

## Language Teacher Emotion Research in Japan: A Review from a Post-structural and Ecological Perspective

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### Abstract

King et al. (2020) aptly stated: “From joy to frustration, enthusiasm to boredom, fear to anger, teachers’ emotional experiences shape not only their professional identities and classroom practices, but also ultimately help to determine their length of service, being as they are intimately linked to teacher stress, burnout and attrition” (p. 288). The language teaching classroom is a social space, and the emotions of students and teachers alike have profound impacts on language learning. Since the ‘affective turn’ in applied linguistics, language teacher emotion has received increasing attention in research (Benesch, 2012). Taking a post-structuralist and ecological view of language teacher emotions, this literature review explores the current state of knowledge concerning language teacher emotions, then summarizes several key studies on language teacher emotion conducted in the sociocultural context of Japan. The review ends with a call for more attention to be paid to the emotionality of language teaching in Japan. In particular, it suggests that recognition is needed for the development of emotional intelligence and emotional regulation through pre-service teacher training programs and in-service professional development programs.

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## Introduction

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It has been contended that “(e)motions play an important role in language teaching because teaching is not only a rational activity but also a social one” (Richards, 2022, p. 225). Within the academic fields of teaching English to speakers of other languages (TESOL) and applied linguistics, researchers have long been interested in exploring and understanding the relationship between an individual’s emotions and the language learning classroom. This effort dates back to Krashen’s seminal work on the Monitor Model and the affective filter (Krashen, 1982). However, the vast majority of this research has been focused on language learner emotions. More recently, researchers have begun to inquire into language teacher emotions. This area of inquiry within second/foreign language education has followed pioneering studies in the field of general education (e.g., Hargreaves, 2000; Schutz & Zembylas, 2010), and language teacher emotion research has been gaining influence over the last decade (Mercer & Kostoulas, 2018), evidenced in edited volumes (e.g., Agudo, 2018; Gkonou et al., 2016; Gkonou et al., 2020), special issues of academic journals (e.g., De Costa et al., 2018), and at academic conferences (e.g., TESOL International Association, American Association of Applied Linguistics (AAAL)). AAAL has recently added a strand to their annual international conference - *Teacher Education, Beliefs, and Identities* - and some argue for the inclusion of language teacher emotion to this strand (e.g., De Costa et al., 2018).

The current literature review has two parts and covers the current state of knowledge regarding language teacher emotion, then targets some key research on language teacher emotion conducted in Japan. This review takes a post-structuralist and ecological view of language teacher emotion. Emotions are viewed as being socially constructed through interaction and dialogue, and are therefore intimately intertwined with the broader environment of language teaching (Benesch, 2017; Gkonou et al., 2020; Zembylas, 2005). Regarding this, “the poststructuralist/discursive approach to emotions . . . takes into account an individual’s history, social identities, cultural contexts and power in understanding and interpreting emotions” (Gkonou et al., 2020, p. 2) (see also Benesch, 2017; Zembylas, 2005).

## Characteristics of Language Teaching in Japan

Before we explore research on language teacher emotion in Japan, a brief justification must first be made regarding the focus of this endeavor. There are several reasons for this effort. Firstly, Japan represents a unique context in language education. Being culturally distinct, and geographically isolated with a homogeneous population, teaching English in the context of Japan presents the language teacher with a variety of challenges. As we will see, language teachers of all kinds and at all levels are struggling in their careers, therefore necessitating the need for emotion research to be conducted, and for findings to be widely disseminated. Implications of such research should be viewed as a call-to-action for stakeholders within English education.

To begin, overwork and stress are major cultural problems within the broader Japanese society. Going back to the early 1990’s, Japan has ranked highly among various countries regarding work-related stress (see Boyer et al., 1994). *Karoshi* (stress-related death from overwork) is a term present in the Oxford English Dictionary since 2002, and while it is not known how many teachers die from stress and overwork, it is well-known that teachers in Japan, especially in junior and senior high school, work many more hours than their foreign counterparts. This scenario is often viewed as being detrimental to teachers’ well-being and resilience. Teachers in Japan encounter many problems related to mental well-being, and experience an extreme amount of overwork, with numbers ranging from 50 to 80 working hours per week (see MEXT, 2014,

2017a, 2018). Teacher attrition (Acheson et al., 2016; Trent, 2017) is also a major issue. It has been said that in Tokyo alone, approximately one thousand teachers per year quit their careers in education before retirement (Kawamura, 2006).

Within the language learning classroom and broader educational environments in Japan, there are other issues that have been seen as the cause of teacher stress and negative emotions. For one, English language educational policy in Japan has been referred to as being in a “permanent sense of crisis” (Ryan, 2009, p. 407). As the world becomes globalized, Japan has had to adapt on social, economic, and political levels. In education, this has meant that the educational system has had to adapt by increasingly promoting English education, as there is a sentiment that Japan’s success or failure in the future is going to depend on its ability to produce a general population with a level of English language proficiency high enough to participate in and contribute to the global business, science, and technological communities, all of which are English-speaking communities. As a result, English education has become a high-stakes area in education, with curriculum being driven by standardized testing, and with required English classes beginning earlier and earlier. Today, English subjects begin in the fifth grade of elementary school, and English activities are introduced in the third and fourth grades (MEXT, 2017b). This trend has forced all language teachers to (re)negotiate their teacher identities and learn new skills, both of which are emotionally laden processes.

Regarding higher education in Japan, student motivation can be seen as a factor that affects language teacher emotion. Clark (2010) makes a harsh criticism of the cultures of universities, calling them a “leisure-land” for students. The author makes the claim that university education is denoted by a culture where “teachers pretend to teach, and students pretend to learn” (Clark, 2010, p. 2). Part of the blame for this phenomenon is placed on the cultural emphasis on entrance exams and the accolade of university entrance. Another part of the blame can be placed on employers who place value on university prestige rather than individual achievement when choosing individuals for employment in the post-graduation job market. Some argue that these factors leave students with little incentive to achieve high levels of academic success while enrolled in university, resulting in a ‘motivational vacuum’ (Berwick & Ross, 1989).

Student silence and lack of engagement in English classes at various levels has also been identified as a source of teacher stress and negative emotions (e.g., King, 2013a, 2013b, 2014, 2016). King (2016) writes that silence in English classrooms is “a commonplace, yet complex phenomenon, with learners’ silences emerging through a series of interconnected routes shaped both by external situational influence and learner-internal factors” (p. 104). Student silence can be viewed as a result of social anxiety. It is ubiquitous in Japanese educational settings at all levels, and results in teacher stress and frustration (King, 2016).

All of these factors together contribute to an environment where English teachers at all levels in Japan may feel trapped in a situation where they are overworked and under-appreciated. In an educational environment driven by standardized testing, expressing language teacher agency (see Kayi-Aydar et al., 2018; Miller et al., 2018) is becoming more difficult. This, as a consequence, contributes to teachers’ lack of job satisfaction. Additionally, there is the problem of an educational system where there is little room for professional development and professional growth. The teaching and non-teaching duties of teachers often leave little or no time in the day for personal or professional improvement. While public schools in other countries incentivize teachers to get master’s degrees in their academic field through paid leave and impactful salary increases, Japan has so far been reluctant to do so. This results in an educational environment where teachers see little benefit in expanding their knowledge base in their field, thereby failing to improve educational outcomes for their students.

Given these contextual factors that affect language teacher emotion in Japan, it can also be said that as the global communities in TESOL and applied linguistics have made significant advances in language teacher emotion research, Japan is worthy and in need of more investigation, especially because, in comparison to other educational contexts, this context currently lacks depth and nuance in research. Although there are some studies to date in Japan that relate to language teacher emotion or touch on them peripherally,

there are only a few that have been conducted in Japan which *specifically* target language teacher emotion (e.g., Cowie, 2011; Humphries, 2020; Ikeda et al., 2020; King, 2016; Morris & King, 2020; Nagamine, 2018; Nagamine et al., 2018; Nall & Mansouri, forthcoming; Talbot & Mercer, 2018). Below, we will first provide a brief overview of the current state of knowledge regarding language teacher emotion research globally, then later outline some of the key research studies conducted in Japan.

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## Literature Review

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### Global Trends in Language Teacher Emotion Research

There have been various approaches to emotional research in different academic fields. Biological approaches assume that emotions are innate in humans. They are created in the brain, and therefore are universally shared by all human beings (e.g., Ekman, 1993). The cognitive approach posits that emotions are essentially appraisals (Lazarus, 1991; Scherer, 2005), and human beings evaluate situations in their lives resulting in various emotions. Finally, there is the theory of constructed emotion (Barrett, 2017), in which emotions are seen not as biological phenomena, but rather as psychological constructions. This brings us to emotion as it relates to language education. Researchers with a post-structuralist view of emotions have suggested that rather than focusing on defining what emotions *are*, it is more fruitful or productive to direct our attention on what emotions *do* (Ahmed, 2004; Benesch, 2017). This is because defining abstract terms such as emotion is a slippery and abstract endeavor, and any definition will inevitably bring objections from various academic fields, as they have their own ontologies, epistemologies, and methodologies concerning emotion and research. For now, it seems that it is simply not possible to arrive at a widely agreed-upon definition of the term (Lorette & Dewaele, 2015; Pavlenko, 2008). However, for the language teacher, here is a brief list of some of the things that language teacher emotions can *do*: (a) impact the teacher's use of language in the classroom, (b) affect interaction with students, (c) determine how teachers respond to classroom incidents, (d) affect classroom rules and management, (e) affect educational activities, (f) influence professional collaboration, (g) contribute to student feedback, (h) impact professional development and curriculum development, (i) affect extent of student collaboration, (j) affect how teachers feel about and incorporate educational materials, and (k) contribute to teacher job satisfaction (Richards, 2022). Because emotions are involved in every aspect of language teaching and the teaching profession, it is imperative that this area be explored with innovative research studies.

Ample research has been conducted on language learner emotions since the 'affective turn' in applied linguistics. This has reinvigorated research into emotions in relation to the language learning classroom (Benesch, 2012). In this context, there is a feedback-loop between language students and teachers. This is consistent with a post-structuralist, dialogical, and ecological approach to understanding emotions. Students and teachers inevitably affect the other. The classroom is a social space where the actions and emotions of students influence the teacher's emotions and instructional practices (Dörnyei, 2005). For language learning students, emotion carries importance, especially in terms of student motivation (Dörnyei, 2005). Student emotion in the classroom as a research subject has included fear of being judged, feelings of inadequacy, hesitance, frustration, confusion about language learning, as well as boredom (see Hashimi, 2011; Méndez López, 2017; Suleimenova, 2013).

Regarding language teacher emotion, various edited books (e.g., Agudo, 2018; Gkonou et al., 2016; Gkonou et al., 2020) and special journal issues (*Chinese Journal of Applied Linguistics*, 41(4), 2018) have been dedicated to this new area of research. This line of inquiry picks up with Hochschild's (1979, 1983) pioneering studies in which he coined the term *emotional labour*. This research paid special attention to the interaction between emotions and power in the workplace. *Emotional rules* (Zembylas, 2002, p. 196) in the workplace determine what employees 'should' feel, precipitating the need for *surface* and *deep acting*. A problem for individuals arises when the emotional rules mandated in a working situation are not congruent

with their actual experienced emotions. This situation requires that individuals engage in *surface acting*, where they purposely control their emotional displays (i.e., hide their true emotions) and physical appearances (i.e., facial expressions, etc.) to comply with the expected professional behavior. *Deep acting* occurs when individuals try to manipulate their inner feelings to better align with others' expectations in the workplace (Hochschild, 1983). Some have referred to this phenomenon as *emotional dissonance* (Golombek, 2015), wherein there is a divorce between the emotions experienced and the emotions that are expected in a certain situation. This phenomenon is nonetheless true for language teachers. This kind of emotional engagement forces teachers to engage in *emotional work* (Zembylas, 2002) or *emotion labour* (Benesch, 2012, 2017) ('emotion labor' has also been widely used in the literature, due to the negative connotations of the word 'emotional'). Here, "teachers need to edit out their truly felt emotions in order to project the organizationally desired ones" (Gkonou & Miller, 2020). Persistent engagement in such emotional labor can contribute to emotional exhaustion, and eventually to teacher burnout and attrition (see Acheson et al., 2016).

Related to language teacher emotion and emotional labor, there are a few other terms that illuminate knowledge concerning language teacher emotion. For one, *emotional contagion* (Frenzel & Stephens, 2013; Prior, 2016) refers to the feedback loop between teachers and students regarding emotions experienced in the classroom. *Emotion regulation* is related to *emotional intelligence*, and teachers tend to control their emotions in accordance with their desire to achieve certain goals. "When a teacher wishes to hide their anger from their students it may be because they do not wish to impact on the class atmosphere (instrumental [goal]), because they feel it is their tacit responsibility (epistemic [goal]) or because they do not wish to feel negative emotions (hedonic [goal])" (Morris & King, 2020, p. 194). Additionally, Gross' (2015) *process model of emotion regulation* identifies five strategies available to teachers: situation selection, situation modification, attention deployment, cognitive change, and response modulation. Emotion regulation has also been referred to as *proactive coping* (Aspinwall & Taylor, 1997)—"a process whereby an individual builds skills and resources to predict and prevent future emotional events" (Morris & King, 2020, p. 198). *Job crafting* (Wrzesniewski & Dutton, 2001) has been viewed as a positive influence in work-related resiliency, and can help to preserve a feeling of positivity over a career (Falout & Murphey, 2018). *Distraction* is "the movement of cognitive attention away from a source of emotion" (Morris & King, 2020, p. 200), and can be a tool utilized by teachers to counter negative emotions in teaching. In contrast, *concentration* is a strategy whereby the teacher is "drawn towards, or lingering around, students whose level of engagement with the class was high" (Morris & King, 2020, p. 201). Finally, *cognitive reappraisal* is the real-time reassessment of an emotion as it occurs in order to correct the course of the emotion into something more helpful or productive (Morris & King, 2020, p. 202).

### Language Teacher Emotion Research in Japan

Japan represents a unique sociocultural context for conducting research on language teacher emotion. We would like to now outline some research studies conducted in this area. This literature review is not meant to be exhaustive, and though there are various research studies that relate to language teacher emotion, at least indirectly or peripherally, for the purpose of this literature review, we have chosen to highlight studies conducted in Japan that were *specifically* directed at exploring and understanding language teacher emotion.

To begin, language teachers encounter issues related to teacher emotion before they actually start careers in language teaching. This is especially true when they are not a native speaker of English. Nagamine et al.'s (2018) chapter describes a research project which explored emotion of one pre-service teacher's experiences in a teaching practicum course in Japan. The researchers conducted interviews, and collected L2 writing samples and an autobiographical narrative frame. The data collection drew upon 'Thinking at the Edge' (TAE), which is "a structured method of elaborating a bodily felt sense, something vague, hard to describe yet feeling important, by interacting with verbal symbols to create and express new meaning"

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(Tokumaru, 2011, p. 5). The participant in this study was a fourth-year student in a department of English education. As part of the required curriculum, she had to take part in a one-month teaching practicum (two weeks at elementary and two weeks at a junior high school). Over the course of the practicum, the participant was given opportunities to reflect on her teaching. Findings showed that there were several factors that contributed to negative emotions, including the feeling of inadequacy, low self-evaluation, and anxiety about teaching. These emotions were mediated through reflective practice and critical reflection by means of analyzing and exploring experiences which the participant viewed as teaching failures. TAE is viewed as “an optimal option because it can make reflection activities productive and meaningful” (Nagamine et al., 2018, p. 159). This study suggests that negative emotions about teaching arise very early in one’s career, even during pre-service training, but can be mitigated when the individual is given the opportunity to engage in critical self-reflection.

Elementary teachers in Japan are the focus of the next two research studies on language teacher emotion. To begin, Ikeda et al.’s, (2020) chapter takes an intuitive look at elementary school teachers’ anxiety level regarding English teaching over a long period of time, and through the course of an intervention program. An additional purpose was to learn about factors that influence fluctuations in teacher anxiety. Participants included 42 elementary school teachers in an urban area in Japan, where English courses have been implemented in elementary schools since 2020. This change has been viewed as a challenge to many teachers, as many are not trained English teachers, and they view this new ascribed identity as a threat and a source for teacher anxiety and stress. For this, a needs analysis was conducted, and an intervention program was implemented. In this program, teacher training sessions focused on the use of English in the classroom, and the development of effective teaching plans and methods. TEFL experts were also dispatched to the schools to help teachers plan and implement training sessions. It was found that “no major change in English teaching anxiety over two terms was confirmed” (Ikeda et al., 2020, p. 188). However, the findings of the study do suggest that in-service training programs can be meaningful, especially for early career teachers. In addition, it was inferred that reducing the teachers’ administrative duties would allow for the time necessary to focus on and improve teaching. Lastly, the study surmises that such teachers need to be provided with scaffolding and demonstration lessons. This can be a helpful step on the road to reducing language teacher anxiety and improving teacher well-being in elementary schools in Japan.

Nagamine (2018) addresses the emotional stresses and burnout of elementary school teachers. In this study eight elementary school teachers participated in semi-structured interviews regarding their teaching practices, their feelings about teaching, and their thoughts about English education. Findings were revealed in four areas: teacher emotions, confronting dilemmas in relation to assistant language teachers (ALTs), criticizing fellow Japanese teachers, and hesitation in the work environment. Again, this study confirmed English teachers’ anxieties about their qualifications and about their level of English language proficiency. In general, many participants felt inadequate as an English teacher on some level. Another issue that arose from the data regarded the presence of ALTs (i.e., native or near-native speakers of English) in their classrooms. Participants reported a tendency to rely heavily on ALTs during class time. Additionally, some participants mentioned communication difficulties with ALTs concerning their desired teaching outcomes of classes. In conclusion, Nagamine (2018) argues that “[t]eachers’ emotionality has been totally neglected in the enactment, as well as the development, process of policies in Japan” (p. 270). It is made clear that the Japanese government has been conducting regular surveys on teachers’ working hours only, but it is not just the working hours that contribute to teacher burnout. More importantly it is how the teachers *feel* about their working conditions that lead to burnout. Therefore, language teacher emotion needs to be considered and addressed at the level of policy making in Japan.

Today, assistant language teachers (ALTs) have a common presence in primary and secondary schools in Japan. ALTs contribute by team teaching English classes with Japanese teachers of English (JTEs). This arrangement is unique, but poses many challenges to both ALTs, JTEs, and students alike (see Hiratsuka,

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2015, 2022). Recently, Nall and Mansouri (forthcoming) drew upon Hargreaves' (2001, 2005) notion of *emotional geographies* in order to analyze and understand the relationship between language teacher emotion and identity construction for ALTs in Japan. Findings of the study show that while all participants (n=13) experienced positive emotions when lessons went well, they also experienced many negative emotions due to distance from JTEs and students in the realms of physical, moral, sociocultural, professional, and political geographies of language teaching. This study concluded by noting that these explorations into ALT's emotions, in relation to their language teacher identity construction process, fell in line with Barcelo's (2015) argument that emotion is a key player in language teacher identity construction. The authors end by arguing for the necessity for establishing *emotional understanding* (Meyer, 2011) between ALTs and JTEs in the workplace.

In universities in Japan emotions have also been the subject of various research studies. Cowie (2011) investigated emotions experienced by nine university English teachers in Tokyo who were from Britain, China, Japan, and the United States. This study targeted positive and negative emotions. Participants reported positive emotions as a warmth toward students, or in relation to colleagues as a source for satisfaction, friendship, respect, and collegiality. Regarding negative emotions, abrasive working relationships with colleagues resulted from perceived differences in educational values. Regarding students, teachers experienced anger toward students, especially for behaviors such as tardiness, absence, and disruptive behavior. Cowie argued for the need to mitigate negative emotions at various levels. There were three important implications of the study. First, teachers need to recognize the importance of talking to other teachers about teaching. Next, as a negative emotion mitigation strategy the importance of opportunities for teachers to talk or discuss emotional aspects of teaching needs to be fully realized. Lastly, teachers need to actively encourage emotional warmth in teaching and attend to the moral aspects of teaching.

Humphries (2020) conducted a research study in Japan concerning the emotional struggles of one Japanese teacher of English at the university level. In this study, the participants, having become accustomed to a grammar-translation style of lecture-based teaching, struggled to adapt to communicative language teaching when curriculum change required it. The inability to resolve this situation resulted in various negative emotions. Data showed evidence of burnout and emotional exhaustion. There was also evidence of negative emotions due to student problems and a perceived lack of institutional support. This led to the participants 'crisis of confidence,' as he felt regret for not being able to develop professionally, and he suffered from self-criticism and disappointment. The participant's story ends when his school shut down, and he left the teaching profession. Implications include the necessity for mentorship and professional development for mid- to late-career language teachers as they struggle to adapt to a changing educational environment. Institutional support is needed, and teachers need to have a higher self-awareness of their emotions and gain proficiency in exercising emotional control.

In a similar context, Morris and King's (2020) study investigated the emotional regulation of seven non-Japanese university teachers. In this study, goals were central to the investigation: "Emotion regulation is contingent upon goals, higher-order motivations of regulation behaviour, and Tamir (2016) suggests that such goals pertain not only to performance of social aims (instrumental goals), but also to an individual's sense of self (epistemic goals), and their psychological health (hedonic goals)." (Morris & King, 2020, p. 194). Their interviews focused on the participants' emotional regulation. Teacher strategies for maintaining well-being were identified, and included: proactive coping, job crafting, attention deployment, distraction, concentration, cognitive change, cognitive reappraisal, as well as response modulation. In conclusion, the authors write that:

language teachers employ emotion regulation in skillfully diverse ways to achieve higher-order goals pertaining to their perceptions of responsibility, their classroom instruction and their well-being, and that such behaviour is contingent on dynamic interpretations of their internal and

external contexts (Morris & King, 2020, p. 207).

Thusly, situational strategies, attention deployment, cognitive reappraisal, and response modulation can be helpful in managing teacher emotions.

Five non-Japanese university teachers participated in King's (2016) study. This study is a deep account of the emotional labor of language instructors in Japanese universities, and gives some insight to potential links between the emotional labor of teachers, stress, and burnout. Interviews uncovered some meaningful episodes concerning teachers' emotional labor. In the study, one such episode that was widely reported fell in line with Cowie's (2011) study, where participants claimed experiencing positive emotions due to a warmth with students and caring teacher-student relationships. One participant revealed that acting as a 'third parent' was a source of positive emotion. Participants also discussed emotional labor associated with the suppression of emotions. This was prevalent when students were uncooperative or silent during classes. Another finding concerned a disparity between native and non-native English speaking teachers in Japan. Participants (i.e., native speakers of English) revealed that they felt responsible for student motivation in their classes, but saw themselves as different from their Japanese counterparts. They felt that they were expected to be bright, happy, and entertaining for students during class time, rather than serious language teachers. This evidences an educational system where there are different 'feeling rules' (Hochschild, 1979) for teachers, depending on their linguistic and ethnic backgrounds. The author suggests that engaging in emotional regulation through surface or deep acting over a long period of time can contribute to mental strain and exhaustion. An important implication of the study is that stakeholders should be striving to prevent teachers from experiencing emotional stress, but since the profession of teaching is inherently stressful, our efforts should also be focused toward promoting positive psychology in the field of language teaching in the second language teaching profession (see MacIntyre & Mercer, 2014).

Talbot and Mercer (2018) also investigated language teacher emotion at the university level. While this study included teachers in various contexts, university teachers in Japan made up a significant cohort. The study investigated how teachers perceive and experience well-being, as well as examined strategies used to promote and manage it. Japanese participants reported positive emotions from various sources, including written feedback from students, perceived student enjoyment during class, as well as seeing students succeed and have meaningful careers. Stress factors included meetings, administrative work, and the "high energy costs of interpersonal work" (p. 418). In addition, lack of student engagement and motivation for learning English was mentioned by all Japanese participants as a source of negative emotions. In terms of mitigation strategies, it was noted that when teachers consciously realized the things they have control over and the things that they do not, that this contributed positively to their overall well-being. Self-regulation strategies included adaptation to negativity or negative events, as well as making an effort to increase or maximize positivity and positive events in language teaching. Additional strategies identified included realizing the importance of reappraisals through an inner monologue, as well as savoring, sharing, and reflecting on positive experiences. In conclusion, teachers experience emotional highs and lows and develop a wide range of emotional regulation strategies to manage their own well-being. Given the inherently stressful nature of teaching and the risks of burnout and attrition, reflecting on specific strategies and how or whether they are affective should be a high priority for teachers going forward.

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### Conclusion

"Teachers are the lifeblood of any education system . . . Teachers who enjoy high levels of well-being are likely to be successful teachers" (Talbot & Mercer, 2018, p. 427). Given this, it should be the top priority for policy makers and administrators to make sure that the emotionality of teaching is reflected in progressive educational policies, under which language teachers are able to flourish. Teaching in Japan is an



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overwhelmingly stressful profession, and there is an overabundance of negative emotions that are experienced by teachers, leading to high levels of teacher burnout and attrition, and even to threats to teachers' personal health and well-being. As this review has outlined the current state of knowledge concerning language teacher emotion research globally, as well as some important insights into language teacher emotion specifically within the context of Japan, there are two primary take-aways. One is that emotion is ubiquitous in the language teaching profession, especially in Japan. Because of this, attention should be given to the role of emotion in language teaching specifically in Japan. This includes pre-service teachers, but follows for early-, mid-, and late-career educators at all levels. Second, emotional intelligence, as well as emotional regulation, which "refers to a person's capacity to recognize and deal with one's own and others' emotions in an effective manner, to handle interpersonal relationships empathetically using emotional information to guide thinking and behavior" (King et al., 2020, p. 290), are proven to be extremely relevant skills in the teaching profession in Japan. Thus, language teacher training programs and in-service professional development programs need to fully recognize this and pay more attention to the emotionality of the teaching profession, putting an increased focus on helping teachers to develop the emotional skills necessary for resilience in the teaching profession in Japan.

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