

A Review of Teacher Emotions in The Classroom Context: Research Trends, Findings, and Suggestions

Sunday, 28 July 2024 11:40 (30 minutes)

Teacher emotions as part of professional development have been considered an integral role in the context of the classroom. Therefore, abundant studies were conducted to explore its effects on teaching and learning outcomes. In this respect, this paper aims to summarize trends in research on teacher emotions by reporting a review of ten representative articles in a Scopus indexed Journal published from 2016 and 2021. Results illustrated that trends in those studies on teacher emotions were recorded to be different as for school policies, students, students' parents, instructional strategies, and their first years of teaching. Also, the review advances understanding of teachers' emotions in different contexts and offers implications for strategies to impede teacher negative emotions and encourage their positive emotions, hence improving learners' learning outcomes. Most importantly, the review also suggests future research could explore EFL teachers' emotions in conducting a task-based language teaching lesson.

Online Profile

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Session Classification: Parallel Oral Presentations

Track Classification: Professional Development