonesian fellow teachers who teach in elementary schools experience a wide array of emotions when teaching English in Thailand. For instance, when teaching in an IEP, a female teacher experienced uneasiness because of being critically watched by the homeroom teacher and the TA. She then regulated the intensity of the emotion by redirecting her attention to aspects of her teaching. Other instances related to their interactions with students, cultural background, and school stakeholders were also found to be emotionally provoking experiences.

As stated above, Indonesian English teachers have encountered various emotions in numerous classroom situations. An interesting scenario, as noted in Hidayatulloh's (2023) research, involved a participant working in a public school in northeastern Thailand. This participant reported feeling comfortable when Thai students repeatedly inquired about her headscarf or hijab. This situation arises from cultural differences, with the majority of citizens practicing Buddhism, while the participant is Muslim. Another scenario involves Indonesian English teachers feeling intimidated when interacting with homeroom teachers in Thailand. Hidayatulloh (2023) observed that this teacher had his teaching interrupted by the homeroom teacher due to his pronunciation. This classroom situation is a result of the unique phenomenon where Indonesian English teachers, for whom English is not their first language, teach in a country where English is not the native language.

Another interesting phenomenon is the dynamic emotional demands that teachers encounter require them to manage, modify and manipulate their emotions in their teaching experiences (Chang & Taxer, 2020). Teachers' way to navigate their positive and negative emotional experiences is then known as emotion regulation

(Gross, 2002). In addition, in order to promote effective teaching as well as achieve learning goals, teachers are required to be skillfully able to employ their mental faculties by regulating their emotions (Alipour et al., 2021; Heydarnejad et al., 2021). Hence, there is a pressing need in conducting investigation focusing on the complexities of teachers' emotion in this particular context, given the potential to enrich the existing body of literature within the area of teachers' emotions. Furthermore, this exploration not only holds promise for shedding new light on the intricacies of emotion regulation within the teaching domain but also stands to an important theoretical and practical contribution to the broader field of educational psychology.

Concerning to this cultural context, cultural norms play a significant role in influencing the frequency and consequences of emotion regulation (Sutton & Harper, 2009). In Western societies, values such as independence and self-assertion tend to promote open expression of emotions in various situations. For example, Wierzbicka (1994) argued that emotion regulation is often employed to assert personal desires and protect oneself, although it can also be used to maintain relationships, such as suppressing anger when dealing with a misbehaving student (Sutton & Harper, 2009). Conversely, Asian cultures, which emphasize interdependence and relationship harmony, may encourage the control of emotions to facilitate prosocial goals and positive social interactions, prioritizing collective well-being over individual expression of will (Sutton & Harper, 2009). Cultural value orientations regarding interpersonal relationships and emotions play a role in shaping and reinforcing norms related to emotion regulation. In all cultures, these norms regarding emotion regulation serve the fundamental purpose of preserving social order (Matsumoto et al., 2008). At present, the available data may not fully cover the exploration of teachers' emotion regulation within the context of Asian culture. Therefore, this research intends to examine teachers' emotion regulation within the Asian context, with the potential to offer valuable nuances to the existing literature on emotions.

Effective emotion regulation among teachers entails prioritizing behaviors aligned with long-term goals over immediate emotional responses (Sutton & Wheatley, 2003). According to Sutton (2004), many teachers share the same idea that regulating their emotions during teaching is an effective approach to realizing their instructional objectives. For instance, when teachers find themselves grappling with negative emotions like anger due to a noisy classroom, exerting control over their anger can lead to behavior change. By controlling their anger, teachers redirect their focus toward teaching, thereby maintaining the instructional objectives.

In connection to identifying emotions and knowing the emotion regulation strategies, it is also important to explore the specific situations that provoke teacher emotions in order to understand the holistic dynamics of emotion regulation within the educational context. These situational triggers can range from challenging student achievements, students' misbehaviour and disruptions during the class, relationship with students, and instructional effectiveness (Frenzel, 2014). Interestingly, those situational triggers might be different when being encountered in foreign countries due to the new culture, language, and expectations. Moreover, the effectiveness of the emotion regulation strategies can vary depending on the context. What works well in one cultural and educational setting may not be as effective in another.

In a world marked by educational globalization, the selection of Indonesian teachers in Thailand as participants in the current study on emotion regulation in teaching is pivotal. These teachers, integral to diverse teaching communities, bring forth unique cultural experiences and insights, enriching multicultural understanding in education. Their participation ensures representation of non-native English teachers, allowing for a broader exploration of the complexities and nuances of teaching English in a foreign land.

It is possible that Indonesian teachers encounter unique challenges, including linguistic and cultural adaptations and diverse teaching expectations, providing a rich context to study the interplay between these challenges and emotional experiences. Their experiences contribute to the understanding of cultural context in emotion regulation, offering contrasting perspectives compared to Western societies and filling gaps in existing literature on emotion regulation in Asian cultures.

Researching situational triggers and emotion regulation strategies of Indonesian teachers aids in developing effective, culturally sensitive support programs, improving professional and learning experiences. The inclusion of Indonesian teachers is not merely for academic pursuit but is essential for fostering multicultural comprehension and formulating efficacious educational strategies in our interconnected educational environment, thereby adding valuable nuances to the pedagogical discourse.

## 1.2 Identification of The Problem

Emotions, which play a fundamental role in teachers' growth and professional journey, are often overlooked and not given much importance. Consider the classroom environment - it can trigger various emotions in teachers, from positive to negative, which in turn affects how they teach. Surprisingly, this essential aspect has been ignored in the field of ESL/EFL education. Furthermore, as a matter of fact, in ESL/EFL

context, language teaching is considered as an activity that forces teachers to be emotionally-charged (Richards, 2020) which can raise multiple challenges and emotion-provoking stimuli (Tsang & Jiang, 2018). Despite the evident significance of emotions in the ESL/EFL teaching environment, past research studies have indicated a consistent lack of attention given to teachers' emotional experiences in educational research (Sutton & Wheatley, 2003; Hargreaves, 2005; Malm, 2009; Anttila et al, 2016; Nalipay et al, 2021). As a result, there remains a considerable gap in our understanding of the complexities and implications of teachers' emotions in this specific context, making it a crucial area of exploration for this study.

In addition, teaching English is not merely having a well-prepared teaching method and teaching material but also well-prepared emotional states. The emotional pressures triggered by stakeholders, colleagues, students-parents, and themselves are confronted by teachers within school and classroom settings (Cross & Hong, 2012). The demand increases when teachers teach in a new place which have different environments and surroundings. Consequently, teachers must deal with the challenges that trigger various teachers' emotions. In fact, unfortunately, emotional preparation is often neglected by teachers. As it is mentioned by Hargreaves (2001) that emotional practice in teaching is beyond the skill, cognitive and knowledge transfer, therefore it is significant for teachers to have emotional preparation for teaching, particularly in the context of teaching abroad.

Despite the growing number of research focusing on the role of emotions in teaching, research into the area of teaching emotion is still in its infancy in English as a Foreign Language setting (Akbari et al., 2017), specifically among non-local teachers in Thailand. Non-local teachers, particularly those from Asian backgrounds, often face perceptions of being "non-native" speakers, which are heavily racialized. Their "non-nativeness" is associated with Asianness, while "nativeness" is equated with whiteness and Westernness (Ulla, 2018; Comprendio & Svaski, 2020). In relation to the emotional impacts, this issue contributes to the negative emotions experienced by non-local English teachers, including Indonesians. In addition, regarding the EFL context, most of the few studies on emotions have dealt with the emotional side of language learning (Arago, 2011; Méndez López & Fabela Cárdenas, 2014), not language teaching (Cowie, 2011). This recent study supports Akbari et al.'s (2017) claim that the study of teachers' emotions has not received enough attention. Therefore, the purpose of the current study is to clarify the nature of emotion regulation strategies among EFL teachers. The present investigation specifically investigates the emotion regulation strategies used by Indonesian English teachers in Thailand. In order to shed light on the understudied

topic of emotions in the teaching profession and, in particular, among EFL teachers in a cross-cultural context like Thailand, the study aims to analyze and comprehend these strategies.

Furthermore, it is important to emphasize that living in a different culture can potentially result in a number of difficulties, such as differences in cultural comprehension and classroom dynamics. The aims and standards for English learning and teaching in Indonesia and Thailand may differ considerably, making this issue especially important for Indonesian English teachers working in Thailand. As a result, teachers find themselves having to realign their objectives and strategies in order to meet the new requirements of their position. To maintain the smooth flow of the teaching and learning process while acknowledging the emotions that may arise, teachers must manage these issues well. The key concept of teaching English across culture also requires teachers' understanding to the culture where the interactions, professional norms, and expectation in new place of teaching in which it activates certain conditions which later stimulate reactions and emotions. Unfortunately, Indonesian English teachers who work in Thailand may not be aware of this possibility. Therefore, the exploration of teachers' emotions regulation strategies holds significant importance in preparing the future teachers, equipping them with comprehensive emotional readiness. It can possibly give the holistic pictures of the specific situations in teaching that triggers the emotions.

### **1.3 The Objectives of The Study**

This research' objectives are presented as follows:

1. To identify the emotions experienced by Indonesian English teachers in Thailand during their teaching.
2. To explore the emotion regulation strategies employed by Indonesian English teachers in Thailand.
3. To know the specific situations that provoke the utilization of emotion regulation strategies among Indonesian English teachers in Thailand.

### **1.4 Research Questions**

The research questions are presented as follows:

1. What emotions in teaching do Indonesian English teachers in Thailand experience?
2. What emotion regulation strategies do Indonesian English teachers in Thailand use in their teaching?

3. What specific situations provoke the use of emotion regulation strategies among Indonesian English teachers in Thailand?

### 1.5 Significance of the Study

This current study is expected to give contributions for non-local English teachers teaching in Thailand, school community in Thailand, and future research.

Non-local English teachers in Thailand stand to gain considerable benefits from this study. It can offer a comprehensive understanding and in-depth discourse on the intricacies of teaching overseas, particularly within the context of Thailand. Further, the findings can be harnessed as a valuable resource for enhancing and advancing their professional journey overseas. Moreover, beyond personal growth, it can equip them with valuable insights that can assist them in managing their emotions effectively while teaching, which can positively impact their interactions with students and the overall learning environment. Lastly, these valuable insights play a pivotal role in enhancing the understanding of intercultural dynamics, contributing to the theoretical foundation for effective emotion regulation in diverse teaching environments in Thailand.

This study carries the potential to significantly enhance the teaching dynamics within educational institutions in Thailand. The insights gained from the research can serve as valuable inputs for school local teachers and administrators, urging them to engage in ongoing dialogues with non-local English teachers. Such interactions would enable a nuanced understanding of the challenges and potential hurdles faced by these teachers. Furthermore, based on the research findings, school policymakers can design targeted teacher training and development programs. These programs would not only foster effective teaching practices but also integrate emotion regulation strategies, specifically tailored to the unique teaching experiences encountered within a foreign country. As a result, students stand to benefit as well. The enriched pedagogical approaches and emotionally supportive teaching environments can lead to enhanced learning outcomes, creating a more vibrant and fruitful educational experience for both non-local and local teachers and their students.

Lastly, this study not only contributes to the understanding of the complexities of the Thai educational environment in implementing emotion regulation strategies for non-local English teachers but also serves as a seminal study for future researchers. As a valuable foundation, it offers insights into the emotional experiences of a broader population, such as Indonesian English teachers working in countries beyond Thailand. Furthermore, this research has the potential to become a relevant reference point for those exploring the significance of teachers' emotions in the context of English as a

Foreign Language (EFL) instruction. The future research can utilize our findings as a scientifically grounded reference, stimulating further investigations into this compelling area of study. This, in turn, may spark recommendations for future research endeavours in the field.

## **1.6 Definition of the Key Terms**

The section highlights fundamental key terms that are essential to understanding the present study, such as emotions, teacher emotions, emotion regulation, emotion regulation strategies, and non-local teachers. This part aims to establish a solid foundation for the upcoming investigation and analysis of this study by fully defining and comprehending these fundamental ideas.

### **1.6.1 Emotions**

Emotions, in the context of this study, refer to the inner subjective experiences individuals undergo in response to social interactions and experiences. To illustrate this, consider instances where individuals react with joy upon receiving praise or with anger when facing criticism. It is important to note that, according to appraisal theory, emotions do not arise directly from events themselves but rather from evaluations or judgments of those events (Roseman & Smith, 2001; Smith & Lazarus, 1990).

### **1.6.2 Teacher Emotions**

In this study, "teachers' emotions" specifically refer to the emotional experiences of educators in educational settings, aimed at enhancing both their personal well-being and the quality of their teaching. These emotional experiences in teaching can encompass a wide range of feelings, including joy, pride, anger, anxiety, and frustration (Lee et al., 2016). These emotions are often associated with the achievement of instructional goals, successful student outcomes, disruptions caused by misbehavior, uncertainties about performance, competence, and the challenges of conveying complex concepts.

### **1.6.3 Emotion Regulation Strategies**

Emotion regulation encompasses the processes through which individuals exert control over which emotions they feel, when they experience them, and how they manifest and convey these emotions (Gross, 1998, p. 275). In simpler terms, it involves the management of emotional experiences and expressions. This regulation takes place at two broad levels, as proposed by the process model of emotion regulation: antecedent-focused and response-focused strategies (Gross, 1998, 2002). Antecedent-focused regulation, including situation selection, situation modification,

attention deployment, cognitive change, involves altering emotions before they fully develop, while response-focused regulation, which includes response modulation, pertains to modifying emotional behaviors, such as gestures or facial expressions, once the emotion has been generated.

#### **1.6.3.1 Situation Selection**

The process by which individuals proactively choose certain situations or environments that can influence their emotional experiences. For instance, individuals tend to choose to approach or avoid certain people, places, or objects in order to regulate emotions

#### **1.6.3.2 Situation Modification**

This strategy involves altering stimuli of the external environment or the situation itself to regulate emotional responses.

#### **1.6.3.3 Attention Deployment**

Attention deployment refers to the intentional redirection of attention towards or away from particular aspects of the situation to regulate emotions, such as altering the way one feels by modifying the information one attends to.

#### **1.6.3.4 Cognitive Change**

This emotion regulation strategy encompasses the modification of one's thoughts or cognitive appraisal of a situation to influence emotional reactions. It can be by reappraising or reinterpreting the situation to alter its emotional impact.

#### **1.6.3.5 Response Modulation**

Response modulation entails the regulation of expressive or behavioral responses to emotions, such as suppressing or expressing emotions in socially appropriate ways. This strategy also is called suppression.

### **1.6.4 Non-Local English Teachers**

In this study, "non-local English teachers" specifically refer to Indonesian English teachers employed within the Thai school. While other studies may use terms like "international teachers," "immigrant teachers," or "foreign teachers," this research adopts the term "non-local teachers" to highlight their unique status, emphasizing their teaching role outside their home country within a foreign context. This terminology not only aptly characterizes their teaching situation but also acknowledges the valuable cultural exchange that occurs when educators from diverse backgrounds contribute their expertise to a new environment.

#### **1.6.5 Specific Situations/Situational Triggers**

In this study, specific situations or situational triggers refer to specific circumstances or events related to the participants' teaching experiences in Thailand.

These triggers are the cause of the emotions experienced by the participants, subsequently leading to the utilization of emotion regulation strategies. The terms specific situation and situational triggers are used interchangeably in this study.

### 1.7 Summary of the Chapter

In spite of their profound impact on the teacher-student relationship and overall classroom performance, emotions are often overlooked in the realm of education. This recent study delves into the emotional experiences of Indonesian English teachers working in Thailand, shedding light on this underexplored area. Additionally, the research delves into the emotion regulation strategies employed by these teachers in their unique teaching context, aiming to uncover the complexities of their emotional responses. Furthermore, the study seeks to identify specific situations within the teachers' work experiences in Thailand that provoke the use of emotion regulation strategies. Although previous research has highlighted the role of these strategies in helping teachers manage both positive and negative emotions during teaching, there remains a scarcity of investigations conducted in an Asian context, particularly within the Thai educational setting. This exploration holds the potential to yield valuable insights into the complex emotional lives of teachers and their adept navigation of emotion regulation strategies within the dynamic, cross-cultural teaching environment.



## CHAPTER 2

### LITERATURE REVIEW

This present chapter reviews theories and previous research investigations which are relevant to this current study. The first part of this literature review describes emotions in which it explores the theories underpinning teachers' emotions. Then, the first part of this literature review explores the non-local teachers' emotions. This chapter also provides essential discussion on emotion regulation strategies. Then, it also explores specific situations which provoke the utilization of teachers' emotion regulation strategies. Previous research regarding teachers' emotions and emotion regulation strategies. Furthermore, this literature review discusses English language teaching in Thailand, teaching English across culture, followed by the conceptual framework of this study and summary of the chapter.

#### 2.1 Emotions

This section, the researcher explores the definition of emotions from different scholars. For instance, one psychologist, John Marshal Reeve (2010, as cited in MacIntyre and Gregersen 2012: 194) proposes a clear description 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.

In essence, emotions are temporary, subjective feelings associated with physiological changes that serve a purpose and are often expressed outwardly. For instance, if an individual is at a job interview, he or she might feel nervous (feeling), his or her heart might race (arousal), this nervousness can help him or her stay alert and focused (purposive), and his or her interviewer might notice his or her nervousness through his or her body language (expressive). In addition, emotions serve as valuable guides that enable us to adjust, take advantage of positive situations, and face challenges during significant life events, enhancing our ability to navigate these moments successfully.

The complexity of emotions invites many theorists (e.g., Frijda, 1986, 2001; Lazarus, 1991; Planalp, 1999) to conceptualize the definition of emotions. They see emotions as complex processes involving changes in various parts of the body.

According to Sutton and Wheatley (2003), they identified a set of componential processes which typically include *appraisal, subjective experience, physiological change, emotional expression, and action tendencies*. These aforementioned components do not always influence each other since they are partially independent. Additionally, different individuals may have different components when experiencing the same emotions. As an example, individuals may experience fear with higher heart rates, whereas others experience fear with lower heart rates (Cacioppo et al., 1993).

In relation to the components processes of emotions, the emotion process starts from sort of judgement or appraisal that requires individual interpret some transaction in terms of significance or relevance for the individuals' motives, goals, or concerns (Sutton & Wheatley, 2003). The subjective experience process of emotion refers to the different type of private mental state. Moreover, physiological changes process refers to the physical response of individuals' body towards certain emotions such as body temperature, heart rate, and blood pressure. Similarly, emotional expression process indicates nonverbal expressions of emotions such as facial expression. Lastly, this process is called action tendencies in which individuals take actions in response to specific emotions. This particular process is very powerful because action tendencies temporarily over ride longer-term goals of emotional regulation (Tice et al., 2001).

The complexities of the emotional processes mentioned earlier play a role in predicting how individuals' emotions become evident in their daily lives. In the context of teaching, it is highly probable that teachers come across these emotional processes, which in turn provide insights into how their emotions manifest in their instructional practices in the classroom (Sutton & Wheatly, 2003).

### **2.1.1 Teacher Emotions**

Emotions, as mentioned previously, play an essential role in teachers' teaching. In EFL context, teaching is an activity which must involve emotional-charged (Richard, 2022). Hosotani and Imai-Matsumura (2011) contents that the way teachers manifest their emotions in their teaching contributes to their manner when giving instructions, classroom management, and learners' behavior. This is in line with Richards (2020) who states that teachers' emotions can shape the way teacher deliver the materials and consequently influence learners' eagerness to create meaning in their learning. The more developed a teacher is in the teaching skills with various mind mapping techniques as a result of mind-to-mind-transactions in both intra and inter personal context, the more refined will the teacher's emotion be (Wu and Chen, 2018). Although it is considerably important to acknowledge teachers' emotions as a part of literature, this matter remains unexplored. This concern appears with a strong reason.

Many scholars believe that emotions are seen as something fuzzy, difficult to evaluate into its detail dimensions, most especially very complex to research (Richards, 2020). Hence, to fill the gap, this current study is an attempt to contribute to the deep understanding of emotions experienced by teachers in literature.

Emotions have significant contributions to interactions between teachers and their teaching contexts (Richards, 2020). Additionally, emotions, including positive and negative emotions, can affect teachers' feelings they have about themselves, their colleagues, their students, classroom activities, their teaching contexts, teaching resources, as well as their feelings about the benefits and rewards of teaching. More specifically, emotions can influence teachers' decision-making and future choices and actions.

Furthermore, Richards (2020) presents several situations that illustrate the ways in which teachers' personal and professional lives might entwine. This occurrence is particularly noteworthy in the context of teaching English as a Foreign Language (EFL), as the emotions of teachers can have a substantial impact on how they use the English language when instructing. This dynamic appears when teachers adjust how they engage with students to suit their different emotional states, especially when unplanned events happen in the classroom. Interestingly, the emotional climate of the classroom also has a significant influence on how teachers manage their classes, determining how they follow set procedures and rules.

The variety of influences also includes activities in the classroom. Teachers' emotional experiences have a significant impact on how they use games, music, stories from their own lives, and comedy, which in turn affects how engaged and how well children learn. Beyond this, teachers' emotional states may influence how much they use cooperative versus competitive learning activities. Finally, the type and quality of feedback teachers provide are also influenced by the mood of their own emotions, highlighting the close relationship between the emotional experiences and instructional strategies.

Throughout teachers' teaching experience, they are often exposed to positive and negative emotions. In their research, Dewaele and Alfawzan (2018) affirm that in the early development of positive psychology in applied linguistics, the ones which highly likely have facilitating impacts in teaching and learning process are positive emotions. In addition, Richards (2020) offers some examples of positive emotions, which are confident, curious, engaged, enjoyment, enthusiastic, interested, amused, glad, grateful, happy, joyful, passionate, pleased, proud, and satisfied. Negative emotions are significantly influential in teachers' decision in teaching (Sutton, 2004).

Further, not only the examples of positive emotions, Richards (2020) has also mentioned a group of negative emotions which includes angry, annoyed, anxious, bored, concerned, depressed, disgusted, dissatisfied, exhausted, frustrated, jealous, mad, nervous, sad, stressed, tense, uneasy and worried. Although teachers might experience various emotions during teaching, no one can accurately forecast what students may say and do in the classroom which can provoke teachers' emotions, confirming that teaching is unpredictable (Sutton & Wheatley, 2003).

Furthermore, this investigation is based on the appraisal theory of emotions, which offer crucial insights into the pivotal role of culture in shaping emotional responses (Sutton & Wheatley, 2003). The theory proposes that cultural differences in emotional reactions emerge due to systematic variations in how the same events are perceived and interpreted across different cultures (Mesquita and Ellsworth, 2001). To be more specific, if students and teachers from distinct cultural backgrounds appraise a classroom event differently, their emotional experiences are likely to diverge as well. This divergence in emotions, in turn, can significantly influence teachers' perceptions and interactions with students (Sutton & Wheatley, 2003). In light of these dynamics, this study seeks to provide in-depth understanding of the emotional complexities experienced by Indonesian English teachers in the cross-cultural context of Thailand.

#### **2.1.1.1 Teachers' Positive Emotions**

As the field of positive psychology has gained traction within foreign language studies, researchers have predominantly focused on investigating the beneficial impact of positive emotions in foreign language contexts (White, 2018). In alignment with Pekrun's (2014) viewpoint, it is suggested that positive emotions experienced by teachers have the potential to enrich the learning experience by broadening their attention span across diverse instructional tasks and invigorating their motivation. Echoing these sentiments, Fredrickson (1998, 2001) also shared the belief that positive emotions play a role in improving functioning and enhancing performance.

Especially in teaching, positive emotions play a fundamental role, yielding far-reaching impacts on both teachers and students. Mottet et al. (2006) stated that teaching is primarily considered as a rational rhetorical, and relational communication process whereby teachers strategically use messages and cues to influence students and their behaviors. Additionally, teaching is also an emotional process which teachers and students experience and manage emotions in the classroom (Horan, et al., 2012; Zhang & Zhu, 2008; Derakshan et al., 2023). That means,

emotions, including positive emotions, can also influence students' emotions, which in turn affect their cognition and behavior.

Positive emotions are closely associated to enhanced cognitive functioning. When students experience positive emotions, their cognitive receptivity improves, facilitating effective information processing and retention (Dewaele & MacIntyre, 2014). This is particularly crucial in language learning, as a receptive mind is more adept at grasping new vocabulary, grammar structures, and cultural nuances. Positive emotions also contribute to the creation of memorable learning experiences, as students are more likely to remember and internalize lessons taught in an emotionally resonant context.

As for this current study, Richards (2020) presents a range of positive emotions that hold particular relevance to our research. These encompass emotions such as confidence, curiosity, engagement, enjoyment, enthusiasm, interest, amusement, gladness, gratitude, happiness, joy, passion, contentment, pride, and satisfaction. As we delve into the intricate landscape of emotion regulation strategies employed by Indonesian English teachers in Thailand, these positive emotions emerge as pivotal elements shaping their pedagogical experiences and interactions within the classroom environment.

#### **2.1.1.2 Teachers' Negative Emotions**

In the context of teaching English as a second/foreign language, negative emotions have a substantial impact on both teachers and students, affecting the learning environment and the quality of the educational experience as a whole (Sutton & Wheatley, 2003). These emotions can cause obstacles that prevent effective language learning and prevent fruitful interactions in the classroom. In addition, Richards (2020) has outlined a collection of adverse emotions, encompassing feelings like anger, annoyance, anxiety, boredom, distress, depression, disgust, dissatisfaction, fatigue, frustration, envy, rage, nervousness, sorrow, stress, tension, discomfort, and apprehension. The aforementioned negative emotions can arise for teachers for a variety of reasons, such as the need to manage classroom dynamics, achieve learning objectives, or adopt new technology (Sutton, 2007).

For example, burnout may result from these negative emotions, which would affect teachers' passion and capacity for student engagement (Sutton & Harper, 2009). Therefore, according to Sutton and Harper (2009), teachers who believe they are skillful in regulating their negative emotions may be less susceptible to feelings burnout. With regard to teachers' emotion regulation strategies, they also asserted that teachers find it easier to manage their positive emotions as compared to

regulate their negative emotions. Therefore, teachers who may be teaching in very difficult classrooms potentially feel burnout since they focus on managing negative emotions. A teacher's impression of their own effectiveness may be impacted by negative emotions, which may reduce their confidence in their ability to give courses effectively.

Students' learning experiences might also be hindered by negative emotions. Teachers' stress and frustration can result in inadequate instruction (Frenzel, 2014), which causes students to get confused and lose interest. Frustration, as proposed by Frenzel (2014), refers to negative emotion or undesirable feeling in which teachers restrict unwanted circumstances in the classroom setting. Fan (2022) contented that students are skilled at catching up on their teachers' emotional states, and uneasy feelings can make them reluctant to participate. Additionally, according to Taxer and Frenzel (2015), students' cognitive processes may be hindered by negative emotions, making it harder for them to assimilate new information and participate in efficient language practice.

Negative emotions have an effect on relationships between teachers and students as well as the overall atmosphere of the classroom. Frequently unhappy teachers may find it challenging to connect with their students, which undermines trust and prevents genuine conversation (Fan, 2022; Liljestrom et al., 2007; Sutton, 2007; Buric and Frenzel, 2019). For instance, communication apprehension is a common type of teacher apprehension that is highly related to nervousness about interacting with students (Kim & Kim, 2004). As a result, language acquisition may suffer as students become hesitant to answer questions or ask questions.

In conclusion, negative emotions can profoundly impact English language teachers' well-being, the effectiveness of their instruction, and student involvement. To create an enjoyable and conducive learning environment, teachers need to face and regulate their negative emotions. Understanding how negative emotions may affect language acquisition is a crucial first step in building a positive learning environment for both teachers and students.

In the following section, we delve into the emotional experiences of teachers who teach within distinct cultural contexts and educational environments outside their home country.

### **2.1.2 Non-local Teachers Emotions**

Non-local teachers, immersed in foreign cultural and linguistic contexts, are likely to feel a mix of emotions that are different from teachers who are from those places. The mix of opportunities and challenges that come with teaching in a foreign

context significantly influences the range of emotions that non-local teachers experience. This idea is supported by some researchers (e.g., Hargreaves, 2000; Zembylas, 2004; Day & Lee, 2011), who claim that the complex interaction of social, cultural, linguistic, and political structures shapes teachers' capacity to encounter a range of emotions in a foreign country. In particular, social values and norms provide directions for appropriate emotion regulation, which in turn results in the creation of specific and contextualized emotion rules. (Keltner et al., 2003). Contrary to the notion that there are universal features in how emotions are expressed on people's faces (Ekman, Sorenson, & Friesen, 1969), the culture of a particular location can influence whether people are motivated to regulate their emotions and the strategies they employ to do so (Oplatka & El-Kuran, 2020).

In this context, non-local teachers frequently experience emotions like culture shock, stress, and frustration. These feelings come to the surface when people struggle with the difficulties of a foreign culture, regional traditions, and communication standards. Their emotional journey is also influenced by their feelings of loneliness and isolation as a result of being parted from their usual social networks. These emotions can occasionally mix with those of excitement and adventure, especially when these teachers are having new experiences in a foreign country.

As for the foreign teachers who work in Thailand, the difficulties encountered by foreign English teachers who work in Thailand can come in many forms. One important difficulty identified by researchers as a result of being away from one's native country is homesickness (Frederiksen, 2014). Language issues also present a challenge, possibly leading to frustration and communication difficulties (Abramova, 2013; Ulla, 2018). Another frequent problem that occurs before, during, and after teaching is the issue of culture shock (Bailey, 2013). The difficulty of adjusting emotionally to a new cultural environment is highlighted by this occurrence. Along with these difficulties, non-local teachers may also experience challenging workloads (Bense, 2014), which broadens the range of emotions they experience during their teaching careers. Divergent expectations and behaviors in the classroom can evoke frustration and confusion, resulting from cultural nuances unfamiliar to non-local teachers (Hargreaves, 2001). Simultaneously, these non-local teachers develop a heightened empathy for students navigating similar challenges, fostering deeper connections in the classroom.

Cultural differences, language limitations, and the difficulties of adjusting to an altogether new educational environment all interact to produce different feelings in foreign teachers compared to local teachers. Thus, a particular combination of cultural adaptation, personal development, and pedagogical discovery gives non-local

teachers nuanced emotional experiences, emphasizing their special position within the teaching environment.

## **2.2 Emotion Regulation Strategies in Teaching**

The researcher offers a thorough investigation of the complicated area of emotion regulation in this section of the chapter. This includes a thorough analysis of Gross's (1998) proposed emotion regulation strategies, which serve as the basis for the methodology applied in the present study. Understanding how teachers, in particular Indonesian English instructors in Thailand, manage their emotional experiences in the classroom depends on knowing these strategies. The study intends to shed light on how educators regulate their emotions, both positive and negative, throughout the teaching process through investigating the nuanced nature of these strategies.

### **2.2.1 Emotion Regulation**

In the early development of emotion regulation, Gross (2002) defines emotion regulation as the process by which teachers influence which emotions they have, when they have them, how they experience and express these emotions. Further, emotion regulation is spontaneous or controlled processes adopted to control and manage positive and negative emotional experiences (Gross and Thompson, 2007). A decade or so later, Hofmann et al. (2016) offers a new definition of emotion regulation which refers to the ability to modify emotions through self-regulation strategies and interpersonal process. Moreover, Gross (1998) claims that there are various dimensions in the emotion regulation process which include selection of the situation, modification of the situation, deployment of attention, modification of cognitive appraisal and modulation responses. These dimensions will be elaborated upon in the subsequent section.

Managing the experienced emotions is an integral part of teachers' job (Hargreaves, 1998), and it is essential for teachers to use appropriate strategies to manage their emotions (Hargreaves, 2000). Sutton (2004) and Sutton et al. (2009) proposed that teachers' emotion regulation is important because it can facilitate teachers' teaching goals which include effectiveness, discipline, and their relationships with students. They also found that regulating emotions is a part of teaching since it helps teachers to be more professional and it helps them maintain the 'display rules' (Ekman & Friesen, 1975) or an idealized emotion teacher image (Bonanno, 2001).

Regarding teachers' display rules, how teachers express or control their emotions holds significant importance within educational research, and this significance arises for two primary reasons as outlined by Hagenauer and Volet (2014). Firstly, the

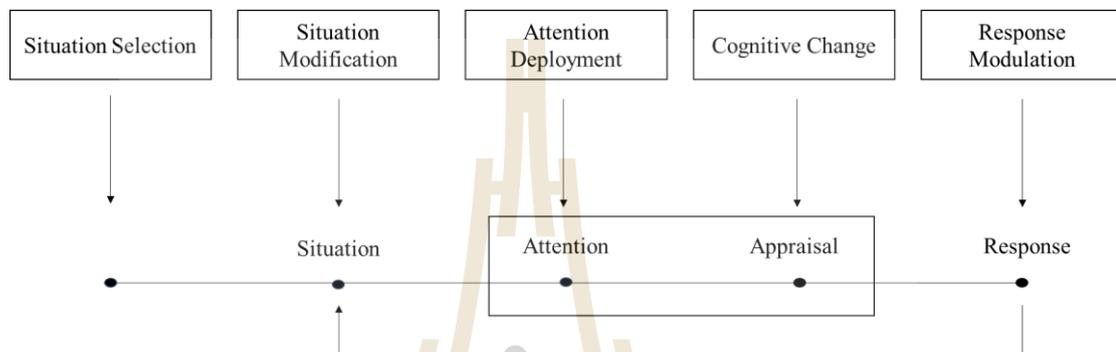
act of suppressing or concealing emotions can lead to adverse outcomes both in general, such as heightened experienced emotional intensity, reduced cognitive capacity, and less fulfilling relationships, and specifically within the workplace context, manifesting as reduced job satisfaction, compromised workplace well-being, and heightened burn-out symptoms. Secondly, the appropriate display of emotions is an important factor in teaching. Unregulated emotional expressions, for instance, like uncontrolled anger, can lead to diminished focus on the teaching process, thereby impacting student learning. Additionally, adept emotional displays play a crucial role in fostering positive student-teacher relationships, which, in turn, contribute to the overall teaching and learning environment (Oplatka, 2011; Sutton, 2007).

According to Sutton and Harper's (2009) study, emotion regulation entails a variety of elements founded in physiological, behavioral, and experience systems. This entails making deliberate and unintentional attempts to change any of these processes. Emotions and cognitive processes are connected. For instance, after experiencing initial displeasure at spotting a student nodding off in class, a teacher may later decide that the student's fatigue may be related to late-night studying. This cognitive change serves as an example of conscious emotional control. Additionally, unconscious processes include behaviors like deep breathing, movement, and facial expressions.

Sutton and Harper (2009) claimed that there are two types of emotion regulation. The first one is up-regulating emotions which refers to making attempts to increase the intensity or duration of the experience. In order to convey a pleasant tone in the classroom, teachers may up-regulate a positive emotion like joy or enthusiasm. In some cases, teachers would escalate their anger in order to help a student understand the seriousness of the infraction. The other type is called down-regulating emotions in which it involves reducing the experience. They found that in order to carry out the scheduled classroom activities and maintain positive connections with students, teachers frequently learn to down-regulate their negative emotions, such as anger.

Gross (1998) proposed a complex, elaborate and process-oriented model of regulation which is adapted in this current study as the theoretical framework. This model is called 'Process Model of Emotion Regulation' (Fig. 1) in which Gross (1998) has elaborated on five emotion regulatory processes or strategies including: situation selection, situation modification, attention deployment, cognitive change, and response modulation. The theoretical philosophy of this model is that emotions are sophisticated systems that develop with time and that there are five stages in which

emotion can be regulated before it manifests (Sutton & Harper, 2009). In this model, response modulation is the only process which is categorized as “responsive” process and it includes the adjustment of behavioral and physiological reactions (Akbari et al., 2017). The other processes in the model, meanwhile, are classified as "preventive," i.e., what occurs before the emotional reaction is fully engaged.



**Figure 2.1** The Process Model of Emotion Regulation (Gross, 1998)

The Process Model of Emotion Regulation, as established by Gross (1998), serves as the foundation for this study because of its ability to offer complex and comprehensive strategies that give contextual complexity to regulated emotions. The model's capacity to explain not just the processes of emotion regulation but also their situational subtleties accounts for this connection with the study's objectives.

### 2.2.2 Teacher Emotion Regulation Strategies

The strategies mentioned in the previous section are reviewed in details within subsequent segment. Gross (1998) stated that *selection situation* refers to when teachers tend to respond or avoid any particular situation based on their expectation of experiencing a desirable or undesirable emotion in that certain situation. Chang and Taxer (2020) posit that teachers use situation selection when they need to regulate classroom emotions. Once a situation selected, teachers may try to actively change the on-going situation in the hopes of modifying its emotional impact and this dimension is called *situation modification*. Then, *deployment of attention* is referred to teachers' attempt to focus their attention away from an emotional impact that a situation may create in order to change their emotional response. When teachers experience negative emotions, they may try to alter the emotional impact of a situation by modifying their appraisal of the situation. This dimension is referred to *modification of cognitive appraisal*. The last dimension from this concept is

*modulation responses* which refers to teachers' attempt to alter physiological, experiential, or behavioral aspects of their emotional response.

The research on how teachers regulate their emotions (such as Sutton, 2004; Sutton et al., 2009; Gong et al., 2013; Hagenauer & Volet, 2014) has been greatly impacted by Gross's model of emotion regulation. According to Jiang et al. (2016), the model has assisted researchers in education in organizing the different ways that teachers regulate their emotions. For instance, Sutton (2004) discovered that teachers frequently adopt "antecedent-focused" strategies, such as keeping the class quiet, focusing on the positive, or becoming distracted, in an effort to prevent problems. Then, there also "response-focused" strategies that teachers employ to react when emotions arise, such as deep breathing or changing their facial expressions. Furthermore, a study by Gong et al. (2013) revealed that teachers frequently choose specific situations to control their emotions, or they can modify the situation itself (such as breaking a joke). They also employ strategies like redirecting their attention (i.e., ignoring a problem), changing their perspective (i.e., focusing on the positive), and even controlling their own inner reactions (i.e., suppressing their emotions).

In addition, emotion regulation strategies into two types: up-regulating and down-regulating strategies (Sutton, 2004). Up-regulating strategies are employed to extend and enhance positive emotional experiences, allowing individuals to savor and prolong moments of happiness, enthusiasm, and contentment. On the other hand, down-regulating strategies are used to manage and alleviate negative emotions, helping individuals cope with frustration, stress, or sadness effectively.

Within the framework of emotion regulation strategies, their impact is not limited to negative emotions alone. Positive emotions, while generally viewed favorably, can also potentially hinder both language learning and teaching processes (Sutton, 2004). For example, an excessive focus on the anticipation of enjoyable extracurricular activities might divert a student's attention from classroom learning, affecting their cognitive engagement. Similarly, an overly joyful disposition on the part of teachers can sometimes lead to a lack of classroom discipline. Therefore, it is important to maintain a balance in understanding and managing both positive and negative emotions within educational contexts.

As the discussion of emotion regulation strategies delves into factors influencing teachers' teaching effectiveness, it also shines a spotlight on teachers' agency. The interconnection between teachers' agency and emotions is recognized for its potential in aiding teachers in reevaluating their practices and responding to teaching issues, including emotional ones (Liu et al., 2020). In a broader context, agency

can be defined as an individual's capacity to purposefully and thoughtfully interact with their surroundings (Rogers & Wetzel, 2013). In teaching abroad, teachers' agency is cultivated through their education, professional and personal experiences, and can emerge in specific contextual conditions (Priestley et al., 2012). Consequently, it is closely related to concepts of power (Paloniemi & Collin, 2012), identity, and emotions (Vähäsantanen & Eteläpelto, 2015).

These emotions wield a significant influence over one's professional work. For instance, Hokka et al. (2017) demonstrated that positive emotions like enjoyment and profound satisfaction play a pivotal role in fortifying teachers' professionalism, even amidst job transitions. Conversely, negative emotions such as resentment, anguish, and distress can counteract these effects. Therefore, in understanding teachers' actions within the classroom setting, emotions can be considered a pivotal component of their agency in the teaching process.

### **2.2.3 Interconnection Between Teacher Emotions and Emotion Regulation Strategies**

Gross's (1998) model has been used in numerous research studies in different contexts. For instance, Sutton (2004) utilizes this model to examine teachers' strategies in modifying their emotions. The study has been conducted in North East Ohio, USA. The participants are 30 teachers who teach middle grades students (ages 10 – 15). Another study that cited this Gross's (1998) model is a PhD dissertation done by Haeussler (2013). This qualitative research study has been conducted in Germany with 10 teachers who work at primary and secondary schools as the participants. A mixed-method research study which includes 4 teachers and 53 students in grade 7 – 9 from a secondary school in Finland conducted by Jiang et al. (2016) has also utilized Gross's (1998) model as the instrument. The strength point of this model is that it covers emotional regulation from both external (i.e., environmental) and internal (i.e., cognitive) perspectives (Namaziandost et al., 2022).

One similar study conducted by Akbari et al. (2017) investigates how Iranian EFL teachers regulate their emotions. Five primary categories of emotion regulation strategies employed by teachers were found by the researchers after conducting semi-structured interviews with 18 EFL teachers. This study has a number of noteworthy advantages which increase its degree of rigor and significance. The use of a qualitative research design is foremost among them since it allowed for a thorough analysis of the emotion regulation strategies used by English language teachers in the classroom. This method allowed for a thorough investigation of the nuanced details of instructors' experiences, enabling the discovery of hidden insights that might not have been

obtained through quantitative methods. Additionally, the study made a deliberate choice to use a semi-structured interview schedule, which boosted the research's qualitative depth. This adaptable framework allowed for natural, unstructured conversations with the participants, which made it possible to gather comprehensive, minutely detailed data. This methodological choice made it possible to gain a comprehensive grasp of the participants' viewpoints, motives, and the subtleties of the setting that influence how they regulate their emotions. The findings of this study add to the body of literature on emotion regulation in educational environments and shed light on specific strategies used by teachers to regulate their emotions in the classroom. This study offers practical insights that can influence educational practices and teacher training programs by focusing on the practical measures that teachers take to regulate their emotions. Thus, the interactions between teachers and students, as well as the dynamics of the classroom, could all be improved as a result of these discoveries.

Jiang et al. (2016) also have conducted similar study which examines teachers' emotion regulation strategies and how they are perceived by students. The study found that antecedent-focused emotion regulation, such as reappraisal, is more effective than response-focused regulation, such as suppression. The results of this study suggest that students had various perspectives about the emotions of their teachers. The seventh-graders believed that their math teacher frequently displayed negative emotions and infrequently displayed pleasant ones. They thought their English teacher, in comparison, rarely showed negative emotions and occasionally showed positive ones. The eighth-graders thought that their history instructor frequently displayed happiness and occasionally inspiration, tenderness, and affection, but very never or never showed any negative feelings. The ninth students said that their biology teacher frequently expressed delight and occasionally displayed inspiration, affection, and tenderness, but very never or never showed negative emotions. The study also discovered that teacher education may be helpful in assisting teachers in understanding challenging situations, regulating emotional experiences, and developing intimate and encouraging interactions with students. According to the study, gathering quantitative student data to investigate instructors' emotional displays and relating it to teachers' personal experiences of emotion regulation strategies can yield insightful results.

Another similar study conducted by Lee et al. (2016) examines the relationship between teachers' emotion regulation strategies, emotional labor, and their experienced emotions. It explores how different strategies, such as reappraisal, deep acting, suppression, and surface acting, are related to teachers' positive and

negative emotions. The study also discusses the implications of these findings for understanding the role of emotions in the teaching profession and suggests the importance of integrating research on emotion regulation and emotional labor in this context. Surveying a sample of teachers was part of the research methodology used to gather information on the teachers' emotional strategies for coping and actual emotional experiences. The study had a cross-sectional design, which meant that information was gathered at a specific point in time. The participants filled out self-report questionnaires to rate how often they used emotion regulation strategies such as reappraisal, deep acting, suppression, and surface acting. Additionally, they discussed their feelings of delight, pride, rage, anguish, anxiety, and frustration. To evaluate the connections between emotion management strategies and actual emotions, the data was analyzed using structural equation modeling (SEM). The results of this study suggest that teacher usage of their emotion regulation strategies is correlated with the experienced emotions. Reappraisal and deep-acting strategies, in particular, were found to be positively connected with positive emotions like delight. Conversely, negative emotions including worry, rage, and annoyance were positively correlated with suppression and surface-acting strategies. Even after adjusting for gender, these findings were still significant. The study also emphasized how crucial it is to support teachers in using reappraisal and deep acting strategies because they were linked to more satisfying emotional experiences.

Recently, the aforementioned emotion regulation model above has been developed and validated for L2 teachers by Heydarnejad et al. (2021). The developed version of the model is called Language Teacher Emotion Regulation Inventory (LTERI) and this model has 27 items. Heydarnejad et al. (2021) claims that this model categorizes language teacher emotion regulation strategies into six dimensions. They are situation regulation, situation modification, attention deployment, reappraisal, suppression and seeking social support. The first three dimensions are adapted from Gross's (1998) model called Process Model of Emotion Regulation. Then, seeking for social support refers to teachers' intention to share problems with colleagues or other parties. This dimension is taken from Jennings and Greenberg (2009) and Gross (2018). Language Teacher Emotion Regulation Inventory (LTERI) covers fundamental meanings which can be used to determine teachers' emotion regulation strategies from internal and external factors. In addition, although this model has been used in several studies (Namaziandost et al., 2022; Deng et al., 2022), non-of those studies are in Asian or more specific in Thai context. Henceforth, there is a pressing need in conducting this current study.

### 2.3 Situations Provoking Non-Local Teachers Emotions

Non-local teachers frequently find themselves in unique situations in the classroom that cause a wide range of emotions (Yip, 2023). According to Caravatti et al., (2014) and Reid et al. (2014), one such instance entails cultural differences in behavior among students and expectations. Different behaviors can come from different cultures, which non-local teachers may find strange or unexpected. They could feel surprised, confused, or even frustrated as they struggle to understand and react appropriately to these different classroom dynamics.

A substantial body of research has been dedicated to the examination of the challenges and perspectives of English teachers when teaching in foreign countries, with particular emphasis on Thailand. Notably, a recurrent theme across these studies is the noticeable differentiation in the treatment of Native English Speaker Teachers (NEST) and Non-Native English Speaker Teachers (NNEST) within the Thai educational context (Ulla, 2019). A study conducted by Hickey (2014) particularly concerning salary discrepancies and workplace discrimination experienced by English teachers originating from non-English-speaking nations, including those from Africa and Asia. Furthermore, it has come to light that Thai students exhibit a clear preference for being instructed by NESTs over NNESTs, a phenomenon also corroborated by the experiences of Filipino teachers (Songsirisak, 2015). To exacerbate matters, the differential treatment of Filipino teachers, classified under NNEST, in contrast to white NESTs by Thai schools has been a recurring issue (Perez-Amurao and Sunanta, 2020). These studies collectively underscore the pervasive discrimination and disparities that non-local English teachers, particularly NNESTs, encounter within the Thai educational landscape.

Another factor in emotionally intense situations is language limitations in managing students' discipline (Collins & Reid, 2012; Jhagroo, 2016). Student misbehavior and discipline issues might also generate strong emotional responses. While teachers worldwide encounter such challenges, non-local teachers might find themselves particularly confused by the cultural roots of such behaviors. This situation can lead to a range of emotions, including anger, confusion, and the challenge of reconciling disciplinary actions with their own cultural norms. One of the causes of this problem is that language barriers can make it difficult to communicate with and discipline the students from different linguistic background, which can cause feelings of anxiety, powerlessness, and even shame (Yip, 2023). Fluency in communication can help with classroom management and good teaching, but it can also cause a range of emotions that affect the teacher-student relationship and the learning environment as a whole.

Additionally, it can be difficult to modify methods of teaching to fit a different educational system. Students who are used to alternative teaching methods could be resistant to foreign teachers. As teachers work to establish a balance between conforming to the local teaching standards and incorporating their own instructional practices, this difference can elicit feelings like doubt and frustration (Bense, 2014; Virta, 2015).

Positive feelings are also sparked by cross-cultural interactions and understanding. It can foster a sense of fulfillment and connection for non-local teachers to see students accepting and respecting different viewpoints (Pappa & Hokka, 2021). These occasions serve as reminders of the educational system's transforming role in promoting peace, harmony, and global awareness, infusing the classroom with a sense of well-being.

The interaction of these circumstances demonstrates the complex emotional environment that non-local teachers navigate in the classroom. Their teaching experiences are shaped in particular ways by the combination of cultural differences, language limitations, and pedagogical modifications, which generates a dynamic and emotionally charged setting.

Within the context of this study, which examines the emotion regulation strategies of Indonesian English teachers in Thailand, it becomes evident that the unique intersection of cultural diversity, linguistic variations, and pedagogical landscapes introduces a dynamic emotional dimension to their teaching experiences. These non-local teachers grapple with a range of emotions as they navigate unfamiliar classroom situations, cultural adjustments, and language barriers. The complexities of teaching within a foreign context amplify their emotional responses, shaping their interactions with students, colleagues, and the educational environment. This study aims to uncover these intricate emotional intricacies, shedding light on how non-local teachers harness emotion regulation strategies to navigate the challenges and opportunities inherent in their teaching roles.

## **2.4 English Language Teaching in Thailand**

The importance of teaching English in Thailand has grown significantly in relation to improving Thai education standards. This claim is further backed by Masavisut et al.'s (1986) argument, which claims that "English is being utilized as a potent tool to connect Thailand with the global community and vice versa." In fact, English has become a required subject for Thai students, who must study it continuously for a total of twelve years, beginning in primary school and continuing through secondary

school (Noom-ura, 2013). Furthermore, All Thai students are required to take the Ordinary National Educational Test (O-NET), an annual statewide English exam that was established by the Thai government (Deerajviset, 2015).

The four primary objectives for teaching the English language have been set by the Thai national education standards and curriculum, according to Darasawang and Todd (2012). The primary goal is to make it easier for native and non-native English speakers to communicate in English. The second objective strives to promote cultural exchange between Thai citizens and members of the international community. The third purpose strives to incorporate English into other subject matter, while the fourth and final target encourages students to work on projects and apply what they have learned outside of the classroom, particularly in the context of the global community. It is in line with Raksaphet (1991) who claims that being exposed to English, Thai students are expected to study and explore various different subjects from international resources in English. Additionally, Satienchayakorn and Grant (2022) contend that in Thailand English language fluency has become a key signifier for citizens to develop and transform their education, business, science and medicine as well as basis day-to-day communication.

Despite the establishment of English learning objectives and the requirement of English as a compulsory subject in Thailand, the English proficiency level among Thai students is noticeably modest (Noom-ura, 2013). Multiple research studies suggest that the primary reasons contributing to the limited English proficiency among Thai students include teachers who might not be optimally qualified or adequately trained (Dhanasobhon, 2006), limited exposure to English outside the classroom environment (Suwannopharat & Chinokul, 2015), classrooms that might not be sufficiently equipped (Wiriyachitra, 2002), and Thai teachers who might have a modest command of English and teaching techniques (Bernstein & Woosnam, 2019). Referring to the aforementioned causes above and in order to improve Thai students' English proficiency level, Thai government has decided to provide teachers' development programs and trainings for local teachers (Ulla & Winitkun, 2018). Not only that, Thai education also brings foreign English teachers to level up English language education in its country as well as to enhance the pedagogical competencies of Thai English teachers (Perwitasari & Sundari, 2022). The number of foreign English teachers in Thailand has been increasing throughout the years. Maxwell (2015) asserts that the estimated number of foreign English teachers in Thailand is between 30,000 and 50,000 and they work in various educational institutions, such as both public and private

schools, universities as well as international schools, tutoring schools, and online schools.

To illustrate, numerous educational institutions in Thailand initiated the Intensive English Teaching Program (IEP). According to the researcher, the IEP Teaching program carries out Thailand's curriculum goal of making English a practical form of communication (Baker, 2012). As a result, there is no formal policy in place for carrying out the IEP teaching program. By examining and analyzing the main components of Thailand's education curriculum, the need for an IEP program is established.

Additionally, this program offers invites to teachers from both English-speaking and non-English-speaking countries, with a multi-stage selection procedure. The requirements for English IEP teachers have been stated in detail. A degree in English Education or Linguistics, along with at least a year of teaching experience, is a requirement. Additionally, these teachers must obtain TOEFL or IELTS certification to prove their English language competency. After successfully completing the initial administrative step, successful applicants go to the micro-teaching phase. Furthermore, the recruitment process for international English teachers, both teachers from English speaking and non-English speaking countries, is equally complex in terms of the level and type of qualification attained and the amount of teaching experience earned (Comprendio & Savski, 2020).

Over the past few years, English language teaching in Thailand has continued to evolve, with a focus on improving proficiency and adapting to new challenges (Todd & Darasawang, 2020). Despite the disruptions caused by the COVID-19 pandemic, the sector remains resilient and committed to maintaining high standards of language education for students across the country (Yiemkuntitavorn et al., 2023). The emphasis is on creating a conducive learning environment that fosters English language acquisition. This includes a shift towards more practical and communicative approaches, as well as the importance of teacher training and support. The use of technology has become increasingly prevalent in enhancing English language learning, especially during the pandemic. The Thai government actively encourages foreign ESL teachers to work in the country, offering a range of teaching opportunities and competitive salaries. Requirements for teaching English in Thailand include a bachelor's degree, TEFL/TESOL certification, a clean criminal record, a health certificate, and a non-immigrant visa (Ulla, 2018). Furthermore, there is a growing recognition of the importance of balancing language proficiency with cultural understanding. The goal is to produce students who are not only proficient in English but also culturally competent. This involves implementing English-only policies in language classrooms

to maximize students' exposure to the language and encouraging teachers to learn basic Thai phrases to enhance their rapport with students.

## 2.5 Teaching English Across Culture

In scenarios where English functions as the primary means of communication among non-native speakers, the cultural and societal backgrounds of these individuals take on greater significance than the cultural norms that might traditionally apply to native speakers. For instance, when Indonesians communicate in English with people from neighboring countries like Thailand, Japan, or various other nations, understanding the cultural contexts of these interlocutors becomes crucial. To effectively and respectfully communicate, Indonesians must familiarize themselves with the values, beliefs, and customs of these individuals (Kirkpatrick, 2007). In terms of education, Kirkpatrick also underscores the importance of infusing the curriculum with cultural content that aligns with the learners' backgrounds rather than exclusively adhering to the culture of native speakers.

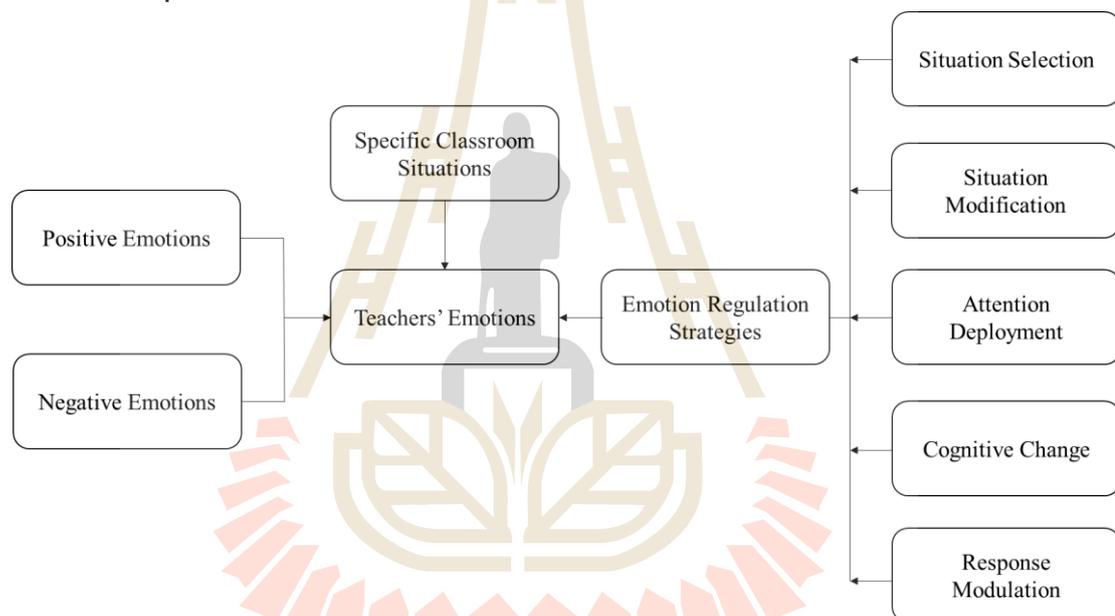
Teaching across varied settings and cultures, as Kirkpatrick (2007) highlights, necessitates English teachers to possess not only multilingual proficiency but also a diverse cultural background. Furthermore, their competence should encompass a thorough grasp of their students' language along with a deep awareness of the educational, social, and cultural contexts that envelop them. These considerations are fortified by prior studies, which advocate for additional competencies essential for English educators in such environments. For instance, Xu (2017) emphasizes the crucial role of meta-cultural competency, a facet that facilitates communication and cultural exchange among teachers from diverse backgrounds. This competency allows for fruitful intercultural dialogues, enabling the negotiation of ideas about culture. Noviyenty et al. (2020) affirm that English teachers should view their teaching context as an avenue for fostering intercultural communicative competence (ICC), which, in turn, empowers them to seamlessly integrate and teach within diverse cultural settings.

In simple terms, teaching in different cultural contexts goes beyond linguistic competence. By developing their intercultural communication skills and meta-cultural competency, English teachers must accept the complexity of cultural diversity. They are better able to communicate and educate successfully in the particular dynamics of many cultural and educational environments thanks to this comprehensive training.

To effectively address this matter, research suggests that it is advisable to implement intercultural training programs that can assist teachers in maintaining a cohesive outlook on teaching across cultures. This recommendation has been put forth

by various scholars, including Deniz et al. (2016), Oranje & Smith (2017), Rahatlou et al. (2018), and Tolosa et al. (2018). Furthermore, upon consideration of Puntaney's (2016) research, the cultivation of a curriculum founded on intercultural principles shall serve as a catalyst for the successful implementation of teaching English across cultures. Therefore, in conjunction with the multifaceted skill set requisite of English teachers, the pivotal function of academic establishments and affiliated entities in shaping their environment must also be considered. The instilling of an introductory and habituating experience in the pedagogical practice of teaching English across diverse cultural contexts is imperative for teachers during their preparatory phase.

## 2.6 Conceptual Framework of The Research



**Figure 2.2** Conceptual Framework of The Research

To elucidate the conceptual framework depicted in Figure 2 above, the phenomenon of teachers extending their teaching experience across countries exposes them to new settings and diverse experiences, necessitating the management of dynamic emotions, both positive and negative. Drawing on the conceptualization of teacher emotions outlined by Richards (2020), the study employs a framework to visualize these emotions. Acknowledging the impact of emotions on teaching approaches and behavior, the study delves into teachers' emotion regulation strategies within the context of their emotions. Given the significance of regulating emotions in facilitating student learning, achieving instructional goals, and maintaining student-teacher interaction, the study adopts five emotion regulation strategies delineated by

Gross (1998): situation regulation, situation modification, attention deployment, cognitive change, and response modulation. Additionally, understanding and exploring specific situational triggers can further enhance the understanding of the emotional experiences of these English teachers.

## 2.7 Summary of The Chapter

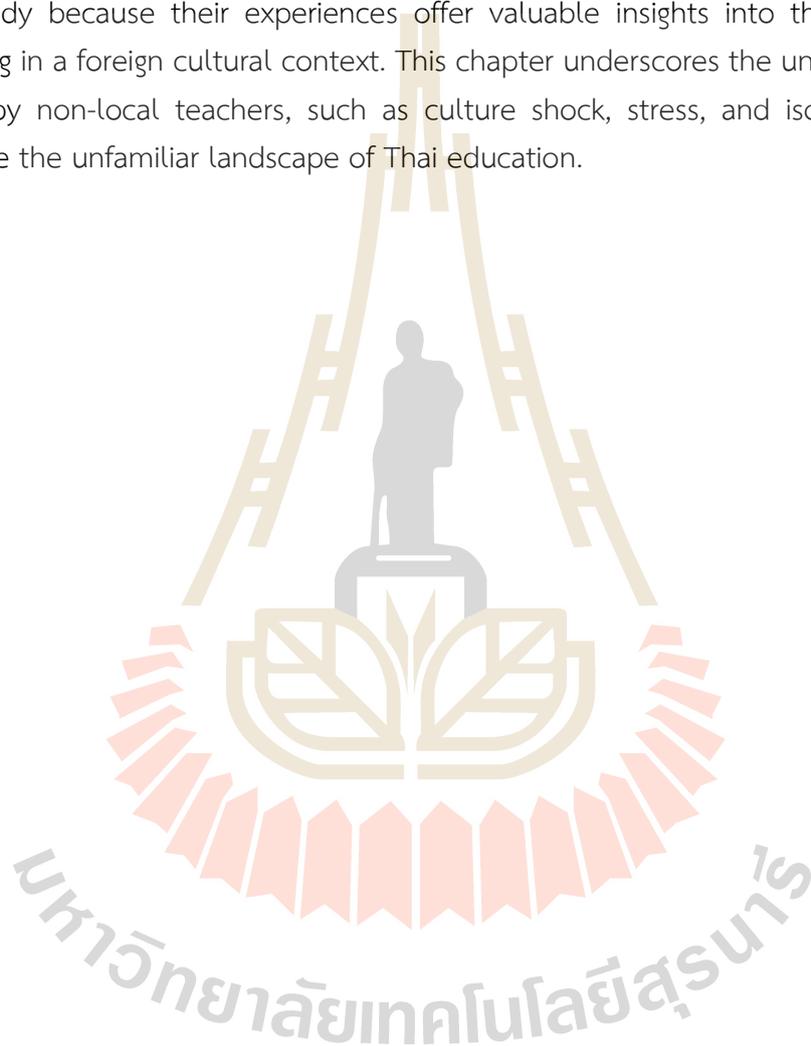
This chapter explores the importance of emotions and its complexity when employed in teaching. Teachers' emotions have become an important aspect in teaching since they influence the way teachers decide what to do and say in the classroom. Furthermore, teachers' emotions are provoked by various situations in the classroom, such as feeling joy and satisfied when witnessing students' progress, and experiencing anger and frustration when students do not grasp specific concepts after explaining them multiple times. The intricacies of teachers' emotions require these teachers to regulate their emotions in teaching. Regulating emotions help teachers achieve their effectiveness in classroom management, discipline, and their relationships with students. Additionally, regulating emotions is a part of their role as teachers since they are required to show appropriate emotion expressions, "display rules", when teaching.

In relation to this study, the chapter also introduces the Process Model of Emotion Regulation proposed by Gross (1998), providing a theoretical framework for understanding how teachers manage their emotions in these complex settings. The decision to employ this model is rooted in its capacity to provide an extensive demonstration of strategies tailored to help teachers effectively regulate their emotions in the dynamic context of teaching. This choice is aligned with the central objective of this study, which seeks to delve into the specific situations that elicit emotions among teachers within the classroom setting. The Process Model of Emotion Regulation offers a comprehensive structure, encompassing five distinct dimensions: situation selection, situation modification, attention deployment, cognitive change, and response modulation.

The process model of emotion regulation strategies offers a complex demonstration of strategies that contextualize emotion regulation, aligning with the goals of this study to unravel the specific emotion regulation strategies utilized by Indonesian English teachers. By embracing this model, this research aims to shed light on the nuanced strategies that non-local Indonesian English teachers employ to regulate their emotions and navigate the complex challenges inherent in the Thai teaching environment. As we move forward in the research journey, this chapter lays

the foundation for comprehending the multifaceted emotions that influence teaching practices in the Thai educational context.

In addition to that, this chapter highlights English language teaching in Thailand. As the context of this study, the establishment of non-local English teachers' employment in Thailand becomes the root of the study. Among all nationalities of the non-local English teachers who work in Thailand, Indonesian teachers are the focus of the study because their experiences offer valuable insights into the intricacies of teaching in a foreign cultural context. This chapter underscores the unique challenges faced by non-local teachers, such as culture shock, stress, and isolation, as they navigate the unfamiliar landscape of Thai education.



## CHAPTER 3

### METHODOLOGY

The research design, research participants, research instrument, data collection procedures, data analysis process, and preliminary study are some of the fundamental focuses addressed in this study which will be discussed in this chapter.

#### 3.1 Research Design

This current investigation employed a qualitative approach, which is expected to assist the researcher in delving into information and experiences thoroughly. Qualitative research is particularly suitable for studying teaching English as a foreign language due to its focus on various important aspects, including relationships, activities, communities, and settings (Misdi et al., 2021). By focusing on human behavior and interaction, qualitative studies enable a profound comprehension of trends and phenomena (Cresswell, 2014; Creswell and Creswell, 2018). As such, this qualitative research approach is aptly chosen to explore Indonesian English teachers' emotions and their regulation strategies within the Thai educational context.

The study utilized a descriptive qualitative design, as recommended by Lambert and Lambert (2012), as it is well-suited for uncovering phenomena specific to particular situations. This aligns with the research's central focus on revealing teachers' emotion regulation strategies and identifying the specific situations that prompt emotional responses. A descriptive qualitative design is particularly well-suited to facilitating an in-depth understanding of teachers' voices, including their emotions and thoughts about education (Démeh and Rosengren, 2015). Moreover, this design can provide an authentic insight into teachers' experiences in teaching (Silverman, 1997). Given these advantages, the descriptive qualitative design stands as the most appropriate choice for the current investigation. It allows the researcher to provide detailed descriptions and interpretations of Indonesian English teachers' emotion regulation strategies and the specific situations that provoke their emotions in teaching.

#### 3.2 Research Setting

Thailand was purposefully chosen as the research setting due to its diversified educational landscape. Another rationale for this choice is that the researcher is based in Thailand, which provides convenience for data collection. The study involved ten Indonesian English teachers who participated in this context, chosen to represent a range of academic specialties. Currently, these teachers are employed in teaching

positions at a variety of institutions located in several Thai provinces, including Bangkok, Pattaya, Nakhon Ratchasima, Phatthalung, and Songkhla. The deliberate inclusion of both public and private schools deepens the investigation and enables a study of the unique teaching and learning environments that separate each institutional category. This deliberate approach to participant and environment selection enhances the research's capacity to produce an in-depth understanding of the topic.

Those in Bangkok and Songkhla are private schools among these institutions. English is the medium of instruction in these schools, and it is taught by native and non-native English-speaking teachers from many nations. The variety and diverse linguistic tapestry of the classroom make it the perfect place to study the strategies Indonesian English teachers use to control their emotions. On the other hand, the government school in Nakhon Ratchasima offers integrated programs for both primary and early childhood education. This school is notable for having two different teaching programs: the regular program and the Intensive English Program (IEP). English teachers from English-speaking nations, such as the US and Canada, as well as educators from non-English-speaking nations, like Indonesia and Malaysia, are included in the IEP. This unique blend of educational experiences offers an intriguing framework for examining the emotion regulation strategies employed by Indonesian English teachers. Furthermore, the study includes a Pattaya and Phatthalung school that are an Islamic private institution. This school embraces a varied team that includes teachers from the Philippines, Uganda, and Indonesia and offers both an IEP program and a normal program. The presence of foreign teachers enhances cross-cultural learning in the classroom and provides a fascinating context for analyzing the strategies that Indonesian English teachers use to regulate their emotions.

By exploring a range of educational settings across different regions in Thailand, the study seeks to contribute to a nuanced understanding of the potential emotion regulation strategies utilized by Indonesian English teachers in various learning contexts.

### **3.3 Research Participants**

The participants consist of 10 Indonesian teachers currently employed in various Thai schools, evenly split between five female and five male teachers. Half of the participants teach at the secondary level, while the remaining five teach at the elementary level in Thailand. Participants were recruited through purposive sampling. This research endeavors to ensure the selection of participants through a rigorous set

of criteria, underscoring the depth and relevance of the study. The initial criterion mandates that participants possess an Indonesian passport, serving as a tangible marker of their nationality. This criterion is significant in establishing a coherent and consistent demographic for the study. Moreover, participants must have successfully completed a bachelor's degree in education, which holds dual importance: not only does it qualify them for teaching roles in Thailand, but it also attests to their possession of essential pedagogical knowledge. This criterion safeguards the inclusion of educators who bring a foundational understanding of teaching methodologies to the study. Finally, the participants targeted for inclusion are those employed in teaching at the elementary and secondary levels of education. This choice is purposeful, as it adds depth and dimension to the research findings, capturing the unique dynamics that arise within these crucial formative stages of education. These variables come together to generate a group of participants that ensures insightful and varied contributions to the research's primary objectives.

The participants' identities have been anonymized through pseudonyms to safeguard their confidentiality and privacy throughout the study. These pseudonyms are derived from their teaching positions, distinguishing between those teaching at the secondary and elementary levels. For instance, participants designated as EST (English Secondary Teacher) are English secondary teachers, while those designated as EET (English Elementary Teacher) teach at the elementary level. The numbers appended to the pseudonyms correspond to their codes in this study. To illustrate, EST1 represents a secondary-level English teacher identified as participant 1 in this investigation. Similarly, EET6 signifies an elementary-level English teacher coded as participant 6 in this research. This naming convention extends to all pseudonyms used in subsequent chapters, including findings and discussions, ensuring the protection of participants' identities.

**Table 3.1** Participants' Demographic Information

No	Participants	Personal Backgrounds
1	EST1	Woman, a secondary English teacher in a government school in Uthai Thani with 2 years of experience teaching in Thailand. Graduated from a Master's program in Education majoring in Chemistry. Subjects taught include English and Science.
2	EST2	Man, a secondary English teacher in an Islamic school in Bangkok with 3 years of experience teaching in Thailand. Currently pursuing a Master's degree in Chiang Mai, Thailand, majoring in Education and Islamic Studies. Subjects taught include English and Arabic.
3	EST3	Man, a secondary English teacher in an Islamic school in Patthalung with more than 6 years of experience in teaching in Thailand. Holds a bachelor's degree in Arabic Education. Subjects taught include English and Arabic.
4	EST4	Woman, a secondary English teacher in an Islamic school located in Chonburi with 2 years of experience teaching in Thailand. Holds a bachelor's degree in English Education. Subjects taught include English for public speaking and other English subjects.
5	EST5	Man, a secondary English teacher in a private secondary school in Bangkok with 2 years of experience teaching in Thailand. Holds a Master's degree in the Teaching Department. Subject taught includes English.
6	EET6	Woman, an elementary English teacher in an Islamic school in Chonburi with one year and a half of teaching experience in Thailand. Holds a bachelor's degree in English Education. Subject taught includes English.
7	EET7	Woman, an elementary English teacher teaching in an Islamic school in Chonburi with 4 years of experience teaching in Thailand. Holds a bachelor's degree in English Education. Subjects taught include English, Science, Physical Education, and Islamic Studies.
8	EET8	Woman, an elementary English teacher teaching in an Islamic school in Songkhla with more than 4 years of experience teaching in Thailand. Holds a bachelor's degree in English Education. Subjects taught include English, Malay Language, Math, and Computer Science.
9	EET9	Man, an elementary English teacher teaching in a private school in Chonburi with one year and three months of experience teaching in Thailand. Holds a bachelor's degree in English Education. Subjects taught include English and Science.
10	EET10	Man, an elementary English teacher in an Islamic school in Songkhla with one year and one month of experience teaching in Thailand. Holds a master's degree in English Education. Subjects taught include English, Math, and Physical Education.

The recruitment process itself is envisioned to be multi-faceted, potentially demonstrating adaptability in the utilization of widely recognized communication mobile applications. Some teachers were invited to participate in this study through a WhatsApp message asking if they are willing to take part. In addition, the researcher of this study also reached out to some participants through Instagram direct message. Accordingly, these Indonesian teachers are expected to agree to be involved in the study.

### **3.4 Research Instrument**

In this study, the researcher used semi-structured interviews to gather data. Interviews, as Cohen, Manion, and Morrison (2011) mention, offer flexibility in collecting information through various sensory channels such as verbal, non-verbal, spoken, and heard. Additionally, semi-structured interviews, essentially oral questionnaires, involve a dialogue between the interviewer and interviewees to gather information (Arikunto, 2014; Creswell, 2014).

Furthermore, semi-structured interview allows the researcher to set outlines for the issue covered, but the participants' responses determine the way in which the interview is directed (Cohen et al., 2011). This research utilized interview guideline, as it helps researcher to collect the research data. Using an interview guideline helps researchers plan on covering the interview session related to the research topic (Cohen et al., 2011). Thus, interview guideline is known as oral activity regarding the questions delivered to the research participants to obtain opinion, information, or explanation as the data of this current study.

The rationale behind the utilization of semi-structured interviews is that it can provide the essential access to things that cannot be directly or completely observed, like feelings, thoughts, intentions, or beliefs, especially teachers' emotions, and the strategies that the teachers employ to regulate those emotions while teaching. In semi-structured interviewing, the interviewer requires more focused information and asks specific questions to gain it (Rubin and Rubin, 1995). To be more specific, the researcher opens the discussion, listens, and uses prompts to guide the respondent. Additionally, the semi-structured interviews hold extraordinary value as they can facilitate interactions that are remarkably comprehensive (Dowsett, 1986). The data indicates that these interviews can yield exceptional insights into life experience that are often absent in structured interviews or questionnaire-based methods. Hence, the adoption of the semi-structured interview as the research data collection tool is deemed

appropriate for the present investigation, as it aids in collecting the necessary data and subsequently facilitates addressing the research questions effectively.

With regard to the questions of the semi-structured interview, they have been adapted from Sutton (2004). The interview questions framework encompasses a foundational set of four questions strategically designed to extract essential data pertinent to this research investigation. These questions are subsequently followed by a set of probing questions designed to elicit comprehensive insights into the teachers' emotional experiences within the classroom context and the specific emotion regulation strategies they use while teaching. It is worth noting that the interview questions deployed in this current investigation have demonstrated their effectiveness within the research area of emotion regulation strategies. The researcher of this study had found the utility in the investigations of various studies throughout multiple decades, including the notable contributions of scholars, such as Gong et al. (2013), Jiang et al. (2016), Arizmendi Tejada et al. (2016), Akbari et al. (2017), Chang & Taxer (2021). A detailed description of the exploratory questions is expounded upon below.

The first interview question focused on getting the participants' perspectives on how they perceive emotions when teaching English in Thailand. This strategic approach aims to give the researcher insights to answer the first research question, which is focused on exploring the emotions that the participants experienced. The second interview question is created to serve as an insight into the range of emotions experienced by Indonesian English teachers when imparting knowledge within the Thai educational context. The second interview question was carefully designed to serve as an insight into the emotional range experienced by Indonesian English teachers when teaching English within the Thai educational context. This question necessitates participants' thoughtful contemplation as they assess a list of positive and negative emotions, as adapted from Richards (2020). Participants had the chance to navigate their emotional experience through this structured cognitive process, which improves the precision of their responses with regard to their teaching experience in Thailand. In turn, this makes it easier for participants' emotional openness to be intensified, which allows the researcher to answer the first research question successfully. In conclusion, the first and second questions are intentionally crafted to facilitate the exploration of emotions experienced by Indonesian English teachers while teaching in Thailand, aligning with the first research question.

- (1) When you think about emotions and your English language teaching in Thailand what comes to (your) mind?

- (2) You mentioned the emotion (s) \_\_\_\_\_. Other common emotions are on the list I am giving you. Could you look at the list and tell me which 1 or 2 or 3 seem most relevant to you when teaching? (the list would refer to positive and negative proposed by Richards (2020))

Subsequently, the third interview question targets the identification of emotion regulation strategies employed by these participants during their teaching experiences in Thailand, directly addressing the second research question. Furthermore, the probe questions following up the third question will shed light on specific situations that influenced the application of these emotion regulation strategies, aligning with the third research question.

- (3) Do you ever control, regulate, or mask your emotional experiences in the classroom?

*Probes associated with the interview question on emotional regulation*

Do you ever control, regulate, or mask the emotional experiences in the classroom?

(If yes)

- Please describe a situation where you tried to control, mask, or regulate your emotions? (Use the term the respondent used e.g., control, mask)

The remaining probe questions (Appendix 1) aim to delve into the potential emotion regulation strategies utilized by the participants and the contextual situations that prompted their utilization.

The final core question in the interview serves as an open-ended invitation for participants to share any additional thoughts, insights, or experiences related to the intersection of emotions and teaching English in Thailand. This question provides a valuable opportunity for participants to reflect on their emotional experiences in the classroom and offer any perspectives that may not have been covered in the previous questions. It encourages them to express their thoughts freely and contribute to a more comprehensive understanding of the topic.

This question is integral to this current study as it allows participants to share their personal reflections and insights in an unrestrained manner. By giving them the space to provide additional information, the researcher may capture a broader range of emotional experiences, strategies, and challenges that the participants encounter while teaching English in Thailand. These narratives can uncover hidden aspects of their emotional journey, reveal unique coping mechanisms, and shed light on the

complexities of their roles as non-local English teachers. By including this open-ended question, the researcher can create an opportunity for participants to shape the discourse around emotions and teaching in a way that resonates with their own lived experiences. This can offer a more authentic and nuanced portrayal of their emotions and strategies, contributing to the overall richness of the study's findings.

(4) Is there anything else you would like to say about emotions and teaching English in Thailand?

To ensure accurate communication and understanding during the interviews, the interview questions were translated into Indonesian, which is the shared mother tongue of both the researcher and the participants. This comprehensive question framework ensures that the study delves deeply into the emotional experiences and regulation strategies of Indonesian English teachers in the Thai teaching context.

Furthermore, to ensure the robustness of the interview questions, a content validation process was undertaken. This involves seeking input and feedback from established experts in the field. The selected experts are two experienced university professors with an extensive background in teaching research methodology over several years. Their cumulative experience equips them with the expertise necessary to assess the interview questions for their alignment with qualitative research principles and content validation criteria.

The validation process for the research instrument gains more credibility by involving these experts. Their insightful viewpoints and methodological expertise guarantee that the interview questions are rigorous intellectually as well as verbally. This thorough examination improves the questions' evident validity while also making a major contribution to the validity and dependability of the results of the ongoing research.

### 3.5 Data Collection Procedures

This current research used semi-structured interview as the data collection tool because it can help the researcher answer the research questions of this study. These research questions aim at exploring emotional experiences that Indonesian English encounter while teaching in Thailand and the strategies which are employed by these teachers to regulate the experienced emotions. Accordingly, the researcher adopts semi-structured interview with open-ended questions mentioned in the previous section, allowing the participants to elaborate their answers. Moreover, the interviews were guided by the provided interview guidelines as the idea was to set the researcher to stay on the main interview questions.

As for the timeframe of this research study, the interviews were conducted throughout the end of the year of 2023 and the beginning of 2024, starting from December 2023 to January 2024. The underlying reason behind the timeframe is the time constraint of the study. Each interview was scheduled beforehand according to a convenient time decided by the participants.

The interviews were conducted via the online platform such as Zoom and Google Meet, or other potential social media platforms such as WhatsApp or Instagram call feature. Using social media platforms such as Instagram Direct Message, Facebook Messenger, and WhatsApp to contact the participants and collect data offers several advantages. First and foremost, these platforms provide a convenient and accessible means of communication. Many participants are already familiar with these tools, making it easier to engage them in the research process. Moreover, these platforms allow for asynchronous communication, enabling participants to respond at their convenience. This flexibility can be particularly beneficial when dealing with individuals from diverse backgrounds and time zones, ensuring that data collection accommodates their schedules. Additionally, the informal and conversational nature of social media messaging can foster a more relaxed and open dialogue, which might lead to more candid responses. Finally, the multimedia capabilities of these platforms enable participants to share photos, videos, and voice messages, enriching the data collected with a broader range of insights and perspectives. Overall, using social media for data collection enhances accessibility, flexibility, and the depth of information gathered, making it a valuable tool for qualitative research.

The following is the table showing the detailed procedure of the data collection in which the researcher was the only interviewer.

**Table 3.2** Data Collection Procedures

Steps	How Semi-Structured Interviews were Conducted for Data Collection
<b>Step 1:</b> <i>Recruitment of Participants.</i>	This step includes identifying and contacting participants who are Indonesian English teachers who work in different Thai school. Potential participants are also informed about the purpose and scope of the research.
<b>Step 2:</b> <i>Informed consent.</i>	The participants of this study are provided with detailed information about the study, its objectives, procedures, and the potential risks. The goal of this step is to obtain their written informed consent to participate.
<b>Step 3:</b> <i>Scheduling Interviews</i>	This step requires the researcher to coordinate with each of the participants to schedule convenient interview times. The interviews were conducted online via aforementioned platforms earlier to ensure flexibility and accommodate their availability.

Table 3.2 Data Collection Procedures (Cont.)

Steps	How Semi-Structured Interviews were Conducted for Data Collection
<b>Step 4: Conducting Semi-Structured Interviews</b>	Individual semi-structured interviews were conducted in accordance with the provided interview guidelines. In this step, the researcher is required to promptly establish rapport and create a comfortable environment to encourage open sharing by building sense of trust and mutual understanding with the participants. This would include actively listening to their responses, showing empathy, and assuring confidentiality.
<b>Step 5: Exploration of Emotions and Strategies</b>	The interviews were conducted approximately 55 – 70 minutes. During this phase, the researcher delivered questions to participants exploring their emotional experiences while teaching and strategies that they use to regulate those emotions.
<b>Step 6: Recording Interviews</b>	The semi-structured interviews with each participant were recorded using appropriate tools (audio and video recorder in the zoom feature). This step is needed to ensure accurate transcription and analysis. It is worth noting that the participant was notified beforehand that the interview will be recorded.
<b>Step 7: Transcription</b>	After each interview is conducted, the recorded video and audio were transcribed, capturing participants' spoken words and expressions for thorough data analysis.
<b>Step 8: Data Verification or Member Checking</b>	This phase includes sharing the transcriptions with the participants for verification to ensure accuracy and capture their intended meaning.

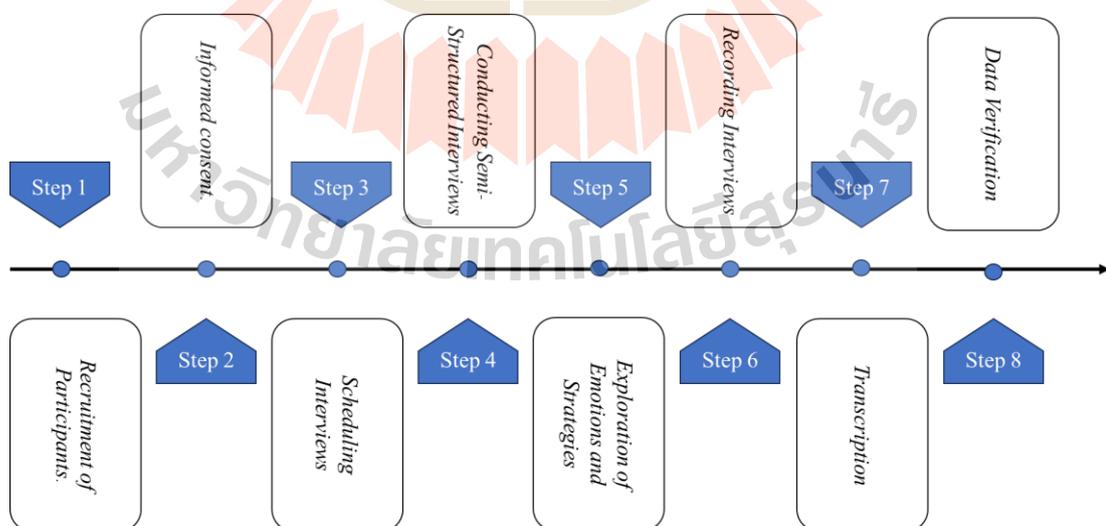


Figure 3.1 Flowcharts of Data Collection Procedures

For the individual semi-structured interviews, the researcher carried out the interview unlike executing unstructured interviews where the researcher has little or even no control in a relatively unpredictable direction, the semi-structured interviews of the current research, however, were flexibly controlled in order to follow the interview guidelines for the apparent purposes. Meanwhile, the interviewer made efforts to create a harmonious atmosphere throughout the interviews by conducting very relaxing, low-pressure, and flexible talks and discussion with and among the interviewees, not just reading aloud the predetermined questions to the participants as in structured interviews.

### **3.6 Data Analysis Procedures**

The data collected for this research serve multiple purposes. Firstly, they are intended to identify emotions experienced by Indonesian English teachers who are currently employed in Thailand's educational institutions. Additionally, these gathered data play a central role in unravelling the emotion regulation strategies employed by these teachers while carrying out their teaching responsibilities. Lastly, the data serve the purpose of delving into specific scenarios that trigger the use of these emotion regulation strategies. To analyse these data, the researcher adopted a deductive thematic analysis approach to address research question one, as for the research question two deductive-inductive thematic analysis were taken, while an inductive thematic analysis was employed to help the researcher answer research question three. This method entails scrutinizing the gathered data using pre-established categories or themes derived from the research's theoretical framework, as outlined by Boyatzis (1998).

In the context of this research, the thematic analysis serves as a fitting approach, especially concerning the investigation's second research question. The categories for emotion regulation strategies are drawn directly from Gross's (1998) Process Model of Emotion Regulation Strategies. This alignment between the research's theoretical foundation and the analysis method ensures a structured and theoretically grounded exploration of the collected data, enhancing the study's credibility and reliability.

This study employs a comprehensive four-fold coding process (open, analytical, axial, and selective coding) to analyze the research data from interview transcriptions (Cohen, Manion, & Morrison, 2011; Creswell, 2014). This approach aids in unveiling intricate details and overarching themes within the data.

The use of these coding methods is particularly relevant given the data's source—semi-structured interviews and transcribed recording videos. Each coding type

contributes to in-depth exploration, enriching research insights, and ensuring meticulous data examination. This systematic coding approach facilitates the identification of emerging themes, patterns, and connections within participants' narratives. Its employment aims to derive meaningful interpretations and insights, addressing research questions rigorously. Below is a summary table of the data analysis steps.

**Table 3.3** Data Analysis Procedures

<b>Steps</b>	<b>Data Analysis Procedures</b>
<b>Step 1:</b> <i>Transcription</i>	The researcher transcribed the video recording from the interview session with the participants. This step also involves familiarizing the transcription of the recorded interviews verbatim, capturing participants' responses and nuances accurately
<b>Step 2:</b> <i>Familiarization</i>	In this phase, the researcher read and re-read the transcriptions to immerse himself in the participants' narratives and accordingly gain a holistic understanding of the data.
<b>Step 3: Open Coding</b>	At this juncture, the researcher is required to start the open coding by systematically breaking down the transcriptions into smaller segments. Then, this step includes identifying and labelling initial codes that capture specific ideas, emotions, or phenomena present in the data.
<b>Step 4: Analytical Coding</b>	Grouping related open codes to form broader categories is the next step in the data analysis procedures. Further, the researcher analysed the relationships between codes and categories, seeking underlying meanings and connections.
<b>Step 5: Axial Coding</b>	In this step, the researcher further refined the categories by exploring subcategories and their relationships. This phase includes establishing connections between categories and subcategories, allowing the researcher to map out the data's structure.
<b>Step 6: Selective Coding</b>	The researcher identified the core themes that emerge from the data. Selective coding involves focusing on these key themes, clarifying their significance and implications.
<b>Step 7: Data Synthesis</b>	At this point, synthesizing the findings by integrating the core themes and connecting to the research questions and theoretical framework have been done. Also, the researcher developed comprehensive narrative that elaborate the depth and richness of the participants' experiences.
<b>Step 8: Data Verification or Member Checking</b>	This phase includes sharing the synthesized findings with the participants to validate the accuracy of the interpretations. The feedback given from the participants was incorporated since it enhances the credibility of the study's outcomes.
<b>Step 9: Interpretation</b>	After the synthesized data have been reviewed by the participants, the researcher reanalysed the synthesized findings in relation to the research questions, theoretical framework, and previous studies. Accordingly, this step involves drawing conclusions and insights that contribute to the broader understanding of the phenomenon.

To illustrate how the coding processes were conducted, below are the sample steps involved in the coding process during data analysis. Codes mentioned in the processes include E1, representing the first emotion stated in the interviews by the participants. Following this, ERS1 signifies the first occurrence of an emotion regulation strategy mentioned in the interviews, and lastly, ST1 denotes the first situational trigger mentioned by the participants. These codes are sequentially numbered and are used to amplify their voices in the findings section. These categories or codes assist the researcher in retracing their steps when necessary.

**Table 3.4** Open and Analytical Coding

RQ1: Indonesian English Teachers Emotions in teaching in Thailand		
Participants	Statements	Category/Code
EST1 (P1)	<i>Overwhelming.</i>	Overwhelmed (E:1)
	<i>It made me feel sad and emotionally drained.</i>	Sad (E:2)
	<i>I felt outcasted.</i>	Outcasted (E:3)
	<i>so, it makes me feel lonely.</i>	Lonely (E:4)
	<i>So, I feel grateful that I could improve their English</i>	Grateful (E:5)
EST2(P2)	<i>Honestly, I once got really angry at my school</i>	Angry (E:1)
	<i>I felt I wasn't respected when I spoke.</i>	Not Respected (E:2)
	<i>if someone does that, it annoys me a bit</i>	Annoyed (E:3)
	<i>Because to me, they seem spoiled, so I feel loved by them</i>	Love/Affection (E:4)
RQ2: Emotion Regulation Strategies used by Indonesian English teachers teaching in Thailand		
Participants	Statements	Category/Code
EST4 (P4)	<i>so usually, before, what's it called, before teaching, I'm better, what's it called, reviewing the book first, and I don't want to check social media or something else because that can trigger, like if, what you see sometimes triggers you, can change your mood like that, or read something sad or something that makes you angry, like that</i>	Situation Selection through proactive preparation and avoidance of mood-altering stimuli. (ERS:1)
	<i>Mas, so after that, I remember, I have to remember that they also must have a willingness to learn like that, even though sometimes, as naughty as the student can be, they still want to, it's impossible that their parents pay what, pay expensive fees too, right, this is a private school, including, right, Mas</i>	Cognitive Change through positive reframing. (ERS:2)

**RQ3: Situational triggers provoking Indonesian English teachers' emotions and the use of emotion regulation strategies**

Participants	Statements	Category/Code
EET8 (P8)	<i>The common emotion is happiness. Especially when you see the kids you're explaining to understand, it's happy.</i>	Feeling Happy Triggered by Students' Understanding and Comprehension. (ST:1)
	<i>I teach Grade 3 here, right? So here, there is an English Programme class, and Grade 3 is the only class where there are two English Programme classes, while for the other English Programme classes, for Grade 1, there is only one class programmed. For Grade 2, there's only one class programmed. While for Grade 3, there are two, and I handle those two classes. Then, at the end of each unit, they finish one unit. Then I prepare everything from printing certificates, writing their names, to making comments, laminating all the certificates one by one, and preparing snacks for them, right. Then one of the students said something like, 'Why did the teacher play TikTok with the kids from Grade 3, while I wanted to borrow a phone but wasn't allowed.' It's actually a trivial issue, but basically, they feel jealous of each other. Until I said, 'Why can you say that to me? I'm your teacher. I'm tired of preparing all this for you, and you act like that.' Then I cried right there and couldn't control it. It was really unexpected.</i>	Feeling Angry Triggered by Perceived Injustice and Lack of Appreciation. (ST:2)

**Table 3.5** Axial and Selective Coding

<b>RQ1: Indonesian English Teachers Emotions in teaching in Thailand</b>	
Categories/Codes	Themes
<ul style="list-style-type: none"> <li>• Happy: P1 (E:7), P2 (E:6), P3(E:3), P4 (E:1), P6 (E:1), P7 (E:3), P8 (E:1), P9 (E:6), P10 (E:6)</li> <li>• Grateful: P1 (E:5), P2 (E:9), P3(E:9), P6 (E:9), P10 (E:8)</li> <li>• Proud: P2 (E:5), P3 (E:6), P4 (E:6), P5 (E:9), P6 (E:10), P7 (E:9), P10 (E:9)</li> </ul>	Positive Emotion
<ul style="list-style-type: none"> <li>• Sad: P1 (E:2), P3 (E:2), P4 (E:2), P7 (E:13), P9 (E:8), P10 (E:3)</li> <li>• Angry: P2 (E:1), P3 (E:10), P4 (E:3), P6 (E:2), P7 (E:6), P8 (E:2), P9 (E:3)</li> <li>• Frustrated: P1 (E:11), P2 (E:7), P6 (E:3), P7 (E:11), P8 (E:7)</li> </ul>	Negative Emotions
<ul style="list-style-type: none"> <li>• Outcasted: P1 (E:3)</li> <li>• A Mix of Feelings: P3 (E:12), P7 (E:1), P8 (E:4), P9 (E:2)</li> </ul>	Other Emotions

**RQ2: Emotion Regulation Strategies used by Indonesian English teachers teaching in Thailand**

Categories/Codes	Subthemes	Themes
1. Situation Modification through assigning students into groups: P1 (ERS7)	Teaching Methods Related	Situation Modification
2. Situation Modification through inviting disruptive students out of the class to engage in games and activities: P2 (ERS1)	(Classroom Adjustment)	
1. Situation Modification through seeking assistance from co-teacher or using tools: P1 (ERS8)	Technology Usage	(Situation Modification)
2. Situation Modification through Utilizing Visual Aids, Technological Tools, and Peer Support. P5 (ERS6)		

**RQ3: Situational triggers provoking Indonesian English teachers' emotions and the use of emotion regulation strategies**

Categories/Codes	Subthemes	Themes
1. Feeling Respected Triggered by students' cultural norms and expressions of admiration. P1 (ST:7)	Positive Students'	Students
2. Feeling Proud Triggered by Students' Initiative, Collaboration, and Commitment to Learning. P2 (ST:8)	Interaction and Behavior	
3. Feeling Happy Triggered by Students' Readiness to Learn. P3 (ST:4)		
1. Feeling Overwhelmed Triggered by Students' Disengagement. P1 (ST:2)	Negative Students'	
2. Feeling Sad Triggered by Lack of Student Engagement and Attention: P7 (ST:12)	Interaction and Behavior	
3. Feeling Angry Triggered by Students' Disregard for Instructions and Lack of Cooperation. P8 (ST:4)		

### 3.6.1 Rigor and Trustworthiness

As qualitative research delves into the narrative exploration of human experiences, ensuring the trustworthiness of the study becomes extremely important. This section will delve into various dimensions of trustworthiness relevant to this research, encompassing credibility, dependability, conformability, and transferability. The researcher addressed these aspects to enhance the robustness and validity of the study's findings.

To ensure the credibility of the current study, the researcher implemented three fundamental ways. Primarily, maintaining the credibility of the transcribed interview results and the subsequent analysis involved member checking, a process

where participants review their interview transcripts to confirm their accuracy. This practice aligns with Cohen et al. (2018), who emphasize that member checking validates qualitative data by affording participants the opportunity to verify the precision of both their statements and the ensuing analysis. This procedure serves as a mechanism to ensure that participants' perspectives are faithfully represented in the transcriptions and that the data analysis accurately captures their intended meanings. By facilitating this verification process, the researcher aims to establish the credibility and authenticity of the collected data.

Second, the researcher triangulated the data. Data triangulation involves utilizing multiple sources or perspectives to validate and enhance trustworthiness of this current study's findings. To holistically capture a comprehensive understanding of emotion regulation strategies, the researcher attempted to include teachers with different levels of experience. This can be seen by the range of the participants' teaching experiences in Thailand. By examining how emotion regulation strategies differ based on experience, the researcher had an attempt to add depth and nuance to the findings. In addition, this study has chosen teachers who work from different school settings. Different school environments can significantly influence the emotional experiences and regulation strategies of the participants. For example, teachers in international school in Bangkok might have different linguistic and cultural challenges compared to those local Islamic based school in Chonburi. The multiple sources of the data gained can strengthen the credibility of findings but also allows for a more nuanced and comprehensive exploration of the topic.

Lastly, the researcher fostered extended and continuous engagement with the participants in this study. Interactions between the participants and the researcher extended beyond the mere data collection phase and encompassed pre-data collection interactions as well. Given the participants' voluntary commitment to the study, the researcher established a robust rapport by engaging in personal conversations and following their activities on social media platforms. This proactive approach led to the development of a strong rapport before the data collection phase commenced. Consequently, during the data collection process, participants did not perceive themselves as being solely approached for data extraction. Instead, the interactions were akin to everyday conversations, creating an environment conducive to genuine and candid responses. This approach aimed to capture the participants' experiences and emotions as naturally and authentically as possible.

Moreover, to ensure the dependability and conformability of the research, a supervisory process was implemented. This ongoing supervisory process aims to

maintain rigor throughout the analysis phase and the formulation of conclusions. Additionally, the researcher engaged in a practice known as "peer debriefing," as highlighted by Janesick (2007), to reduce the potential bias in the data analysis procedures. This involves inviting colleagues familiar with qualitative research methodologies to collaborate in reviewing, cross-checking, and providing constructive feedback on the research process, particularly in the coding and data analysis process. Two colleagues of the researcher were voluntarily participated in this study to involve in the peer debriefing process. Their input is invaluable in identifying potential redundancies and inconsistencies in drawing conclusions, thus contributing to the overall robustness of the study. In addition to conducting peer debriefing sessions with colleagues, this study employs reflexivity in the data analysis procedures to mitigate potential researcher bias. This is achieved through meticulous documentation of all coding processes, ensuring transparency and accountability in the analysis methodology.

Regarding transferability, a comprehensive elucidation of the participants was furnished by the researcher. This detailed information is expounded upon in the "Research Participants" section, encompassing demographic particulars and a comprehensive portrayal of the participants engaged in this study. This approach enhances the potential for others to assess the applicability and relevance of the study's findings within diverse context.

Consequently, by implementing the aforementioned purposeful steps, it is anticipated that this study will yield a profound comprehension of the subject matter, shedding light on the outcomes of teachers' emotion regulation strategies within the context of the process model of emotion regulation strategies framework. Moreover, the researcher ensured the robustness of participant selection, findings, and conclusions, thereby enhancing the accountability and validity of this research. In doing so, this study aims to offer readers a comprehensive grasp of the topic and novel insights that contribute to the existing body of knowledge.

### **3.7 Preliminary Study**

Prior to executing the main research study, a preliminary study is planned to lay the groundwork for the research design and methodology. In the preliminary study, the researcher aims at validating the feasibility and effectiveness of the proposed approach (Lancaster, Dodd, and Williamson, 2004). In addition to that, the preliminary study is expected to offer insights into the participants' perspectives on emotion regulation strategies, and specific situations in the classroom which provoke the

utilization of those emotion regulation strategies. The feedback and insights obtained from this phase were integral in shaping and accordingly enhance the final research design, providing a strong foundation for robust data collection, and enhancing credibility of the overall study.

### **3.7.1 Participants**

The preliminary study involves two female Indonesian English teachers employed in distinct educational settings in Thailand. One participant, known by the pseudonym Melati, has dedicated a year to teaching in a public school located in Nakhon Ratchasima. The second participant, referred to as Mawar, boasts approximately five years of teaching experience in a private international school situated in Bangkok. Both Melati and Mawar specialize in teaching the English subject and have academic backgrounds in English and education, rendering them fitting candidates for this research, as previously discussed in the section on research participants (3.3). These participants were selected through purposive sampling based on their availability and willingness to take part in the study.

### **3.7.2 Research Instrument**

Data for this preliminary study were collected primarily through semi-structured interviews, as elaborated upon in the preceding section (3.4). Melati, for instance, initially intended to participate in an online interview; however, she opted for an onsite interview due to her close proximity to the researcher's location, making it a more convenient choice. This onsite interview was conducted in the Indonesian language, as per the participant's preference, and was recorded with Melati's prior consent. The interview session with Melati spanned a duration of 47 minutes.

Conversely, Mawar engaged in an online interview using Instagram's call feature. Her preference for this platform was based on its practicality and simplicity. Similar to Melati's interview, Mawar's session was recorded with her permission, lasting for a total of 65 minutes. During the interview, Mawar responded to questions using the English language.

### **3.7.3 Data Analysis Procedures**

Following the interviews, meticulous data handling processes were implemented to ensure accuracy and reliability. Initially, the audio recordings were transcribed, and the transcripts were subsequently sent back to the participants. This crucial step adhered to the member checking process detailed in the preceding section (3.5), allowing the participants to validate the accuracy of their responses and affirm their contributions to the study's findings.

In the case of Melati, once her transcript received her validation, it underwent a significant transformation. The transcript, originally in the Indonesian language, was translated into English to facilitate the subsequent analytical phases. Subsequently, both sets of transcripts, one in the original language and the other in English, underwent rigorous scrutiny during the familiarization process. This entailed multiple readings by the researcher to gain an intimate understanding of the data.

The data analysis process encompassed four distinct phases of coding: open coding, analytical coding, axial coding, and selective coding (Appendix 3). Each stage was executed to unearth meaningful patterns, themes, and insights from the rich dataset, thus ensuring a comprehensive and nuanced exploration of the participants' experiences and perspectives.

### 3.7.4 The Results of The Preliminary Study

The findings of the preliminary study are organized in alignment with the three primary objectives of the current research. The first section presents the spectrum of emotions encountered by the participants during their teaching experiences in Thailand. Following this, the subsequent section delves into the complexities of emotion regulation strategies employed by the participants to navigate and manage the emotions they encountered while teaching in Thailand. Lastly, the third section delves into the multifaceted situational triggers that provoked the utilization of these emotion regulation strategies.

#### 3.7.4.1 The emotions experienced by Indonesian English teachers in teaching in Thailand

Three key findings emerge from the preliminary study including positive, negative and other emotions.

##### *Positive emotions*

Both participants consistently reported feelings of happiness during their teaching experiences in this context. Two participants shared the following excerpts:

*“When teaching in the classroom here, I experience a wide range of emotions. Firstly, I often feel very happy when I’m teaching the students here.”*  
(Melati)

*“So, yeah, every time I enter my class, I feel the freedom, happiness, relax, and I feel like it’s really my playground.”* (Mawar)

Furthermore, Melati articulated a rich array of positive emotions that permeate her classroom, including pride, love/affection, enthusiasm, amazement, and surprise.

*"I'm proud of myself for successfully teaching English to my students."*

*"It feels like being loved, and sometimes they give me candies, like 'Teacher Melati, this is for you.' Especially in situations where there are many teachers, but they only call me and give things to me."*

*"that's what makes me very enthusiastic about teaching while playing games."*

*"...there are... amazed, surprised, Mas, surprised by the culture here. In my home country, as far as I know, when I was a student, I knew what the culture was like in Indonesia."*

Conversely, Mawar's positive emotional repertoire encompasses sensations of being blessed, experiencing freedom, relaxation, and a profound sense of comfort.

*"So those are the days like, okay, I'm blessed. This is like the best day. I don't know, I feel like it's a luxury day"*

*"I feel freedom every time I enter my classroom because there's not a lot of tense that is pressed to us as teachers"*

*"I feel like, okay, this is just another group of different group of friends, stuff like that. So I really feel the freedom and relax."*

*"So, yeah, I think that's the main reason that I'm very comfortable where I'm now."*

### **Negative emotions**

The participants reported two common negative emotions such as disappointment and frustration. Here are excerpts from the participants regarding the emotions felt:

*"Yeah, it gets boring, that's what makes me frustrated sometimes." (Melati)*

*"...sometimes a bit of disappointment because I've tried to explain things using body language and this language to make them understand, but some students still don't get it." (Melati)*

*"So I'm very frustrated. I'm stressed out. Like, you guys are not following me." (Mawar)*

*"I think that's how sometimes I do feel sad, like, oh, my God, really disappointed." (Mawar)*

Additionally, Melati acknowledged feelings of annoyance and boredom.

*"Secondly, there are times when I get annoyed when ..."*

*"Sometimes, I get bored with, you know, the topics we teach"*

In contrast, Mawar articulated a more extensive range of negative emotions, including anger, stress, fatigue, sadness, and concern. Furthermore, Mawar expressed moments when she was not in the mood for teaching.

*“Normally, if I’m really pissed, no one’s paying attention.”*

*“Normally, I feel really stressed out and tired because my class is on the fourth floor”*

*“When I started my next class, I was still in the moment, like, I’m not in the mood.”*

#### **Other emotions**

Another emotion coded is other emotion. Mawar described her teaching experience in Thailand as akin to a rollercoaster ride of emotions, signifying a broad spectrum of emotional states during her teaching journey. Additionally, Mawar shared that she feels a heightened sense of respect while teaching in Thailand compared to her home country.

*“I can say it’s a rollercoaster. There’s ups, there’s downs. Yeah”*

*“I feel like I’m more respected here. I feel more enjoyable.”*

#### **3.7.4.2 The emotion regulation strategies employed by Indonesian English teachers in Thailand**

##### ***Situation selection strategy***

In the context of this preliminary study, Melati employed the situation selection strategy to effectively regulate her feelings of frustration by consciously choosing not to prolong any issues with her Teaching Assistant (TA). Conversely, Mawar utilized the situation selection strategy to up-regulate or maintain a relaxed atmosphere by proactively preparing teaching related paperwork in advance.

*“If I’m frustrated with someone, I try not to prolong the issue, I don’t want to confront them, and if they don’t understand, that’s okay. As long as I can handle it and understand it, I’ll do it myself”*  
(Melati)

*“I think to prepare everything better because I don’t know, because of the workload. But starting this semester, I’m trying to like, every time my kids finish their test, I check them right away. After that, I have free time. I can relax more. I think that’s what I need to do...”* (Mawar)

##### ***Situation modification strategy***

Additionally, both participants reported employing the situation modification strategy to regulate a range of negative emotions, including frustration, boredom, stress, and moments when they were not in the mood for teaching.

*“When it’s like that and they don’t want to be quiet, I say, ‘Okay, let’s watch videos, and then after that, I will ask you some questions.’ Then they all become quiet, like ‘wuusssh.’ After watching the video, I ask them questions. After that, we continue with the lesson. That’s how it goes.” (Melati)*

*“Like, okay, if I’m not mood for teaching, I’ll change it to a game lesson and then I’ll teach the next day. Because still there’s a lot of things you can offer, a lot of games that you can think of.” (Mawar)*

### **Attention Deployment Strategy**

While both Melati and Mawar made use of the four emotion regulation strategies, only Melati primarily used attention deployment strategy to sustain her enthusiasm while teaching in Thailand.

*“Usually, I pick the students who are less motivated or reluctant to participate, those who sit in the back. I tend to ignore those who are already doing well and sitting in the front. My focus is on giving more attention to those who are struggling. So, I’m very enthusiastic about finding ways to make them love the subjects I teach.”*

### **Cognitive change**

Cognitive change emerged as a shared strategy among both Melati and Mawar, albeit applied differently. Melati employed cognitive change to maintain positive emotions such as happiness, pride, and love/affection. In contrast, Mawar utilized cognitive change to regulate negative emotions, specifically addressing frustration, sadness, and disappointment.

*“To maintain the feeling of being proud, I appreciate every small change in my students.” (Melati)*

*“But again, I see them as kids that just woke up. They just woke up. Like, us adults, we need time to actually like, okay, I’m awake now. You stare at the ceiling for a moment, and then you take your phone or whatever, go to the toilet. Look at them as kids. They just woke up. They’re somewhere else in their mind. They’re not there yet. They’re not awake yet. So, yeah, sometimes I just giggle, oh, my God, guys. Oh, my God. Guys. So, yeah, that’s one of the examples from kinder. Most of the time, if they’re not I don’t know, they’re not feeling that. They don’t want to sing, they don’t want to listen. They don’t want to color, they don’t want to do anything. But again, I see*

*them as kids. They're running around. That's what kids do. There's no way that, no, you have to sit down. So, yeah, sometimes I laugh, like, oh, my God, especially when I'm getting stressed.” (Mawar)*

### **Response modulation strategy**

Lastly, both participants relied on the response modulation strategy to regulate various negative emotions, including frustration, concern, a negative mood, stress, and fatigue. These diverse emotion regulation strategies illustrate the complexity of managing emotions in the teaching context in Thailand.

*“Then, sometimes, the second thing I do is try to hide my frustration. Even though I'm extremely frustrated and angry to the core and want to hit someone, I have to be patient. Patient, patient, patient.” (Melati)*

*“That's it. But I need time. I will need time. It's not like, okay, finish argument, come in the class. And then I put a fake smile. I can't do that in seconds. Some people can. Some people can. Really? Amazing. They can separate their professional life and then their private life. I can't get. I will still need minutes to actually like, okay, I'm teaching now. Let's just skip a bit. And then I will look at certain kids that I know will make something funny.” (Mawar)*

### **3.7.4.3 The specific situations provoked the utilization of emotion regulation strategies among Indonesian English teachers in Thailand**

In the preliminary study, participants employed five emotion regulation strategies in response to various triggers, including positive student interactions, challenging student behaviors, and external factors.

#### **Positive student interactions**

Both Melati and Mawar highlighted the significance of positive student interactions in their emotional experiences. For instance, Melati found happiness in moments when students actively engaged in her teaching, comprehended the material, successfully used the English she taught, greeted her warmly, offered assistance, showed affection through hugs, presented gifts, and even sent heartfelt letters. These positive interactions often prompted her to prolong such moments and engage specific emotion regulation strategies. Below is the excerpt from one of the participants:

*“Oh yeah. Sometimes, they like to write letters. Yesterday, when my hand accidentally got splashed with hot oil, they all gave me letters. They drew pictures of Teacher Melati (me), wearing a flowery dress with a single hair tie, and 'I LOVE YOU' written, and they colored each letter. Almost the whole class, both boys and girls, did*

*that. Thank you. Thank you. I was really touched. All my students were like that.” (Melati)*

### **Challenging student behaviours**

Both Melati and Mawar encountered challenging classroom situations during their teaching experiences. Melati faced issues like student conflicts, unpleasant smell after breaks, and students not paying attention. She also dealt with special needs students, adding complexity to her teaching environment. On the other hand, Mawar expressed frustration when handling kindergarten students who did not cooperate after waking up from naps, and when grade four students struggled to correct their mistakes. These classroom situations prompted them to employ specific emotion regulation strategies.

*“Usually, with the first and second graders, during break times, they tend to run around a lot, and they get really sweaty. Sometimes, they don't even wear proper shoes, and their hands get dirty. Then, after the break, when it's time for the afternoon classes, every 1 o'clock, they come into the classroom, and the classroom is a mess, with a lot of trash, and the students themselves smell bad. It feels like a double kill.” (Melati)*

### **External factors**

Mawar encountered situations linked to external factors that influenced her emotional responses. These situations encompassed conflicts with colleagues, anxiety surrounding visa extensions, teaching in a classroom located on the fourth floor, and dealing with students who did not achieve the expected scores. These external factors significantly impacted her teaching experiences, prompting the use of specific emotion regulation strategies to navigate these challenges.

*“I don't know. It's just that in terms of visa, it's just really tricky because there's a lot of thing and emotion that actually goes into visa itself. Like, okay, are they going to accept me? What do I have to do next? Is my paper complete? Is my documents complete? All those anxious that is added. And then at the other hand, you have to still face your kids with all of these things. It's just really tiring sometimes.” (Mawar)*

In terms of experiencing positive emotions, Mawar encountered situations such as recognizing the benefits of teaching in Thailand, having the freedom to teach without strict rules from the school, and feeling more respected due to the students' motivation and the positive teaching environment. These situations

motivated her to employ emotion regulation strategies to maintain her enthusiasm and commitment to teaching in Thailand.

*“Basically, because I can enjoy every moment, even though it's not always happy moment, but I still take a joy from it. I don't know if it's a good example or not, but if my kids are behaving not well, then I'm okay, stand up, answer this question, and the moment they can't answer, I feel joy from it. Not joy because, oh, my God, you can't answer, but joy because, oh, my God, come on. See, you can't answer it. Let me help you. So, the joy that I know that they still need my help, they're just not behaving. It's not that they hate me. They still need my help. So, the joy of control again, like, okay, you need my help, so behave. I don't know. So even though it's a bad situation, I still feel joy from it.” (Mawar)*

Finally, Melati also encounters situations influenced by the local culture, such as experiencing numerous ceremonial activities while teaching in Thailand. Additionally, she expresses amazement at the students' uniformity in their footwear, a phenomenon not common in her home country. These cultural influences contribute to her prolonged emotional responses.

*“Another amazing thing is that they wear the same shoes here. Because in my hometown, it seemed like all my students had almost the same shoe brands, colors, and everything. They rarely wore Nike or similar brands. Even though they come from well-off families, they all wear the same kind of shoes” (Melati)*

### **3.7.5 Limitations and Implications for The Main Study**

In conducting this preliminary study, it is essential to acknowledge certain limitations that may impact the robustness of the findings. Firstly, it is worth noting that an expert check was not conducted during the coding process, which could introduce some subjectivity and potential coding errors. Similarly, there was no expert check performed for the translation of responses from Indonesian to English, which may have implications for the accuracy and nuance of the data. These limitations were addressed rigorously in the full-scale study, where expert checks were implemented to enhance the validity and reliability of the findings.

However, despite these limitations, this preliminary study has yielded valuable insights. (1) The interview questions employed in this study proved effective in addressing the research objectives, highlighting their suitability for the upcoming research phase. (2) Additionally, the study found that the choice between online and onsite interviews did not significantly impact the quality or depth of the results,

providing flexibility for future data collection. (3) Furthermore, the preliminary study revealed that the use of both Indonesian language and English during the interviews effectively captured the participants' experiences and emotions, suggesting that language choice did not hinder the data collection process. This valuable insight reinforces the flexibility in language use for interviews in the subsequent research phase.

### 3.8 Summary of The Chapter

This chapter, in its entire form, offers a thorough summary of the methodically constructed methodology that were utilized in this investigation. The descriptive qualitative approach in conjunction with the qualitative research design has been carefully selected to align with the goals of the investigation. By making this deliberate selection, the researcher effectively responded to the three research questions presented in the first chapter and provide the groundwork for a targeted investigation.

Within the chapter, a detailed depiction of the research settings unfolds, shedding light on the diverse school settings where the participants of this study operate. Additionally, the chapter provides a brief overview of the ten attentive participants who form the core of this study. Alongside this, the intricate specifics of the research tool, the semi-structured interviews, are discussed, clarifying the reasoning behind the selection and its smooth implementation into the overall framework of the study.

This chapter goes into even more detail on the interview process by offering a comprehensive analysis of the interview questions that were adapted from Sutton's groundbreaking research (2004). These well-considered questions have been prepared to provide answers that precisely address the research questions of the study, giving the study's objectives more depth. The chapter then takes the reader through the rigorous steps involved in gathering data, from carefully selecting participants to the critical stage of data verification.

The chapter reveals the nuances of the data analysis processes, emphasizing, in particular, the use of deductive thematic analysis and the subsequent coding stages. The chapter additionally emphasizes the methodology's trustworthiness measures to highlight the research's rigor, maintaining the research's integrity and boosting the trustworthiness of its findings. This chapter concludes by introducing the idea of a preliminary study, a crucial stage that is prepared to adjust the direction of the research before the primary investigation starts. This chapter establishes the foundation for in-depth, analytical research that aims to provide a substantial contribution to the area with its thorough review.

## CHAPTER 4

### RESULTS

This chapter attempts to answer the research questions in this study:

- 1) What emotions in teaching do Indonesian English teachers in Thailand experience?
- 2) What emotion regulation strategies do Indonesian English teachers in Thailand use in their teaching?
- 3) What specific situations provoke the use of emotion regulation strategies among Indonesian English teachers in Thailand?

#### 4.1. Research Question One

- 1) What emotions in teaching do Indonesian English teachers in Thailand experience?

This section delves deeper into the emotional experiences encountered by these participants. This study contributes new insights by identifying additional emotions reported by participants. First, these teachers reported experiencing 16 positive emotions, including happiness, pride, gratitude, confidence, surprise, affection, excitement, joy, satisfaction, relief, feeling moved or touched, trust, respect, feeling valued, comfort, and relaxation. Happiness, pride, gratitude, confidence, and surprise were the most frequently mentioned themes, while other positive emotions were less frequently referenced. Then, participants also reported experiencing 21 negative emotions, including anger, sadness, fatigue, nervousness, frustration, annoyance, stress, confusion, fear, worry, diminished appreciation, burnout, unease, jealousy, lack of respect, anxiety, insecurity, concern, feeling overwhelmed, dissatisfaction, and sensitivity. Among these, anger, sadness, fatigue, nervousness, frustration, and annoyance were most commonly mentioned. Other negative emotions were less frequently cited. Additionally, the study identified feelings of being outcasted, loneliness, and mixed emotions among participants.

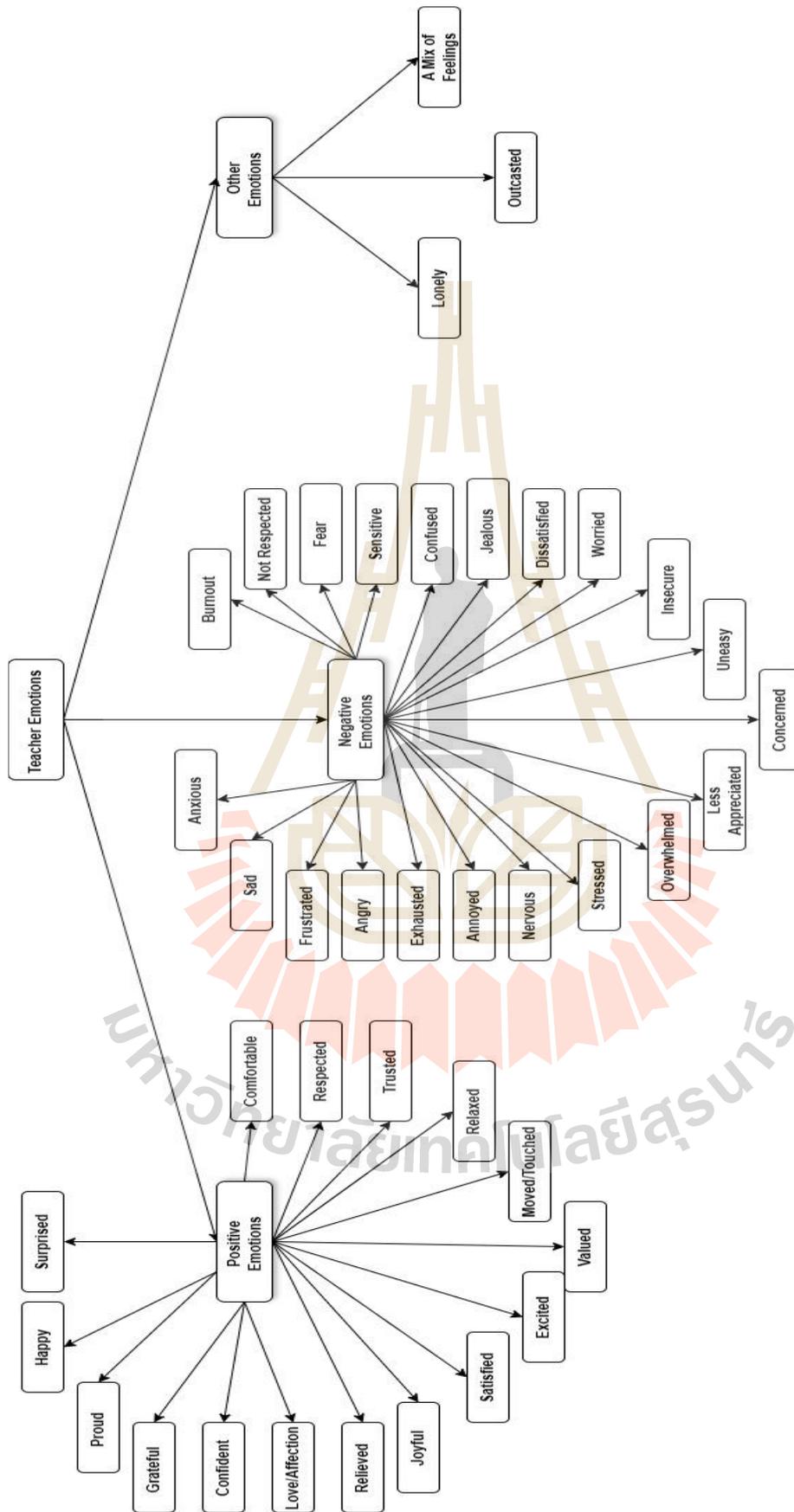


Figure 4.1 Emotions experienced by Indonesian English Teachers in Thailand

It is important to note that this section will partially discuss the factors or situations that trigger the emotions identified through data analysis, which may overlap with the subsequent subchapter focusing on situational triggers. This approach is taken to offer a more comprehensive understanding of the emotions encountered by Indonesian English teachers in Thailand

#### 4.1.1 Positive Emotions

The findings from the participants' interviews reveal a consistent and profound experience of happiness while teaching English in Thailand. Nine of ten participants shared the experiences of feeling happiness. EST1 finds happiness in student motivation, EST2 and EET9 in pride, EST3 in student engagement, EST4 in learning progress, EET6 in student interest, EET7 in attentiveness, EET8 in understanding and enthusiasm, and EET10 in preparedness. These insights collectively highlight the diverse sources of happiness in the teaching experience. In essence, the participants' descriptions of happiness emphasize the multifaceted nature of the emotion, which is not solely dependent on external factors such as student performance or classroom dynamics. Instead, happiness in teaching appears to be intricately linked to the fulfillment derived from facilitating learning, witnessing student progress, and experiencing a sense of professional accomplishment.

*“But sometimes they get bored, and there are times when they are really motivated, and that makes me happy.” EST1 (E7)*

*“So, the most happiness comes from seeing that the students are ready to learn, and since my expertise lies in speaking” EST3 (E3)*

Participants in this study frequently experienced pride while teaching in Thailand, with seven expressing such sentiments. EST2 feels proud when students grasp difficult concepts, highlighting pride's tie to perceived teaching effectiveness. EST3's emotions of pride, gratitude, and satisfaction indicate a broader fulfillment from teaching. EST4 sees pride in personal growth and student success, while EST5 associates it with overcoming challenges. EET6 finds pride in student achievements, while EET7 values recognition from school authorities. EET10's pride stems from being chosen, suggesting a link to community recognition. Overall, pride in teaching encompasses both personal and collective achievements, highlighting its multifaceted nature.

*“What's certain is that I'm very proud and grateful, happy, joyful, satisfied.” EST3 (E6)*

*“After that, when some of them become champions or runners-up, not necessarily the champions, you know, then I feel really proud.” EST4 (E6)*

*“Especially when the director congratulates us, right, it feels happy, there's a sense of pride in it.” EET7 (E9)*

Gratitude emerged as a prominent theme among participants EST1, EST2, EST3, EET6, and EET10. EST1 expressed gratitude for the opportunity to enhance her students' English skills, highlighting fulfillment in contributing to their growth. EST2 felt thankful for the chance to teach young learners, reflecting on personal growth. EST3 appreciated his passion for English, irrespective of expertise. EET6 acknowledged gratitude for personal development, indicating its role in fostering resilience. EET10 valued appreciation, emphasizing external acknowledgment. Overall, gratitude in teaching extends beyond individual accomplishments, embodying satisfaction and recognition of the teaching journey.

*“So, I feel grateful that I could improve their English” EST1 (E5)*

*“Oh, if I had a moment that made me feel grateful, it's because I was appreciated.” EET10 (E8)*

The analysis revealed that five Indonesian English teachers in Thai schools experienced feelings of confidence. EST1 felt confident witnessing her students' progress, linking confidence to teaching effectiveness. EST5 associated confidence with effective communication, especially incorporating Thai into English instruction. EET6 felt confident delivering lessons due to thorough preparation and subject mastery. EET7 attributed confidence to preparedness for challenges, indicating proactive readiness. EET8 linked confidence to trust from others, reflecting interpersonal relationships and professional competence perception. Overall, confidence encompassed perceptions of effectiveness, language skills, preparation, trust, and interpersonal connections within teaching, illustrating its multifaceted nature.

*“I feel confident when delivering lessons.” EET6(E6)*

*“Because many trust me, so I feel confident, then more communication with them.” EET8 (E9)*

EST3, EST4, EST5, EET7, and EET9 express “surprise” in various school settings in Thailand. They note surprise when students excel academically, undergo transformations, exhibit unexpected behaviors, encounter cultural differences, and experience positive revelations. These instances highlight surprise as a complex emotion tied to student progress, observation, cultural exposure, and openness to new experiences in teaching.

*“The surprise when the children can exceed our expectations, they can accomplish it.” EST3 (E7)*

*“I felt surprised by their culture because of some things here, especially at the beginning, I was surprised why there's a ceremony every day but the ceremony is just normal.” EET7 (E8)*

Love and affection were emphasized by four Indonesian English teachers in Thailand, spanning both elementary and secondary levels. EST1 described deep emotional connections, EST2 expressed a sense of belonging, EET8 highlighted unconditional care, and EET6 conveyed symbolic expressions of kindness. These emotions foster a nurturing and supportive atmosphere, promoting mutual respect and bonding beyond the classroom.

In addition to the previously discussed emotions, the analysis revealed a spectrum of positive emotions among Indonesian English teachers. Excitement was reported by EST5, EET7, and EET8, while joy was expressed by EST3 and EET7. Satisfaction was noted by EST3 and EST4. Other positive emotions included feeling moved/touched (EET8), relief (EET6), feeling trusted (EET8), feeling respected (EST1), feeling valued (EET7), comfort (EET10), and relaxation (EET10).

#### 4.1.2 Negative Emotions

Seven participants noted anger as a common negative emotion experienced while teaching English in Thailand. EST2 expressed anger with students sleeping in class and disruptive behavior, which hampers the learning environment. EST3 highlighted anger triggered by student misconduct and lack of respect. EST4 discussed anger stemming from students' forgetfulness and failure to meet expectations. EET6 mentioned challenges in maintaining order in a diverse classroom, leading to irritation. EET7 expressed anger with deviations from planned lessons and unpredictable class dynamics. EET8 shared experiences of anger due to student apathy and lack of engagement. EET9 highlighted communication barriers and the challenge of adapting language to students' varying proficiency levels. These insights underscore the complex challenges which provoked anger faced by them in Thailand.

*“Then I got angry. Firstly, it's about manners.” EST3 (E1)*

*“When I get angry, it feels like I want to squish the kids” EET6(E3)*

In the interviews, six participants discussed common emotions like sadness, exhaustion, and nervousness. EST1 feels saddened by students' apathy towards learning English despite efforts to engage them. EST2 experiences sadness during challenging classroom dynamics, especially in afternoon sessions. EST4 faces emotional strain due to language barriers, navigating between languages to facilitate understanding. EET7 is saddened by the gap between expectations and student

behavior, leading to disappointment. EET9 feels inadequate and overlooked compared to colleagues, exacerbating feelings of sadness. EET10 experiences sadness from a lack of respect and attention in the classroom. This suggests that sadness is not only a result of external circumstances but also an internal reflection of the emotional complexities inherent in the teaching profession.

*"...but they remained unmotivated, making me feel sad." EST1 (E2)*  
*That sometimes makes us upset, sad actually, not upset, more like sad."*  
 EET10 (E3)

Exhaustion was another prominent emotion identified in the analysis. EST1 links exhaustion to daily interactions draining her energy due to her introverted nature. EST2 attributes exhaustion to the high demands of the school environment. EST4 associates it with communication challenges in an English-speaking environment. EST5 emphasizes the physical and mental strain of bilingual drilling activities. EET7 mentions boredom and exhaustion from repetitive tasks. Lastly, EET9 highlights stress and overwhelm from increased responsibilities. Overall, exhaustion encompasses physical, emotional, and mental strain, influenced by various factors such as communication difficulties and increased responsibilities.

*"I'm more towards feeling tired, because the demands of school are very high." EST2(E8)*  
*"Exhaustion is because first, we really have to prepare the English drilling with Thai, it requires double effort." EST5 (E7)*

The participants' experiences shed light on the nervousness felt by Indonesian English teachers in Thailand. EST1 associates it with returning to teaching after holidays, EST3 links it to anticipation before teaching or competitions, EST5 attributes it to linguistic and cultural differences, EET6 experiences it in specific instances like teaching observations, EET7 feels it due to grammar proficiency concerns, and EET9's nervousness is heightened by students with English-speaking parents. Overall, nervousness is influenced by various factors such as anticipation, language barriers, performance pressure, and student demographics, underscoring its complex nature in the teaching context.

*Then, secondly, the nervousness isn't because we can't teach or convey knowledge, but more about cultural differences." EST5 (E3)*  
*"...sometimes my grammar wasn't good, so sometimes I felt nervous," EET7 (E12)*

Participants in the study reported experiencing frustration and annoyance, indicating diverse emotional challenges in their professional settings. Frustration stemmed from issues like communication difficulties, high school demands, unclear message delivery, disruptive student behavior, and parental pressures. EST1 faced frustration due to translation support, while EET6 struggled with message clarity. EET7 and EET8 encountered frustration from disruptive student behavior and parental pressures, showcasing the complexity of frustration in education. Annoyance, characterized by irritation and displeasure, resulted from interruptions during speaking, disruptive behavior, workload distribution, and colleague interactions. EST2, EET6, and EET8 were irritated by interruptions and disruptive behavior, while EST4 and EET8 expressed annoyance over workload and colleague interactions, indicating broader systemic challenges in educational settings.

The study unveiled nuanced negative emotions among EFL teachers, including stress, confusion, fear, worry, and feelings of underappreciation. Stress, identified by EST4, EET7, and EET9, highlights the demanding nature of teaching. Confusion, expressed by EST5 and EET6, reflects cognitive strain in navigating unfamiliar situations. Fear, described by EST3 and EST5, indicates apprehension toward potential negative outcomes. Worry, voiced by EET9, encompasses concerns about various professional aspects. Feelings of being undervalued emerged from EET10, while burnout was illustrated by EET10's profound exhaustion. Unease, jealousy, and a lack of respect, articulated by EST4 and EST2, hint at interpersonal dynamics and workplace challenges. Anxiety, expressed by EET9, reveals emotional strain related to uncertainty. Concern and dissatisfaction, conveyed by EST5 and EET10, reflect discontentment with their roles. EST1 and EST3 described feeling overwhelmed and emotionally responsive, respectively, shedding light on the complex negative experiences among EFL teachers.

#### 4.1.3 Other Emotions

The final part of this subchapter delves into additional emotions gleaned from the semi-structured interviews, such as loneliness, feeling outcast, and a mix of various emotions. EST1 shared experiences of both loneliness, and feeling outcast, while several participants (EST3, EET7, EET8, EET9) described experiencing a mix of different emotions. EST1's account sheds light on the emotional toll of language barriers and communication challenges, underscoring the significance of social integration for Indonesian English teachers in Thailand. Despite being physically present, the inability to understand conversations leads to feelings of isolation and loneliness, highlighting the importance of linguistic and cultural competence for building meaningful connections beyond teaching.

*“They often invite me to join them, but since I was still in my first year and couldn't speak Thai, and they couldn't speak English, I felt outcasted.” EST1 (E3)*

*“Even though we were in the same group, I couldn't understand what they were talking about. If they laughed, I didn't know what they were saying. One of my friends usually translated, but she's not always there to translate, and sometimes she's tired. Her English is also a bit stilted, so it makes me feel lonely.” EST1 (E4)*

These insights offer a nuanced understanding of the emotional complexities faced by Indonesian English teachers in Thailand, contributing to a holistic view of their professional and personal experiences. Additionally, other participants like EST3, EET7, EET8, and EET9 further illustrate the intricate emotional landscape encountered in the teaching profession, ranging from frustration and disappointment to joy and appreciation, influenced by various factors such as classroom dynamics and cultural differences.

#### **4.2 Research Question Two**

- 2) What emotion regulation strategies do Indonesian English teachers in Thailand use in their teaching?

Five emotion regulation strategies outlined by Gross (1998), including situation selection, situation modification, attention deployment, cognitive change, and response modulation, are used by these participants. While all codes/themes aligned with existing literature, the analysis remained open to uncovering new categories. The categories and sub-categories found are discussed below.

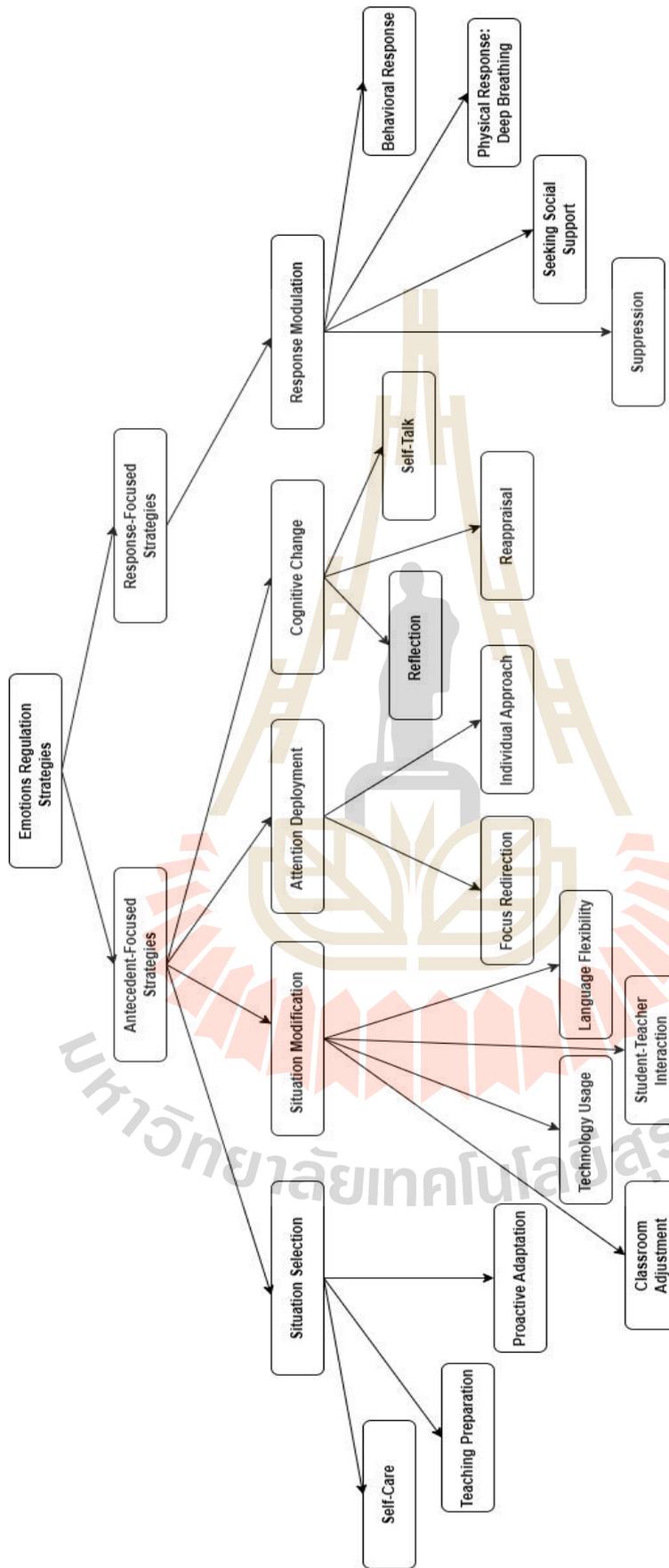


Figure 4.2 Emotion Regulation Strategies Used by Indonesian English Teachers in Thailand

#### 4.2.1 Situation Selection

Within the domain of Situation Selection, an emotion regulation strategy focusing on deliberately choosing specific situations or environments to influence emotional experiences, three sub-categories emerged from the researchers' analysis: proactive self-care, teaching preparation, and proactive adaptation. Proactive self-care involves consciously selecting activities or environments that foster positive emotions or minimize exposure to negative triggers. Teaching preparation encompasses educators' proactive efforts to plan and organize teaching methods and materials to promote positive emotions and reduce negative triggers. Proactive adaptation aligns with the concept of situation selection by allowing individuals to exert some control over their emotional experiences through strategic decision-making regarding the situations they encounter.

##### 4.2.1.1 Proactive Self-Care

These participants employ diverse self-care strategies to regulate their emotions in the classroom. EST1 (ERS6) emphasizes authenticity and self-expression to foster love and affection among students. EST2(ERS10) integrates rest and refreshment, mitigating frustration and exhaustion with activities like afternoon naps. EST4 (ERS3) boosts happiness through pleasurable morning activities, while also managing exhaustion by engaging in enjoyable distractions (ERS12). Prioritizing preparatory self-care, EET7 (ERS2) ensures proper nourishment before teaching for positive energy. Additionally, EET10 (ERS6) starts the day with exercise and prayer, promoting physical and spiritual well-being for sustained positivity.

*“it's my habit so that when I wake up, I'm refreshed again.  
- then on Sunday I rest by sleeping, with that I feel I can  
reduce the intensity of frustration and tiredness.”  
EST2(ERS10)*

*“I like something sweet, I have to eat something sweet  
first before going to school, mostly like that.” EST4 (ERS3)*

*“prepare myself, should, should, I should eat first, right,  
Mas, to enter the class, I know I have to be full, in a full  
state, make sure I'm not provoked, that's right, because if  
we're hungry, the situation is different, so drink first before  
teaching, eat first, then enter, the students are already noisy,  
so I, what, I take what they like, I think about it because I've  
learned from day one” EET7 (ERS2)*

##### 4.2.1.2 Teaching Preparation

Teaching preparation, under the concept of Situation Selection, involves proactive steps taken by these participants to plan and organize their teaching

methods and materials. These are the examples of how these participants use these sub-categories in their teaching. EST1 (ERS5) selects teaching approaches based on past successes to create positive learning environments and boost confidence. EST3 (ERS1) prioritizes proactive preparation and self-improvement to align teaching situations with joy and confidence.

*“Actually, I enrich myself first. Because as a teacher, I have to be prepared first, so when I'm ready to teach, usually my mood is very good. In preparing for it, for each topic, I have to be well-prepared, like opening various things, like dictionaries, to minimize mistakes. Because once again, I'm not a native English speaker. Meaning, there are many gaps in my knowledge. So before I teach, if I'm already prepared, when I enter the classroom, I definitely don't have any fear of teaching.” EST3 (ERS1)*

Additionally, EST3 (ERS2) advocates for scheduling adjustments to minimize potential sadness triggers and enhance emotional well-being. EST4 (ERS1) focuses on advanced preparation and mood-altering stimuli avoidance to set positive tones and promote happiness in teaching. EST5 (ERS1) introduces innovative teaching methods to sustain excitement and engagement in the classroom. Furthermore, EST5 (ERS5) simplifies content and instructional methods to minimize fear and boost student confidence. EST5 (ERS11) ensures readiness and reduces exhaustion through advanced preparation and simplified teaching materials. EST5 (ERS12) also prioritizes real-world relevance in instructional content, addressing concerns about students' future success and academic readiness.

*“For example, if it's English, it's more about teaching additional materials and additional teaching to prepare for their future. For example, in English, it's more about their application in their jobs, right, um, because if we teach from regular textbooks, it's like formality, sometimes not needed, right, not too formal, so apply directly, okay, like role-playing.” EST5 (ERS12)*

EET9 (ERS1) engages in cognitive rehearsal and skill acquisition to regulate nervousness and enhance confidence in teaching. Moreover, EET9 (ERS8) familiarizes himself with teaching materials to reduce anxiety and increase confidence in lesson delivery. Additionally, EET9 (ERS9) simplifies and adapts materials to promote effective lesson delivery and emotional well-being in the classroom.

*“...and then finding easier ways, like, especially for tenses, right, they're like, what's in the book, the explanations are more concise there, so how to prepare the material is more complex, the explanation, how to do it.” EET9 (ERS9)*

These proactive measures of Situation Selection optimize teaching conditions for both teachers and students.

#### 4.2.1.3 Proactive Adaptation

In the context of situation selection, proactive adaptation involves individuals deliberately choosing to alter their behavior or approach in anticipation of specific circumstances. These participants demonstrate this by adjusting to the local language, overcoming challenges, preparing proactively, providing encouragement, problem-solving actively, and creating enjoyable teaching environments. For instance, EST1 (ERS3) adapts to the local language to reduce loneliness, while also showing resilience (ERS9) by revisiting challenging material.

*“So, I adapted to the Thai language, which was one of the advantages. I had to force myself to understand a bit of Thai, but I still couldn't have a conversation or respond in Thai. I could understand what they were saying, but I couldn't reply in Thai.” EST1 (ERS3)*

In these examples, these teachers explain proactive adaptation strategies in their teaching approaches. EST2(ERS7) fosters positive emotional connections by giving gifts, creating a supportive classroom environment. EST3 (ERS9) customizes teaching materials to enhance student satisfaction and engagement. EST5 (ERS13) encourages student participation, fostering a supportive atmosphere. EET7 (ERS8) tackles challenges, promoting student competence and confidence. Lastly, EET9 (ERS7) prioritizes enjoyment and regulates emotions, fostering active student engagement and pride in achievements. These proactive adaptations empower teachers to navigate challenges and promote positive teaching experiences.

#### 4.2.2 Situation Modification

This strategy involves altering environmental stimuli or situations to regulate emotions. Sub-strategies in this study include teaching methods, technology usage, student-teacher interaction, and language flexibility. Participants proactively adapt aspects of the teaching environment or classroom dynamics to improve learning outcomes and meet students' needs. Integrating technology enhances engagement, while student-teacher interaction aims to positively impact the emotional learning environment. Teachers also incorporate different languages to modify emotional impacts.

##### 4.2.2.1 Classroom Adjustment

Participants proactively adapt the teaching environment to enhance learning outcomes and meet students' needs effectively. Strategies include regulating

classroom exhaustion with group assignments or independent tasks (EST1: ERS7), managing anger by redirecting disruptive students to engaging activities (EST2: ERS1), easing fear by reviewing previous lessons (EST3: ERS7), promptly addressing tardiness or misbehavior (EST3: ERS10), structuring tasks and providing incentives (EST4: ERS10), and implementing clear systems for order (EST5: ERS7). These adjustments reflect teachers' adeptness in modifying classroom situations to regulate emotions and enhance learning outcomes.

*“On days when I'm really tired to deal with them, usually, I give them free time, not the completely free time, but like, I give them, for example, group work. So I don't have to shout or explain too loudly, like that. So they have tasks for themselves, and I have time for recovery during that time. So after that, I have another class, so I have time to recharge, like that. Yeah, so it's a win-win. I have time to rest, and the kids also love free time, right?” EST1 (ERS7)*

*“If they were like that, I usually invite them out of the class, we play games like vocabulary relay, or just games.” EST2(ERS1)*

*“Well, for that, it's like a regulation, right, so it's about discipline or student affairs, in the end. makes, making, making cards, so using cards, eventually using permission, so only one person can use it, not two or three or four people at once, so if it's two people, two people, just two people, if the cards are finished, wait for their friend to go in, like that, so that's it.” EST5 (ERS7)*

#### 4.2.2.2 Technology Usage

Integrating technology into teaching allows participants to modify classroom dynamics and boost student engagement, positively impacting emotional experiences. For example, EST1 (ERS8) utilizes translation tools to overcome communication challenges, while EST5 (ERS6) incorporates visual aids and pronunciation guidance to ease nervousness. EET7 (ERS11) proactively seeks information online to validate knowledge, reducing uncertainty and boosting confidence. Overall, technology integration empowers Indonesian English teachers in Thailand to enhance teaching environments and regulate emotions effectively.

*“The only thing I could do was just use Google Translate, even though it's not perfect. But I needed it to make it a little bit easier for them to understand, even though it's challenging for them. Sometimes Google Translate is not accurate.” EST1 (ERS8)*

*“I searched immediately like that on Google because it's quick, isn't it? It only takes a few minutes to open it up on Google, pretending to open my phone or something, right? Did everything check out correctly? Like just looking at the time markers or the verbs, is that right? For example, what's the verb one, go, what's verb two, what's verb three, like that, sometimes I forget, yes, exactly, so*

*I immediately searched on Google if I was unsure because being nervous, you know, am I right or wrong? Is this teacher right? If I'm safe, then, oh, I'm calm immediately, then if I make a mistake, I say, oh, sorry, sorry, like that, trying to get away with it, like, yeah, sorry. Yes, ah, the mistake disappears immediately, immediately corrected, like that, Mas, Google searching.” EET7 (ERS11)*

#### 4.2.2.3 Student-Teacher Interaction

Participants actively modify student-teacher interactions to boost the emotional atmosphere in the classroom positively. For instance, EST4 (ERS5) introduces ice-breaking activities to combat sadness, while EST5 (ERS3) uses humor to elevate excitement levels.

*“I usually do ice breaking with them, Mas, whether it's just teaching for 10 minutes or 5 minutes, but if it's not conducive, I do ice breaking first so that I'm happy again, so I usually do ice breaking like using games like that or usually ice breaking using what's it called, body moving, or something like that, so that I can change my mood to happy again, hm, so smoothly like that.” EST4 (ERS5)*

*“...the last one is to prolong excitement, it's joking with the students, of course, joking, now this is important and not only done when teaching but also outside teaching for other things” EST5 (ERS3)*

EET6(ERS1) incorporates humor to regulate happiness, while EET7 (ERS3) implements a rewards system to sustain happiness. EET7 (ERS4) and EET8 (ERS5) utilize engaging activities and humor to enhance excitement and connection.

*“Sometimes I also joke with the kids. Once I taught translation, I asked what the English word for a certain Thai word is, then I joked, I sang a song, there were lyrics like that, and they sang along. It's like that, or simple jokes, like that.” EET8 (ERS5)*

Finally, EET8 (ERS6) nurtures love and affection through affirmations, strengthening teacher-student bonds. These intentional adjustments uplift positive emotions, illustrating effective emotion regulation within student-teacher interactions.

#### 4.2.2.4 Language Flexibility

Teachers adapt their teaching approaches by incorporating different languages to create a positive emotional atmosphere in the classroom. EST2 (ERS6) exemplifies this by adjusting their teaching to accommodate students with varying English proficiency levels, integrating both Thai and English languages.

*“I speak Thai and English, while my students' English skills vary, some are fluent, some know a little, some don't know at all, so those who don't understand at all, whether I speak Thai or English,*

*they won't understand and that drives them to get bored, and eventually they do those things; sleep, chat.” (ERS6)*

This inclusive approach fosters positive emotional experiences, prevents boredom, and showcases the teacher's commitment to enhancing classroom dynamics.

### **4.2.3 Attention Deployment**

Attention deployment, a crucial strategy employed by these teachers to regulate their emotions and cultivate a positive teaching environment, refers to the intentional redirection of attention towards or away from particular aspects of the situation to modify feelings by altering the information one attends to. Within this strategy, focus redirection plays a key role, allowing teachers to personalize techniques based on individual needs and preferences to regulate emotions effectively.

#### **4.2.3.1 Focus Redirection**

Teachers utilize attention deployment, particularly through focus redirection, to regulate emotions and foster a positive teaching environment. For instance, EST3 (ERS3) shifts focus to engaging aspects of teaching to address sadness, while also redirecting attention constructively when faced with disruptions (ERS8). Similarly, EST4 (ERS6) consciously focuses on teaching duties to manage responsibilities, and redirects attention to teaching objectives and student well-being to address sadness (ERS8).

*“...oh God, it triggers you, but we shouldn't be like that, we have to focus on teaching.” (ERS6)*

Additionally, EET6(ERS6) playfully redirects attention from disruptive behavior to maintain a positive classroom atmosphere. These strategies demonstrate effective emotion regulation and contribute to a conducive learning environment.

#### **4.2.3.2 Individual Approach**

Individualized approaches within Attention Deployment involve personalized techniques to regulate emotions based on individual needs and preferences. For instance, EET7 (ERS12) directly communicates with students to improve comprehension and diminish associated sadness, fostering a supportive learning environment.

*“I approach the students who say, “No, I don't understand.”. I like sharing, so I directly ask if they truly understand or if it was just joking, like which part they didn't understand. I tell them to ask for real, it's more like that, Mas, directly asking. It reduces.” (ERS12)*

Similarly, EET8 (ERS3) addresses specific issues with students to manage anger, promoting a conducive learning environment.

*“Those who don't do their work are mostly boys, about four or five of them, so I take their books one by one with the excuse that their books are missing or something, but eventually, I find their books. Basically, I approach them one by one if I'm really patient at that time” EET8 (ERS3)*

These personalized strategies enable effective emotion regulation tailored to the unique needs of students and educators.

#### **4.2.4 Cognitive Change**

This emotion regulation strategy involves modifying one's thoughts or cognitive appraisal of a situation to influence emotional reactions. Within this study, several sub-strategies were identified, including reflection, reappraisal, and self-talk. Reflection entails introspective examination to adjust thoughts and beliefs, leading to modified emotional responses. Reappraisal involves reframing situations to alter emotional responses, while self-talk utilizes internal dialogue and positive affirmations to positively influence thoughts and beliefs about a situation, thereby impacting emotional responses

##### **4.2.4.1 Reflection**

Reflection, a facet of Cognitive Change, involves introspective examination to alter thoughts and beliefs, leading to modified emotional responses. For instance, EST2 (ERS5) enhances love for teaching by reflecting on instances of frustration and transforming them into opportunities for personal and professional growth. Similarly, EST4 (ERS14) engages in reflective thinking by focusing on positive affirmations and recalling past successes to cultivate satisfaction for herself and her students. EET6 (ERS8) engages in reflective cognitive change, recalling past happy moments to regulate gratitude. EET8 (ERS7) directs thoughts towards student accomplishments, fostering positive emotions. EET9 (ERS11) employs reflective analysis and problem-solving to address worries about student speeches. In essence, reflection facilitates effective emotion regulation, aligning with the research objective of exploring Indonesian English teachers' strategies in Thailand.

##### **4.2.4.2 Reappraisal**

Reappraisal, a cognitive strategy, involves reframing situations to change emotional responses positively. Participants in this study managed emotions in the classroom through reappraisal. For instance, EST1 (ERS4) fostered happiness

through cognitive reframing, focusing on shared teaching challenges as opportunities for growth.

*“To remind myself that there are times when students are tired, and there are times when I am tired. So, it's not really a sign of me being a bad teacher. I need to remind myself that teaching is not always smooth. It still motivates me to keep a positive attitude toward these teaching things. And being grateful, like there are people who want to be in my position right now. Being grateful for what I have achieved. So, gratitude really makes the mood positive, according to me.” EST1 (ERS4)*

EST2 (ERS9) cultivated pride by emphasizing students' positive behavior. EST3 (ERS12) regulated anger by reconsidering situations from different perspectives, potentially deescalating emotions. EST4 (ERS2) found happiness in students' willingness to learn despite misbehavior.

*“so after that, I remember, I have to remember that they also must have a willingness to learn like that, even though sometimes, as naughty as the student can be, they still want to” EST4 (ERS2)*

Positive reappraisal reduced jealousy in EST4 (ERS19), who rationalized emotions with affirmations. EST5 (ERS2) turned embarrassment into amusement to manage excitement, while EET6 (ERS9) interpreted external cues positively to regulate nervousness. EET9 (ERS3) accepted stress as part of reality, mitigating its impact. Lastly, EET10 (ERS3, ERS4) regulated annoyance by reframing situations, understanding underlying factors influencing behavior, and adopting an empathetic perspective. Overall, reappraisal enabled participants to reinterpret experiences positively, contributing to emotional regulation in the classroom.

#### 4.2.4.3 Self-Talk

Self-talk, a facet of Cognitive Change, involves using positive affirmations internally to reshape thoughts and emotions. EST4 (ERS7) employs self-talk to regulate sadness by focusing on positive affirmations before teaching, fostering a more positive mindset. Similarly, EST4 (ERS13) uses self-talk to upregulate pride, reinforcing confidence and empowerment among herself and students. Meanwhile, EET9 (ERS5) utilizes self-talk to build resilience in stressful situations, effectively managing feelings of stress. In addition, to regulate nervousness when demonstrating a new teaching method, EET6 involve with internal dialogue after observing the facial expressions of the school authorities.

*"I felt like I would be nervous. I questioned my own abilities. If I saw the facial expressions of the observers, I would be worried. But I didn't look at them. Oh, all the observers were smiling. So, I thought, "Oh, I must be doing well." EET6 (ERS9)*

#### 4.2.5 Response Modulation

Response modulation encompasses the regulation of expressive or behavioral responses to emotions, including suppressing or expressing emotions in socially appropriate ways. Within this study, several sub-strategies were identified under this umbrella term. Suppression, as one sub-strategy, involves intentionally inhibiting or suppressing emotional expressions or experiences. Seeking social support entails seeking assistance, reassurance, or validation from others to regulate emotions. Physical response involves engaging in physiological activities or behaviors such as deep breathing to modulate emotional experiences. Finally, behavioral responses encompass specific actions taken to modulate emotions and expressions.

##### 4.2.5.1 Suppression

Suppression, a Response Modulation strategy, involves intentionally restraining emotional expressions or experiences. EST4 (ERS4) regulated sadness by suppressing emotional expression, maintaining composure to avoid conflict. Similarly, EET9 (ERS6) managed exhaustion by internalizing feelings, prioritizing professionalism.

*"Well, sometimes, I feel like complaining, you know, Kak, but there's no, what do you call it, there's no space or place to express it, you know, so, well, I've been holding it in all this time, okay, holding it in, not, not what, not, oh, why is it like this, you know..." EET9 (ERS6)*

EET10 (ERS1) suppressed emotions to handle burnout, maintaining composure in front of students. These examples demonstrate how suppression contributes to a conducive classroom environment by regulating emotions.

##### 4.2.5.2 Seeking Social Support

Seeking social support, a Response Modulation strategy, involves seeking assistance, reassurance, or validation from others to regulate emotions. EST1 (ERS1) sought validation from colleagues, fostering camaraderie.

*"As usual, when in the office or chatting with others, we would gossip about the students. I always asked if these students behaved the same way with others or just with me. They would say it's not just with me; they're like that. So, I tried not to blame myself too much afterward." EST1 (ERS1)*

Despite loneliness, EST1 (ERS2) engaged in social interactions, finding belonging through friendships. EST2 (ERS8) enlisted an assistant teacher's help, promoting a conducive learning environment. EST3 (ERS5) sought guidance from colleagues to address anxiety, managing emotions effectively.

*“Because of the language limitations earlier, actually, and for English language learning itself, we consult with English language teachers like I mentioned earlier, the ones in Indonesia.” EST3 (ERS5)*

EST4 (ERS11) accepted support from students, utilizing distraction techniques to combat exhaustion. EET7 (ERS6) found emotional comfort from family, while competent colleagues bolstered confidence (ERS7, 10). EET8 (ERS10) sought friends' support to regulate annoyance. EET9 (ERS2,7) involved students and sought friends' support. EET10 (ERS2) sought help from a colleague to address sadness, regulating feelings effectively.

*“...until, for example, when a Thai teacher passes by, we ask for help, “Teacher, help me, please.”” EET10 (ERS2)*

Seeking Social Support aids Indonesian English teachers in Thailand in emotional regulation and coping with teaching challenges.

#### **4.2.5.3 Physical Response: Deep Breathing**

Physical response, a Response Modulation strategy, involves using physiological activities to regulate emotions. EET6 (ERS3) employs deep breathing to enhance happiness. EET7 (ERS1) uses deep breathing to control anger, maintaining professionalism.

*“...take a deep breath, tell myself it's okay, it's okay. I just sit down; I won't make a fuss.” EET6(ERS3)*

*“It's often like this, Mas, at first, I try to, uh, maybe I shouldn't get angry, at first, don't want to get angry, right, Mas, so I take a breath” EET7 (ERS1)*

These examples show how Indonesian English teachers in Thailand use physical responses to manage emotions in the classroom.

#### **4.2.5.4 Behavioral Manifestation**

Behavioral responses, within Response Modulation, involve actions to regulate emotions and expressions. For example, EST2 (ERS2) uses religious principles to manage anger and annoyance (ERS3), integrating cultural values into emotion regulation.

*"I once got really angry like that, I told them using a religious approach, I told them, in essence, 'No matter how smart you are, if you don't get blessings from your teacher, you won't get any value from the knowledge you acquire, you won't become anything in the future. But, even though many things you learn you don't understand, you listen and obey your teacher. Insha Allah, you will be blessed, the door of knowledge will open after you graduate from here.' Some of them really listened, to the point they came to my office to apologize and everything, but there are still two or three or four people who... Well, still..." EST2(ERS2,3)*

EST3 (ERS4, 11) engages directly with students to address sadness and anger effectively. EST4 (ERS9, 18) handles situations calmly, allowing emotional release through tears. EST4 (ERS11) mentions using facial expressions to address classroom exhaustion. EST5 (ERS8, 9) establishes rules and enforces consequences to maintain discipline. EET6 (ERS4, 5) sets limits on emotional responses and modifies behaviors to create a conducive learning environment. EET7 (ERS9) releases frustration through physical actions, while EET8 (ERS1, 4) allows herself to cry and withdraws temporarily to manage anger and stress.

*"So, I slammed the table, Mas, and then it ended, but I cried, really cried during that class" EET7 (ERS9)*

*"It was really once in 4 years of teaching in Thailand, that was the only time I got so angry, cried like that in front of the children. Usually, I can hide it, but not that time." EET8 (ERS1)*

EET9 (ERS4) suggests physical activity to prolong relaxation. These examples demonstrate how participants use Behavioral Manifestation to regulate emotions in classroom settings.

### 4.3 Research Question Three

- 3) What specific situations provoke the use of emotion regulation strategies among Indonesian English teachers in Thailand?

This section discusses findings addressing research question three, which pertains to situations provoking emotions and the use of emotion regulation strategies. Through inductive thematic analysis, the findings revealed three main themes: students, teachers, and contexts, with sub-themes under each theme. Below are extended explanations for these themes.

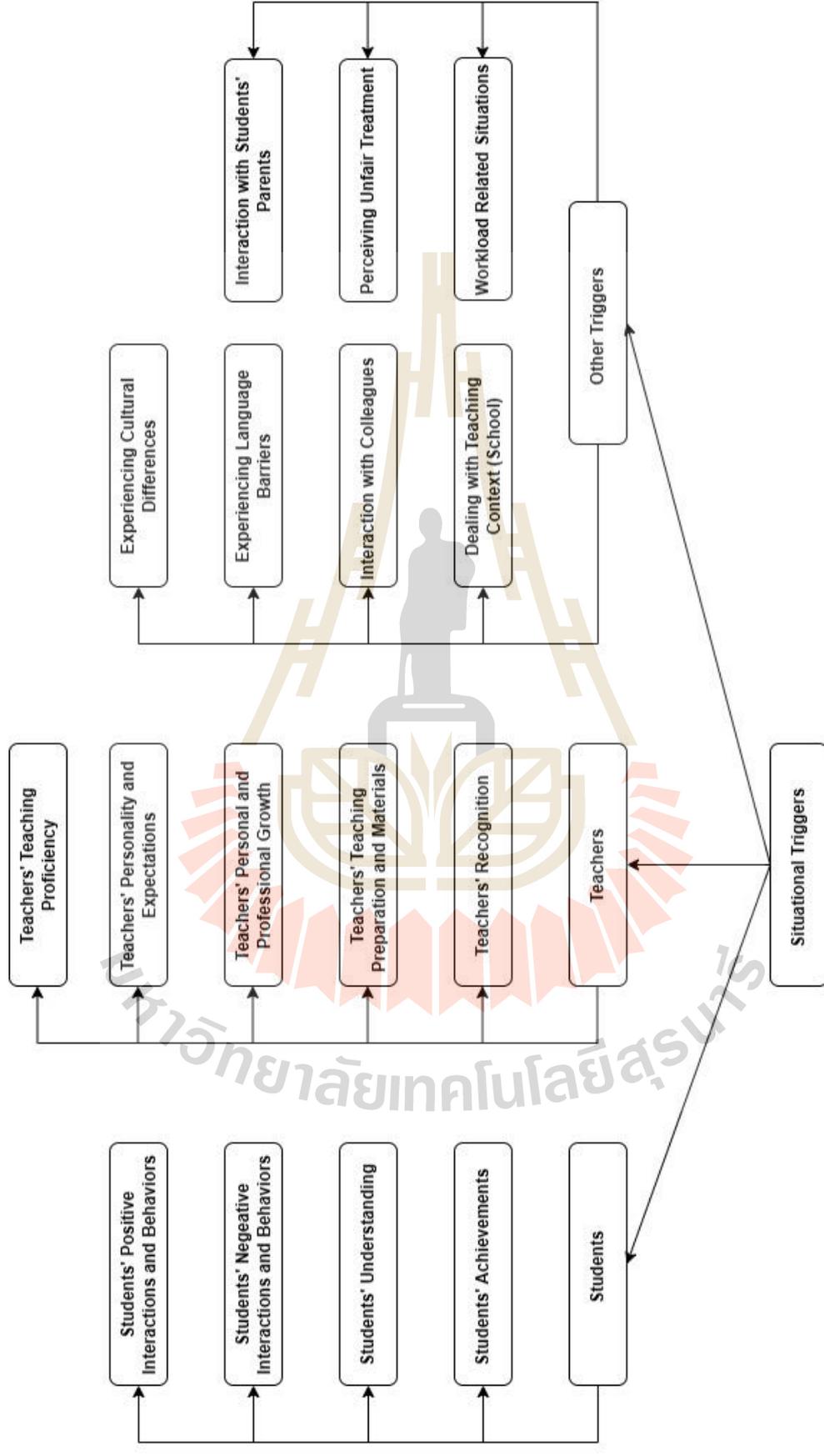


Figure 4.3 Situational Triggers Provoke Teacher Emotions and The Use of Emotion Regulation Strategies

### 4.3.1 Students Triggers

These situational triggers provoke both positive and negative emotions, as participants experienced a wide range of interactions with students. The sub-themes that emerged in the analysis include students' positive interaction and behavior, students' negative interaction and behavior, students' comprehension, and students' success and achievement.

#### 4.3.1.1 Students' Positive Interaction and Behavior

"Positive students' interaction and behavior" can be defined as the collective experiences and exchanges between Indonesian English teachers and their students in Thailand that foster a supportive, engaging, and fulfilling learning environment. The interactions encompass a spectrum of positive emotions, including feelings of respect, happiness, love, pride, excitement, surprise, and gratitude. For instance, EST1 feels deeply respected and valued by students, especially through cultural norms and expressions of admiration.

*"They are sweet; they often say things like, "Teacher, you're so beautiful, you're so cute." They are more expressive towards their teacher. I don't know if it's the same in Indonesia; they seem less expressive. Here, even though they don't listen in class, they respect us. Even if they come to the office, they sit on the floor while we sit on chairs. So, the positive thing is I feel respected so much." EST1 (ST7)*

Positive reinforcement brings happiness to EST1, while mentorship fosters love and affection. EST2 experiences pride in students' initiative and collaboration, while EST5 finds excitement in students' curiosity.

*"Then, in terms of teaching, the excitement comes from the students seeing us as new people. So, they also welcome us, they welcome because their perspective on foreigners is definitely different from locals, right? So, they're also curious about the teacher, how we teach, they want to know, and they want to hear our stories too. It's the acceptance, the acceptance from the students, so they want to know our stories, sometimes they ask us, how is it in Indonesia, like this and that? They ask about places like Bali, there are many questions there, many... what is it, discussions, so the excitement comes from having many discussions, in class, for interaction, so the students' curiosity can be used to activate them, so communication can flow better, approximately." EST5 (ST4)*

Conversely, unexpected behavior triggers surprise for EST5. EST3 finds happiness in students' readiness to learn, and gestures of appreciation evoke a

mix of emotions for EET8, including happiness and gratitude. Acts of thoughtfulness foster love and affection in EET8, strengthening the teacher-student bond.

#### 4.3.1.2 Negative Students' Interaction and Behavior

"Negative students' interaction and behavior" encompasses challenging behaviors exhibited by students in the classroom, affecting the teaching and learning environment. For instance, EST1 feels overwhelmed by disengaged students, exacerbated by isolation as the only foreigner. Lack of interaction leads to self-doubt and sadness for EST1, EST2, and EST3.

*"Some classes were favorites, as some tried even though they found it hard. Others were really motivated to learn English, but mostly it was tough because many just gave up, thinking English was difficult. Even outside the classroom, if I tried to greet them, they would run or hide. It made me feel sad and emotionally drained."*  
EST1 (ST3)

*"Turns out in Thailand, the students have this sleeping culture, so wherever, from all the schools I've taught at, what I disliked the most was the sleeping culture in class. So, not just my teaching, I observed, turns out these teenage students in Thailand, if the teacher is teaching and their mood isn't good, they sleep, that's their culture. Then they like to talk/gossip when the teacher is teaching, especially if the teacher isn't too strict. And this culture of theirs, honestly, annoyed me, like how can they be like this."* EST2(ST1)

Exhaustion arises from dealing with disruptive behavior, as seen with EET6. Anger and annoyance result from disrespect and disobedience, experienced by EST2, EST4, and EET10.

*"...well, I haven't found anything too heavy, I haven't found it, it's just because maybe we're foreign teachers, so the students are disrespectful, heh, okay, that causes burnout, causes burnout..."*  
EET10 (ST1)

These behaviors drain teachers' energy and contribute to feelings of burnout, highlighting the need for effective classroom management and support.

#### 4.3.1.3 Students' Understanding

"Students' Understanding" represents teachers' perceptions of how well students comprehend and engage with lesson material in Thailand. EST1 feels confident when students understand what is being taught, reinforcing her teaching methods. EST4 finds happiness in active student participation and vocabulary comprehension, indicating effective communication.

*“Oh, so when, for example, in class, right, when we explain like that, we explore some vocabulary, and then they're like really new to the topic, like new vocabulary, and then sometimes, they don't know yet, right, so sometimes I explain using English words, other words, actually, they're basic ones they already know, that's it, and then they understand, they're really happy, and then they make like some sentences using the new vocabulary they got, like that, and also, what's the happiest thing is, not all students, you know, have, what's it called, the same... what's it called, the same ability to grasp the lesson quickly, right, there are also some who are like, sorry, Mas, a bit slow, a bit like, oh, why don't they understand, like that, right, Mas, and then there's one of my students, he's like, oh, this means, oh, like this, right, like, if you practice using body language, like that, right, they're really happy, like, oh, sorry, I'm like, what should I say, as a successful teacher, like that, teaching students like that, right, Mas, for happiness, it's like that.” EST4 (ST2)*

EET6 experiences joy when students show genuine interest and understanding, validating her teaching efforts. EET8 feels fulfilled when students grasp the material, reflecting on her role in facilitating learning.

*“The common emotion is happiness. Especially when you see the kids you're explaining to understand, it's happy.” EET8 (ST1)*

Conversely, EET9 feels anger due to miscommunication and frustration with student disengagement, exacerbated by the absence of translation assistance. These triggers shape teachers' emotional experiences in the classroom, highlighting the importance of student engagement, comprehension, and effective communication channels.

#### **4.3.1.4 Students' Achievement**

"Students' Success and Achievement" encompasses the positive strides and accomplishments observed in students' learning journey by these participants in Thailand, evoking feelings of pride, joy, gratitude, and surprise. Situational triggers such as students' progress in English and competition wins prompt emotions in teachers like EST1, who feels grateful for the validation of her efforts. EST3 experiences joy and pride when students exceed expectations and apply their learning, while EST4 reflects on her role in facilitating success, feeling proud of students' achievements and growth. Similarly, EST5 finds satisfaction in students' personal development and dedication, and EET6 takes pride in students' competition wins, affirming her teaching effectiveness. However, EET9 experiences a mix of surprise, worry, and pride in students' unexpected progress and recognition, highlighting the dynamic nature of teacher emotions in response to students' accomplishments.

*“Worried, if worried, it's more like if the students are in a competition, like a speech competition at school, right, that color, when they're doing a speech, wow, they're already, and especially if their friends are watching them, right, then sometimes what can make me worried is whether the child can, you know, already memorize the speech, because in class, they're already good, and then it turns out, during the competition, they get more nervous and sometimes forget the speech, because of that...” EET9 (ST17)*

These emotional responses underscore the meaningful impact of effective teaching practices on students' growth and accomplishments.

### **4.3.2 Teachers Triggers**

The situational triggers originating from the participants themselves are categorized as "teachers" in this study. These triggers encompass various factors that provoke emotions in teachers, prompting them to employ emotion regulation strategies. Within this category of teacher situational triggers, several sub-themes emerge, including teachers' teaching proficiency, personality, and expectations, as well as their personal and professional growth, preparation, materials, and recognition.

#### **4.3.2.1 Teachers' teaching proficiency**

"Teachers' Teaching Proficiency" refers to educators' effectiveness in imparting knowledge and facilitating learning. Emotions experienced include happiness, confidence, exhaustion, mixed feelings, and stress. EST4 feels happy when employing effective teaching strategies, promoting satisfaction. EST5 gains confidence from proficiency in teaching but faces exhaustion due to classroom management challenges. EET7 experiences mixed feelings from diverse classroom experiences, feeling joy in some classes but tiredness in others. The transition to online teaching during the lockdown period adds stress and frustration for EET7.

*“Stress, frustrated, I've experienced that too. Back then, in 2019 here at Upten, Mas, and that was during the lockdown period, yes, in 2019. I couldn't go back to Indonesia from 2019 until 2021 because of the lockdown, heh. So, I should have been able to go back once a year, like during Eid, three times, but I couldn't because of the lockdown, Mas Didit. So, I felt stressed because of that, and also because we didn't meet each other. At that time, everything was online, teaching online, everything was online.” EET7 (ST9)*

Overall, situational triggers like successful teaching strategies and classroom management challenges significantly impact teachers' emotional experiences during sessions in Thailand.

#### 4.3.2.2 Teachers' Personality and Expectations

"Teacher's Personality and Expectations" refers to the individual traits, outlooks, and anticipations of educators in their teaching roles in Thailand. It includes how teachers' personalities, like introversion or assertiveness, influence their emotional responses. For instance, EST1's introverted nature leads to exhaustion from extensive social interaction.

*"Exhausted, of course. I'm an introvert. Sometimes I want, what do you call it, to lean more towards extroversion, sometimes towards introversion, what is it called, ambivert, but more often towards introversion. If I'm teaching, I meet many people every day, several hours a day, tens of hours a week, so it's draining. It makes me so exhausted at the end of the day." EST1 (ST12)*

Expectations encompass hopes for student engagement and academic performance. EST3 feels nervousness due to the pressure to perform well in their teaching role. These emotions arise from distinct triggers such as feeling not respected, nervousness, stress, concern, and anger. EST2 feels undervalued when their authority is disregarded. EST4 experiences stress from performance expectations, while EST5 and EET6 feel a deep sense of responsibility as teachers.

*"...then, facing school, and there are some things that make me stressed, like, I'm required to do A, B, C, you know, it's expected like that, and I haven't had any experience there, so, Mas, the first thing I did here was my first experience in that regard, like that, for example, handling events, even though in my previous job, there were things to handle, but it's not related to events in the education field, you know, afraid of disappointing, afraid of, what's it called, afraid of being looked at like, oh, you're not capable, you're like that, Mas, that's what makes me really stressful, last year, I lost like 4 kilos." EST4 (ST15)*

EET7 expresses anger when expectations are not met. Understanding these emotions and triggers is vital for supporting teacher well-being and effective teaching practices in diverse settings.

#### 4.3.2.3 Teachers' Personal and Professional Growth

In the context of "Teacher's Personal and Professional Growth," it pertains to the evolution and advancement of these teachers personally and professionally while teaching English in Thailand. This growth encompasses skill enhancement, confidence building, overcoming challenges, and embracing learning opportunities. Situational triggers related to this growth evoke emotions such as gratitude, satisfaction, and happiness. For instance, EST2 feels grateful for the

opportunity to teach young children, despite initial apprehensions, leading to immense enjoyment and gratitude for his profession.

*“I'm also grateful, you know. I feel thankful because why? Initially, I never taught young children, and eventually, that could add to my experience because before I never taught young children, from there I realized that teaching them is far more enjoyable even though there are 1 or 2 obstacles, so I feel really grateful.” EST2(ST11)*

Similarly, EST4 experiences satisfaction from personal growth and overcoming self-doubt, leading to a sense of accomplishment. EET6 expresses gratitude for the transformative impact of teaching experiences, fostering a sense of appreciation for growth opportunities. Lastly, EET9 reflects on his journey and experiences happiness associated with improved student engagement, highlighting the rewarding nature of personal and professional growth in teaching.

*“For positive emotions, you know, as time goes by, right, from the very beginning, the first year here, it's like, oh, there's still a lot, still a lot of challenges, like how can the kids be obedient, be quiet in class, you know, uh, then, as time goes by, well, I can handle it, you know, and over time, they also become, like, sweeter to me, you know, so it's like hearing them more often, being more, what do you call it, enthusiastic, to learn English again, you know, after going through, what do you call it, a lot of struggles in the first year, and then, as the journey goes on, it's more enjoyable, Kak, more enjoyable because, well, it's still, what do you call it, still trying to, what do you call it, adapt there, and then, for the second thing, they're even more, especially, they're more, what do you call it, enthusiastic, for example, wanting to be winners in competitions, you know, like how, what can the teacher do, how can I win like that, so it's more of a feeling of, well, just happier.” EET9 (ST11)*

#### 4.3.2.4 Teachers' Teaching Preparation and Materials

In the domain of "Teacher's Teaching Preparation and Materials," it involves the planning and organization of instructional resources to facilitate effective teaching in Thailand. Situational triggers evoke emotions such as fear, exhaustion, nervousness, excitement, worry, and happiness among educators. EST3 feels fear due to the absence of teaching resources and time pressure, leading to anxiety about delivering quality education.

*“That's why sometimes, not being ready is scary when going into the classroom. So, the unpreparedness that is feared is the unpreparedness of the material we're going to teach.” EST3 (ST6)*

EST5 experiences exhaustion from increased effort in lesson preparation for Thai students, requiring double the energy for suitable teaching methods. EET7 feels nervous about inadequate preparation and grammar proficiency, fearing mistakes in front of peers. Conversely, EET10 finds happiness in increased preparedness and work-life balance, contributing to emotional well-being.

*“Last year, I really had to study, even at night, I had to prepare a lot of materials, written in detail, from the activities to the materials, but now, in this semester, this year, heh, I'm more relaxed. That night, I focused on, well, focusing on resting, so I'm more relaxed, then, when, when in the morning, during homeroom, during homeroom, I could already write down what I wanted to teach, then, then what games, then, what the material, which page, like that, in the morning, I could, and fortunately, you know, Mas, during homeroom, it starts, uh, from 8:00 to 8:55, right, that's right, then in the second hour after homeroom, I often don't have a class, so I have quite a lot of time to prepare materials, heh, and prepare the plan that I want to convey, and that's what makes me happier.”*  
EET10 (ST6)

These emotions highlight the importance of effective planning and resource availability in shaping teaching experiences.

#### 4.3.2.5 Teachers' Recognition

"Teachers' Recognition" refers to acknowledgment and appreciation of educators' efforts and achievements. Situational triggers evoke pride, satisfaction, and validation among teachers. In this case, EET7 feels proud when congratulated by the director, validating her dedication.

*Especially when the director congratulates us, right, it feels happy, there's a sense of pride in it. EET7 (ST8)*

This recognition boosts her self-esteem and affirms her competence. Similarly, EET10 experiences pride triggered by acknowledgment of his capabilities and contributions. Being chosen for specific roles reflects acknowledgment of his achievements. Overall, recognition fosters a positive work environment, motivating teachers and promoting professional fulfillment.

#### 4.3.3 Other triggers

These situational triggers are intricately tied to the context in which Indonesian teachers teach English. These other triggers encompass a wide array of factors ranging from the teaching environment within the school, interactions with colleagues, language barriers, cultural disparities, workload demands, instances of

unfair treatment, to interactions with students' parents. These factors are classified as sub-themes under the overarching category of situational triggers, termed "context." Below, we delve into each of these sub-themes to provide a more comprehensive understanding.

#### 4.3.3.1 Dealing Teaching Context (School)

"Teaching Context (School)" encompasses the environment where teachers conduct their activities, presenting various situational triggers that evoke different emotions. For example, EST1 feels overwhelmed due to cultural dissonance, lack of support, and limited resources in rural Thailand. However, she also experiences happiness during cultural celebrations, fostering connection and appreciation.

*English is not considered important for those in rural areas in Thailand, where the kids are mainly from farming families. EST1 (ST1) Also, I feel so much happy when there are events like Christmas, Wai Khru; they make the events enjoyable. EST1 (ST9)*

EST3 finds happiness aligning personal interests with students' preferences for English education. EST4 feels stressed adapting to a new environment and managing expectations. EST5 feels excitement and surprise teaching in a new environment but encounters challenges with unfamiliar systems.

*Oh, yes. Firstly, it's the atmosphere, of course. We always desire a new atmosphere, hehe, that's also exciting because it's new, right? Not the same as before, because before, I taught in Indonesia, you know, we're familiar with the curriculum, the system in Indonesia, we know about teaching methods, too. Here, the atmosphere is different, different in terms of language, although that makes it difficult, but... it also makes us excited to learn something new. EST5 (ST2)*

EET9 experiences anger due to communication difficulties and student reluctance in IEP classes. These experiences underscore the diverse emotional responses shaped by the teaching context, reflecting the complexity of the teaching profession in Thailand.

#### 4.3.3.2 Interaction with Colleagues

"Colleagues" among Indonesian English teachers in Thailand refer to fellow educators within the school community, whose interactions significantly influence teachers' emotions and experiences. Situational triggers related to colleagues include language barriers, cultural differences, collaboration, support, trust, and communication challenges, shaping teachers' emotional responses in the workplace. For instance, EST1 feels isolated as the only foreign teacher, hindered by language

barriers and cultural differences, leading to feelings of exclusion. EST2 experiences annoyance from misinformation and negative perceptions, highlighting the importance of clear communication. EST4 experiences unease in interactions with colleagues due to language barriers and cultural adjustment issues, highlighting the necessity for support programs. In contrast, EET8 feels trusted and confident in a collaborative work environment, boosting their sense of value.

*So far, it's more towards positive emotions because with colleagues who are foreign teachers who somewhat understand Thai, it's easier for me because if the Thai teachers want to explain something, they'll tell me first, and then I'll help convey it to them, like it has to be like this, this, and this. So I feel confident or trusted, it makes me happy or joyful or grateful. EET8 (ST11)*

Overall, positive relationships and support from colleagues foster a supportive work environment, while challenges such as language barriers and cultural differences can lead to feelings of isolation and unease among Indonesian English teachers in Thailand.

#### 4.3.3.3 Experiencing Language Barriers

"Language barriers" pose a significant challenge for Indonesian English teachers in Thailand, affecting their emotional well-being and teaching effectiveness. EST1 feels lonely, relying on translation tools to connect with colleagues. EST4 experiences frustration, sadness, and exhaustion while teaching because of communication barriers, impeding effective instruction.

*...there's also sadness sometimes because sometimes, we don't want to be emotional, but we explain like this, Mas, you know, in Indonesia, we explain using Indonesian, for example, "eat," oh, this means "makan," like that, right? They already know this, so if we have to explain using English words, other English words, again, like that, Mas. EST4 (ST4) The students we communicate with may not necessarily understand or master the vocabulary we use. So, sometimes, it feels really exhausting... EST4 (ST10)*

EST5 and EET9 feel nervous and confused in the classroom, fearing errors and struggling with clarity due to language barriers. EET10 perceives feeling less appreciated, attributing it to cultural differences affecting teaching methods amidst language barriers.

*"Well, noise is actually good, but there's a time for it, right? Then we feel less appreciated by the students because we're foreign teachers, we feel it a lot, and all Indonesian teachers feel the same*

*way when compared to Thai teachers, we know in Thailand, it's still quite authoritarian." EET10 (ST12)*

These barriers highlight the need for improved language support and communication strategies to enhance teachers' experiences.

#### 4.3.3.4 Experiencing Cultural Differences

"Cultural differences" refer to variations in customs, norms, and practices between cultural groups, posing challenges for Indonesian English teachers in Thailand. These variances trigger emotions like surprise, fear, and feeling less appreciated. For example, EST4 experiences culture shock at an Islamic private school, feeling surprised by stricter norms.

*"Mas, I teach at an Islamic private school, and sometimes, I'm not very Islamic, not that I'm not very Islamic, it's not about being very Islamic, and then suddenly, here, even though I'm like this, you know, I've taught at Islamic schools before, too, Mas, but it's not as strict as here, like, for example, here, it's even stricter when it comes to this. Girls and boys sit separately, like that, wow, seriously, and then, for what, sometimes, I, I play around, right, with the boys, it's normal, just chatting closely, it's normal, but here, I feel like it's a culture shock, like, my hands are a bit visible, and then they say, like, "teacher, aurat," "aurat," "Masha'Allah," "wow," as a UMY student, I was shocked." EST4 (ST20)*

EST5 feels fearful and nervous due to students' diverse backgrounds. EET8 is surprised by Thai cultural practices like daily flag-raising ceremonies.

*"I felt surprised by their culture because of some things here, especially at the beginning, I was surprised why there's a ceremony every day but the ceremony is just normal. Like raising the flag, they just stand in front of the flagpole without any marching movements. Then one time there was a ceremony on the 17th. I was surprised, why are ceremonies in Thailand so different, if there's an event, it's not very organized. But according to them, it's already good. But according to me and my friends from Indonesia, it's still not very organized, still chaotic somehow, but they consider the events they organize to be good." EET8 (ST13)*

EET10 feels less appreciated due to disparities in disciplinary practices. These experiences underscore the importance of cultural sensitivity and effective communication in teaching environments.

#### 4.3.3.5 Workload related Situations

"Workload" refers to the tasks and responsibilities assigned to teachers, impacting their emotional well-being. EST2 feels frustration and exhaustion due to overwhelming tasks and lack of support.

*"I also sometimes feel frustrated. More precisely, I'm more towards feeling tired, because the demands of school are very high. Not tired because of the students, but because of the demands of the school. I'm required to be able to do everything in school, meaning both in class and outside of class after teaching I can't just sit in the office. I have to communicate a lot with the kids. My materials from kindergarten to junior high are self-made, so I feel very tired with that demand, because they have a budget to buy books, then they ask me to write and they will print, it's like their business. Imagine I create materials from kindergarten to junior high, for junior high, it's from conversation to grammar." EST2(ST9, 10)*

EST4 also experiences sadness and exhaustion due to excessive workload, involvement in extracurricular activities. Similarly, EET7 also experiences the burden of coaching students for competitions, participating in extracurricular activities, and managing multiple responsibilities beyond teaching duties, leading to the feeling of exhaustion. EET6 feels nervousness from unexpected responsibilities, such as representing the school to demonstrate new teaching methods. EET9 expresses annoyance and stress from an unfair workload distribution. EET10 feels happiness and relaxation when workload decreases. These experiences highlight the need for support and effective workload management in ensuring teacher well-being.

#### 4.3.3.6 Perceiving Unfair Treatment

"Unfair Treatment" refers to situations where individuals perceive differential treatment or unjust actions, evoking negative emotions like jealousy, anger, or sadness. EST4 feels jealous due to a perceived disparity in responsibilities between herself and a new colleague, leading to feelings of inadequacy and resentment.

*"I wasn't going to compare or anything, right, but there's a new teacher again, only 3 months, almost 4 months, a man, and then I, who came in the beginning, a newbie, the first year, I was already told to handle it here for 3 months, and then handle one public speaking event, why is it now all the events are handled by me, why am I the one responsible for them, that's what makes me feel envy towards him, you know, like, oh, how, human beings, right, Mas, it's not, it's not making excuses or anything like that, why am I, why am I, that's what makes me feel sad and jealous, you know" EET8 (ST18)*

Similarly, EET8 experiences anger triggered by students' disrespectful comments, feeling unappreciated despite her efforts. EET9 feels sadness from being overwhelmed with certain responsibilities, leading to demotivation. These experiences underscore the importance of fairness and recognition in fostering a positive work environment.

#### 4.3.3.7 Interaction with Students' Parents

"Students' Parents" refer to individuals who significantly impact teachers' emotional experiences in Thailand through their interactions and support. EST2 feels love and affection for his students due to positive engagement and appreciation from both students and their parents.

*“Until their parents tell the principal, 'My child at home speaks English continuously.' Maybe because they're little kids, so they keep remembering what they've learned in school. Initially, because I feel very close and loved by the little kids, so my relationship with their parents is also established. Sometimes the parents also give me food, bring food, sometimes these parents talk about their kids, 'Ma'am, my child likes Teacher EST2, likes being taught this, likes dancing like this, Teacher EST2 can do this..', like that.” EST2(ST6)*

EET6 feels gratitude for the supportive relationships with her students' parents, who actively participate in their children's education and provide encouragement.

*“Even though there are many things causing stress, I still feel so grateful. I meet the parents of my students who are very, very kin.” EET6 (ST10)*

These experiences underscore the importance of parental involvement in fostering positive teacher-student relationships and creating a supportive learning environment.

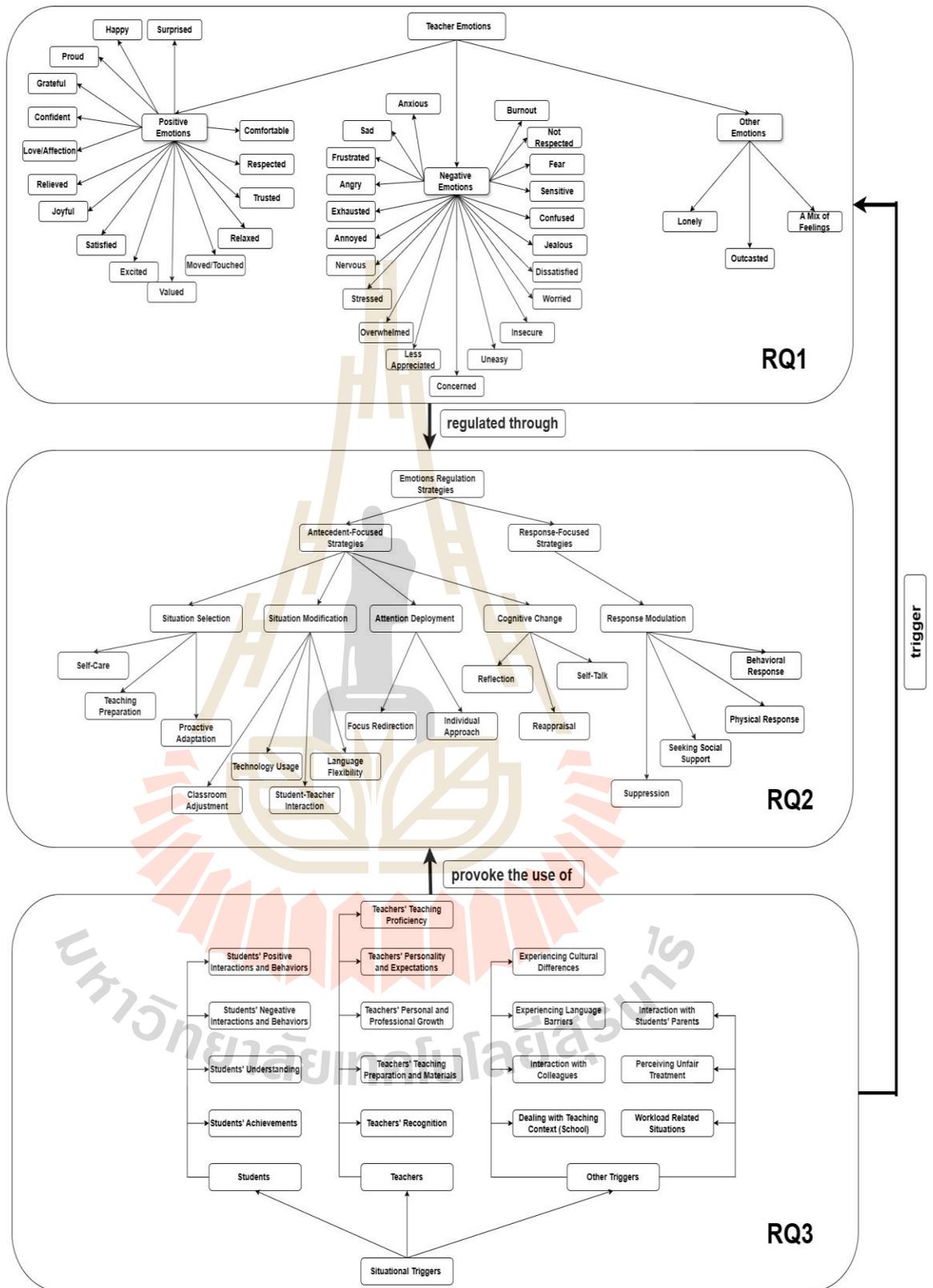


Figure 4.4 Conceptualization of The Interconnectedness Among Each Research Question

The figure above illustrates the interconnectedness among each research question. To vividly demonstrate their interrelatedness, we examine examples from participants' cases. When confronted with anticipated anger (*a negative emotion*) stemming from students' misbehavior in class (*a student situational trigger*), EET7 prioritizes self-care before class (*situation selection through self-care*). Additionally, facing classroom exhaustion (*another negative emotion*) due to her introverted nature and long teaching hours (*a teacher situational trigger*), she adjusts classroom activities, transitioning from lecturing to individual tasks (*situation modification through classroom adjustment*). Furthermore, EST4 redirects her focus (*attention deployment through focus redirection*) during teaching when feeling sadness (*a negative emotion*) triggered by heavy workloads (*a context situational trigger*). Another example: to sustain classroom excitement (*a positive emotion*), EST5 reframes his thinking (*cognitive change through reappraisal*), turning embarrassment from mispronouncing Thai vocabulary (*a teacher situational trigger*) into amusement for his students. Lastly, in response to frustration (*a negative emotion*) stemming from unfair treatment at his school (*a context situational trigger*), EET9 suppresses his feelings (*response modulation through suppression*) due to limited avenues for expression.



## CHAPTER 5

### DISCUSSION

This study aimed to uncover the emotions experienced by Indonesian English teachers in Thailand, the strategies they employ to regulate these emotions and the situational triggers provoking the teachers' emotions, subsequently impacting the use of emotion regulation strategies. The results indicated that teaching English in Thai context elicits a diverse array of positive and negative emotions, influenced by factors such as student behavior, language barriers, and cultural disparities. The deductive thematic analysis identified 16 positive emotions, 21 negative emotions, and 3 other emotions not previously recognized in existing conceptualizations of teacher emotions by Richards (2020). Additionally, five emotion regulation strategies outlined in Gross's (1998) process model were identified as the participants' strategies for regulating these emotions. Notably, this study introduces novel sub-categories such as proactive adaptation in situation selection and language flexibility in situation modification, adding unique insights to the field. Finally, utilizing inductive thematic analysis, the findings pertaining to the third research question unveiled three distinct main themes of situational triggers: students' triggers, teachers' triggers, and other triggers. These main themes encompass various sub-themes explored within the study.

#### **5.1 Emotions Experienced by Indonesian English Teachers in Thailand**

The results of this current study reveal that most of the participants felt happy in their roles as teachers when teaching English in Thailand, aligning with previous research (Akbari et al., 2017; Derakshan et al., 2023) indicating that teachers commonly experience happiness when students are engaged and successful. Moreover, our findings echo Bradley's (2020) discovery that preparedness positively impacts teachers' emotional well-being, particularly happiness. Additionally, besides happiness, seven participants often felt a sense of pride. This finding is supported by previous research indicating that professional efficacy (Wang et al., 2016), the academic achievements of their students (Astutik & Prasetya, 2020; Hidayatullah, 2021), recognition from the school authorities Movsessian (2020) enhance teachers' pride. As expected, this study demonstrates that these similarities could be the universal nature of teacher emotions and the core principles of effective teaching. Regardless cultural context or specific educational settings, teachers may share common experiences that evoke positive emotions, such as practicing effective teaching, fostering student engagement, witnessing students' academic success, and receiving recognition for their efforts.

In the teaching journey of Indonesian English teachers in Thailand, alongside pride and happiness, gratitude emerges as a significant positive emotion. Five participants expressed gratitude for various aspects of their teaching experiences, such as the opportunity to contribute to their students' English skills and the trust placed in them by their schools. This is in good agreement with Wang and Ye (2021) that this study also highlights how gratitude can stem from perceiving positive outcomes and opportunities for personal growth within the teaching profession. It could also be plausible that gratitude may stem from the personal fulfillment and satisfaction derived from teaching English as a foreign language. For many educators, the opportunity to share knowledge, inspire students, and contribute to their growth and development is inherently rewarding, specifically when they are practicing it in another country.

Moreover, the positive emotions identified in this study, such as confidence, surprise, love, affection, satisfaction, and respect, align with findings from previous research conducted in various contexts (Aral, 2018; Shao et al., 2020; Derakhsan et al., 2023). These positive emotions observed in the current study are consistent with the framework outlined by Richards (2020). Additionally, the recognition of these positive emotions within the context of teaching abroad prompts a deeper reflection on the transformative potential of cross-cultural experiences. As Indonesian English teachers navigate unfamiliar territories, they not only impart knowledge but also engage in meaningful exchanges that foster mutual understanding and appreciation. In doing so, they become catalysts for empathy and connection, transcending linguistic and cultural divides.

Regarding the negative emotions, anger triggered by various factors such as student disengagement, perceived disrespect, incomplete homework assignments, classroom management challenges, and cultural disparities emerge as frequently cited emotion by the participants, standing out as prominent findings. Like Buric and Frenzel (2019) and Wang (2022), this study acknowledges the challenges posed by anger in educational settings and emphasizes the importance of addressing its root causes for fostering positive learning environments. While some studies (Liljestrom et al., 2007; Sutton, 2007; Buric and Frenzel, 2019) suggest that anger can serve as a motivating emotion for disciplining students, this perspective may not align with the experiences of the participants in this study. The participants in this study may represent a diverse range of teaching styles and personalities, influencing how they perceive and express anger in their professional roles. There is evidence to suggest that while some teachers may report using anger as a motivating emotion for disciplining students, others may

prioritize building positive relationships and fostering a supportive classroom environment.

Another negative emotion emerged in the data analysis is sadness where six participants stated that they experienced sadness because of students' indifference toward learning English and perceived lack of respect or attention. One conceivable rationale for this is that teachers worldwide may encounter similar triggers for sadness, such as student apathy and perceived disrespect, which can undermine their professional satisfaction and effectiveness, particularly when the language, gesture, and culture are perceived differently by both parties. The results also point out to the likelihood that in Indonesia, cultural norms may place a high value on respect for authority figures, including teachers. Therefore, Indonesian teachers may have different expectations regarding student behavior and may feel particularly affected when they perceive disrespect or indifference from students in the classroom. In contrast, Thailand may have its own set of cultural norms and expectations regarding education and teacher-student relationships. These cultural differences can shape how teachers interpret and respond to student behavior, influencing the manifestation and intensity of emotions such as sadness.

Regarding negative emotions, this study substantiates previous findings in the literature, particularly Richard's (2020) framework. The outcomes of this investigation shed light on the widespread occurrence of negative emotional states, such as exhaustion, unease, frustration, stress, and anxiety, experienced by Indonesian English teachers in Thailand. These negative emotions are often exacerbated by language barriers and cultural differences, contributing to feelings of unfamiliarity and social unease. These values correlate satisfactory well with Sunardi et al., (2023) and Imamyartha et al., (2023) and further supports their outcomes on the challenges faced by non-local teachers in new environments. Additionally, participants in this study express feelings of being less appreciated, dissatisfaction, burnout, and insecurity, further enriching the existing literature on negative emotions experienced by EFL teachers working in foreign contexts (Cheng, 2022; Fan, 2022; Han, 2021; Cowie, 2011), particularly in Thailand.

It would seem that the similarities between these results and previous studies lie in their shared recognition of the negative emotions experienced by EFL teachers in foreign countries, particularly in the Thai context. Like previous research, this study highlights the detrimental impact of language barriers, cultural differences, and feelings of social unease on teacher well-being and job satisfaction. However, it is essential to note that not all Indonesian English teachers in Thailand solely experience negative

emotions. Participants in this study acknowledge that negative emotions are a natural part of teaching and should be addressed and managed appropriately.

Interestingly, this current study has highlighted the findings that have not been discussed in Richard's (2020) language teachers' emotions, particularly in those who work abroad. By delving into the emotional experiences of Indonesian English teachers in Thailand, this research reveals a broader emotional spectrum, which includes sensations of loneliness, social isolation, and a blend of emotional tapestry. Loneliness is a prevalent emotion among teachers in foreign countries, as they often find themselves separated from their support networks and familiar environments. Previous research by Ren et al. (2015) and Tsang (2018) corroborates these findings, highlighting the challenges of living and working abroad as an English teacher. Additionally, feelings of being outcast and disconnected can stem from cultural disparities and language barriers, hindering full integration into the local community (Roskell, 2013). Moreover, the emergence of a mixture of emotions among participants underscores the complexity and diversity of the teaching experience, particularly in foreign contexts (Cowie, 2011).

An alternative viewpoint regarding these similarities is that teachers working abroad may face similar emotional struggles related to professional identity and role ambiguity. Adjusting to a new educational system, unfamiliar teaching methods, and differing expectations from students, parents, and colleagues can create uncertainty and lead to their feelings, impacting Indonesian English teachers to experience loneliness. Moreover, teachers working abroad may face similar emotional pressures related to professional expectations and performance. Striving to meet academic standards, fulfill job responsibilities, and excel in their roles despite language barriers and cultural differences can lead to feelings of a blend of emotions among teachers. Furthermore, these Indonesian English teachers working in Thailand may experience similar emotional challenges due to difficulties in cross-cultural communication. Regardless of the specific location, navigating language barriers, cultural differences, and unfamiliar social norms can lead to feelings of isolation and frustration among educators.

The identification of loneliness, feelings of being outcast, and a blend of emotions among Indonesian English teachers in Thailand has significant implications for teacher support and well-being. Recognizing and addressing these emotional challenges is crucial for promoting teacher resilience, job satisfaction, and effective teaching practices. Additionally, including these emotions into the language teachers' emotions, like the one outlined by Richards (2020), and understanding the unique emotional

experiences of teachers in foreign contexts can inform the development of targeted interventions and support systems to enhance teacher support and retention rates.

## 5.2 Emotion Regulation Strategies used by Indonesian English Teachers Teaching in Thailand

This study's outcomes are consistent with Gross's (1998) conceptualization of emotion regulation, which delineates five primary strategies: situation selection, situation modification, attention deployment, cognitive change, and response modulation. These strategies serve as a comprehensive framework for understanding how individuals regulate their emotions in various contexts. Nevertheless, though Gross's model offers general principles, particular sub-strategies become evident within the context of Indonesian English teachers working in Thailand. These sub-strategies are identified in this study because they reflect the nuanced experiences and challenges faced by teachers in navigating the complexities of teaching English as a foreign language in a multicultural environment.

In Situation Selection, which involves intentionally choosing environments to influence emotional experiences, three key sub-categories have emerged: proactive self-care, teaching preparation, and proactive adaptation.

The findings indicate that Indonesian English teachers in Thailand employ *proactive self-care* strategies to regulate their emotions. This aligns with previous research by Taxer and Gross (2018), who highlighted the efficacy of proactive self-care in managing emotions. Activities such as exercise, meditation, and engaging in hobbies have been identified as effective means of emotion regulation (Grant et al., 2018). For instance, prioritizing proper nourishment before teaching has been observed to aid in managing classroom noise and anger (Grant et al., 2018). Additionally, scheduling afternoon naps has been found to reduce frustration and exhaustion stemming from teaching and student behavior (Grant et al., 2018). Starting the day with exercise and prayer has been shown to enhance physical and spiritual well-being, thereby fostering positive emotions (Taxer & Gross, 2018). This similarity to previous studies suggests a shared recognition of the importance of proactive self-care among teachers in managing their emotions.

Another factor contributing to these parallels could be rooted in the universality of human emotions and the fundamental need for self-care across diverse cultural and contextual settings. While cultural variations undoubtedly play a significant role, the basic human need to maintain emotional well-being transcends cultural boundaries. Therefore, regardless of cultural background, these teachers may gravitate

towards similar self-care strategies as a means of coping with the inherent stresses of the teaching profession. Moreover, the shared experience of teaching in a foreign country like Thailand may create a sense of camaraderie among teachers, fostering the exchange of self-care practices and strategies irrespective of cultural differences.

Furthermore, under the umbrella of situation selection, the findings suggest that Indonesian English teachers in Thailand employ *proactive teaching preparation* strategies as a means to regulate their emotions. This aligns with previous studies by Shen (2022), which emphasize the importance of intentional planning and organization in reducing stress and enhancing preparedness among educators. Proactive teaching preparation in mental and practical state, as demonstrated by anticipating challenges and implementing strategies to mitigate their impact on emotions, is a common theme in both the current findings and Shen's research. For instance, participants in this study engaged in trial and error with classroom activities to boost confidence, while others simplified materials to regulate fear and nervousness.

Additionally, these resemblances may be indicative of cultural variations in teaching practices, as well as the unique challenges encountered by these teachers in different contexts. The level of institutional support and resources allocated to professional development initiatives may impact the adoption of proactive teaching preparation strategies among Indonesian English teachers in Thailand compared to their counterparts in other regions. For example, the Indonesian education system may place a stronger emphasis on teacher autonomy and creativity in lesson planning, leading Indonesian English teachers in Thailand to prioritize innovative teaching methods as part of their proactive preparation strategies.

Another sub-strategy coded under the situation selection is that Indonesian English teachers in Thailand employ *proactive adaptation* strategies to regulate their emotions while navigating the challenges of teaching in a foreign country. This resonates with previous research, such as the studies by Loo et al. (2018) and Utami & Kuswandono (2023), which emphasize the importance of proactive adaptation among non-local English teachers as part of the conceptualization of teachers' identity. Proactive adaptation involves various actions, including adjusting to the local language, overcoming challenges in a new environment, and adapting teaching materials to suit students' needs. For example, creating an enjoyable teaching environment has been identified as a proactive adaptation strategy that boosts positive emotions like joy and pride while regulating negative emotions like loneliness (Utami & Kuswandono, 2023).

Another perspective to consider is that these resemblances arise from the individual backgrounds, experiences, and personalities of teachers may also contribute

to differences in the strategies they employ for emotion regulation. Factors such as prior teaching experience, personal resilience, and coping mechanisms could shape how teachers adapt to challenges in their teaching environment. For example, the emphasis on creating an enjoyable teaching environment may reflect the cultural value placed on fostering positive relationships and engagement with students. Additionally, the experience of teaching English in a foreign country like Thailand may present distinct challenges related to language barriers, cultural adaptation, and classroom dynamics, shaping the prioritization of certain proactive adaptation strategies over others.

In situation modification, the strategy involves altering environmental stimuli or situations to regulate emotions. Sub-strategies in this study include teaching methods, technology usage, student-teacher interaction, and language flexibility.

The findings reveal that these participants involve in *the alteration of environmental stimuli or situations in teaching* to regulate their emotions. This aligns with previous research that has identified similar strategies for emotion regulation among teachers. For example, studies by Kliueva & Tsagari (2018), Macuka et al. (2017), and Emeljanovas et al. (2023) have highlighted the effectiveness of modifying aspects of teaching, such as using varied teaching methods, altering classroom activities, grouping students, and incorporating student-centered approaches, in reducing negative emotional experiences among teachers. The current study further confirms these findings by demonstrating that changing classroom activities into more interactive ones, such as outside games or group projects, can effectively reduce the intensity of anger, fear, and sadness experienced by Indonesian English teachers in Thailand.

An alternative interpretation of these shared commonalities is the variations in teaching practices, cultural norms, and educational systems between different countries and contexts. In Thailand, classrooms may comprise students from diverse cultural, linguistic, and socio-economic backgrounds, each bringing unique experiences and perspectives to the learning environment. Indonesian English teachers may need to adapt their teaching methods to accommodate this diversity, considering factors such as students' prior knowledge, interests, and cultural sensitivities. For example, when implementing situation modification strategies, teachers may incorporate multicultural materials and activities that resonate with the experiences of students from various backgrounds, fostering inclusivity and enhancing engagement. Another example lies on the emphasis on student-centered approaches in Indonesia and Thailand may influence the types of classroom activities chosen by teachers for situation modification.

Another interesting finding coded under the situation modification is the *incorporation of technology* in the classroom to regulate their emotions. This aligns with previous research by Alzaanin (2021) and Macuka et al. (2017), which also emphasized the effectiveness of incorporating technology as a means of emotion regulation among educators. Alzaanin (2021) suggested that integrating technology can help reduce negative emotional experiences among teachers, while Macuka et al. (2017) explored how technology can be utilized to enhance teaching practices and emotional well-being. For example, participants in the current study reported using technology, such as visual aids from platforms like Google Images and YouTube, to lessen nervousness when presenting unfamiliar topics and boost confidence. These efforts demonstrate situation modification, as teachers alter the classroom environment and tasks to regulate and enhance their emotional experiences in teaching.

However, there are also notable differences in the specific ways in which technology is employed for emotion regulation among Indonesian English teachers in Thailand compared to findings in previous studies. While the overarching concept of using technology for emotion regulation aligns, the specific strategies and platforms utilized may vary based on cultural and contextual factors. For instance, the types of visual aids and digital resources accessible to teachers may differ depending on technological infrastructure, internet connectivity, and institutional support. Moreover, the unique challenges encountered by non-local teachers within Thailand's educational system might require adjustments in deploying technology-driven emotion regulation strategies, distinct from those employed by educators in different settings. For example, non-local teachers may have limited understanding of the local educational system, including policies, practices, and student demographics. This lack of context awareness can impact the selection and implementation of technology-based emotion regulation strategies. Non-local teachers may need to collaborate with local educators or undergo additional training to better understand the local context and tailor their strategies accordingly.

It is also plausible that these similarities and differences arise from stem from variations in technological access, pedagogical approaches, and teacher training between different countries and contexts. For example, the integration of technology in education may be more widespread and institutionalized in certain countries, leading to greater familiarity and proficiency among teachers in utilizing digital tools for emotion regulation. Additionally, cultural norms and values regarding technology use

in education may influence teachers' attitudes and approaches towards incorporating technology for emotion regulation purposes.

Furthermore, it is coded in the analysis that the promotion of positive student-teacher interactions in the classroom is one of sub-categories under the situation modification. This aligns with previous research by Wang & Ye (2021) and Muehlbacher et al. (2022), which also underscored the significance of positive teacher-student relationships in influencing teachers' emotions. Wang & Ye (2021) suggested that fostering positive interactions helps diminish classroom sadness and sustain happiness, while Muehlbacher et al. (2022) emphasized the role of positive teacher-student relationships in reducing negative emotional experiences. For example, participants in the current study reported establishing rapport, incorporating humor, and using ice-breaking activities to engage students, thereby contributing to a supportive classroom environment and reducing negative emotional experiences. However, while the overarching concept of promoting positive interactions aligns, the specific strategies and activities employed may vary based on cultural and contextual factors. For instance, the types of ice-breaking activities and humor utilized by teachers may differ depending on cultural norms, student demographics, and teacher preferences.

Probable justifications for these congruences and divergences could be attributed to teachers' individual preferences, experiences, and training in classroom management and interpersonal skills that can impact the selection and implementation of positive interaction strategies. Indonesian English teachers in Thailand may draw from their own cultural backgrounds and teaching philosophies when designing activities and fostering interactions with students. Additionally, professional development opportunities and training programs may provide teachers with strategies for building positive relationships with students, which they can adapt to suit the Thai educational context. For example, the emphasis on building positive teacher-student relationships may be influenced by cultural values regarding respect, authority, and interpersonal connections. Besides, student demographics, including age, language proficiency, and cultural background, can influence the effectiveness of positive student-teacher interaction strategies. Indonesian English teachers in Thailand may work with diverse student populations, including Thai nationals, expatriate children, and students from various ethnic backgrounds. The cultural and linguistic diversity within the classroom may require teachers to employ a range of interaction strategies tailored to the needs and preferences of different student groups.

The last coded sub-strategy under the situation modification is the flexibility in language use to regulate emotions and create a positive teaching environment. This

aligns with previous research by Jiang et al. (2016), which also emphasized the importance of language flexibility in emotion regulation among teachers. They suggested that being flexible in language use, particularly in bilingual contexts, can help teachers navigate classroom dynamics and enhance student engagement. For example, one participant in the current study reported initiating the use of Thai language alongside English when sensing feelings of confidence in the classroom, recognizing that using only English may lead to student boredom and lack of motivation.

Conceivable rationales for these resemblances might intersect with the language proficiency and confidence of Indonesian English teachers in both English and Thai languages can influence their language flexibility strategies. Teachers with higher levels of proficiency and confidence may feel more comfortable incorporating Thai language elements into their instruction, whereas those with limited proficiency may rely more heavily on English as the medium of instruction. Professional development opportunities and language training programs can enhance teachers' language skills and confidence, enabling them to employ more varied and effective language flexibility strategies in the classroom. For example, the linguistic landscape and language attitudes in Thailand may influence the ways in which teachers incorporate Thai language into English language instruction. Additionally, the challenges faced by teachers in navigating bilingual classrooms, such as balancing language proficiency levels and meeting curriculum requirements, may necessitate adaptations in the implementation of language flexibility strategies compared to educators in monolingual settings.

In terms of attention deployment, the participants in this study reported using two sub-strategies which are focus redirection, and individual approach.

Under the attention deployment strategies, it is found that focus redirection, among Indonesian English teachers in Thailand, is used as a means of regulating emotions in the classroom. This sub-strategy involves deliberately shifting attention away from negative emotions towards more positive or neutral aspects of the teaching experience. The practice of redirecting focus back into teaching to address sadness arising from classroom disruptions and non-teaching responsibilities resonates with the research by Chahkandi et al. (2016), who also emphasized the importance of focus redirection in emotion regulation. Furthermore, Chang and Taxer (2020) asserted that effectively redirecting focus during challenging teaching situations can increase cognitive resources, providing teachers with a sense of control over their emotional experiences.

One contributing factor to these similarities might be the level of teaching experience can significantly impact teachers' ability to effectively regulate emotions and manage classroom dynamics using focus redirection strategies. Experienced teachers may have developed a repertoire of emotion regulation strategies over time, honed through years of practical experience and reflection. They may be more adept at recognizing emotional triggers, implementing coping mechanisms, and maintaining composure during challenging teaching situations. In contrast, novice teachers may encounter greater difficulty in regulating emotions due to limited experience and exposure to diverse classroom scenarios. For example, an experienced Indonesian English teacher in this study may draw upon past experiences to effectively implement focus redirection techniques during classroom disruptions. The teacher may use strategies such as deep breathing exercises, positive self-talk, or cognitive reframing to shift their focus back to instructional tasks and maintain a productive learning environment.

Another sub-strategy under attention deployment is coded as individual approach which involves the participants' utilization of personal strategies and mindset to regulate their emotional experiences by focusing on a particular teaching aspect. This finding aligns with previous research suggesting that redirecting attention and adopting a positive mindset can help teachers regulate their emotions in the classroom. For example, Sutton et al. (2009) proposed similar ideas, emphasizing the importance of individual approaches in managing emotional experiences during teaching.

These likenesses might also be influenced by the level of student engagement and classroom dynamics can impact the applicability and efficacy of individual approach strategies. Teachers may adjust their use of individual approach techniques based on the responsiveness and behavior of their students. For example, teachers may be more inclined to employ individual approach strategies when addressing student concerns or conflicts that arise during classroom activities or discussions. In addition, the level of teaching experience and access to professional development opportunities may also influence teachers' ability to implement individual approach strategies effectively. Novice teachers may require more support and guidance in developing personalized emotion regulation techniques, while experienced teachers may have already developed a repertoire of effective strategies through years of practical experience.

Within this study, several sub-strategies were identified, including reflection, reappraisal, and self-talk.

The first finding related to the sub-categories under Cognitive Change is reflective practices, focusing on positive teaching aspects, and restructuring negative thoughts, aligning with earlier studies conducted by Zhao (2021), Wang (2022), and Heydarnejad et al. (2021). Participants in this study engaged in reflective practices regarding emotion-eliciting situations, drawing parallels with their experiences as students to understand student behavior and reduce frustration. They also employed cognitive restructuring techniques to re-evaluate their teaching experiences and identify opportunities for personal and professional growth.

These findings may be attributable to a variety of factors, such as the variations in the teaching context and environment can impact the implementation and effectiveness of cognitive change strategies. Factors such as classroom size, student demographics, and school policies may influence the frequency and depth of teachers' reflective practices and cognitive restructuring efforts. Teachers may need to adapt their cognitive change strategies to suit the specific needs and challenges of their teaching context. For instance, Indonesian English teacher working in a rural school with limited resources and infrastructure may face different challenges compared to a teacher in an urban international school. The teacher in the rural school may need to rely more on internal reflection and self-directed cognitive restructuring techniques due to limited access to professional development and support resources.

In addition, the findings indicate that participants in this study, like those in prior studies, engaged in cognitive processes aimed at modifying their thoughts and interpretations of emotionally challenging situations called *reappraisal* while teaching English in Thailand. These cognitive change strategies involve seeking alternative interpretations and reframing negative experiences to promote emotional regulation and well-being (Hu, 2023). By actively engaging in cognitive processes, teachers can effectively manage their emotional responses and prolong positive emotions, such as excitement and happiness, during teaching sessions.

For example, when faced with situations where students lack motivation during afternoon sessions, teachers in this study reappraised the situation by reminding themselves that fatigue is natural and occasional setbacks are part of the teaching process. This cognitive reframing helps them regulate negative emotions, reducing the likelihood of negative emotional reactions and promoting a more positive teaching experience. Similarly, when participants experienced embarrassment due to mispronouncing Thai words and eliciting laughter from students, they reappraised the situation, turning embarrassment into amusement to manage excitement effectively.

The observed patterns in these findings may be explained by the cognitive change strategies employed by teachers in this study and previous research which could be the influence of pedagogical training and professional development. Teachers, including Indonesian English teachers in this study, undergo training programs and professional development sessions that emphasize the importance of effective classroom management, student engagement, and emotional regulation. As a result, they may internalize cognitive change strategies as part of their pedagogical toolkit, regardless of their cultural or geographical context. Moreover, the nature of the teaching profession itself may contribute to the universality of cognitive change strategies. Teaching is inherently demanding and emotionally taxing, requiring educators to navigate a myriad of challenges and stressors on a daily basis. Therefore, teachers may naturally develop and adopt cognitive change strategies over time as adaptive coping mechanisms to cope with the demands of their profession.

Furthermore, the study focuses on Indonesian English teachers in Thailand using *self-talk* as a cognitive strategy to regulate emotions in class. This involves constructive internal dialogue during teaching context and non-teaching. Similar findings are seen in previous studies like Jiang et al. (2016) and Heydarnejad et al. (2021), which also highlight self-talk's effectiveness. For instance, Jiang et al. (2016) noted its role in maintaining a calm teaching environment. In this study, a participant demonstrated the effectiveness of self-talk when facing scrutiny during a teaching demonstration, where positive internal dialogue enabled her to address anxiety and nervousness, thus enhancing her teaching performance.

This occurrence might happen because of individual characteristics which also play a crucial role in shaping the effectiveness of self-talk as an emotion regulation strategy. Personality traits, such as self-efficacy, resilience, and locus of control, can influence how individuals engage in self-talk and interpret its outcomes. Teachers with high levels of self-efficacy may use self-talk more confidently to manage emotional challenges, whereas those with lower self-efficacy may struggle to believe in the effectiveness of this strategy. Similarly, teaching experience and professional development opportunities can impact teachers' skills in employing self-talk. Novice teachers may require more guidance and support to develop effective self-talk practices, whereas experienced educators may have refined their self-regulation skills over time.

Response modulation involves controlling how emotions are expressed or acted upon, including both the suppression and expression of emotions in socially acceptable manners.

*Suppression* is found as an emotion regulation strategy employed by Indonesian English teachers in Thailand under the response modulation strategies. This aligns with previous research, such as the work of Zhao (2021), which highlights suppression as a potentially helpful strategy for managing challenging emotional situations in teaching, especially within foreign contexts. An example from the study illustrates a participant's tendency to suppress negative emotions like exhaustion and burnout due to a perceived lack of space for emotional expression. Similarly, another participant reported suppressing emotional expression to handle feelings of sadness arising from conflicts with students. These instances echo the findings of Taxer and Gross (2018) and Donker et al. (2020), who suggest that while suppression can effectively manage negative emotions in the short term, prolonged use may have detrimental effects on emotional well-being.

However, despite the similarities in highlighting suppression as a coping mechanism, differences exist in how it is perceived and utilized across studies. While some participants in this study reported employing suppression as a response to specific emotional triggers, others may have different approaches to managing similar situations. For instance, in studies conducted in different cultural or educational contexts, teachers may prioritize different emotion regulation strategies based on cultural norms, personal beliefs, or organizational factors. Moreover, the effectiveness of suppression as an emotion regulation strategy may vary depending on individual differences such as personality traits, teaching styles, and levels of teaching experience.

These differences underscore the importance of considering contextual factors when examining emotion regulation strategies in teaching. While suppression may be a viable strategy for some teachers in certain situations, it should not be viewed as a one-size-fits-all solution. Instead, it should be used judiciously and in conjunction with other adaptive strategies, such as cognitive reappraisal or problem-solving, to ensure teachers' emotional well-being and promote effective teaching practices. Furthermore, future research should explore the interplay between suppression and other emotion regulation strategies to gain a more comprehensive understanding of its role in supporting teachers, particularly in foreign teaching contexts like Thailand.

This study's results are in line with those of studies conducted previously, particularly concerning the utilization of *seeking social support* as a response modulation strategy to manage emotions among Indonesian English teachers working in Thailand. Studies such as that by Im et al. (2017) have also recognized the importance of acknowledging cultural nuances surrounding the expression of emotions and have highlighted the effectiveness of seeking social support in addressing negative

emotional experiences. The similarities between these findings suggest a certain universality in the effectiveness of seeking social support as an emotion regulation strategy across different cultural and educational contexts. Regardless of whether teachers are working in Indonesia, Thailand, or elsewhere, the challenges they face in managing emotions in the classroom may prompt them to seek support from trusted colleagues or friends. For example, a teacher experiencing feelings of anxiety or exhaustion due to the demands of teaching may find relief by sharing their challenges with colleagues and receiving validation and empathy.

The findings highlight *deep breathing's* effectiveness in managing teachers' emotions, aligning with previous research emphasizing its practicality and universality. For example, Mahalaskmi et al. (2024) highlighted the accessibility and convenience of deep breathing techniques in stress management for educators. Similarly, the current study demonstrates how deep breathing serves as a valuable tool for Indonesian English teachers in Thailand when dealing with challenging emotions in the classroom. Its simplicity and accessibility make it valuable across diverse cultural and educational contexts. Moreover, deep breathing aligns with mindfulness-based practices, promoting emotional self-regulation and well-being (Jennings & Greenberg, 2009). However, variations may exist in its integration and acceptance due to cultural norms and individual preferences. Understanding both universal principles and context-specific factors is vital in exploring emotion regulation strategies in education, enhancing our understanding of teachers' coping mechanisms.

This study contributes to our understanding of the diverse ways in which teachers modulate their responses to emotional experiences *or behavioral manifestation* in the classroom, aligning with previous research on response modulation strategies. Similar to findings by Chahkandi et al. (2016), teachers in this study exhibited behavioral expressions of emotions, such as providing guidance or implementing disciplinary actions with students. Moreover, the study resonates with research by Fried (2011), which identified various expressions of emotions among teachers, including crying, physical actions like slamming the blackboard or table, and verbal expressions of frustration. These similarities suggest a consistency in how teachers across different contexts navigate and express their emotions in response to classroom situations.

However, differences emerge when considering the cultural background and religious beliefs of the teachers, highlighting unique manifestations of emotional expression. For instance, Muslim teachers in the study employed religious advice as a means of reprimanding students when experiencing feelings of anger and annoyance due to perceived disrespect. This cultural nuance underscores the importance of

considering contextual factors such as religious beliefs and cultural norms when examining teachers' emotional expressions and response modulation strategies.

One possible explanation for these differences lies in the cultural and religious diversity of the teaching population. Teachers from diverse cultural backgrounds may draw upon culturally specific norms and values to regulate their emotions and respond to challenging situations in the classroom. For example, in cultures where religious teachings hold significant influence, teachers may incorporate religious advice or practices into their disciplinary approach as a means of emotional regulation.

### **5.3 Interconnection Between Teacher Emotions and Emotion Regulation Strategies**

This section highlights the interconnections between the two variables; teacher emotions and emotion regulation strategies. In the findings, the positive emotions arising from collegial interactions among Indonesian English teachers in Thailand, such as camaraderie and support, can serve as valuable resources for effective emotion regulation strategies. For instance, feelings of appreciation and validation from supportive colleagues can enhance teachers' emotional well-being and resilience, providing a buffer against stress and burnout. When teachers experience positive emotions in their interactions with colleagues, they may be more inclined to adopt adaptive emotion regulation strategies, such as cognitive reappraisal or seeking social support, to manage challenging situations in the classroom. Moreover, the sense of belonging and camaraderie fostered by positive collegial relationships can create a supportive environment where teachers feel comfortable expressing their emotions and seeking assistance when needed.

Furthermore, the positive emotions elicited by collegial interactions can facilitate the implementation of proactive emotion regulation strategies aimed at promoting well-being and professional growth. For example, teachers who experience feelings of pride and fulfillment when collaborating with colleagues may be more motivated to engage in reflective practices and seek continuous improvement in their teaching methods. By leveraging positive emotions as catalysts for growth and development, teachers can harness their emotional experiences to enhance their effectiveness in the classroom and cultivate supportive professional relationships. Additionally, the sense of connection and mutual respect fostered by positive collegial interactions can create a sense of psychological safety, enabling teachers to experiment with new instructional approaches and take calculated risks in their teaching practice.

Conversely, negative emotions stemming from interactions with students, such as frustration, disappointment, or resentment, may prompt Indonesian English teachers in Thailand to employ culturally sensitive emotion regulation strategies to navigate cross-cultural differences and manage interpersonal conflicts. In instances where teachers encounter challenges related to student behavior or academic performance, they may draw upon culturally appropriate emotion regulation techniques, such as maintaining composure, showing empathy, and practicing patience. For example, when faced with disruptive behavior or academic underachievement among students, teachers may utilize emotion regulation strategies grounded in cultural norms and values to address these issues respectfully and effectively.

Additionally, the influence of cultural expectations on emotion regulation strategies may shape how Indonesian English teachers in Thailand respond to negative emotions arising from student interactions. In cultures where collectivism and interpersonal harmony are valued, teachers may prioritize maintaining harmonious relationships with students and avoiding confrontational or assertive behaviors. As such, teachers may employ emotion regulation techniques focused on maintaining social harmony, such as refraining from expressing strong emotions openly and seeking consensus-oriented solutions to conflicts. However, in contexts where individualism and direct communication styles are more prevalent, teachers may adopt different emotion regulation strategies, such as assertive communication and boundary-setting, to address student-related challenges effectively. By recognizing the influence of cultural expectations on emotion regulation strategies, teachers can adapt their approach to better meet the needs of diverse student populations and foster positive relationships based on mutual respect and understanding.

#### **5.4 Situational Triggers Provoking Indonesian English Teachers' Emotions and The Use of Emotion Regulation Strategies**

The present study explores situational triggers impacting the emotional experiences of Indonesian English teachers in Thailand. Notably, *positive student interactions* profoundly influence teacher emotions. According to Xie & Derakhshan (2021) and Zembylas (2004), active participation and respectful communication from students evoke feelings of excitement, satisfaction, love, and respect in teachers. This aligns with research by Prosen et al. (2011) and Poulou et al. (2021), emphasizing the positive impact of student kindness and appreciation. However, a distinction arises in the perception of Thai and Indonesian students' behaviors. Thai students are generally viewed as more respectful and cooperative than their Indonesian counterparts,

reflecting cultural differences. Cultural norms regarding education and societal values of respect and cooperation likely contribute to this variance. Additionally, differences in teaching methodologies and disciplinary approaches between Thai and Indonesian schools may further shape student behaviors and teacher responses.

In addition, *students' negative interactions and behavior triggers*, such as disruption, disrespect, or non-compliance, evoke negative emotions like frustration, annoyance, anger, or stress in teachers, aligning with previous research (Becker et al., 2014; Koenen et al., 2019). For instance, a participant's conflict with a student due to gender-related issues exemplifies the emotional toll of such interactions, leading to feelings of anger, sadness, and frustration. While some studies converge on this association, variations in interpretation arise based on contextual factors. Participants acknowledge regional differences, noting fewer behavior challenges among rural students compared to urban counterparts. These differences may stem from contextual nuances and methodological considerations, influencing teachers' perceptions and responses to student triggers. Schools with robust support systems may also empower teachers to address student misbehavior effectively, mitigating negative emotional responses, while inadequate support may exacerbate the emotional toll of challenging classroom situations.

*Students' understanding* in the subject-matter is another prevalent finding in this study. Previous research identifies academic performance, particularly in comprehending the subject material, as a significant trigger for both positive and negative teacher emotions (Becker et al., 2015; Sutton et al., 2009). For example, when students excel academically, teachers experience positive emotions such as happiness, satisfaction, and pride (Hagenauer et al., 2015). Conversely, when students struggle or disengage, teachers may experience negative emotions like frustration or feeling undervalued. While some studies converge on this association, variations in interpretation arise based on contextual factors. The current investigation highlights the role of student engagement and attentiveness in shaping teacher emotions, a factor not explicitly addressed in previous studies. Furthermore, these correspondences could be explained by instructional strategies and approaches, such as student-centered pedagogies, can also impact teachers' perceptions of academic performance and emotional responses. Teachers may prioritize holistic assessments that consider students' critical thinking skills and problem-solving abilities, mitigating the emotional impact of academic success or failure. Additionally, the diversity of student backgrounds within a classroom influences teachers' perceptions of academic performance. In culturally and linguistically diverse settings, teachers may recognize

progress and growth in students' language proficiency as indicators of academic success, enhancing teacher-student relationships.

The findings indicate that that *students' achievement*, such as participating in competitions, can evoke positive emotions like pride and satisfaction in teachers (Zhang & Sihes, 2023). For instance, mentoring students for English-related competitions generates positive emotions, fostering stronger teacher-student relationships (Wiradarsia et al., 2017). However, variations exist based on contextual factors. Cultural norms and societal expectations regarding academic achievement influence teachers' emotional responses to student performance. School culture and resources allocated to extracurricular activities also impact teacher involvement in competitions. For example, in schools with a strong emphasis on extracurricular participation, teachers may feel heightened pride and satisfaction when students excel, reflecting positively on their teaching effectiveness and the school's reputation. Conversely, limited opportunities for engagement may reduce the emotional impact of student success on teacher well-being.

*Teachers' teaching proficiency* was found to be a prominent finding in this study. These findings reveal that positive emotions like pride and happiness often arise when teachers feel confident in their teaching abilities and observe student progress, aligning with previous research (Zembylas, 2004). For example, teachers with strong educational backgrounds may feel happiness and confidence seeing their skills translate effectively to a new cultural context. However, interpretations vary based on factors like experience and familiarity with the context. There are several plausible reasons behind these findings, including individual characteristics and contextual factors. Experienced teachers may feel more confident navigating new environments, leading to heightened positive emotions. Conversely, less experienced teachers may experience greater uncertainty and stress, impacting their emotional responses. Furthermore, differences in perceptions of professional identity and role expectations between home and host countries can shape emotional responses. Indonesian teachers may need to recalibrate their expectations based on the cultural nuances of the Thai educational system. For instance, experienced teachers transitioning to international contexts reported feeling pride and fulfillment in their ability to adapt their practices effectively (Smith et al., 2018). Conversely, novice teachers may experience greater anxiety and self-doubt, impacting their emotional well-being.

The findings suggest that teaching English abroad can evoke both positive and negative emotions, influenced by *teachers' personalities and expectations* regarding the Thai educational context (Toraby & Modarresi, 2018). These triggers align with

previous research on foreign language teachers' emotional experiences, highlighting the impact of cultural adaptation and personality traits (Toraby & Modarresi, 2018). Additionally, contextual factors such as school culture and expectations shape teacher emotions and experiences (Hargreaves, 2005). While some studies converge on the emotional challenges faced by teachers abroad, variations in interpretation arise based on individual differences and contextual factors. For instance, introverted individuals may struggle more with feelings of isolation and exhaustion in new cultural environments (Toraby & Modarresi, 2018). Conversely, extroverted individuals may thrive in social interactions and embrace cultural immersion opportunities. Teachers' perceptions of their cultural competence and professional growth in Thailand also influence their emotional experiences, with positive attitudes fostering resilience.

The findings also highlight the role of *teachers' personal and professional growth* in contributing their emotional experiences. While previous research has noted challenges faced by non-local teachers in Thailand, such as access to professional development and workplace discrimination, this investigation presents a nuanced perspective (Noom-Ura, 2013; Ulla, 2018; Termprayoon, 2020). Indonesian teachers in this study reported enhanced personal and professional growth in Thailand, citing benefits like competitive salaries and training opportunities. These findings align with prior research emphasizing the importance of personal and professional development for teacher well-being. Differences in findings may stem from variations in cultural backgrounds and economic circumstances among participants. Additionally, methodological differences in sampling techniques and data analysis could contribute to divergent results. For instance, studies with larger and more diverse samples may capture a broader range of experiences compared to studies with smaller or homogenous samples. Ultimately, the perception of teaching in Thailand varies among Indonesian English teachers based on individual experiences and contextual factors.

Further, the research findings presented here signify *preparation demands*, including bilingual lesson planning and material sourcing, trigger emotions like anxiety and stress. Participants with better Arabic than English proficiency reported fear and exhaustion due to unfamiliar subject materials. However, one participant found happiness in increased preparedness compared to the previous year. These findings align with Richards (2020), highlighting emotional challenges in lesson planning, and Pekrun et al. (2007), emphasizing task demands' impact on teacher emotions. Contextual factors and individual differences shape emotional experiences, with varying English proficiencies influencing anxiety levels. Teachers' perceptions of preparation as growth opportunities impact emotion regulation strategies, with

proactive coping leading to positive outcomes. These results offer compelling evidence for the acknowledgement of various perceived control and coping mechanisms. For instance, An Indonesian English teacher who views lesson preparation as an opportunity for creativity and innovation may adopt proactive coping strategies, such as seeking support from colleagues or accessing professional development resources, to effectively manage task demands and enhance their teaching effectiveness. In contrast, another teacher who feels overwhelmed by preparation tasks may experience heightened levels of stress and anxiety, leading to negative emotional outcomes and reduced job satisfaction.

According to the outcomes of this study, positive emotions such as appreciation and pride are evoked by acknowledgment and recognition from the school community. These triggers encompass teaching proficiency, preparation, personal growth, and recognition, significantly impacting educators' emotional experiences. Participants experienced recognition instances, such as mentoring success in competitions, congruent with Hagenauer et al. (2015). Johnson and Villareal (2018) emphasize social support's role in mitigating teacher stress, underlining interpersonal relationships' significance. Another contributing factor to these similarities and difference might be the variations in teachers' individual motivations, values, and expectations may influence their emotional responses to acknowledgment and recognition. Indonesian English teachers who place a high value on external validation and affirmation may derive greater emotional satisfaction from acknowledgment, whereas those who prioritize intrinsic rewards such as personal growth and student progress may be less affected by external recognition. For instance, a teacher who is intrinsically motivated by a passion for teaching and student learning may derive greater emotional fulfillment from seeing their students succeed, regardless of whether their efforts are publicly acknowledged by others.

The conclusions drawn from this study propose that the situational triggers focus on the impact of the *teaching context (school)* on teachers' emotional states. cultural events organized by the school foster happiness and belonging among teachers, echoing Buonomo et al. (2019) and Maier et al. (2023). These studies emphasize the positive impact of a supportive teaching environment on teacher well-being. However, differences in findings may stem from unique cultural and contextual factors. Participants reported positive experiences related to cultural events and community involvement, highlighting the school's culture's positive impact on teaching and learning. Conversely, stress from language barriers and program implementation challenges underscores the importance of understanding and adapting to the school's

working culture. Toraby and Modarresi (2018) similarly stress the role of contextual factors in shaping teacher experiences. Successful cultural adjustment may lead to a stronger sense of belonging and satisfaction, while struggles may result in heightened stress and dissatisfaction. For example, teachers actively engaging in cultural events may feel more connected to their school community, while those feeling isolated may experience alienation.

The study highlights how *cultural disparities and language barriers* impact the emotional experiences of non-local English teachers in Thailand. These triggers contribute to negative emotions like anger and feelings of disrespect but also foster positive emotions such as inclusivity and cultural appreciation. Yi et al. (2020) similarly found that language obstacles intensified emotional job demands for non-local teachers, leading to stress and frustration. While there are consistent challenges across studies, differences may exist in how these challenges manifest based on factors like student demographics and cultural norms. The complexity of teaching in multicultural settings underscores the importance of effective emotion regulation strategies to navigate these challenges. Moreover, another interpretation of these shared characteristics is that the cultural heterogeneity within the participant groups. In the current study, Indonesian English teachers working in Thailand may come from diverse cultural backgrounds within Indonesia, leading to variations in their responses to cultural differences in Thailand.

This study's findings underscore the significance of *collegial interactions* as situational triggers for a range of emotions, aligning with Hargreaves (2001), who emphasized their dynamic nature. Like prior research, this study highlights camaraderie and support alongside feelings of uneasiness and confusion stemming from interactions with colleagues. For instance, challenges with uncooperative Teaching Assistants (TAs) echo findings by Liyanage et al. (2021), revealing variations in TA support. However, unlike Liyanage et al. (2021), this study observed instances where TAs were unhelpful or absent, possibly due to additional responsibilities. These differences may stem from contextual factors such as school structures and cultural norms, shaping the nature of interactions. Understanding and addressing these triggers are crucial for enhancing teacher well-being and effectiveness in the classroom.

From the study's data, it is evident that the study's findings resonate with previous research by Sribayak (2017) and Shrihong (2018), highlighting the *workload intensification* experienced by teachers in Thailand. Indonesian English teachers in Thailand commonly experience negative emotions like annoyance, nervousness, and stress due to heavy workloads, consistent with prior studies. Tasks such as creating

administrative documents and coaching students for competitions contribute to this burden. However, while most participants reported overwhelming workloads, one noted a decrease compared to the previous year, suggesting some variability. These shared experiences underscore the persistent challenges teachers face in managing their workload and associated emotional responses. The universal nature of these challenges implies implications for teacher morale and job satisfaction within the Thai educational system. Variations in individual experiences may be influenced by factors like teaching assignment and school policies. Differences in institutional support and resources available to teachers may also impact workload intensification and emotional toll, with well-supported schools potentially alleviating stress. Further exploration is needed to understand these nuances fully.

This study's analysis shows the study's findings align with previous research by Shrihong (2018) and Ulla (2018), highlighting experiences of *unfair treatment* among non-native English teachers in Thailand. Similar sentiments were expressed by participants in this study, indicating persistent challenges in navigating the educational landscape. While there are clear similarities in the overarching theme of unfair treatment, differences exist in specific experiences reported. Previous studies focused on salary discrepancies and workplace discrimination, while this study broadens the scope to include unequal distribution of responsibilities and feelings of undervaluation by students. These differences may stem from variations in participant demographics or contextual factors such as school policies and cultural norms. Individual differences in perception and interpretation may also contribute to variations in experiences of unfair treatment among non-native teachers. What one teacher considers unfair, another may interpret differently based on personal expectations and beliefs about fairness.

The evidence presented in this study points to Indonesian English teachers in Thailand experience positive emotions, like love and affection, particularly when they receive *support from students' parents* in supportive school environments. This aligns with previous studies by Vandenbroucke et al. (2017) and Lei et al. (2018), emphasizing the role of parental involvement in fostering positive teacher emotions. Positive interactions with parents contribute to a sense of appreciation and validation, enhancing teachers' overall well-being and job satisfaction. Supportive school environments amplify the positive effects of parental involvement, highlighting the interconnectedness of situational factors in influencing teacher emotions. Additionally, cultural norms of respect and cooperation may reinforce positive emotional experiences when teachers receive support from parents, aligning with societal

expectations. The specific nature of parental support, such as involvement in school activities or expressing gratitude, further impacts teacher emotions, emphasizing the importance of considering both internal and external factors in understanding teachers' emotional experiences. Additionally, in the view of this researcher, it is advisable for international English educators, including Indonesians, to collaborate with Thai parents. A meeting should be arranged between teachers and parents to deliberate on students' academic objectives and strategies to attain them.

It is important to note a limitation in the discussion section regarding the complexity of emotions, particularly how one emotion can lead to another in the context of teaching. This complexity arises from various factors and interactions within the teaching environment. However, this research primarily focuses on exploring the individual emotions experienced by participants rather than delving deeply into the interconnectedness or sequential nature of these emotions. While the researcher acknowledges this limitation, it is essential to recognize that discussing the intricate interplay of emotions could lead to a broader understanding of the research question. By addressing this limitation, future research could explore how different emotions interact and influence each other in the teaching context, providing further insights into effective emotion regulation strategies.

## CHAPTER 6

### CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter encapsulates the conclusions drawn from this current investigation. It is outlined across three main sections namely conclusions, implications, and recommendations. Implications are discussed concerning theories, practices, and policies, with recommendations aimed at the various stakeholders mentioned in the previous chapter (see chapter one).

#### 6.1 Conclusions

In conclusion, teacher mobility has enabled Indonesian English teachers to work in Thailand, exposing them to various opportunities and challenges that provoke both positive and negative emotions. To promote effective teaching, they are required to regulate their emotions. Additionally, it is essential to know the situational triggers that provoke those emotions and the use of emotion regulation strategies because understanding these dynamics can lead to improved teacher well-being, enhanced classroom environments, and ultimately, better student outcomes. This study sheds light on the intricate emotional experiences encountered by Indonesian English teachers in Thailand and offers valuable insights into the strategies they employ to regulate these emotions, revealing a diverse array of positive and negative emotions in the challenging context of teaching English as a foreign language. This study illuminated the situational triggers provoking the emotional experiences and the use of those strategies.

The study uncovered three main emotional themes: positive, negative, and other emotions. Positive emotions range from happiness and pride to trust and relaxation, while negative emotions include anger, sadness, stress, and insecurity. Other emotions encompass feelings of loneliness and being outcast. Additionally, exploring emotion regulation strategies outlined by Gross (1998), the study found several key approaches. "Situation Selection" emphasizes proactive self-care and adjustment of teaching methods, while "Situation Modification" involves adapting dynamics and enhancing interaction. "Attention Deployment" focuses on redirecting attention, and "Cognitive Change" involves reflection and self-talk. Lastly, "Response Modulation" encompasses seeking social support and specific behaviors to regulate emotions. Furthermore, situational triggers significantly influence Indonesian English teachers' emotions.

Students' triggers include interaction behavior and achievements, while teachers' triggers involve proficiency and preparation. Other triggers encompass the teaching environment, colleagues, language barriers, and workload. Understanding these triggers is crucial for teachers to effectively manage emotions and create a supportive teaching environment in foreign contexts.

While the study provides valuable insights into the emotional experiences, emotion regulation strategies employed by Indonesian English teachers in Thailand, and the situational triggers, several limitations should be acknowledged. Firstly, the research focused solely on Indonesian teachers, limiting the generalizability of the findings to other cultural contexts. One limitation related to generalizability is that the findings regarding emotions cannot be easily generalized. This is because emotional experiences are highly individualized and influenced by factors such as a person's personal and professional background. Additionally, the study relied on self-report data, which may be subject to bias or social desirability effects. Moreover, the sample size was relatively small, potentially affecting the comprehensiveness of the findings. Furthermore, the research primarily utilized qualitative methods, which may have limited the depth of analysis compared to mixed-method approaches. Finally, the study did not explore the long-term effects of emotion regulation strategies on teacher well-being or student outcomes, leaving room for future research to address these gaps.

## 6.2 Implications

Understanding the spectrum of emotions experienced by Indonesian English teachers in Thailand, ranging from positive to negative and encompassing nuanced states such as loneliness and social exclusion, has significant pedagogical implications. By recognizing and addressing these emotions, teachers who work in a foreign country can create a more supportive and conducive learning environment for students. Moreover, integrating emotion regulation strategies into teacher training programs can enhance educators' ability to manage their emotions effectively, leading to improved teaching practices and student outcomes. Additionally, the identification of specific sub-categories of emotion regulation strategies, such as proactive cultural adaptation and language flexibility integration, provides valuable insights for developing targeted interventions to support teachers in navigating the emotional complexities of teaching in diverse cultural contexts. The concept of emotional labor, which involves managing one's emotions to meet job demands, is particularly relevant. Understanding its impact

on teachers can lead to more effective support systems and interventions to help them manage their emotional well-being.

The findings related to emotion regulation strategies among Indonesian English teachers in Thailand have implications for both pedagogy and teacher training. By understanding and implementing effective emotion regulation strategies, educators can enhance their teaching practices, foster positive classroom dynamics, and ultimately improve student engagement and learning outcomes. Integrating these strategies into teacher training programs can better prepare teachers to navigate the emotional challenges inherent in teaching, particularly in cross-cultural contexts. Furthermore, this training should not only target non-local teachers but also include local teachers to help them understand the challenges faced by their foreign colleagues. This comprehensive approach can create a better working environment for both local and non-local teachers. Additionally, the identification of specific emotion regulation strategies, such as proactive self-care, teaching preparation, and proactive adaptation, highlights the importance of equipping teachers with a diverse repertoire of strategies to effectively manage their emotions and promote positive teaching experiences. Incorporating the concept of a community of practice, where teachers can share experiences and strategies, can provide a supportive network that mitigates the emotional labor involved in teaching. This community of practice can foster a sense of belonging and collective learning among teachers, helping them navigate emotional challenges more effectively.

The exploration of situational triggers for Indonesian English teachers in Thailand sheds light on the contextual factors influencing teachers' emotional experiences. Recognizing these triggers is essential for developing targeted interventions to support teachers in managing their emotions effectively. For instance, addressing language barriers and cultural differences through language support programs and cultural sensitivity training can help alleviate feelings of frustration and anxiety among teachers. Moreover, creating a supportive teaching environment that acknowledges and respects teachers' emotional well-being can contribute to overall job satisfaction and teacher retention. This approach aligns with the principles of emotional navigation, which involve developing strategies to cope with emotional challenges. By supporting teachers in their emotional navigation, schools can help reduce emotional suffering and enhance teachers' professional identities, making them feel more integrated and valued within their communities of practice.

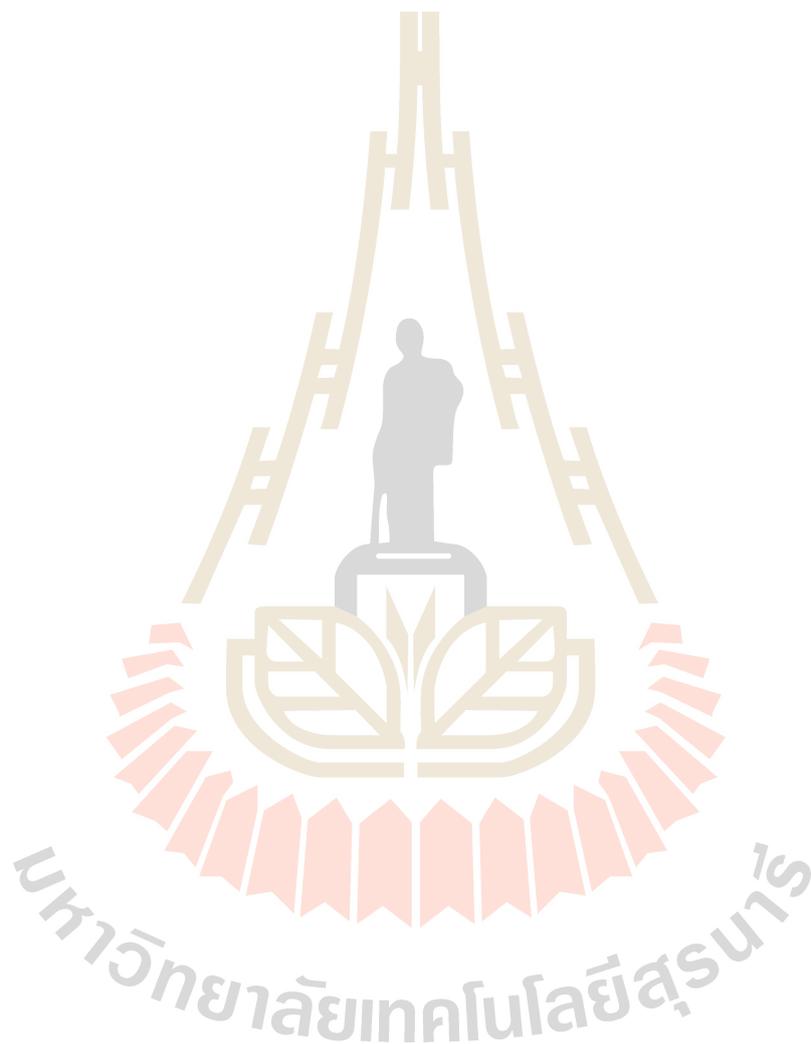
### 6.3 Recommendations

For EFL teachers working in the Thai context or abroad, it is crucial to prioritize their emotional well-being and professional development. Engaging in ongoing training focused on emotion regulation strategies tailored to diverse cultural contexts can enhance their teaching practices and overall job satisfaction. Additionally, adopting self-care practices such as mindfulness, exercise, and seeking social support can help manage stress and promote emotional resilience. Building a supportive network of colleagues to share experiences and strategies for navigating the emotional challenges of teaching abroad is also essential. Furthermore, advocating for the implementation of language support programs and cultural sensitivity training within school settings can address language barriers and promote effective communication with students and colleagues.

Trainers and stakeholders at schools in Thailand play a vital role in supporting EFL teachers' emotional well-being and fostering a positive teaching environment. Providing comprehensive training and professional development opportunities focused on emotion regulation strategies and cross-cultural communication skills can empower teachers to navigate the complexities of teaching in a foreign context. Creating a supportive school culture that prioritizes teacher well-being and recognizes the emotional challenges associated with teaching abroad is crucial. Implementing language support programs and cultural sensitivity training can facilitate effective communication and collaboration among teachers and students from diverse backgrounds. Additionally, promoting collaborative reflection and discussion among teachers can facilitate the sharing of experiences, challenges, and strategies for managing emotions in the classroom.

For future researchers, there are several areas of exploration to deepen our understanding of emotion regulation in cross-cultural teaching environments. Longitudinal studies are needed to examine the long-term effects of emotion regulation strategies on teacher well-being, job satisfaction, and student outcomes. Investigating the impact of cultural differences on emotion regulation among teachers from various backgrounds and nationalities can provide valuable insights into effective support mechanisms. Exploring the potential for technology-mediated interventions to support teachers in managing their emotions effectively, particularly in cross-cultural teaching environments, is another promising area of research. Additionally, examining the role of school leadership and organizational support in facilitating the implementation of emotion regulation strategies and promoting a positive school climate is essential. Lastly, investigating the intersectionality of identity factors, such as

gender, age, and ethnicity, in shaping teachers' emotional experiences and the effectiveness of emotion regulation strategies can contribute to more inclusive and supportive teaching practices.



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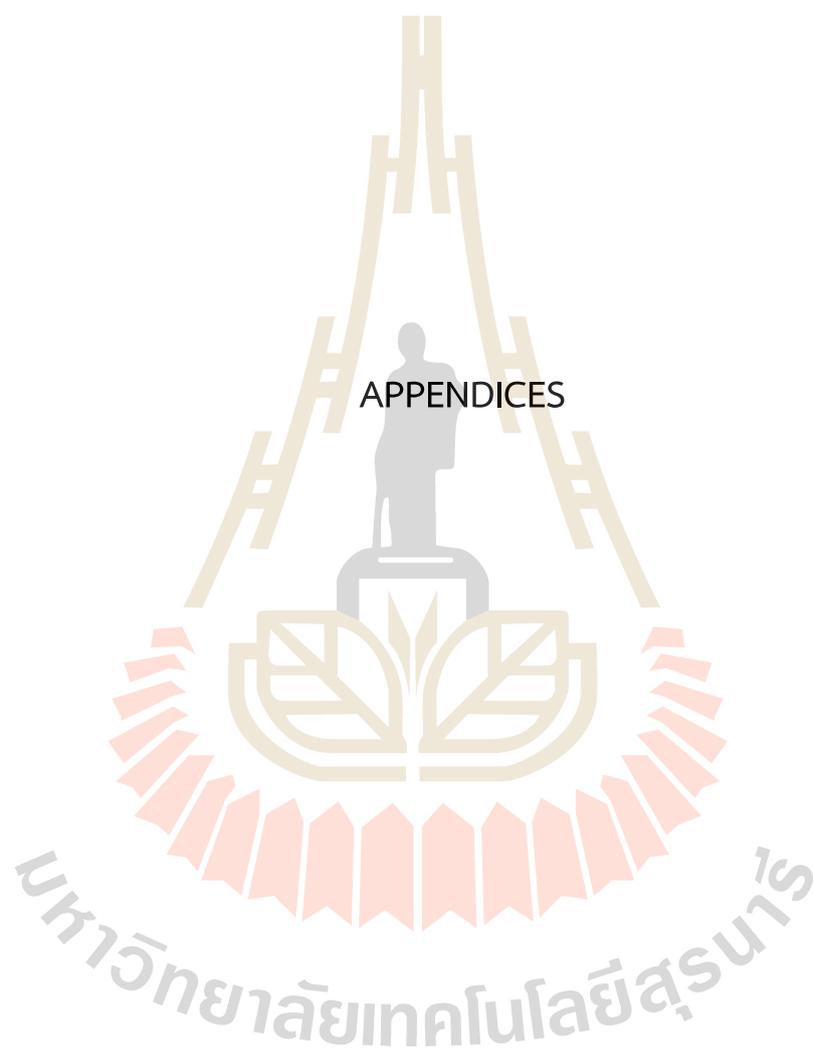
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## APPENDIX A

### INTERVIEW GUIDELINES

1. When you think about emotions and your English language teaching in Thailand what comes to mind?
2. You mentioned the emotion (s) \_\_\_\_\_. Other common emotions are on the list I am giving you. Could you look at the list and tell me which 1 or 2 or 3 seem most relevant to you when teaching? (the list would refer to positive and negative proposed by Richards (2020))
3. Do you ever control, regulate, or mask your emotional experiences in the classroom?
4. Is there anything else you would like to say about emotions and teaching English in Thailand?

*Probes associated with the interview question on emotional regulation*

Do you ever control, regulate, or mask the emotional experiences in the classroom?  
(If yes)

- Please describe a situation where you tried to control, mask, or regulate your emotions? (Use the term the respondent used e.g., control, mask)

*Probes*

- why did you try to regulate (mask or control) your emotions in that situation?
- Why do you do to try to control (or mask or regulate) the emotion?
- What strategies do you use to try to control (or mask or regulate) an emotion while teaching?
- (If the respondent has only discussed negative emotion) do you try to regulate positive emotions as well as negative emotions?
- (If the respondent has only discussed positive emotion) do you try to regulate negative emotions as well as positive emotions?
- What strategies do you use to cope with the emotion after the incident is over, at the end of the school day?
- If you ever come to school and you are not in a good place, maybe the traffic is bad, you had an argument with your partner, the baby was up all night (whatever is relevant to the respondent), is there anything you do to try to prepare yourself for teaching on that day?
- How successful are you when you try to control (or mask or regulate) your emotions?

- What consequences of controlling (or masking or regulating) your emotions while teaching?
- What are the consequences of not controlling (or masking or regulating) your emotion while teaching?
- (If the respondent says s/he does not regulate his/her emotions) one of the things that some teachers have told me is that, when they get angry, they try to monitor pretty closely, or try to mask, because they are a little worried about what they might say or they might go over some line. Do you ever worry about that?

Positive Emotions			Negative Emotions		
1. Confident	2. Curious	3. Surprised	1. Angry	2. Frustrated	3. Jealous
4. Amused	5. Interested	6. Enjoyment	4. Annoyed	5. Exhausted	6. Uneasy
7. Glad	8. Happy	9. Love/Affection	7. Anxious	8. Dissatisfied	9. Nervous
10. Grateful	11. Joyful	12. Passionate	10. Bored	11. Tense	12. Sad
13. Proud	14. Satisfied	15. Enthusiastic	13. Concerned	14. Worried	15. Stressed

## CURRICULUM VITAE

Didit Haryadi was born in 1994 in Indonesia. He obtained his bachelor's degree from the English Language Education Department at Universitas Muhammadiyah Yogyakarta in 2018. He then worked as an English teaching assistant at the same university until 2020. In 2021, he began working as an English teacher at Senanukroh School in Nakhon Ratchasima, Thailand, until he was offered a scholarship by Suranaree University of Technology, Thailand. Currently, he is pursuing his master's degree in English Language Studies at Suranaree University of Technology while also serving as an English instructor at the Foreign Languages Resource Unit, SUT. His research interests include effective EFL teaching, EFL teacher emotions, and the experiences of non-local English teachers.

