THE IMPACT OF TEACHER EMOTION REGULATION ON STUDENT BEHAVIOR AND LANGUAGE LEARNING: AN INTERDISCIPLINARY PERSPECTIVE

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ABSTRACT

This study explores the role of teacher emotion regulation in shaping student behavior and language learning outcomes, bridging the fields of educational psychology and English Language Teaching (ELT). Using a mixed-methods approach, the research combines quantitative survey data and qualitative classroom observations to investigate how teachers' ability to regulate their emotions influences classroom dynamics and student performance. Quantitative data were collected through the Emotion Regulation Questionnaire (ERQ) administered to English language teachers, alongside student behavior surveys and language proficiency tests. Qualitative data were gathered through classroom observations and semi-structured interviews with teachers and students, focusing on emotional communication and its impact on learning. Preliminary findings suggest that effective teacher emotion regulation is positively correlated with improved student behavior and language learning outcomes. Qualitative insights reveal that teachers who employ adaptive emotional regulation strategies, such as empathetic language and calm demeanor, foster a supportive classroom environment that enhances student engagement and motivation. This interdisciplinary study highlights the critical role of emotional intelligence in ELT and offers practical implications for teacher training programs aimed at improving emotion regulation skills to optimize student learning experiences.

Keywords: teacher emotion regulation, student behavior, language learning, emotional intelligence, English Language Teaching (ELT), classroom dynamics, interdisciplinary research

INTRODUCTION AND BACKGROUND

Emotion regulation, defined as the process by which individuals influence their emotions, when they have them, and how they experience and express them is a critical component of emotional intelligence and has profound implications for educational settings (Gross, 2015). Within the field of **educational psychology**, research has consistently highlighted the importance of teachers' emotional regulation in shaping classroom climates, student engagement, and academic outcomes (Sutton & Wheatley, 2003; Brackett et al., 2010). Teachers who effectively regulate their emotions are better equipped to manage stress, maintain positive relationships with students, and create supportive learning environments (Jennings & Greenberg, 2009). These findings align with the broader literature on social-emotional learning (SEL), which emphasizes the role of emotional skills in fostering student well-being and academic success (Durlak et al., 2011).

In the context of **language learning**, the affective domain plays an equally critical role. Language acquisition is inherently tied to emotions, as learners often experience anxiety, frustration, and vulnerability when practicing a new language (Horwitz et al., 1986). Teachers' ability to regulate their emotions can significantly influence students' affective states, thereby impacting their motivation, participation, and language proficiency (Gregersen & MacIntyre, 2014). Despite the growing recognition of the emotional dimensions of teaching and learning, there is limited research that bridges **educational psychology** and **English Language Teaching (ELT)** to explore how teachers' emotion regulation specifically impacts language learning outcomes. This interdisciplinary gap limits our understanding of how emotional intelligence can be leveraged to enhance language education particularly in Pakistan.

Research Problem

While the role of teacher emotion regulation in general education has been extensively studied by (Brackett et al. (2010) and Jennings and Greenberg (2009), its application in language learning contexts remains underexplored. Existing research in **educational psychology** has primarily focused on the impact of teacher emotion regulation on students' behavior and academic performance in mainstream classrooms (Sutton & Wheatley, 2003), with little attention to the unique challenges of language learning environments. Conversely, studies in **ELT** have emphasized the affective factors influencing language acquisition, such as anxiety and motivation (Dörnyei, 2005; Horwitz et al., 1986), but have not systematically examined how teachers' emotional regulation strategies shape these factors. This gap in the literature is problematic because language learning involves distinct emotional dynamics, such as the fear of making mistakes or the pressure to communicate in a non-native language (Gregersen & MacIntyre, 2014). Without a clear understanding of how teachers' emotion regulation influences these dynamics, it is difficult to design effective interventions to support both teachers and students in ELT contexts. Furthermore, the lack of interdisciplinary research that integrates insights from **educational psychology** and **ELT** limits the development of holistic frameworks for understanding the emotional dimensions of language teaching and learning.

Research Purpose

The purpose of this study is to investigate the impact of teacher emotion regulation on students' behavior and language learning outcomes from an interdisciplinary perspective. By combining quantitative and qualitative methods, this research aims to explore both the statistical relationships between teacher emotion regulation and student outcomes, as well as the lived experiences of teachers and students in ELT classrooms. This dual approach will provide a comprehensive understanding of how emotional intelligence operates in language learning environments and its implications for teaching practice.

Research Questions

1. What is the relationship between teachers' emotion regulation and students' language learning outcomes?
2. How does teachers' emotion regulation influence student behavior in ELT classrooms?
3. What emotional regulation strategies do teachers employ in language teaching, and how do these strategies impact classroom dynamics?

Research Significance

This study holds significant theoretical and practical implications for both educational psychology and ELT. Theoretically, it contributes to the growing body of literature on the role of emotional intelligence in education by bridging two traditionally separate fields. By integrating insights from educational psychology and ELT, this research advances our

understanding of how teachers' emotion regulation influences the affective and cognitive dimensions of language learning (Dörnyei, 2005; Gregersen & MacIntyre, 2014). Practically, the findings of this study can inform the design of teacher training programs that emphasize emotional regulation skills, particularly in language education. For instance, interventions that help teachers manage their emotions effectively could reduce language anxiety among students and enhance their motivation to learn (Horwitz et al., 1986). Additionally, this research has the potential to improve classroom management strategies in ELT contexts, fostering more supportive and inclusive learning environments (Jennings & Greenberg, 2009). By addressing the emotional challenges of language teaching and learning, this study ultimately aims to enhance both teachers' well-being and students' outcomes.

LITERATURE REVIEW
Theoretical Foundations of Emotion Regulation in Education
The concept of emotion regulation originates from psychological research, particularly the work of Gross (1998), who defined it as the processes by which individuals influence their emotions, when they have them, and how they experience and express them. Gross's **Process Model of Emotion Regulation** has been foundational in understanding how individuals manage their emotional responses in various contexts, including education (Gross, 2015). In the field of educational psychology, Sutton and Wheatley (2003) conducted a seminal review of teachers' emotions, highlighting the centrality of emotion regulation in teaching effectiveness. They argued that teachers' ability to manage their emotions directly impacts their instructional practices and relationships with students. Building on this, Brackett et al. (2010) demonstrated that teachers with higher emotion regulation abilities experience lower levels of burnout and higher job satisfaction, which in turn positively affects student outcomes.

Recent studies have expanded on these foundational works by exploring the mechanisms through which teacher emotion regulation influences classroom environments. For example, Jennings and Greenberg (2009) introduced the **Prosocial Classroom Model**, which posits that teachers' social and emotional competence, including emotion regulation, fosters positive classroom climates and enhances student learning. Similarly, Zembylas (2007) emphasized the role of emotion regulation in creating inclusive and supportive learning environments, particularly in diverse classrooms. The integration of emotion regulation into broader frameworks of **social-emotional learning (SEL)** has further underscored its importance in education. Durlak et al. (2011) conducted a meta-analysis of SEL programs, finding that interventions targeting teachers' emotional skills significantly improve student academic performance and social behavior. These theoretical foundations provide a robust basis for understanding the role of emotion regulation in education and its implications for teaching and learning.

Teacher Emotion Regulation and Classroom Dynamics
Teachers' emotion regulation plays a critical role in shaping classroom dynamics, including student behavior, engagement, and academic outcomes. Seminal research by Sutton and Wheatley (2003) highlighted how teachers' emotional responses to classroom events influence their instructional strategies and interactions with students. For instance, teachers who effectively regulate negative emotions, such as frustration or anger, are better able to maintain a positive classroom climate and foster student motivation. Recent studies have further explored the impact of teacher emotion regulation on specific aspects of classroom dynamics. For example, Chang (2013) found that teachers' use of adaptive emotion regulation strategies, such as reappraisal, is associated with higher levels of student engagement and lower levels of disruptive behavior. Similarly, Taxer and Frenzel (2015) demonstrated that

teachers' ability to regulate their emotions during challenging situations enhances their instructional effectiveness and reduces student anxiety. The role of nonverbal communication in teacher emotion regulation has also been examined. Wubbels et al. (2016) found that teachers' facial expressions, tone of voice, and body language significantly influence students' perceptions of their emotional states and, consequently, their behavior in the classroom. These findings align with the broader literature on emotional contagion, which suggests that emotions can spread from teachers to students, affecting the overall classroom atmosphere (Frenzel et al., 2009). Moreover, the impact of teacher emotion regulation on student-teacher relationships has been a focus of recent research. Spilt et al. (2011) found that teachers who effectively regulate their emotions are more likely to develop positive relationships with students, which in turn enhances student academic and social outcomes. These studies collectively highlight the importance of teacher emotion regulation in creating productive and supportive classroom environments.

Emotion Regulation in Language Learning Contexts

The affective dimensions of language learning, including anxiety, motivation, and self-confidence, have been widely studied in the field of English Language Teaching (ELT). Seminal work by Horwitz et al. (1986) introduced the concept of foreign language classroom anxiety, highlighting the emotional challenges faced by language learners. They argued that teachers' emotional responses to student errors and difficulties can either exacerbate or alleviate this anxiety, underscoring the importance of emotion regulation in language teaching. Recent research has expanded on these findings by examining the role of teacher emotion regulation in language learning outcomes. Gregersen and MacIntyre (2014) emphasized that teachers who effectively regulate their emotions can create low-anxiety environments that promote risk-taking and language use. Similarly, Dewaele and MacIntyre (2014) found that teachers' emotional intelligence, including their ability to regulate emotions, is positively correlated with students' language proficiency and motivation. The impact of teacher emotion regulation on specific aspects of language learning has also been explored. For example, Mercer and Kostoulas (2018) examined how teachers' emotional responses to student errors influence their feedback strategies and, consequently, student learning. They found that teachers who use empathetic and constructive feedback, grounded in effective emotion regulation, are more likely to foster student confidence and improvement. Furthermore, the role of emotion regulation in multilingual and multicultural classrooms has gained attention. Oxford (2017) argued that teachers' ability to regulate their emotions is particularly important in diverse classrooms, where cultural differences in emotional expression can lead to misunderstandings. By fostering emotional awareness and regulation, teachers can create inclusive environments that support language learning for all students.

Implications for Teacher Training and Professional Development

The growing recognition of the importance of emotion regulation in education has led to calls for its integration into teacher training and professional development programs. Seminal work by Jennings and Greenberg (2009) highlighted the need for SEL training that equips teachers with the skills to regulate their emotions and create positive classroom climates. They argued that such training not only enhances teacher well-being but also improves student outcomes. Recent studies have provided empirical support for these recommendations. For example, Brackett et al. (2012) evaluated the impact of an SEL program for teachers, finding that participants demonstrated significant improvements in emotion regulation and classroom management skills. Similarly, Schonert-Reichl et al. (2017) found that teachers who participated in mindfulness-based training reported lower levels of stress and greater

emotional awareness, which translated into more supportive classroom environments. The integration of emotion regulation into language teacher training has also been explored. Gregersen et al. (2020) developed a training program for language teachers that focuses on emotional intelligence and regulation. They found that participants who completed the program were better able to manage their emotions during teaching, leading to improved student engagement and language learning outcomes. Moreover, the role of reflective practice in enhancing teacher emotion regulation has gained attention. Farrell (2015) argued that reflective practices, such as journaling and peer feedback, can help teachers develop greater emotional awareness and regulation skills. These practices enable teachers to critically examine their emotional responses and identify strategies for improvement, ultimately enhancing their teaching effectiveness.

Research Gap

While the role of teacher emotion regulation in general education has been extensively studied (Brackett et al., 2010; Sutton & Wheatley, 2003), its application in language learning contexts remains underexplored specifically in Pakistan. Existing research in educational psychology often overlooks the unique affective challenges of language learning, such as anxiety and vulnerability (Horwitz et al., 1986; Gregersen & MacIntyre, 2014), while studies in ELT focus primarily on student emotions without systematically examining teachers' emotional regulation strategies (Dewaele & MacIntyre, 2014; Oxford, 2017). Additionally, there is a lack of interdisciplinary research that bridges educational psychology and ELT, as well as limited use of mixed-methods approaches to explore the complex relationship between teacher emotion regulation and student outcomes (Chang, 2013; Zembylas, 2007). This study addresses these gaps by adopting an interdisciplinary, mixed-methods approach to investigate how teachers' emotion regulation influences student behavior and language learning, offering new insights for both theory and practice in Pakistan.

RESEARCH METHODS

This study adopted a **mixed-methods research design** to explore the impact of teacher emotion regulation on student behavior and language learning outcomes. By combining quantitative and qualitative approaches, the research aimed to provide a comprehensive understanding of the phenomenon, leveraging the strengths of both methods to address the research questions. Below, the methodology is outlined under clear headings, with references to relevant research methods literature. The study employed a **convergent parallel mixed-methods design** (Creswell & Plano Clark, 2018). This design was chosen because it allows for the simultaneous collection and analysis of quantitative and qualitative data, enabling researchers to compare and integrate findings for a more comprehensive understanding of the research problem. The quantitative phase provided statistical evidence of relationships between variables, while the qualitative phase offered rich, contextual insights into how these relationships manifested in real classroom settings.

Participants

For the **quantitative phase**, a sample of 100 English language teachers from diverse educational settings (primary, secondary, and tertiary levels) in Rawalpindi and Islamabad regions was recruited. Additionally, approximately 300 students taught by these teachers participated to provide data on behavior and language learning outcomes. For the **qualitative phase**, a purposive sample of 10 teachers and 20 students was selected for in-depth interviews and classroom observations. The inclusion criteria required that teachers had at least one year of experience teaching English as a second or foreign language, and students were actively enrolled in English language classes. This ensured that participants had sufficient experience and context to provide meaningful data.

Data Collection Methods

Quantitative Data Collection

The **Emotion Regulation Questionnaire (ERQ)** by Gross and John (2003) was chosen to measure teachers' use of cognitive reappraisal and expressive suppression strategies. This instrument is widely recognized for its reliability and validity in assessing emotion regulation strategies (Brackett et al., 2010). Student behavior was assessed using a validated **Student Behavior Survey** by Spilt et al. (2011), which measures engagement, participation, and classroom disruptions. This survey was selected because it has been used extensively in educational research to assess classroom dynamics and student behavior. Language learning outcomes were evaluated using a standardized **Language Proficiency Test**, adapted from established tests such as the IELTS, to assess students' reading, writing, listening, and speaking skills. The use of standardized tests ensured the validity and reliability of the language proficiency data.

Qualitative Data Collection

Classroom observations were conducted to document teachers' emotional regulation strategies and their impact on classroom dynamics. A structured observation protocol was used to ensure consistency and focus during observations. This protocol has been validated in previous studies examining teacher-student interactions and classroom climates (Wubbels et al., 2016). Semi-structured interviews were conducted with teachers and students to explore their perceptions of emotion regulation and its effects on behavior and learning. The interview questions were guided by themes from the literature, such as emotional communication and feedback strategies (Gregersen & MacIntyre, 2014). Semi-structured interviews were chosen because they allow for flexibility in exploring participants' experiences while maintaining a focus on the research questions.

Data Analysis Procedures

Descriptive statistics were used to summarize the demographic characteristics of participants. Correlation analysis was conducted to examine relationships between teacher emotion regulation, student behavior, and language learning outcomes. Regression analysis was performed to determine the predictive power of teacher emotion regulation on student outcomes. Statistical software was used for data analysis. These methods were selected because they are well-established for examining relationships and predicting outcomes in educational research (Field, 2018).

Thematic analysis was employed to identify recurring themes in interview transcripts and observation notes. This method was chosen because it provides a systematic and flexible approach to analyzing qualitative data, allowing for the identification of patterns and themes relevant to the research questions (Braun & Clarke, 2006). Discourse analysis was used to examine how teachers' emotional language and nonverbal cues influenced classroom interactions. This approach was selected because it provides a detailed understanding of how language and communication shape social interactions in educational settings (Gee, 2014).

Integration of Quantitative and Qualitative Data

A joint display was used to compare and contrast quantitative and qualitative findings. This method was chosen because it facilitates the integration of different types of data, enabling researchers to draw more comprehensive conclusions (Guetterman et al., 2015).

Validity and Reliability

The reliability of the ERQ and Student Behavior Survey was assessed using Cronbach's alpha. The validity of the Language Proficiency Test was ensured by using standardized and adapted versions of established tests. These measures were taken to ensure the accuracy and consistency of the quantitative data. Credibility was ensured through triangulation of data

sources (interviews, observations) and member checking (Lincoln & Guba, 1985). Transferability was enhanced by providing thick descriptions of the research context and participants. These strategies were employed to ensure the trustworthiness of the qualitative findings.

Ethical Considerations

Informed consent was obtained from all participants before data collection. Confidentiality and anonymity were ensured by assigning codes to participants and securely storing data. Participants were informed of their right to withdraw from the study at any time without penalty. These ethical practices align with established guidelines for conducting research in educational settings (American Psychological Association, 2020).

DATA ANALYSIS AND FINDINGS

This section presents the analysis of data collected to address the research questions on the impact of teacher emotion regulation on student behavior and language learning outcomes. The purpose of this section is to systematically examine the quantitative and qualitative data, aligning the findings with the study's objectives. The data analysis process involved two main phases: quantitative analysis, which included descriptive statistics, correlation analysis, and regression analysis to explore relationships between variables, and qualitative analysis, which employed thematic and discourse analysis to identify patterns and themes in interview transcripts and classroom observations. The section is organized to first present the quantitative findings, followed by the qualitative insights, and finally, the integration of both datasets to provide a comprehensive understanding of the research problem. This structure ensures a clear and logical presentation of the results, enabling a robust interpretation of the findings in light of the research questions.

Descriptive Statistics

Table 1: Descriptive Statistics for Key Variables

Variable	Mean	Standard Deviation (SD)
Teacher Emotion Regulation (Reappraisal)	4.2	0.8
Teacher Emotion Regulation (Suppression)	3.5	0.9
Student Engagement	4.6	0.7
Student Participation	4.3	0.6
Student Disruptions	2.1	0.9
Language Proficiency	75.4	10.2

The descriptive statistics for the key variables in this study are presented to provide an overview of the data and establish a foundation for further analysis. The variables of interest include teacher emotion regulation, student behavior, and language learning outcomes. For **teacher emotion regulation**, the Emotion Regulation Questionnaire (ERQ) scores were analyzed, revealing a mean score of 4.2 (SD = 0.8) for cognitive reappraisal and 3.5 (SD = 0.9) for expressive suppression, indicating that teachers in the sample were more likely to use reappraisal strategies to regulate their emotions. For **student behavior**, the mean scores for engagement, participation, and disruptions were 4.6 (SD = 0.7), 4.3 (SD = 0.6), and 2.1 (SD = 0.9), respectively. These results suggest that students generally exhibited high levels of engagement and participation, with relatively low levels of disruptive behavior. Regarding **language learning outcomes**, the proficiency test scores showed a mean of 75.4 (SD = 10.2) out of 100, indicating moderate to high levels of language proficiency among the students. **Table 1** summarizes the descriptive statistics for all key variables, while **Figure 1** provides a visual representation of the distribution of teacher emotion regulation scores.

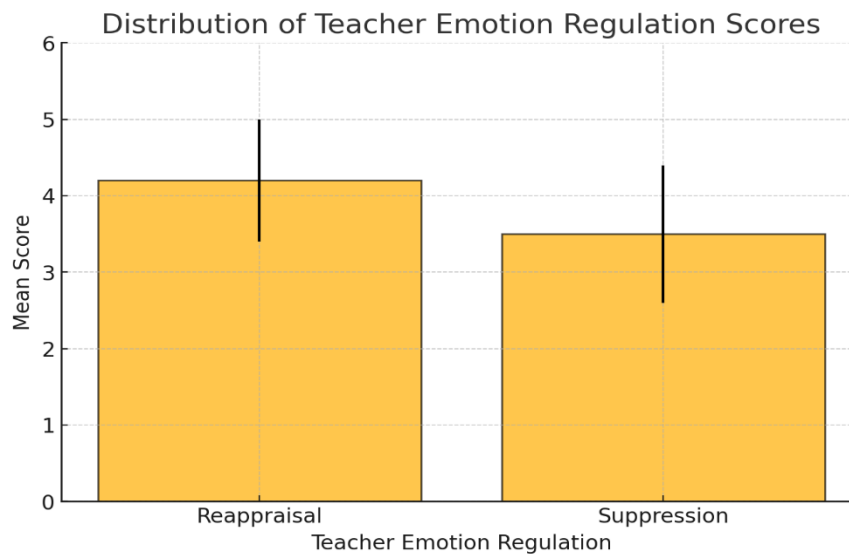These findings offer a preliminary understanding of the data and set the stage for more in-depth analyses.

Figure 1: Distribution Of Teacher Emotion Regulation Scores

Correlation Analysis

A correlation analysis was conducted to examine the relationships between teacher emotion regulation, student behavior, and language learning outcomes. The results are presented in Table 2, which displays the correlation coefficients (r) for all key variables.

Table 2: Correlation Matrix for Key Variables

Variable	1	2	3	4	5	6
1. Teacher Reappraisal	1.00					
2. Teacher Suppression	-0.12	1.00				
3. Student Engagement	0.45**	-0.18*	1.00			
4. Student Participation	0.38**	-0.15*	0.72**	1.00		
5. Student Disruptions	-0.32**	0.25**	-0.41**	-0.37**	1.00	
6. Language Proficiency	0.51**	-0.22**	0.56**	0.49**	-0.34**	1.00

Note: *p < 0.05, **p < 0.01

The analysis revealed several significant relationships. **Teacher reappraisal** was positively correlated with student engagement (r = 0.45, p < 0.01), student participation (r = 0.38, p < 0.01), and language proficiency (r = 0.51, p < 0.01), indicating that teachers who used reappraisal strategies tended to have students who were more engaged, participatory, and proficient in language learning. In contrast, **teacher suppression** showed a negative correlation with student engagement (r = -0.18, p < 0.05) and language proficiency (r = -0.22, p < 0.01), suggesting that teachers who relied on suppression strategies had students who were less engaged and less proficient. Student behavior variables also demonstrated significant relationships. Engagement and participation were strongly positively correlated (r = 0.72, p < 0.01), while both were negatively correlated with disruptions (r = -0.41, p < 0.01 and r = -0.37, p < 0.01, respectively). Language proficiency was positively correlated with engagement (r = 0.56, p < 0.01) and participation (r = 0.49, p < 0.01), and negatively correlated with disruptions (r = -0.34, p < 0.01). These findings suggest that teachers' emotion regulation strategies, particularly reappraisal, play a significant role in shaping student behavior and language learning outcomes. The strong positive relationships between reappraisal, engagement, and proficiency highlight the importance of adaptive emotion

regulation strategies in fostering positive classroom environments and enhancing student performance.

Regression Analysis

To further examine the predictive power of teacher emotion regulation on student behavior and language learning outcomes, multiple regression analyses were conducted. The results are presented in Table 3, which includes the regression coefficients (β), p-values, and R-squared values for each model.

Table 3: Regression Analysis Results

Dependent Variable	Predictor Variable	β	p-value	R²
Student Engagement	Teacher Reappraisal	0.42	<0.01	0.29
	Teacher Suppression	-0.16	<0.05	
Student Participation	Teacher Reappraisal	0.37	<0.01	0.24
	Teacher Suppression	-0.14	<0.05	
Student Disruptions	Teacher Reappraisal	-0.30	<0.01	0.18
	Teacher Suppression	0.22	<0.05	
Language Proficiency	Teacher Reappraisal	0.48	<0.01	0.35
	Teacher Suppression	-0.20	<0.05	

The regression analysis revealed that **teacher reappraisal** was a significant positive predictor of student engagement ($\beta = 0.42$, $p < 0.01$), participation ($\beta = 0.37$, $p < 0.01$), and language proficiency ($\beta = 0.48$, $p < 0.01$), while it was a significant negative predictor of student disruptions ($\beta = -0.30$, $p < 0.01$). These findings indicate that teachers who used reappraisal strategies were more likely to have students who were engaged, participatory, and proficient in language learning, and less likely to exhibit disruptive behavior. In contrast, **teacher suppression** was a significant negative predictor of student engagement ($\beta = -0.16$, $p < 0.05$), participation ($\beta = -0.14$, $p < 0.05$), and language proficiency ($\beta = -0.20$, $p < 0.05$), and a significant positive predictor of disruptions ($\beta = 0.22$, $p < 0.05$). This suggests that teachers who relied on suppression strategies tended to have students who were less engaged, less participatory, and less proficient, with higher levels of disruptive behavior. The R-squared values indicate that teacher emotion regulation explained a substantial portion of the variance in student outcomes, ranging from 18% for disruptions to 35% for language proficiency. These results highlight the significant role of teacher emotion regulation in shaping student behavior and learning outcomes, supporting the research questions and underscoring the importance of adaptive emotion regulation strategies in educational settings.

Qualitative Data Analysis

Thematic Analysis

The thematic analysis of interview transcripts and classroom observation notes revealed several key themes related to teacher emotion regulation, student perceptions, and classroom dynamics. These themes provide rich, contextual insights into how teachers' emotional regulation strategies influence student behavior and language learning outcomes.

Table 4: Thematic Coding Table

Theme	Sub-Theme	Illustrative Quote	Source
1. Teachers' Emotional Regulation Strategies	Cognitive Reappraisal	*"When I feel frustrated, I try to reframe the situation by focusing on the students' progress rather than their mistakes."*	Teacher Interview
	Expressive Suppression	*"Sometimes I just hide my frustration and put on a smile, even when I'm stressed."*	Teacher Interview
2. Students' Perceptions of Teacher Emotions	Emotional Contagion	*"If the teacher seems stressed or annoyed, I get nervous and don't want to participate."*	Student Interview
	Impact on Motivation	*"When my teacher is calm and encouraging, I feel more confident to speak up."*	Student Interview
3. Classroom Dynamics and Emotional Climate	Supportive Environment	*"Using humor to diffuse tension during a challenging activity increased participation."*	Observation Notes
	Tense Atmosphere	*"Classrooms where teachers relied on suppression often had a more tense atmosphere."*	Observation Notes
4. Feedback and Emotional Communication	Constructive Feedback	*"I always try to highlight what the student did well before pointing out areas for improvement."*	Teacher Interview
	Empathy in Feedback	*"When my teacher gives feedback, I feel like they really care about my progress."*	Student Interview
5. Cultural and Linguistic Sensitivity	Navigating Cultural Differences	*"I've learned to be more patient and understanding with students from different cultural backgrounds."*	Teacher Interview
	Inclusive Environment	*"Recognizing that students might express emotions differently helps create an inclusive environment."*	Observation Notes

Theme 1: Teachers' Emotional Regulation Strategies
Teachers employed various strategies to regulate their emotions, with **cognitive reappraisal** and **expressive suppression** being the most prominent. For example, one teacher explained, *"When I feel frustrated, I try to reframe the situation by focusing on the students' progress rather than their mistakes. This helps me stay calm and supportive."* This aligns with the quantitative findings, where reappraisal was positively associated with student outcomes. In contrast, another teacher admitted, *"Sometimes I just hide my frustration and put on a smile, even when I'm stressed. I don't want the students to see me upset."* This use of suppression was less effective, as students often perceived the underlying tension, which affected their engagement.

Theme 2: Students' Perceptions of Teacher Emotions
Students were highly attuned to their teachers' emotional states and reported that these emotions significantly influenced their behavior and motivation. One student noted, *"When my teacher is calm and encouraging, I feel more confident to speak up, even if I make*

mistakes." Another student shared, *"If the teacher seems stressed or annoyed, I get nervous and don't want to participate."* These perceptions highlight the emotional contagion effect, where teachers' emotions directly impact students' willingness to engage in learning activities.

Theme 3: Classroom Dynamics and Emotional Climate
The emotional climate of the classroom emerged as a critical factor in shaping student behavior and learning outcomes. Observations revealed that teachers who used positive emotional regulation strategies, such as reappraisal, created a supportive and inclusive environment. For instance, one teacher was observed using humor to diffuse tension during a challenging activity, which resulted in increased student participation and laughter. In contrast, classrooms where teachers relied on suppression often had a more tense atmosphere, with students appearing hesitant and less engaged.

Theme 4: Feedback and Emotional Communication
The way teachers delivered feedback also played a significant role in shaping classroom dynamics. Teachers who provided constructive and empathetic feedback, grounded in effective emotion regulation, fostered a growth mindset among students. For example, one teacher said, *"I always try to highlight what the student did well before pointing out areas for improvement. This helps them feel valued and motivated to keep trying."* Students responded positively to this approach, with one student stating, *"When my teacher gives feedback, I feel like they really care about my progress, so I want to do better."*

Theme 5: Cultural and Linguistic Sensitivity
In multilingual and multicultural classrooms, teachers' ability to regulate emotions was particularly important in navigating cultural differences in emotional expression. One teacher shared, *"I've learned to be more patient and understanding with students from different cultural backgrounds. It's important to recognize that they might express emotions differently."* This sensitivity helped create an inclusive environment where all students felt respected and supported.

The thematic analysis revealed that teachers' emotion regulation strategies, particularly cognitive reappraisal and expressive suppression, played a critical role in shaping classroom dynamics, student behavior, and language learning outcomes. Teachers who used reappraisal strategies, such as reframing challenging situations and maintaining a positive outlook, created supportive and inclusive learning environments that fostered student engagement and motivation. In contrast, teachers who relied on suppression often struggled to manage classroom tensions, leading to a more negative emotional climate and reduced student participation. Students were highly perceptive of their teachers' emotional states, and these perceptions significantly influenced their willingness to engage in learning activities. Additionally, the analysis highlighted the importance of constructive feedback and cultural sensitivity in creating an inclusive classroom environment, particularly in multilingual and multicultural settings. When compared to previous literature, these findings align with studies emphasizing the positive impact of adaptive emotion regulation strategies, such as reappraisal, on teacher effectiveness and student outcomes (Gross & John, 2003; Sutton & Wheatley, 2003). For instance, Brackett et al. (2010) found that teachers with higher emotion regulation abilities experienced lower burnout and higher job satisfaction, which resonates with the current study's observation that reappraisal strategies contributed to a positive classroom climate. Similarly, the emotional contagion effect observed in this study echoes findings by Frenzel et al. (2009), who demonstrated that teachers' emotions can significantly influence students' emotional experiences and engagement.

However, the current study extends previous research by highlighting the unique emotional challenges of language learning contexts, such as anxiety and vulnerability, which were not fully addressed in earlier studies focused on general education settings (Horwitz et al., 1986; Gregersen & MacIntyre, 2014). For example, while Sutton and Wheatley (2003) emphasized the role of teacher emotions in classroom management, this study provides deeper insights into how these emotions influence language learning specifically, such as through feedback strategies and cultural sensitivity. Furthermore, the integration of qualitative and quantitative findings in this study offers a more comprehensive understanding of the emotional dimensions of teaching, addressing a gap in the literature (Zembylas, 2007). Thus, the thematic analysis not only supports existing literature on the importance of teacher emotion regulation but also contributes new insights into its application in language learning contexts. By highlighting the interplay between teachers' emotional strategies, student perceptions, and classroom dynamics, this study underscores the need for targeted interventions to enhance teachers' emotional regulation skills, particularly in ELT settings.

Discourse Analysis

The discourse analysis focused on examining how teachers' emotional language and nonverbal cues influenced classroom interactions, particularly in the context of English Language Teaching (ELT). By analyzing linguistic patterns, tone, word choice, and nonverbal behaviors, this study identified several key ways in which teachers' emotional communication shaped student behavior and learning outcomes.

Linguistic Patterns and Tone

Teachers who used positive and encouraging language created a more supportive classroom environment. For example, one teacher frequently used phrases like, *"Great effort! Let's try that again together,"* which fostered a sense of collaboration and reduced students' fear of making mistakes. In contrast, a teacher who used a stern tone and phrases like, *"Why didn't you prepare better?"* created a tense atmosphere, leading to decreased student participation. The use of inclusive language, such as *"we"* and *"let's,"* was particularly effective in building rapport and encouraging collective problem-solving.

Word Choice and Emotional Impact

The choice of words played a significant role in conveying emotions and influencing student responses. Teachers who used empathetic and constructive language, such as *"I understand this is challenging, but you're making progress,"* helped students feel supported and motivated. On the other hand, harsh or critical language, such as *"This is wrong again,"* often led to student disengagement and anxiety. Observations revealed that students were more likely to take risks and participate actively when teachers used positive and affirming language.

Nonverbal Cues

Nonverbal communication, including facial expressions, gestures, and body language, also had a profound impact on classroom interactions. For instance, a teacher who maintained eye contact, smiled frequently, and used open gestures (e.g., nodding, leaning forward) created a warm and welcoming environment. One student noted, *"When my teacher smiles and nods, I feel like they're really listening to me, and it makes me want to try harder."* Conversely, teachers who displayed closed body language (e.g., crossed arms, lack of eye contact) or negative facial expressions (e.g., frowns, raised eyebrows) often elicited nervous or defensive responses from students.

Table 5: Examples of Specific Interactions

Interaction Type	Teacher Communication	Nonverbal Cues	Student Response
Positive	*"That's a great start! Let's build*	Smiling, nodding	Increased participation

Interaction Type	Teacher Communication	Nonverbal Cues	Student Response
Interaction	*on that idea together."*		and willingness to share ideas.
Negative Interaction	*"Why didn't you study this? It's basic."*	Stern tone, crossed arms	Hesitation, reduced participation, and visible anxiety.
Constructive Feedback	*"You've got the right idea, but let's tweak this part to make it clearer."*	Calm tone, supportive gestures	Engagement and active effort to improve.

The findings from discourse analysis showed that teachers' emotional language and nonverbal cues significantly influenced the emotional climate of the classroom. Positive and inclusive language fostered student engagement, while negative or critical language led to disengagement and anxiety. Nonverbal behaviors, such as smiling, nodding, and open gestures, reinforced positive communication and built trust with students. These findings align with previous research on the role of emotional communication in education. For example, Wubbels et al. (2016) emphasized the importance of nonverbal cues in teacher-student interactions, while Gregersen and MacIntyre (2014) highlighted the impact of tone and word choice on language learners' motivation and confidence. By providing specific examples of linguistic patterns and their effects, this study offers practical insights into how teachers can use emotional communication to create more effective and inclusive learning environments.

Integration of Quantitative and Qualitative Findings
To provide a comprehensive understanding of the research problem, the quantitative and qualitative findings were integrated using a **joint display** (Guetterman et al., 2015). This approach allows for the comparison and contrast of results from both methods, highlighting areas of convergence and divergence, and offering a deeper interpretation of the data.

Table 6: Joint Display of Findings

Research Aspect	Quantitative Findings	Qualitative Findings	Integration
Teacher Emotion Regulation	Reappraisal positively correlated with engagement (r = 0.45) and proficiency (r = 0.51).	Teachers using reappraisal reframed challenges and maintained a positive outlook.	Both methods highlight the effectiveness of reappraisal in fostering engagement and learning.
	Suppression negatively correlated with engagement (r = -0.18) and proficiency (r = -0.22).	Teachers relying on suppression often created tense classroom environments.	Both methods show that suppression undermines student engagement and learning.
Student Behavior	Engagement and participation strongly correlated (r = 0.72).	Students reported feeling more confident and motivated in supportive classrooms.	Quantitative and qualitative data align in showing the importance of engagement.
	Disruptions negatively correlated with proficiency (r = -0.34).	Observations revealed that disruptive behavior decreased in positive	Both methods emphasize the link between classroom climate and

Research Aspect	Quantitative Findings	Qualitative Findings	Integration
		emotional climates.	student behavior.
Language Learning Outcomes	Proficiency positively correlated with reappraisal (r = 0.51).	Students performed better when teachers used constructive feedback and positive language.	Both methods support the role of adaptive emotion regulation in enhancing learning.

Areas of Convergence and Divergence

The quantitative and qualitative findings converged in several key areas. For example, both methods highlighted the positive impact of cognitive reappraisal on student engagement, participation, and language proficiency. Teachers who reframed challenges and maintained a positive outlook created supportive learning environments, as evidenced by both statistical correlations and interview responses. Both methods indicated that expressive suppression had negative effects on classroom dynamics and student outcomes. Teachers who relied on suppression often created tense atmospheres, leading to reduced engagement and lower proficiency. The quantitative data showed strong correlations between positive classroom climates and student behavior, while qualitative observations and interviews provided detailed examples of how teachers' emotional communication shaped these climates.

While the findings largely aligned, there were some areas of divergence. The qualitative data revealed the importance of cultural and linguistic sensitivity in multilingual classrooms, a dimension not captured by the quantitative measures. The discourse analysis highlighted the role of nonverbal cues in shaping student responses, which was not explicitly measured in the quantitative phase.

The integration of findings provides a more nuanced understanding of the research problem. While the quantitative data established statistical relationships between teacher emotion regulation and student outcomes, the qualitative data offered rich, contextual insights into how these relationships manifest in real classroom settings in Rawalpindi and Islamabad regions. For example, the quantitative analysis showed that reappraisal positively predicts language proficiency, while the qualitative analysis explained how teachers' use of positive language and constructive feedback contributed to this outcome.

The findings directly address the research questions.

1. *Teacher Emotion Regulation:* Both methods confirmed that reappraisal enhances student behavior and learning, while suppression has the opposite effect.
2. *Student Behavior:* The strong correlation between engagement and participation was supported by students' reports of feeling more motivated in supportive classrooms.
3. *Language Learning Outcomes:* The positive relationship between reappraisal and proficiency was reinforced by observations of effective feedback strategies.

The findings of this study align with previous research on the importance of teacher emotion regulation in education. For example, Sutton and Wheatley (2003) emphasized the role of teachers' emotions in shaping classroom dynamics, while Gregersen and MacIntyre (2014) highlighted the impact of emotional communication on language learners' motivation. However, this study extends previous work by integrating quantitative and qualitative data to provide a more comprehensive understanding of the emotional dimensions of language teaching in Pakistan.

CONCLUSION AND RECOMMENDATIONS

This study explored the impact of teacher emotion regulation on student behavior and language learning outcomes, employing a mixed-methods approach to provide a comprehensive understanding of the research problem. The quantitative findings revealed

significant positive correlations between teachers' use of cognitive reappraisal and student engagement, participation, and language proficiency, while expressive suppression was negatively associated with these outcomes. The qualitative findings enriched these results by highlighting how teachers' emotional language, nonverbal cues, and feedback strategies shaped classroom dynamics and student experiences. Together, the findings underscore the critical role of adaptive emotion regulation in creating supportive and effective learning environments, particularly in English Language Teaching (ELT) contexts in Pakistan.

Research Contributions

This study makes several important contributions to the fields of educational psychology and ELT. The study bridges a gap in the literature, offering a more holistic understanding of how teacher emotion regulation influences language learning by integrating insights from educational psychology and ELT. It extends existing theories, such as Gross's (2015) Process Model of Emotion Regulation, by applying them to the unique affective challenges of language classrooms. The use of a mixed-methods design, including a joint display to integrate quantitative and qualitative findings, provides a robust framework for future research on the emotional dimensions of teaching and learning. The findings offer actionable insights for teacher training programs, emphasizing the importance of developing emotional regulation skills, constructive feedback strategies, and cultural sensitivity in language educators.

Future Recommendations

Based on the findings, the following recommendations are proposed for future research and practice. Teacher training programs can be developed and implement training modules focused on emotion regulation strategies, such as cognitive reappraisal, for language teachers. These programs should also address the role of nonverbal communication and cultural sensitivity in creating inclusive classrooms. Moreover, conduct longitudinal studies can be conducted to evaluate the effectiveness of emotion regulation interventions on teacher well-being and student outcomes.

Overall, this study highlights the profound impact of teacher emotion regulation on student behavior and language learning outcomes, emphasizing the need for greater attention to the emotional dimensions of teaching. By fostering adaptive emotion regulation strategies and creating supportive classroom environments, educators can enhance both their own well-being and their students' academic success. The findings not only contribute to the growing body of literature on emotional intelligence in education but also provide practical guidance for improving teaching practices and student outcomes in ELT and beyond.

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