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RESEARCH TIMELINE

Language teacher emotion

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1. Introduction

Language teacher emotion is important for several theoretical and practical reasons. Firstly, emotions influence language teachers' creativity in generating innovative teaching methods and improving their pedagogical skills (Farrell, 2022). Secondly, positive emotions such as enjoyment, pride, care, and love could enhance their teaching effectiveness and significantly boost their job satisfaction (Liu et al., 2024), well-being (MacIntyre et al., 2020*[1]), and professional development (Golombek, 2015*). Positive emotions have also been found to form the basis for new pedagogical models that help teachers develop reflexivity and navigate emerging challenges (Wolff & De Costa, 2017*). At the same time, however, negative emotions may lead teachers to decide to leave the occupation: teacher retention is a pressing global issue (see Acheson et al., 2016*). Thirdly, language teacher emotion shapes classroom atmosphere and learner engagement in language classes (Dewaele & Li, 2021). This is because positive teacher emotions are closely tied to learners' affective states and foster positivity that benefits second language (L2) learning and enhances learners' well-being (Mercer et al., 2016). Overall, different dimensions of teacher emotion have been found to influence their teaching quality (Burić & Frenzel, 2023) and the learning outcomes of second/foreign learners (Agudo, 2018; Gkonou et al., 2020).

Teacher emotion is mediated by a myriad of internal and external factors, and language teaching in particular may entail unique factors that may incur and result in specific emotional rewards and difficulties. For example, language teaching involves language anxiety (Horwitz, 1996*) which can evoke a wider range of emotions compared to mainstream subjects (King & Ng, 2018*). Unlike other subjects, language teachers – particularly those who are not first language speakers of the target language – are expected to use the target language in their instruction. This constant demand can lead L2-speaking language teachers to experience lower self-confidence in their teaching, even when they feel confident in their pedagogical skills. Moreover, language teaching requires fostering authentic interpersonal interactions, balancing linguistic accuracy with meaningful communication, and addressing students' language-related anxieties (Cowie, 2011*; Golombek & Doran, 2014*). These emotional demands are further compounded by stressors, such as the need to model the target language consistently and use high-energy, interactive teaching methods to keep students motivated. Combined with the language-related unpredictability of classroom discourse, these factors may create distinct emotional pressure for language teachers (Gregersen et al., 2023). For a comprehensive review of these stressors, see Mercer et al. (2016).

Due to its theoretical and practical relevance, research of language teacher emotion has gained increasing prominence within applied linguistics over the past two decades. Han et al.'s (2023) review of studies published between 2005 and 2022 showed that interest in the emotions of language teachers

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surged around a decade ago. Likewise, our literature search, which we will explain in detail, identified only a handful of studies from the 1980s and 1990s. During this period, research on language teachers primarily focused on cognition, beliefs, and professional development, with little attention to the emotional dimension. However, earlier research formed the foundation for subsequent research on language teacher emotion whereby the construct of emotion added a methodologically innovative lens for capturing teachers' values and beliefs, encompassing their professional self-understanding, identity development, conceptual changes, and instructional choices.

It was not until the 2000s that L2 researchers began to recognize the significance of emotions in general in second/foreign language education. Even then, the focus largely remained on language learners, with teachers often overlooked as individuals in their own right. During this period, teacher psychology, which includes emotions, was often reduced to its functions serving as a tool to empower learners and facilitate their learning (see Mercer et al., 2016). However, since the mid-2010s, research on language teacher emotion has witnessed a notable surge, driven by various factors, including the growing prominence of positive psychology in applied linguistics research (e.g., MacIntyre et al., 2019). Increasingly, emotions of language teachers are being recognized as an equally important priority on the research agenda and practical relevance, alongside those of learners.

Given the recent growth of language teacher emotion research, we believe that it is high time to reflect on its history, identify the shifts in its scope, and point out its future directions. At the outset, it is important to note that language teacher emotion research thus far has adopted diverse and sometimes overlapping theoretical frameworks with a variety of conceptualizations of emotions. Therefore, in this current Timeline, we begin by providing a concise overview of the various theoretical approaches that have shaped the study of language teacher emotion. Then, we will discuss the antecedents of each theoretical framework to better understand their origins and development.

2. Theoretical frameworks for investigating language teacher emotion

The study of language teacher emotion has been shaped by four primary theoretical frameworks: cognitive approach, sociocultural approach, positive psychology approach, and critical approach. Table 1 presents a summary of the definitions and key themes associated with each approach, along with illustrative examples. It is important to be clear that while Table 1 presents distinctive features of the four approaches, the lines between these are often blurred. Many studies draw from multiple approaches due to their interconnected roots, such as those found in sociocultural critical approaches, as well as the inherent complexity of language teacher emotion.

The first theoretical approach is that of cognitive, which conceptualizes emotions as appraisals and intraindividual psychological states of teachers that are either positively or negatively related to language teaching and learning. Historically, the fields of applied linguistics, SLA, and TESOL have been dominated by cognitive paradigms where emotions were often "seen as inferior to rational thought" (Swain, 2013, p. 195). Cognitive theorists typically categorize emotions as positive or negative, exploring their correlations with language teaching and learning outcomes. Early research on language teacher emotion focused primarily on its detrimental effects on teaching and learning (i.e., the deficit view: see Lazarus, 1991). For instance, Horwitz (1996*) argued that teacher anxiety can adversely affect their well-being and the quality of classroom instruction, particularly among L2-speaking language teachers. Subsequent studies have further explored the sources and complexity of teacher anxiety across diverse contexts, including foreign and second language teachers in North America, Asia, and Europe (Goetze, 2023*). Moreover, the cognitive approach emphasizes fostering emotional competence to help individuals gain control over their emotions and improve their functioning during challenges such as curriculum reform (Van Veen et al., 2005*) and online teaching (Tao et al., 2024*). A central focus within this framework is the regulation of emotions to enhance teaching efficacy and thus to improve students' language learning outcomes (Ghanizadeh & Royaei, 2015*).

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Table 1. Theoretical frameworks for language teacher emotion research

Theoretical framework	Conceptualization of language teacher emotion	Key constructs
Cognitive approach	Emotions are appraisals and intraindividual psychological states that correlate with improved teaching and learning.	Emotional intelligence (e.g., Rastegar & Memarpour, 2009*) Teacher anxiety (e.g., Horwitz, 1996*)
Sociocultural approach	Emotions are socially and culturally constructed in a social interaction.	Emotional experiences (e.g., Loh & Liew, 2016*) Emotional dissonance (e.g., Golombek, 2015*)
Positive psychology approach	Emotions are teachers' positive and negative feelings, which, through the cultivation of positive experiences, relationships, and personal strengths, foster their well-being, resilience, and job satisfaction.	Foreign language teaching enjoyment (e.g., Ergün & Dewaele, 2021*) Emotional well-being (e.g., Talbot & Mercer, 2018*)
Critical approach	Emotions are physically manifested, but socially constructed, which can be analyzed through the lens of power dynamics, social justice, and critical pedagogy.	Emotion labor (e.g., Benesch, 2013*) Emotional capital (e.g., Gkonou & Miller, 2021*)

Emotional intelligence (EI) plays a pivotal role in this regard and has been extensively examined for its significance in managing emotions. Early research aimed to establish a causal link between EI and teachers' pedagogical success (e.g., Ghanizadeh & Moafian, 2010*) and emphasized the significance of teachers' ability to manage their own emotions while understanding and addressing those of their students. Building on this foundation, subsequent studies, particularly those incorporating insights from positive psychology, have explored effective emotion-regulation strategies used by language teachers to manage both their own emotions and those of their students (Greenier et al., 2021*).

The second theoretical approach, primarily informed by language teacher education research, has enriched our understanding of teacher emotion by exploring the sociocultural contexts in which teachers are situated (e.g., Cowie, 2011*). In the early 2000s, researchers, drawing on Vygotsky's developmental theories, emphasized the need to investigate "the social origins of affect and its relationship to cognition" (Golombek & Johnson, 2004*, p. 311). This approach advocates for the dialectical unity of cognition and emotion and rejects the traditional view of teachers as passive conduits of methods. In this approach, teachers are considered as intellectuals and active learners. Emotional dissonance, particularly in pre-service teachers, refers to the conflict between the ideals and theories they learn in education courses and the realities they face during practical teaching experiences (Golombek, 2015*). Within this sociocultural framework, emotions are conceptualized as socially and culturally constructed through interactions, with emotional dissonance acting as a key driver of teacher growth and professional development (Golombek, 2015*). Building on this foundation, following studies have continued to explore language teachers' emotional experiences in diverse sociocultural contexts, including the evolving teaching landscape shaped by globalization (e.g., Song, 2016*) and, more locally, the influence of official policies and curricular discourses (e.g., Loh & Liew, 2016*). Unlike the cognitive approach, the sociocultural approach explores emotional experiences as broad, dynamic, and context-dependent processes through which teachers engage with and navigate their emotions. Notably, this body of research has also underscored the dynamic interplay between teacher emotion and identity, as well as its impact on teaching strategies and practices across various sociocultural settings (e.g., Nguyen & Ngo, 2023*; Wolff & De Costa, 2017*; Yang et al., 2022*).

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The most recent line of research has been heavily influenced by positive psychology (PP). Positive psychology researchers have challenged the traditional deficit view and foregrounded positive emotions such as foreign language teaching enjoyment, joy, and pride (e.g., Mairitsch et al., 2024*). This approach defines emotions as positive and negative feelings teachers experience, and emphasizes their vital role in promoting well-being, motivation, and job satisfaction. By cultivating positive experiences, relationships, and personal strengths, these emotions enhance teaching effectiveness and improve students' learning outcomes. Most studies in this group model the relationship between positive emotions and other PP variables such as self-efficacy, work engagement, and psychological well-being (MacIntyre & Gregersen, 2012; Talbot & Mercer, 2018*). Research within the PP framework particularly focuses on the antecedents and consequences of language teacher emotion in the context of online teaching, partly influenced by the research needs arising from the COVID-19 pandemic (e.g., MacIntyre et al., 2020*; Wang, 2024*). This area of research also explores the regulation of both positive and negative emotions, as well as strategies for cultivating positive emotions. These strategies include practices such as mindfulness, expressions of gratitude, and professional development programs that prioritize emotional well-being (e.g., García-Álvarez et al., 2021). By shifting the focus from merely addressing negative emotions to cultivating positive ones, PP offers useful insights into creating supportive and empowering environments for language teachers, ultimately benefiting both educators and their students.

Finally, a critical perspective has historically been integral to the development of research on language teacher emotion and continues to be one of the dominant viewpoints in the field. Poststructuralist/critical research, which rejects the binary classification of positive and negative emotions, emphasizes instead the importance of context, power dynamics, and normative ideologies (Ahmed, 2004; Gkonou & Miller, 2023*; Zembylas, 2005). Benesch (2013*, 2017*) in particular established the connection between emotion, critical theory, and pedagogy, by framing teachers' emotional experiences as sites of power negotiation and resistance. Subsequent studies have further highlighted the sociopolitical dimensions of language teacher emotion and demonstrated how emotion labor, governed by feeling rules that dictate how one should feel and which emotions one should display in a workplace context, interacts with teacher identity and investment (Afreen & Norton, 2024*; Nazari & Karimpour, 2022*). Building on this framework, De Costa et al. (2020*) and Benesch (2020*) explored emotion labor as a tool for teacher activism. An important direction in this research is to investigate the emotional rewards of emotion labor (Miller & Gkonou, 2018*, 2019*). For example, language teachers' emotions can serve as indicators and promoters of their agency (Benesch, 2018*). Additionally, through emotion labor and reflective activities, language teachers can accumulate emotional capital, which can be transformed into social and cultural capital (Gkonou & Miller, 2021*; Her & De Costa, 2022*). Collectively, these studies underscore the pivotal role of emotion labor, power dynamics, and the potential for emotional experiences to foster professional agency and drive social change in language teaching. However, as emotion labor has gained popularity in academia and wider popular culture, its critical and feminist origins have often been overlooked. In response, Benesch and Prior (2023*) critiqued the uncritical use of this concept and advocated for a renewed focus on power and social justice. Rather than encouraging language teachers to tame their emotions for workplace efficiency, the critical approach emphasizes the importance of exploring the full spectrum of emotions as a means to challenge and address unfavorable social conditions.

3. Historical progression of language teacher emotion research

This Timeline article aims to depict the historical development of scholarly work on language teacher emotion. However, establishing selection criteria for key studies was challenging, as we hoped to include the most impactful empirical, conceptual, and theoretical works, from books, book chapters, and studies published in peer-reviewed journals up to October 2024. To select the key studies, we first excluded dissertations and non-English publications. To maintain the focus, we included only

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those studies that directly investigated language teacher emotion and excluded those that mentioned emotions only peripherally. For example, studies that briefly address teachers' emotional experiences in the classroom were excluded if they did not primarily focus on teacher emotion. We identified seminal publications through a combination of annual citation metrics and expert reviews. However, we point out these metrics may not determine the impact of academic works, as they overlook factors like self-citations, mutual citations, and non-scientific citation reasons (see Swacha, 2022). We also relied on our own knowledge to evaluate the influence these publications have had in the field of language teacher emotion (see Taylor, 2011). Because we partially used citation counts as a selection criterion, our selection might have missed some recent studies. Readers are encouraged to consult recent reviews and special issues for more recent research that may shape the future directions (e.g., see Morris & King, 2024, for a systematic review).

In the following sections, we outline some of the most prominent studies on the topic of language teacher emotion, by starting with Horwitz's (1996*) work and by covering the nearly three decades of research that followed. In doing so, we highlight the main topics (or themes) and the results of the research. We conducted collaborative and iterative thematic coding which resulted in four distinct categories. These categories were then used to code the studies included in the research timeline. Notably, many publications address multiple themes, and thus, they are coded with more than one thematic label. The resulting timeline showcases an international and interdisciplinary collection of publications, reflecting diverse theoretical approaches from various disciplines and the historical development of literature on language teacher emotion. The timeline categorizes the studies according to the following themes:

- A Theoretical frameworks
  - A.1 Cognitive approach
  - A.2 Sociocultural approach
  - A.3 Positive psychology approach
  - A.4 Critical approach
- B Research themes
  - B.1 Emotional intelligence
  - B.2 Emotional regulation
  - B.3 Emotion labor
  - B.4 Emotional dissonance
- C Types of language teacher emotion
  - C.1 Emotional experiences
  - C.2 Specific emotions
- D Contextual issues
  - D.1 Reform contexts
  - D.2 Online teaching
  - D.3 Ideologies and sociocultural factors
  - D.4 Professional and institutional demands

Several caveats should be highlighted in our coding. First, there is an overlapping use of emotion-related constructs, such as emotion regulation and emotion labor, across different theoretical frameworks. While emotion regulation is often linked to cognitive appraisal theories, researchers have broadened their perspectives to include PP and sociocultural approaches. Cognitively oriented studies typically view emotions as responses to personal appraisals of situations (Ghanizadeh & Royaei, 2015*; Gross, 2002) and investigate how teachers regulate their own and their students' emotions, display or suppress emotions, enhance positive experiences, and increase teaching efficacy (e.g., Bielak & Mystkowska-Wiertelak, 2022*). In contrast, PP research tends to examine the impact of emotion regulation on teachers' mental and physical well-being and aims to develop strategies that optimize

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regulatory skills for greater professional success (e.g., Greenier et al., 2021*; Talbot & Mercer, 2018*). Meanwhile, sociocultural research emphasizes the influence of context and interpersonal dynamics on emotion regulation, exploring the interplay between internal emotional experiences and external pressures (e.g., Gkonou & Miller, 2023*; King & Ng, 2018*; Morris & King, 2023*).

Meanwhile, most studies on emotion labor adopt a critical approach by focusing on how power dynamics and social structures influence emotional experiences and expressions in professional settings. However, some cognitive and sociocultural studies have also used the term emotion(al) labor and examined it from their respective theoretical perspectives (e.g., Ghanizadeh & Royaei, 2015*; Moradi et al., 2024*). These studies tend to explore how individuals manage their emotions in response to personal evaluations of situations and the influence of contextual and interpersonal factors. While the critical approach remains predominant in the field, the alternative perspectives – cognitive, sociocultural, and PP – provide valuable insights into the multifaceted nature of emotion labor. A detailed discussion of the uncritical use of emotion labor is beyond the scope of the current article. For a comprehensive overview, readers are referred to Benesch and Prior (2023*).

The second caveat is that while we broadly categorized research into four main theoretical perspectives, researchers have borrowed theories and methods from neighboring fields like psychology (Lazarus, 1991) and sociology (Hochschild, 1983). For instance, within the sociocultural framework, our Timeline includes Vygotsky's sociocultural theory, activity theory, community of practice, and *perezhivanie*. Despite their nuances and differences, we grouped them together due to their fundamental views on emotions. Additionally, other perspectives such as discourse analysis, complex dynamic systems theory, translanguaging, and ecological perspectives also exist. For instance, an ecological perspective helps to demonstrate how individuals actively engage with their sociopolitical, institutional, cultural, personal, and interactional contexts, thereby revealing both its individual and social dimensions (Mercer, 2023). As noted by De Costa and Nazari (2024), research on language teacher emotion needs theoretical diversity because it ensures that the field remains dynamic, inclusive, and responsive to the evolving challenges faced by language teachers, whether these are shared globally or unique to specific contexts.

Last but not least, due to our selection criteria, our Timeline may miss the important works that reflect the realities of diverse teaching contexts and teacher identities. Much of the existing research focuses on EFL/ESL teachers working in formal educational settings, often neglecting freelance teachers, educators in underrepresented regions, or those who teach less commonly studied languages (for some promising exceptions, see Afreen & Norton, 2024*; Ergün & Dewaele, 2021*). Similarly, the perspectives of teacher educators and those in hybrid or nontraditional roles may be overlooked. To address these gaps, researchers need to engage more critically with the sociopolitical and cultural aspects of teaching and prioritize the voices of marginalized groups. This would not only enhance our understanding of language teacher emotion but also make the field more inclusive and representative of the profession's diversity.

Notes

* Indicates full reference appears in the subsequent timeline.

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Han, J., Jin, L., & Yin, H. (2023). Mapping the research on language teacher emotion: A systematic literature review. *System*, *118*, 103138. https://doi.org/10.1016/j.system.2023.103138

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Year	References	Annotations	Theme
1996	Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals, 29*(3), 365–372. https://doi.org/10.1111/j.1944–9720.1996.tb01248.x	**Horwitz** made one of the first attempts in calling attention to language teacher emotion, particularly anxiety. This early work argued that non-native teachers experience feelings of uneasiness and inadequacy in the target language. This study established valuable knowledge regarding negative effects of teacher anxiety on language teaching.	**A. 1** **C. 2**
2004	Golombek, P. R., & Johnson, K. E. (2004). Narrative inquiry as a mediational space: Examining emotional and cognitive dissonance in second-language teachers' development. *Teachers and Teaching, 10*(3), 307–327. https://doi.org/10.1080/1354060042000204388	It is one of the earliest works to explore the role of emotions in language teachers' development. Drawing on Vygotsky's understanding of cognitive development, **Golombek & Johnson** highlighted the intricate connection between cognition and emotion, emphasizing how emotions mediate teachers' professional growth. They argued that emotional dissonance triggers cognitive dissonance, revealing contradictions in teaching contexts that compel EFL/ESL teachers to seek mediational tools to externalize and reflect on their experiences, ultimately driving their professional development.	**A. 2** **B. 4**
2005	Van Veen, K., Sleegers, P., & Van de Ven, P. H. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive-affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education, 21*(8), 917–934. https://doi.org/10.1016/j.tate.2005.06.004	The significance of this single case study by **Van Veen et al.** lies in its pioneering attempt to analyze how a language teacher's cognitive appraisals influence their emotional experiences of educational reforms. The study demonstrates that various aspects of both personal and professional identity can be shaped by these appraisals, a topic that was explored in greater depth in subsequent studies (e.g., YANG, 2024).	**A. 1** **C. 1** **D. 1**
2009	Rastegar, M., & Memarpour, S. (2009). The relationship between emotional intelligence and self-efficacy among Iranian EFL teachers. *System, 37*(4), 700–707. https://doi.org/10.1016/j.system.2009.09.013	**Rastegar & Memarpour** identified a significant positive correlation between emotional intelligence and self-efficacy among Iranian EFL teachers. This study represents one of the earliest to highlight the importance of emotional intelligence for language teachers (see DEWAELE ET AL., 2018 for additional insights).	**A. 1** **A. 3** **B. 1**
2010	Ghanizadeh, A., & Moafian, F. (2010). The role of EFL teachers' emotional intelligence in their success. *ELT Journal, 64*(4), 424–435. https://doi.org/10.1093/elt/ccp084	The researchers reported that EFL teachers with higher emotional intelligence (EQ) are more likely to succeed. This study is the first to explore the relationship between EFL teachers' EQ and their teaching success by using a questionnaire tailored specifically for EFL teachers.	**A. 1** **B. 1**
2011	Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues, and their work. *Teaching and Teacher Education, 27*(1), 235–242. https://doi.org/10.1016/j.tate.2010.08.006	Similar to GOLOMBEK & JOHNSON (2004), **Cowie's** small-scale study ($N = 9$) also addressed teacher development. What set this study apart was its focus on understanding the contribution of emotions to EFL teachers' professional lives. The teachers expressed a range of emotions in relation to their students, colleagues, institutions, and professional networks, highlighting the need for domain-specific emotion studies (see also LOH & LIEW, 2016).	**A. 2** **C. 1**

(*Continued*)

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(*Continued.*)

Year	References	Annotations	Theme
2013	Benesch, S. (2013). *Considering emotions in critical English language teaching: Theories and praxis*. Routledge. https://doi.org/10.4324/9780203848135	The significance of **Benesch**'s monograph lies in its pioneering systematic analysis of the role of emotions in language teaching. By introducing a critical lens to the field, **Benesch** forges new connections among emotion, critical theory, and pedagogy in ELT. This lens has since been applied by researchers in diverse research contexts (see e.g., MILLER & GKONOU, 2023).	**A. 4** **C. 1**
2014	Golombek, P., & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education, 39*, 102–111. https://doi.org/10.1016/j.tate.2014.01.002	Building on GOLOMBEK & JOHNSON (2004), **Golombek & Doran** proposed a SCOBA model that integrates emotion, cognition, and activity to better support novice teachers' professional development. They argued that the pervasive emotional content, reflecting individual teacher's *perezhivanie*, is a motivated, structural component of teachers' processes of cognitive development.	**A. 2** **B. 4**
2015	Golombek, P. R. (2015). Redrawing the boundaries of language teacher cognition: Language teacher educators' emotion, cognition, and activity. *Modern Language Journal, 99*(3), 470–484. https://doi.org/10.1111/modl.12236	In continuation of GOLOMBEK & JOHNSON'S (2004) view that emotion acts as a functional component of language teacher professional development, **Golombek** examined the emotional dissonance she experienced as a teacher educator in relation to the reflective journals of one of the teacher learners in her class; that teacher learner was simultaneously teaching an ESL class. This study showed how recognizing the cause of student teacher's emotional dissonance and its effect on her mediation enabled the teacher educator to reframe her understanding of the teacher learner as a learner.	**A. 2** **B. 4**
2015	Ghanizadeh, A., & Royaei, N. (2015). Emotional facet of language teaching: Emotion regulation and emotional labor strategies as predictors of teacher burnout. *International Journal of Pedagogies and Learning, 10* (2), 139–150. https://doi.org/10.1080/22040552.2015.1113847	**Ghanizadeh & Royaei** reported that both emotional labor strategies and emotion regulation significantly mitigate burnout among Iranian EFL teachers. This study was one of the first to apply SEM analysis in language teacher emotion research, a method that has since become widely used in subsequent PP studies (e.g., FATHI ET AL., 2021).	**A. 1** **B. 2** **B. 3**
2016	Song, J. (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly, 50*(3), 631–654. https://doi.org/10.1002/tesq.312	Also focusing on language teacher identity and emotions (see VAN VEEN ET AL., 2005), **Song** discussed how the shifting teaching context due to globalization generates new demands for English language teachers, and how teachers' emotional responses to these changes affect their identity and practice. The emotional experiences of vulnerability described in this study allow the subjectivity of language teachers to be traced to its social and institutional contexts.	**A. 2** **C. 2** **D. 3** **D. 4**

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Year	References	Annotations	Theme
2016	Loh, C. E., & Liew, W. M. (2016). Voices from the ground: The emotional labour of English teachers' work. *Teaching and Teacher Education, 55*, 267–278. https://doi.org/10.1016/j.tate.2016.01.016	Although several studies had mentioned the importance of conducting domain-specific research on language teacher emotion (e.g., COWIE, 2011), this study provides perhaps its clearest evidence. **Loh & Liew** documented the complex emotional work of English language teachers in Singapore secondary schools, framing their findings through the notion of emotional labor. The study revealed emotional challenges such as managing the subject's value-laden content, the stresses of grading student essays, the performance pressure of high-stakes testing, and the need for culturally responsive pedagogies. Grounded in a critical approach, the authors connected emotional labor to broader social practices, including the roles of school administrators and policymakers, drawing on works by BENESCH (2013) to contextualize their findings.	**A. 4** **B. 3** **D. 3**
2016	Acheson, K., Taylor, J., & Luna, K. (2016). The burnout spiral: The emotion labor of five rural US foreign language teachers. *Modern Language Journal, 100*(2), 522–537. https://doi.org/10.1111/modl.12333	This is one of the earlier studies reporting on the impacts of emotion labor on language teachers' professional lives (see also BENESCH, 2013). **Acheson et al.** provided a thoroughly depressing account of poorly supported staff engaged in excessive emotion labor in response to apathetic students not invested in foreign language learning. The study concluded that such excessive emotion labor could lead to burnout and ultimately teacher attrition over time.	**A. 4** **B. 3** **D. 4**
2017	Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. Routledge. https://doi.org/10.4324/9781315736181	In this highly influential monograph, **Benesch** extends the investigation of power relations in teachers' affective lives (see BENESCH, 2013) by critically theorizing emotions as tools for teacher agency and resistance. She systematically examines how English language teachers negotiate tension – theorized as emotion labor – between feeling rules and their professional training and/or experience in particularly challenging areas of teaching, such as high-stakes literacy testing, responding to student writings, plagiarism, and attendance.	**A. 4** **B. 3** **D. 4**
2017	Wolff, D., & De Costa, P. I. (2017). Expanding the language teacher identity landscape: An investigation of the emotions and strategies of a NNEST. *Modern Language Journal, 101*(S1), 76–90. https://doi.org/10.1111/modl.12370	Viewing teacher emotion through an identity lens, **Wolff & De Costa** examined how a NNEST, Puja, faced and successfully managed numerous emotional challenges in her identity development. While they concurred with BENESCH (2013) on the importance of studying negative emotions, they also, drawing from positive psychology research, argued that emphasizing positive emotions can form the basis for new pedagogical models. These models can aid teachers like Puja in developing reflexivity and effectively negotiating emerging challenges.	**A. 2** **A. 3** **A. 4** **C. 1** **D. 3**
2018	Benesch, S. (2018). Emotions as agency: Feeling rules, emotion labor, and English language teachers' decision-making. *System, 79*, 60–69. https://doi.org/10.1016/j.system.2018.03.015	Building on BENESCH (2017), this study proposed the concept of language teacher emotion as agency, a topic that would be explored in various contexts in subsequent research (see TAO ET AL., 2024 for the context of online teaching). **Benesch** reported on English language teachers' responses to plagiarism, including their resistance to the feeling rules imposed by a university plagiarism policy, thereby providing further evidence that teacher emotion can be sites for transformation or resistance (see also SONG, 2016).	**A. 4** **B. 3** **D. 4**

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Year	References	Annotations	Theme
2018	Dewaele, J. M., Gkonou, C., & Mercer, S. (2018). Do ESL/EFL teachers' emotional intelligence, teaching experience, proficiency and gender affect their classroom practice? In J. Martínez Agudo (Ed.), *Emotions in second language teaching: Theory, research and teacher education* (pp. 125–141). Springer. https://doi.org/10.1007/978-3-319-75438-3_8	Building on the limited empirical research on sources of individual differences in teachers' classroom behavior linked to their emotional intelligence (EI) and practices (see GHANIZADEH & MOAFIAN, 2010), **Dewaele et al.** demonstrated that Trait EI and teaching experience were positively associated with self-reported levels of creativity, classroom management, and pedagogical skills, while being negatively associated with predictability. The authors suggested that training in emotional competencies could enhance the effectiveness of (trainee) teachers' classroom practices and, ultimately, their professional well-being.	**A. 3** **B. 1**
2018	Miller, E. R., & Gkonou, C. (2018). Language teacher agency, emotion labor and emotional rewards in tertiary-level English language programs. *System, 79*, 49–59. https://doi.org/10.1016/j.system.2018.03.002	Building on BENESCH (2017), **Miller & Gkonou** identified the most common emotions experienced by language teachers and how their relationships with students produced both emotion labor and emotional rewards. What distinguished this study from other critical approaches was its perspective on emotion labor. For these researchers teachers' emotional labor is not necessarily always imposed (see BENESCH 2017). Instead, it is often willingly undertaken by teachers for the benefit of their students and their own emotional well-being, such as the effort involved in showing care for their students.	**A. 4** **B. 3** **C. 1**
2018	Talbot, K., & Mercer, S. (2018). Exploring university ESL/EFL teachers' emotional well-being and emotional regulation in the United States, Japan and Austria. *Chinese Journal of Applied Linguistics, 41*(4), 410–432. https://doi.org/10.1515/cjal-2018-0031	In this study, **Talbot & Mercer** examined the emotional well-being and regulatory strategies of 12 EFL/ESL tertiary-level teachers across contexts and found numerous similarities despite some localized differences. The findings revealed the social nature of language teacher emotion (see also COWIE, 2011) and emotional regulation strategies.	**A. 3** **B. 2**
2018	King, J., & Ng, K.-Y.S. (2018). Teacher emotions and the emotional labour of second language teaching. In S. Mercer, & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 141–157). Multilingual Matters. https://doi.org/10.21832/9781783099467-013	Building on GOLOMBEK & DORAN'S (2014) research on teacher emotion in SLA, **King & Ng** investigated how expatriate English instructors at a Japanese university managed their in-class emotional displays to meet educational goals and adhere to social norms, by highlighting the stress caused by the mismatch between genuine feelings and expected emotional expressions. The chapter further explores the connection between emotional labor and teacher stress and offers practical advice for enhancing psychological well-being through emotion regulation techniques.	**A. 2** **A. 4** **B. 2** **B. 3** **D. 3**
2019	Gkonou, C., & Miller, E. R. (2019). Caring and emotional labour: Language teachers' engagement with anxious learners in private language school classrooms. *Language Teaching Research, 23*(3), 372–387. https://doi.org/10.1177/1362168817728739	**Gkonou & Miller's** small-scale ($N = 8$) study was the first to investigate EFL teachers' efforts to address students' language anxiety. The study showed that language teacher caring might result in emotional labor. It echoed LOH & LIEW (2016) that language teacher education must improve in recognizing the role of emotions in teaching and fostering critical awareness of the emotional dimensions of teachers' practices, behaviors, and beliefs.	**A. 4** **B. 3**

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Year	References	Annotations	Theme
2020	MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System, 94*, 102352. https://doi.org/10.1016/j.system.2020.102352	Focusing on an international sample of over 600 language teachers, **MacIntyre et al.** reported significant levels of stress and emotional challenges that language teachers faced during the transition to online teaching necessitated by the COVID-19 pandemic. Much like their online students, language teachers experienced feelings of anxiety and isolation, prompting the need for various coping strategies. This study is among the first to examine language teachers' emotional responses to online teaching (see also SONG, 2022).	**A. 3** **C. 2** **D. 2**
2020	De Costa, P. I., Li, W., & Rawal, H. (2020). Should I stay or leave? Exploring L2 teachers' profession from an emotionally inflected framework. In C. Gkonou, J. M. Dewaele, & J. King, (Eds.). *The emotional rollercoaster of language teaching* (pp. 211–227). Multilingual Matters. https://doi.org/10.21832/9781788928342-016	**De Costa et al.** seek to give voice to the English teachers whose emotional experiences and feelings have remained invisible within the broader EMI trend in Nepal. Following BENESCH'S (2017) conceptualization of emotion labor, the study explored how two Nepali English teachers negotiated the emotional demands and labor of work.	**A. 4** **B. 3**
2020	Benesch, S. (2020). Emotions and activism: English language teachers' emotion labor as responses to institutional power. *Critical Inquiry in Language Studies, 17*(1), 26–41. https://doi.org/10.1080/15427587.2020.1716194	Similar to LOH & LIEW (2016), **Benesch** examined the conflict between ESL teachers' professional training/knowledge/beliefs and the institutional requirement to prepare students for standardized literacy tests. The study argued for recognizing and honoring it as a potential tool for teacher activism, empowering teachers to challenge inequitable practices and advocate for systemic change (see also BENESCH, 2017).	**A. 4** **B. 3** **D. 4**
2021	Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System, 97*, 102446. https://doi.org/10.1016/j.system.2020.102446	Using a cross-cultural sample, **Greenier et al.** concluded that positive emotions are essential for EFL/ESL teachers, as they enhance the quality of teacher-student interpersonal relationships and communication. These factors are primary determinants of both teachers' effective functioning and students' language learning outcomes. This study is significant because it provides some of the clearest evidence of the importance of positive emotions in language teachers.	**A. 3** **B. 2**
2021	Ergün, A. L. P., & Dewaele, J. M. (2021). Do well-being and resilience predict the foreign language teaching enjoyment of teachers of Italian? *System, 99*, 102506. https://doi.org/10.1016/j.system.2021.102506	**Ergün & Dewaele** introduced a novel emotional factor known as Foreign Language Teaching Enjoyment (FLTE), which has been explored in greater detail in subsequent studies (e.g., ZHANG ET AL., 2023). This research is unique due to its sample, focusing on Italian as a Foreign Language teachers based both in Italy and abroad, addressing the call for more studies on languages other than English (LOTEs).	**A. 3** **C. 2**
2021	Gkonou, C., & Miller, E. R. (2021). An exploration of language teacher reflection, emotion labor, and emotional capital. *TESOL Quarterly, 55*(1), 134–155. https://doi.org/10.1002/tesq.580	**Gkonou & Miller** expanded on previous studies from a critical perspective (e.g., BENESCH, 2018, 2020) by examining teachers' emotional experiences in everyday teaching. Through interviews with 25 higher education language teachers in the US and UK, the study analyzes how emotional capital, developed through emotion labor and reflection, can be converted into social and cultural capital.	**A. 4** **B. 3** **D. 4**

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Year	References	Annotations	Theme
2022	Yang, S., Shu, D., & Yin, H. (2022). "Teaching, my passion; publishing, my pain": Unpacking academics' professional identity tensions through the lens of emotional resilience. *Higher Education, 84*(2), 235–254. https://doi.org/10.1007/s10734–021–00765-w	Building on previous studies on language teacher emotion and identity (see VAN VEEN ET AL., 2005; SONG, 2016), **Yang et al.** examined how Chinese university EFL teachers negotiated identity tensions in a culture of performativity. The study revealed that emotional resilience acted as a mediator in professional identity tensions.	**A. 2** **C. 1** **D. 3**
2022	Nazari, M., & Karimpour, S. (2022). The role of emotion labor in English language teacher identity construction: An activity theory perspective. *System, 107*, 102811. https://doi.org/10.1016/j.system.2022.102811	Building on previous studies taking a critical approach (e.g., BENESCH, 2013, 2017; GKONOU & MILLER, 2019), **Nazari & Karimpour** drew on a Vygotskyan approach to activity theory to demonstrate how institutional rules shape teachers' emotions and the consequences of such emotions for their complex identities. Particularly, activity theory helped capture the multiplicity of the teachers' identities and how various institutional factors shape teachers' emotion labor and identities.	**A. 2** **A. 4** **B. 3** **D. 4**
2022	Her, L., & De Costa, P. I. (2022). When language teacher emotions and language policy intersect: A critical perspective. *System, 105*, 102745. https://doi.org/10.1016/j.system.2022.102745	As did GKONOU & MILLER (2021), **Her & De Costa** investigated how one community college instructor in California accumulated emotional capital in response to emotion labor. What's unique about this study is that it focuses on the intersection between language teacher emotion and language policy. In other words, it focuses on teacher's emotional capital in TESOL within a specific language policy context.	**A. 4** **B. 3** **D. 4**
2022	Song, J. (2022). The emotional landscape of online teaching: An autoethnographic exploration of vulnerability and emotional reflexivity. *System, 106*, 102774. https://doi.org/10.1016/j.system.2022.102774	Building on SONG (2016), this autoethnography delves into the author's self-exploration of her vulnerability in online teaching. **Song** argued that her struggles with her own feelings of vulnerability as a teacher and teacher educator facilitated the development of emotional reflexivity, which was crucial in creating online-specific pedagogy. It thereby provided additional evidence of the emotional dimension of online teaching (see also MACINTYRE ET AL., 2020).	**A. 4** **C. 2** **D. 2**
2023	Derakhshan, A., Wang, Y. L, Wang, Y. X, & Ortega-Martín, J. L. (2023). Towards innovative research approaches to investigating the role of emotional variables in promoting language teachers' and learners' mental health. *International Journal of Mental Health Promotion, 25*(7) 1–10. https://doi.org/10.32604/ijmhp.2023.029877	This study is unique in its focus on research methods for examining emotions in language teaching. Although it does not specifically concentrate on language teacher emotions, **Derakhshan** et al- proposed several complexity-informed approaches to study emotional factors in language education contexts. These approaches include the process tracing approach, agent-based modeling, the nested ecosystem model, ecological momentary assessment, and latent growth curve modeling.	**A. 3**
2023	Nguyen, M. H., & Ngo, X. M. (2023). An activity theory perspective on Vietnamese preservice English teachers' identity construction in relation to tensions, emotion and agency. *Language Teaching Research*. https://doi.org/10.1177/13621688221151046	This study builds upon previous investigations of the interrelated emotion–agency–identity triad (see SONG, 2016). Adopting an activity theory perspective, **Nguyen & Ngo** demonstrated that tensions, emotions, agency, and identity are interconnected. Tensions triggered emotions, which in turn motivated efforts to resolve these tensions and shape language teacher identity. This identity subsequently guided the participants' efforts in addressing the tensions and emotions.	**A. 2** **C. 1**

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Year	References	Annotations	Theme
2023	Benesch, S., & Prior, M. T. (2023). Rescuing "emotion labor" from (and for) language teacher emotion research. *System, 113*, 102995. https://doi.org/10.1016/j.system.2023.102995	Building on BENESCH (2017), this position paper questioned the uncritical use of emotion labor. From a poststructural perspective, **Benesch & Prior** proposed an agenda for restoring the critical impetus to emotion labor, especially for researchers and practitioners seeking to better engage with power, agency, social justice, teacher well-being, and educational reforms.	**A. 4** **B. 3** **D. 3**
2023	Goetze, J. (2023). An appraisal-based examination of language teacher emotions in anxiety-provoking classroom situations using vignette methodology. *Modern Language Journal, 107*(1), 328–352. https://doi.org/10.1111/modl.12832	Building on previous studies reporting on the potentially anxiety-provoking classroom scenarios (e.g., HORWITZ, 1996), **Goetze** provided insights into the emotional complexity of language teachers in anxiety-provoking classroom situations. The study was among the first to use vignette methodology in understanding language teacher emotion. The findings emphasized the importance of appraisal-based emotion theories.	**A. 1** **C. 2**
2023	Gkonou, C., & Miller, E. R. (2023). Relationality in language teacher emotion regulation: Regulating emotions through, with and for others. *System, 115*, 103046. https://doi.org/10.1016/j.system.2023.103046	While previous research had established that teaching is closely linked with emotion and that emotion regulation is a crucial skill for teachers (e.g., GREENIER ET AL., 2021), much remains unknown about its enactment in daily practice. **Gkonou & Miller** investigated emotion regulation among language teachers in the US, the UK, Norway, and Germany. Their study revealed that emotion regulation strengthens student connections, is inherently collaborative, and is carried out both with and for others. These findings underscore the importance of collaborative processes in nurturing healthy interpersonal relationships in language education.	**A. 2** **B. 2**
2023	Morris, S., & King, J. (2023). University language teachers' contextually dependent uses of instrumental emotion regulation. *System, 116*, 103080. https://doi.org/10.1016/j.system.2023.103080	**Morris & King's** study stands out as one of the few that describe and critically assess language teachers' use of emotion regulation strategies, much like the work of TALBOT & MERCER (2018). Utilizing a qualitatively driven multimethod concurrent design, this research reveals that language teachers regulate their emotions to present their authentic selves, manage behavior, engage learners, and build positive working relationships. These findings offer further insights into the instrumental motives and contextual factors that influence teachers' emotion regulation choices.	**A. 2** **A. 3** **B. 2**
2023	Nazari, M., Seyri, H., & Karimpour, S. (2023). Novice language teacher emotion labor and identity construction: A community of practice perspective. *Teaching and Teacher Education, 127*, 104110. https://doi.org/10.1016/j.tate.2023.104110	In this longitudinal study, **Nazari et al.** explored the emotion labor and identity construction of three novice EFL teachers in Iran through the framework of communities of practice (CoP). Building on previous research (e.g., WOLFF & DE COSTA 2017), this study found that each CoP significantly influenced the relational emotion labor experienced by the teachers. The findings also revealed that identity construction both precedes and follows their emotion labor experiences. As these novice teachers advance in their careers, their emotion labor evolves and becomes intricately linked with their identity development. They engage in CoPs to navigate professional challenges, validate and reassess their emotion labor, and devise strategies for growth and survival.	**A. 2** **B. 3**

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Year	References	Annotations	Theme
2023	Zhang, Y., & Zhang, L. J. (2023). "Good for me to Leave it for Good": A longitudinal study on how emotion labor in teaching contributes to a beginning EFL teacher's resignation. *TESOL Quarterly*. https://doi.org/10.1002/tesq.3289	Extending studies that examine emotion labor from a poststructural perspective (e.g., MILLER & GKONOU, 2018), this research uniquely links early-career teacher attrition to emotion labor over time. **Zhang & Zhang** found that the emotion labor of a second-year EFL teacher, driven by institutional demands, professional norms, and social expectations, resulted in increased burnout and decreased well-being, ultimately leading to her resignation.	**A. 4** **B. 3** **D. 3** **D. 4**
2023	Zhang, L. J., Fathi, J., & Naderi, M. (2023). A cross-lagged panel analysis of self-efficacy, teacher grit, teaching enjoyment, and work engagement among foreign language teachers. *Journal of Multilingual and Multicultural Development*. https://doi.org/10.1080/01434632.2023.2248064	This study enriches the small but crucial body of research on the link between teacher emotion and engagement (see also GKONOU & MILLER, 2019). In this multi-staged and innovative research, **Zhang et al.** uncovered reciprocal connections among L2 teacher grit, Foreign Language Teaching Enjoyment (FLTE: see also ERGUN & DEWAELE, 2021), and work engagement in Iranian EFL teachers. The bidirectional relationship between work engagement and FLTE showed that higher FLTE at Time 1 predicted greater work engagement at Time 2, and vice versa.	**A. 3** **C. 2**
2023	Miller, E. R., & Gkonou, C. (2023). Exploring teacher caring as a "happy object" in language teacher accounts of happiness. *Applied Linguistics, 44*(2), 328–346. https://doi.org/10.1093/applin/amac034	In this study, **Miller & Gkonou** explored how language teachers expressed their feelings of happiness in detailed accounts of teacher caring, gathered through in-depth interviews across four national contexts. By examining macro-level discourses, they identified how teacher caring becomes a significant or "sticky" object. Furthermore, they found that emotions, including difficult ones, can serve as resources for reflection and ethical action, motivating teachers to work towards more just institutional practices, echoing findings from previous critical studies (e.g., BENESCH, 2020).	**A. 4** **C. 2**
2024	Yang, S. (2024). *Language teacher emotion, identity learning and curriculum reform*. Springer. https://doi.org/10.1007/978-981-99-9742-8	This longitudinal study extends earlier studies investigating agentive power of language teacher emotion (e.g., BENESCH, 2018) by situating in a curriculum reform context. The study also found the interplay between teacher emotion and identity learning, showcasing the important role of emotion in sustaining educational reform efforts (see also VAN VEEN ET AL., 2005).	**A. 2** **A. 4** **B. 3** **C. 1** **D. 1**
2024	Tao, J., Xu, Y., & Gao, X. A. (2024). Teacher emotions and agency enactment in online teaching. *Teaching and Teacher Education, 137*, 104389. https://doi.org/10.1016/j.tate.2023.104389	This study offered longitudinal evidence in explaining the interplay between EFL teacher emotion and agency. Contrary to previous studies that emotions of different valence (i.e., positive or negative) may be beneficial or detrimental to teachers' professional practices (e.g., COWIE 2011; VAN VEEN ET AL., 2005), **Tao et al.** argued that emotions of different valence, when working in concert with different activation and object foci, may produce radically different effects on teacher agency.	**A. 1** **C. 1** **D. 2**
2024	Wang, Y. (2024). Probing into the boredom of online instruction among Chinese English language teachers during the Covid−19 pandemic. *Current Psychology, 43*(13), 12,144–12,158. https://doi.org/10.1007/s12144-022-04223-3	**Wang's** study stands out for its systematic examination of an often-overlooked aspect of language teacher emotion – teacher boredom – within the context of online instruction, viewed through the lens of PP. The study found that most participants consider online teaching more boring than face-to-face instruction. By identifying the antecedents of teacher boredom, the study revealed that Chinese EFL teachers' boredom stems from student-related, task-related, IT-related, and teacher-related factors.	**A. 3** **C. 2** **D. 2**

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Year	References	Annotations	Theme
2024	Afreen, A., & Norton, B. (2024). Emotion labor, investment, and volunteer teachers in heritage language education. *Modern Language Journal, 108*(S1), 75–100. https://doi.org/10.1111/modl.12900	In this study, **Afreen & Norton** addressed BENESCH & PRIOR'S (2023) call for more research on emotion labor from a poststructuralist perspective by examining the emotion labor of seven volunteer teachers in a heritage language program in Canada. This research uniquely connects language teachers' emotion labor with their investment. The findings indicate that the teachers' dedication to Bangla as a mother tongue in multicultural Canada, and their commitment to fostering children's transcultural identities, were particularly impactful. This investment enabled the volunteer teachers to navigate and manage their emotion labor more effectively.	**A. 4** **B. 3**
2024	Mairitsch, A., Sulis, G., Mercer, S., Shin, S., & Mairi, S. (2024). "They are our future": Professional pride in language teachers across the globe. *TESOL Quarterly, 58*(2), 856–880. https://doi.org/10.1002/tesq.3259	This pioneering study explicitly examines teacher pride within the realm of language teacher education. **Mairitsch et al.** conducted a global investigation of English language teachers and identified both self-oriented and other-oriented sources of professional pride. Notably, participants reported experiencing authentic pride exclusively, with no instances of hubristic pride. The findings underscore that these teachers' sense of pride is socially influenced and closely tied to key psychological constructs such as motivation, self-esteem, sense of meaning, agency, and well-being.	**A. 3** **C. 2**
2024	Moradi, F., Nazari, M., & Kogani, M. (2024). Intersections of social justice and emotion labor among English language teachers: A *perezhivanie* inquiry. *System*, 103417. https://doi.org/10.1016/j.system.2024.103417	In continuation of BENESCH (2017), this study is the first to examine the intersections of language teachers' emotion labor and social justice through the lens of *perezhivanie*. **Moradi et al.** suggested that while social justice is valuable, it can also create emotional challenges and professional dilemmas. This highlights the need for teachers and educators to contextualize social justice in a way that promotes emotional transformation rather than merely contributing to emotion labor.	**A. 2** **A. 4** **B. 3**

Note. Authors' names are shown in small capitals when the study referred to appears in this timeline.

Shanshan Yang is a lecturer at Fudan University, China. Her research interests include language teacher emotion, research-practice link, and ELT materials development. Her publications can be found in journals such as *Modern Language Journal, Applied Linguistics*, and *System*. Yang is also the author of the monograph *Language teacher emotion, identity learning and curriculum reform* (Springer, 2024). ORCID: 0000-0001-5335-9736

Masatoshi Sato is a Professor at Universidad Andres Bello, Chile. His research agenda is to conduct theoretical and applied research aimed at facilitating the dialogue between practitioners and researchers. In addition to his publications in international journals, he has co-authored a textbook from Cambridge University Press (2024: *A practical guide to second language teaching and learning*) and co-edited volumes from *John Benjamins* (2016: *Peer interaction and second language learning)*, Routledge (2017: *The Routledge handbook of ISLA*; 2019: *Evidence-based second language pedagogy), Language teaching research* (2021: *Learner psychology and ISLA*), and *Modern Language Journal* (2022: *Connecting research and pedagogy*). He is currently the Editor of *Language Awareness*. ORCID: 0000-0001-7111-3406

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