

**UNDERSTANDING EFL TEACHERS' EMOTIONAL
EXPERIENCE OF DOING RESEARCH: A MULTIPLE CASE
STUDY**

by

LI FEI Ellen

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DECLARATION

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ABSTRACT

This multiple case study explores the subjective perspectives of EFL educators participating in research initiatives at Chinese institutions with three research questions including what kind of emotions do English teachers in mainland Chinese universities experience when they participate in scientific research projects? What factors affect the emotional experience of English teachers in mainland Chinese universities participating in scientific research projects? And what are the consequences of their emotional experience? To explore the research questions, the author, using a qualitative approach, reviewed a variety of relevant literature in educational psychology, sociology, and the study of teachers' feelings based on a refined theoretical framework consisting of four components: emotional antecedents, emotional experiences, emotional regulation, and emotional outcomes.

The overall methodology is a multiple-case study to learn more about the feelings of five university Chinese English teachers who conduct research. Data was obtained from in-depth interviews, document analysis, and field observations to yield important insights into the affective aspects that shape the study experiences of EFL teachers. The findings not only highlight the significance of teachers' personal experiences in shaping their professional development and trajectory but also the importance of taking into account and addressing teachers' emotions. Based on the findings, the research has made recommendations for schools with respect to the school's atmosphere and investments in teachers' emotions. Supported by English teachers' detailed information, the intentions of the study is to facilitate more in-depth discussions from practitioners and researchers concerning the subjective perspectives of EFL educators participating in research initiatives. The expectation is that the study will be useful to university educators and higher learning institutions in China and other parts of the world.

Keywords: *EFL, emotions, research, psychology, sociology, teaching.*

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CHAPTER 1 INTRODUCTION

1.1 Background

Few studies deal with teachers' emotions in foreign language teacher development research. Recent research on foreign language teachers has focused on teacher cognition, teacher knowledge, reflective teaching, pre-service teacher development, and teacher research (Borg, 2010a). Currently, with the further development of teacher education, a small amount of teacher emotion research is gradually emerging in the field of foreign language teacher education, mainly dealing with foreign language teachers' emotional experiences in teaching and interpersonal relationships (Cowie, 2013), emotional influences (Xu, 2013; Golombek & Johnson, 2004) and emotion regulation strategies (Benesch, 2012). All of these suggest that the field is gradually taking shape (Golombek, 2015). Recently, there have been few studies on foreign language teachers' emotions involving teaching contexts and interpersonal relationships (Van Veen & Slegers, 2009; Xu, 2013), with most studies choosing foreign language teachers in primary and secondary schools.

The Chinese higher education system has made scientific research one of the essential duties of university teachers. Teachers also see scientific research as essential to gaining organisational incentives and legitimacy in the university institutional environment. The Chinese education system generally ties scientific research and the accompanying documentation to teachers' salary and title assessment, salary income, and status. As a result, teachers and the state generally value research activities (Zhang, 2019). Foreign language is an important area in China's higher education system. With the further development of globalisation, China has placed greater emphasis on foreign language training for students and has continued to expand the number of foreign language teachers and related research projects. In an era when scientific research is in the spotlight, foreign language teachers have

developed a variety of complex and diverse emotions toward scientific research. Research on teacher professional development has long focused on 'rational factors' such as teacher knowledge, skills, and competencies (Chen, 2016). However, teachers are emotional beings (Zembylas, 2005), and emotions are at the heart of teaching and learning (Hargreaves, 1998). Therefore, the emotions of teacher research are just as important as the rational elements of teacher professional development and should not be ignored. These research emotions are accurate and reflect the actual experiences of teachers as 'human beings' in the professional development process.

Research has shown that teachers' emotions have a critical impact on their careers and development and that they cannot be ignored. Firstly, teachers' emotions are closely related to teachers' perceptions. Teachers' emotions reflect teachers' self-perceptions. Changes in emotions can lead to changes in teachers' selves and identities (Schutz & Zembylas, 2009). Therefore, teacher research emotions reshape teachers' research beliefs and research identities. Secondly, teacher emotions directly influence teachers' decisions and behaviours (Hargreaves, 1998; Zembylas, 2004). Teachers' research emotions can directly affect their professional well-being and research performance. Therefore, teachers' research emotions are closely related to their physical and mental health, professional development, and professional stability, and further exploration and research are necessary.

However, little attention has been paid to English teachers' research emotions. Current research on foreign language teacher development in China is mainly concerned with teacher quality, the current state of teacher survival, professional quality, the connotations of good teacher quality, development needs and pathways, and teachers' teaching beliefs and behaviours (Gong et al., 2020). It can be seen that research on foreign language teachers is mainly focused on the two dimensions of teachers' cognition and practice, and there is less research on the emotional dimension of teachers. Existing research on foreign language

teacher development does not adequately consider teacher development as human emotional development (Ye et al., 2000), nor does it recognize the impact of teachers' emotional experiences on teachers' cognition and practice. It has been noted that Western societies have contributed most of the literature on teacher emotion. Thus, there is little knowledge and capacity to inform policy and practice in teacher education and evaluation mechanisms due to the lack of a critical mass of empirical research from within the region, such as Asia.

Scientific research is a powerful driver of teachers' work and professional development (Borg, 2010b). In teacher development, there is no systematic research on what kinds of emotions foreign language teachers experience, how these emotions are formed, and how these emotions affect teachers' other research practices and behaviours. As teachers' research emotions directly affect their professional development, work efficiency, and professional well-being, it is urgent and necessary to research foreign language teachers' research emotions in Chinese universities.

To ensure that the employed research methods effectively answer the research goals, the study will incorporate triangulation method. Triangulation is a vital methodological strategy for bolstering the credibility and validity of research results. By combining data from different sources and different points of view, researchers can get a complete and more detailed picture of the emotional experiences of English teachers who take part in scientific research projects. With the help of triangulation, researchers use many data collection strategies and sources to strengthen the reliability of their findings. Triangulation is a statistical technique for reducing the dependence of research results on any one investigation strategy or observer bias. The reliability and validity of the findings are enhanced by the fact that they are consistent with and supported by a variety of sources. Researchers can gain a deeper knowledge of the feelings of English instructors in mainland Chinese colleges by comparing and contrasting data from other sources to identify similar themes, trends, and

anomalies. Triangulation strengthens the study by reducing the risks of bias and limitations inherent in a single data source or point of view, leading to more robust and reliable findings. A rich and comprehensive picture of the emotional experiences of English teachers can be obtained by using a variety of data sources, including interviews, surveys, observations, and secondary data/documents. In-depth interviews allow researchers to probe participants' thoughts and feelings at length, shedding light on the complex interplay between instructors' motivations and their participation in scientific studies. On the other hand, surveys offer a wider viewpoint since they gather quantitative data from a bigger sample, enabling statistical analysis and the discovery of patterns and trends. Teachers' actions, conversations, and nonverbal cues during research projects might be better understood through observation. Secondary data/documents, that include institutional reports or policy papers, can also be helpful in gaining insight into English instructors' subjective experiences in the classroom. Researchers, educators, and policymakers should all have a voice in the study to ensure comprehensive and detailed results. There may be valuable insights to be gained from the perspectives of the various stakeholder groups. In order to better understand the subjective and individual differences in teaching English, students can benefit from hearing from their teachers about their own emotional experiences. In the context of scientific inquiry, researchers who have collaborated with English teachers can provide light on universal difficulties and potential support for dealing with such situations. Teachers' feelings during research projects may be influenced by a number of factors that administrators can discuss because of their broader institutional viewpoint.

1.2 Objectives of the study

The primary purpose of this dissertation was to understand English Foreign Language (EFL) teachers' emotional experience of doing research. The specific objectives included:

- i. To determine the kind of emotions English teachers in mainland Chinese universities experience when they participate in scientific research projects
- ii. To decide factors that affect the emotional experience of English teachers in mainland colleges and universities when they participate in scientific research projects
- iii. To determine the consequences of the emotional experience of English teachers in mainland universities when they participate in scientific research projects

Through these objectives, this dissertation sought to provide an in-depth description of teachers' emotional experiences in research and extract structural features of teachers' emotion formation to investigate further the contextual nature of teachers' research emotions and the interactive features of research and cultural factors in mainland China. Studying EFL teachers' affective experiences and affect formation processes in universities in the context of research culture in mainland China can contribute to the theoretical construction of how foreign language teachers affect research.

1.3 Research Questions

This study aims to address the following research questions:

RQ1: What kind of emotions do English teachers in mainland Chinese universities experience when they participate in scientific research projects?

RQ2: When English teachers in mainland colleges and universities participate in scientific research projects, what are the factors that affect their emotional experience?

RQ3: What are the consequences of the emotional experience of English teachers in mainland universities when participating in scientific research projects?

1.4 Significance and Rationale of the study

The theoretical significance of this study is reflected in three aspects. Firstly, by focusing on teachers' research emotions, this study can draw attention to the dimensions of teachers'

emotions in foreign language teacher development. Second, by studying and analysing the emotional experiences and emotion formation processes of foreign language teachers in research activities in mainland universities, this study can enrich the connotations of emotion formation in existing teacher emotion research and promote the localization of teacher emotion theory. Thirdly, this study focuses on the interaction between the individual and the environment. It examines foreign language teachers in a complex cultural environment of social research consisting of multiple systems, thus highlighting the influence of cultural and environmental factors on the affective experiences of social research teachers in mainland China. This study can provide an empirical basis for the debate on whether teacher emotions are universal or culturally shaped in mainland China.

This study also has two practical implications. Firstly, this study helps foreign language teachers improve their research's emotion management to understand strategies and methods for self-empowerment and increasing motivation in their research, thus contributing to the actual performance of their research and ultimately achieving their professional development goals. Secondly, this study helps research decision-makers at all levels to better understand the personal and environmental factors that shape foreign language teachers' affective experiences of research. This study helps to develop more rational research policies, create a more favourable research environment for foreign language teachers and improve their research performance.

There are a number of reasons why it is important to conduct research using a multiple case study methodology to better comprehend the emotional experience of doing research among EFL teachers. According to the information presented in the Background section, the quantity and quality of the study that has previously been conducted on the emotional experiences of EFL teachers in the context of studies has been lacking. This research will fill a significant need in the existing literature by illuminating the mental and emotional obstacles encountered

by EFL educators throughout research projects. Although research projects are essential for English as a Foreign Language instructors' professional growth, little is known regarding the impact they have on teachers' mental health. Teachers' well-being can be improved and effective support systems can be created if we get insight into the emotional experiences they go through on the job. This research has the potential to improve teacher preparation, mentoring initiatives, and other forms of institutional support by shedding light on the difficulties students face emotionally.

The emotional experiences of EFL educators can have a major influence on the quality and efficacy of their studies. Teachers' enthusiasm, dedication, and originality in the classroom can be affected by their own personal emotional states, such as their level of motivation, self-efficacy, and stress. Finding out how participants feel emotionally during research might help researchers identify and address potential obstacles and opportunities. This research is important because it sheds light on the unique psychological requirements of EFL educators engaged in scholarly inquiry. When institutions are aware of the specific feelings of their employees, they can better design their support resources, services, and programmes for professional growth to meet those demands. Teachers' emotional health and participation in research can be improved by the identification of risk and protective variables, as well as the provision of targeted treatments and resources.

Research in mainland Chinese colleges provides unique cultural insight. Cultural variables, social norms, and institutional settings all have a role in shaping individuals' emotional experiences. This research has the potential to add richness to our understanding of the problem by shedding light on the specific cultural dynamics that impact the emotional experiences of EFL teachers throughout research projects. In addition, educational stakeholders such as administrators, curriculum designers, teacher educators, and researchers can benefit from this study's findings. The study's findings can be used to improve teacher

research involvement by providing insight into the unique emotional issues faced by EFL educators. Consequently, this has the potential to enhance EFL teacher training and curriculum design. Overall, doing this study is essential for filling the knowledge vacuum, fostering teacher growth and happiness, enhancing research quality, personalising support systems, taking cultural settings into account, and producing actionable implications for educators and their students.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This study aimed to investigate English foreign language teachers' (EFL) research emotion experience, emotion formation process, and emotion regulation strategies in the Chinese socio-cultural context. This chapter is a literature review of the concepts, theoretical perspectives, and studies related to teachers' research emotions. The chapter clarifies the location and significance of this study and critically absorbs previous research results. First, the chapter defines the concepts of critical terms such as teacher emotions, emotion regulation, and teacher research emotions. Second, it reviews the theoretical perspectives of individual psychological, socio-cultural, post-structural, and ecosystem dynamics theories of teacher emotion research. Also presented in this section is the ecosystem dynamics as the central perspective. Third, the chapter reviews relevant research on how foreign language teachers' affective experiences, foreign language teachers' affect formation, and foreign language teachers' affect regulation. Finally, based on a critical analysis of the relevant literature, an analytical framework has been proposed to guide this study.

EFL teachers' emotional experience of doing research is an important area of research that has been neglected in the literature. Multiple case study methodology is a suitable research method to explore this topic, and this methodology can provide in-depth insights into EFL teachers' emotional experiences. Further research is needed to explore the emotional experiences of EFL teachers in different cultural and linguistic contexts and to identify effective ways to support EFL teachers in their research activities.

2.2 Concepts and connotations of teacher emotion

2.2.1 Overview and definitions of emotions from different perspectives

Emotions have a reputation for being hard to define, and there hasn't been much consensus on how to conceptualise and map this elusive concept within or across disciplines (Boler, 1999). Researchers use the term "emotion" in various ways, reflecting their theoretical perspectives, including physiological, philosophical, historical, sociological, feminist, organisational, anthropological, and psychological perspectives (Oatley, 2000). As part of a social-cognitive development process, emotions are intimately linked to thoughts and deeds. They are influenced by the institutional, cultural, and historical contexts in which we live (Kozulin et al., 2003). Denzin (1984) concedes that “experiencing emotion is a social, interactional, linguistic and physiological process, but he argues that research must go beyond these domains and study emotions from within, as a ‘lived, interactional process that has the self of the person’ as central (1984: 32). Human emotions are displayed in behaviour that can be seen, heard, smelt, and felt. They are in the mind and heart, but they are also and always in the body.” (Hastings, 2008: 499). Frijda (1988) definition is that “emotions are subjective experiences with situational meaning that evoke action states” (Meyer & Turner, 2006: 379). This thesis briefly reviews the development of emotion research from philosophy, psychology, sociology, and education, thus establishing the research status of emotion and clarifying the differences in emotion from different perspectives. In philosophy, the early Western philosophers Socrates and Plato consistently downplayed emotions and pursued rationality, adopting a dichotomy between reason and emotion. The scholars considered emotions to be irrational and in need of suppression. The Western humanities were deeply influenced by this idea, which led to the view that emotions were inferior and thus unpopular with academics. This phenomenon continued until the 18th century when the philosopher Hume boldly asserted that "reason should be the slave of emotion" and that emotion is an

essential part of reason and should be valued and attended to. The status of emotion changed slightly when Spinoza proposed that emotion is a form of thought and developed an early theory of emotional cognition. In modern times, James, an American philosopher, and psychologist, proposed the doctrine of the physiological nature of emotion, arguing that human physiological reactions cause changes in emotion. In his submission, the author argues that sadness is caused by crying and anger is caused by fighting. This was the first complete theory of emotion, and it pioneered the development of emotion research in psychology and other disciplines (Solomon, 2008).

In psychology, emotion is primarily viewed as a mental or behavioural course. According to Peng (2004), emotion is a person's attitudinal experience of objective things and the corresponding behavioural response, which consists of three components in terms of composition: a subjective experience, physiological arousal, and outward behaviour. Others define emotion as "the experience of a person's attitude toward whether something objective meets his or her needs" (Lu, 2000: 176), and these views mainly touch on the physiological, cognitive, and behavioural dimensions of emotion.

In sociology, there is interest in the influence of social factors such as social culture, social structure, social norms, gender roles, and occupational environment on emotions. Kemper et al. (2000: 215) suggest that emotions are a product of social culture and that "the formation of emotions and the meanings they imply depend primarily on the socio-cultural context because the social context determines who, when, where, on what basis, for what reasons, and in what ways emotions are experienced." Hochschild (1990) defines emotion in interactive terms, i.e., emotion is the awareness of four factors: appraisals of a situation, changes in bodily sensations, the free or inhibited display of expressive gestures, and a cultural label applied to specific constellations of the first. The free or inhibited display of expressive gestures and a cultural label applied to specific constellations of the first three

elements. This definition reflects the linkage between organismic and social constructionist factors (Beatty, 2000), which means that emotions not only include internal factors of the organism (e.g., bodily sensory changes, expressive gesture display) but also reveal the influence of personal and socio-cultural factors of the organism on emotions (Zhang, 2022). The definition also clearly answers the question of the individual's evaluation of the environment as an essential mechanism of emotion generation. This view of emotion as a psycho-social interaction of the individual is more comprehensive in revealing the nature of emotion.

Researchers in the field of education have long been accustomed to relegating emotions to the field of psychology. This portrays emotions as a socio-cultural phenomenon increasingly alienated or rejected by pedagogy and teacher professional development research. However, the "reality" of the alienation of emotion is not necessarily the "desirability" of emotion. Contrarily, the neglect and suppression of emotion are defects of modernity (Hein et al., 2021). Education that neglects emotions, passions, and desires is incomplete. It is gratifying to note that over the past 20 years, with Goleman's "emotional intelligence," Palmer's "teaching courage," and Noddings' "caring" and other emotion research themes, scholars have been able to develop a new approach to education. Caring" has gradually established the proper research value of teachers' emotions and other emotion research themes (Zhu, 2011). As revealed in the literature, the study of emotion in the field of philosophy lies mainly in determining the research status of emotion. On the other hand, psychology and sociology provide theoretical perspectives for understanding emotion from individual psychological and socio-cultural perspectives, respectively. Teacher emotion research is a further development of emotion research in pedagogy. The current study understands the concept of emotion as follows: 1) emotion is a concept as important as rationality and cognition; 2) emotion includes subjective experience, physiological arousal, and outward behaviour, with

psychological experience being the most important; and 3) emotion is interactive, influenced by socio-cultural factors, and in turn acting on society and culture. In the following, this study conceptually defines and re-conceptualize teacher emotions.

2.2.2 Overview of teacher emotion

Despite growing evidence that teacher emotion affects teachers' cognition, wellbeing, and professional performance, research into the emotional experiences of EFL teachers conducting research is still in its infancy (King & Ng, 2018). This results from a combination of factors, including a lack of familiarity with research methodologies appropriate for studying EFL teachers' emotions and the predominance of traditional positivism in educational research. A synthesis of research methodologies used in publications on teacher emotion in second-language teacher education reveals an overall reliance on qualitative research methods. Based on a review of empirical studies published in English, this section presents an overview of teacher emotions to fill the last gap. To explore potentially useful methodologies, this review extends to research on teacher emotions in the fields of general education pedagogy, psychology, and sociology and provides an overview of the strengths and limitations of various methodologies (King & Ng, 2018).

2.2.2.1 Definition of teacher emotion

In a review of 30 years of empirical research on teacher emotion, Uitto et al. (2015) found that many studies did not specifically define teacher emotion, or they disagree on their definitions. This demonstrates that teacher emotion is either self-explanatory or too difficult to define, and many studies have chosen to avoid it. This study does not intend to avoid this issue by reconstructing the concept based on giving different perspectives on the definition of teacher emotion. This study then addresses the functions, types, and relationship of teacher affect to teacher cognition and identifies several concepts similar to affect to deepen the understanding of the connotation and value of teacher affect and clarify the phenomenon of

teacher affect to be discussed.

From a psychological perspective, some researchers have argued that teacher emotions consist of five components: "evaluation, subjective experience, physical change, emotional expression, and behavioural tendencies" (Sutton & Wheatley, 2003: 328). Most sociological perspectives start from the level of personal experience of teachers' emotions, which are socially or culturally constructed, and teacher emotion research focuses on how teachers' emotions are constructed within the structure of social contexts and how these social contexts directly influence the experience and expression of emotions (Hargreaves, 2001). Schutz et al. (2006: 344) define teacher emotions as "socially constructed, personally executed ways of being that arise from conscious or unconscious evaluations that view predictable successes as part of a socio-historical environment that exists in the achievement of goals and the maintenance of standards or beliefs in the process of implementation." In their definition, the authors integrate individual and social factors to define teacher emotions from the perspective of individual-environment interaction. Teachers' personal goals, evaluations, and socio-historical environment are all critical components of emotion.

Based on a personal and environmental interaction perspective, Hu and Wang (2014: 41-42) also argue that teachers' emotions are "subjective experiences and expressions of teachers' workplace life, which are both reflected in their psychological history and have external representations involving themselves; they can be conceptualised as a state or seen as a dynamic process, and at the same time, teachers' emotions are a product of cultural, social, and political relations. social, and political relations." Thus, teachers' affective experiences emerge from individual psychological activity, feelings about others, and interactions with personal, professional, and social contexts. Zembylas (2003) highlights the "transformative" power of teachers' emotions from a critical and political perspective, arguing that "teachers' emotions are a public space for social and cultural construction and a component of

transformative power', arguing that 'teachers' emotions are a public space for social and cultural construction and a constituent force for transforming teachers, social interactions and power relations.'

Previous definitions have enriched the understanding of the characteristics of teachers' emotions and provided the basis for reconceptualizing teacher emotions. This study integrates these perspectives, taking into account psychological, social, personal-environmental interactions, and critical functions, and argues that teacher emotions are psychological experiences in the interaction between individual teachers and the socio-ecological factors in which they live, and are both influenced by sociocultural factors and have the potential to transform teachers, social interactions, and power relations. In this definition, first, teacher affect has experiential characteristics and is a psychological experience of teachers; second, teacher affect is interactive in that teacher affect is influenced by both sociocultural influences and individual beliefs and goals and affect arises from individuals' evaluations and judgments, of the socioecological factors in which they are embedded; third, teacher affect has a performativity function and has the potential to transform teachers' actions and is a component force in changing teachers and Fourth, given the powerful influence of social culture, teachers' emotions are culturally diverse and differ across cultures.

Therefore, from all these definitions it can be concluded that the term "emotion" describes a wide range of reactions, both mental and physical, to external stimuli. It includes a wide variety of internal experiences and external manifestations of thought and action. Emotions are fleeting and powerful feelings that have a significant impact on how we think, act, and relate to one another. Emotions cover a vast variety of human experiences, from elation to depression, from fear to astonishment, and even disgust. The subjective experience of an emotion, the physical manifestation of that emotion (such as a raised heart rate or a change in facial expression), and the mental processes involved in interpreting and responding to that

emotion are all distinctive features. Many different things, such as one's own experiences, one's relationships with other people, environmental cues, or one's cognitive interpretation of events, might set off an emotional response. External elements, such as societal conventions, cultural implications, and situational situations, often interact with internal factors, such as one's personality attributes, views, and values, to shape these decisions.

In the context of emotions experienced by teachers, this term explicitly refers to the feelings, responses, and behaviours that teachers go through as a result of their careers and the environment in which they educate. Feelings about their interactions with children, other teachers, parents, or the school administration are all fair game. The job satisfaction of teachers, their workload, student behaviour, the classroom environment, their professional growth, and the general educational climate are all variables that might affect their emotional state. Emotions can have a profound effect on many facets of education, including the effectiveness of instruction. Educators' mental health, energy levels, classroom management techniques, and instructional methods can all be affected by their personal emotional experiences. The success of both instructors and students can benefit from an atmosphere that recognizes and addresses the importance of teachers' emotional needs. Table 1 summarises the definitions of teacher emotions from different perspectives. However, these different definitions only note one aspect and function of teachers' emotions and lack a holistic and comprehensive consideration.

Table 1: Definitions of teacher emotions from different perspectives

Research Perspectives	Definitions	Researchers
Psychological Perspective	Teacher emotions include teachers' evaluations, subjective experiences, physiological changes, emotional expressions, and behavioural tendencies.	Sutton & Wheatley (2003)

Sociological Perspective	Teacher emotions are socially or culturally constructed, and teacher emotion research is concerned with how teacher emotions are constructed within the structure of social contexts and how these social contexts directly influence the experience and expression of emotions.	Hargreaves (2001)
Personal and Environmental Interaction Perspective	Teachers' emotions are socially constructed, personally executed ways of being that arise from conscious or unconscious evaluations that view predictable successes as part of the socio-historical context in achieving goals and maintaining standards or beliefs in the implementation process.	Schutz, et al. (2006)
Critical Perspective	Teacher emotion is a public space for social and cultural construction and a constituent force for change in teacher and social interaction and power relations.	Zembylas (2003)

2.2.2.2 Teacher's emotional function

Teachers' emotions serve essential functions. First, teachers' emotions are a meaningful way to understand themselves; Denzin (1984) argues that when people want to understand who a person is, they must understand emotions, which often involve the self and provide a way of knowing the self. The reality is that when people look at and come to understand the practices that arise from feelings in their daily lives and how emotions constitute these practices, they are already giving a fuller picture of themselves and others. It allows the individualised subject to come to know the self. Similarly, people gradually identify themselves in

expressing research emotions and understand their beliefs and identities about research. Second, teacher emotion introduces an inquiry into the individual, cultural, political, and historical dimensions of teacher identity formation (Zembylas, 2005), not only to know what the self is but also to understand the process of identity formation gradually. Research emotions reflect a variety of factors behind the individual teacher, the school, and social, political, and cultural factors. Analysing teachers' research emotions is also a reproduction of these factors. This process helps to dissect the dynamic transformation of teachers' research identities. Third, teacher emotions are an essential channel for understanding teachers' professional lives (Nias, 1996), and positive emotions enhance teacher learning and development. A large study of new teachers in the United Kingdom finds that it is not a cognitive learning experience that supports new teachers in overcoming "Reality shock" and crossing the "theory-practice divide." Still, rather an emotional-relational experience (Emotional-relational experience is an essential precondition for self-directed learning to occur (McNally et al., 2008). Similarly, recognizing teachers' research emotions is an essential means of better understanding teachers' lives from a humanistic perspective, facilitating teacher learning, and helping teachers improve their research development. A more in-depth understanding of how teachers deal with their emotions and how those emotions affect classrooms in various organisational and socio-cultural contexts, and how research might support various stakeholders is possible with a global understanding of the teacher's emotional function. As mentioned, to produce knowledge accumulation and understanding advances, persistence in investigating a research issue through a combination of sustained theoretical and empirical programmatic investigations is necessary (Chen, 2019).

2.2.2.3 Classification of teachers' emotions

In teacher education, teachers' emotions are mainly classified using a dichotomy of positive and negative; for example, Benesch (2012) argues that foreign language teachers' emotions

can be divided into positive and negative categories. Positive emotion is a pleasant emotion that occurs when an individual approaches a goal, usually accompanied by a happy subjective experience, and enhances motivation and activity. In contrast, negative emotions are unpleasant emotions that occur when individuals move away from their goals, usually accompanied by an unpleasant subjective experience that reduces motivation and activity. (2011), pride, love, compassion, wonder, and excitement; negative emotions include guilt, shame, jealousy, frustration, disappointment, and anxiety. Disappointment, anxiety, anger, fear, embarrassment, and sadness. In addition to positive and negative categories, there are other categories of teachers' emotions; Yin (2006) classifies teachers' emotions as positive, negative, and complex, and Lazarus (1991) classifies emotions as positive, negative, borderline, and non-emotional, which shows that emotions are not simply classified as positive or negative.

Damasio (1994) examines emotions in terms of their physical and social nature. He distinguishes between early life's 'primary emotions' and the 'secondary emotions' experienced as adults. Primary emotions include happiness, fear, anger, and sadness, universal human emotions. Secondary emotions are either variations of these primary emotions, such as joy and ecstasy, which are variations of happiness, or a mixture of different types of primary emotions, such as pain and happiness, which combines happiness and sadness. Despite the differences in the criteria and results of emotion classification, researchers agree that emotion is a complex phenomenon. Considering the feasibility and convenience of practical operation, this study draws on Yin's (2006) classification to classify teacher research emotions as positive, negative, and complex. Still, given that the term negative emotion carries a negative connotation in Chinese and adds value judgments to emotions, this study decides to abandon the positive and negative translations and adopt the positive, negative, and mixed emotions used by Guo Dejun et al. (2012) and mixed emotions

as a relatively objective set of terms to characterise the above categories. Thus, in this study, teachers' positive emotions include happiness, love, and excitement; teachers' negative emotions include anger, frustration, and pain; and mixed emotions include both positive and negative emotions, such as pain and happiness. These different dimensions and intensities of emotion significantly impact teachers' identity and professional development. As individuals, teachers are also concerned with how to regulate these emotions.

2.2.2.4 The relationship between teachers' emotions and teachers' perceptions

Clarifying the relationship between teachers' emotions and cognition is of great value in understanding the nature of teachers' emotions. Firstly, teachers' emotions and cognition are the same; they are no longer separate and independent. Zembylas (2015) points out that the relationship between emotion and human cognitive processes has gradually moved from unfriendly and distant to mutually supportive and integrated. Rather than being split from rationality, emotions are instead mutually integrated. On this basis, experts in foreign language education research have even argued that teacher cognition includes a teacher affect component, e.g., Borg (2006) argues that foreign language teacher cognition includes an affective dimension and suggests that researchers explore how teacher cognition and teacher affect interact to influence teacher behaviour, while Golombek (2015) calls for a conceptual reconceptualization of foreign language teacher cognition, stating that teacher cognition should include the affective dimension of teacher-learner-teacher-educator interaction. Secondly, teacher emotions influence teacher cognition in that teacher emotions trigger teacher motivation, and emotions are one of the sources of motivation (Izard, 2009). Emotions have a regulatory function on teacher cognition, and emotions are effective in organising or disintegrating one's cognitive operations, regulating one's perceptual activity, memory effects, level of thinking activity and creative ability (Lu, 2000) Teachers' emotions can influence teachers' beliefs. Emotions can trigger beliefs not present in teachers and

change existing beliefs (Day & Lee, 2011). Golombek & Doran (2014), based on an analysis of a novice English teacher's teaching journal, indicates that individual teachers' emotions are the driving force and organising structure of teachers' cognitive development. Third, the teacher affect is also influenced by teacher cognition. Several studies have shown that teacher production is closely related to teachers' personal beliefs and identities (Schutz et al., 2006; Van Veen et al., 2005). In addition, the concept of emotional intelligence of foreign language teachers, which integrates teachers' cognition and emotion, is gaining attention from researchers, such as Moafian & Ghanizadeh (2009), who employed a questionnaire to investigate the relationship between emotional intelligence and teaching efficacy among 89 Iranian English teachers and found that the two were closely related. Subcategories of emotional intelligence, such as emotional awareness, interpersonal relationships, and problem-solving skills, were found to be good predictors of teacher self-efficacy. In conclusion, as Golombek & Johnson (2004) argue, teacher emotion and cognition are intertwined, influencing each other, informed and symbiotic. The research itself is closely related to teachers' thinking and cognition. Given the close relationship between emotion and cognition, teachers' research emotions can significantly influence their perceptions of research and thus regulate their research behaviour. This highlights the significance of studying teachers' research emotions.

2.2.2.5 Identification of similar concepts of teachers' emotions

To better understand teachers' emotions, it is necessary to identify concepts similar to emotion, such as affect, feeling, and mood. The effect generally refers to all mental processes in the affective domain, all expressions and experiences an individual has with an object or situation. On the other hand, feelings are similar to individual sensations and focus on the individual's subjective experience; moods are distinguished from emotions in intensity, persistence, and distribution range. Specifically, although moods last longer than emotions,

they are less intense and lack a clear object orientation (Yin, 2009). Therefore, the concept of emotion in this study belongs to feelings but is more intense than mood and can be used largely interchangeably with feelings when emphasising teachers' subjective experiences. In addition, the English term teacher emotion is often translated as 'teacher emotion' in the field of general pedagogy in China. Still, this study uses the term teacher emotion for the following reasons. Firstly, Denzin (1984), a leading scholar of emotion research, emphasises that the emotions experienced by people are displayed in their interactions as social objects and that human emotions are a social construct that develops in forming social relationships. This interactive nature of emotion and the idea of the socialisation and historicization of emotion as self-feeling guides this study to turn emotion into emotion rather than emotion. Emotion emphasises its social nature more than emotions, which emphasises the intrinsic nature of the individual. Secondly, in emotion psychology, emotion refers to the overall process of mental activity with specific subjective experiences, outward expressions, and physiological changes linked to human needs (both biological and social).

In contrast, emotion refers to subjective feelings or experiences in this process (Qiao Jianzhong, 2003). This study focuses on subjective feelings or experiences in teachers' research, so the term 'emotion' is used. Thirdly, emotions are often associated with negative attitudes in Chinese and are considered 'bad' and resistive. To avoid a one-sided understanding of emotion, the term emotion was not chosen for this study. Fourthly, emotion has been widely accepted in foreign language teaching and learning research, such as emotional factors in foreign language learning (Arnold, 1999). Of course, taking into account the characteristics of the foreign language subject, teacher emotion in this study refers mainly to the subjective feelings of teachers. It does not involve more than the physical and behavioural aspects of emotion. Teacher emotions and experience are interchangeable (Cross & Hong, 2012).

2.2.2.6 research on teacher emotion in general education

According to a review of studies on teacher emotion in general education, some approaches have been taken. These techniques range from quantitative to mixed to qualitative approaches (Chen 2016; Day and Leith 2001; Hargreaves 2000; O'Connor 2008; Schmidt and Datnow 2005; Shapiro 2010; Taxer and Frenze 2015). It is worth noting that qualitative studies outnumber the other two types by a significant margin. Interviews are the most common method of data collection in those qualitative studies. Hargreaves (1998), for instance, conducts interview-based research with 32 secondary school teachers to better understand how each teacher's emotions are embedded and expressed in the interpersonal relationship of teaching and learning, as well as in the context of the social and political forces that shape these relationships during a time of significant social change. The researcher manually analysed the transcribed interviews and discoveries that the teachers value the emotional connections and understandings they make with their students. These connections also energise and explain everything they do, including how they plan and teach and which teaching structures they prefer.

Other studies include Schmidt and Datnow's (2005) study, which draws on 75 teacher interviews to elaborate on how teachers make sense of reforms within their school and classroom settings and the emotions that arise in the process; Van Veen et al. (2005) study uses interviews with a case teacher to analyse his emotional expressions and to make inferences about his perceptions of educational reform; and the study by O'Connor (2008), which examines how they lived experiences of three school teachers shaped their professional identities and emotional experiences. These studies have one thing in common: the data analysis procedures are either unspecified or absent. As a result, it is impossible to determine the methodological rigour of the data presentation and the transparency of the findings.

One-off interviews limit the ability to access and disclose one's emotions. However, these

interviews allowed for identifying initial patterns and changes in teacher emotions across different school contexts and types of teachers (Hargreaves, 2000). It is advised that observation be incorporated into the research design to increase methodological rigour, as this will triangulate teacher emotion data from the observer's perspective. Apart from interviews, another crucial source of qualitative data for teacher emotion research is teacher narratives derived from autobiographical accounts and reflective journal entries. According to the literature, narrative and interview-based studies contend that a broader range of data sources and a more open data analysis procedure would yield more logical conclusions about teacher emotions (Hargreaves, 2000).

The literature review identifies three key trends in the methodological development of general education teacher preparation research. First, even though many earlier studies on teacher emotion used a qualitative approach, this line of inquiry is hampered by the incomplete reporting of the data analysis processes and the sole reliance on teachers' self-reported narratives from interviews and reflective journals. Thus, the design of qualitative research requires the use of numerous sources of data and rigorous data analysis procedures. This study has incorporated other qualitative data sources, such as observation and interviews, in answering research questions.

2.2.3 Foreign language teachers' research emotions

Foreign language teachers' research is a systematic study using standard methods to come up with possible answers to questions (Liu, 1999). Borg (2010b: 395) defines teacher research as “systematic inquiry, using quantitative or qualitative methods, carried out by teachers in their professional development contexts, individually or collaboratively, aimed at enhancing teachers' understanding of their work and having the potential to contribute to the development of a better understanding of it.”

The issue of emotions is more prominent for foreign language teachers than it is for teachers

of other subject disciplines like science, maths, and history because they instruct in a language that is not their native tongue or that of their students, which can cause them a great deal of anxiety and unease (Lee and Lew, 2001). It may be more difficult if the teacher is from abroad and must make linguistic, social, and cultural adjustments (Liu, 2016). There is typically limited research on language teachers' emotions, and earlier studies frequently addressed the topic of language teachers' anxiety. Previous studies (Horwitz, 1996; Lee and Lew, 2001; Reves and Medgyes 1994) have compared the traits of native and non-native language teachers and have touched on the anxiety, uneasiness, discomfort, or concern that non-native teachers experience when using language skills. For instance, Reves and Medgyes (1994), using data from an international survey involving ten countries, discovered that most non-native English speaker teachers report severe concerns about their proficiency in the target language. According to Horwitz's (1996) study, which creates the Teacher Foreign Language Anxiety Scale, non-native language teachers may experience foreign language anxiety, which could harm classroom instruction. For example, they might choose teaching strategies that limit communication opportunities, which could increase student anxiety. With a more sophisticated research design and more rigorous data collection and analysis procedures, research on language teacher emotions has moved beyond the study of anxiety to cover a broader range of emotions in recent years. The impact of emotions on the professional lives of seasoned EFL teachers is examined in Cowie's (2011) study where three rounds of phenomenological research produced the data. In another study, nine carefully selected English teachers working in Japanese universities were interviewed (Seidman, 1998). To ensure methodological rigour, validation strategies such as member checking and peer debriefing were also used in this study. The interview data were then subjected to content analysis (Manning and Cullum-Swam, 1994), going through such stages as 'selecting the text,' defining content categories and sorting material into categories,' and 'concluding

results.' The results show that teachers have a lot of emotionally positive experiences with students and a lot more emotionally negative experiences with coworkers and institutions. Multiple case studies by Xu (2013) examined the emotional interactions of three inexperienced English as foreign language (EFL) teachers with their students, coworkers, parents, and administrators. Three teachers' narratives were analysed inductively and presented as condensed stories based on Hargreaves' (2001) framework of emotional geographies. The analysis was based on two rounds of semi-structured interviews with specific teachers and their self-reflection journals. Similarly, Liu (2016) reports a narrative case study of an emotional ESL teacher with an immigrant background to examine emotional understandings/misunderstandings of teaching and learning and how the teacher dealt with the emotional challenges resulting from these understandings/misunderstandings. Data from the case teacher's 68 "emotion diary" entries and six biweekly interviews were analysed in two main ways: a single case analysis to gain a nuanced understanding of a particular teacher's emotional experiences and a critical event analysis (Webster and Mertova, 2007) to record those charged moments and episodes that cause different emotional feelings. Later, the narrative information was condensed into five different stories consistent with the emotional geography framework proposed by Hargreaves (2005).

In a much recent study, Loh and Liew (2016) observed difficult emotional work in teaching English in secondary schools in Singapore. Based on one-on-one interviews with ten teachers, the study gathered these teachers' accounts of their emotional experiences when teaching English outside the classroom. These narratives were then analysed through ongoing comparisons and grouped into five key themes: passion, the emotional burden of marking, English-related responsibilities, the weight of the curriculum, and the ethical requirements of teaching English. This study highlights how an ethic of care requiring teachers' deep emotional investment may become more challenging in a setting where student achievement

test results are the primary indicator of a teacher's effectiveness.

The studies by Rastegar and Memarpour (2009) and Moafian and Ghanizadeh (2009) are two of the few that employed quantitative techniques to comprehend the emotions of language teachers. Rastegar and Memarpour (2009) examined whether teachers' development of emotional intelligence (EI) results in higher levels of self-efficacy, and vice versa, using the Emotional Intelligence Scale (EIS) and Teacher Sense of Efficacy Scale (TSES). The two scales were administered to 72 English teachers of high schools in Iran. The results of an analysis using Pearson Product-Moment Correlation revealed a significant positive correlation between self-efficacy and perceived EI ($r = 0.5$). Further analysis using the t-test and ANOVA revealed no significant differences in the EI and self-efficacy of EFL teachers of different genders, ages, and teaching experiences. Moafian and Ghanizadeh (2009) used the Teachers' Sense of Efficacy Scale (TSES) and the Emotional Intelligence Questionnaire (EIQ) among 89 Iranian EFL teachers and discovery, and similar to Rastegar and Memarpour's (2009) findings, showed a significant positive relationship between EI and self-efficacy. These two studies investigated potentially helpful quantitative approaches for comprehending language teacher emotions, even though the researchers acknowledged that their reliance on self-report data in assessing EI and self-efficacy might result in biases in self-representation. Indeed, combining self-reported quantitative data with qualitative methods like interviews and diaries can provide more significant insights into English language teachers' emotional experiences.

The review above shows that most studies on language teacher emotions have been qualitative, with few quantitative and hardly any mixed-methods studies. This study broadens the scope of the review to include foreign language teachers' research emotions in general education to investigate more practical methodologies. Understanding teachers' emotional experiences while carrying out their duties can contribute to higher teaching and learning

quality. It can potentially inspire change in school development and educational policy on a broader scale. It can be seen that research here is equated with teachers' action research or exploratory practice, which is, again, too narrow a concept. Xu (2014), from a teacher development perspective, states that foreign language teachers' research includes teachers' research engagement, attitudes, motivations, perceptions, and the context in which research practices take place; research includes not only action research or pedagogical research but also academic research in a general sense, which refers to the study of a field of study.

This study combines these three definitions based on the ecosystem perspective (Bronfenbrenner, 1979). The phenomenological concept of 'lifeworld' (Husserl, 1990) views foreign language teachers' research as a comprehensive system of research life for foreign language teachers, including the research activities they engage in, their research interactions, and the research activities they conduct. Research activities, the people they interact with, and the research environment in which they live. Specifically, at the teacher level, research activities refer to writing and publishing papers or monographs, applying for research projects and topics, and studying for a degree; at the organisational level, they refer to the assessment of titles and the annual end-of-year research results (papers and projects); the people in research interactions refer to the essential others in research, such as supervisors, colleagues, and leaders; the research environment can be divided into hard and soft environments. The challenging environment refers to the objective physical environment, such as library materials, project funding, facilities, and equipment (e.g., multimedia classrooms, voice equipment). In contrast, a peaceful environment mainly includes the academic system, standards, and atmosphere (Dai, Weidong & Wang, 2009).

The foreign language teachers' research referred to in this study is a broader concept that includes the process and experience of their engaging in research and their choice and efforts to embark on research, including pursuing postgraduate degrees, completing doctoral

dissertations, and attending academic conferences. Combined with the above understanding of foreign language teachers' research and teachers' emotions, foreign language teachers' research emotions in this study refer to the embodiment of teachers' emotions in the research lives of foreign language teachers, precisely the subjective feelings and experiences of foreign language teachers in Chinese universities, including those majoring in English as well as non-English university foreign language teachers, in their research lives. Teachers' research emotions are a product of their individual psychological experiences and the cultural, social, and political relations in which they live. They can potentially transform the teachers and the social and cultural environment in which they live.

2.3 Theoretical Perspectives on Teacher Emotion Research

There are still few models that teacher education uses, despite increased research attention to the emotional and personal perspectives of teaching (Golombek and Doran, 2014). There has recently been criticism of language teacher education and teacher education for emphasising preparing teachers for delivering predetermined curriculum rather than managing complex social situations in the classroom (Lipponen and Kumpulainen, 2011). Beginning language teachers struggle with these complex situations despite having the most current theoretical knowledge of language learning (Dewaele et al., 2019). Such teachers frequently use authoritative and emotionally detached teaching models from their prior school experiences (Barcelos & Ruohotie-Lyhty, 2018). The theories of language teacher beliefs and emotions provide a helpful lens through which language teacher education can be developed to recognize the emotionally and situationally sensitive nature of the language teaching profession (Golombek and Doran, 2014). This section examines theoretical perspectives on teacher emotion research. Theoretical perspectives on teacher emotion determine the approach to teacher emotion research and the content and form of teacher emotion research. The theories discussed here are intended to be a creative prism revealing a selection of

potentially critical theories that might shed light on teachers' emotions.

Teacher emotion research can be divided into three broad phases: neglect, establishment, and depth. In the first stage, researchers tend to focus on teacher emotion as an internal psychological characteristic of individual teachers, aiming to establish the value of teacher emotion in education; in the second stage, researchers focus on teacher emotion at the level of social relations, actively focusing on the links between social relations, policy change, and teachers' emotional experiences; in the third stage, researchers focus on the shaping, transforming and resisting functions of teacher emotion in terms of power relations and emotional rules (Kostić-Bobanović, 2020; Sun & Lu, 2007). These three stages correspond to three theoretical perspectives on emotion research, namely the individual psychological perspective (Sutton & Wheatley, 2003), which views emotion as an individual teacher's psychological experience; the sociocultural perspective (Hargreaves, 2001), which views teacher emotion as a product of society and culture; and the post-structural perspective (Zembylas, 2004; 2005; 2011), which views teacher emotion as a product of society and culture where emotion is a vehicle for individual teachers to interact with and perform in society, subject to the power and with the potential for change. These different perspectives reflect the pluralistic and open-ended nature of teacher emotion research. With further research, an ecological dynamic system perspective has emerged in teacher emotion research, suggesting that emotions emerge from the interaction between individual teachers and society, reflecting individual values, beliefs, motivations, and interactions with the social rules and culture of the ecological environment in which the individual lives (Schutz, 2014). Therefore, to provide a comprehensive picture of the development of emotion research theory and to lay the groundwork for the main theoretical perspectives adopted in this study, the individual psychological, sociocultural, and post-structural perspectives of teacher emotion research are briefly reviewed here, followed by a discussion of ecological dynamic systems

theory.

2.3.1 Individual psychological perspective

The individual psychological perspective is based on the psychological view that teacher emotions are the psychological experiences of individual teachers, including evaluation, subjective experiences, physical changes, emotional expressions, and behavioural tendencies (Sutton & Wheatley, 2003). The appraisal is an internal psychological mechanism for producing emotion, and individuals continually evaluate the relationship between stimulus events and themselves to produce different emotional experiences (Lazarus, 1991).

Subjective experience is a unique psychological state of the individual. Physical changes refer to emotions that affect body temperature, heart rate, blood pressure, etc. Expressions of emotion are expressed through facial expressions, body movements, or vocal tones, such as a teacher's "face turning red" when she is angry. Emotions are usually accompanied by behavioural tendencies associated with anger in the form of aggression and retaliation and discouragement in overcoming obstacles or increasing behavioural vigour (Schutz & Pekrun, 2007). Researchers who hold this view believe that teachers' emotions should be controlled and that there is a need to improve teachers' emotional intelligence, which is "the ability of teachers to perceive, evaluate and express emotions accurately" (Salovey & Mayer, 1990: 185). Researchers often use questionnaires to investigate teachers' emotional intelligence to help them understand and manage their emotions. The strength of the individual psychological perspective is that it can better explain the rationale for foreign language teachers' emotions. Still, its weakness is that it focuses too much on teachers' internal psychological processes and neglects the influence of sociocultural factors on the production and expression of emotions.

2.3.2 Socio-cultural perspectives

Based on a critique of the individual psychological perspective of teachers' emotions, the

sociocultural perspective argues that individual physiological instincts or impulses do not simply drive emotions but are primarily dependent on sociocultural contextual influences that determine who experiences which emotions, when, where, on what basis, for what reasons and in what ways (Kemper et al., 2000). Macro-level factors such as social culture influence how emotions are felt and expressed to a greater extent and also guide micro-level activities such as the calibration, management, and interpretation of emotions (Yin, 2009). More importantly, people's experiences and expressions of emotions are subject to specific social laws. Thus, although biological in origin, Vygostky also argues that emotions are essentially social (Fang, 2013). Teachers understand the meaning of each emotion in different types of interpersonal relationships; for example, jealousy indicates the intrusion of others into a valuable relationship, anger implies that others have caused harm, sadness represents the loss of a significant other, and gratitude describes the alleviation of pain resulting from the help of others. Thus, emotions "arise in socially relevant contexts in which individuals learn appropriate emotions and how to use them in different interpersonal relationships" (Turner, 2005: 2).

Hargreaves (2000; 2001) proposes the term 'emotional geography' to analyse the socio-cultural factors that influence teachers' emotions specifically. Emotional geography refers to "the spatial and experiential patterns of proximity and alienation in interpersonal interactions and relationships that help to create, shape, and gloss over our feelings and emotions about ourselves, the world, and each other" (Hargreaves, 2000: 1061), and consists of five dimensions. These are sociocultural geographies, moral geographies, professional geographies, political geographies, and physical geographies. Socio-cultural geography refers to the negative emotional experiences that arise when socio-cultural and class differences make teachers and others (e.g., students and parents) feel alien and find it difficult to understand each other. Moral geography refers to the negative emotions' teachers experience

when they feel their moral purpose is threatened or in conflict with the purpose of others, the lack of mechanisms to discuss and resolve these differences, and, conversely, the positive emotions they experience. Professional geographies refer to teaching professionalism constructed on the model of 'classical' masculinity, where teachers as professionals are expected to distance themselves from others and avoid emotional 'entrapment.' Political geography refers to the fact that emotions are closely linked to teachers' power or powerlessness and that hierarchical power relations influence teachers' emotional understanding and affective states in their interactions with others; physical geography refers to physical distance in time and space.

Based on this framework, he has conducted a series of empirical studies, such as Hargreaves (2000), who, through a questionnaire survey of 53 teachers in 15 Canadian primary and secondary schools, uses teachers' self-reported positive and negative emotional experiences with students, colleagues, administrators, and parents (a total of eight stories each) and found that primary school teaching placed more emphasis on teachers' spatial and professional. Zembylas (2011a) adopts an ethnographic approach to the study of 16 secondary schools in Cyprus. The approach, using in-depth interviews with 16 teachers and 140 students in a secondary school in Cyprus, field observation diaries, and a collection of school documents, find that the emotional geography of exclusion is an essential factor in producing teacher emotions in schools. This careful delineation of sociocultural factors provides a clear analytical framework for a better understanding of foreign language teachers' emotions. Yet, the sociocultural perspective on emotion research focuses on the external environmental factors that influence teachers' emotions and ignores personal factors to the other extreme.

2.3.3 The post-structural perspective

The post-structural perspective gradually shifts the study of teachers' emotions from focusing on personal and social attributes to cultural and political attributes, highlighting the critical

function of emotions (Zembylas, 2005; 2011b). In the post-structural perspective, firstly, teachers' emotions are produced in a discursive context of culture, ideology, and power relations and are constructed in this process rather than just as a result of teachers' personal characteristics or social constructions; secondly, emotions are controlled and shaped by power relations and governed by emotional rules; thirdly, teachers' emotions themselves have a transformative function. Thirdly, teachers' emotions themselves have a transformative function in that they can be used in ways that either accept or resist them, forming social identities and reflective critiques of emotional rules, thereby contributing to changes in the social environment. This perspective links teachers' emotions to broader social, cultural, and political structures and the teacher's self and sees emotions as a vehicle for individual teachers' interactions and performances with society, marked by multiple stigmas of power. In contrast to individual psychological and sociocultural perspectives, the post-structural perspective of teachers' emotions is characterised by two main features: first, it highlights emotions' political and performative nature. In addition to the intrapersonal and interpersonal affective nature of the emotional experience, power relations are added. Power relations shape the rules and expression of particular emotions by allowing teachers to feel certain emotions and prohibiting others. Teachers perform their emotions under the manipulation of power; secondly, they highlight the transformative power of teachers' emotions. This inspires this study to understand teachers' emotions and what they can do.

Power relations are inherently unavoidable, and the emotional rules that influence emotional discourse and expression exist. Still, the transformative power of teachers' emotions can help teachers embrace, adapt and resist the discursive practices in their lives, transforming individual teachers, social interactions, and power relations. Teachers use the 'techniques of the self' to resist the 'techniques of power' (Foucault, 1977), reflecting on the effects of power through specific manipulations of their bodies, spirits, minds, and ways of being, either by

their means or with the help of others. Influence. It is essential first to identify how the discourse of power affects and then to change it through resistance. This inspires teachers to regulate emotions well, constantly reflect on and critique how existing emotional rules affect emotion production, and explore strategies for breaking them to create a more friendly and harmonious emotional environment and achieve emotional liberation. Researchers who hold this view often adopt an ethnographic approach, collecting data through various channels, such as interviews, case material, and observation, to deeply analyse the constraints and effects of power on emotions. For example, Zembylas (2004), in his analysis of a primary school teacher's field observation diary, in-depth interviews, and diary and teaching materials, identifies three roles that emotions play in schools, namely evaluative, relational, and political functions, reflecting the complexity of emotions and the tensions they possess, and more importantly, the political and power relations in schools that influence teachers' values, discursive practices, beliefs and the emotional experiences reported by teachers. In summary, the post-structural perspective emphasises the role of power relations in the environment and recognizes the role of emotions in empowering teachers and their self-development. However, it points more towards what emotions can do than the first two research perspectives and lacks some explanatory power for the processes underlying emotion formation.

2.3.4 An ecological dynamic systems theory perspective

Unlike the previous three perspectives, the Eco dynamic systems theory perspective breaks the shackles of single-factor thinking by integrating individual teacher and environmental factors, arguing that the interaction between the individual and the ecological environment is intrinsic to the production of teacher emotions (Schutz, 2014; Schutz et al., 2006). The dynamic ecological systems theory of teacher emotions is the result of interdisciplinary thinking that draws from humanistic thinking and draws on the ecological systems theory in

social psychology (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006) and the dynamic systems theory (Dörnyei, 2011; Larsen-Freeman & Cameron, 2008). The theory focuses on explaining how teachers' emotions are formed and is centred on recognizing and exploring the socio-historical context in which emotional episodes arise (the ecological view) and the dynamic interactions that occur when emotions occur (the dynamic systems view). Firstly, the ecosystem in this theory refers to the various levels of ecological context in which the emotional episode is generated. To reveal this system more fully, Schutz (2014) advocates adopting Bronfenbrenner's (1979) ecological environment model, which divides the environment in which teachers live from near to far into a hierarchy consisting of a microsystem (macrosystem), a mediating system (mesosystem), an appearance system (exosystem), a macro system (macrosystem, and chronosystem. Specifically, the microsystem is the systemic hierarchy of activities, roles, and relationships that individuals can directly experience the environment that has the most direct impact on teachers' emotions, such as their relationships with students and parents, and their relationships with colleagues or administrative staff. The mesosystem is the interconnectedness between two or more developing individuals who are actively involved in their situations and is a system made up of multiple microsystems, which can be seen as transitions and connections between microsystems. For teachers, this refers to the links between family life, work life, and social life; the appearance system is an extension of the mesosystem, covering those specific formal or informal social structures in which the developing individual is not directly involved but in which events occur that affect the individual's development; the macrosystem is the most peripheral of the ecosystem, referring to the social and cultural environment; and the time system refers to the time system. The cultural environment and the temporal system refer to the impact of temporal factors on an individual's experience, thus changing the individual's relationship with the environment. Time is dynamic, as is the environment in which teachers

find themselves, with their previous experiences influencing present experiences and impacting future experiences.

Secondly, Schutz (2014) points out the dynamic interaction between emotions and the ecosystem. By dynamic, the teacher constantly judges and evaluates the relationship between the individual and the ecosystem in which they live, generating various emotional events within this dynamic process. Interaction is the constant interaction between the individual and the elements of the ecosystem. Specifically, it refers to the process by which teachers' affective events are shaped by the dynamic interaction between the elements of the ecosystem in which they live and their personal goals and beliefs. This evaluation process is also the primary process of emotion formation. Borrowing from Lazarus' (1991) concept of evaluation, Schutz (2014) argues that teacher evaluation consists of two steps, primary and secondary evaluation, which are crucial to teacher affect formation. Primary evaluation refers to goal relevance evaluation and goal congruence evaluation. Goal-relevant evaluations arise from teachers' judgments about the importance of an event concerning a goal, standard, or belief, for example, when a teacher believes that it is essential that 'their lesson plan is not disturbed.' Goal-consistent evaluations arise from teachers' judgments that something is developing in the way they expect it to, for example, a teacher finds that a student's inappropriate behaviour is disrupting their original lesson plan, and this generates an assessment of goal inconsistency.

Preliminary evaluations influence the valence of affective events, and if an event is evaluated as necessary or developing well, a positive affect is likely to arise. However, if the event is evaluated as essential but not going well, it will likely produce adverse effects. In other words, different evaluations produce different emotions. In the example above, where the teacher assessed the student's misbehaviour as goal-related but inconsistent, the teacher tended to develop negative emotions of anger or self-blame. However, the exact type of

negative emotion generated depends on the sub-evaluation. Sub-evaluations are teachers' judgments about whether they are responsible for and can deal with the incident, including the ability to take responsibility and the teacher's sense of problem-solving efficacy. In the example above, if the teacher believes that the student is responsible for their misbehaviour and not the teacher, and the teacher is unable to control their misbehaviour, the teacher is generating feelings of anger and rage directed towards others, and if the teacher believes that the student is responsible for their misbehaviour and is unable to undo their misbehaviour effectively, the teacher is generating more feelings of shame or self-blame directed towards themselves.

Therefore, the dynamic ecological systems theory perspective provides a good insight into the formation of teachers' emotions in the interaction between the individual and the ecological environment, which is an important insight and guide for teacher emotion research. First, it provides a good explanation of teacher emotion formation. Emotions are formed by teachers' judgments and evaluations based on individual belief goals and the ecological environment. In most cases, such evaluations and judgments of teachers arise almost unconsciously. Still, it is the key to forming emotional events and is vital to generating teachers' emotions (Lazarus, 1991). Secondly, the exosystemic perspective has helped to enrich the scholarly understanding of the environment by providing an understanding of the elements of the environment at all levels of emotion formation and that the various layers of the environment influence each other; thirdly, it has led to greater clarity about the personal factors that influence teachers' emotion formation, mainly concerning their beliefs and goals (May, 2023). This theory takes note of the role of the interaction between the individual teacher and the ecological environment, maximising the dynamic, interactive, and ecological character of emotions. Therefore, researchers often use qualitative research case studies or narrative inquiry methods to explore teachers' emotions from an ecological

dynamic systems theory perspective e.g., Van Veen (2005) study. Based on ecological dynamic systems theory, Cross & Hong (2012), after exploring the affective experiences of two American primary schools' teachers through a qualitative case study approach, proposed a 'personal-environmental' interactive teacher affective relationship map (see Figure 1), which provides a more comprehensive explanation of the personal and ecological factors that influence teachers' effective formation. The diagram provides a more comprehensive explanation of the personal and ecological factors influencing teachers' emotional formation. In this diagram, firstly, the innermost circle is the personal level of the teacher and reflects the interaction of beliefs, identity, goal setting, and teaching practice that are essential components of teachers' emotion generation. Beliefs refer to teachers' perceptions and views about themselves, the world, and their roles, and are constantly changing, interacting over time and with others in the social group. Identity refers to the perception of how teachers see themselves as teachers or a collection of their self-perceptions. Goal setting refers to the long-term (broad teacher) or immediate (instrumental) goals that teachers set based on their beliefs and identities. Goal setting is a crucial dimension of teachers' practice of their beliefs, as teachers' behaviour, strategies, and decisions are monitored by their goals. Teaching practice refers to teachers' experiences of teaching in the classroom. Beliefs and identity sometimes overlap and influence teachers' goal-setting, which in turn influences their teaching practice (see the vertical arrow in the innermost circle of the diagram). This whole process of influence works to shape teachers' effect (see the diagonal arrow in the innermost circle), which in turn has a countervailing effect on teachers' identity, beliefs, goal-setting, and teaching practice (see the two arrows in the innermost circle pointing left arrows). Secondly, the individual teacher is embedded in the ecological environment in which they are embedded, showing the interaction between the various dimensions of the social environment and the teacher that creates emotion (see the two-way arrows between the individual teacher

and the dimensions of the environment in the diagram), and this interaction is what creates emotion. The model also draws on Bronfenbrenner's (1979) ecosystem theory, which suggests that the environmental system that influences teachers' emotions consists of five complex subsystems embedded within each other: the microsystem, the mediating system, the exosystem, the macrosystem, and the temporal system.

The model provides an excellent analytical framework for systematically understanding the interaction between individual teachers and environmental factors that lead to emotions. It has two significant strengths: firstly, it better reveals the various relationships in the formation of teachers' emotions, which are formed by the interaction of factors between individual teachers and various levels of the environment; secondly, the model has a solid operational framework for the analysis of individual teachers' factors and socio-cultural environmental factors and is very detailed in its analysis of individual teachers' factors. Thirdly, it effectively presents an ecological system of teachers' emotions because the model does not take a linear view but a systemic perspective, providing the possibility of a holistic understanding of the environment in which teachers' emotions are formed and presenting a comprehensive ecological perspective of teachers' emotion formation. It also reveals the intricate nature of the environment itself. Because of this, this study uses it as a concrete operational model to guide data collection and analysis. However, it is essential to note that the context of Cross & Hong's (2012) model is the emotions of primary and secondary school teachers in teaching environments in the US. In contrast, this study focuses on the foreign language teachers' emotions in their research lives in universities.

Therefore, some modifications and localised changes need to be made when applying it specifically to the Chinese context and the aims of this study. First, there is a need to adjust and deepen the understanding of teachers' factors. This study needs to make a redefinition of teachers' beliefs and goals in their research lives; there are differences between university

teachers' and primary and secondary school teachers' identities, and university teachers have been entangled in dealing with the relationship between the teacher roles of knowledge and the role of the transmitter of knowledge (Hu, Jinping, 2004), which in layman's terms is the relationship between teaching and research, for which teachers can form different identities. Secondly, there is a need to reconceptualize the elements of the environment at each level. This study needs to be modified about the context in which Chinese teachers operate, such as the influence of schools and academia in the external system. The school environment is extraordinarily significant to university teachers; Chinese society is unitary. The school unit is the teacher's home, providing not only economic benefits such as salary and housing but also political identity, academic identity, and social status (Hu, 2004); for university teachers, the influence of academia is also crucial. The unique view of emotions in Chinese culture within the macro system is also crucial. Emotions are perceived differently in different cultures. In Western cultures, emotions and ideas have been seen as dichotomous and in conflict, as emotions interfere with reason. In Chinese culture, emotion, and rationality are seen as a unity, with emotion and ideals intertwined and inseparable; emotion is an automatic balancing process, with the body, reason, and mind working together to obtain an emotional balance (Zhang & Zhu, 2008). The research itself is closely related to thinking and cognition and is closely linked to emotion, and thus the significance of studying emotion in research for the study of research practice, but more importantly, recognizing the unity of emotion and cognition in Chinese culture has important implications for the analysis and interpretation of research findings. Cross & Hong's (2012) teacher affective relationship map reflects the intersection and interplay between the individual teacher, the individual teacher, and the external. However, it does not specify how the interaction between the individual and the environment produces positive, negative, or mixed emotions and does not indicate teacher evaluation and the corresponding teacher emotion regulation strategies, which leaves the

model of affective experience incomplete.

Figure 1: Personal-Environmental" Teacher Emotional Relationship Map

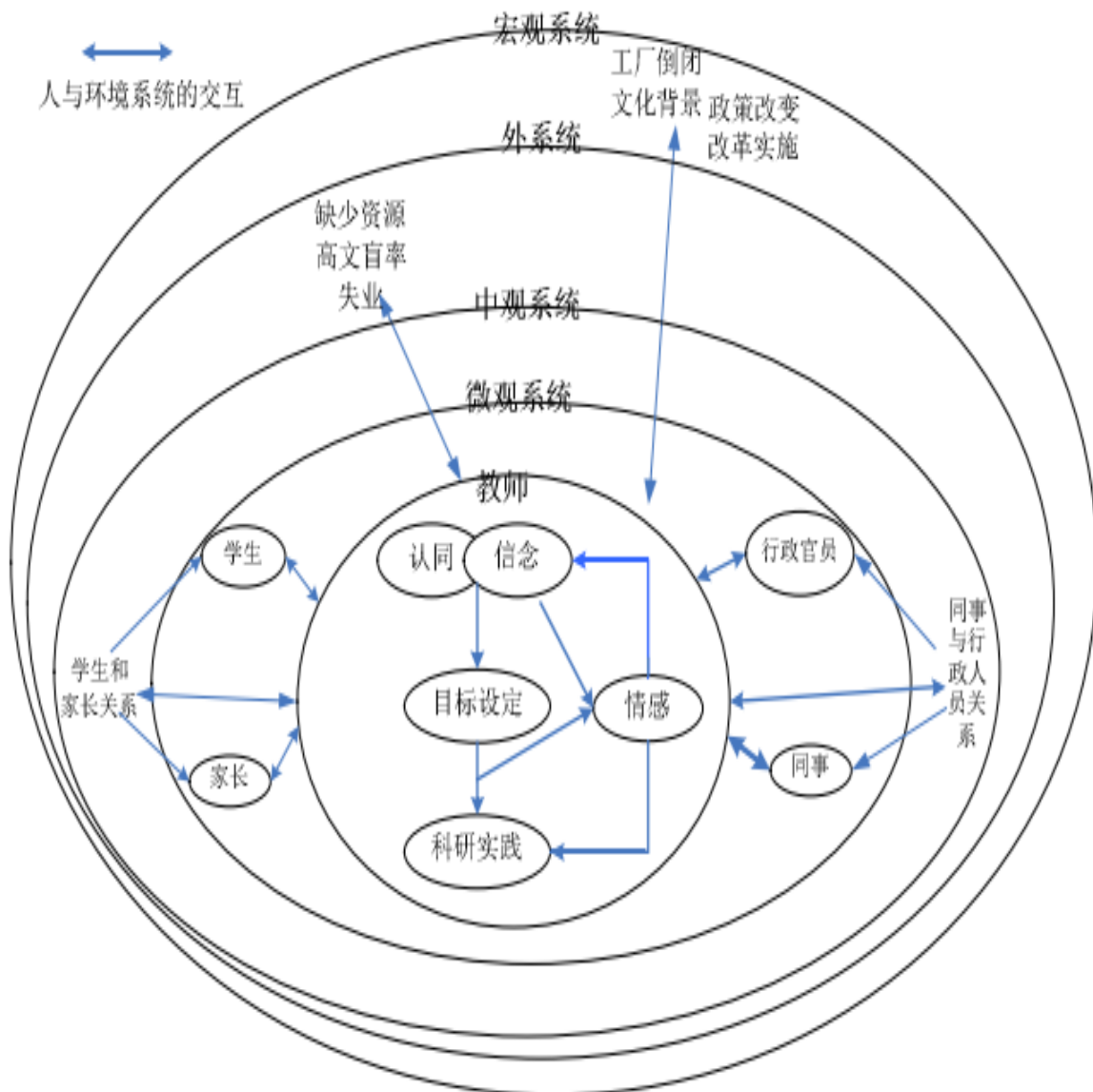


图2-1 “个人-环境”教师情感关系图

2.3.5 Summary

After reviewing the four types of research perspectives on teacher emotion research described above, this study uses Table 2 to summarise their differences and similarities, comparing

their differences in research method, theoretical orientations, emotional characteristics, main perspectives, and representative scholars.

It is thus evident that teacher emotion research expands from the intraindividual attributes of teacher emotion to the social and political attributes of teacher emotion, moving beyond static and isolated objective evaluations to interaction and action. Given that the dynamic ecological systems theory perspective embodies the complex, ecological, and interactive characteristics of teachers' emotions and has solid explanatory power for emotion formation, this study uses it as the central theoretical perspective to conduct specific research on teachers' research emotions. However, this does not mean that the other three theoretical perspectives should be abandoned, but rather that their theoretical essence should be appropriately incorporated and used for this study. As Turner (2005: 8) states, "No single component can explain the experience or expression of emotion alone, and no single discipline can adequately explain the complex ways these components interact." In conclusion, teacher emotions, as understood in this study, are not only ecological, interactive, and dynamic; they are also the psychological feelings of individual teachers, showing the intimate and personal nature of teachers' emotions, and are also influenced by socio-cultural relationships, reflecting the relational and social nature of teachers' emotions. Then, the research emotion of teachers has the function of being transformative from the perspective of a post-structure, assisting in promoting self-growth and reflecting the transformative and political teachers' emotional nature (Zembylas, 2005). This would be explored later.

Table 2: A comparison of four theoretical perspectives on teachers' emotions

Research Perspectives Points of comparison	Individual psychological perspective	Socio-cultural perspectives	Post-structural perspective	An ecological dynamic systems theory perspective
Representative scholars	Sutton & Wheatley (2003)	Hargreaves (2000,2001)	Zembylas (2005,2001)	Schutz (2014)

Main points	Emotions are psychological experiences that include physical changes, emotional expressions, evaluations, subjective experiences, and behavioural tendencies.	Socio-cultural factors determine the generation and teachers' emotional expressions.	Teacher emotion is a discursive practice for personal and social interaction and performance, with critical and transformative functions.	Emotion is shaped by goal setting, teacher identity, beliefs, and interactions with the various levels of the ecological environment in which the individual is embedded.
Emotional characteristics	Private, personal	Social, cultural	Performative, political	Dynamic, interactive, ecological, systematic
Theoretical orientation	Psychological orientation	Sociological orientation	Critical orientation	Interaction orientation
Research Methodology	Quantitative methods such as questionnaires	Qualitative methods such as case studies	Ethnographic and other qualitative methods	Qualitative methods, including case studies and narrative inquiry

2.4 Research related to foreign language teachers' research emotions

The core of this study is the foreign language teacher's research on emotions in higher education. Still, past studies reveal that little empirical research directly addresses foreign language teachers' research emotions. But empirical studies on foreign language teachers' research and emotions can offer insight into understanding and demonstrating the research emotions of teachers. They can provide greater clarity on the location of this study.

Therefore, the past research of relevant international and national studies involving foreign language teachers' research and the emotions of foreign language teachers are presented below.

2.4.1 Studies on the foreign language teacher emotion

Teacher emotion research has gone through a stage of development to the establishment from

neglecting and deepening the establishment in the field of pedagogy (Yin, 2009). However, in the foreign language community, it has only started. To answer this thesis' research questions, the existing research is reviewed in terms of three main themes: foreign language teachers' affect regulation, influencing factors, affective formation, and affective experiences.

2.4.1.1 Foreign language teachers' affective experiences

Studies have shown that foreign language teachers have various emotions in various contexts, including teacher education, reform, and teaching. As a task and sometimes emotional practice (Zembylas, 2005), teaching involves human interactions and inevitably thus shows emotional dimensions (Nias, 1996). Hagenauer & Volet (2014) examined 15 university teachers at two Australian public universities through interviews with them in their teaching and interactions with students. Cowie (2011) studied the emotions held by nine Japanese university English teachers towards students, colleagues, and work through interviews and finds that teachers demonstrate more negative emotions towards colleagues and organisations and primarily positive and warm emotions towards students, which is consistent with their role as 'carers' and 'moral leaders' for students. Hariri (2014) researched 30 teachers at Iranian universities to study their emotional attitudes towards the workplace, colleagues, and students and found that teachers' feelings are mostly positive in their interactions with students but positive in their interactions with colleagues and their learning environment perceptions. Colleagues' feelings towards the learning environment were hostile. Under reform contexts, where reform goals and teacher identity are often in conflict, teachers tend to have more intense emotions. Van Veen et al. (2005) found that his shame, guilt, anger, anxiety, and enthusiasm about reform correlate with the school's approach and that emotions affected his identity and teaching practices. Foreign language teacher education programs also witnessed teacher emotions, with Marquardt (2011) using narratives to learn the experiences of five pre-service English teachers studying abroad and the associated emotions, finding that narrative

approaches can better prepare teacher educators and teachers to work with emotions in teaching and learning and that rather than excluding emotions deliberately from the professional development processes, teacher educators and teachers are thought to manage emotional relationship more locally. Therefore, recognizing the emotions shown by foreign language teachers can keep deepening the teacher's professional development learnings. Liu & Xu (2011) advised schools to support foreign language teachers emotionally and intellectually.

Some certain teacher emotions, including burnout, are essential in the foreign language teacher's work. In a high-intensity and high-stress job, the teaching profession is prone to burnout. Cheng (2006) studied a survey of 290 English teachers in Chinese junior and senior high schools using questionnaires to conclude that: 1) burnout among secondary school English teachers is not very serious; 2) compared with female teachers, the male teachers 'overall burnout level is lower slightly; 3) there exists no burnout difference among teachers with teaching years and various ages; 4) core or outstanding teachers' burnout is significantly better than that of other teachers. Tang & Zhao (2013) used a combination of classroom observations, interviews, and questionnaires to study 118 foreign language teachers in Western universities in China. They found serious problems in the "emotional exhaustion" dimension and that research pressure is a significant social influence. Zhang (2011) interviewed five English teachers at a comprehensive university in China and found that everyone suffered from different degrees of burnout due to the conflicts they faced between market demands, students, research, and teaching. Previous research shows that foreign language teachers' burnout is prevalent in China. Head & Taylor (1997) advised that facing this dilemma, foreign language teachers are recommended to have a positive self-motivation role in coping with burnout.

2.4.1.2 Foreign language teachers' affective formation and affecting factors

There are few empirical studies on foreign language teachers' emotional formation, only the following. Van Veen & Slegers (2009) used a Dutch language teacher as a case study. They pointed out that teachers' emotions emerge from the interactions between the reform context demands and teachers' self-identity. They argue that teachers' assessments of identity and contextual demands directly contribute to emotion formations. The study shows the subordinate situational demands and professional identity concepts. Professional identities include teaching work and subject knowledge, teaching perceptions, self-esteem, core responsibilities, and self-image; the contextual change demand includes both the form in which it is carried out and the nature of the change; and evaluation is the primary way teachers' emotions are formed. Chang (2013) investigated the relationships between affective events, evaluation, and burnout in 492 Midwestern secondary school teachers through a web-based questionnaire. He found that low problem-solving efficacy of teachers and inconsistent goal evaluations led to negative effects. This caused teachers to develop negative affect, with goal-relevance ratings and ratings of responsible competence having little effect. Teachers' negative affect contributes to teacher burnout.

More scholars have examined the various social and personal factors that affect teachers' emotional formations. Interpersonal relationships with colleagues, parents, students, and traditional culture are sociocultural factors. Xu (2013) learns the affective experiences of three novice English teachers in high school in their interactions with administrators, parents, colleagues, and students through interviews and finds that shaped by social hierarchy, political geography laid down the emotional rule for teachers' interactions with others; moral geography influenced colleague interactions. Atoofi (2013) analysed audio and video recordings of conversations between two teachers teaching Farsi in the USA and 17 students and found that students and teachers formed 'affective alliances' and are actively involved.

Based on an analysis of online teacher forum data, Gao (2008) found that the underlying cultural causes of English teachers' feelings of vulnerability in mainland China are that cultural traditions, on the one hand, conferred authority on teachers, but on the other hand, placed teachers under strict supervision and show much pressure on them. Zembylas et al. (2014) used a combination of interview collection, participant observation, and case material of an exploratory case study of a secondary school teacher in Cyprus to find that individual teacher emotions are related to the broader social, political, and historical discourses in which they were embedded, particularly power relations. Lasky (2005), in a questionnaire survey of 59 Canadian secondary school teachers and interviews with four of them, found that the influence of teachers' early experiences on their identity and the current context of change contributed to the development of teachers' feelings of vulnerability. Slegers (2006) interviewed six Dutch secondary school teachers and finds that emotions arise from teachers' evaluations of the relationships between their professional goals and the demands of the reform situation they faced. Understanding is challenged, and teachers tend to develop feelings of fear and anger.

Hargreaves (2005) best exemplifies the teacher's career stage's influence on the affected. It applies open-ended questionnaires to study the 50 teachers' emotional experiences of various teaching grades, teaching ages, and different subjects regarding reform. It finds that teachers' emotions are related to their age and career stage. Teachers at the beginning of their careers are more passionate and optimistic, actively learning and adapting; teachers later in their careers are more resistant to reform efforts outside the classrooms and focus more on aspects of personal achievements that make them feel more relaxed; teachers in their middle career are in the middle and still maintain some passion. As they gain a sense of stability, competence, and confidence, they can be 'selective' in their openness to some attempts at change.

In conclusion, teachers at various stages of their career development have different motivations, directions of change, and situational sensitivities that influence the development of different emotions. The study identifies different stages of teachers' development, with 0-5 years being early career, 6-20 years being mid-career, and 20+ years being late career. The study makes it abundantly clear that teachers at various development stages experience emotions differently, which inspired the need for this study to focus on teachers' emotions at various development stages.

2.4.1.3 Emotional regulation strategies for foreign language teachers

The development of teacher emotion research has prompted researchers to focus on what teachers' emotions are, how they are formed, and how they regulate them, which will provide references for the recommendations section.

Golombek & Johnson (2004) argued that foreign language teachers feel anxious when they encounter conflict and solve problems by actively communicating with colleagues they trust and through narrative in a Western country. They use self-talk, joking, talking to students, ignoring, and imagining good situations to regulate negative emotions, and remain calm and restrained to regulate positive emotions. In addition, Zembylas & Barker's (2007) study developed an understanding of teachers' emotional response strategies by collecting qualitative materials such as video footage, teaching site diaries, recorded conversations, interviews, meetings, reflective journals, and student work in an ethnographic study of six US elementary science teachers over two years, revealing three aspects of teachers' emotional responses to change: 1) time and place as a factor in teachers' social-emotional responses to change. 2) time and place as a source of socio-emotional support for teachers; 3) collaboration and trust among teachers; and 4) teachers' moral values and concerns. However, in many cases, teachers' emotions are not isolated but are rife with power and ideological constraints. Benesch (2012) interviewed nine English teachers at a university in the USA and identifies

three types of emotional work: emotion management, embodied teacher work in the classroom, and explicit emotional teaching.

The above studies of teacher affect regulation are in a Western context, but what are teachers' affect regulation strategies in an Eastern cultural context, particularly in China? Hosotani & Imai-Matsumura (2011) found that 24 teachers of primary schools in China used direct displays and repressed emotion as their emotion regulation strategies. 97% of teachers use two or more emotion regulation strategies, and teachers use a variety of approaches to regulate emotion before, during, and after class, with response modification being the most common approach, followed by cognitive change. Yin (2006) conducted a case study of 30 teachers' experiences of affective change in curriculum implementation in four schools in Guangzhou, Guangdong Province, in the context of mainland China's new high school curriculum reform. He collected data through in-depth interviews, classroom observations, participant observation, and document collection and found that there were six ways in which Chinese high school teachers' emotional coping strategies existed: camouflage, inhibition, isolation, reframing, adaptation, and release, in which camouflage refers to teachers who will meaningfully show emotions they are not subjected to or exaggerate their emotional experiences in their outward expressions, a strategy that is usually accompanied by an emotional experience and Inhibition is a strategy used by teachers to prevent the formation or escalation of emotions that are prohibited by the laws of emotion. Teachers use coercive means to alter their internal feelings and maintain, reduce, or eliminate the sphere of influence of undesirable emotions, usually involving three means, forgetting and suppression, suspension, and marginalisation. Experience, separating emotions into work-related and personal emotions so that the two do not interfere; reframing refers to teachers reinterpreting situations that would otherwise be difficult to accept by some cognitive means, making them subjectively acceptable and thus eliminating their undesirable effects on emotions; reframing

situations through cognitive means is a central feature of this strategy in four ways: assimilation, re-definition, self-persuasion and lowered expectations; adaptation refers to attenuating an individual's emotional response to a situation by prolonging their exposure to the stimulating situation or repeating the same stimulating situation; and release refers to teachers reducing their emotional load by flowing and expressing their emotional experiences, which mainly includes reflecting, showing, confiding and venting.

Based on Yin (2006) study, Yin (2015) re-collected data, including interviews and case material from teachers and administrators in four schools in Guangdong, to re-categorize the emotion regulation strategies of teachers into three types: prior regulation (reframing, refocusing, isolating), response regulation (pretending, repressing) and natural expression (relaxing, cathartic). Jiang et al. (2016) studied teachers' emotion regulation strategies from both student and teacher perspectives, using a mixed research approach, collecting questionnaire data from 53 Hong Kong secondary school students and interview material from four of their teachers, and found that prior attention regulation strategies are more desirable than response regulation strategies and that cognitive reframing approaches are more effective than emotion repression in increasing positive affect and decreasing negative affect. The above research supplements how teachers manage their emotions in the context of Chinese education, which will provide references for making appropriate suggestions later in this research.

2.4.2 Research on foreign language teachers' Research

Since this study pays attention to the emotional experiences of foreign language teachers when engaging in scientific research, it is necessary to review the literature related to this topic that explains foreign teachers' perceptions of scientific research, practices in scientific research, and influencing factors for them to do scientific research.

2.4.2.1 Foreign language teachers' Perceptions of Research

In Borg's (2010b) review of research on foreign language teachers, he lists several benefits of research for teachers, such as improving teachers' decision-making skills (Lankshear, 2004), a drop in teachers' isolation and frustration (Roberts, 1993); helps teachers to become curriculum developers (Gurney, 1989) and helps teachers to be more analytical, critical and reflective of their teaching practice (Atay, 2008). It creates links between teachers and researchers (Crookes, 1993); promotes student learning (Freeman, 1996); and teachers who are research active develop agency in their work. These research benefits are undoubtedly effective in promoting teachers' professional development and improving the quality of education (Borg, 2007). Many scholars in China have spared no effort in calling on teachers to do research, arguing that it is not only beneficial to teaching (Shuang, 2000) but also to eliminate burnout among English university teachers (Cui & Ma, 2012), and is a meaningful way and means of professional development for teachers (Dai & Wang, 2011; He et al., 2008).

Many books and papers have appeared at home and abroad to guide teachers in research (e.g., McGarrell, 2007; Wen et al., 2004; Zhang, 2010). However, as Borg (2007) argues, many studies call on teachers to do research or give direct advice on how to do it, but few empirical studies have argued for the role of research and teachers' attitudes towards it. The following are a few empirical studies of the relationships between foreign language teachers' research and their professional development. Allison & Carey (2007) used questionnaires and interviews to examine how 55 teachers at a Canadian university perceived the relationships between research and teaching and the contribution of inspiration from teaching to research, with the findings that teachers perceive research as a way for teachers to communicate, through which they could gain recognition and that research contributes to classroom teaching. Bai, Millwater & Hudson (2014) found that foreign language teachers in Chinese

universities recognize the research significance for teaching, professional growth, and career development after administering a questionnaire to 36 teachers and interviewing six teachers at a Chinese university. The significance of research for teaching, professional growth, and career development. These empirical studies are good illustrations of the positive effects of research, but some scholars hold different views on this. Brown et al. (1992) surveyed 607 International English language teaching association members on their perceptions of teaching research. Most respondents believe research is closely related to quantitative mathematical and statistical methods.

In contrast, they believe that research positively and negatively affects their professional development. Some respondents even show resistance to teaching research. Based on a questionnaire survey of 920 college English teachers from 49 different types of institutions in China, Zhou (2005) found that teachers are not sufficiently aware of the role of research capacity in teaching and teacher self-development. In a survey of 747 university English teachers' views on research, Chen & Wang (2013) found that teachers generally believe that there are many differences between the nature of the work of teachers in various disciplines and that the research requirements of English university teachers are unreasonable; they believe that teaching and research are both complementary and conflicting. Gu et al. (2014) research showed a complex mentality toward teachers' research after a narrative questionnaire survey of 346 teachers in 10 universities across China. These national and international findings indicate that teachers' perceptions and attitudes toward the role of research are not consistent.

Teachers in different sociocultural contexts and stages of development do not have the same attitudes toward research. This inconsistency often elicits different psychological feelings from teachers, some happy, some abhorrent. These feelings need to be explored further. So, what do teachers think research is? Borg's (2007) survey of 62 university teachers in Turkey

and Borg's (2009) questionnaire survey of 505 teachers in 13 countries reflected that foreign language teachers confine research to the classical scientific empirical research paradigm. Foreign language teachers in China find the same findings from a questionnaire survey. This is similar to an earlier survey conducted by Gao, Wu & Li (2000) among 168 university English teachers across China, which found that a significant proportion of respondents noticed a trend toward the standardisation of foreign language teaching research in China and their attitudes towards quantitative research ranged from awe to resistance; they agree with but had a vague understanding of the notion of qualitative research. This contradiction has remained unchanged, and Liu & Borg (2014) used interviews to study the understanding and attitudes of 20 Chinese university English teachers towards research and find that there are multiple contradictions in university English teachers' understanding of research, including the contradiction between the aim of publishing or improving teaching quality, the contradiction between doing theoretical research or doing research on teaching practice, the contradiction between adopting a qualitative research paradigm or a quantitative research paradigm, and whether to do research for personal motivation or to do it under external pressure. Sometimes it is not just contradictions; teachers have a very negative understanding of research. For example, Zhang (2014) collected metaphors about the use of academic careers in the narrative discourse of 15 university English teachers through semi-structured interviews and outlines six categories of metaphors such as academic careers as commerce, illness, war, conformity to power, institutional control and travel, and find that they obscured and concealed the fairness, sanctity, independence, and freedom that academic careers should have respectively. They are found to obscure and conceal the fairness, sanctity, independence, freedom, value, fun, and pleasure of the academic profession and highlight or amplify its commodity, unfairness, inequality, and the hardships, difficulties, resistance, and obstacles of the academic profession. The teachers interviewed indirectly express their

identity as vulnerable academics through obscuring and highlighting. Thus, it is evident that there is also significant variability in the understanding and perception of research among foreign language teachers in general and that such differences give rise to different feelings about research and significantly impact their research practices.

2.4.2.2 Research Practices of foreign language teachers

Borg (2009) in an extensive survey in several countries found that foreign language teachers' involvement in research is mainly moderate to low, indicating that most teachers are not very committed to research. The situation in China is mainly similar, as Xia (2002) findings demonstrated that 476 university English teachers in about 600 universities across China are less involved in research, and this situation has not been significantly improved. Hu and Tang (2012) surveyed 83 university English teachers from four different types of schools in China. They found that although research conditions for teachers had improved, the collaborative research climate was still poor. Due to the lack of research practice, professional support, and the experience of the positive impact of research on teaching practice, teachers are not motivated to engage in research practice, and their participation in research is mainly due to school regulations or promotion rather than out of an intrinsic need for professional development.

Some studies have focused on foreign language teachers' academic reading, such as Hu & Chen (2014), who conducted an exploratory investigation into the academic reading perceptions, strategies, and difficulties of 38 university English teachers through open-ended questionnaires and semi-structured interviews. The results showed that: 1) English teachers require academic reading and hold four main types of views on teacher mission, teacher development, intrinsic learning, and practical tasks; 2) the reading process uses six metacognitive strategies, 13 cognitive strategies, and five social and affective strategies; 3) difficulties mainly focus on reading time, efficiency, strategies, grasping the general idea of

the text, retrieving information, managing literature, and critical thinking which need to be addressed at both their own and school levels. Lu & Chen (2013) used a narrative inquiry approach to study the research journey of an outstanding university English teacher and conclude that his research success revealed that: 1) research development requires continuous exploration and perception on a solid foundation; 2) research development requires continuous breakthroughs and innovations; 3) research development requires drawing research materials from one's cultural context; 4) research development requires being locally based and crossing disciplinary boundaries; and 5) research development requires an international dialogue. (5) Research development requires the courage and wisdom of international dialogue. Generally, there is a low level of engagement in research among foreign language teachers. Are there other factors that hinder teachers' research apart from differences in their understanding of research? Is this low commitment and engagement also related to teachers' research sentiments? These are all topics that need to be looked at in this study.

2.4.2.3 Factors influencing foreign language teachers' Emotions in scientific research

Some researchers have identified various factors affecting teachers' research, covering many personal, institutional, and socio-cultural aspects. Macaro (2003) used a questionnaire to survey 83 leaders of English departments in UK universities. The most significant barrier to teachers' research commitment is a lack of exposure to published research and understanding of theory. Using questionnaires, semi-structured interviews, and observation notes as instruments, Reis-Jorge (2007) found that highly structured academic research practices and how research reports are written limit teachers' research development in a study of nine foreign teachers who participated in a foreign language teaching research project in the UK. The situation is very similar in China, where Yang et al. (2001) concluded that the overall research situation of university English teachers is not very optimistic after a statistical

analysis of teachers' research results in two universities over three years, suggesting that the influencing factors included teachers' 1) less than reasonable subject knowledge structure; 2) less than comprehensive interdisciplinary knowledge structure; 3) lack of research awareness and research spirit; 4) less time for research and poor research environment; 5) lack of organisers and academic leaders; and 6) lack of professional crisis and sense of existential crisis. However, it is unfair to teachers to put the primary blame for their low research level on themselves, ignoring other factors. Liu & Dai (2004) conducted a questionnaire survey of 1194 teachers in 40 schools across China and found that English teachers in colleges and universities are not very interested in research, that title, education level, and motivation for research all affect teachers' research performance. That lack of materials, time, and ignorance of research methods are the main problems limiting research development. Barkhuizen (2009) and Borg & Liu (2013) studies identified four factors that limit teachers' research: 1) lack of time; 2) teachers' perceptions of their ability to do research and their lack of research knowledge and skills; 3) students' lack of cooperation; and 4) lack of resources. Interpersonal and school factors include personal interest, self-efficacy, disciplinary background, understanding of research and collegiality, working conditions, and external requirements (e.g., job evaluation). Lack of time, resources, competence, and an unfriendly research environment are the main factors affecting teachers' research. Not only this, but also social factors such as the professional status of foreign language disciplines are also important factors that hinder teachers' research; for example, Wang & Han (2011) compared the published statistics of other humanities and social sciences disciplines, such as foreign language and literature and Chinese language and literature, in terms of discipline construction, doctoral education, construction of a team of discipline leaders and academic cadres, and construction of academic journal platforms. The bottlenecks that restrict the research development of foreign language teachers in universities are analysed in depth in

four aspects. It can be seen that the environmental factors affecting teachers' research are diverse and complex and are scattered in different environmental systems. This study attempts to understand these environmental factors and to clarify their relationship with teachers' research emotions by adopting an ecological dynamic system perspective.

In summary, domestic and international research has primarily revealed the current state of research in this field, with foreign language teachers having different perceptions of the role of research, which can easily lead to research emotions; teachers' understanding of research is focused on the traditional paradigm of scientific research, and teachers do not invest enough in research; environmental factors that hinder or limit teachers' research include lack of time and ability at their level, as well as lack of resources and conditions for research at the school level. Lack of resources and conditions for research, lack of research support, and lack of collaborative atmosphere, as well as the national and social levels of disciplinary status, disciplinary construction, and academic journal support, among other aspects. The research methodology is mainly based on questionnaires, supplemented to a small extent by qualitative interviews. Thus, the high demands of research on the one hand, the unfriendly research environment in which teachers live on the other, and the contradiction between the good ideals and the negative reality of these multiple constraints of teachers themselves and their environment make it entirely understandable that teachers develop diverse research emotions. Likewise, how they regulate their emotions about research becomes very important, requiring further research.

2.5 Theoretical framework

The figure 2 is "The Teacher Emotion Model," a theoretical framework developed to help understand the role of emotions in teaching and learning. The model is based on the idea that teachers' emotions are integral to their professional practice and significantly impact

students' learning outcomes. The model consists of four components:

- Emotional antecedents: These factors trigger teachers' emotions, such as classroom events, student behaviours, and personal experiences.
- Emotional experiences: This component includes teachers' emotional responses to the antecedents, such as frustration, anger, joy, and excitement.
- Emotional regulation: This component focuses on how teachers manage and regulate their emotions in the classroom. This includes strategies such as reappraisal, suppression, and seeking colleague support.
- Emotional outcomes: These are the effects of teachers' emotions on students' learning, including motivation, engagement, and academic achievement.

In this study, the model components have been adapted to elucidate EFL teachers' research-related emotions. The antecedents examined include performance expectations for research output, institutional policies, availability of resources, and personal values about research.

The types of research emotions experienced by EFL teachers are explored, such as satisfaction, frustration, anxiety, and excitement. Data collection examines if and how teachers regulate these research emotions through strategies like support-seeking, avoidance, or goal setting. Finally, the model guides investigation of how research-related emotions influence outcomes including research productivity, motivation, and identity.

The adapted Teacher Emotion Model provides a theoretical framework to shape data collection and analysis. Interview questions and observational data elicit insights into the antecedents, experience, regulation, and outcomes of EFL teachers' research emotions based on the model components. Data analysis will categorize findings according to these elements of the adapted model to identify patterns and explain EFL teachers' overall emotional experiences with research. The Teacher Emotion Model offers a lens to interpret how contextual pressures and personal values may trigger various research emotions for EFL

teachers that influence their research engagement and productivity. This theoretical foundation will elucidate the problem of teacher research emotions within the changing Chinese higher education environment.

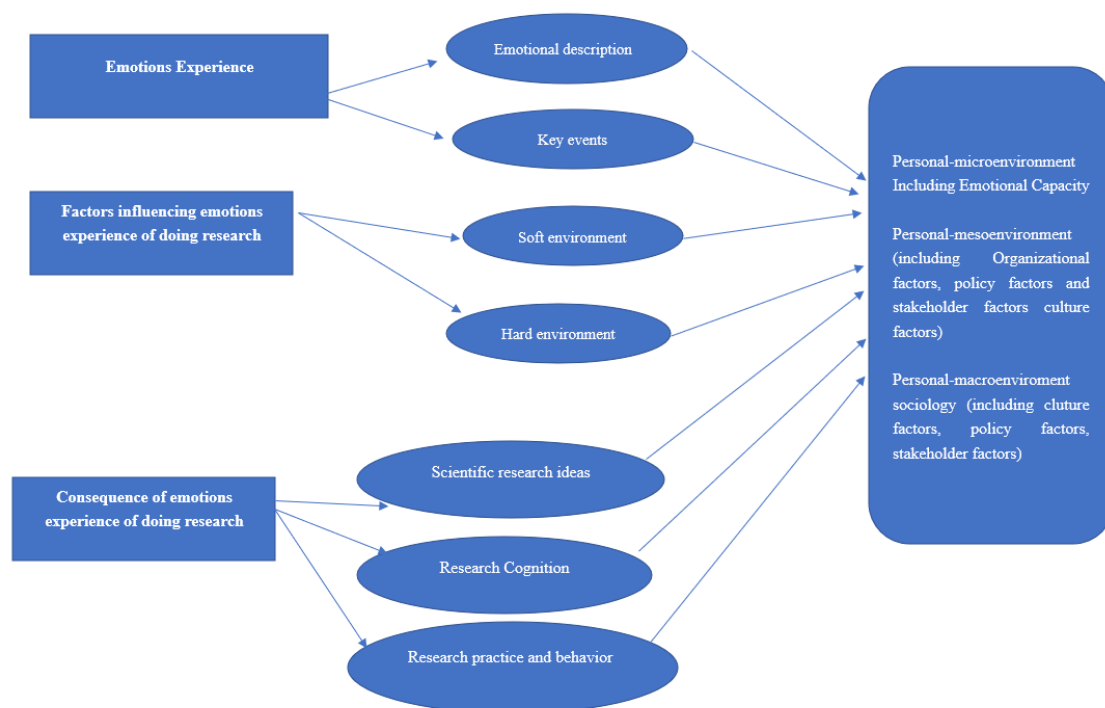
The Teacher Emotion Model highlights the importance of understanding teachers' emotional experiences and how these emotions can impact students' learning outcomes. By identifying the factors that trigger teachers' emotions and their strategies to regulate them, the model can inform the development of interventions to support teachers' emotional well-being and enhance their effectiveness in the classroom.

The theoretical framework of the research adopts an entirely new and perfect theoretical framework summarised and refined by Dr Chen Junjun of the Education University of Hong Kong in 2020 based on previous research results (Chen, 2021). Chen's (2021) model provides a conceptual model which is refined, interrelated in nature, and dynamic. The first two columns highlight the three antecedents of teacher emotion (emotional competence, context, and personal). The teacher's emotional competence is the link between the other two antecedents and the teacher's emotions and influences the teacher's emotions. The mediating column, which includes measures, classifications, and definitions of teacher emotions, plays the role of a transformative bridge between the three consequences and antecedents of teacher emotions. The four consequences of teacher emotions are presented in the final column, including teaching and learning, students, and the teachers themselves.

As shown in Figure 2, these antecedents are also influenced by teacher emotions and the emotions that shape them. In addition, students, the teaching and learning process, learning, and teachers themselves can also influence teacher mood. But past scholarship has not focused on how these consequences negatively affect teacher moods. Based on the findings identified in this review and existing research, emotional competence and outcomes, situational antecedents, and individual and teacher emotions are interconnected in a dynamic

cycle over time through cueing. Notably, the solid line indicates the findings in this review, and the dotted line highlights the hypotheses proposed by scholars' claims to be alive. TEM describes how teachers' emotions interact with their contextual and personal factors and their impact on teaching and learning. This review confirms that various antecedents may shape this influence and that teacher emotions play a decisive role in determining the quality of teaching. As a conceptual framework, TEM hints at future research directions for future teacher emotion research. But the theoretical framework must be adapted to the study's practical needs due to the study's focus on teachers' research emotions.

Figure 2: The teacher emotion model.



Note. This figure has been refined based on the existing models by Frenzel (2014), Fried et al. (2015), and Pekrun (2006).

2.6 Research gaps

Through the above literature and teacher studies on foreign language teachers' emotions, this

study found that foreign language teachers' emotion research is mainly concerned with three aspects: the content of emotion experience, emotion formation, and influencing factors, and emotion regulation strategies.

Past scholars' research can be summarised into several main arguments, including that teachers' emotional experiences show differences in various contexts; the own factors of teachers interact with environmental factors, leading to emotion formations; the emotional experiences of teachers differ at different stages of professional development; research methods are mostly qualitative, and research subjects are primarily primary and secondary school teachers, but not many university teachers are involved. These reviews confirm that research on teachers' emotions must be extended further to foreign language teachers in higher education and to study of equal importance to teaching. Research on teacher research has focused on the importance of research and the current state of teacher research practices. Teachers' low levels of engagement with research are influenced by their perceptions of research and the constraints of their environment, which may lead to various emotional experiences reflected in their research practices. However, relatively few studies have examined foreign language teacher research from the perspective of teachers' emotions. Therefore, this study argues that existing research needs to be improved in the following areas. First, there are not many studies on the emotions of foreign language teachers, and there are almost no studies on teachers' emotions, which needs further development. Second, research content is lacking, mainly because most studies focus on emotional experience. However, there is not much research on the emotion formation process and foreign language teachers' emotion regulation strategies, followed by a consensus on teachers' emotion formation process and social environment. Third, there is no consensus on the research on teachers' emotions. Fourth, previous scholars have focused on primary and secondary school teachers, and there are fewer studies on university teachers. Fifth, the existing research

contexts are mainly American and European countries, and studies on how Chinese culture and society influence the emotions of foreign language teachers at universities must be expanded. Sixth, the study methods are mainly qualitative case studies and quantitative questionnaires, with less use of other qualitative approaches, such as narrative studies. Based on these shortcomings, this study expects to expand and enrich this research area through a narrative group case study of Chinese university foreign language teachers' research emotions.

The innovation of this study: Firstly, in terms of research subjects, previous scholars mainly focused on primary and secondary school teachers, with less research on university teachers. Secondly, in terms of research background, the existing research background is mainly in the United States and European countries, and research on how Chinese culture and society affect the emotions of university foreign language teachers needs to be expanded. Thirdly, in terms of research framework, the theoretical framework has been expanded. On the one hand, this study adopts a theoretical framework to reveal the systematic, complex, dynamic, and phased characteristics of the research emotions of this group of foreign language teachers in universities. On the other hand, based on the actual Chinese cultural environment and the characteristics of this study case, this study summarises the characteristic factors that affect the research emotions of foreign language teachers in universities in the officialdom environment of learning and becoming successful. It provides a localised power theory analysis with Chinese institutional cultural characteristics for understanding teachers' research emotions. The study clearly proposes that teachers have four types of research emotions: positive, negative, mixed, and neutral, expanding the dimensions of teacher emotion research summarised in the framework. The discovery of neutral emotions is also one of the innovative points of this study. Fourthly, there is also a certain degree of innovation in the content of the research. Based on the analysis of the current literature

records, this study is the first to explore the tense and subtle interaction between university intellectuals and bureaucratic politics under the Chinese characteristic culture of learning and becoming an official. At the same time, it reveals that in the new era of market economy, under the influence of conspiracy culture, conspiracy tactics, and conspiracy psychology, university intellectuals are influenced by conspiracy culture, conspiracy tactics, and conspiracy psychology, The scientific research life of fighting against bureaucratic politics. For the first time, taking a rare university with a civil service system as a case school, this study explores the research emotions of teachers in economically backward areas with unique Chinese characteristics in universities with special political status and strong political atmosphere. Fifth, research methods mainly include qualitative case studies with less use of other qualitative methods such as narrative research.

CHAPTER 3 METHODOLOGY

3.1 Introduction

According to Kothari (2008), the research methodology describes the organised and systematic process by which a study's authors set out to answer a research topic or solve an issue. It includes the overall structure, plan, and methods for gathering information to draw conclusions and advance understanding in a particular area of research. To guarantee their study's rigour, dependability, and validity, researchers can refer to research methodology for guidance in selecting the most suitable research methodologies, instruments, and procedures. Research design, data collection, sample, data analysis, and ethics are all factors that must be considered and consciously chosen. Researchers can achieve their goals, find solutions to their questions, and add to the body of knowledge when they follow an articulated methodology.

The methodologies used to address the research questions have been stated, defined, and developed in this chapter. The research philosophy, research approaches, research contexts, research participants, data collection methods, data analysis method, validity and reliability of the data analysis, and ethical considerations have all been presented in this chapter. This research aims to investigate the emotional experiences of EFL teachers while conducting research and how these emotions impact their research practices. A multiple case study would be conducted, utilising qualitative research methods to achieve this. This section described the research design, participants, data collection procedures, and research techniques employed in this study.

3.2 Research Design

A multiple case study design would be employed in this research. This design is practical

when investigating complex phenomena that require an in-depth analysis of the context and the experiences of the individuals involved. The study would involve multiple cases of EFL teachers conducting research projects. This design allows for exploring similarities and differences between cases and provides rich and detailed descriptions of the phenomena under investigation.

3.2.1 Multiple case study

For this research, I would be using a multiple-case study approach to learn more about the feelings of Chinese English professors who conducted research with their undergraduate students. Since each individual's emotional experiences are distinct, context-dependent, and ever-evolving, case study research was a good method for studying educators' emotional traits. Using a multi-case holistic design, the complexity and contextual influences influencing teachers' emotional experiences were captured (Gustafsson, 2017). With this method, we can describe and examine bounded systems in great detail, paying special attention to the unique perspectives and effects of the people involved. Using a numerous case study methodology allows you to compare and contrast information from different contexts, which can shed light on your research in useful ways. Multiple case studies allow for the identification and analysis of parallels and differences, which added vital insights to the current research. The research is strengthened by the reliability and validity of the evidence provided by the many case studies. The validity and trustworthiness of the study's findings were improved by using this method.

3.2.1.1 Rationale

Various researchers have employed case studies to explore the emotional experience of scientific research of English teachers in mainland China (Canen, 1999; Merriam, 2009; Walters, 2007). Studies advised case study design to show teachers' emotional qualities as,

over time, emotional experience is unique to individuals, is context-based, and can change form (Sutton & Wheatley, 2003). As a result, a multiple-case holistic design was recommended (Yin, 2009; Uzuntiryaki-Kondakci, 2022). Case studies can be called in-depth descriptions and analyses of bounded systems (Merriam, 2009). This comprehensive approach focused on detailed descriptions and explanations of participants' unique experiences and seeks to identify possible ways in which participants are shaped and contextualised (Yin, 2009).

According to Gustafsson (2017), the benefits of a multiple case study include the writer's ability to analyse the data both within and across situations. The author examines various cases to comprehend the similarities and differences among the cases, and as a result, can impart significant influences from the cases' differences and similarities to the literature. Another advantage of using multiple case studies is that the evidence they produce is solid and trustworthy, and the writer can determine whether or not the conclusions drawn from the findings are worthwhile. Additionally, it made theoretical development and research questions more accessible.

3.3 Research Contexts and Participants

3.3.1 Research contexts

This research was conducted in a publicly funded undergraduate college in western China. There were three reasons for choosing this undergraduate college as the research location. First, it echoes the reform of the national higher education management system (Cai, 2010). The studied college has proposed and implemented a series of performance appraisal systems, including a performance pay system, promotion policy, regular contracts for academic staff (without a doctorate), and teaching evaluation. The college has adopted strict regulations for scientific research publications. This college provided a rich source of

materials to investigate the significant impact of the scientific research ecosystem in a specific field on the emotional experience of English university teachers in scientific research. Second, compared with schools in the socio-economically developed areas of Mainland China (such as Southeastern China), this college faces problems such as insufficient financial support from the provincial government, exceptionally few students with high English proficiency, and insufficient opportunities for international exchanges. These challenges not only hinder the school's efforts to provide students with high-quality English education but also hinder the commitment of English teachers to scientific research and development.

Third, the institution, rules, and regulations of this college are extraordinary, which is closely related to the unique educational culture and social culture of Mainland China. The institutional positioning of the college belongs to the public service organisation, and the identity and role positioning of the faculty and staff belong to the civil servant. Based on the above reasons, this college is a concentrated epitome and typical representative of the social ecology, education ecology, cultural ecology, and scientific research ecology in Mainland China since the reform and opening up in 1978. It not only has the universal characteristics of higher education institutions in Mainland China but also has the characteristics and distinctive school characteristics and school philosophy that other higher education institutions in Mainland China do not have.

This study selected the public undergraduate university in Guiyang City, Guizhou Province, China. This college currently has 300 full-time teachers, 23 professional and technical personnel with senior professional titles, 109 professional and technical personnel with deputy senior professional titles, 12 doctors, and 104 masters. As of September 2014, this college had published 5 collections of essays; presided over 124 research projects at all levels, including the Ministry of Public Security, Ministry of Education, Provincial

Department of Science and Technology, Social Science Planning Office, and Department of Education; published 1156 papers in public journals articles, including 72 papers published in the core journals. The participants selected for this study are all from the Foreign Language Department. In addition to the three reasons explained above, there are three considerations for choosing this school as the research site. First of all, the ecological status of the school in the ecosystem of higher education in Guizhou Province is special and typical. The development of the school can be called a classic example of the culture and education system with Chinese characteristics. The measures and strategies schools adopt when encountering major educational reforms can also be regarded as representative. These backgrounds provide an environmental advantage for the research emotions of university teachers under the Chinese cultural background, which is not available in other universities. Second, the school's humanistic and ecological environment shapes researchers' typical research emotions. In terms of individual experience, personality, and psychological characteristics, scientific research emotional response, scientific research emotional strategies, scientific research values, scientific research identity, scientific research beliefs, research participation motivation, and scientific research emotional adjustment, the school's researchers are considered to have distinctive characteristics. They show the distinctive feature of China's unique administrative system intervening in scientific research. Third, and more importantly, in the context of increasing academic internationalisation, increasing scientific research requirements for university teachers, and increasingly strict evaluation of scientific research results, the university's scientific researchers are strongly willing to express themselves. They hope that the school can change the environment of administrative intervention and try to create a good frontier scientific research environment for teachers. These participants have a strong desire to express their inner scientific research emotions, which can provide a good foundation for collecting abundant materials for research.

3.3.2 Research Participants

The researcher selected participants through purposeful sampling to select information-rich and representative cases from who could provided a lot of important issues related to the purpose of the research (Patton, 1990). This means this research extracted those who can provide the essential information for this research question. This kind of sampling aims to find a sample under a particular situation and explore whether the sample can answer the researcher's research questions relatively entirely and accurately (Chen, 2000). Here, three interconnected factors are significant to the investigation. First, we used a method called "purposeful sampling" to select respondents who are both representative of the whole and a rich source of relevant data. This strategy ensured that the selected persons have extensive expertise, making them excellent resources for eliciting crucial concerns pertinent to the research goal. The objective was to learn as much as possible about the topic by talking to as many people as possible. Second, the researcher seeked out the most informative volunteers on purpose. Maximising the depth and breadth of the data obtained allows for a more in-depth examination of the research topics when the researcher focuses on identifying and interviewing those with a high degree of information richness.

Last was the deliberate sampling method, which seeks a group of people that fit a specific profile based on their location or the qualities they exhibit. The goal was to determine if the chosen sample can adequately and appropriately answer the study questions. The validity and reliability of the findings were improved by the researcher's attention to the adequacy of the sample in achieving the research objectives. All of these connections highlight the need for strategic sampling if researchers are to get complete, relevant, and credible data.

This study selected five English teachers with more than six years of scientific research experience in an undergraduate college in mainland China as a case study. The selection criteria were, first of all, participants were voluntarily participating in this research. Secondly,

the participants should have more than 3 years of scientific research experience in foreign language teaching. Third, participants should have carried out at least one scientific research project at or above the provincial level and published at least one scientific research project result article. Participants who meet the above three requirements were considered for the study. When the number reached 5, the selection ended automatically. Table 3 shows the demographic data of the five participants in this study.

As shown in Table 3, these participants reflect information in pseudonyms, age, gender, teaching age, professional title, seniority and employment status (term and contract), and disciplines taught by the teachers. The study assumed that participants' involvement in research activities may have given them a deeper understanding of their emotions in the scientific research ecosystem and behaviour system.

This study selected five English teachers who have more than six years of scientific research experience in an undergraduate college in Chinese Mainland as the case study. Firstly, the selection criteria are for participants to voluntarily participate in this study. Secondly, participants should have at least 6 years of research experience in the field of foreign language teaching. Thirdly, participants should have conducted at least one research project at the provincial or ministerial level, and published at least 2-3 research project achievements articles. Participants who meet the above three requirements are considered for participation in the study. When the number reaches 5, select the automatic end. Table 3 shows the demographic data of the five participants in this study. At the same time, the selection of research cases also takes into account the representative characteristics of the research; Firstly, within the system of universities with Chinese characteristics, which is a well-established university environment, teachers who are able to obtain research projects and successfully publish research results in a research ecosystem dominated by a large number of academic lords have an unparalleled advantage compared to teachers who have little or no

access to research projects and rarely publish research results. These teachers were able to lived well within the system and have high emotions, and teachers who are full of passion, optimism, and longing for emotions in their research life, most of whom were extremely familiar with the research life under the domination of academic lords. They have a unique and profound personal understanding of the tense and subtle relationships and interactions between senior intellectuals and bureaucrats under the influence of the Chinese characteristic political bureaucratic culture.

In addition to considering the ability to voluntarily provide relatively complete, accurate, and diverse information, the selection of these five teacher representatives also takes into account the serious imbalance and unfairness of the research ecology caused by the bureaucratic political culture with Chinese characteristics in the internal ecological environment of the only university with a civil service system, which in turn leads to significant differences in the economic and social status of teachers. Specifically, in the research ecosystem, teachers show significant differences in their close and distant relationships with institutional systems, differences in their close and distant relationships with power bureaucrats within the system, differences in the use of power and cunning in the operation of relationships, and differences in the skillful use of strong and weak relationships in the biological network of bureaucratic relationships for personal gain. At the same time, based on the differences in the above aspects, the ecological status of university teachers and intellectuals ultimately varies greatly. For example, in Case 1, teachers belong to a marginalised status that is completely disconnected from the system, while in Case 2, teachers belong to a semi marginalised status that was inseparable from the system but extremely eager to be recognized and accepted by the bureaucratic and academic elites within the system, The teachers in Case 4 and Case 5 are those who have obtained great satisfaction and sense of value existence within the system. They have their own corresponding positions, and are typical representatives of bureaucratic

intellectuals and bureaucratic doctors, with the highest ecological niche. The five teacher samples fully represented the class division of the school's macro scientific research ecology, and represent the class of different ecological niches.

From the perspective of individual personalities and types of sample teachers, the selection of five sample teachers also fully reflects the types of different intellectuals, and the individual personality characteristics formed in the struggle with the school's macro ecological environment, representing different types of individuals at the micro level. Of course, this is inseparable from the macro ecological environment. By screening the samples in this way, it still has a certain representativeness, which was also helpful for summarising the corresponding types of emotional features in the end.

Justification concerning the selected research context and cases, there are the following reasons: Firstly, prior to the formal research, formal approval has been obtained from the Academic Ethics Committee of The Education University of Hong Kong to proceed with this project. Secondly, prior to entering the formal research scenario (school), consent was obtained from the provincial education administrative department and the provincial talent office. Once again, after entering the formal research scenario (school), approval was obtained from relevant departments, research management departments, and academic committees of the school. Finally, after entering the formal research scenario (school), all participants voluntarily signed the consent form without external pressure or inner anxiety, indicating that they had obtained the consent of all participants.

Table 3: Participant demographic information

Participant (code names)	Age (levels: 20-30,30-40,40-50,50-60)	Gender	Education background	disciplinary background	Title	Teaching Experience	More information

Li	40-50	Male	PhD	Applied Linguistics	Associate Professor	13	Li has been working at Guizhou Police Academy since 2009, and today, he has extensive teaching experience. Li has two classes per week and teaches mainly applied linguistics. He is currently working on two research projects requiring significant funding.
Xiao	48	Female	PhD	English literature	Professor	15	Zhou is the oldest with rich teaching experience. Each week she is required to teach 3 English Literature classes. She is working on a science research project and raising funds for the school's research program.
Zhang	29	Female	Master	Translation Theory and Research	Lecturer	5	Zhang is currently teaching translation theory and research at the Guizhou Police Academy. Currently, Zhang is applying for two research projects and is working to raise funds.
Xu	35	Female	Master	Modern foreign language education	Associate Professor	10	Zhao mainly teaches modern foreign languages. During the recruitment period at the school, Zhao had job goals to follow. Now Zhao is applying for funding from the university and looking for research assistants for his two research projects.
Wang	38	male	Master	Business English and Translation	Assistant Lecturer	12	Before joining the Guizhou Police Academy, Liu taught for two years at the Guizhou Vocational and Technical School. Liu is currently being promoted and wants to apply for the title of associate professor, and he is concerned about publishing more journal articles.

3.4 Data Collection

3.4.1 The Nature of Data collection

The current study adopted a qualitative research approach. This research approach is significant in studying human experience, including emotion, an essential part of human

experience (Daher et al., 2017). The characteristic and strength of qualitative research lie in its solid humanistic care and ordinary people's consciousness. It aims to explore the personal life-world and the daily operations of social organisations in a natural context and encourage researchers to participate in the research situation and face the facts. Qualitative research advocates empathy between researchers and research subjects, made an explanatory understanding of their life stories and meaning construction, and conducts long-term, in-depth, and detailed investigations of the complexity and process of things (Chen, 2003). Therefore, the qualitative research paradigm was particularly suitable for exploring the experience form of teacher emotion. Generally, human experience was closely connected with emotions. Human socialisation is full of emotions such as love and resentment, happiness and sadness, curiosity and boredom (Bronfenbrenner & Morris, 2006). Therefore, teachers' experience also contains various emotions. Teachers' emotions are inherently a complex phenomenon. It was the product of interaction with various people, events, and environments. It is full of dynamics, contextuality, and uncertainty characteristics, which should also be investigated in the natural context. The concern for teachers' emotions reflects the importance of their life values. The researcher does not look down on the research object from a high level but is in an equal position with the research participants, listening to them tell the story of emotional formation. From the emotional experience phenomenon, qualitative study constructs meaning and achieves understanding. This process of inquiry reflects the researchers' awareness of equality. Because of emotion's dynamic and procedural characteristics, Denzin (1990) argued that emotion research needs to adopt more qualitative research paradigms.

3.4.2 The philosophy of Data collection

This research was conducted under the guidance of Interpretivism. Interpretivists believe researchers can subjectively explain certain social phenomena mainly by understanding how

people experience society (Žukauskas et al., 2018). Interpretivism emphasised the researchers' role in observing and explaining social phenomena. The research methods of Interpretivism generally include interviews, case studies, ethno methodology, phenomenology, and ethnography. The ontology of Interpretivism claims that research and objective reality are inseparable, and its epistemology claims that people's experience forms knowledge, and it was described in a meaningful abstraction (Žukauskas et al., 2018). Based on the above, this research studied foreign language teachers' scientific research emotions by obtaining their subjective social experience.

3.4.3 Methods of Data Collection

The primary data collection method for this study would be semi-structured interviews. The interviews would be conducted face-to-face or online, depending on the availability of the participants. The interviews would be audio-recorded, and field notes will be taken to capture nonverbal cues and contextual information. The interviews would be conducted using an interview guide consisting of open-ended questions that aim to explore the emotional experiences of EFL teachers during the research process.

In addition to interviews, supplementary data collection methods would be used to triangulate the data. These include document analysis of the research projects conducted by the participants and observation of the participants in their natural settings. Document analysis would allow for exploring the research methods used by the participants. At the same time, observation would provide insight into the nonverbal behaviours and contextual factors related to the research process.

In order to promote EFL teachers' professional development and well-being, it was crucial to comprehend the emotional experiences they have while participating in scientific research initiatives. Although there has been some research done in this area, it is clearly insufficient.

In order to fill this knowledge vacuum, this study used a multiple case study approach to

investigate the feelings of EFL teachers in mainland Chinese colleges as they took part in scientific research projects.

Data was collected during the first academic semester. This period was appropriate for researchers to observe the participants' life experiences and capture the complexity of their research emotions. Both primary and secondary data collection techniques were used in this study. Primary qualitative data was collected using in-depth, semi-structured face-to-face interviews. Secondary data was collected from multiple sources including documents related to scientific research ecologies, such as scientific research project application documents, scientific research project progress management documents, scientific research project funding and personnel employment management documents, promotion regulations, and employment contracts.

3.4.3.1 Interviews

As a powerful qualitative data collection method, interviews refer to dialogue between researchers and participants on research-related issues (DeMarris, 2004). It enabled researchers to understand the meanings assigned by participants to specific problems and phenomena and to obtain perspectives that cannot be directly observed (Kvale & Brinkmann, 2007; Patton, 1990). It also represented a symbolic interaction between researchers and participants, contributing to mutual understanding and knowledge construction (Miller & Glassner, 2004).

3.4.3.1.1 Semi-Structured Interviews

This study used semi-structured interviews as a research strategy. A semi-structured interview is a form between structured and unstructured interviews in which researchers flexibly ask questions under the guidance of interview guidelines and interview topics. The most significant advantage of semi-structured interviews is their moderate flexibility, which means that researchers can collect and compare interviewees' evaluations on the same

topic according to specific standardised procedures and make necessary adjustments based on actual interviews.

This researcher conducted three-round semi-structured interviews with different focuses to collect background information on teachers and discuss how they became college English teachers, their primary professional challenges, and their overall feelings about college English teaching and research. In particular, those critical events that marked a significant turning point in the participants' emotional experience of doing research were also considered. During the interview, the researcher established a good relationship with the participants to understand their professional life better. Then, the focus of the interview was shifted to the events that caused the participants to have a strong emotional response to scientific research and their actions in response to these events. All interview subjects were approached directly by the researcher. The interviews were carried out in two stages. The stage interview lasted between 50 and 75 minutes, while the second stage 90 minutes. All interviews were about one hour. The participants were asked to tell their emotional experiences correlated with research. The interviews were transcribed and transferred later in NVivo using a Sony voice recorder. Each transcript was given a code that ensured anonymity, and all personal information that could be used to show the person was removed. Each interview was fulfilled in a conversational, informal manner that prompted the participants to share their stories. Teachers were asked to tell thoughts coming to their minds when they heard the saying that 'teaching is an emotional practice.' Teachers were asked to elaborate on their responses by providing specific examples of emotional teaching situations they encountered. At the end of the study (six months), participants were invited to reflect on the emotional research experience of the previous semester (for example, their gains and losses). The researcher conducted 90-minute interviews with participants in Chinese to fully express their views.

There are some reasons for choosing interviews in this study. First, interviews can show participants' accurate, detailed, and proper understanding of their unique experiences, thereby helping researchers pay attention to the thinking and feelings of individuals and group members about their practices (Hammersley, 2006). To learn the research emotions of college English teachers, the researcher strived to establish trusting relationships with participants, listened to their views on their research life, and observe how they responded to emerging challenges in the natural environment. Second, this method helps describe research emotions as a comprehensive factor in teacher research (Kelchtemans, 2005). According to Denzin (1994), simple descriptions are only reports of facts unrelated to intentions or circumstances. The in-depth description gives the background of an experience and states the intention and meaning of organising the experience. In other words, the in-depth description focuses on participants' behaviour and the contextual factors that affected their behaviour. Therefore, it can promote the contextual understanding of the phenomenon under study. Interviews can enable researchers to capture the complexity and nuances of the participants' research emotions in scientific research. Moreover, through interviews, the researcher can study how these background factors affect English teachers' research emotions and continuous professional development (Lasky, 2005; Song, 2016).

The first-hand data generated by the interviews enables the researcher to coherently and systematically describe, explain and characterise the research emotions of college English teachers. Therefore, interviews can enrich the researcher's understanding of the research's emotional concepts and help to form a critical understanding of the research ecosystem and its impact on the professional development of college English teachers.

Table 4: Interview timetable

Time	focus
Start of the first semester of 2021/2022 (February 2021)	Significant Challenges in the Research Career of English Teachers; "Key Events"
The first semester of 2021/2022 (June 2021)	The participants research emotional coping strategies in the first three months of the semester.
The end of the first semester of 2021/2022 (July 2021)	Participants' reflection on scientific research experience and experience (Full semester)

3.4.3.2 Field observation

Another essential data collection method in qualitative research is field observation, which refers to “an act of perceiving the activities and interrelationships of people in the field setting through the five senses of the researcher” (Angrosino, 2007: 37). By observing the activities in a naturalistic setting, researchers can gain firsthand information about the participants' actual behaviour and study the particular meanings they attribute to their behaviour (Creswell & Guetterman, 2019). Thus, field observation is a humanistic and interpretive approach that facilitates a critical understanding of human actions and institutional practices (Atkinson & Hammersley, 1994; Hammersley & Atkinson, 2007). In the process of field observation, researchers can take up different roles according to their research purposes, connections with the participants, and the actual situations of the settings. In terms of the extent to which researchers were involved with the lives of the participants, four categories of researcher roles can be distinguished from each other, including the “complete observer” who has no interactions with the participants and remains as detached as

possible from the setting to achieve ideal objectivity, the “observer-as-participant” who keeps a certain professional distance from the participants and relates themselves to the setting more as a researcher than as a participant, the “participant-as-observer” who becomes more involved with the lives of the participants to gain deeper insights into the setting, and the “complete participant” who becomes “native” to the setting without even acknowledging their role as a researcher (Gold, 1958; Takyi, 2015).

Observations of the participants’ research life, such as research seminars, funding application consultation meetings, conferences, and faculty research meetings, were conducted weekly (Babchuk, 1962; Gold, 1958). Special attention was paid to the critical moments that signal research emotions and the relevant coping strategies taken by the participants. Notes were taken during or immediately after the observations to document those moments for further exploration. For example, during the interview process with the teacher in Case 1, I have tried my best to make time for on-site observation, as this can better answer and explain the research question, which helps to form a deeper understanding of the research question. I have observed the high frequency of occurrences in the scientific research life of teachers, based on the consent of participants and participating schools. Here are some key scenarios in scientific research life: school level projects, provincial and ministerial level projects, national level project application committee meetings, provincial education administrative department project application and approval notice meetings, and project funding distribution notice meetings, There are many research and life scenarios, such as the announcement meeting of scientific research achievements by relevant departments, the counseling meeting for young teachers to apply for research projects, academic conferences on campus, the final defense meeting for research projects, and the investigation of teacher project funding reimbursement. Of course, the study did not cover all scenarios, but only observed key scenarios based on the actual research.

3.4.3.3 Documents/secondary data

The researcher also used various institutional documents as essential secondary data sources to investigate the research sentiment of college English teachers. According to Atkinson & Coffey (1997), documents are "social facts" generated, shared, and used in a social organisation. They can take many forms (for example, printed or electronic files, meeting minutes, and institutional regulations). They can provide researchers with text and images not subject to their intervention (Bowen, 2009). For the proposed research, although some documents (such as scientific research management regulations and promotion regulations) are public and can be viewed on the college website, other documents (such as the hard copy of the employment contract) are confidential and only can be accessible with the consent of the research subjects.

The value of these documents is reflected in three aspects. First, they help to fully understand the research culture of college English teachers and provide the researcher with a systematic description of the behaviour of the research object and how to reshape the research emotion of college English teachers. Second, the information obtained from these documents can help the researcher determine the source of the research subject's emotions and advise the subject to answer questions and observe the situation. Third, by comparing multiple drafts of institutional documents, the researcher can identify significant changes within a certain period. These changes can provide evidence for the researcher to examine how the research culture and research life of college English teachers are continuously defined/refined by the college's management committee and to explain the potential changes in research emotions of some research objects.

This research adopted a research design of multiple mutual proofs. This kind of "triangular mutual proof" multi-channel data was significant for a deep understanding of the phenomenon of this study (Bloomberg & Volpe, 2008). For each research question, there

were several research methods to collect data, which can ensure a multi-dimensional investigation of the emotional experience of the research participants, thus getting closer to the essence of the phenomenon. It should be noted that the data collected by the above methods are not used to prove anything but to understand and explain the phenomenon under study, which was also the fundamental principle of qualitative research. The document collection time is 2021/2022 first semester (from February 2021 to July 2021) (Table 5). In research, the data with strong objectivity is document materials. Researchers usually focused on the case teachers they followed and collected document materials related to the case teachers. For example, the school's public website, research documents publicly released by the school, selection documents for academic leaders, application and approval documents for project initiation, school level academic journals, non-textual documents (photos, images) , from relevant departments or offices of the school,, Personal work notes etc. were aimed at making qualitative and explanatory research more scientific and reasonable.

Table 5: Document lists

Types	Contents	Source
School official documents	Minutes of the meeting, relevant regulations and materials of the school on scientific research, employment contracts of teachers, scientific research management regulations, and promotion regulations.	The school website and school-related office
Interviewee's informal materials	Respondents published or unpublished scientific research papers or reports, personal biographies, work notes, and reflection diaries.	Interviews
Research policy Documents from different sources	Documents of scientific research authorities (such as academic ethics documents, academic leaders, Academic backbone selection documents, documents related to the promotion of scientific research to promote foreign language teaching, documents on the procurement of scientific research equipment) (education departments, relevant government departments); Relatively crucial scientific research project approval and approval documents (school-level projects, provincial-level scientific research projects, national social science fund projects); publication documents	Relevant websites and relevant departments of the national, provincial, and Municipal scientific research authorities, school journal editorial department
Non-text document	Picture, photo, and audio	Participants, School website, and school-

		related office
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3.5 Data analysis

3.5.1 Thematic analysis

In qualitative research, thematic analysis is commonly used to analyse collected data.

Extracting meaning from qualitative data includes identifying, analysing, and interpreting recurring themes or patterns. Using thematic analysis, researchers can investigate complicated phenomena more deeply because of the method's adaptability and systematic approach to identifying themes and patterns that emerge from the data. There are usually some stages involved in a thematic analysis. Researchers built a foundational grasp of the material with a thorough reading and rereading of the data. Next, they created preliminary codes by extracting relevant units or segments from the data that represent salient thoughts, ideas, or experiences. The similarities or connections between these codes are then categorised into possible themes. Researchers iteratively examined the data, compare and contrast potential codes and themes, and think about their fitted with the research objectives after producing initial themes to assess and refine them. This procedure required frequent back-and-forth between the data and the developing ideas to ensure the themes accurately reflect the data's complexity and sophistication. Once the final themes have been established, the research team will define and name each topic, giving it an informative and memorable name. The next analyses the significance of the connections they have drawn and the larger patterns they have discovered for each theme in light of the research question.

To convinced their readers that their conclusions are reliable, researchers frequently use data examples to back up their analyses. Researchers can used thematic analysis to delve deeper into participants' experiences, viewpoints, and meanings by examining overarching themes within the data. It is adaptable to various research settings and may be utilised with a wide range of qualitative data, including but not limited to interviews, focus groups, and textual

materials. Thematic analysis encourages in-depth familiarity with the data, which in turn helped researchers provide comprehensive results that either advance theoretical understanding or provide guidance for real-world applications. Thematic analysis can be helpful if researchers study personal information, including a participant's opinions, views, and experiences. The method allowed the researcher to confirm shared or collective experiences and meanings. The thematic analysis helped the researcher to identify what is common regarding teachers' emotional experiences. The method also offered an approach to qualitative research, systematically teaching the analysing and coding of qualitative data mechanics. The method separated teacher emotional experience excerpts from the broader data, where appropriate.

3.5.1.1 Thematic analysis steps

Thematic analysis approach involves identifying and interpreting themes and patterns within the data. The data analysis would begin with the transcription of the interviews and the data coding. The coding would be deductive, with codes developed from the research questions and objectives. The coding would be refined as new themes emerge from the data. The themes would be organised into categories, and the categories would be used to address the research questions.

3.5.1.1.1 Phase 1: Familiarising with the data

This phase ensured that the researcher was familiar with the data set content. As the research progressed, the recorded interview data was recorded verbatim by the researcher. Excerpts from Chinese materials were translated into English and vice versa to improve accuracy. Institutional documents and social media information were also thoroughly reviewed, along with interview records. The recorded interviews were transcribed into transcripts. The researchers carefully read and reread the interview transcripts (the common characteristics in

the interview data) before classifying them into different categories and comparing them. The entire transcript was read during the first reading, and specific instances of teacher emotion (indicated by words like "happy," "anxious," and "sad"), its causes, and its effects on teachers were noted.

The researcher also listened to watching video data or audio recordings. The audio data was listened to more than once, making data on the notes. Note-making helped the researcher to read the words critically, analytically, actively, and starting. During this part of the analysis, the researcher came up with preliminary thoughts about what to code, what codes to used, and what codes would accurately described the content of the study. The focus was on the research topic, aims, and questions. The researcher read and re-read textual data that included transcripts of interviews and responses to qualitative surveys.

The study adopted deductive and semantic approaches in analysing qualitative interview data to comprehensively evaluated the participants' research emotional experience and provide in-depth descriptions (Miles & Huberman, 1994). Typically, researchers use this approach to learn explicit viewpoints and opinions. The deeper meanings were explored through these approaches to add a thorough and comprehensive interpretation to the analysis (Jenkins, 2014) for the later re-reading process. These occurrences were further categorised and combined and later used to develop themes (LeCompte, 2000) regarding the causes and effects of teacher emotions were found.

3.5.1.1.2 Phase 2: Generating initial codes

This phase began a systematic data analysis through coding (Saldaa, 2009). Coding is the intermediate step between data collection and more in-depth data analysis. The thematic analysis involved an open coding process. In this process, the researcher carefully reads all the interview records several times and then created temporary tags for each semantically related phrase. Then, these data segments were organised into different categories according

to the degree of the apparent difference between them and other categories (Patton, 1990).

Briefly, the researcher employed codes to provide and identified data features correlated with potentially the research questions. Coding involved thoroughly reading literature, documents, journals, participant observation field notes, and interview transcripts.

As it was much easier to discard codes than to re-code data and the entire data set, the unrelated data was still coded. The researcher used an emotion coding scheme and looked for text passages containing information about the teachers' emotions in the interview. "Emotion codes label the emotions experienced or/and recalled by the participant," according to Saldaa (2009: 86). The emotions were classified as 'positive emotions' or 'negative emotions,' they included codes that labelled the concrete teacher emotion range (e.g., happiness, joy, sadness, and annoyance). Once an extract of data to code was identified, the code was written down, and the associated text was marked. Where necessary, a data portion was coded with more than one hard-copy data, clearly highlighting the associated text portion and identifying the code name. After generating the first code, the researcher continued reading the data until the following potential excerpt was identified. Accordingly, the initial code was used, or a new code was developed to capture the new piece of data. These processes were repeated throughout the entire data set and each data item. The data coded using First Cycle coding processes ranged from a complete sentence from a single word, a stream of moving images, and an entire page of text. The portions coded in the Second Cycle coding processes were the same units, long passages of text, or even a reconfiguration of the codes themselves developed thus far. The data relevant to each code was finally collated.

To accurately understand the individual performance of the five college English teachers' research emotional experiences, the current study evaluated the interview transcripts of the English teachers using the qualitative analysis software NVivo 12 Plus. It allowed for effective coding, categorization, and management of a large amount of qualitative data.

NVivo has been used by earlier researchers to conduct qualitative case study research (Ozkan, 2004, O'Neill, 2012). Because NVivo enables researchers to produce rich data with greater authenticity, it was used in this study. It enables more accurate handling of massive data and simple access to available research resources. NVivo enabled methodical comparisons at each stage of the analysis, which aids in establishing analytical distinctions by highlighting variations in patterns found in the data (Hutchison et al., 2010). The NVivo 12 Plus was further used to statistically analyse the documents of the five teachers from which preliminary descriptive results of individual college English teachers' research affective experiences were extracted.

Following coding the interview materials, related ideas were collected under a single heading called a "node," which was later used in data analysis. After the material had been coded, the chosen text was highlighted and given a specific colour following the coding stripes. The coding stripes were important for showing emergent concepts and giving a visual overview of how nodes might relate to one another (Hutchison et al., 2010). When necessary, the initial nodes were regrouped after being sorted into new categories following the completion of open coding on all the transcripts and documents (Merriam, 2009; Yamagata-Lynch, 2010).

3.5.1.1.3 Phase 3: Searching for themes

This phase involved a shift from codes to themes. Themes are data set patterns. They were concepts or topics that repeatedly pop up throughout the data. This analysis step complemented the teacher's emotional cause analysis through the overall theme identifications. It entailed going back and forth between the original transcript passages to ensure no pertinent information was omitted by summarising and paraphrasing the interviewees' thoughts. The coded data were reviewed to show overlap and similarity areas between codes. The clustered codes demonstrating certain unifying features were collapsed to produce sub themes and themes to describe and reflect meaningful and coherent patterns in

the data. The NVivo 12 Plus software was used to statistically identify themes associated with five universities' English teachers' interview records, totaling 705,003 words. This was performed according to the order of the coding statistics table (with the number of nodes and reference points) output using the qualitative analysis software NVivo 12 Plus. The software NVivo is applied to develop themes from the data by creating and coding nodes and interview transcriptions. In addition to using NVivo to transcribe the interviews, O'Neill (2013) reports that it was also used to develop themes from the data by coding and building nodes.

The data showed that the codes clustered around teachers' emotional experiences. After coding the material, the selected text was highlighted and given a particular colour according to the coding stripes. The coding stripes were significant in providing a visual overview of how nodes might correlate with each other and showing emergent concepts (Hutchison et al., 2010). Once research completes the open coding of all the documents and transcripts, the nodes are regrouped where necessary, and the initial nodes are sorted into new categories (Merriam, 2009; Yamagata-Lynch, 2010). The categories were then grouped into themes corresponding to the components of the activity system, including labour division, community, rules, subject, artefact/tools, and object (Engeström, 2001). Coding stripes were used for theme modification. The initial theme of the research study was developed from the interviews and literature review.

The study then constructed themes using the codes relating to emotional changes in English teachers participating in scientific research experience, the factors that affect their emotional experience, and the consequences of the emotional experience. The study developed themes from the transcripts. At this stage, the codes that did not fit anywhere were grouped under various themes, which ended up as part of new themes or discarded. Researchers should relate data with sources to enabled queries to be generated when using NVivo for data

analysis (Hoover & Koerber, 2009). Also, it is crucial to associate data with each source to enable the generation of queries when using NVivo for data analysis (O'Neill, 2013). A reference and source were created in this study with the participants' names. Running code matrix queries, charts, and graphs developed were directly transferred to Microsoft Word. A new feature, N-Capture, was used to directly store materials such as research articles and web pages from an Endnote library in NVivo. (O'Neill, 2012).

3.5.1.1.4 Phase 4: Reviewing potential themes

This phase contained a recursive process whereby the developing themes were reviewed concerning the entire data set and coded data. Following this, the categories were organised into themes that mirrored the activity system's elements, such as subject, object, tools/artefacts, rules, community, and division of labour (Engeström, 2001). Initial themes for the research study were derived from the literature review and the interviews. The theme was modified using coding stripes in a process that entailed quality checking. The themes were evaluated against the collated data extracts to explore whether the themes worked concerning the data. The codes that did not match were discarded or relocated under another theme. Alternatively, the boundaries of some themes were redrawn to capture the relevant data more. The themes were then reviewed concerning the entire data set. The data was reread for the last time to determine whether the themes meaningfully captured the entire data set or an aspect thereof. Further refining and reviewing were carried out on where to capture the data adequately. Finally, all the identified themes were evaluated to ensure they fit the data.

3.5.1.1.5 Phase 5: Defining and naming themes

At this phase, the work captured was deeply analysed, and the analysis was shaped into its fine grained detail. The selected extracts provided the structure for the analysis, and each theme was set around the extracts. The extracts were analysed by showing data features that provided the interpretation basis around a broader individualization and minimization

practice. Summative analysis illustrating the broader data set content correlated with the themes was carried out using two thematic analysis styles: (a) descriptive, in which data is used in illustrative approaches, and (b) conceptual and interpretive, in which extracts are analysed in more detail. Both can be combined to serve different purposes and offer necessary data analyses.

3.6 Validity and reliability of the data analysis

The data analysis can ensure validity and trustworthiness as the researchers adopted the Triangular mutual proof, Feedback method, and Researcher's reflection (Chen, 2001) methods. Triangular mutual certification was to confirm the authenticity of data based on the consistency of multiple data sources. The researcher used methodological triangulation; participants' WeChat posts and written reflective journals were reviewed constantly to triangulate with interview data to get more reliable teacher's emotional research experience data offered by teachers. In this study, the researcher invited participants to express their opinions, listen to their feedback, modify, and try to reflect on the data and information truthfully. Personal reflection referred to the fact that the researcher herself is constantly vigilant against his prejudices in the research process and must constantly reflect on his own experience. In addition, the researcher systematically reflected on the influence of personal background, experience, and thinking style on interpreting research findings.

For some reason, the study used procedures to establish reliability. It served as a way first to establish a standard interpretive validity. First, coding checks were frequently performed to create a shared understanding of reflection during the development of the coding system. This made it possible to determine a code's reliability when applied to interview transcripts. Ten percent of the transcripts from each of the five participants were subjected to the recently created codes. Participants compared their coding, and where there was a high level of

agreement (e.g., eighty percent agreement among five coders), the codes were taken as valid. If there was little agreement, the codes, and data were revised. It also made it possible to establish consistency before analysing and compiling the data from the coded interviews (Weston, 2001). An average of five pages, or 10% of the length of an interview transcript, were taken randomly from each participant's interviews and coded to determine inter-coder agreement. Using the Miles and Huberman (1994) formula, reliability was determined for each level of coding. Throughout the time that the coding took place, this process was repeated, with analysis starting for a new participant or set of transcripts each time.

3.7 Ethical consideration

In terms of research ethics, qualitative researchers tend to regard ethics as part of their daily research practice (Jones, 2010). Guillemin & Gillam (2004) proposed two dimensions of research ethics: "procedural ethics" (that is, seeking the approval of the ethics committee and the consent of participants) and "ethics in practice" (that is, dealing with ethical issues that may arise in the process of research). Regarding procedural ethics, the researcher was approved by the Ethics Committee of The Education University of Hong Kong, and participants' opinions were obtained before participating in the project.

Regarding "ethics in practice," the researcher paid close attention to various ethical issues that may arise when interacting with participants. For example, suppose the participants show discomfort and anxiety when discussing sensitive issues (such as political issues) or sharing personal stories they do not want others to know. In that case, the researcher may stop recording the interview. If the participants were upset about their existence, the researcher did not observe certain aspects of the participants' scientific research practice. To maximise participants' freedom to shared their ideas, the researcher invited them to view her on-site notes and comment on her interpretation of the data.

In addition, considering ethical participation (Hammersley & Atkinson, 2007; Jones, 2010), the researcher ensured that participants had the right to know what information was extracted from the information they published on the Internet and take back what they did not want to be used or disseminated.

3.8 Conclusion

This research would provided an in-depth understanding of the emotional experiences of EFL teachers during the research process. The study would utilised a multiple case study design, employing qualitative data collection methods to investigate the research phenomena. The data would be firstly analysed using thematic analysis, and the findings will hopefully provide insight into the emotional experiences of EFL teachers during the research process. The next chapter presented my findings and analysis.

CHAPTER 4: DATA REPORTS & ANALYSIS

4.1 Introduction

This chapter gives a detailed report as well as discussion of the findings of this research.

While conducting the data analysis, the collected data revealed various themes which were essential in addressing my research concerns on the kind of emotions English teachers in mainland Chinese universities experience when they participate in scientific research and the factors that affect their emotional experience. As such, this chapter interweaves the data collected from interviews, field observation and secondary data based on my research concerns with themes including:

- 1) Presence of college English teachers' research emotional experiences
- 2) Affective experiences and emotional richness
- 3) Types of college English teachers' research emotional experiences
- 4) Factors affecting college English teachers' emotional experience of research

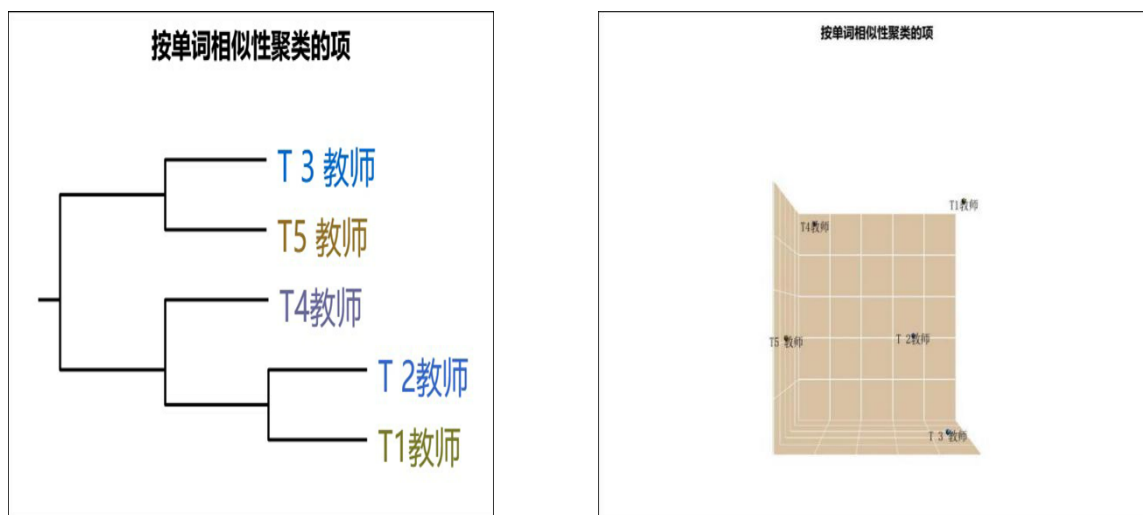
4.2 Themes

4.2.1 Presence of College English Teachers' Research Emotional Experiences

The study showed that the five college English teachers experienced more research emotional events and richer research emotional experiences. This result resonates with previous studies on teachers' research emotional experience (Alzaanin, 2021; Ding and De Costa, 2018; Yu et al., 2021). There are different types and levels of research and emotional experiences of the five college English teachers. This study used the qualitative analysis software, NVivo 12 Plus, to cluster five university English teachers' interview transcripts and research emotion codes. The first step was an initial classification of affective experiences. Although this emotional classification is relatively crude, it served as the basis for subsequent chapter

statements. The cluster analysis results, using word similarity of interview transcripts, were divided into two categories. One cluster had two sub-clusters, T3 and T5, while the other had sub-clusters, T4, T2, and T1 (Figure 3).

Figure 3: Cluster analysis by word similarity of interview transcripts



The cluster analysis results by coding interview transcripts' similarity revealed two main clusters. One central cluster was divided into two sub-clusters. T2 and T1 represented one sub-cluster, while the other sub-cluster was represented by T3, T4, and T5 (Figure 4).

Figure 4: Clustering analysis by coding similarity of interview transcripts



4.2.2 Affective Experiences and Emotional Richness

For the first research question, the interview transcripts of five college English teachers' research affective experiences were combined into one complete Word document with 88,477 words. Although this result is a rough description of college English teachers' research

affective experiences rather than a detailed count, classification, and description, it is a more meaningful basis for further counting and elaborating on the classification of college English teachers' research affective experiences in the following subsection. The results of the coding scale for English teachers' research affective experiences in higher education are shown in Figure 5 and Figure 6.

Figure 5 and Figure 6 show the participants' affective experiences and emotional richness. As can be seen, the number of nodes coded at the three levels of research effect for the five universities' English teachers was 663, and the total number of reference points around the nodes was 2644, two values that reflect the fact that the five university English teachers' research affective experiences remained relatively affluent. These results are consistent with the findings of Alzaanin et al. (2021), which reported that relationships in the classroom and institutional system greatly influence how teachers construct, express, and communicate emotions. Among the five universities English teachers, Li and Xiao contributed significantly to the reference points of emotion coding, followed by Xu. Finally, Zhang and Wang had relatively few reference points for emotion coding. This result is also consistent with the actual situation recorded in the interviews of the five teachers. As the transcripts show, Li and Xiao experienced the richest emotional events in all three dimensions, while Zhang and Wang provided relatively few emotional events.

Figure 5: Coding table of English teachers' research affective experience in higher education

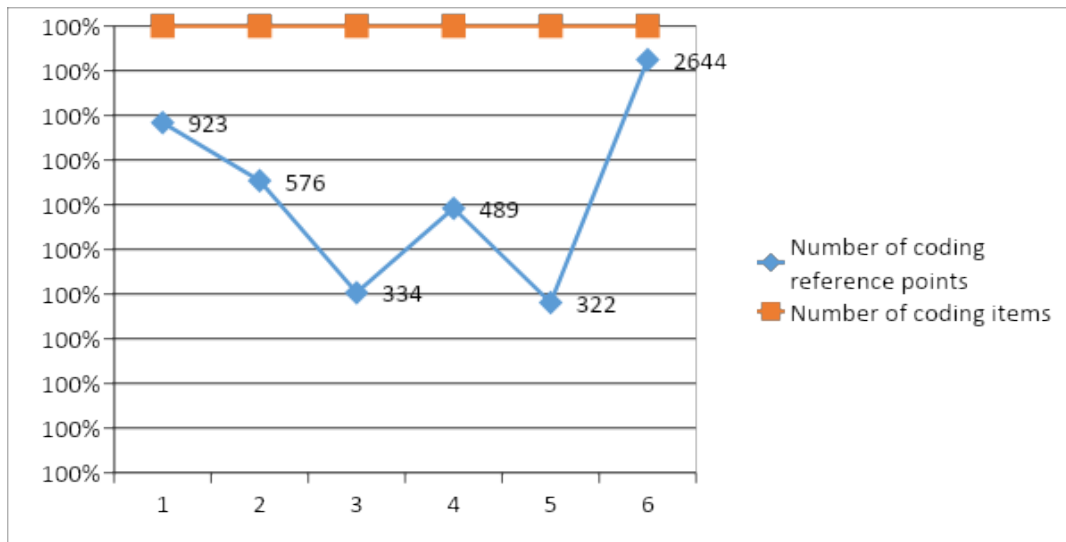
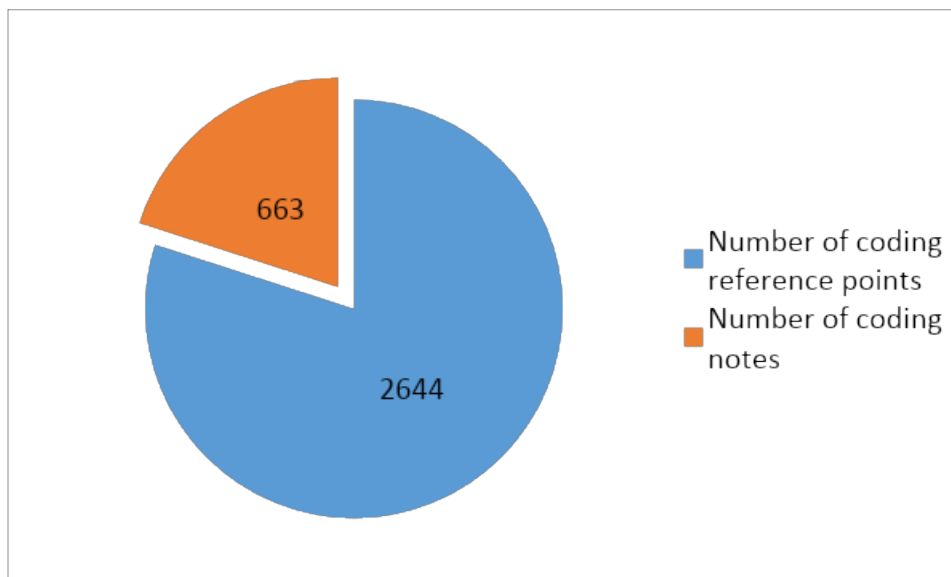


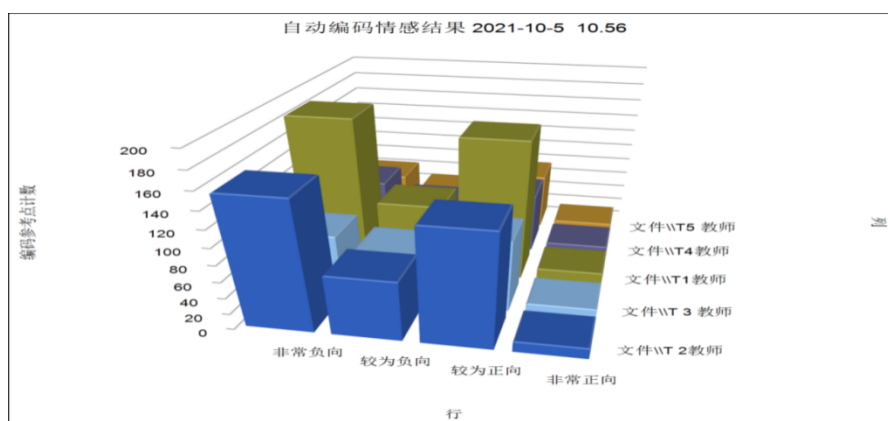
Figure 6: College English teachers' emotional experience of research



According to Figure 7, the distribution ratios of the five college English teachers' research emotional experiences were consistent with the results of the previous coding analysis. This indicates that Li, Xiao, and Xu had more enormous distribution proportions of emotional experience, and their emotional experience histograms had clear advantages. In contrast, Zhang and Wang had smaller distributions of emotional experience, and their histogram ratios had a slight advantage. This study suggests that Li, Xiao, and Xu may provide more and richer interview results about an emotional experience, while Zhang and Wang had

relatively fewer emotional experiences. The in-depth interview analysis supports the results carried out in this study. It is worth noting that this study did not further explore the deeper reasons behind this observation.

Figure 7: Distribution proportional and proportional bar plots of the research emotional experiences of the 5 college English teachers



4.2.3 Types of College English Teachers' Research Emotional Experiences

The results of the qualitative analysis software NVivo 12 Plus classified the affective research experiences of the five college English teachers into positive emotion (success, criticism, valuable), negative emotion (complaining, being used, abandonment, harrowing, anxiety), mixed emotion (status, like) and neutral emotion (independent, pursuit). According to Figure 8, teachers' emotional experiences were divided into two main dimensions: positive and negative. The reference point for positive affect is 549, and the reference value for negative affect is 1565 (Table 6). It can be seen that negative emotions account for the majority of the research-based emotional experiences of university English teachers. Zhu and Zhou (2012) observe that oppositional emotions facilitate learning, while negative emotions will inevitably hinder the learning process of learners. The authors emphasise that paying close attention to students' emotional factors, especially negative ones, in the English learning process is crucial. Furthermore, the affect experience was subdivided into four emotional dimensions according to the intensity of the effect: very downbeat, more damaging, very upbeat, and more positive. From the breakdown of emotional intensity, very negative

emotions showed 815 reference points, while more negative emotions recorded 750 reference points. This was followed by 311 reference points for more positive emotion and 238 for very positive emotion. Very negative research emotion occupies most of the advantage, and the advantage of positive and more positive emotion appears weak. Overall, the proportion of positive emotions is much less than the proportion of negative emotions. These results support the previous study by Tsang (2018), who showed plenty of negative emotional experiences. The author asserts that emotional feelings are socially constructed, and teachers' emotional well-being can be improved only by understanding the cause and feelings.

Table 6: Positive and negative coding table of English teachers' emotional experiences of research in higher education

Name	Document	Reference point
Positive	1	549
Negative	1	1565

Figure 8: Bar chart of positive and negative coding of English teachers' research affective experience in higher education

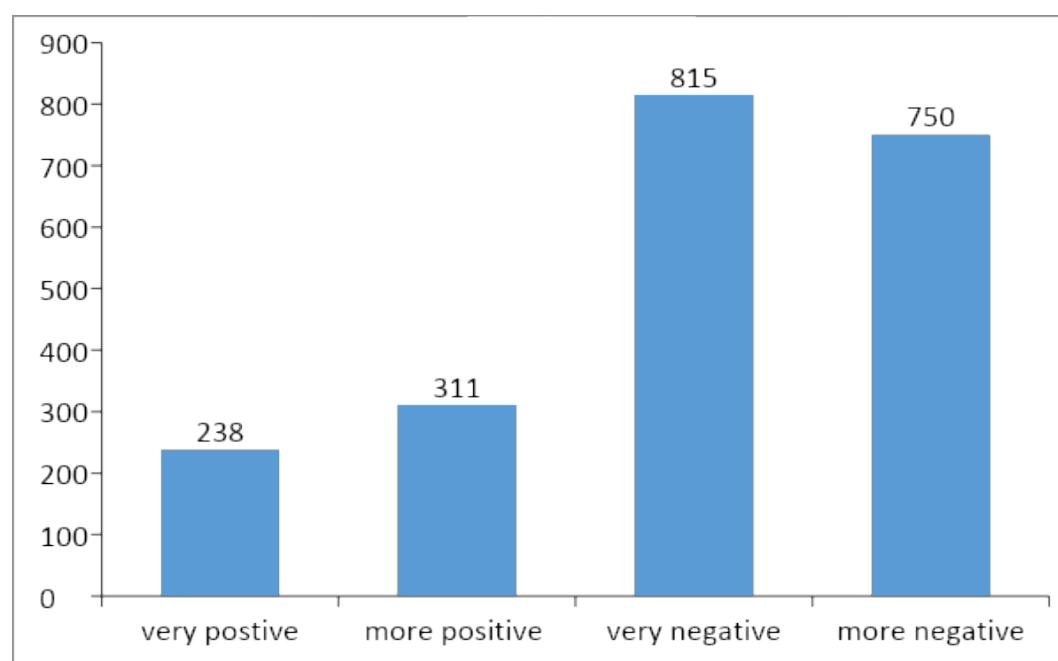


Figure 9 shows a detailed graphic representation of the positive and negative effects on college English teachers. The qualitative analysis software NVivo 12 Plus further subdivided the research emotions of college English teachers into four significant dimensions based on the classification of positive and negative affect (negative affect, positive affect, mixed affect, and neutral affect). Also, the more prominent and conspicuous emotional components of the four major dimensions of emotions that occupy a higher proportion are shown in the figure. The most prominent mixed emotions are: liking, acceptance, status, and survival. The more prominent negative emotions are the abandonment of scientific research, anxiety, sensitivity, frustration, difficulty, being used, complaining, bullying, rejection, fear, fake and mixed. More prominent positive emotions are encouragement, inclusion, criticism, value, happiness, hope, and success. The most prominent neutral emotions are value, pursuit, and acceptance. These emotion types will be further analysed later in the interview results.

Figure 9: Graphical representation of the details of positive and negative emotions among college English teachers

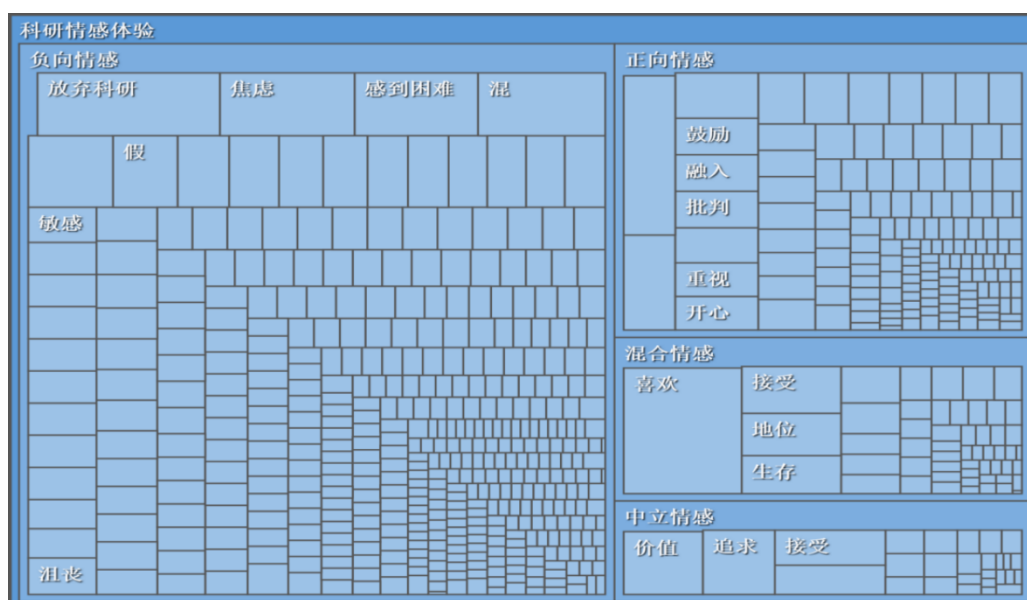


Table 7 shows a coding scheme extract regarding English teachers' research emotional experience. The extract is for the emotion codes of unfavourable, positive, mixed, and neutral emotions. The study combined the interview transcripts of the five college English teachers'

research emotional experiences for research question one into one complete Word document, totaling 88,477 words in the Word document.

Table 7: Extract of the used emotion-coding protocol/scheme regarding English teachers' research emotional experience in higher education

Research emotion name	Research Emotion code	Code description	Coding source/reference
Negative emotions	Sadness Complaining Being used Abandon Difficult Anxiety abandonment of scientific research, anxiety, sensitivity, frustration, difficulty, bullying, rejection, fear, fake	This code was applied if the teacher said the sadness feelings among other emotion codes. Experienced unpleasant emotions	Li Teacher Xiao Teacher Zhang Teacher Xu Teacher Wang Teacher
Positive Emotion	Happiness/Satisfaction Success Criticism Valuable	This code was applied if teachers said happiness/enjoyment (about something). Happiness includes satisfactions with specific outcomes and enjoyment, and is considered an outcome emotions.	Li Teacher Xiao Teacher Zhang Teacher Xu Teacher Wang Teacher
Mixed emotions	Status Like liking, acceptance, status, and survival	Teachers show conflicting feelings about research. For example, a feeling of sadness and happiness at the same time.	Li Teacher Xiao Teacher Zhang Teacher Xu Teacher Wang Teacher
Neutral emotion	Independent Pursuit value, pursuit, and acceptance	Neutral emotion is a feeling of indifference, nothing in particular, and a lack of preference one way or the other.	Li Teacher Xiao Teacher Zhang Teacher Xu Teacher Wang Teacher

Similar findings were reported by Pekrun et al. (2002), who analysed positive emotions in education. The authors assert that positive emotions are essential for human behaviour and adaptation. They help envision goals and challenges, open the mind to thinking and problem-solving, protect health by fostering resiliency, build attachments to significant others, lay the

groundwork for personal self-regulation, and guide the behaviour of groups, social systems, and nations.

To accurately understand the individual performance of the five college English teachers' research emotional experiences, this study evaluated the interview transcripts of the English teachers using the qualitative analysis software NVivo 12 Plus. Based on the analysis, the word counts of the interview documents of the five college English teachers were 29148 for Li, 21796 for Xiao, 13031 for Zhang, and 13031 for Xu. The NVivo 12 Plus was further used to statistically analyse the documents of the five teachers from which preliminary descriptive results of individual college English teachers' research affective experiences were extracted. These results provide a basis for further statistical and analytical elaboration of the classification and sources of English teachers' research affective experiences in higher education. The descriptive results of specific individual research affective experiences are shown in Tables 8 and Figure 10.

According to Table 8, the positive and negative emotions of the five college English teachers' research on emotional experience are consistent with the overall description, with 549 reference points for positive emotions and 1,565 for negative emotions. This implies that through keyword extraction and coding analysis, the frequency of words related to negative emotions is high, while the frequency of words representing positive emotions is relatively low. The results follow that of Diener et al. (2009), who conducted a study investigating the frequency and intensity of positive and negative emotional effects among the population. As shown in Figure 10, Li, Xiao, and Xu registered relatively powerful negative emotions with reference points of 597, 336, and 126, respectively, confirming that they frequently mentioned their negative emotion. In contrast, the negative emotions of Zhang and Wang's teachers were relatively insignificant and not prominent. According to coding analysis, their negative emotion reference points were 64 and 48, respectively, indicating that their negative

emotions appeared relatively less frequent during the interviews.

Notably, positive emotions were also more pronounced for Li, Xiao, and Xu teachers, while relatively less for Zhang and Wang teachers. That is to say, teachers with more pronounced emotional experiences had rich experiences in both positive and negative emotions.

Previously, Wu and Chen (2018) employed content analysis to understand teacher emotions by interviewing 28 primary teachers in Hong Kong. The authors noted that teachers can simultaneously hold positive and negative emotions (e.g., happy yet pressurised by a child's unconditional trust) and endure paradoxical emotions (e.g., regarding education reform).

Teachers demonstrated different ways to manage emotions depending on their demographic background. A teacher with positive emotions can generate more teaching ideas and strategies, whereas negative emotions can demoralise teacher motivation (Sutton and Wheatley, 2003). Also, the findings of this study align with the actual interview transcripts; that is, they are more consistent with the wording of Zhang's and Wang's' interview transcripts. The interview list showed that Li, Xiao, and Zhang disclosed more thoughts, feelings, and attitudes, while Zhang and Wang showed relatively less. This will be analysed in the next chapter.

Table 8: General descriptions of the initial coding of emotions of the five university English teachers:

Name	Document	Reference point
Positive	5	549
Negative	5	1565

Figure 10: The positive and negative emotions of the five college English teachers' research on emotional experience

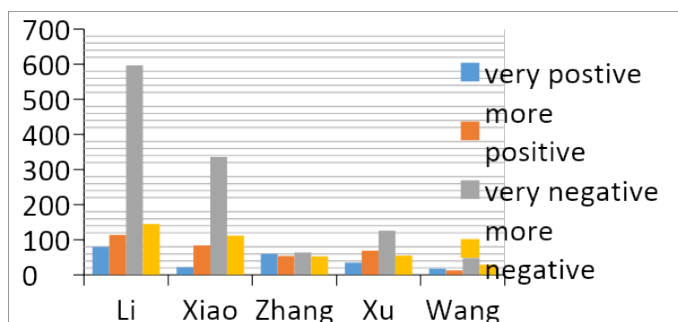


Table 9 shows that the positive, negative, and mixed emotions were more pronounced in Li, Xiao, and Xu. On the other hand, the mixed emotions of Zhang and Wang were more pronounced in their respective effective systems. The results further revealed that Li's neutral emotions had group dominance, and the remaining teachers' neutral emotions were group dominant and prominent in their respective effective systems. Zhang and Wang did not have any dominance in positive emotion, negative emotion, and neutral emotion, especially with little expression of neutral emotions. Francis et al. (2020), while looking at the dominance of mixed emotions among elementary school mathematics teachers, indicated that teachers may have more positive and negative emotions or may lack any emotions. The essential characteristics of the emotional research experience of the five college English teachers were used to determine the follow-up study.

Table 9: List of reference points for the initial coding of emotions of the five college English teachers:

Code	Number of coding reference points	Numbers of encoded items for emotion type
Li Teacher	1129	1
Li Teacher - Negative	603	1
Li Teacher - Mixed	282	1
Li Teacher - Positive	144	1
Li Teacher - Neutral	100	1
Xiao Teacher	826	1
Xiao Teacher - Negative	473	1
Xiao Teacher - Mixed	156	1
Xiao Teacher - Positive	158	1
Xiao Teacher - Neutral	39	1
Zhang Teacher	129	1
Zhang Teacher - Negative	15	1
Zhang Teacher - Mixed	80	1

Zhang Teacher - Positive	27	1
Zhang Teacher - Neutral	7	1
Xu Teachers	480	1
Xu Teachers - Negative	228	1
Xu Teacher - Mixed	103	1
Xu Teacher - Positive	106	1
Xu Teacher - Neutral	43	1
Wang Teacher	80	1
Wang Teacher - Negative	11	1
Wang Teacher - Mixed	48	1
Wang Teacher - Positive	12	1
Wang Teacher - Neutral	9	1

4.2.3.1 Negative emotions

This study's results demonstrate that most college English teachers exhibited negative emotions in the emotional research experience. The proportion of negative emotions reached 1565, which is much higher than the proportion of other emotions. This implies that most college English teachers' experiences in their research life were not good. Several studies, for example, Keller et al. (2014), Chen (2019), and Poulou & Denham (2022), have reported on negative teacher emotions.

For example, the research demonstrates negative emotions such as complaining, being used, abandoned, difficulty, and anxiety. Complaining refers to expressing dissatisfaction with and blaming others, usually regarded as a negative emotion (Merriam-Webster, 2022). Being used refers to giving and doing things for others without knowing the truth and being deceived by others (Merriam-Webster, 2022). It is usually classified as a negative emotion. Abandon is to renounce or reject something previously done or used; or to stop something you are doing or planning to do, mainly because it is too difficult to continue (Oxford Learner's Dictionaries, 2022). Difficult is hard to do, make, or carry out (Merriam-Webster, 2022). Anxiety is an intense desire, sometimes with uneasiness, doubt, and fear (Merriam-Webster, 2022).

The number of codes (coding frequency) for the negative emotions listed above were all above 10 (including 10) times, which represents the negative emotional experiences of the

five college English teachers whose code sources for these negative emotions included at least two (including two) or more teachers. This indicates that at least two of the five teachers mentioned these negative emotions. This study used the number of codes (frequency) as a selection criterion (Table 10). Table 10 lists only the research emotion codes coded more than 10 times more frequently. This study presents statistics in the order of a categorised statistical table derived from NVivo 12 Plus and the specific statistics of the detailed categorization of research sentiment codes.

Table 10: Specific statistics of English teachers' research emotional experience in higher education

Research emotion name	Research emotion code	Coding source	Number of coding
Negative emotions	Complaining	Li - Wang	11
	Being used	Li---Wang	40
	Abandon	Li---Wang	22
	Difficult	Li---Wang	20
	Anxiety	Li - Wang	49
Positive Emotion	Success	Li - Wang	28
	Criticism	Li---Wang	18
	Valuable	Xiao--Wang	16
Mixed emotions	status	Li--Wang	28
	Like	Li--Wang	131
Neutral emotion	Independent	Li--Wang	26
	Pursuit	Li--Wang	37

4.2.3.1.1 Complaining

Complaining refers to expressing dissatisfaction with and blaming others, usually regarded as a negative emotion (Merriam-Webster, 2022). Complaining is a negative emotion frequently encountered by teachers in their research lives, and all five teachers (Li-Wang) mentioned the complaining emotion they experienced in their research life, coded 11 times. Examples of English teachers' descriptions of complaining emotions in higher education are as follows.

Let me confess; I am ungrateful, complaining, sad, grieving. Sensitive to injustice. I know I am irritable and especially like to find someone to complain to. Senior mentors have high cultural vanity; they always like to flaunt themselves and teach others from a high place. I have found that scientific research is a business dealing with showmanship and a

veiled interest exchange. Some are a desire for power, and some are flattery and clichés. I don't like and can't stand mentors who look like they're on top and want to get rich and lack scientific literacy. Everything is at fault because the current scientific climate is not correct.....(<Document \\Xiao Teacher>)

It can be seen that Xiao's complaints are closely related to his own experiences (education, work, and emotional experience). He is deeply aware of his emotions and believes that the environment, atmosphere, and unfair top-level mentors make him unhappy and dissatisfied. In the interview notes, Xiao mentioned that "scientific research is a business transaction, we have to learn to disguise and perform, and we do not really like knowledge and scholarship (我觉得科学研究就是一种商业交易，我们需要学会伪装和表演，实际上我们并不真正喜欢知识和学术)," from which it can be seen that In Xiao revealed the dark nature of the current research life - business transaction, where scholarship is a performance, where people have to learn to disguise and perform, where no one likes knowledge, and no one likes scholarship. This led to knowledge and scholarship being seen as unimportant, with university researchers focusing on figuring out the rules of survival in academic circles. Ruusuuvuori (2019) reported a similar result and investigated the interactive work required to initiate a complaint against an absent third party in discussions between employees and their managers. In the study, the author shows how the complaint recipient (the manager) creates opportunities for the complainer (the employee) to complain and how the complaint recipients and complainants collaborate to facilitate complaints by building common cognitive channels and emotional stances toward complaints. Furthermore, Li complained about the demoralisation of officials, a unique phenomenon in China, referring to government department officials pursuing doctoral degrees while in office (Duan, 2019).

The demoralization of officials exacerbates the public's "hatred of officials" and

"resentment of the world," which is not conducive to rational social class mobility and increases social instability. I resent these officials' Ph.D. s and despise and loathe them very much. The official doctors at our school fall into this category. This also allows the faculty to conduct research efficiently, and everything is officially taken care of. (官员的博士化趋势增加了民众的“恨官”和“仇恨世界”观念，这不利于社会阶层的理性流动，增加了社会的不稳定性。我讨厌这些官员的博士学位。我非常鄙视和厌恶他们。我们学校的正式博士都基本属于这一类。这让其他老师们如何安心做研究？一切都是为官办学。) (paper\Li teacher)

It can be seen that the emotional events that caused Li's complaints had distinct characteristics and orientations. Unlike Xiao's, Li's complaints came directly from the social and the school environment. On the other hand, the status quo of the demoralisation of officials provoked outstanding complaints and resentment of Li.

Finally, Xu also talked about complaining emotions in the interview transcripts, and it can be seen that Xu's complaining emotions mainly came from a combination of personal experiences (educational, emotional experiences) and unfair and oppressive feelings in the institutional social environment.

The respondent mentioned, "Coming from a rural background, it was not easy for me to eventually go to university to pursue a Ph.D. However, the current university system is so repressive that it is challenging to publish a good article on a research project, and they always prioritise scholars with higher backgrounds." The emotional source of, Xu is more like a combination of Li and Xiao, which eventually makes them complain and resentful.

4.2.3.1.2 A feeling of being used

Being used means giving and doing things for others without knowing the truth and being deceived by others (Merriam-Webster, 2022). This study analysed the interviews of three

respondents, Li, Xiao, and Xu, to determine their emotional experiences. Being used is also a negative emotion that teachers often experience in their research life, with all five teachers (Li-Wang) mentioning the emotion of being taken advantage of, an emotion that they experienced a more significant percentage of 40 times in their research lives. Examples of the higher education English teacher's descriptions of the emotion used are as follows. These results are consistent with a study by Andrade and Cohen (2007), who assessed the intensity of negative feelings to understand people's willingness to pursue pleasure and avoid pain can be reconciled with people's choice to be exposed to experiences known to elicit negative feelings.

Being exploited by supervisors for reading, being exploited by leaders at work, being exploited by colleagues, peers, journal editors, and reviewers. All sorts of odd lives, having to give up on research. **<Document \\Xiao Teacher**

The relationship between mentor and student can never be pure, especially in China, where the supervisor takes advantage of current Ph.D. students very seriously. I have to say that egoism takes over the majority in today's society. You cannot say that he is right, and it is also hard to say that he is wrong.....you can either benefit yourself or be taken advantage of. Students are no longer pure, and instructors are not so serious anymore. **<Document \\Li Teacher.**

Xiao and Li were relatively more damaging in the interviews. The emotions expressed by Xiao about being exploited were closely related to the research life and may have a strong relationship with their own experiences. Li's expressions of being used were mainly focused on the teacher-student relationship, and his relationship with his supervisors when he was studying or supervising graduate students after work can impact teachers' research emotions. Differently, Xu explained from a socio-cultural perspective that intellectuals were used to help promote a school's academic research team.

There is a culture of using intellectuals as tools in our schools and society. Intellectuals still have no status to speak of today. Our value as intellectuals is in itself useless with no way out. We can only seek value in "career." <Document \\Xu Teacher>

4.2.3.1.3 Abandonment

Abandonment is defined as renouncing or rejecting something done or used before or stopping something people are doing or planning to do, mainly because it is too difficult to continue (Oxford Learner's Dictionaries, 2022). Abandon is also a negative emotion frequently experienced by teachers in their research life. Five teachers all mentioned the emotion of abandonment experienced in their research life with 22 coding times. Examples of descriptions of teachers of English in higher education who were subjected to abandonment emotions are as follows.

I think there are four reasons university teachers now want to give up research: 1. tiredness. 2. Incompetence: unable to complete a quality paper alone or in collaboration. 3. smoothing out and no longer interested in research. 4. No sense of accomplishment, even less than a secondary school teacher. <Document \\Li Teacher>

Li expressed the emotion of abandoning scientific research from the various dark sides of the current scientific research world. Under the power system, teachers' scientific research life is full of suffering and exhaustion. They despise themselves very much inside, but they cannot produce scientific research results with real value and meaning, so they are suffering and seem to have no choice but to give up. The difference is that Xu expressed his views from another angle. Related findings are documented by Mérida-López et al. (2020). The authors test mediator and moderator factors between the perceived support of colleagues and supervisors and intentions to leave in a sample of teaching professionals. According to the authors, the highest intention to quit is reported by those teachers reporting low work engagement and low emotional intelligence.

The most important thing is whether the evaluation mechanism of the academic circle is normal, whether there are channels to showcase excellent works and abilities, and whether young people have opportunities to do so; these are very important. For example, I don't have a chance, and I know there are none, so I can only give up and run away from scientific research. <document \\Xu teacher>

In the era of high consumption, the financial situation of young teachers in colleges and universities is almost stretched to the limit. The low returns to scientific research often make us want to abandon this path. <Document \\Xu Teacher>

Xu's response revealed that research was regarded as a demanding and underfunded task. Considering the financial pressure and the unfair evaluation mechanism in academic circles, it was difficult for university teachers to receive monetary or reputational rewards from research, thus creating a sentiment to give up.

4.2.3.1.4 Difficulties

Difficulty is defined as being hard to do, make, or achieve (Merriam-Webster, 2022). The difficulty is also a negative emotion frequently experienced by teachers in their research life (Bahia et al., 2013). Five teachers mentioned difficult emotions experienced in their research life, coded 17 times. Examples of difficult emotions described by English teachers in higher education are as follows.

Not only should we see that it is difficult for young scholars to publish, but we should also see that the current academic market has difficulty providing many high-level academic papers. It is quite normal for young scholars to have difficulties in publishing papers. In my opinion, this is a stage that many scholars have to go through, and it should not be exaggerated for no good reason. I don't think it is useful for many of our faculty to complain about their research. First of all, you have to learn to change yourself. <Document \\Zhang Teacher

One can only feel heartbreak, helplessness, and frustration regarding the treatment of faculty research. This is especially important for university teachers, for whom material difficulties may be overcome in time, but academic life's mental anguish and desolation are serious. <paper \Li Teacher

*Pressure from school officials, administration pressure from metrics, and financial pressures make academic research difficult. The school requires each faculty member to conduct academic research and reach targets for article publication. For example, we must publish two articles per year in the journal *Modern Foreign Languages and Light: Science & Applications* as a benchmark for performance evaluation. These journals also have their standards, requiring more scholarly competence to meet their requirements.*

*Insufficient funding also makes it difficult to carry out scientific research projects. (来自学校官员和管理层的压力，来自指标的压力，以及经济压力都让学术研究变得困难。学校对我们每个老师都是学术研究的要求并且公布了指标。比如我们每年需要在 *Modern Foreign Languages* 和 *Light: Science & Applications* 期刊上发表两篇文章以作为绩效评估的标准。这些期刊也有他们的标准，达到他们的要求还需要更多的学术能力。经费的不足也使得科学研究项目难以展开。)* <Document \Xiao

Teacher>

Regarding the problematic emotions encountered in research life, the descriptions of Li, Xiao, and Zhang were more typical. From the above interview discussions, it is clear that the difficulties of scientific research were reflected in the low salaries of university teachers, their inability to afford expensive scientific research, and pressure from university administration and officials. Therefore, this study hypothesises that scientific research is a long process that requires long-term material and spiritual support and that the university teachers' research standards must be raised. These views are supported by Mirata et al. (2020).

4.2.3.1.5 Anxiety

Anxiety is an intense desire, sometimes interspersed with uneasiness, doubt, and fear (Merriam-Webster, 2022). Anxiety was classified as a negative emotion type in this research. The five teachers all mentioned anxiety experienced in their research life, coded 49 times. When asked to describe anxiety among English teachers in higher education, the respondent stated as follows:

Anxiety is much more common, and Ms Ai suffers from anxiety syndrome, partly due to their reasons and partly due to different external expectations of teachers' roles. I understand that most of my colleagues are anxious about scientific research. Anxiety is not an instantaneous outburst but permeates teachers' lives over time. Teachers who have been under the grip of anxiety for a long time are prone to burnout. <Document \\Xiao Teacher

There is a tendency throughout society to accelerate and overwork, and the larger trend is difficult to reverse. We must prepare lessons, teach classes, correct assignments, and have research targets. Lots of things to deal with, time constraints, and then anxiety.

<Document \\Wang Teacher

4.2.3.2 Positive emotions

Most of the research participants revealed experiencing positive emotions at 549. This implies that the college English teachers also had relatively excellent and positive emotional experiences in their research life. Similar results are reported by Dreer (2021), Buonomo et al. (2019), and Sutton and Wheatley (2003), who independently researched positive teacher emotions.

As revealed in this study, positive emotions are represented by “success,” “criticism,” and “valued.” Many authors have come up with different definitions of success. This study adopts the Merriam-Webster (2022) definition, which considers success a desired or favourable

outcome. It is always seen as a positive emotion. On the other hand, “criticism” is defined in the Oxford Learner's Dictionaries (2022) as expressing disapproval of something/somebody and opinions about their bad qualities or faults. Elsewhere, “Valued” is defined as considering something or someone to be very important (Oxford Learner's Dictionaries, 2022). The coding frequencies for “success,” “criticism,” and “valued” were above 10 times (including 10 times). This signified the positive emotional experiences of the five college English teachers. Interestingly, at least two of the five teachers mentioned these positive emotions. This study used the number of codes (frequency) as the selection criterion (Table 4.3-1).

4.2.3.2.1 Success

When asked about “success,” all the participants mentioned experiencing successful emotions in their research life with a coding frequency of 28, as indicated by the responses of Xiao and Xu. They responded as follows:

My articles were published intensively from 2013 to 2014, with 14 published in core journals in 2014. Due to the solid research foundation in the early stage, I successfully applied for the first National Social Science Foundation with the help of the college platform. I became an expert in project letter evaluation for the National Foundation Board. During this period, my research emotions were relatively positive. On the one hand, I was at the stage of doctoral and postdoctoral studies and had a certain amount of academic accumulation. My title evaluation was also relatively smooth. On the other hand, the university leaders and colleagues were also satisfied with me and were willing to help me grow further. The success and achievements I have had so far make me more confident. <Document \Xiao Teacher>

Not surprisingly, continued success in publishing has given faculty members a sense of ongoing motivation, which continues to build their confidence in the

research...<Document \|Zhang Teachers>

A Ph.D. degree and published scientific articles made me feel like I had succeeded, knowing I had started from scratch. My continued studies have transformed me from a poor rural kid to a reputable university English teacher. I am proud of my success to date <Document \|Xu Teacher>

The results of this study indicate that the successful publication of papers and general academic achievements of individuals at a particular stage can bring satisfaction to the scientific research career of college teachers. The feeling of success propels them to new heights. It is, therefore, essential to embrace research on positive emotions in education specifically (Pekrun et al., 2002).

4.2.3.2.2 Criticism

Criticism is a typical positive emotion experienced by teachers in their research life (Sutton and Wheatley, 2003). In this study, all the teachers interviewed reported having ever experienced critical emotions in their research lives. This was coded 18 times. Examples of critical emotions described by English teachers in higher education are as follows.

Chinese students' lack of curiosity, imagination, and critical thinking skills affects teachers' research emotions, and I am all about curiosity, imagination, and critical thinking skills. Unfortunately, our school stifled me. I think academics have value, and I respect and pursue them. Academics appeal to me. You need to challenge the past and think critically. Build critical thinking. In addition to a change in methodology, it involves challenging academic authority. <paper \|t1 teacher

With chivalrous men like Rao Yi, with a critical spirit and independent personality of scholars, there is hope for this academic circle, and it does not give rise to much despair. It is challenging for intellectuals to maintain social conscience, moral integrity,

and independence and to maintain the courage to criticize. <Document\Xiao Teacher.

Critical emotions in teachers' research emotions are somewhat surprising, but it also reflects the actual state of mind of some teachers looking for hope amid despair. Li's response reflected his appreciation and pursuit of criticality, curiosity, and imagination and his ongoing commitment to being a critic. In addition to changing research methods, challenging academic authority, being farsighted, and conducting serious and solid research are good ways to develop critical thinking, which provides a different way of thinking about the current research environment. Xiao's answer suggested that some bold and critical researchers are still committed to truth, discovery, and hard work, which brings vitality to the research circle.

4.2.3.2.3 Value

Valuing is a typical positive emotion experienced by teachers in their research life. Xiao, Zhang, Xu, and Wang teachers mentioned valuing the emotions experienced in their research life with code 16. Examples of valued emotions described by English teachers in higher education are as follows.

Getting to an associate position is hard, and someone always tries to kill me! Why bother? I'm out of here! If colleges value talent, they should protect it and support it in all aspects of feelings, treatment, and career! <paper\Xiao teachers>

Most teachers value scientific research and consider it of great value to themselves, and the school's performance indicators all reflect the value they place on academic research. With the support of the school, we are more willing to invest more energy and are more motivated. (大多数老师都重视科学研究并认为他们是非常有价值的事情 无论是对于他们自己还是对于特定的学术研究领域。学校的绩效指标都体现了他们对学术研究的重视, 有了学校的支持, 我们更愿意投入更多的精力并且更有动

力。) <Document Xu Teacher

The sentiment of valuing is also often present. First, Xiao believed that the college should do what it takes to truly value and protect talent and support it in all aspects to do so. Secondly, Xu believed that most teachers are still willing to teach, and if the school system values teaching, then the staff will be more devoted to teaching. It is a feeling of being respected and feeling worthwhile.

4.2.3.3 Mixed emotions

The research results show that the mixed emotions of the five college English teachers' research emotional experiences also occupied a more significant proportion, with a total of 669 mixed emotions, which also exceeded the proportion of other emotions, thus showing that many college' English teachers' emotional experiences in their research lives are complex and variable. For example, Table 10 demonstrates mixed emotions represented by status and liking (antonym). Status is defined as the social or professional position of somebody/something to others (Oxford Learner's Dictionaries, 2022). This study classifies Status as a mixed emotion because it mixes respondents' positive and negative emotional experiences. Liking is the feeling that a person likes something or somebody and refers to the pleasure in something (Oxford Learner's Dictionaries, 2022). Here liking is classified as a mixed emotion because it represents a mixture of positive and negative emotions of the respondents.

The number of (coding frequencies) for the mixed emotions listed above were all 10 or more (including 10), which were representative of the mixed emotions experienced by the 5 college English teachers, and the sources of codes for these mixed emotions included at least two (including two) or more teachers, meaning that at least 2 of the 5 teachers mentioned these mixed emotions. Researchers such as Moore & Martin (2022), Larsen & McGraw (2014), and Williams and Aaker (2002), working independently, have reported relevant findings on

mixed emotions. In this study, the number of codes (frequency) was used as the selection criterion presented in Table 10.

4.2.3.3.1 Status

Status refers to the social or professional position of somebody with others (Oxford Learner's Dictionaries, 2022). Status was classified as a mixed emotion experienced by teachers in their research lives. Li, Xiao, Zhang, Xu, and Wang mentioned their emotional states to strive for higher positions and maintain current ones. This can be summed up as the emotional experience of 'Status,' coded 28 times. Examples of 'status' emotions described by English teachers in higher education are as follows.

I belong to invest my time and energy in something meaningful rather than wasting it on something meaningless, but I have to fight for what I deserve; money is, of course, necessary, and so is the honour I deserve, such as pursuing money, pursuing honour, pursuing face, pursuing social status, pursuing self-worth, coping with possible future challenges <Document \\Li Teacher.

Many scholars consider themselves to have contributed significantly to the construction of the Chinese disciplines and even to be the fathers of "specific" Chinese studies. They have been given appropriate honour, status, and dominion over various scientific resources, i.e., power. <Document \\Xu Teacher.

Status in mixed emotions encompasses very complex emotions, and many teachers mentioned the effect of status on research emotions. First, Li argued that although they did not want to waste time doing meaningless things, they also wanted to pursue a certain social status, honour, and face for doing research. Second, Xu also believed that scholars want to pursue status and honour in specific research fields and use this to measure their significant contribution to the construction of scientific research in China.

4.2.3.3.2 Liking

Liking is the feeling that a person likes something or somebody, and it also refers to having pleasure in something (Oxford Learner's Dictionaries, 2022). Like was classified as a mixed emotion experienced by teachers in their research life; in this study, all teachers mentioned that they experienced “like” emotions in their research life, which were coded 131 times. When asked to describe the liking emotions of English teachers in higher education, the respondents stated as follows:

I like to imitate teachers who have relationships, depend on power, and like to work with the system. I also enjoy climbing the ladder of power and being attached to the aristocracy. I cannot reflect on myself or tolerate eccentric teachers and feel disgusted and resentful toward other teachers. I like to be trendy and pay attention to hot topics. <Document \Xu Teacher.

I enjoy group activities and communal activities and enjoy being an advocate for the system. I will consciously defend the bureaucracy of the school. Good at implementing and using the research system. In addition, I like to mess around and enjoy being a research folk. <paper \Wang teacher>

According to interviewees, liking seems to be a complex mix of many emotions for teachers. This study suggests that it is far from a positive emotion. Teachers for whom liking is a mixed form of emotion have power and are integrated into the bureaucratic school system. These teachers are apt to engage in research to achieve higher background, prestige, and status because they like and need it. In addition, these teachers enjoy the collective research activities and become leaders. Seemingly contradictory emotions reflect a person's actual emotional state, which is complex and complicated.

4.2.3.4 Neutral Emotions

The study results showed that five university English teachers had a percentage of neutral

emotions in their research emotional experiences, with 198 neutral emotions. This implies that university English teachers also have a small percentage of neutral emotions in their emotional experiences in their research lives. The results of this study indicate that neutral emotions were expressed as independence and pursuit. Pursuit and independence were coded more than 10 times (coding frequency) and were experienced by five university English teachers. The sources of coding for these neutral emotions included at least 2 (2) teachers. This study used the number of codes (frequency) as a selection criterion. Independence refers to the freedom to organise one's life and make decisions without the help of others (Oxford Learner's Dictionaries, 2022).

4.2.3.4.1 Independence

Independence is considered neutral because it represents a lower degree of positive or negative emotion. It refers more to a condition. Pursuit is seeking or trying to obtain something (Oxford Learner's Dictionaries, 2022).

Li, Xiao, Zhang, Xu, and Wang teachers all referred to the "independent" emotion they experienced in their research lives, coded 26 times. Examples of the descriptions of the independence emotions for English teachers in higher education are as follows.

When utilitarianism gains value legitimacy, there is a spiritual retreat from the intellectual community, and secularisation is justified. Official Ph. D.s rarely complete a study on their own <Document \\Xiao Teacher.

Intellectuals lack independence and have a weak sense of independence and independent personality. Admittedly, intellectuals intervene and participate in society in very few ways; they cannot uphold the independent position of social criticism <Document \\Wang Teacher.

Independence can be found to be an emotional state between positive and negative influences. Currently, university teachers lack independence in research. They lack the

experience, economy, and skills to complete research projects independently (Vershitskaya et al., 2020). Therefore, they may need the help of other resources. The two teachers above clarified that such a fact does not bring more prominent emotions.

4.2.3.4.2 Pursuit

Pursuit is the act of looking for or trying to obtain something (Oxford Learning Dictionary, 2022). In this study, the pursuit was categorised as a neutral emotion because it does not involve significant positive and negative emotions but bland ones. Li, Xiao, Zhang, Xu, and Wang all referred to the "pursuit" emotion they experienced in their research lives, coded 37 times. The following are examples of descriptions of pursuit emotions among English teachers in higher education.

Because of the overly direct connection between academia and various interests, many people inevitably view academia as an exchange for money and profit, neglecting the meaning of academia in pursuing profit. Moreover, in the pursuit of profit, these individuals can lose not only the dignity of the scholar but also their dignity as scholars. <paper \|1 teacher.

On the whole, the perception of the self by the group of college teachers is not very optimistic. The most important reason behind this result is that the current social environment is impatient and practical, with the pursuit of "power" and "wealth," the two most essential parameters on which modern people judge social stratification.....professional teachers have become synonymous with "academic slavery." <Document \|Xiao Teachers>

The pursuit of academic research is neither biased toward positive nor negative emotions and is a neutral emotion in line with the current scientific research environment. The responses of the two teachers above indicate that the pursuit of academic research is based on personal ideals, access to power, and career development, which reveals the reality of

scientific research for university teachers.

4.2.3.5 Conclusion

The study in this section found that university English teachers' research emotions were represented in four main aspects: positive emotions, negative emotions, mixed emotions, and neutral emotions. Positive emotions are represented by complaining, being used, giving up (abandonment), difficulty, and anxiety; positive emotions are represented by success, criticism, and valuing; mixed emotions are represented by status and liking; and neutral emotions are represented by independence and pursuing.

A noteworthy trend was that five college teachers had a very pronounced negative affect, suggesting that they may be facing difficulties and concerns either from themselves or their external environment. This may prompt changes in the research environment and policies by focusing on university faculty's apparent negative emotional experiences. Next, this research will continue to focus on the factors that influence university English teachers' emotional experiences when conducting scientific research.

4.2.4 Factors Affecting College English Teachers' Emotional Research Experience

This section presents the findings of the second research question and the main parts of the study. It first presents the overall findings and then elaborates and analyses the factors influencing English teachers' research sentiments according to the study's theoretical framework by category. This section then concludes with a summary of the research findings.

This chapter focuses on the factors influencing university English teachers' affective experiences when conducting research projects. The research environment, climate, policy, system, sociocultural, and personal factors were examined. The interview transcripts of five university English teachers with 705,003 words were statistically analysed using NVivo 12 Plus. The specific statistical results are shown in Table 11.

The data results (Table 11) showed 9 coding nodes for the influences reflected in the "key

emotional events" at reference point 3866. The results indicated that the five teachers' research environment and atmosphere highly influenced their research emotions. This was followed by socio-cultural factors of research, policies, and institutions of research, individual factors of researchers, professional beliefs of researchers, personality psychology of researchers, and finally, skills training of researchers. The researcher's family marital life and knowledge based on reference points 7 and 2 showed little influence on teachers' research emotions. According to the results of the frequency points, only the first four items had higher frequencies at reference points 2930, 281, 530, and 37. These results support previous scholars such as Alzaanin (2021), Li & Jiang (2022), Xie & Jiang (2021), and Talbot & Mercer (2018), who reported several factors that affect teachers' emotional experience of research.

Table 11: Node distribution of teachers' research emotional events

Nodes of English Teachers' research emotion in Colleges and Universities	Reference points of English teachers' research emotion in colleges and universities
Research environment and atmosphere	2930
Research policies and systems	281
Socio-Cultural Factors of Scientific Research	530
Individual Factors of Scientific Researchers	37
Professional Beliefs of Researchers	28
Researcher's Knowledge Base	2
Skills Training for Researchers	24
Personality Psychology of Researchers	27
Family and Marital Life of Researchers	7

To better present the findings, this study selected typical and representative coding nodes to

reveal the factors that affect university English teachers' research emotions. This was done according to the order of the coding statistics table (with several nodes and reference points) output using the qualitative analysis software NVivo 12 Plus. Therefore, this study focused on the first four dimensions with high frequency and presented the interview results in the following four dimensions: research environment and climate, research policies and systems, sociocultural factors, and personal factors.

Represented in Table 12 is a thematic table outlining the identification of the collated themes concerning the factors influencing university English teachers' affective experiences when conducting research projects.

Table 12: Factors Influencing College English Teachers' Emotional Experience of Research

Level 1 nodes (Themes)	Level 2 nodes /coding nodes (Themes)	Level 3 nodes
Factors Affecting College English Teachers' Emotional Experience of Research	Research environment and atmosphere	The Dilemma of the Ph.D. System The dominance of the scholar-tyrant A research environment of Academic Empowerment and Politicization Employment of Ph.D.
	Research policies and systems	Scientific research assessment and evaluation policy (evaluation system and index of core journals) The "Tenure-track" system in universities School Policies
	Socio-Cultural Factors of Scientific Research	Slavery of the teacher team Characteristics of Chinese Education Socio-cultural factors
	Individual Factors of Scientific Researchers	Researcher role Personal lives Psychological factors
	Professional Beliefs of Researchers	
	Researcher's Knowledge Base	

	Skills Training for Researchers	
	Personality Psychology of Researchers	
	Family and Marital Life of Researchers	
English Teachers' emotional experience of Research	Overall Cluster Analysis of the Results of English Teachers' Emotion Experience	
	Categorical coding analysis - three outcomes brought by the teacher's emotional experience.	Influence of the emotional experience of Research on Teachers The impact of the emotional experience of research on the research itself The impact of the emotional experience of research on stakeholders

4.2.4.1 Research Environment and Atmosphere

A majority of the respondents expressed their concern about the doctoral system...This research found that academics can become officials and that the scholar-tyrant phenomenon affects the overall academic environment and performance. Their reference points were 790, 471, and 403. This implies that subfactors need attention under the research environment and atmospheric dimensions. Such sub-factors occur with high frequency and represent the above dimensions. In addition, the participants expressed many concerns regarding the employment prospects of a Ph.D. (287). The specific data analysis process is as follows. Similar concerns were reported in a review by Alptekin and Tatar (2011), who researched applied linguistics and foreign language education in Turkey, surveying nearly 130 studies from 2005–2009.

4.2.4.1.1 The Dilemma of the Ph.D. System

Analysis of interview data using qualitative analysis software NVivo 12 Plus revealed the low status of senior intellectuals; unlimited competition (title, projects, papers, resources, official positions, promotion or departure, teaching positions, supervisory status); overseas as

the main factors influencing the doctoral dilemma. These findings support the study by Nguyen et al. (2019). On the other hand, the interviews revealed that the status of senior intellectuals, unlimited competition, the difficulty for overseas Ph.D. to adapt to the domestic system and atmosphere, and the severe compression of teachers' time were the main influencing factors. Also, the chaotic, fierce competition in liberal arts academia, the authoritarian writing of dissertations for academics; the avoidance of scientific research; the part-time work of university faculty, and the miserable social and school life were the main influencing factors. In the interviews, Li and Xiao gave descriptions of the dilemma that teachers with doctoral degrees encountered in schools:

The status of intellectuals has never risen in China, and even more so in our school Our school pays only \$500,000 for the settlement of a Ph.D. and only \$700,000 for introducing a professorship. A research start-up fund like our UK Humanities and Social Sciences is only \$70,000. And that money is pre-tax, which means that what we get after tax is even less. If a civil service establishment is introduced, there will be no clearing fee, only a research start-up fund. English Humanities and Social Sciences are only \$250,000, and teachers in those disciplines would go into a Tier 2 Section Head appointment, the lowest level position. Both have a service period of 8 years

<Document \\Li Teacher>

The social status of teachers in the department or school is problematic, and their economic income is in shambles. The economic, political, and social status of teachers in our school is deficient. There is nothing but a diploma. Our school cannot provide a good research atmosphere, environment, and soil for teachers due to institutional problems. They are also reluctant to solve the problem of teacher training, and they are not even willing to bring in professors who already have a lot of scientific achievements, even young teachers...; we are still not free from the need for power supremacy... Until

now, the status quo has remained unchanged... the rapid marginalisation has not changed the love and pursuit of money and power by teachers. <Document \Xiao

Teacher

Now the competition for titles has been alienated, and the value of teachers with "hats (titles)" has increased exponentially, which always makes the pressure on some scholars without "hats (titles)" increase sharply. Behind the "title anxiety," some young and middle-aged scholars are confused about their future academic careers... title involves money and power... income is linked to the title, and the project is linked to the title promotion. <paper \t1 teacher>

The returnees don't want to return to us because academia is a closed circle here. They reject and exclude all new forces with independent and free thinking. They will find all kinds of reasons to stifle overseas talents and development opportunities. <paper \t1 teacher>

Based on the interview results, it is clear that the status of intellectuals in colleges and universities is deficient. Scholars have reported similar global results (Marginson, 2006; Mohrman, 2008). The results can be linked to a dual system that includes entry pay, establishment, and title, unsatisfactory placement and research start-up funds, and a long service period. Also, in some universities, teachers obtain formal positions through connections and power to bypass the evaluation system (Becker et al., 2017). This eventually leads to a culture of politicisation of academia. In this context, university teachers are more interested in power control and resource access. In the interviews, Li stated that the current school teachers are fascinated with the pursuit of talent hats and competition. Finally, Li showed that returnee PhDs have difficulty adapting to the current university research system. The academics of Guizhou Police College are geared towards speculators, as both the

academic environment and financial rewards are unsupportive. Xiao also considered that university teachers are at a complete financial disadvantage. According to Xiao, most schools are eager to bring in talent but, at the same time, are unwilling to nurture the growth of teachers. At the same time, Xiao believed that university teachers, as intellectuals, have no audience to speak to, and their presence in school and society is deficient and unappreciated. This has made it difficult for the intellectuals to take up societal responsibilities.

4.2.4.1.2 The dominance of the scholar-tyrant

Li and Xiao expressed many views on the prevailing social hotspot problem, namely the issues of the scholar-tyrant in power. Scholar-tyrant refers to those scholars who use power to obtain higher academic degrees and professional titles. According to Chen & Wang (2013), such scholars are never interested in deep and professional academic research but in power. Research suggests that scholar-tyrants are more prevalent in East Asian countries. The interview results of this study pointed out that the preference for academic performance, the phenomenon of mentor worship, the rich soil for the creation of the scholar-tyrant, the academic conference as a party and fun event for the scholar-tyrant, and the expulsion of good money by bad money are the main factors influencing scholar-tyrant. Some of the respondents stated that:

Academic quality is completely ignored as far as money is concerned. Various power factors intervene in academia and are important in promoting academic prosperity. <document \Xiao teacher>

Nowadays, due to the circle of academic plutocrats, these hypocrites are very fond of the mentor cult In Chinese society, the higher the education, the greater the respect they receive Therefore, students consciously and unconsciously pay special attention to "mentor" relationships and help maintain the prestige status of their mentors by sending signals about their academic level through their various activities. <Document \Xiao

Teacher

The scholar-tyrant phenomenon is widespread in colleges and universities around the world. Some studies have suggested that the phenomenon is more prevalent in East Asian colleges and universities than in European and American colleges and universities. The most typical explanation for this phenomenon is the unique cultural attributes of teacher training and strict hierarchy within the Confucian cultural circle in East Asia. **<Document \Xiao Teacher**

What is especially true is that the system rarely pursues corruption in the academy and that the academy is more like a gang, with academics as academic opportunists. Most research results (papers, monographs, patents, software) can be bought for money. So academics are equal to power, and power is equal to academics. The three criteria for academic leaders are doctoral qualifications, power (administrative positions), and good management of relationships. The scholar-tyrant is more like the embodiment of gatekeeper politics, and the level of the scholar-tyrant determines the capital and resources of the academic monopoly. **<Documentation \Li Teacher**

From the above interviews, it is clear that Li saw the most obvious consequence of scholar-tyranny as the politicisation and empowerment of academics, which further leads to a false prosperity of the academy. These sentiments are consistent with those of Wang (2014), who highlighted how China's embattled "rule of law" and single-party rule have helped scholars achieve academic breakthroughs. The study findings imply that the interference of power in academics has anchored academic achievements in quantity rather than quality. Li emphasised that those with high academic standards have no status, while those who can make connections are mixed with prosperity. Elsewhere, Xiao stated that academics are concerned with power and money. The interviewee further added that " selfishness and false

prosperity are common in academia." Another strange phenomenon has emerged in academia due to the presence of scholarly tyrants - the politicisation of academia, which is essential to maintaining power patterns.

4.2.4.1.3 A research environment of academic empowerment and Politicisation

The school environment of "academic politicisation" has been discussed in detail by Li, Xiao, and Xu. Academic politicisation refers to the interference in the educational process through bribery in exchange for power and higher academic performance of those in senior positions (Zhang et al., 2019). This section focuses on the impact of issues such as academic politicisation and academic corruption on the severe academic environment. Interviewees 1, 2, and 4 were impressed by this. Below are typical interview transcripts selected for this paper to illustrate the impact of this factor.

The key purpose of most officials in studying for doctoral degrees is not to acquire knowledge but to obtain the benefits of doctoral degrees and to obtain better development by relying on high education. <Document\Xiao Teacher

Officials' diplomas are mixed with the flow and traded for power and money. Official demoralisation has exacerbated the corruption of power and academic corruption. The demoralisation of officials has exacerbated educational injustice, leading to a crisis of trust in education...and most official Ph.D. s come from student cadres. <Document\Li teacher

The school is a civil service establishment that does not allow teachers to start their businesses, the official culture and official personality of the school are very typical, for example, wine culture, meal culture, and the culture of favours (treats and gifts) are very prominent. <Document \Xu Teachers>

From the above interviews, it is evident that the "politicisation of academia" has seriously

polluted schools' teaching and scholarly environment, leaving teachers and scholars without a connection and support base feeling angry and desperate. Official PhDs exploit the power and various loopholes in policy implementation and regulation to continually seek to maximise resources and gains to expand their career paths and social spheres. Ultimately, doctoral participants are incorporated into academic committees through power rather than strong academic competence. These results are in line with studies carried out by Beaumont et al. (2005), Lin & Ross (2005), and Chelli& Cunliffe (2022), who independently reported on the politicisation of research and academic institutions as a whole.

4.2.4.1.4 Employment of Ph.D.

Doctoral employment was also a significant influencing factor in the research environment and climate. According to the results of the analysis of the interview data by the qualitative analysis software NVivo 12 Plus, the main factors affecting the employment of Ph.D. students in terms of the number of employments, employment package, employment requirements, employment contract, the academic platform of admission, environmental climate and management system of the school of admission were the departure of Ph.D. students and the re-employment of Ph.D. students. These findings align with the comments Sverdlik et al. (2018) recorded. When asked to comment on the factors affecting Ph.D. employment, participants revealed the following.

Competition in higher education is fierce. The pressures of the promotion or retirement system, the limited number of journals, the demand for doctoral dissertations, the demand for new faculty dissertations, and the demand for professors' annual evaluation papers all of these are forced to compete. In addition, many returning doctoral students are returning home due to the expansion of domestic doctoral programs and the pressures of the post-epidemic era. This means that competition for faculty positions is becoming more intense. **<Document \\t1 teacher>**

For doctoral job hunting, higher education may care about your education, but more importantly, which major you are. The employment contract between the teacher's entry and the school is a 10-year contract signed while the Ph.D. is in the program, and the school has forced words, actions, indirect threats, etc. But the evidence can't be found now; it's all a bullying contract...the service period is super long, and there are only obligations and no rights. <Document \\Xiao Teacher.

Doctoral employment issues are also a factor that affects faculty research sentiment. Intense university competition is a frequent problem in doctoral employment and work today (O'Meara et al., 2013; Sinclair et al., 2014). So, Li summarised the deteriorating university environment. For a graduate, a peer-reviewed article must be published. This also applies to assessment and promotion. The limited number of journals in China does not provide academics with sufficient opportunities or equivalents to publish their research. This has triggered unusually fierce competition for faculty positions. In addition, Xiao mentioned that doctoral studies require an entrance contract, which treats the university as the "buyer" and the doctorate as the "seller. This makes it possible for teachers entering the university to enjoy limited rights. Interviewees indicated that all of this affects faculty research sentiment.

4.2.4.2 Scientific Research Policies and Systems

Due to word limitations, only some of the interview transcripts were excerpted for analysis in this study, and the main points of the interviews with three faculty members were summarised and analysed. According to the results, all the respondents expressed that the research assessment policy, the university policy, and the "Tenure track" at the reference point of 100, 83, and 47 respectively influence the overall research policy and system.

4.2.4.2.1 Scientific research assessment and evaluation policy (evaluation system and index of core journals)

When asked about their opinion regarding the assessment of scientific research and ranking

of journals, Li, Xiao, and Xu independently made sufficient explanation, and their views documented are as follows:

The evaluation of journals is internationally unacceptable, the evaluation system of journals is flawed, and the types of journal grades, citation rates, and indicators are absurd The evaluation centre criteria for judging journal grades are unfounded **<Document \Li Teacher**

Today, academic journals have evolved into a sort of lottery with low probability and randomness We lack a formal review system Some "core" journals prefer to solicit manuscripts from the "lead authors" in their field of expertise, most of which are on hot topics and even have strange and discriminatory requirements for contributors... **<Document \Xiao Teacher**

To keep themselves in the C-journal catalogue, the editorial policy of many journals is forced to follow the C-journal selection criteria.... many authors have taken great pains to "publish" their papers in "core journals" in various ways. **<Document \Xu Teacher**

As narrated by Li, Xiao, and Xu, the interview results show that the current university's academic evaluation system is not perfect and unreliable. These results support the previous study by Adler & Harzing (2009), who reported shortcomings in academic rankings.

Universities having such systems are prone to low academic credibility, which affects and even limits the university's faculty from applying to research projects and publishing in high-quality journals. Regarding such systems, Li believed it was too absurd to judge a journal based on its impact factor alone. The academic level of journals and the quality of published academic articles have a great positive correlation, and the rating of foreign journals should be increased appropriately. Xiao and Xu cited the corrupt and dirty power-seeking transactions in the manuscript submission and review process that negatively impact teachers'

research sentiments.

4.2.4.2.2 The "Tenure-track" System in Universities

Tenure was first introduced to academia in 1915 when it was intended to protect faculty from whimsical dismissals while ensuring that they could continue serving the university. Those educators who were granted tenure were protected from arbitrary removal from service and were assured freedom to speak and write what is best for their disciplines and students without any fear of action by those who were in positions of power at the university.

“Tenure-track,” a factor that influences a teacher's research emotion, is of great concern among scholars and society at large. In this study, Li, Xiao, and Xu expressed many views regarding the "Tenure-track." They stated that,

In China, the "tenure track" also means "promotion or separation. It is a way to force talent. The purpose of tenure at most schools has nothing to do with scholarship or teaching, such as publishing in a specific journal or applying to a specific program. In short, our "tenure" is not to run a university but to get a gold medal. This also leads to the mass production of low-quality papers and academic fast food, which can easily lead to low-level duplication and even academic misconduct, and mutual harm with employers. <Document \\Li Teacher>

The leaders of our schools sit in their offices and want the entire school to be above peers academically. Leaders and secretaries are not intellectuals and only want to use their power to pressure competent academics Mainstream media rarely report on problems or conflicts. <Document \\Xiao Teacher>

Under the current hiring system, most future young researchers will be eliminated. After all, the only way to gain admission to graduate school is to be awarded a national grant; otherwise, you cannot conduct independent scientific research, unlike the personnel hiring system in European and American universities. Faced with the "

tenure " pressure, faculty members must compete like crazy. The implementation of the "tenure track" system is characterised by a pressure-based "tournament" system, such as the number of research outputs in the short term as an important evaluation indicator for young faculty members and a "cascade" of schools and colleges in achieving policy goals. "Cascading." It is often pragmatic and practical.<Document \\Xu teacher>

Interviews revealed that respondents view tenure as a tool to rank schools well on the hit list rather than to develop talent. They emphasised that it is a policy that overly depletes talent and leads to much academic misconduct. Respondents further argued that the tenure tracking system is confusing and arbitrary and fosters a culture of cronyism and sectarianism. Foreign countries provide enough research platforms and funding for faculty to get decent enough jobs. In addition, they have a well-developed system to address the problems that arise in tenure competition. In contrast, the current tenure system in China is a social Darwinist and utilitarian system that oppresses faculty at all levels (Liu, Xing & Zheng, 2021). The literature offers a variety of perspectives on academic tenure in higher education. The current research has identified several conflicting perspectives. Higher education institutions are challenged to use TTS as a new performance-based system for higher education faculty. This new reform was introduced to universities to improve the quality of higher education (Greene et al., 2008; Tayyeb and Nasira, 2011).

4.2.4.2.3 School policies

When interviewed, Li, Xiao, and Xu expressed dissatisfaction with the academic assessment policies in the school. As noted by the respondents, factors that influence the school's academic policies include formal academic reviews, lack of humane authority in academic policies, and non-academic policies that restrict faculty freedom (Zembylas and Schutz, 2009). Some typical interview transcripts are shown below.

Academic commentary has become formalised...everyone follows the script. People who

don't talk about public ethics play the role of well-respected scientists. Reviewers act according to quantitative standards, while those under scrutiny get to perform, bribe, canvass, and worship the dock. Universities never invest in training young faculty, preferring to invest in infrastructure, festivals, and receptions. The university's rules and regulations became ineffective...<Documentation\\Li Teachers>

Due to the complexity and length of administrative systems, regulations, and order, faculty can only demand higher salaries. The need for freedom of research is fettered, dealing a heavy blow to research. The school's mechanisms train teachers to complete their tasks and foster a mindset of obedience. When schools were converted into civil service institutions, teachers had to perform dual duties as civil servants and regular teachers. Teachers were required to punch in at the end of each day...The school was perfunctory on the issue of Ph.D. dependents.<Documentation\\Xiao Teachers>

Academic policies must meet time and money requirements that assembly line management has exhausted. The school's evaluation of teachers has become a packaged assessment where excellent and poor performance are the same. The same criteria have led to a rigid and stereotypical academic evaluation system. I hope that universities will realise this system flaw as soon as possible.<Document\\Xu Teachers>

Respondents indicated that many school policies lacked discipline and oversight mechanisms, leading to chaotic school management and the rise of bureaucrats and opportunists to power. As a result, bureaucracy and formalism are rampant in schools, and officials only need data to quantify teaching and research, making it difficult for honest teachers to benefit from them. In addition, many of the school's policies and regulations are implemented and effective through the eloquence of bureaucrats. The influences of journals and administrative interventions have an extremely negative impact on research. These reflect flaws in school

policies and systems (O'Connor, 2008).

4.2.4.3 Socio-cultural factors of scientific research (cultural values and social support)

This study revealed the "culture of slavery," a characteristic of China's education system, and China's "guanxi" society as socio-cultural factors that affect research emotions at 88, 45, and 17 reference points, respectively. This represents the number of times they are frequently mentioned in the interview. The data analysis process is described below.

4.2.4.3.1 Slavery of the teacher team

The slavery of the teaching force should be a more critical influencing factor that can directly affect teachers' research mood (Day, 2017). According to the analysis of interview data from the qualitative analysis software NVivo 12 Plus, the main influencing factors involved are the manifestation of bureaucratic slavishness; the manifestation of collective slavishness of teachers and students. Regarding slavery of the teacher team, the study participants stated as follows:

Bureaucrats... play a significant role in transmitting the school's culture and ideology. They occupy positions of authority and maintain the school's status. Bureaucratic clannishness is the driving force behind the maintenance of school culture, bureaucratic culture, perverse morality, and snobbery... they create a culture of 'making excuses' every day, which promotes the formation of teachers' habits of liking making excuses. The tug-of-war between bureaucrats and intellectuals is a constant melody in schools. <Document \Li Teacher

Teachers will not reflect on the current institutional culture, regulations, and systems... the teachers' unhealthy mindset is rationalised as a reflection of the teachers' adaptation and screening of slavery and the teachers' interpersonal patterns and methods of getting along with each other help maintain the culture of slavery. Even teachers like to teach the bureaucratic culture's ways of experience...the self-regulation and domestication of

older teachers maintain the school's cultural climate, and younger teachers follow to imitate and culturally adapt. Teachers who are not privileged are trapped at the bottom. <Document \\Xiao Teachers

, there is power, and there are inevitably slaves. This is the case in our schools, where many teachers, especially older teachers, have a profound sense of slavery... The extreme manifestation of slavery can poison the health of society and hinder its development; the more slavish people and behaviours, the less hope for social development. Such people also do not take responsibility for public affairs and public interest but voluntarily choose to pander to the powerful for private gain. Teachers generally have no sense of fairness. <Document \\Xu Teachers

In conclusion, interviewees believed teachers and bureaucrats with connections backstage are the primary agents of "clarification culture" in schools. According to the respondents, the interplay of the bureaucratic conspiracy culture and the teachers' conspiracy personalities lead to an unhealthy mentality among teachers. Teachers become devoid of independence, which may lead to mental illness. The participants further noted that the old teachers were fond of teaching the bureaucratic way and vigorously defended the bureaucracy.

4.2.4.3.2 Characteristics of Chinese Education

The characteristics of Chinese education may seem distant from teachers' research emotions, but the emotional impact on teachers' emotions is very far-reaching. After independently engaging in research, teachers' early educational experiences can affect their emotions and motivations (Yan, 2012).

Universities also divide elite groups, giving individuals a place in the political system through education. Universities influence the acquisition of power and elite political status through mechanisms and institutions. University students are an essential source of elite political groups. Education is a meaningful way to gain political power,

belonging to the quasi-bureaucratic and quasi-elite production. <Document \Li Teacher

The Chinese education model is a waste of resources... There are fewer "outstanding talents" and fewer "top innovators." Subject selection in test-based education encourages student thinking and mature egotism. The administration can dictate instruction, teachers are caught in the middle, and our schools "stifle" potential excellence. When curiosity and imagination are suppressed and character development is inhibited, differences between people are reduced and artificially compressed. This indirectly affects teachers' research mood. Our teachers' research connotation and quality are poor, and the lack of research innovation directly affects the healthy development of research emotion... <Document \Xu Teachers>

Teaching conditions are poor, and there is a preference for emphasising official authority Student's revere privilege and are obsessed with hierarchy The environment is challenging to reverse Lack of respect for the most essential aspects of education. It fails to produce critical thinking among whole citizens The educational ecology is damaged. <Document \Xiao Teachers>

The interviewees implied that Chinese education's most important key feature is its connection to politics. Similar findings have been reported by Li and Zhou (2005), where study's respondents argued that universities' essential function is to produce a powerful political elite through mechanisms that replace the traditional imperial examination system. This is sometimes aimed at producing quasi-bureaucrats and gaining political power. In addition, the interview results suggest a lack of innovation in Chinese university education, which further affects students' curiosity, creativity, and insight.

4.2.4.3.3 Socio-cultural factors

Li, Xiao, and Xu illustrated that ‘guanxi’ is one of the significant dynamics in Chinese society; one must be able to make relationships.

If you don't have a background, society is cruel. The whole of society is this "connection" (relationship). In Chinese society, it's hard to use your fundamental skills to achieve.

This is especially true in our schools, which are obsessed with connections, backgrounds, and circles. It taints the "potential" academic environment and leads to intellectual decline. <Document\Xu Teacher

Guanxi(relationship) will make ordinary people take more detours, return favours, waste money, time opportunity costs increase, and the ability to require high, relatively few people; the lower the threshold of ability, the more humane. Once you find a relationship, whether or not to meet expectations, it is not good to refuse. <Document
\Li Teacher>

All interviewees stressed the importance of guanxi (relationship), origin, background, and circle in society. Contrary to this study’s findings, Li and Wright (2000) believe ‘guanxi,’ a sociocultural factor, is an excellent harm and depletion to intelligence and the academic environment. The results of this study support a ‘guanxi’ model developed by Chen & Chen (2004). According to this study, complicated and tangled human relations may consume a teacher’s intelligence. Internal conflict and internal fighting are significant losses to teachers and researchers. This makes it difficult for teachers to concentrate on research and fully use intellectual resources.

4.2.4.4 Individual Factors of Scientific Researchers

The interview transcripts also showed the extent of the influence of personal factors.

Interviewees found that personal research quality and responsibility, personal life situation, professional beliefs, and personal competence influence English teachers' research. Their professional beliefs include values, personality psychology, commitment motivation, sense of identity, and efficacy. And personal competencies refer to scientific research ability and knowledge level with reference points 27, 28, 6, and 3, respectively. The specific data analysis process is as follows.

4.2.4.4.1 Researcher role

Teachers' research quality and sense of responsibility are also key factors that influence English teacher research. The factors involving teachers' research quality are the quality of specific research tasks (articles, literature, topic declaration, research methods, field research, academic conference experience, journal submission experience), subjective perceptions, and concepts of research. The following are representative interview transcripts, as stated by the study participants.

The end path for full professors in China is to be officials with power. There is no real pursuit of truth, no sense of responsibility for knowledge. **<Document \\Li Teacher**

For scientific research (addressing the well-being of humanity as a whole), it is only after accumulation that you have a chance to achieve the combination of breadth and depth that you can hope to do good research. Scientific research should be solid, not overly ambitious, and researchers should take on the challenging task of constantly finding and asking questions. Teachers should continually improve their critical thinking skills, develop a scientific methodology, and dare to question academic authorities and traditional scientific views rather than accept and agree with them unthinkingly. Teachers should also delve into cutting-edge scientific research topics, analysing negative results through trial and error and ultimately finding viable pathways. Scientific research is a way of life. It allows me to think about and solve

scientific problems without worrying. But we also have a specific social responsibility, and our research aims to give back to society and contribute to humanity. **<Document**
t1 teacher.

The average individual's research qualities include, at a minimum, solid literature work on a problem and an in-depth reading of a book. Or he has solid field research and scientific research methods. This also includes involvement in project submissions of practical significance and experience in submitting manuscripts to high-level journals. In short, doing research means having enough time to expand one's knowledge and finally write a solid empirical paper. **<Document** **Xiao Teacher**>

Research quality and responsibility are key factors influencing faculty mood, as both Lee and Shaw emphasised, and similar findings were reported by Lauermann & Karabenick (2014).

Lee and Xiao considered PhDs and professors to be very sacred professions. Their high titles attract more responsibility and high public expectations. It also means that they must contribute more to research. However, most already lack the scientific responsibility and scientific quality to pursue truth purely for the sake of knowledge responsibly. It includes solid documentation work, research work, and research methods. These qualities can have multiple effects on the research mood of teachers.

Likewise, the researcher's sense of identity and efficacy can execute impacts. The reference point for this factor is 4. The representative interview transcripts illustrated the influence of this factor below:

My beloved has been interested in scientific research from her heart since she was a child, she has been a good student since she was a child, and she is very hardworking and persistent. So her purpose and motivation to engage in scientific research is very pure, whereas the situation in our school of study is entirely different, and the scientific research identity and sense of effectiveness is completely different. **<paper** **t1 teacher**

People with a strong sense of identity and efficacy will view research differently than those around them. They will have a genuine passion and interest in academia and the ability to endure and persevere. They are the polar opposite of school teachers who like to decorate their appearance with research and pursue official titles. A teacher's research skills and knowledge are the skills training of a researcher. The reference point for this factor is 6.

Examples of representative interview transcripts are as follows.

Some time ago, I saw a comparison of the success of Chinese and Indian people living in the US, which inspired me. Our scientific research has failed and has been affected by our English, language, and general skill levels. For example, our English department's English proficiency and the English proficiency of faculty in other departments are very poor It isn't easy to get an influential international journal to accept a manuscript We are not good at expressing ourselves. In addition to writing, academia requires a certain level of expressiveness, which we also lack, probably related to skills. <document \t1 teacher>

Research skills and knowledge are critical, and as a graduate advisor for English education at a foreign university, I feel very strongly about this issue. I quote from a letter responding to graduate students, and you know the importance of knowledge and competency levels.

The students' papers were full of questions, they didn't know where to start, and no questions were written on them. It was a mess, and it put me in a trance It was hard to find a complete sentence in your "instruction manual." I hope you can change the format again as needed. In particular, I would like you to change the 348 ellipses in the text to commas... <document \Xiao teacher>

Teachers' ability to publish in international journals is severely limited by the limited

language skills of school researchers and the Chinese culture's emphasis on silence, which also limits teachers' ability to express their views academically (Zarei et al., 2019). The current study reveals that some students have forgotten basic writing skills, such as article wording, sentence and contextual expressions, formatting, and punctuation.

4.2.4.4.2 Personal lives

According to the results of the qualitative analysis software NVivo 12 Plus, the main factors influencing personal private life were the teacher's early life environment (35), the teacher's family education (44), the teacher's family culture (32), and the teacher's personal life (5). The following is a sample of representative interview transcripts to illustrate this factor.

I also came from a small place... the difference is that I chose to integrate... College students in small counties and towns are often still easily fooled because they have relatively low starting points, limited access to information, and no one to show them the way. For example, leaders in the workplace always like to cajole simple rural and county college students into working more for less in return and teach rural college students to take hard work and hard work as their strengths and virtues. The early experience of individual teachers is also a significant factor in the formation of research emotions. In particular, family education and social education. I have always emphasised that parents and family education subtly influence the formation of research emotions. The family and parents give us an initial capital and platform to enter society, forming a profound perception and influencing our study and research. Nowadays, many parents are willing to spend on top education for their children, such as getting along with the elite and accumulating contacts. <Document \\Xiao Teacher.

The cultural ethics of one's family of origin greatly impact people, at least for me. From a young age, I was discriminated against by my parents and siblings, who believed that reading was the most useless and that a scholar had no use for anything. From a young

age, I was teased for being nerdy and unsociable. I adore my sister, even though she likes to do bad things and has never read a book... she was so good at coming up with things and socialising; my heart admired her so much... I think scholars in their private lives need to live a normal life. Because there is a balance between academic life and the rest of everyday life... Some people are so monotonous that only academic life is left, and those kinds of people are dangerous. You must have friends with whom you can communicate deeply, who can talk to each other, not the kind of friends who can communicate with each other in general, that is, people who are on the same path. **<Document \Li Teacher**

Interviewees mentioned in their interviews that their private life experiences significantly impacted the formation of teachers' research sentiments. Similar findings were reported by Day (2006). They addressed the issue of teacher identity by pooling studies that examined the relationship between social structures and individual agency, between the concepts of social constructs. Based on the results of the interviews, it is clear that early family and parental education is critical. As Xiao emphasised, parents' investment and consumption of their children's educational capital is an accumulation of necessary socio-cultural capital for their children, including the necessary developmental platforms and human resources. These will significantly impact the future of teacher education and research.

The cultural and moral values of the families' teachers come from have a significant impact. Li believed that families are unique. Their parents did not look at people who grew up learning. They believed that LI was not good with people, could not build relationships, could not get things done, and was destined to fail. The parents liked their sister. She did not study but was a socialite in the county, which led Lee to believe that study was useless in a society of power and relationships. She envied women who could build relationships and take things in. The interviewees said that academics should have personal lives outside of academic

research. Li and Xiao mentioned the importance of family and marital life in developing research emotions. The reference point for this factor is 10:

My beloved is a talented English Ph.D. student returning from the United States. We have a three-year-old child.....my beloved will graduate with a Ph.D. next year, and I intend to bring my son to the Ph.D. graduation ceremony. We both think the harmony of husband and wife, the support and help of older people at home, and the lively and cute child can all be a booster for the couple's Ph.D. research emotion. It can relieve our research pressure so that we are more motivated to face the dilemma of the research and unfair events, as well as the research treatment of a mess. I find it comforting and reassuring for my family, a great relief from my research's stress, anxiety, loss, anger, and despair. I find that international journals have a relatively fair and well-established evaluation system, so I tend to publish in international journals. In particular, my wife encourages me to publish more SCI articles. <paper \t1 teacher

I believe that marriage and family are still essential influencing factors.

At this point, I still envy my colleague. He and his lover are Ph.D..... they can say that they have a lot of ordinary languages, so they can help each other, encounter scientific research problems and difficulties, or talk to each other. In addition, they have a common hobby, which is outdoor hiking trips. You can say they are an academic couple. My wife does not have a Ph.D. but a bachelor's degree, and she graduated with her degree one year after I graduated. Although we also have a good relationship and two lovely sons, she still does not understand me on some things, such as difficulties in research, major career setbacks, and wanting to change jobs. With her level and insight, it is hard to empathise with me and help me to relieve my worries.

All respondents agreed that it would be highly beneficial to the development of emotions if

both spouses worked together to promote family development. Family harmony will effectively contribute to the positive and healthy development of research emotions. Lee mentioned that both spouses are Ph.D. students and have common hobbies to relieve research life's stress, tension, and anxiety. This can also promote a research environment in the family that encourages and helps each other. If the spouses' degrees are asymmetrical, gaining sympathy and support may not be easy. It's like Shaw's description. It is challenging to alleviate personal research anxiety because of the spouse's limited knowledge. Faculty members' professional identities are influenced by how they feel about themselves and how they feel about their students. The professional identity helps them orient or position themselves concerning their students and make appropriate and effective adjustments to their practices, beliefs, and interactions (Day et al., 2006).

4.2.4.4.3 Psychological factors

The interview results showed that teachers' psychological factors affect their research mood, and the coding reference point is 2. Teachers' motivation and personality to participate in scientific research may be influenced by psychological factors. Transcripts of interviews demonstrate the impact of this factor:

My beloved's research sentiments are a world away from those of the teachers at our school, including me. She is a pure scholar, very light on fame and fortune, and her family environment is also good. My parents-in-law are very good to her tutor and have the financial strength to do so. So, from childhood, academic research has been the heart of her interest. She is considered the academic bar, can bear hardship, and has persistent perseverance. So, her purpose and motivation to engage in scientific research are pure, and the situation in our school of learning is entirely different. paper tl teacher

It shows that teachers' motivation for research is critical and even affects the output of

research results. Indifference to fame and fortune, interest from the heart, and pure motivation for research all contribute to the quality and efficiency of research. The psychology of faculty personality is also a key factor. The reference point for this factor is 37, and representative interview transcripts illustrate the impact of this factor.

Engaging in research in China ends up in fights and suicides, and I've recently heard about the frequent accidents of Ph.D. at many schools. I heard about Ph.D. students getting into three consecutive fights in the same dormitory. "No way, the pressure of research, economic pressure, marriage pressure is too much and nowhere to release. Values, habits, work, and rest regimes are contradictory, and it is easy to get shot!"<document\\t1 teacher>

On a personal level, I think an individual's research personality type is also an influencing factor because everyone reacts and makes different choices when faced with almost the same situation. For example, when you hear that a colleague or a classmate has published a paper, different people will react differently. It is hard for us not to feel jealous in circumstances where even their cleanliness is challenging to defend themselves, and childishness is even more impossible. In addition to the pressure caused by the scarcity of resources, subjective anxiety cannot be ignored: sensitivity, apprehension, a strong sense of honour, and eternal motivation. This can be said to be a classic portrayal of Chinese intellectuals. Besides giving intellectuals the advantage of overcoming career difficulties, these character traits also source inner anxiety. Regarding critical moments and essential matters, scholars are always awake to pursue the most tangible things. But teachers also often deceive themselves. Otherwise, on a psychological level, teachers find it difficult to tolerate such contradictions and split personalities. I don't know myself very well, I don't even have an authentic self, and my soul is a chaotic combination of social views

<document\\Xiao teacher>

Teachers' psychological characteristics have a significant impact on research emotions. For starters, many university professors who conduct scientific research are in poor health. For example, when confronted with the publication of their classmates' or colleagues' papers, each person's mentality and mood will significantly differ. Teachers are generally sensitive and anxious; some are concerned about the future and have a sense of honour in pursuing titles and research, which significantly impact intellectuals in power and traditional culture.

4.2.4.5 Summary

This section focused on 4 dimensions: research environment, atmosphere, policies and institutions, socio-cultural factors, and individual researcher factors. In descending order of reference points, the factors influencing the affective experience of English university teachers are socio-cultural research factors, policies, and institutions of research, individual factors of researchers, professional beliefs of researchers, personality psychology of researchers, and skill training of researchers. Researchers' family marital life and knowledge reserve little influence on teachers' research emotions.

4.3 Conclusion

This study investigated the research questions from three main directions. The first research question was to elucidate university English teachers' affective experiences when participating in scientific research. The second research question was about determining factors influencing university English teachers' affective research experiences. The final question was to discuss what the results of these university English teachers' research on affective experiences would entail. In this study, five university English teachers collected their opinions on these three research questions through qualitative interviews.

First, in response to the first question, the university English teachers in this study classified their research emotions into four categories: positive emotions, negative emotions, mixed

emotions, and neutral emotions. Negative emotions included complaints, being used, abandonment, difficulties, and anxiety; positive emotions included success, criticism, and value; mixed emotions included status and liking; and neutral emotions included independence and pursuit. The five university professors expressed the most negative emotions. There were 1565 negative emotion reference points and 549 positive emotion reference points. Furthermore, analysis of the interview data with Nvivo 12 Plus revealed a predominance of negative research emotions regarding emotional intensity, with a very weak predominance of optimistic emotions. This suggests they are currently dealing with difficulties and concerns caused by themselves or their surroundings. Focusing on university faculty's apparent negative emotional experiences may help change the research environment and policies. The analysis revealed that this is due to the sample schools' intense politicisation of academia. Due to the research environment and climate, the faculty mainly experienced negative emotions and a complex mix of emotions, including anger, sadness, grief, and compromise. Teachers spent the majority of their time conducting research. The other five teachers displayed neutral emotions as well. The emergence of these neutral emotions and a small number of positive emotions is a valuable addition to previous teacher emotion research. The emergence of this phenomenon further reveals the complexity and multidimensionality of teachers' research emotions in a focused setting.

Question 2 was answered using further analysis of these teacher research emotion characteristics. The "key emotional events" coding section revealed that the research environment and climate were the most important factors influencing the five teachers' research emotions. The following most influential factors, in descending order of reference points, were: research socio-cultural factors, research policies and institutions, researcher personal factors, researcher professional beliefs, researcher personality psychology, and researcher skill training. As a result, the influencing factors in this study were finally divided

into four dimensions: research environment and climate, research policies and institutions, research socio-cultural factors, and researchers' factors.

Under the subtle interaction of political power and intellectuals, this arrangement of influencing factors can initially reveal the three main factors influencing teachers' research emotions: research environment and climate, research socio-cultural factors, and research policies and institutions. Individual factors of researchers, such as personality psychology, skill training, and other personal factors, have a minor influence compared to these three main factors. The findings of this study clearly show that environmental factors are the most critical factor influencing teachers' emotional research experiences. The study discovered that the five teachers in the sample all had their styles and, as previously stated, formed three main types: defiant, bureaucratic, and submissive. Li, for example, maintained a sharp interviewing style from start to finish, consistent with defiance. Xiao and Xu also admitted openly to having a submissive personality, constantly seeking recognition and advancement from the school and bureaucrats to demonstrate their abilities and values. Zhang and Wang, on the other hand, have complete access to the system's resources. So they defend the school and the system, who belongs to the school, and its spokesperson. This is typical bureaucratic behaviour. Based on this research, it was discovered that in the context of academic politicisation, each dimension's emotional experiences and emotional events are more unique, typical, and representative

CHAPTER 5 FINDINGS AND DISCUSSION

5.1 Introduction

This Chapter covers the analysis of findings, results, and discussion. This research aimed to help Understand EFL teachers' emotional experience of doing research through multiple case studies. Therefore, thematic analysis was utilised to provide a systematic and rigorous way to discover and evaluate distinct themes, as it is a valuable method for studying qualitative data. Because of its potential to help researchers delve deeply into participants' interpretations and experiences, it will be an invaluable resource for expanding our understanding through qualitative research. The distinct themes discovered from the previous data analysis include:

- 1) The impact outcomes of teachers' emotional response on the teachers themselves
- 2) The impact outcomes of teachers' emotional response on the research
- 3) The impact outcomes of teachers' emotional response on the research stakeholders.

5.2 Findings

This section reports the findings from the analysis done above, the outcome of university English teachers' emotional experiences of research. This section emphasises the outcomes of the affective research experiences of university English teachers and the overall profile of the outcomes of the affective research experiences of university English teachers. The section is anchored on the statistical results output from the qualitative analysis software NVivo 12 Plus. Also presented in the section are the results of the effects on teachers themselves (teachers' professional and research beliefs, teachers' motivation and involvement in research), the effects on the research itself (research methods, management of research projects), the effects on research stakeholders (research peers, peers, and colleagues) (research peers, peers, colleagues, and senior leaders, research teams, school administrators,

project judges, editors-in-chief of academic journals, editors and anonymous reviewers)

5.2.1 The Existence of English Teachers' Emotion Experience

According to the findings of this study, the five college English teachers had more research emotional events and richer research emotional experiences. As a result, the emotional research experiences of the five college English teachers varied in type and level. To obtain a preliminary categorization of the outcomes of affective experiences, the qualitative analysis software NVivo 12 Plus was used to cluster and analyse the interview transcripts of the five college English teachers (Figures 11 and 12).

According to Figure 11, the effects and outcomes resulting from the research emotions were closely related to the interview transcripts described by Li and Xiao. Again, the results are consistent with the cluster analysis of teachers' research emotional experiences in the first research question and the reality of Li's and Xiao's learning and research lives. The fact that Zhang and Xu were closer regarding the emotional impact and outcomes is likely related to the fact that both teachers benefited from power and relationships, significantly impacting teachers' research's emotional impact and final choices (Talvio, 2014). Wang's uniqueness in emotional expression may be related to the fact that he has not been described much in terms of emotional outcome expression, or it may be related to the fact that he has been very protective of the school system and enjoys the institutional life of the school.

Figure 11: Cluster analysis by word similarity of interview transcripts

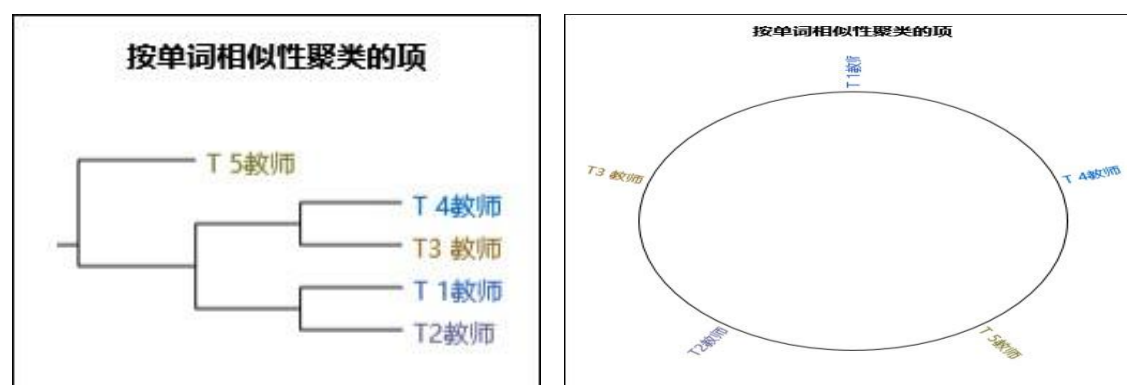
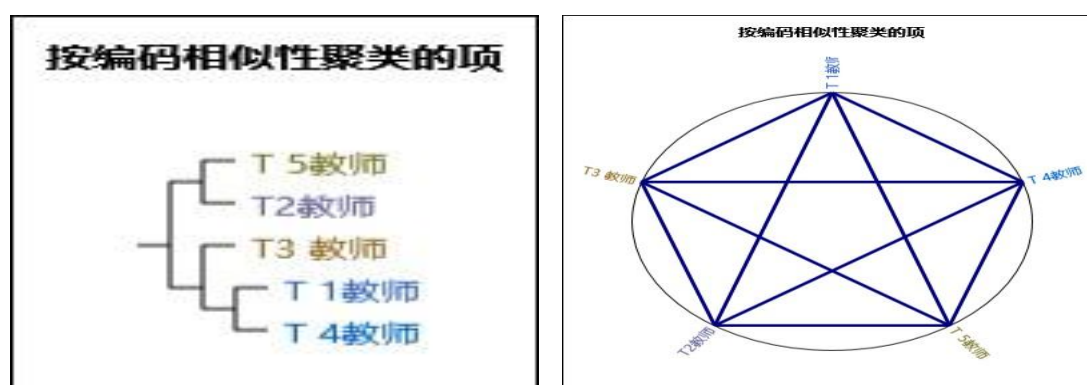


Figure 12: Clustering analysis by coding similarity of interview transcripts



5.2.2 Emerging Themes

This subsection provides an in-depth description of the detailed categorization codes, coding sources, and other data statistics of the affective research experience outcomes of the five college English teachers. NVivo 12 Plus has been used to code all the qualitative data involving affective experience outcomes.

The interview transcripts of the affective experience outcomes of the five college English teachers' research totaled 32,936 words. They yielded the following findings: the detailed categorization codes of the affective experience outcomes of college English teachers' research totaled 200 node codes, and the coding nodes of the affective outcomes contained three aspects: the impact outcomes on the teachers themselves, the impact outcomes on the research, and the impact outcomes on the stakeholders of the research.

It presents the detailed categorised research affective outcome codes in the order of the categorised statistical table derived from NVivo 12 Plus (Table 13)

Table 13: Results of English Teachers' emotional experience

Results of English Teachers' emotional experience	Document	Reference point
Effects and Outcomes of affective research experience for Teachers	1	158
Effects on research effectiveness (research satisfaction, research burnout, research life)	1	69
Impact on research motivation and engagement (research well-being)	1	79
Impact on teachers' professional beliefs about research (research	1	9

efficacy, research identity, research commitment, and research responsibility)		
Impact on faculty and research stakeholder learning (research learning process, research learning outcomes))	1	1
Impact of the emotional experience of research on stakeholders (research team, peers, colleagues, classmates, leaders, administrators, project judges, editors-in-chief, editors and reviewers, etc.)	1	49
Research stakeholder behaviour (research motivation and involvement)	1	43
Research stakeholders' well-being (research stakeholders' emotions, research stakeholders' sense of experience, relationships among research stakeholders, social life among research stakeholders)	1	5
Impact of the emotional experience of research on the research itself (research methods, research project management, etc.)	1	1

5.2.2.1 Influence of the emotional experience of Research on Teachers

5.2.2.1.1 Effects on Teachers' professional beliefs about Research

According to the results using NVivo 12 Plus, the number of nodes coded at three levels of emotional impact and outcome from "key emotional events" is 200, and the total number of reference points is 209, with a wide range of coding sources. There are nine reference points for the impact on teachers' professional beliefs about science and research among them, as illustrated by representative interview transcripts that,

We pursue the quality of articles, not the quantity, and we encounter conflicts between academic and administrative power. Too many academics with political authority in current colleges. <paper |||Xu teachers>

Some college teachers are forced to start entrepreneurship to complete academic research. Anxiety and pressure from family, self, and work all require teachers to find other resources, including mentor resources, financial resources, school resources, policy resources, relationships, etc.....<Documentation||Li Teacher>

The responses of the two teachers above demonstrated how negative emotional experiences influence college teachers' professional beliefs. Anxiety, stress, and complaints all force them

to seek alternate avenues for furthering their research. Entrepreneurship became a way for them to cope with negative emotions because it provided funding and other resources to support their research. Negative emotional experiences, on the other hand, can strengthen university teachers' belief in scientific research and help them find a flexible way to survive. Barcelos & Ruohotie-Lyhty (2018) reviewed studies about emotions and beliefs in second language teaching, highlighting their main points, theoretical framework, and main results. The authors aimed to provide an overview of how emotions and beliefs are interconnected and how this understanding can support language teacher development (Nicolet-dit-Félix et al., 2023). They suggested implications for research on teachers' beliefs and emotions.

5.2.2.1.2 Impact on Motivation and Involvement in Research

According to the data results using the qualitative analysis software NVivo 12 Plus, the number of reference points for the impact on teachers' motivation and involvement in research is 79. This is represented in the interview transcripts as follows:

Sci quantitative indicators erase a large number of good results. Years later, I finally got promoted. I was delighted and had a great sense of accomplishment. After the promotion, my colleagues liked me more than before, but I no longer cared. I am delighted, pleased, and exhilarated inside. <File\\Xiao Teacher>

I did not go abroad for further study visits because it was difficult to obtain the benefits and advantages.....going abroad for further study affects the evaluation of titles, income, and classroom hours. Born in the countryside, I envy and want the power and guanxi that help to succeed in academic research. However, current researchers are rapidly marginalised and barely able to assume the responsibilities of a cultural elite. Experience has proven that I must gain power, especially political power, to help me in my research. Despite feelings of guilt, the results of scientific research can still bring motivation and joy.<Document \\Xu Teacher>

I can only vote for the transformation of schools into civil services. The politicisation of academia is common in China because pure academics are not supported by funding and other resources, while academics with political power can do so. The existing journal evaluation system is also flawed, and academic inequity occurs. With low salaries and inadequate financial support for scientific research, some faculty members are not actively engaged in scientific research. This has led to an increasing number of university faculty choosing to pursue a Ph.D. or start a business to find new avenues of research. **Document \Li Teacher.**

According to the responses of the three teachers mentioned above, the influence of complex emotions on research motivation and participation is also multifaceted. On the one hand, a sense of fulfilment and happiness boosts teachers' confidence and motivation to participate in scientific research. Due to the low-status quo, teachers are discouraged from participating in scientific research and are forced to seek alternative employment, such as entrepreneurship. The complex emotional experience influences research motivations and teacher selections (Dörnyei & Ushioda, 2013).

5.2.2.1.3 Effects on research efficiency

The influence of teachers' emotional experience on research efficiency is mainly reflected in research satisfaction, research life, and research burnout. According to the qualitative analysis software NVivo 12 Plus findings, the reference points for the impact on research efficiency account for 69. Some of the representative interview transcripts are presented below.

Teachers generally have a strong political complex, an official complex, and a strong attachment to power. Schools are where the bar is low, interpersonal relationships are rampant, and only obedience is possible. Rural teachers without good backgrounds and resources lead them to compromise with a politicised academic system. Teachers without rights may be marginalised, leading to limited rights and low motivation to

participate in scientific research. I feel helpless there is nothing I can do. Influenced by the environment, some faculty members have abandoned traditional scientific research and started their businesses. This has certainly delayed the initial dream or project of scientific research due to the current lack of school and financial support. *<paper\|tl teacher>*

Scientific research platforms, scientific research start-up funds, scientific research environment, scientific research atmosphere, and scientific research policy all affect the efficiency of scientific research. Public institutions, treatment, platforms, titles, positions, and names all affect the efficiency of scientific research and the satisfaction of teachers.....Middle-aged PhD students have no advantage, and they will be anxious. After graduation, they will consider schools in remote areas of China, vocational and technical schools, or undergraduate schools. The research conditions in these places may be worse or inadequate, discouraging and negatively affecting research efficiency. I want to give up and feel there is no hope for my career future..... I am so desperate and have become tired of the current research environment. *<Document \|Xiao Teacher>*

Scholarly officials are the great trend and talent component of the country's modernisation. Scholars can be officials if they do not interfere with academics. Teachers, especially returnee doctors, do not try to change the cultural and psychological structure; improving is right. For those who become officials, because they excel academically, their research will not be affected. As a student, I used to write and send papers on behalf of others, and I was very familiar with how the process worked. Academic fraud is quite common in achieving goals. *<paper \|Zhang teacher>*

As mentioned above, the current academic climate and research conditions negatively affect

research effectiveness by influencing faculty members' emotional experiences. This manifests in a lack of research satisfaction, delayed research progress, academic fraud, and inadequate research conditions (as described by Li, Xiao, and Zhang). According to Xiao and Zhang's responses, career transition and the politicisation of academia are the two main reasons affecting teachers' emotional research experience. This may lead to the development of emotional experiences such as helplessness, despair, boredom, and hopelessness, which ultimately affect the efficiency of scientific research (Becker et al., 2015).

5.2.2.2 Impact of emotional experience of research on the research itself

The impact of teachers' emotional experiences on scientific research projects is minor but should be noted and analysed. Teachers' emotional experiences may influence the program's approach and management (Bondi et al., 2016). According to the findings using the qualitative analysis software NVivo 12 Plus, the reference points for the impact on research stakeholders accounted for one, as illustrated in the examples of representative interview transcripts:

The phenomenon of cross-referencing of current scientific research methods is prominent because the methods used in scientific research are limited, nothing more than qualitative, quantitative, hybrid, and modelling methods, and therefore there is a lack of novelty in research and articles. Establishing a scientific research team, completing it independently, working independently, collaborating with companies, and cooperating with government departments are the methods to implement scientific research projects. However, the complaints of university teachers went unheeded. Project management also does not take into account the emotional experience of teachers. <paper \\Zhang teacher>

The management of scientific research projects urgently needs standardised development, and the current phenomenon of academic politicisation is serious.

Scientific research projects should be jointly managed by the school and the project leaders, which ultimately benefits the quality and delivery of scientific research projects. However, these reforms have not taken place so far and remain the status quo. <Document \Xiao Teacher>

It can be found that teachers were not satisfied with the current research methods and project management, and teachers' negative emotional experiences made them realise that the management of current research projects needs to be improved and reformed.

5.2.2.3 The impact of the emotional experience of research on stakeholders

The research team, peers, colleagues, classmates, leaders, administrative staff, project judges, editor-in-chief, editors and reviewers, and so on are all stakeholders. According to the findings using the qualitative analysis software NVivo 12 Plus, the reference points for the impact on research stakeholders accounted for five, as illustrated by the examples of representative interview transcripts:

The hypocrisy is overwhelming as stakeholders in the university abuse talent and give nothing away. With a collective willingness to move into the civil service establishment, administrators and officials are very happy. <paper \t1 teacher>

Teachers should take the initiative to integrate into the school's development, management, and research system. Civil service status is essential for promotion and wealth h. <Document \Zhang Teacher.

Li and Zhang recognized that research emotions could have a significant impact not only on teachers but also on research stakeholders such as school officials, administrators, and others.

Li demonstrated that, in the current research environment and research climate, school officials are simply hypocritical in treating highly educated doctoral talents and teachers.

School officials and administrators aspire to become full-fledged civil servants because of the

numerous benefits and advantages available to them. Zhang said teachers should actively participate in school development and adapt to school culture, management, and research systems. It has been discovered that stakeholders in the scientific research network have interests in and influence each other (Coombs & Holladay, 2005).

According to the data results using the qualitative analysis software NVivo 12 Plus, the number of reference points for the influence on the behaviour of research stakeholders was 43, illustrated by examples of representative interview transcripts.

Because of the negative emotional experiences of teachers, the management of some schools is currently undergoing reforms. XX University is the first school to do so, and they have applied for national and corporate funds to finance scientific research projects to support teachers' scientific research path. On the other hand, the Review Committee is also undergoing reform, and they are working on adding more academic professionals and introducing peer review, which makes the review process of articles fairer. <Files\\Zhang teachers>

School leaders have also noticed the current difficulties faced by university faculty in engaging in research, with some faculty busy running companies and neglecting their academic tasks. School leaders are realigning the current academic climate. It is also important for the cultural and academic image of the university that faculty members on research teams are perceived as committed to research and achievement. <Document \\Wang teacher>

My colleagues share my view and feel that the current path to research is challenging. They also considered giving up, but they persevered because evaluating and promoting titles after journal publication is significant for future development. I have persevered for many years and still need to persevere. <paper\\t1 teacher>

Separately, Li, Zhang, and Wang demonstrated the impact of research emotions on stakeholders' behavioural choices. Teachers' negative emotions, in particular, have made school administrators and leaders aware of the significance and urgency of changing the current research project evaluation system and adjusting the academic climate. In addition, the school is actively seeking financial support for teachers' scientific research. This negative emotion also affects other colleagues, who will experience the same events and emotions as they conduct their research. Finally, teachers' negative emotional experiences resulted in a positive change.

5.3 Conclusion

This chapter presented additional findings revealing that teachers' research satisfaction, happiness, and professional beliefs are the most influential research emotions in the current Chinese academic power environment. Aside from teachers, stakeholders in the research environment are impacted in a variety of ways, most notably in terms of research participation and action. For instance, the motivation of school administrators to make decisions, colleagues and peers to participate in research, and administrators' attitudes and psychology toward highly educated intellectuals. In contrast, the impact on research itself is minimal, as is the impact on participants' research learning. The bureaucratic culture and politicisation of academia have the most significant impact on human psychology, cognition, and motivation.

Furthermore, this study discovered that teachers' negative emotional experiences influenced school evaluations and research programs. Their negative emotional experiences mirrored the current research environment and climate: academic politicisation, political rights affecting academic research, insufficient research funding, and university faculty. Based on these findings, the study contends that improving the environment and policies is the most crucial

consideration. Teachers' already fragile psychology and emotions can only be healed by improving the research culture and climate as soon as possible. Long-term research burnout and trauma can result in many undesirable negative psychology and emotions among teachers, significantly impacting research beliefs and efficacy, eventually leading to a mid-life crisis and compromising national and social prosperity.

This chapter shows the impacts and outcomes caused by the research's emotional experiences of the five teachers. As seen, the impact of research emotion on the teachers is the greatest, mainly regarding the impact on research satisfaction, research participation, and research professional beliefs. At the same time, research emotion also impacts the surrounding stakeholders, mainly regarding research participation and action. In addition, it was found that teachers' research sentiments in the researched college had little impact on the research itself, with a reference point of 1, such as on research methods and management of research projects, but it was still analysed. It can be found that the negative emotional experience of teachers has led to the reform of the evaluation of schools and research projects. Their negative emotional experience reflects the current scientific research environment and atmosphere: academic politicisation, political rights affecting academic research, insufficient scientific research funds, university teachers' scientific research treatment explanation, insufficient scientific research motivation, and teachers' dissatisfaction with the status quo of scientific research.

CHAPTER 6: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 Introduction

The previous chapters have clarified the affective research experiences college English teachers go through, the factors that affect college English teachers' research affective experiences, and the results of college English teachers' research affective experiences. This chapter discusses the findings of the dissertation based on the research work done in the previous chapters. The chapter is divided into four subsections. Sub-section 6.2 discusses the essential characteristics of English teachers' research affective experiences in higher education. Sub-section 6.3 discusses how to better understand the factors that influence English teachers' research affective experiences in higher education with the help of a theoretical framework. Sub-section 6.4 discusses how to better understand the outcomes of English teachers' research affective experiences in higher education with the help of a theoretical framework on teachers' research psychology, research projects, and stakeholders in research.

6.2 Characteristics of Foreign Language Teachers' Emotional Experiences of Research in Higher Education

The first observation of this study was the complexity and multidimensionality of the studied emotions of the university foreign language teachers in the sample schools. Similarly, Berrios et al. (2015) observed that emotions are sometimes more complex than the concepts people have to convey how they feel, especially those that combine the effects of two opposite emotions simultaneously (mixed emotions). In contrast to previous studies emphasising that emotions are only positive and negative, this study found that teachers' emotions also have

mixed and neutral emotional dimensions. These results reflect the multidimensional nature of teachers' research emotions in the sample schools. Mixed emotions are experiences characterised by the co-activation of two opposing emotions, such as happiness and sadness (Larsen et al., 2001). The effective underlying models considered, the types of mixed emotions studied, the types of measures used to assess the presence and intensity of mixed emotions, and the induction procedures used to activate mixed emotions have all significantly impacted mixed emotion research.

In the emotion literature, it has been documented that people may express mixed emotions, such as happiness and excitement or anxiety and fear (Cowie & Cornelius, 2003). As a result, emotion blends with similar valence are not controversial. Some fundamental emotion theories also support the experience of mixed emotions. Emotional experiences are typically viewed as measurable and physiologically distinct phenomena characterised by a few emotions in some emotion theories. Basic emotions can be combined to form new emotions in response to specific environmental conditions (Mason & Capitano, 2012). Mixed emotions, like paint colours on a palette, result from combinations of basic emotions like happiness, sadness, anxiety, and disgust. Mixed emotions are free to interact with each other regardless of valence, implying that mixed-emotion experiences are possible. This distinction is important because, in contrast to Mason & Capitano (2012) study investigating mixed emotions to form new emotions, does not fall within the scope of the current study.

More closely related to this study, Oatley and Johnson-Laird (1996) proposed that people react to events by engaging in multiple cognitive evaluations that simultaneously or rapidly elicit multiple basic emotions, many of which are mixed emotions, resulting in facial expressions that combine multiple basic emotions. Recent research has shown that 21 different and consistent facial expressions can be identified (Du et al., 2014), many of which reflect a combination of basic emotions. Mixed feelings should involve distinct states of

consciousness experienced as personal feelings if they are genuine emotional experiences. Although people can identify the environmental sources of mixed emotions, subjective experiences reflect positive and negative emotions. Based on this, this research suggests that there is more to mixed emotions than the sum of the emotions involved; mixed emotions are a unique and complete emotional experience. Contrary to popular belief, Berrios (2015) claimed that emotions appear mixed when they are different emotional experiences associated with separate events. For example, people may feel happy and sad because they feel happy about events "A" and "B." People can also perceive and express the contrasting emotional qualities of external events without experiencing any significant change in emotional experience.

The subjective experience of mixed emotions is based on the notion that people's emotions result from two fundamental influences that converge at a single point of reference, namely the people themselves. Berrios (2015) found that conflicting musical stimuli triggered more happiness and sadness than non-conflicting musical stimuli. This study looked at mixed emotions with a single focus, avoiding different interpretations of events based on the emotional experience and supporting the idea that mixed emotions are part of the whole. The proportion of mixed emotions was even higher than that of positive emotions, reflecting the sample schools' unique political and administrative status. The mixed emotions were also more consistent with the complex and tangled expressions of painful research emotions of the five teachers in this interview.

The study mainly found positive and negative emotions of foreign language teachers towards research. Lee (2016) reported that research contributes to teachers' self-actualization and creates personal fulfilment. Elsewhere, scholars have observed that research helps to maintain enthusiasm and reduce burnout (Han et al., 2020; Larrivee, 2012). In addition, this study found some unique characteristics of teachers' research emotions in a sample of schools in

centralised and civil service systems. Although positive emotions have been studied for a long time, the emergence of positive emotions among teachers has heightened scholarly interest. It has been reported that positive emotions rely on three pillars: positive personality traits, favourable institutions, and positive emotions (Seligman and Csikszentmihalyi, 2000). One of the most important contributions of scholars has been the distinction between negative and positive emotions. Fredrickson's extension and construction theory (Cohn & Fredrickson, 2009) proposes that negative emotions are focused and associated with specific thought-action trajectories (anger-destroying disorders).

In contrast, positive emotions lead to extended thinking, which expands one's consciousness. For example, people who experience positive emotions will notice more things in their field of vision, make more social connections, and have more impulses to act in various ways than people who experience negative emotions. According to this study, positive emotions increase attention and, thus, information processing to build personal and social resources for the future. Gregersen et al. (2016) reiterated similar observations.

This study also showed that positive emotional experiences were associated with enhanced resilience, resourcefulness, social relationships, and optimal functioning over time. These results suggest an interactive spiral between positive emotions and positive outcomes, a process that can directly facilitate second language acquisition and communication. These results are consistent with those reported by Cohn et al. (2009). To the best of scholars' knowledge, the current study is the first to elaborate on the role of positive emotions in English teacher research.

This study focused on negative and positive emotions to allow respondents to explain individual differences in introductory rates of emotional intensity. Based on the results of the interviews in the current study, some respondents reported feeling more intense emotions more frequently than others. In contrast, others were relatively calm and stable in their

emotions. Previous research has shown that a more comprehensive understanding of the link between emotion and motivation can be obtained by looking at the relationship between positive and negative emotions and motivation using raw scores and relative positivity (Neta & Tong, 2016). Given the close relationship between motivation and emotion, it is critical to understand the relationship between these emotions and the vital motivational constructs identified by English teachers in the study.

The local context in which the study language was used may also have impacted the affective patterns experienced by the teachers over time. This study was conducted in an environment where language groups interacted regularly. Given the importance of intergroup contact and communication in the various motivational processes studied, this study hypothesised that emotions could be linked to motivation in settings where language groups interacted frequently.

This study confirmed that there is an intense politicisation of academia in universities. This phenomenon reveals the complexity and multidimensionality of faculty research emotions in authoritarian environments. At the same time, the emergence of this phenomenon further reveals the complexity and multidimensionality of faculty research emotions in a centralised environment. Notably, most faculty members who exhibited academic politicisation in this study also expressed negative emotions and a complex mix of emotions. The importance of education in the development of a nation cannot be overemphasised. The development of both individuals and nations can benefit from education. When it comes to the role of teacher research in university education, Asuquo and Edet (2019) argue that the inevitable role of the state in education requires effective and efficient management at all levels if it is to achieve its goals and objectives. The authors go on to say that education is the basis for economic growth and development and that the level of progress of a country is a function of its level of education.

Political issues in university management and implementation have been reported previously (Edet et al., 2020). According to Ebegbulem (2013), politics exists within every formal or informal group or organisation and within political parties that control local, state, and federal government policies. Because there are so many writers on politics, there are many different definitions. Ebegbulem (2013) defines politics as the art of influencing, manipulating, or confronting groups to advance the goals of some while opposing the goals of others.

Educational policies are inevitable because any government in power wants all sectors, including education, to operate following the needs and interests of the current government. In a typical political and democratic setting or nation, this informs the politicisation of university education administration.

In this context, politicising educational administration entails turning education into a political issue. Ekpoh & Edet (2017) (citing Harold, 2010) refers to politics as a system that determines who gets what, when, and how. As a result, in this context, the politicisation of university faculty research is limited to some administrative practices that occur in the day-to-day operations of universities. Notably, education administration in China has become increasingly politicised in recent years (Zhang et al., 2020). Any political party in power in a country impacts every sector of the economy in one way or another, including the educational sector. Politics significantly impacts the formulation and implementation of educational policies, the funding of educational programs, the planning and management of education, and the provision of infrastructural facilities in educational institutions. The results of this study support the study by Muyiwa (2015), who stated that the Nigerian education sector had experienced insecure program implementation. The author stated that among the problems in Nigerian tertiary education are dilapidated facilities for effective teaching and learning, inadequate staffing, monetization of the admission process, and continuous strikes. Lenshie (2013) observed that the politicisation of education has resulted in the loss of intercontinental

cross-fertilization of scholarship in Nigerian universities.

The fact that university education does not operate in isolation but under the control of the political parties that control the government and the school administrators who oversee the implementation of educational policies and the day-to-day operations of the universities speaks to the politicisation of university management. According to the results of the interviews in this study, most of the participants were dissatisfied with various aspects of their working conditions. They were concerned about their poor working conditions. In the interviews, the respondents further indicated that the relationship between the quality of work life and achieving university goals was insignificant.

The results of this study also demonstrated that all five teachers exhibited neutral emotions. Previous studies have also reported the emergence of neutral emotions in teachers' emotions (Bondi, 2016; Anttila et al., 2016). Neutral emotions were an unexpected finding for teachers' emotions in a central political setting. Notably, the neutral emotion display strategy is more of a general theory or a normative model of scientific theory or research. Psychologists report that people in emotional states do not want to think and are particularly susceptible to the advice of intelligent opponents. It was emphasised that maintaining rationality in research requires the absence of all emotions. Scholars argue that stressed teacher-researchers search for information inefficiently and may make bad decisions. According to the literature, researchers should remain emotionally neutral because risk-seeking emotions may lead to suboptimal decisions and biased research findings (Kopelman et al., 2006).

Recent empirical findings support the theory that people physiologically deprived of emotional reactions make better decisions. For example, patients who did not experience emotions made more rational and profitable investment decisions compared to those who had lesions in brain regions unrelated to emotions and to regular participants who did not have brain damage (Shiver et al., 2005). This information implies that English teacher researchers

who exhibit neutral emotions may have an advantage when conducting research.

This study found a relationship between teachers' emotions and their background, identity, identity type, and psychological type of personality. For example, based on the analysis of the interview transcripts, the five teachers in the study could be classified into three categories.

They included provocative, bureaucratic, and submissive. These findings, which have not been explicitly reflected in previous studies, can be described as a characteristic of teachers' emotions in a centralised setting. Specifically, Li maintained a sharp interview style from start to finish, and outspokenness was a characteristic of Li. This study demonstrated that Xiao and Xu were submissive personality types who constantly sought recognition and promotion from the school and bureaucrats. Zhang and Wang were teacher types with power and status, which meant they were more confident in possessing substantial resources.

Regarding teachers' backgrounds, the literature suggests that different teacher aspects, such as level of education, years of experience, and role in the classroom, influence their emotions.

Although many studies have examined the impact of teachers' professional backgrounds on classroom practices or student achievement (Kelley & Camilli, 2007), little is known about whether background-related emotions affect English teachers. This study attempts to fill this gap. RimmKaufman and Hamre (2010) argued that the interaction between teachers' professional experiences and psychological attributes influences the quality of teachers' research experiences. Teachers with more education and experience may be better equipped to deal with challenging situations in research.

On the other hand, experienced teachers may have developed effective coping strategies to help them manage the emotional frustrations of research. Evidence shows that new teachers are more likely to become exhausted and leave the profession within the first five years (Lloyd & Sullivan, 2012). This study hypothesises that teachers' professional and family backgrounds may influence their emotional well-being. Teachers with good backgrounds

may feel safer and more autonomous in their research lives, which may help them cope with research-related stress (Pearson & Moomaw, 2005). Although Whitaker et al. (2015) found no statistical differences in depressive symptoms among teachers with different professional backgrounds, this study confirmed that those with high levels of education and years of work experience have lower levels of depression, stress, and emotionally exhausted because they may have more knowledge and resources to support their competence and motivation to conduct research.

The interview transcripts also reveal the bureaucratic character of Zhang and Wang. They often advocated for the school and system and were spokespersons for the school and system. This study found that they represented teachers from diverse backgrounds and experiences and that integration and support were typical discursive attitudes of both teachers. The rebellious and submissive teachers were cooperative and positive in the interviews, and these teachers provided complete information. In contrast, the bureaucratic teachers provided much less information, which included Lee, Xiao, and Xu. Their cheerful and negative sentiments were more pronounced, indicating a polarising tendency. Elsewhere, Zhang and Wang's mixed emotions were more pronounced. Notably, Zhang and Wang did not show a strong tendency toward positive affect, representing the bureaucratic type. This was an unexpected finding.

Again, this study found that affective experiences and emotional events were more distinct, typical, and representative of academic politicisation in each dimension. Negative affective experiences, such as complaining, giving up, anxiety, difficulties, and fear, are examples of affective responses. Positive emotions such as happiness, success, achievement, and criticism are reflections of intellectuals' struggle with bureaucracy and fully reflect the relationship between intellectuals and politics. The mixed emotions of status and preference adequately express the plight and heartbreaking situation of teachers struggling to survive amid political

academization. Independence and pursuit of neutral emotions also reflect how university teachers maintain academic independence in the face of academic politicisation, pursue knowledge and truth with purity and persistence, and maintain a responsible attitude toward knowledge and truth.

This study further proved that there were degree differences in teachers' research emotions, reflecting their complexity characteristics. For example, among the positive emotions of research, there were not only low-intensity curiosity and happiness but also high-intensity love, accomplishment, and motivation. According to Chen et al. (2020), teacher emotions are complex because they are unique to individuals, situated within specific contexts, and change over time. Teachers experience varying emotions at specific times in specific contexts (Schutz & Zembylas, 2009). Teachers' emotions are complex because they can evolve, are a unique phenomenon for each individual, contextualised, and multi-component (Sutton & Wheatley, 2003). Studies have examined various categories of teachers' emotions in general teaching contexts, emphasising the importance of studying teachers' emotions over time (Scott & Sutton, 2009). Many empirical studies on teachers' emotions reflected this multidimensionality by measuring discrete types of emotions in specific educational contexts (Lee & Yin, 2011). For example, Frenzel et al. (2016) developed a teacher emotion scale based on enjoyment, anger, and anxiety. Teachers' emotions have five dimensions: joy, love, sadness, anger, and fear. Joy, happiness, and hope are the most frequently mentioned positive emotions among university teachers, according to Hagenauer & Violet (2014).

Compared to existing studies, this study broadly revealed teachers' attitudes toward research and described in greater detail and accuracy the complexities of teachers' feelings about research in terms of depth. This study argued that foreign language teachers' overall feelings toward politicised academic research are also complex, variable, dynamic, and multidimensional, reflecting the reality and complexity of the current brutal and cruel

research ecology, as well as some local features of current social culture, a characteristic cultural feature of the Chinese tradition. The pain teachers feel is ostensibly a contradiction and conflict between the imbalance of the current evaluation system and the lack of humanization of external research requirements, and the need to improve teachers' research capacity. However, it reflects that current foreign language research is influenced and constrained by the market economy's view of efficiency with the collaboration of authoritarianism and hierarchy, as the competition among universities for research projects and more research funding is fierce. The utilitarian tendencies in research are becoming more prominent as the market economy develops (Liu & Zhao, 2011).

In addition, this trend has been exacerbated by a top-down administrative system in which university officials at all levels are desperately trying to achieve more research results for their positions and smooth political careers. These advances have created extensive research pressure on the academy. In this context, the combination of market economy and authoritarianism has created various "research pains" for university faculty. Moreover, the only happiness felt by faculty reflects both the personal self-worth of the faculty through the creativity inherent in research (Maslow, 1943) and the powerful function of research as a way for faculty to acquire and enhance their personal cultural, social, and economic capital in contemporary society (Liu & Zhao, 2011). The research life of teachers is a complex system of interactions (Feryok, 2010), and teachers' research practice is a complex affective practice. Constructivist sociological perspectives on emotions and constructive explanatory approaches to teacher emotions focus more on dissecting and revealing the causes and meanings of teachers' emotions from a contextual perspective.

Scholars have argued that administrative pressures in institutional settings may force teachers to reduce their professional identity from that of a professional to that of a technician engaged in emotional labour (Jeffrey & Woods, 1996). Inadequate social and institutional attention to

teachers' emotions and the imbalance between social support and teacher role load contribute to emotional work dissonance.

Teachers' emotional work in educational change can provide energy and motivation for teaching and learning (Hargreaves, 1998), help construct an educational identity, and enable teachers to transcend moral conformity and persevere in adversity. Even when it is challenging to change socially structured dilemmas, teachers can use emotional labour strategies such as adornment and performance to transform passivity into initiative, empowering teachers to act on their emotions.

The study also confirmed the profound influence of collectivist culture and values on Chinese English teachers' emotions. A collectivist culture emphasises the needs and goals of the group as a whole rather than the needs and desires of each individual. In this culture, relationships with other members of the group and interpersonal connections play a central role in each individual's identity. This suggests a close relationship between teachers' emotional labour and their structures and broader social structures. As reviewed by Zhang and Zhu (2008), cultural identity and diversity impact self-awareness and identity formation. Western individualistic cultures view the self as a unique, autonomous, and separate entity distinct from others; identity construction emphasises the individual's autonomy. In collectivist Eastern cultures, the self is seen as a collective, relational, and interdependent entity connected to others; identity formation is the culmination of one's relationship with others. People's emotional experiences and management are profoundly influenced by their cultural interpretations of identity and self (Ting & Kurogi, 1998). Each culture has unique emotional patterns, and each culture has its meanings and influences on its members. Individualistic cultures encourage people to express their emotions freely, regardless of the consequences. People from collectivist cultures tend to suppress emotions, especially negative ones (Stephan et al., 1996), to avoid disrupting relationships and harmony.

Zhang and Zhu (2008) reviewed that Chinese cultural values significantly shape and regulate people's emotional management. Due to the collectivist tendencies and the salience of socially oriented interdependent self-identity in Chinese culture, Chinese people neutralise internal emotions, suppress overt emotions, avoid negative emotions, and downplay positive emotions to save face and maintain interpersonal harmony. As a result, emotions of lower frequency, intensity, and duration are more common. The mild emotional restraint used by in-group members (relatives, friends, and relationships) may give way to uncontrollable, manic, and vicious outbursts when confronted with out-group members (strangers).

On the other hand, critical sociological perspectives on emotions and critical action orientations have criticised the influence of power relations in social interactions on teachers' emotional labour (Kocabaş-Gedik & Hart, 2021) and the significance of teachers' use of emotions for action and change (Zembylas, 2005). Emotional discourse among colleagues, discipline-specific institutional emotional rules, and the power relations they reflect limit teachers' emotional feelings. However, teachers' emotional labour can provide legitimacy for teaching enthusiasm and professionalism in and out of the classroom (Zembylas 2002; 2005). These studies reflect teachers' feelings of congruence and emancipation (Zembylas 2005). Teachers submit to the reality of power relations by consciously internalising their emotions and complying with the assigned roles and rules. They liberate themselves from unequal power relations by emotionally resisting, changing, and negotiating institutional rules. Thus, teachers' research emotions reflect the complex, diverse, and rich three-dimensional emotions teachers have about research and reveal the influence of environment, climate, and policy on research.

6.3 An individual-environment framework for understanding the factors that affect the emotional experience of English teachers in higher education

Therefore, teachers' research emotions are as important as the rational elements of teacher professional development. Indeed, teacher emotions have a crucial impact on teachers' careers and development, and teacher emotions cannot be ignored. Previous studies have considered external environmental factors and factors associated with individual teachers that are believed to influence the production of emotions. When employed, it is believed that any one of the factors separates the individual from the environment. For example, Gao (2008) argued that external factors such as cultural traditions and real-life pressures could contribute to teachers' feelings of vulnerability. Xu (2013) stated that external factors such as hierarchical social relationships and teachers' interactions with colleagues and students enable teachers to have rich emotional experiences. In a similar study, Zembylas et al. (2014) revealed the influence of power relations on teachers' emotional production. Other researchers have focused on the influences of personal factors on teachers' emotions. They include Darby (2008), who suggested that teachers' professional self-perceptions are challenged as a cause of emotions.

This study proved that intersecting personal and environmental factors could affect teachers' research emotions. The formation of emotions needs to be motivated by specific emotional events, such as the sadness and anger the faculty members demonstrated in this study because they were denied access to research resources due to academic and bureaucratic privilege. However, even the presence of specific motivators does not necessarily lead to emotions; it also requires that such environmental motivators be combined with the teachers' research beliefs and goals to generate emotions. Furthermore, this study identified research purpose and significance as critical factors influencing teachers' research emotions. Research platform and philosophy likewise played a distinct role in the formation of teachers' research emotions,

which had not been brought to the attention of researchers in previous related studies.

Research quality, responsibility, cultivation and taste, and interest are influential factors that can be easily overlooked. In addition, an individual's private life, family, education, marital life, early emotional, age, and gender are all critical factors influencing the emotional experiences of teachers doing research.

Li & Jiang's (2022) literature suggests that English teachers have developed a variety of complex and diverse emotions toward scientific research in an era when scientific research is in the spotlight. Rational factors have been the focus of research on teachers' professional development. On the other hand, teachers' emotions are authentic and central to teaching and learning. According to Li & Jiang's (2022) review, teacher emotions significantly impact teachers' careers and development and cannot be ignored. Similarly, this study showed that the research on foreign language teachers' emotions is mainly concerned with the content of emotional experiences, emotion formation, and its influencing factors. The results of this study contribute to the understanding of current English teacher gaps in the field of emotion research and thus better guide the direction of future research.

This study also found that teachers often behaved helplessly and miserably in an environment of power persecution. They were overwhelmed by injustice and political power persecution and accepted this compromise, making integration into the system the only option.

This was more clearly evidenced in the interview transcripts of all five teachers, and the teachers were particularly ineffective in addressing this issue, reflecting the lack of empowerment of teachers. This was well illustrated by the "impossible" and "what can I do" statements teachers made when assessing competence when emotions arose. Chang (2013) similarly argues that teachers' lack of problem-solving skills is a significant source of emotions such as anger and anxiety, all reflecting the reality that teachers are disempowered and struggling at the bottom. This is consistent with the findings of Kelchtermans (2005),

who reported that a lack of power could lead to teachers feeling powerless. Emotion is seen as a power relationship and discursive structure. Power is embedded in all expressive discourse; power relations determine what can and cannot be done, what can and cannot be said, and political discourse is a reproduction of power and status, a product of political consciousness, and the default emotional rule of the profession (Zembylas, 2011). This power relationship is even more pronounced in Chinese public universities, where faculty do not have the capital or capacity to confront it. Listening to their leaders is the only way to solve problems and is the most significant philosophy in China. In this environment, assimilation deepens over time, and eventually, they naturally do not know what is fair and lose their sense of fairness.

This study suggested that the power environment in which teachers find themselves constrains research emotions. Based on further analysis of research emotional experiences and influences, this study reveals the extremely hostile environment in which a group of university English teachers finds themselves. This finding reflected the need for significant stakeholder involvement, including teachers in unfriendly school and academic environments. Like many previous studies (Cowie, 2011), this study found that teachers were vulnerable to negative influences in their interactions with colleagues, leaders, and administrators. However, previous research has ignored that relevant government department heads, academic journal editors, reviewers, subject matter project judges, online ghostwriters, and research team members are also susceptible to negatively impacting teachers' research sentiments. This study confirmed that institutional culture is a product of a particular educational culture. Social culture shapes and reshapes educational culture, significantly impacting English teachers' research sentiments. The policy is an instrument of power in the culture of teaching and learning. Strict policies reflect the oppression of English teachers by the responsibility discourse of the neoliberal educational culture (Benesch, 2017). Such

policies cause teachers to be torn between short-term pedagogical goals and long-term English education goals. Teachers who do not apply them well may fail to achieve their research goals and feel ashamed of their research role.

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In the interviews, teachers criticised the unfairness of institutional rules and resisted the perceived rules of teaching on tests through negative emotions, creating a possible space for changing institutional rules (Benesch, 2020). For example, English teachers often use emotions to improve colleagues' relationships and eliminate students' language learning anxiety because Western society and culture require caring teaching (Isenbarger and Zembylas 2006). Teachers are guided and conditioned by the moral discourse of caring rather than their own "caring nature" (Miller & Gkonou, 2018). Therefore, English teachers should not view negative emotions as a lack of professional competence but rather as moments when they resist or endorse specific emotional rules (Miller & Gkonou, 2018; Miller & Gkonou, 2017). The results of this study suggested that emotional rules in educational cultures are rooted in social expectations and social ethics, in which power relations govern English teachers' emotional labour. Still, the latter may also resist emotional rules.

In addition, the insufficient number of scholarly journals as an external contextual factor also affects faculty members' affective experiences. The insufficient number of academic journals

leads to difficulties in publishing research papers. This is consistent with Wang's (2012) study. Wang (2012) concluded that there are currently more than 100 core journals in economics in China. Among nearly 70 core journals in education, there are only 18 core journals in foreign languages. In addition, the long publication cycle of foreign language core journals and the small number of papers published in one issue make it difficult for researchers in foreign language disciplines to publish their papers. Strange impersonal journal evaluations, journal evaluation systems, evaluation indexes, journal rankings, and journal impact factors create more significant anxiety for teachers. When core journals are evaluated for this purpose, functional journal evaluations reveal many problems, such as the tendency to "rationalise" academic specialisation (Ma, 2005; Shi & Yao, 2010). To illustrate this trend of academic professionalisation, this study goes into greater depth and detail than previous studies. This study fully illustrates the phenomenon of academic malpractice in terms of the prevalence of academic politicisation and the intertwining of interpersonal networks. Bureaucracy and formalism, the hierarchy of power, persecution of highly educated faculty, lack of academic freedom, expansion of doctoral programs, application systems for doctoral admission, interoperability between doctoral students and advisors, postdoctoral policies and institutions, and lack of academic freedom are all influential factors identified in this study. They are influential factors that lead to negative emotional experiences of faculty. This study also pointed out that the relative marginalisation of the English language discipline has created a variety of negative experiences for faculty research sentiments. Despite the positive trend of academic internationalisation and foreign language teachers' more accessible access to international academic platforms, university faculty members find it challenging to find the benefits of international travel due to the politicisation of academia. The relative marginalisation of the English discipline is also inextricably linked to the bureaucratic tradition of the university college. Foreign language colleges are filled with

well-placed and powerful government officials, which makes English teachers' research subject to political rights. Thus, this study argues that the relative marginalisation of the English discipline has a much more significant impact on teachers' research emotions than the internationalisation of academia.

Emotions have a transformative function; they contain teachers' hopes and expectations for the future and are the basis for political action (Zembylas, 2014). Emotions are the sustainers of interpersonal relationships, the bearers of macro-social structures and their cultural generation, and the forces that divide society (Turner, 2005). This study argued that teachers' emotions are a force in themselves, reflecting their expectations of environmental change and encompassing their transformative energy, affecting the school and society. This requires public awareness of the environmental and cultural constraints of the politicisation of academia (Gupta et al., 2014). It is essential to focus on the power structures that shape teachers' emotions and to reveal the unequal hierarchical rules behind the discourse from the perspective of teacher empowerment.

6.4 Effects of College English Teachers' emotional experiences on research psychology and research life

In second language education, there is still insufficient research on language learners' affective experiences and their impact on language learning. Existing research has focused on affective experiences in the classroom rather than on teachers' contexts of classroom experience. Teachers are well aware of the importance of emotions in their daily work. The learning process, physical and mental health, quality of social relationships, and academic and job performance are all influenced by emotions and coping skills (Brackett & Caruso, 2007). Research is considered one of the most stressful activities because it requires daily social interactions in which teachers must strive to control their and the participants' emotions

(Brotherridge & Grandey, 2002).

Negative teacher emotions can seriously impact teachers' teaching, professional development, commitment to work, and state of being. However, negative teacher emotions cannot be relegated solely to individual teachers' psychological reactions or transient emotional representations. These negative emotions result from the social environment, school culture, school administration, various systems, and individual teachers. This result, in turn, is an ongoing and dynamically generated long-term and cumulative formative outcome. The emotional state of teachers reflects their psychological outlook, behavioural motivations, and developmental intentions. It also reflects many of the deeper developmental issues that schools face in the development process, such as leadership, development planning, organisation and management, curriculum development, and teacher development.

The results reported in this paper are consistent with previous research reported in the literature (Amirian & Behshad, 2016). This study suggested that based on the positive psychology movement in mainstream psychology, there is a growing focus on discrete positive emotions, which contrasts with the previous focus on negative emotions of anxiety. It is believed that joy and happiness best represent positive emotions because they trigger pleasurable subjective feelings. Positive emotions are valuable because they have the power to promote health and well-being as well as the development of personal resources. Positive psychology has recently entered into English education research. The findings in this study support the research of Dewaele and MacIntyre (2014), who studied foreign language anxiety by combining it with positive pleasure emotions, one of the discrete emotions studied. The authors found that learners were happier enjoying themselves than worrying about themselves and that happiness was more important and meaningful to them. Ross & Stracke (2016) studied the emotion of pride and how it manifests itself in the experiences of Australian second language learners. They found that pride plays an essential role in the lives

of language learners, but it is not just a positive emotion. These studies also centred on classroom settings. Gregersen et al. (2014) examined how emotional intelligence can be used to harness positive emotions so that language learners can progress and succeed. MacIntyre et al. (2016) recently published a book explicitly edited for second language acquisition, demonstrating the continuing interest in positive psychology. Western cultures are designed for individuals to exert their influence better, whereas Eastern cultures are designed better to facilitate social adaptation (Gross, 2007). Given the powerful influence of the environment on teachers, cognitive reframing strategies are widely used by teachers. When individuals cannot change their environment, it is easier to change how teachers view problems, achieving psychological and emotional balance. This may also reflect teachers' self-resilience, reflecting the robustness and self-confidence that characterise traditional Chinese culture (Zhang & Fang, 1994). This cognitive reconstruction approach requires teachers to take personal initiative. The above is even more evident in teachers' research on emotions. Teachers face the persecution of a powerful and unfair academic evaluation system and have awful negative emotions. They are also helpless and sigh helplessly, which ultimately affects teachers' beliefs and determination in research. This reflects the Eastern culture of survival adaptation, which believes that individuals are limited in their ability to change and must adopt adaptation and compromise strategies (Gross, 2007).

According to this research, traditional Chinese culture influences teachers' thinking, psychological perceptions, affective perceptions, emotion formation, affective influences, and outcomes. Ultimately, they affect teachers' affective behaviours and outcomes. There are, of course, exceptions. Li's emotions have always been relatively sharp, and he is also relatively less bound by traditional scum culture. As a result, Li's emotional choices and outcomes reflect a marked self-toughness and self-assertion that is a firm resistance to cultural dregs. For example, Li believed that it is necessary to learn to find another mentor if the mentor

does not perform well during the study period, as long as it is conducive to producing scientific results.

Research emotions have a substantial impact on the participation and motivation of research. For example, Li, the typical submissive-type intellectual, emotionally cared very much about recognition and promotion at school and career paths. Upon learning that he had been promoted, Li appreciated and emphasised that that was a great incentive for him. On the other hand, Xiao felt that the future was bright, and there was a great sense of accomplishment that his values were slowly being realised. After the promotion, Xiao became more proactive in all school and departmental work, even educating Li, who had been with him. Li's emotional choices and outcomes have hovered in resistance and compromise, choosing to agree to changes in the school's civil service system. When they met with injustice, he usually persisted and adapted.

Zhang is the more mature bureaucratic Ph.D. with a very distinctive emotional choice of outcome. Zhang believed that position is also a reflection of competence and scholarship. He argued that teachers must have a pattern and a mindset and learn to judge situations. He pointed out that promotion also reflects the value of a teacher's life, so teachers need to adapt activities to the school and conform to the big picture. In his opinion, knowledge is not essential; exchanging knowledge for power and status is important. Gross's (2007) study can explain this finding. Gross (2008) revealed characteristics of traditional Chinese culture, such as adaptability, collectivization, and strong social adaptation, which have similarities to the politicisation of university academia found in this study.

The influence of research emotions is also reflected in faculty satisfaction with research. In the interviews, Li's overall emotions were mainly complaints and anxiety. He was highly dissatisfied with scientific research at the university, where obedience and conformity were considered the most significant philosophy of survival in research life. As a result, Li was

filled with anxiety, even though he always opposed the school system and rarely chose to compromise. Still, he did not achieve anything because he did not want academic fraud. Although he wanted to avoid giving up traditional scientific research to start a business or do something else, he still insisted on doing fundamental scientific research.

Li is very concerned about the financial benefits of resigning and re-employment and the financial rewards of being a researcher. Ultimately, Li's research choices continue to grow and suffer down the road of research because he does not want to risk losing his job again. This shows that Lee's emotional impact and outcomes are the most extreme of the five faculty members. Xiao's emotional impact was also typical. Xiao's emotional choice was not to lose his academic achievement or to enter politics. Naturally, he would not consider private schools for his reemployment, and he indeed would not despise the local university, as teachers must face the harsh realities of the present. Teachers can go to local schools as long as scientific research can be sustained. In addition, issues such as research platforms, research funding, and research environments must be considered. These are all critical factors that influence the outcome of scientific research and the successful delivery of projects.

It is worth noting that the new school's contract, name, and treatment also had to be considered. As can be seen, Xiao's anxiety made her consider more factors. Research conditions were a primary consideration when looking for a school and workplace. Zhang has always been more typically a bureaucratic intellectual, so Zhang's emotional influences and outcomes are also distinctive. For example, Zhang has always believed that academics can enter the political field and that returnee PhDs should not try to change their environment. Instead, they should actively adapt to their environment and actively improve themselves. Xu's emotional influences also have specific characteristics. For example, Xu eventually chose to give up scientific research. Due to her limited ability, she had to use her interpersonal relationships to make some business deals and accept the existing injustice. To

survive and cope with quantitative assessments, she used the relationships between her husband and colleagues, asking them to help publish projects and articles. Students do not want to learn, and she does not care. It can be found that Xu's emotionally influenced teachers have some personal characteristics, which further affect the quality and progress of the study.

The innovative finding of this study is that the emotions of university teachers and other stakeholders are reciprocal. This means that teachers' emotional experiences are influenced by the behaviours and changes of school management, academic assessment committees, colleagues, and other stakeholders. Liu et al. (2021) point out that teachers' research emotional experiences also affect other research stakeholders' emotions, experiences, social relationships, and social lives. In this regard, Li maintained a consistent, sharp style, showing that under the influence of school research sentiments, school management, leaders, and key stakeholders are very supportive of the school's transition to civil service because of the tremendous benefits it brings to them. The benefits are either positions or salaries. Zhang directly pointed out that civil service status is a guarantee of wealth and stability. Teachers should consider the situation and take the initiative to adapt and integrate into the school's management and research systems.

The mood of the study also influences stakeholder involvement and motivation. In this regard, Zhang first showed that school interest classes are also a cultural tradition where the top initially decides the power distribution. A person who works hard and is loyal will surely be rewarded. It is usual for academically excellent people to become officials, a sign of national and social prosperity. Current faculty members may consider the whole picture and focus on the collective good, which reflects the traditional Chinese culture of collectivism (Zhu, 2008). Academic committees composed of academic officers support the implementation of research projects, which can stimulate teachers' research energy.

Decontaminating the school network system is also a correct management behaviour, which indicates that the school administration attaches great importance to teachers' negative affective experiences.

The impact of emotional experience on stakeholders directly suggests that the pursuit of SCI metrics is useless and that research should be relevant. Wang's response suggests that academic deception has become a common practice. Intellectuals have become subservient to power, trying to rely on it for academic status and reputation. Schools are now bringing in talent to consider teachers' positive and mixed emotional experiences and address this issue in a mobilising way. Xiao's response suggested that school officials must do their best to protect their vested interests, which affect most teachers who are not motivated by research and research capacity. Finally, Li also illustrated the prevalence of formalism among school officials under the influence of school research sentiment.

The influence of school organisational culture on teachers includes school governance, community culture, and school development vision. Educational policies and administrators influence teachers' sentiments mainly through principals' interpretations of educational policies. The impact of educational policies on teachers' goals and professional development in the practice of principals and educational administrators also determines the type of policies. Schools cannot develop without stakeholders. Although stakeholders do not directly influence the implementation of educational policies, nor do they directly determine the quality of teachers' teaching and students' learning outcomes, they indirectly influence the development of schools, teachers, and students.

The materials in this study also suggest that stakeholders directly impact teachers' motivation and performance. The different stories of teachers' experiences showed significant differences in the influence of stakeholders on school vision, organisational management, and community culture. Good stakeholders promote a long-term vision for the school, aligning

teachers' interests and motivating them. Community culture is one of trust, positivity, cooperation, reciprocity, and mutual support, motivating teachers to continue their professional growth. In contrast, poor stakeholder management makes it difficult to combine the interests of all teachers and students to achieve a shared development vision.

Organisational management habitually uses administrative orders or directive norms to discipline organisational members, and the community culture exhibits a poor climate of suspicion, repression, and resistance. Due to indifferent interpersonal relationships and powerful negative emotions, teachers' professional growth is easily manifested in excessively negative attitudes and behaviours.

6.5 Conclusion

This section contains four subsections and serves as the conclusion of the research.

Summarises the study's main findings, suggests practical implications, and recommends future research on English teachers' research emotions. The study's limitations and shortcomings are also outlined, as well as future research directions. The last part presents the researcher's reflections on the entire research process to highlight the study's characteristics and help the readers better understand the study.

6.5.1 Practical Implications for Teachers

Emotion management is a crucial aspect of teachers' use of emotional intelligence and is an essential indicator of their level of emotional intelligence; therefore, needs to be taken seriously. This work explores effective teacher emotion management strategies, considering the education sector's characteristics, educational practice requirements, and joint problems. The strategies used by English teachers to manage their emotions in work and life are similar to those used by other educational professionals. They can be broadly categorised into three areas: maintaining a state of calm, increasing positive emotional output, and suppressing

negative emotional output. Drawing on previous research findings and incorporating the results of fieldwork, this article suggests ways to improve English teachers' emotion control. Firstly, it is recommended that teachers proactively select emotional contexts. Over time, teachers themselves need to develop a deeper understanding of themselves, to know exactly what situations or factors trigger particular emotional states, and to be able to actively address situations and factors that may lead to positive emotional responses. This enables teachers to avoid situations and factors that may lead to negative emotional experiences because they accurately understand themselves and the situations daily in cross-cultural classrooms. Secondly, it is advised that teachers improve their self-construction and develop an interest in life. Like public officials, doctors, etc., teachers are a social group with a professional image. The way they manage their emotions requires a considerable degree of rationality. In other words, specific methods of emotional catharsis do not apply to a teacher's role. Teachers should focus on developing their mental qualities. When in a bad mood or experiencing difficulties or frustrations, teachers can take the form of writing down these feelings. The process of writing is the process of releasing negative emotions. On the other hand, teachers need to develop a variety of hobbies and interests to regain an excellent emotional state quickly. When dealing with learners from different cultural backgrounds, English teachers should have some quality hobbies and talents to demonstrate their charisma and Chinese cultural appeal better (Zou, 2014).

Third, it is recommended that teachers subjectively change negative contexts. The ELT context is complex and diverse, including different categories (preparatory education, general language education, professional language education, etc.), different authorities (universities, training institutions, etc.), national audiences (single country, mixed multinational), and different types of courses (listening, speaking, reading and writing). Changes in any one of these factors can have a psycho-emotional impact on teachers. For example, English teachers

may face the unexpected situation of not being able to use the equipment correctly in their research. Due to their lack of teaching experience, teachers can quickly become stressed and even overwhelmed. However, they can cope with unforeseen emergencies as they become more experienced in teaching.

As they get older, their level of emotional intelligence and control increases. When similar situations arise, teachers must be decisive in managing emotional turmoil so negative situations can change positively. As long as teachers are well prepared, friendly, and honest with their students and have a positive and conscientious attitude towards their work, they have the opportunity to work positively. Teachers can change the situation and turn it into a positive one.

6.5.2 Recommendations for Schools for the School Atmosphere

The environment is all external factors influencing the formation of thinking English teachers' research moods and the development of English language education activities. The English language education environment can be the sum of various environmental factors in a country or region, particularly society's human, political, geographical, and cultural environment. The English language education environment can be as small as the home, school, and work environments. This study confirms that English language education's dynamic and educational environment remains relatively favourable for English teachers but is also affected by some negative factors. For example, some teachers' dilution of traditional culture, the prevalence of individualism, and the severe slippage in morality are concrete manifestations of these undesirable factors. And the worldview, outlook on life, and values of both teachers and students are affected by these undesirable factors. The adverse effects caused need to be given sufficient attention to be effective.

Regarding the micro-environment, a good campus culture should be created so that English teachers are bathed in a strong campus culture. In this way, the campus cultural environment

will positively impact teachers' negative research sentiments. To a certain extent, the campus environment can purify teachers' restless minds, as it is inherently robust and infectious, making teachers more rational. However, it is common in universities to focus on developing students' cultural knowledge and personal skills at the expense of teachers' intellectual and moral development. Although teachers have a strong sense of self-discipline, they can quickly falter under long-term adverse factors. This phenomenon not only seriously hampers the emotional education of ideological and political education in schools but also fails to improve teachers' emotional education skills and is detrimental to their healthy growth. As the most critical part of the dynamic educational environment, schools should establish a quiet and harmonious campus environment and strive to create a good teaching and educational environment and a quiet living environment for teachers and secondary school students.

On the other hand, teachers' professional emotions can change in response to their environment. University English teachers are inevitably influenced by the environment in which they find themselves. The campus environment is also an essential factor in the development of appropriate emotions among university English teachers and inevitably has some impact on their professional mood. The campus environment is also a source of inspiration and motivation for teachers, which can lead to a positive emotional response to their research work. In such a campus environment, teachers' emotions are positively stimulated, their emotional skills are strengthened, and the risk of being influenced by undesirable external factors is reduced to a large extent.

6.5.3 The investments into the teachers' research emotions

Higher education institutions should pay more attention to the research sentiments of English teachers and increase their research support. For English teachers, developing their research skills requires a different kind of financial investment and investment in hardware and

facilities. Therefore, universities should strive to improve the research conditions of English teachers and invest more in hardware and facilities to ensure that they have better research conditions and research infrastructure to further improve the research efficiency and research output of English teachers and to reduce the negative emotions that English teachers may have in the research process. In addition, research platforms and academic resources can also negatively affect teachers' research sentiments in the above interviews. Therefore, universities should actively build a good research platform for English teachers, organise rich academic presentations and activities, and improve relevant incentive policies to encourage English teachers to participate actively. Universities can further promote the development of English teachers' research and innovation skills by inviting renowned scholars for academic exchanges and strengthening cooperation with off-campus enterprises and research institutions.

Secondly, it is recommended that schools improve their research systems for English teachers to ensure that adequate support is provided. Research has gradually become crucial and central to academic research, affecting the development of innovative and highly qualified personnel and the quality of education and research in universities. The existence, turnover, and innovation of any institutional arrangement are not independent but depend on the specific institutional environment. Universities should actively deepen the relevant institutional reforms to ensure adequate support for the research work of English teachers. In addition, schools should improve their assessment and evaluation systems for English teachers' research. The content of English teachers' research assessment and evaluation should focus on the process evaluation of research behaviour and English teachers' moral cultivation and code of conduct. Besides, schools should improve the incentive system for English and love. An effective research incentive system for English teachers can better encourage them to undertake more research work and mentoring, thereby enhancing and

ensuring overall research output. Schools should discard unpeaceful research evaluation mechanisms and create a fair research environment. Thirdly, schools should improve the system of developing research emotions. Developing and optimising English teachers' research emotions is necessary, especially for those without research experience. Schools should carry out timely emotional training work for them to understand the research duties and processes as soon as possible. To improve English teachers' research and emotion management skills, schools can also hold regular experience-sharing sessions with outstanding English teachers to gradually recognize the importance of academic support, personal emotional support, autonomy, and material support in improving their research skills.

6.6 Contributions of the Study

6.6.1 Contributions to the theoretical framework

This research drew on the model of teacher emotion distilled from the article Refining the Model of Teacher Emotion - Evidence from a Literature Review 1985 - 2019 published by Chen (2019) from the Department of Educational Policy and Leadership, Hong Kong University of Education as the theoretical framework of the dissertation, which covers three aspects: definition of teacher emotion, content; causes of teacher emotion (personal causes, environmental causes (socio-cultural, policy, organisational), emotional competence, stakeholder causes, and the impact and outcomes caused by teacher emotional the one hand, this study uses the theoretical framework to reveal the systematic, complex, dynamic, and stage-specific characteristics of this group of college foreign language teachers' research emotions and the explanatory power of the theory is proved by concrete empirical research. On the other hand, this study also outlines the distinctive factors affecting the research emotions of foreign language teachers in colleges and universities in the environment of

academic politicisation according to the actual Chinese cultural environment and the characteristics of this study case, which provides a localised power theory analysis with Chinese characteristics for recognizing and understanding teachers' research emotions.

Neutral emotion is one of the innovative contributions of this study. Neutral emotion is a state between positive and negative, representing flat and stable emotion. The emergence of neutral emotions, especially in the academic politicisation environment, undoubtedly has a particular breakthrough.

This study extends the theoretical framework with three dimensions: affective dimensions, influencing factors, and affective outcomes. Elements of the various levels of research emotion generation are characterised by localization.

Firstly, research philosophy as a research platform in a research setting is a new influencing factor that emerges in academic, bureaucratic settings, and more typically in Chinese settings: 'academics with political power' is also revealed for the first time.

Secondly, the personal factors of teachers are expanded upon: for example, ground-breaking innovation factors (to name just a few), including personal research quality and responsibility, personal life circumstances, professional beliefs, and personal competence.

These factors break some new ground in the theoretical framework of personal and environmental factors. At the same time, the study expands on several socio-cultural factors unique to local cultures, such as the slave nature of the teaching force, the characteristics of Chinese education, the culture of 'relationships,' school bureaucratization, and Confucianism.

In addition, some of the salient factors that characterise Chinese research extend to research policies and institutions, such as the 'relationship' system, the post-doctoral system, the doctoral supervision system, the title evaluation system, the intolerable journal evaluation and ranking system, and the system of access to academic resources. This study also concluded that peers, colleagues, research team members, project reviewers, journal reviewers, editors-

in-chief, online paper writers, government and program department heads, etc., influence faculty research sentiment in various ways. Finally, the outcomes and influences of teachers' research sentiments are also highly characteristic of the Chinese system and power cultures, such as helplessness, submissiveness, conformity, and indifference to fairness.

6.6.2 Content contribution

The study is also innovative in terms of content. Through an analysis of the existing literature, this study explores for the first time the tense and subtle interactions between university intellectuals and bureaucratic politics under a bureaucratic culture with Chinese characteristics while revealing the research lives of university intellectuals who struggled with bureaucratic politics under the influence of the politicisation of academia.

Using a rare civil service university as a case study for the first time, this study examines the research sentiments of university teachers with a special political status and a stable political climate under the oppressive influence of centralization and privilege. This study also analyses the process of forming teachers' research emotions. It summarises the factors influencing localised teachers' emotions, contributing to a deeper awareness and understanding of teachers' research emotions in an academically politicised atmosphere. The findings of this study on the influence and outcomes of teachers' localised research emotions on official Chinese cultural traits also provide examples of Chinese research on the cultural variability of affective influences. Finally, in the area of teacher emotion research, this study is the first to explore the influence of Chinese characteristics of social and political power culture on teachers' research emotions, research beliefs, research identities, and research efficacy, and it is the first to explore the choices and outcomes of teachers' research emotions under power persecution Chen et al.,2022. This is the first preliminary and comprehensive analysis of teachers' research emotion experiences, the factors affecting teachers' research emotion experiences, and the outcomes and effects of teachers' research experiences in the

context of political power and political culture with Chinese characteristics.

6.7 Research Limitations and future research directions

On the one hand, there are shortcomings in data collection and analysis. On the other hand, the emphasis of qualitative research on the researcher's involvement and dominant role (Holley & Colyar, 2009) means that the subjective factors of the researcher easily influence the findings and process. The researcher's theoretical background is inadequate, leading to a lack of depth in data analysis and discussion. The researcher's disciplinary background was in linguistics and education, and the lack of a sociological and psychological background more closely related to teacher education research and teacher emotion research led to a more superficial analysis of the data. In addition, the study's analysis of teachers' research beliefs and goals that lead to the formation of teachers' research emotions was not sufficiently in-depth due to the dynamic and hidden nature of teachers' beliefs making analysis more complex and the researcher's lack of preparation before collecting the material, resulting in little relevant data on teachers' beliefs and goals. Finally, the researcher's lack of experience and background knowledge may have impacted the study's interpretation. Although the researcher had been delving into the topic of research emotions for seven or eight years and had accumulated a lot of research emotions, she had not yet been formally registered as a university teacher. This meant that the researcher did not personally have life experiences intertwined with family, teaching, and research. As a result, the researcher herself was still some way from fully understanding the research lives of the participants. In addition, many of the expected tasks and materials had still not been collected due to the unique political status of the research school. For various subjective and objective reasons, many fundamental ideas of the five teachers who participated in the study could not be fully expressed. This study's shortcomings, which I hope to avoid and correct in future studies.

Given the research mentioned above shortcomings, in terms of research content, future research could continue to explore the causes and consequences of teachers' research emotions, the reasons for teachers' use of confident emotional choices, the influence of teachers' beliefs on teachers' research emotions, and a comparison of teachers' research emotions between China and overseas. In terms of research themes, future research could focus on foreign language teachers in other contexts, such as new teachers in economically developed regions and university teachers. And in terms of research methods, future research could adopt more diverse methods and new technological approaches to data collection, such as the use of emotion diaries, descriptive experience sampling, or a variety of research paradigms, such as quantitative research combined with mixed research, to further deepen the understanding of teachers' emotions.

6.7.1 Reflection on the Selection and Limitations of research methods: Perceptions of qualitative research

I received some training in qualitative research before undertaking this study on teachers' emotions. However, the training was simple and superficial. This was a game for a child to complete a qualitative research project on their own, well below the requirements. My master's thesis was a fully quantitative approach, combining corpus linguistics and English language teaching. When writing my Ph.D. thesis, I had a lot of difficulties conducting a qualitative study of teachers' emotions at all stages, from topic selection to research design, data collection, and data analysis. To this day, I dare not say that I overcame these difficulties. I can say that these experiences have given me first-hand experience with the process and scale of qualitative research and have further enhanced my understanding of qualitative analysis.

6.7.2 Reflection of research topic

I was unfamiliar with teacher emotion research before deciding on a topic for my graduation

research, which differed from my original field of study. Still, more importantly, I had no previous research accumulation and knew very little about teacher emotion research. Frankly, one of the most immediate reasons for choosing teacher emotions as the topic of my doctoral dissertation was that I had to change supervisors and research topics midway through my doctoral project due to the retirement of my supervisor, which was an unhelpful reason to force me into a completely new area of research. He was amiable and helped me to complete the opening report of my PhD thesis as quickly as possible so that I moved smoothly into the data collection and final stages of my Ph.D. thesis. In the meantime, my new supervisor and I have successfully published our thesis.

Another reason for choosing teacher emotions as a research topic was the inspiration of my husband, who also works at the university. Based on the social reality of the various conflicts, struggles, and even suicides or murders between teachers and schools due to the 'promote or leave' talent and research policies, my husband suggested that the research emotions of university teachers should be studied as a research topic. This would bring new ideas to the study of teachers' emotions. Studying university teachers' research emotions would bring some novelty to the study of teachers' emotions and provide an initial sorting out of the relationship between intellectuals and politics through studying university teachers' research emotions. Studying the formation of emotions in the research lives of university teachers and the factors influencing them can not only draw society's attention and interest to the living environment and state of being of university teachers, a representative group of highly educated talents but also raise further questions about the reasons for the complete loss of publicness and the complete marginalisation of contemporary intellectuals. At the same time, it contributes to understanding the delicate and sensitive relationship between intellectuals and government and bureaucrats controlled by political power. This topic is of eternal concern in traditional societies where learning is the central theme. It is not only of

theoretical value but also of relevance in shedding light on the tragic situation of university teachers in today's society who are in the midst of a 'promotion or exit' policy. It can also help governments and schools to develop relevant research and talent policies. However, choosing emotions as the subject of a Ph.D. study is difficult and dangerous.

Firstly, emotion is a topic that has been 'marginalised' in most disciplines in China. Secondly, compared to the 'hard' and popular topics in foreign language teacher education, teachers' emotions are a 'soft' topic. Not only is teacher research on emotions a 'soft' topic, but it is also a sensitive topic that is inextricably linked to power politics. The qualitative approach to this study was not only time-consuming but also, due to the unique political status of the sample schools and the closed nature of the civil service, many internal confidential data not available, such as internal policy documents, internal archival materials, red-headed documents related to the study, interviews with school officials, interviews with school officials in sensitive situations, audio and video recordings, following and observing the daily research lives of critical teachers in the schools, which made the project the smooth running of the project.

However, I persisted, on the one hand, because the topic reflected the difficulties and bottlenecks in research faced by teachers in today's society, and my husband and I, as members of the university teaching community, had experienced the hardships and pains of research life so that the topic could resonate with us university teachers, especially the younger ones. Indeed, emotions are ubiquitous in our personal and professional lives and significantly impact teachers' career planning and development. The impact of research emotions on teachers' research lives, research beliefs, research philosophies, research choices, research plans, and research aims is also evident. More importantly, an exploration of teachers' research emotions reveals the profound influence of traditional knowledge societies on senior intellectuals and the poisoning of intellectuals by the dregs of traditional culture.

The evolution of the intellectual image and culture over thousands of years, the desperate and painful lives of intellectuals as they desperately struggle through the cracks of politics, power, bureaucracy, institutions, academic tycoons, and monetary interests.

6.7.3 Reflection of specific research methods

Firstly, my academic accumulation during my master's studies and my work as a university teacher was mainly based on quantitative research methods. In other words, before my Ph.D. research, my research methods were limited to quantitative and limited mixed research methods. I had no genuine concept of entirely qualitative research, so I would say I was utterly ignorant. The key concepts, theories, methods, research paradigms, and research tools in qualitative research were familiar and unfamiliar. Although I had often heard of qualitative research concepts such as narrative research, case studies, ethnography, phenomenology, and rooting theory, I had never used qualitative methods to complete a full study. Identifying research ideas and research plans, selecting and identifying research subjects, identifying and using research tools, collecting research data (interview transcripts, documentary material, photographs, pictures, video, and audio), harsh and dangerous research environments, unsatisfactory research conditions, anxiety and torture during the research process, all these were genuine practical difficulties that I faced in my research. Ultimately, the only way for me to truly experience the paradigm and characteristics of qualitative research is to enter the research site myself, to form a 'community of destiny' with the research subjects, to maintain harmony and balance between subject and object, to maintain a sober and rational analysis, judgement and understanding of the objective facts, to maintain psychological empathy, psychological and emotional empathy with the research subjects, and in particular the psychological, cognitive and emotional capacities of the researcher. The researcher can be seen to have increased their psychological, cognitive, and emotional capacity, as well as their emotional capacity, before qualitative research.

After this dissertation, I have an initial understanding and appreciation of qualitative research, the methods used, and their path. Qualitative research is inherently exploratory. During the research process, I also attempted to experience and feel with the research subject while exploring the research questions, getting inside the subject's mind, understanding the subject, and finding answers to the research questions. At the same time, I can understand, understand and explore my inner world again, reconnect with my research life, adjust my research beliefs, and face positively the difficulties and hardships I may encounter in my research life.

6.7.4 Reflect on relationships with participants

Unlike the objectivity and value neutrality pursued in quantitative research, the qualitative research method I used involves dealing with people and having them confide in me about their emotions, which is a highly private topic. Therefore, mutual trust is essential. Therefore, in the end, I chose study participants from familiar circles.

The participants were all colleagues from the foreign language department at my husband's university. So, I should say that they are usually very familiar with their foreign language teaching colleagues. I am grateful to my researchers for opening up to me and sharing their sorrows and joys. But once again, the question arises: a qualitative study of emotions in a circle of acquaintances (one of whose subjects included my husband) requires consideration of two issues.

Firstly, the reliability and validity of the research data. This is not only an issue that all qualitative research must consider and confront. It is also an issue that must be addressed because it goes to the root of the study: whether the research data are accurate, reliable, and valid. Most of the data in qualitative research are highly subjective statements of the research subjects, such as interview transcripts or photographs, pictures, videos, and audio closely related to the subjects' family, school, work, and social lives. The analysis of this material relies heavily on qualitative research methods such as thematic analysis, word frequency

analysis, keyword analysis, vocabulary clouds, content analysis, coding analysis, and other critical analytical tools, which still fall short of traditional quantitative analysis tools. Based on this, the data collected for the study must be objective, rigorous, authentic, and valid, especially the subjective sentiment statement data that need attention to this point.

Secondly, the analysis and interpretation of the research data and results. Because the research subjects were people, they knew well, even their husbands, the interpretation of the findings should be made with particular care and caution, and the relationship between the subject and the subject of the qualitative research should be managed. Firstly, on the one hand, the study subjects and I are both relatively familiar with each other; the teacher in the study, Mr. Li, is my husband and has been living there for almost 10 years. This personal intimacy undoubtedly impacted the study, as not only did our personal and private lives intersect, but we had similar experiences and experiences in university teaching and research. We all struggle to adapt to the learning environment and become part of a power-hungry, bureaucratic, and interpersonal society that leaves us all confused and full of anxiety, anger, rebellion, and helplessness. We have no better way to escape the influence of the system and power than to integrate or disengage. We are left with torn, painful, contradictory, heart-breaking days and years in which there is not enough in-between space in the system for us to grow or even to accomplish the necessary survival.

Based on such shared experiences, I had better empathy and sympathy for the research subjects. I was able to understand the emotional events experienced by the research subjects, the delicate relationship between intellectuals and power, the degradation and injustice of intellectuals after being played by power and power, and the complete enslavement of intellectuals in the desperation of power oppression, a social group phenomenon that is causing widespread concern in today's society. To ensure the quality and objectivity of the research, to ensure that the results and findings are as close as possible to the facts of the

research, and to recover for the reader the formation, influences, and outcomes of teacher research sentiments in real power contexts, the researcher must strive to maintain the ability to analyse and judge objectively as a third party, and to remain objective, rigorous and responsible throughout the research process. The researcher must be objective, rigorous, and responsible and must never readily use their subjective emotional preferences and subjective value orientations to understand, comprehend, analyse, and judge, and must withdraw their interpretation of the research phenomena and findings in a state of relative independence. Based on this, the researcher must balance the research's primary and objective positioning with empathy and objectivity. Thirdly, how can the privacy of the research subject be protected? There are two aspects to this question. First, scientific research in natural and humanities and social sciences must abide by the most basic academic integrity and academic ethics, which is the most basic bottom line in protecting the rights and interests of research subjects from infringement. The importance of academic ethics is particularly emphasised in qualitative research in the humanities and social sciences. This often entails dealing with different groups of research subjects - social groups - and the need to safeguard the privacy rights of research subjects, which directly affects the process and quality of research and the reliability and validity of research data. This is very rare in the Chinese research environment, and we are often unaware that rights and interests are among the essential elements of human rights. Secondly, this study deals for the first time with the relationship between university intellectuals and government bureaucrats and school bureaucrats in a political power learning environment, the formation and impact of teachers' research sentiments in a university political power environment, the formation and impact of teachers' research sentiments under conditions of political power and the new market economy, the habitat in which university teachers struggle to survive, and the first exploration of teachers' research lives in a cunning power, cunning culture, and survival under the influence of cunning culture. Due to the

sensitivity of the research topic, the individual rights of the research participants had to be protected, and their privacy had to be kept confidential. This is because the people and things they say in the research are known in speculation. After all, they are in the same familiar territory. In qualitative research, the interests of the research participants come first, the research phenomenon second, and the researcher last. I must do my best to protect their personal and private information by strictly adhering to the regulations and related procedures set by the University's Academic Ethics Committee. Qualitative research sometimes has many limitations, such as the capacity of individuals, the range of options, and various perspectives, and there are specific terms that are not used in China's fragile human society.

6.7.5 Reflection on the Influence of the Researcher's subjective factors on the research results

The researcher's individual experiences, such as emotional experiences, educational experiences, life experiences, thoughts, perceptions, ideas, thinking, and cognitive styles, greatly influence the research findings. Some may consider this subjective, but it is not intended to be "objective" in the first place. Therefore, understanding my background as a researcher is very helpful in understanding the research findings. In the 1980s, I came from an environment of state-owned enterprises (SOEs) with Chinese characteristics in the West, a product of the Third Line construction in Western China. State-owned enterprises in those days were like a small self-sufficient society with their front-line production units, hospitals, children's schools, etc. The state-owned enterprises in those days were like a small self-sufficient society, with their front-line production units, hospitals, children's schools, etc. I spent 18 years, from elementary to high school, in the factory's children's school, surviving in the SOE environment until the college entrance examination. Both of my parents were middle-level cadres of state-owned enterprises. My father was the first-line factory manager, and my mother was the head of the finance department of the enterprise. So it is fair to say

that I grew up moderately prosperous in those days. Due to my parents' strict family upbringing, my social experience and social experience were almost all blank. One thing, however, was that because both my parents were middle-level leading cadres in enterprises, the image of the Red Guards and the Red Army was deeply rooted in the hearts of my parent's generation. This picture represented the distinctive political identity of the Chinese Cultural Revolution generation, creating for my parents a kind of authoritarian and enslaved person personality with Chinese characteristics.

Although my parents did not deliberately speak to me about the so-called political struggles and power struggles within the factory, the only memories of political struggles are my parents' painful memories of the Cultural Revolution of the 1960s and 1970s. However, in my daily education, I still had a plausible and ignorant understanding of the benefits and advantages of power. I remember many factory workers paying tribute to my parents every year during the Chinese New Year, and I received many different gifts each time. These gifts were a symbol of social status and power at the time. Because my parents had a certain social status, I also received a lot of so-called preferential treatment as a child, and even many people my age would take the initiative to show me their affection. Many factory workers would also take the initiative to promote me and pat my parents on the back, which made the unfamiliar me feel the sweetness of power. It also kept my life from childhood in a state of affluence, free from worries about food and drink. It made me think again about how my parents' executive power and position, which gave me many preferential titles, gave me little contact with the lower strata of society. I did not have the necessary social experience or knowledge of the hardships of the earth, and my parents' halo gave me the illusion of hypocrisy and surrounded me with vanity to the extent that I even had some degree of desire for the so-called organisations. This illusion continued into my undergraduate studies, where I spent four years immersed in the dreams my parents had woven to express their desire for

this organisation. It was not until a significant accident during my undergraduate studies that I finally saw the madness of universities and colleges under the rule of power. Teachers who were senior intellectuals lived like walking dogs, wandering around like assholes every day for their rations, benefits, and official hats.

The students did not seem to be any better off. The student union cadre group equally influenced them. The bureaucrat-making movement infiltrated this group, and everyone tried to become part of the bureaucratic group and tried to become part of the political elite. It was the first time I was aware of the dark side of power. The vast majority of bureaucrats were not as good and honest as my father; they seemed to be representatives of the forces of evil and could do anything for their dreams of promotion and wealth without a bottom line of principle. Teachers, as intellectuals, never seemed to be able to hold their heads up and had to follow the bureaucrats and eat the leftovers. It made me suddenly realise that what my parents had given me was not an entire world. My view of the world of power was childish and pathetic, ready to be trampled underfoot at any moment. Once again, life taught me a hard lesson at the Master's level.

Because the entrance exam results for the Master's degree were average, the scores had crossed the line, but there was still a gap between them and the admission scores of the target institutions. As a result, I had to take a transfer and had to transfer back to my home university to continue my studies. The process of transferring and studying is engraved in my mind. I had to choose a mentor when I transferred. I survived through my *guanxi*, although I scored the first mark in the retest. After three years of master's studies, I excelled but did not beat other students' *guanxi*. I did not receive any awards or opportunities, even if I was given high marks for school-level merit papers. I finally understood that political power and power management are not the arenas for good people. Good people without power, connections, backgrounds, and backstops could only be slaughtered.

After obtaining my master's degree, I did not choose to enter the school workforce because my parents had long retired, and my family had no connections. I joined a private university, thinking that a public school might not be a fierce struggle for power and connections. Once again, this harsh truth came as a shock to me. After working for two years in the foreign language department of a private university, my colleagues proved to me once again that having *guanxi* is the golden rule of Chinese universities. It is an iron rule that no public or private university can escape. In two years of work, I got a lousy university teaching certificate, even though I was first in the foreign languages department for articles and academic conferences and first in research assessment. While this may sound shocking, it's true. To break out of this rut and have a better future, I had to work hard to apply for a Ph., hoping to stand out from the big picture.

My family, school, and work have evolved from a strong desire for the organisation to a deep awareness of the corruption and darkness of power. I am now clearly aware of 'cultural capital' and the suppression of power. Although I have been studying most of the time, I am still a student. I am about to start looking for a job again, so I am probably still at the bottom of the school system's power hierarchy and often feel powerless. Therefore, I am curious about how political power and political struggles full of deception and power games are a development. In the discussion at the end of the thesis, I also resonated with the end of power and teachers 'incompetence.' This gradually led me to enjoy postmodernism and critical theory. I also understood the phenomenon as reflecting teachers' 'power' and 'impotence.' Understanding this phenomenon is a prerequisite for reflection, and reflection implies critique. As such, criticism has unlimited transformative potential.



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Appendix A

Approval Letter from Ethical Review



10 March 2021

Ms LI Fei
Doctor of Education Programme
Graduate School

Dear Ms Li,

Application for Ethical Review <Ref. no. 2020-2021-0251>

I am pleased to inform you that approval has been given by the Human Research Ethics Committee (HREC) for your research project:

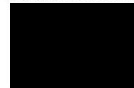
Project title: Understanding the Emotional Experience of Doing Research: A Multiple Case Study of English as a Foreign Language Teachers in China

Ethical approval is granted for the project period from 10 March 2021 to 30 July 2021. If a project extension is applied for lasting more than 3 months, HREC should be contacted with information regarding the nature of and the reason for the extension. If any substantial changes have been made to the project, a new HREC application will be required.

Please note that you are responsible for informing the HREC in advance of any proposed substantive changes to the research proposal or procedures which may affect the validity of this ethical approval. You will receive separate notification should a fresh approval be required.

Thank you for your kind attention and we wish you well with your research.

Yours sincerely,



Patsy Chung (Ms)
Secretary

Human Research Ethics Committee

c.c. Professor CHOU Kee Lee, Chairperson, Human Research Ethics Committee

Appendix B

Consent Form and Information Sheet for SCHOOLS

Sample Consent Form and Information Sheet for SCHOOLS

THE EDUCATION UNIVERSITY OF HONG KONG
ELE & EPL

CONSENT TO PARTICIPATE IN RESEARCH (FOR SCHOOL)

Understanding the emotional experience of doing research: A multiple case study of English as a foreign language teachers in china

My school hereby consents to participate in the captioned project supervised by JIANG lianjiang (ZOU Di) and conducted by LI FEI, who are staff/student of Department of English Language Education & Education Policy and Leadership in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, our right to privacy will be retained, i.e., the personal details of my students'/teachers' will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My students'/teachers' participation in the project are voluntary.

I acknowledge that we have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Signature:

Name of Principal/Delegate*:

(Prof/Dr/Mr/Mrs/Ms/Miss*)

Post:

Name of School:

Date:

(* please delete as appropriate)

INFORMATION SHEET

Understanding the emotional experience of doing research: A multiple case study of English as a foreign language teachers in china

Your school is invited to participate in a project supervised by JIANG lianjiang(ZOU Di) and conducted by LI FEI, who are staff/student of Department of English Language Education & Education Policy and Leadership in The Education University of Hong Kong.

The research requires about 5 participants to participate in the interview. Under the premise of obtaining the consent of the school, the contact information of all participants is obtained through the public data of relevant departments of the school, or through the teacher's social network after obtaining the teacher's personal consent. The Data will be collected from multiple sources, including interviews (formal interviews and informal conversation interviews), documents related to scientific research ecology (such as scientific research project application documents, scientific research project progress management documents, scientific research project funding and personnel employment management documents , promotion regulations and employment contracts) and social media.

This research will conduct three-round semi-structured and open-ended formal interviews with different focuses to collect background information of teachers, and discuss how they become college English teachers, the major professional challenges they face, and their overall feelings about college English teaching and research. In particular, those critical events that mark a major turning point in the participants' emotional experience of doing research will be paid attention to.

Researchers conducted 90-minute interviews with participants in Chinese to fully express their views. The three-stage interview outline can be found in the appendix. At the same time, the researcher will have three-round informal conversations with the participants accompanied with three-round formal interviews. These informal conversations will be related to scientific research emotions that constantly arise during the research period. As an open-ended method, informal interviews depend on problems that arise spontaneously in natural interaction. The research will use a voice recorder for audio recording of formal interviews. The research will not use a voice recorder for audio recording of informal interviews.

The researcher will also use various institutional documents as an important data source to investigate the research sentiment of college English teachers. For the proposed research, although some documents (such as scientific research management regulations and promotion regulations) are public and can be viewed on the college website, other documents (such as the hard copy of the employment contract) are confidential and only can be accessible with the consent of the research subjects.

The social media data is another key document which will be collected during the

research. In view of the popularity of social media in the information age, the researcher will also collect data on various social media used by participants in their daily communication.

Participants were interviewed for 90 minutes, Due to the relatively long interview time, the interviewee took a 10 minutes break every hour. and all the research work lasted about 24 weeks. The research does not provide personal benefits to the participants. All the collected data will provide valuable and rich material and basis for the research.

In order to maximize the protection of the interests of all participants and participating institutions from any harm, Please understand that your students'/teachers' participation are voluntary. They have every right to withdraw from the study at any time without negative consequences. All information related to your students'/teachers' will remain confidential, and will be identifiable by codes known only to the researcher. Based on this, this study does not involve potential risks.

After obtaining permission from all participants and institutions, the research will share all the results obtained with the participants and institutions. All research results will be reported, feed back and shared in the form of doctoral dissertation , journal articles , oral presentations and Conference presentation.

If you would like to obtain more information about this study, please contact LI FEI at telephone number [REDACTED] or their supervisor JIANG lianjiang (ZOU Di)at telephone number [REDACTED]

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

LI FEI
Principal Investigator

香港教育大學

英語教育和教育政策與領導學系

參與研究同意書(學校)

瞭解科研情感----中國外語教師的多個案研究

本校同意參加由蔣連江(鄒迪)負責監督,李菲負責執行的研究計劃。她/他們是香港教育大學英語教育和教育政策與領導學系的學生/教員。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護本校學生/教師的隱私,其個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願讓本校學生/教師參與這項研究。

本人理解本人及本校學生/教師皆有權在研究過程中提出問題,並在任何時候決定退出研究,更不會因此而對研究工作產生的影響負有任何責任。

簽署:

(教授/博士/先生/女士/小姐
*)

校長/學校代表*姓名:

職位:

學校名稱:

日期:

(*請刪去不適用者)



香港教育大學

英語教育和教育政策與領導學系

參與研究同意書(學校)

瞭解科研情感----中國外語教師的多個案研究

誠邀貴校參加蔣連江（鄒迪）負責監督，李菲負責執行的研究計劃。她/他們是香港教育大學英語教育和教育政策與領導學系的學生/教員。

該研究需要約 5 名參與者參加訪談。在獲得學校同意的前提下，所有參與者的聯繫資訊都是通過學校相關部門的公開數據，或者在獲得老師的個人同意後通過老師的社交網路獲得的。數據將從多個來源收集，包括訪談（正式訪談和非正式對話訪談），與科研究生態相關的檔案（例如科研專案申請檔案，科研專案進度管理檔案，科研專案資金和人員聘用管理）檔案，晉升法規和僱傭合同）和社交媒體。

這項研究將進行三輪半結構化和開放式的正式訪談，針對不同的重點，以收集教師的背景資訊，並討論他們如何成為大學英語教師，他們面臨的主要專業挑戰以及他們對大學英語科研的總體感覺和研究。尤其要注意那些標誌著參與者參加研究的情感經歷的重大轉折的關鍵事件。

研究人員用中文對參與者進行 90 分鐘的採訪，以充分表達他們的觀點。可在附錄中找到三階段訪談大綱。與此同時，研究人員將與參與者進行三輪非正式對話，並進行三輪正式訪談。這些非正式的對話將與研究期間不斷出現的科學研究情感有關。作為一種開放式方法，非正式訪談取決於自然互動中自然產生的問題。研究將使用錄音筆對正式訪談進行音頻錄製，研究將不會使用錄音筆對非正式訪談進行音頻錄製。

研究人員還將使用各種機構檔作為重要的數據來源來調查大學英語教師的研究情感。儘管有一些檔案（例如科研管理法規和晉升法規）是公開的，但可以在大學網站中查看。其他檔案（例如僱傭合同的原件和複印件）是機密的，只有在研究對象同意的情況下才能訪問。

社交媒體數據是將在研究期間收集的另一個關鍵檔案。考慮到社交媒體在資訊時代的普及，研究人員還將收集參與者日常交流中使用的各種社交媒體上的數據。

受訪者將進行 90 分鐘的採訪，由於採訪時間相對較長，受訪者每小時休息 10 分鐘。所有研究工作持續大約 24 周。該研究不會為參與者提供個人利益。所有收集到的數據將為研究提供有價值和豐富的材料和基礎。

爲了最大程度的保護所有參與者和參與機構的利益不受任何損害，貴校學生/教師的參與純屬自願性質。所有參加者皆享有充分的權利在研究開始前或後決定退出這項研究，更不會因此引致任何不良後果。凡有關貴校學生/教師的資料將會保密，一切資料的編碼只有研究人員得悉。基於此，本研究不涉及潛在風險。

在取得所有參與人員和參與機構的許可以後，研究將向參與人員和參與機構分享取得的所有成果。所有研究成果將以博士畢業論文，期刊論文，口頭陳述和會議陳述等方式進行匯報、反饋和分享。

如閣下想獲得更多有關這項研究的資料,請與李菲聯絡,電話 [REDACTED] 或聯絡她/他們的導師蔣連江 (邹迪), 電話 [REDACTED]。

如閣下對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵: hrec@eduhk.hk; 地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

李菲

首席研究員



Appendix C

Consent Form and Information Sheet for PARTICIPANTS

Sample Consent Form and Information Sheet for PARTICIPANTS

THE EDUCATION UNIVERSITY OF HONG KONG
ELE & EPL

CONSENT TO PARTICIPATE IN RESEARCH

Understanding the emotional experience of doing research: A multiple case study of English as a foreign language teachers in china

I _____ hereby consent to participate in the captioned research supervised by JIANG Lianjiang (ZOU Di) and conducted by LI FEI, who are staff / students of Department of English Language Education & Education Policy and Leadership in The Education University of Hong Kong.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

Signature of participant

Date



INFORMATION SHEET

Understanding the emotional experience of doing research: A multiple case study of English as a foreign language teachers in china

You are invited to participate in a project supervised by JIANG Lianjiang(ZOU Di) and conducted by LI FEI, who are staff/ students of the Department of English Language Education & Education Policy and Leadership in The Education University of Hong Kong.

The research requires about 5 participants to participate in the interview. Under the premise of obtaining the consent of the school, the contact information of all participants is obtained through the public data of relevant departments of the school, or through the teacher's social network after obtaining the teacher's personal consent. The Data will be collected from multiple sources, including interviews (formal interviews and informal conversation interviews), documents related to scientific research ecology (such as scientific research project application documents, scientific research project progress management documents, scientific research project funding and personnel employment management documents , promotion regulations and employment contracts) and social media.

This research will conduct three-round semi-structured and open-ended formal interviews with different focuses to collect background information of teachers, and discuss how they become college English teachers, the major professional challenges they face, and their overall feelings about college English teaching and research. In particular, those critical events that mark a major turning point in the participants' emotional experience of doing research will be paid attention to.

Researchers conducted 90-minute interviews with participants in Chinese to fully express their views. The three-stage interview outline can be found in the appendix. At the same time, the researcher will have three-round informal conversations with the participants accompanied with three-round formal interviews. These informal conversations will be related to scientific research emotions that constantly arise during the research period. As an open-ended method, informal interviews depend on problems that arise spontaneously in natural interaction. The research will use a voice recorder for audio recording of formal interviews. The research will not use a voice recorder for audio recording of informal interviews.

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collected data will provide valuable and rich material and basis for the research.

In order to maximize the protection of the interests of all participants and participating institutions from any harm, Please understand that your students'/teachers' participation are voluntary. They have every right to withdraw from the study at any time without negative consequences. All information related to your students'/teachers' will remain confidential, and will be identifiable by codes known only to the researcher. Based on this, this study does not involve potential risks.

After obtaining permission from all participants and institutions, the research will share all the results obtained with the participants and institutions. All research results will be reported, feed back and shared in the form of doctoral dissertation , journal articles , oral presentations and Conference presentation.

If you would like to obtain more information about this study, please contact LI FEI at telephone number [REDACTED] or their supervisor JIANG lianjiang (ZOU Di)at telephone number [REDACTED]

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

LI FEI
Principal Investigator

香港教育大學
英語教育和教育政策與領導學系

參與研究同意書

瞭解科研情感----中國外語教師的多個案研究

本人_____同意參加由蔣連江(鄒迪)負責監督,李菲執行的研究項目。她/他們是香港教育大學英語教育和教育政策與領導系的學生/教員。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護自己的隱私,本人的個人資料將不能洩漏。

研究者已將所附資料的有關步驟向本人作了充分的解釋。本人理解可能會出現的風險。本人是自願參與這項研究。

本人理解我有權在研究過程中提出問題,並在任何時候決定退出研究,更不會因此而對研究工作產生的影響負有任何責任。

參加者姓名:

參加者簽名:

日期:

有關資料

瞭解科研情感----中國外語教師的多個案研究

誠邀閣下參加蔣連江（鄒迪）負責監督，李菲負責執行的研究計劃。她/他們是香港教育大學英語教育和教育政策與領導學系的學生/教員。

該研究需要約 5 名參與者參加訪談。在獲得學校同意的前提下，所有參與者的聯繫資訊都是通過學校相關部門的公開數據，或者在獲得老師的個人同意後通過老師的社交網路獲得的。數據將從多個來源收集，包括訪談（正式訪談和非正式對話訪談），與科研生態相關的檔案（例如科研專案申請檔案，科研專案進度管理檔案，科研專案資金和人員聘用管理）檔案，晉升法規和僱傭合同）和社交媒體。

這項研究將進行三輪半結構化和開放式的正式訪談，針對不同的重點，以收集教師的背景資訊，並討論他們如何成為大學英語教師，他們面臨的主要專業挑戰以及他們對大學英語科研的總體感覺和研究。尤其要注意那些標誌著參與者參加研究的情感經歷的重大轉折的關鍵事件。

研究人員用中文對參與者進行 90 分鐘的採訪，以充分表達他們的觀點。可在附錄中找到三階段訪談大綱。與此同時，研究人員將與參與者進行三輪非正式對話，並進行三輪正式訪談。這些非正式的對話將與研究期間不斷出現的科學研究情感有關。作為一種開放式方法，非正式訪談取決於自然互動中自然產生的問題。研究將使用錄音筆對正式訪談進行音頻錄製，研究將不會使用錄音筆對非正式訪談進行音頻錄製。

研究人員還將使用各種機構檔作為重要的數據來源來調查大學英語教師的研究情感。儘管有一些檔案（例如科研管理法規和晉升法規）是公開的，但可以在大學網站中查看。其他檔案（例如僱傭合同的原件和複印件）是機密的，只有在研究對象同意的情況下才能訪問。

社交媒體數據是將在研究期間收集的另一個關鍵檔案。考慮到社交媒體在資訊時代的普及，研究人員還將收集參與者日常交流中使用的各種社交媒體上的數據。

受訪者將進行 90 分鐘的採訪，由於採訪時間相對較長，受訪者每小時休息 10 分鐘。所有研究工作持續大約 24 周。該研究不會為參與者提供個人利益。所有收集到的數據將為研究提供有價值和豐富的材料和基礎。

為了最大程度的保護所有參與者和參與機構的利益不受任何損害，貴校學生/教師的參與純屬自願性質。所有參加者皆享有充分的權利在研究開始前或後決定退出這項研究，更不會因此引致任何不良後果。凡有關貴校學生/教師的資料將會保密，一切資料的編碼只有研究人員得悉。基於此，本研究不涉及潛在風險。

在取得所有參與人員和參與機構的許可以後，研究將向參與人員和參與機構分享取得的所有成果。所有研究成果將以博士畢業論文，期刊論文，口頭陳述和會議陳述等方式進行匯報、反饋和分享。

如閣下想獲得更多有關這項研究的資料,請與李菲聯絡,電話
██████████ 或聯絡她/他們的導師蔣連江(邹迪),電話 ██████████。

如閣下對這項研究的操守有任何意見,可隨時與香港教育大學人類實驗對象操守委員會聯絡(電郵: hrec@eduhk.hk; 地址:香港教育大學研究與發展事務處)。

謝謝閣下有興趣參與這項研究。

李菲

首席研究員



Appendix D

English Version of the First Round of Interview Outline (Interview Questions)

Interview Outline (Interview Questions)

Round 1.

Thank you for participating in this research. The purpose of this interview is to collect some key events in your past scientific research, as well as your emotional experience at that time.

Please answer the following questions truthfully.

1. Please briefly introduce yourself, including your academic background, your work experience and other information you want to share.
2. Why did you become a college English teacher?
3. What are your achievements in scientific research?
4. What are your main research fields?
5. What are the main scientific research challenges you are facing now?
6. In your past scientific research experience, what was the key events that impressed you most?
Please describe the events.
7. What was your emotional experience at the time?
8. How do you view and evaluate the emotional experience at that time?
9. What factors do you think caused your emotional experience at that time?
10. What do you think these emotional experiences have had on you?
11. Other information you want to add.

Appendix E

Chinese Version of the First Round of Interview Outline (Interview Questions)

訪談大綱（訪談問題）

第 1 輪。

感謝您參與這項研究。訪談的目的是收集您過去的科學研究中的一些關鍵事件，以及當時的情感經歷。請如實回答以下問題。

- 1.請簡要介紹一下自己，包括您的學術背景，工作經驗以及您想分享的其他資訊。
- 2.您為什麼成為大學英語老師？
- 3.您在科學研究中取得了哪些成就？
- 4.您的主要研究領域是什麼？
- 5.您現在面臨的主要科研挑戰是什麼？
- 6.在您過去的科學研究經驗中，最讓您印象深刻的關鍵事件是什麼？請描述事件。
- 7.您當時的情感經歷是什麼？
- 8.您如何查看和評估當時的情感體驗？
- 9.您認為當時有哪些因素導致您的情感經歷？
- 10.您認為這些情感經歷對您有什麼影響？
- 11.您要添加的其他資訊。

Appendix F

English Version of the Second Round of Interview Outline (Interview Questions)

Interview Outline (Interview Questions)

Round 2.

Thank you for participating in this research. The purpose of this interview is to further collect your emotional experience in scientific research and countermeasures based on the first interview. Please answer the following questions truthfully.

1. During this period of time, are there key events that give you an emotional experience?

Please describe the incident.

2. Please describe your emotional experience during the incident.

3. What factors do you think caused your emotional experience at that time?

4. What do you think these emotional experiences have had on you?

5. After the last interview, are you aware of your emotional experience of doing scientific research? Have you taken any measures to manage these emotional experiences? Please explain in details.

6. In your opinion, what measures can well manage your emotional experience in scientific research?

7. Other information you want to add.

Appendix G

Chinese Version of the Second Round of Interview Outline (Interview Questions)

訪談大綱（訪談問題）

第二輪

感謝您參與這項研究。這次面試的目的是在第一次面試的基礎上進一步收集您在科學研究中的情感經驗和對策。請如實回答以下問題。

- 1.在這段時間裏，有哪些重要事件可以給您帶來情感上的體驗？請描述事件。
- 2.請描述您在事件中的情感經歷。
- 3.您認為當時有哪些因素導致您的情感經歷？
- 4.您認為這些情感經歷對您有什麼影響？
- 5.上次面試後，您是否知道自己從事科學研究的情感經歷？您是否採取了任何措施來管理這些情感體驗？請詳細說明。
- 6.您認為哪些措施可以很好地管理您在科學研究中的情感經歷？
- 7.您要添加的其他資訊。

Appendix H

English Version of the Third Round of Interview Outline (Interview Questions)

Interview Outline (Interview Questions)

Round 3.

Thank you for participating in this research. The purpose of this interview is to further collect your emotional experience and feelings in scientific research on the basis of the previous two interviews. Please answer the following questions truthfully.

1. During this period of time, are there key events that give you an emotional experience? Please describe the incident.
2. Please describe your emotional experience during the incident.
3. Combining the past two interviews, in your opinion, what factors will affect your emotional experience in scientific research?
4. Combining the past two interviews, in your opinion, what impact did these emotional experiences of scientific research have on you?
5. During the period of participation, what changes have occurred in the factors that affect your emotional experience in scientific research? What do you think of these changes?
6. During the period of participation, how has the impact of scientific research on your emotional experience changed? What do you think of these changes?
5. Through this research participation, what new understandings do you have about the emotion of research?
6. In the future, how will you better apply research emotions?
7. Other information you want to add.

Appendix I

Chinese Version of the Third Round of Interview Outline (Interview Questions)

訪談大綱（訪談問題）

第三輪

感謝您參與這項研究。這次訪問的目的是在前兩次訪問的基礎上進一步收集您在科學研究中的情感體驗和感受。請如實回答以下問題。

- 1.在這段時間裏，有哪些重要事件可以給您帶來情感上的體驗？請描述事件。
- 2.請描述您在事件中的情感經歷。
- 3.您認為結合過去的兩次採訪，哪些因素會影響您在科學研究中的情感體驗？
- 4.您認為將過去的兩次採訪結合起來，這些情感方面的科學研究對您有什麼影響？
- 5.在參與期間，影響您在科學研究中的情感經歷的因素發生了什麼變化？您如何看待這些變化？
- 6.在參與期間，科學研究對您的情感體驗的影響如何變化？您如何看待這些變化？
- 5.通過參與研究，您對研究的情感有什麼新的理解？
- 6.將來，您將如何更好地運用研究情感？
- 7.您要添加的其他資訊。

Appendix J

Qualitative Encoding of Nvivo 12 in Transcripts of Formal Interviews(RQ1)

	A : 非常负向	B : 较为负向	C : 较为正向	D : 非常正向
1 : 文件\T 2 教师	156	74	138	14
2 : 文件\T 3 教师	78	64	88	12
3 : 文件\T1 教师	184	87	170	15
4 : 文件\T4 教师	80	57	75	12
5 : 文件\T5 教师	60	44	71	9



Qualitative Encoding of Nvivo 12 in Transcripts of Formal Interviews(RQ2)

名称	说明	文件	参考文献
坚持科研的动力		3	3
教职竞争		2	2
科研的社会文化因素 (文化价值和社会支持)		5	1050

糟糕的科研环境和氛围		5	3671
博士的出身(是否毕业于名校)		1	13
对博士培养的好处		1	12
对博士培养的影响		1	1
博士的窘境		5	861
版面费赤字支出		2	3

Qualitative Encoding of Nvivo 12 in Transcripts of Formal Interviews(RQ2)

硕士和博士求学阶段的环境和氛围		4	306
毕业情况		1	82
博士补助和收入		2	6
博士代价高		2	2
博士的婚恋和生育		2	4
博士构成即博士的升学渠道		2	2
博士关系淡漠，无社交		1	1

科研政策和制度		5	366
逼死博士的博士后政策和管理制度		4	23
博后的位置就成了就业困难者的避风港		2	2
博士后的规模显然应该跟博士培养相匹配		1	1
博士后管理太松散		1	1
出国博后就是熟练工和廉价劳动力		2	2
待遇上是空头支票，设置很高的科研任务门槛		1	2

Qualitative Encoding of Nvivo 12 in Transcripts of Formal Interviews(RQ2)

残忍的割韭菜--高校的“非升即走”的制度	3	98
逼迫人才，拔苗助长	1	1
编制吃了经费大头，合同工只能喝汤	2	2
大多数学校实施“非升即走”的目的与学术和教学无关，直白说，与大学的办学目的无关。如在特定的期刊上发表文章，申请特定的项目等，这些都与学术和教学没有半毛的关系，但对提高大学的排名却至关重要。要言之，我们实施“非升即走”的目的不是为了办大学，而是为了拿金牌	2	2

科研考核评价体系，例如核心期刊评估体系和指标	5	115
C 刊也内卷	4	8
发人文学科文章会拖刊物后腿	2	2
仅有的粥给了学术大佬	1	1
扩展版和集刊不如正刊	1	1
编辑利益和经济效益	2	2
编辑也是人，而且大权在握，说你行就行的科学推手	2	2

科研人员的个体因素	5	116
对于我本人来说，我不喜欢浪费时间去和那些智商低并且人品低劣的人搞关系，我喜欢科学，科学研究是我生活的一部分。但是我不再想为学校做科研项目	1	1
科研决心和志向	2	2
科研理念	2	2

Qualitative Encoding of Nvivo 12 in Transcripts of Formal Interviews(RQ3)

科研情感体验对教师的影响和结果		1	158
对教师科研专业信念的影响（科研效能，科研认同，科研承诺和科研责任）		1	9
不再评判国内的科研水平，垃圾科研不评论		1	1
带博士同学选新东家，新单位		1	1
读研期间，如果导师不行，就要想办法去找副导，也会有成果		1	1
发论文的心酸，让人生不如死		1	1
教师创业非常重要，是学术的补充		1	1

对科研动机和参与的影响 (科研的幸福感)		1	79
SSCI 量化指标和外国人的好评抹杀大量好的成果		1	1
熬了多年，终于提干，也是幸福感吧。感觉看到曙光		1	1
帮助同事，树立威信，扩大社交圈子，稳固群众，确立地位		1	1
不会出国进修访学，因为很难获得利益和好处，出国进修影响职称评定，影响收入和课时量		1	1

Qualitative Encoding of Nvivo 12 in Transcripts of Formal Interviews(RQ3)

对科研效率的影响 (科研满意度, 科研倦怠, 科研生活)		1	69
C 刊的游戏规则和影响因素都可以用来做很多不好的事情。只能无力接受, 以免被孤立, 影响饭碗		1	1
被边缘化以后, 相当于被废, 丧失话语权, 再无科研动力和热情。迫于环境, 只有放弃传统科研, 开始创业。		1	1

科研情感体验对利益相关者的影响 (科研团队, 同行, 同事, 同学, 领导, 行政人员, 项目评委, 主编, 编辑和审稿人等)		1	49
科研利益相关者的福利 (科研利益相关者的情绪, 科研利益相关者的体验感, 科研利益相关者之间的关系, 科研利益相关者之间的社交生活)		1	5
集体愿意转为公务员编制, 行政人员和上司是非常高兴的。		1	1
教师应该主动融入学校的发展, 融入管理和科研体系		1	1

Appendix K

Transcript Text of Formal Interview Records

<文件\T1教师> - § 已编码 1374个参考点 [100.00% 覆盖率]

当时考硕士研究生，导师有选择的关键权，要与不要，只是导师的一个选择，但对于我们来说，是人生的一个转折点。当时能上硕士研究生的人很少，这让我感觉能读硕士研究生是很不容易的，我很珍惜这次机会，所以在科研上投入了很大的热情。

当时辅助做科研的参考书，文章，资料等资源还算过得去，都是导师自己的，因为我们做的是导师的课题，这些都是导师以前自己准备的，他自己还查了一大叠国外的相关文献交给我们。当时学校没有专门的部门负责这些专业的书籍与资料，图书馆中的书都比较陈旧，而且不会购买相关专业方向的书籍，都是是大方向的的书籍。但我们能从语言实验室的电脑上登录中国期刊网 CNKI（现在叫中国知网）查找国内的相关文献，但是查不了国外的文献。尽管如此，语言实验室和中国期刊网所提供的资料，已经够我们用了，因为我们当时的科研水平有限。这些条件让我的科研情感逐步产生了萌芽。

科研氛围好的地方，科研的效率会比较高，科研人员的心情会比较正常，科研产出也会比较高。我接触的主要是我们语言实验室的人，语言实验室的科研氛围不怎么样，都是为了毕业而做科研，而且还勾心斗角，把我的语料库数据拿去发了文章，我都不知道。科研的目的就很重要了，如果只是为了毕业，为了当官而搞科研，是不会有有多大成就的，对于我本人来说，我的确喜欢科学。科研理念因人而异，这个最好不要统一，多元化比较好，我的科研理念是，先要明白原理抓住本质了，才开始进行语言实验。科研评估也很重要，如果评估的方法不科学，会给科研人员造成很大的打击，学校就是以发表文章为重，我认为这是目前所能采用的相对公平的评估方法。科研素养不好的人，会让一起搞科研的人，心理负担加重，就怕他会出什么问题，导致科研失败，管语言实验室的老师就是这样的人，我还记得他把原始语料数据放进一个很小的 U 盘，导致大量数据丢失。科研产出这个就不好说了，搞科研不是机器生产产品，一定的时间就一定会有产出，科研需要执着。发表的期刊的水平当然是科研成果的一种评价方式，但也不一定，一些重大成果也会出自一些不出名的期刊，比如诺贝尔奖。这一切对我的科研情感就是，感觉我的科研环境不太好，出成果比较困难，心情也受到影 响，有时感到失落，但是不影响我对科学的热爱。

Appendix K

Transcript Text of Formal Interview Records

<文件\T1教师> - § 已编码 1374个参考点 [100.00% 覆盖率]

学校转成公务员编制后，受公务员的规章制度影响很大，又要遵守公务员的规章制度又要履行教师的教学与科研的职责。其中一个例子就是，在转成公务员编制之前，教师不需要打卡上班的，比较自由。在转成公务员编制之后，就要求教师每天打卡上班，这样的话那还谈什么科学研究，所以遭到广大教师的反对，最后折中，要求教师每周二、五两天打卡，打卡时间是上午 8:30 前和下午 4:30 后，否则就算迟到和早退。这样一来，教师要去做科研调研就麻烦了，要请假，请假还要签字，请假的时间不能超过三天，超过三天的要学校一把手签字。这种规定对于公务员编制和事业编制的教师都是一样的通用的，这样一来，对于由于科研需要频繁请假的教师来说，就是一把枷锁，这对科研来说是一种严重的打击。最让人不能接受的是公务员编制做课题没有提成，讲究的是奉献。为什么要我们普通教师来做奉献？能做大课题的都是有公务员编制的教师，事业编制的教师都是新来的申请不到大的科研项目，而且事业编制的教师有繁重的教学任务。这些对真正的科研来说毁灭性的。

有关 C 刊的问题也会碰到内卷的问题，这些对教师的科研情感也是非常关键的因素。对于社会科学和人文学科领域的研究者而言，C 刊和北大核心的地位更为重要，尤其以 C 刊的认可度最高。相比北大核心，C 刊的数量更少更精。如果将北大核心期刊比作 211 高校的话，C 刊可以说相当于 985 高校。由于种种原因，国内社会科学和人文学科的研究者，不像自然科学的研究者那么热衷于在国际刊物发文，而且在 SSCI、A&HCI 期刊上发文的难度实际上是远远大于在 SCI、EI 期刊上发文的（其中有期刊数量的因素，也有语言、观念和方法的制约），再加上国内各高校对 C 刊的推崇，C 刊自然成了评判国内社会科学和人文学科领域学者的重要标准。可以说，只要是社会科学和人文学科领域的学子或教师，无论是毕业、职称晋升还是评奖评优，都逃不脱 C 刊这根指挥棒。现在的学生是真的难，C 刊都明确注明一作必须有职称的，学生一作想都不要想。自己导师如果不是那个领域的，论文基本就算废了，根本没人搭理，劝想要读博的年轻教师们选研究方向至少得跟导师接近。

Appendix K

Transcript Text of Formal Interview Records

<文件\T2教师> - § 已编码 768个参考点 [100.00% 覆盖率]

我 2005 年 6 月硕士研究生毕业进入学校，工作四年后感觉工作缺乏挑战性，我开始思考读博充电的具体事宜。2009 年联系到校外外国语学院教授，经他同意报考博士研究生并录取。经过 3 年的艰苦努力于 2012 年按期毕业，获文学博士学位。读博 3 年是不平凡的、是艰苦的、是充实的、是奠定学术和科研基础的关键三年，这三年获批国家重点开放基金 1 项、省教育厅基金 1 项，出版专著和发表国内外期刊若干，是迄今为止成果质量和数量最丰硕的时期。2011 年我如愿获得副教授职称。这一段时间我的科研情感都比较正面，积极，充满激情。因为学术积累比较好了，读书期间的科研成果比较多，导师对我也比较关心帮助，读书期间，工作学校的相关领导对我也比较关心，在导师和领导的关心下，我申报课题也都比较顺利，不仅顺利完成博士论文，而且读书期间以工作学校的名义发表的专著文章，也在评职称的时候派上用场，顺利评上副高级职称。

2012 年 6 月回到学院，满腔热情准备大干一场，但学院正在努力从事业单位向公务员体制转换，教学科研停滞不前。时间不等人，必须抓紧时间学习。2013-2014 年我的文章密集发表，仅 2014 年见刊的核心以上期刊就有 14 篇；由于前期扎实的研究基础，借助地区学院的依托平台成功申请到第一个国家社会科学基金并成为国家基金委项目函评专家；但是由于学校体制环境的转换，原定 2014 年参评的教授职称一直拖到 2016 年 4 月才解决。这一阶段我的科研情感也还是比较积极的，一方面经过博士和博士后的阶段，有了一定的学术积累，评定职称上也比较顺利。另一方面学校的领导，同事对我也比较满意，愿意帮助我进一步成长。我在这个阶段比较愉快，对未来充满动力和憧憬。

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Transcript Text of Formal Interview Records

<文件\T2教师> - § 已编码768 个参考点 [100.00% 覆盖率]

但是我的科研情感在这之后的几年中逐步发生了变化，主要是我对个人前途的规划和科研事业的发展规划的目标和期许和现实学校的环境，政策以及文化和高层的目标和期许发生严重的冲突和撞车，现实给了我很大的教训。我在取得正高级职称以后，给学校提出协助解决爱人的工作问题，我是英语专业出生，爱人是生物专业的本科生，按理学校可以安排爱人的工作问题，但是至今已经4年依然没有得到学校的任何回应，作为高层的科研人员的家庭也是需要关心，关注的，而且这些看起来是知识分子的私事的因素非常影响教师的科研情绪，科研动力，科研心态和科研的认知。对科研的价值和目的也会造成很大影响。学校应该为高级别的科研人才创造良好宽松的环境和氛围，政策上也应该给与支持。

我父母都是教师，也都是知识分子，我对做教师以及教书育人还是有天然的感情，也希望利用自己的所学和所研究的成果服务学校，也希望融入学校的体制环境，也是积极求取上进，也希望积极靠近学校的组织，是希望学校能够提供相应的科研平台，科研福利，科研支持和辅助，把国内外知名学校的优势资源，专家学者引进学校进行讲座和讲学，甚至可以柔性引进这些国内外的英语语言研究的知名专家学者作为学校的常年客座教授，弥补我们这方面的缺憾，搞研究总是要有人脉资源的嘛。我当年在学业和初期的事业上能如此成功迅速也和我广泛的人脉圈子和学校领导的相关的支持分不开嘛。我们也可以经常支持委派年轻并且高学历的教师出去访学，游学和公派国外的访问学者，为自己的下一步的深造打下基础，包括学术基础和人脉基础。同时融入学校的发展大局，把自己的所学服务学校。同时在论文发表和学术国际化上也要不停步的弥补差距，多扩展学术视野和加深理论深度才行嘛。总而言之，学校的相关政策上也要注意。

我也承认还是功利性影响大。好多人认为，科研成果自己的、专著，比赛获奖奖金也是白花花的，而带学生上课“回报率”就可想而知了——还是生态出了问题，而且是大问题。我对金钱的欲望还是比较大的，对在学校内部的行政职务也比较在意。

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<文件\T3教师> - § 已编码192 个参考点 [100.00% 覆盖率]

另外一部分学人对学院的体制化和高度行政化，抱持一种本能性的心理抵触，也深刻地认识到了1990年代以后项目、课题管理体制对高校多元生态的破坏，对追求个性化生存和精神生活的知识人的煎逼。同样面临生存困境的这一群体，却谨慎地将自己定位为学院体制的自甘边缘者，既非坚决而激烈地反抗这一套体制逻辑，也不是完全退出这个体制，他们追求一种在学院体制内最低限度的生存状态，除非最基本的学院指标，一般不太会主动去迎合学院体制的逻辑。

我个人认为有些教师的个人的修养和素质还是不够，才会抱怨各种内卷和不公。这些小事情都会影响教师的科研情感的形成和发挥，而且搞学术也要有传承精神，毕竟你是在中国的文化语境里搞西方的文化教育。还有就是格局和心胸要足够的宽广，高度不够看到的都是问题，格局太小纠结的都是鸡毛蒜皮。所以站得高点儿，看得远点儿，有一句话说，眼光决定前进的距离，世界上最贫穷的人不是身无分文的乞丐，而是目光短浅的人，而且搞学问不应该计较名和利，应该耐得住寂寞，坐得住冷板凳，甘于奉献。抛开一切世俗的附加，我们所坚守的信念和本心，才是最为宝贵的。不忘初心，方得始终。初心易得，始终难守。

一流人才是不会被“内卷”的，不要总是试图少花钱买好货，能用公道的价格买到好货就要知足了。

事实证明，高学历不等于有智商，不等于有情商，也不等于有道德，连法律这种最基本的道德底线都没办法守住，还指望他干嘛？原生家庭以及环境给与高学历人建立的原生规则，在他们的概念里不容改变。这就是原因。

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Transcript Text of Formal Interview Records

<文件\T3教师> - § 已编码192 个参考点 [100.00% 覆盖率]

十多年了，大家都是这么苦过来的，现在年轻人网上发点自媒体，大家就重视了？其实，见过很多年轻学者就想凭着入职时的几篇论文想混半辈子而已，本质上是自己不具备承担教研岗位的能力。现在的年轻人进来就想直接当教授、当主任，申请课题如果拿不到就说有人走后门、串通起来不给他课题，可实际上，投机钻营、走后门、讲关系比四、五十岁的老教师厉害多了。大学里的老师都是人才，难道说岁月静好，就凭你博士期间靠导师指导发表的、入职的时候已经用过的几篇论文，不在校出成果就让你直接科级、处级？而其他入辛辛苦苦几十年、大把的成果在手，就为等着你来当领导？新闻可以呼吁重视问题，但不能带偏了方向。非升即走”有相当合理性，其实目前大部分青年教师并不适合做学术研究工作，在这种制度面前，就要掂量一下自己是否能走远，不要老是强调辛苦，在一流大学做出色的学问一定是辛苦的，也只有少数人才能走出来！美国也是一样，没有达标就滚蛋，高校教师是个很难的职业。

在伦敦闻名世界的威斯敏斯特大教堂地下室的墓碑林中，有一块名扬世界的墓碑。在这块墓碑上，刻着这样的一段话：当我年轻的时候，我的想象力从没有受到过限制，我梦想改变这个世界。当我成熟以后，我发现我不能改变这个世界，我将目光缩短了，决定只改变我的国家。当我进入暮年后，我发现我不能改变我的国家，我的最后愿望仅仅是改变一下我的家庭。但是，这也不可能。当我躺在床上，行将就木时，我突然意识到：如果一开始我仅仅去改变我自己，然后作为一个榜样，我可能改变我的家庭；在家人的帮助和鼓励下，我可能为国家做一些事情。然后谁知道呢？我甚至可能改变这个世界。我觉得这个对于我们很多教师在科研上的抱怨是没有用的。首先要学会改变自己。

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<文件\T3教师> - § 已编码192 个参考点 [100.00% 覆盖率]

勤俭持家问题。勤劳是美德，靠投机发财的人是寄生虫，这一点大家都懂，但现在中国金融市场很发达，连房子都变成了金融产品，中国人都跑到金融市场上去投机，有人为了买个房子甚至不惜假离婚，渴望一夜暴富的人也越来越多。投机风气被全社会接受之后，碰瓷的、敲竹杠的、诈骗的、趁火打劫的、黑吃黑的人越来越多，这些犯罪行为的根源都在人的投机心理，干这些事的人都是好吃懒做的，愿意靠辛勤劳动生活的人不可能做这些事情。很多人骂政府的干部贪，普通老百姓不贪的有几个？哪个不想利用自己手里掌握的资源吃拿卡要？这种全民皆贪的局面不就是倡导投机的结果吗？诈骗犯越来越多，靠抓抓得完吗？诈骗犯还好抓，那些漫天要价的钉子户怎么抓？那些在大街上碰瓷的怎么抓？很多人的投机心理反映在科研上也是这样的嘛。文化上的问题。

现在很多老师厌恶学校引进帽子人才，说不公平，我这里说几句：难道帽子是生下来就有的吗？有些人有帽子，有些人没帽子，这就是竞争的结果，优胜劣汰的结果。没什么不公平的。帽子也是拼搏的奖品，又不是生下来就戴着呢。我们学校确实也在考虑引进人才，而且有帽子的人才确实安家费多一些。杰青、优青项目的推出，本意是让一些对科学研究有兴趣、有潜力的学者能够安心学术，基金委只是对他们的研究项目进行资助。但由于获得杰青、优青的学者比例比较低，竞争比较激烈，所以高校对于这一部分入围的学者就倍加重视。”，一些院校把杰青、优青等“帽子”和对学者的评价以及职称晋升等直接挂钩，继而引发没有“帽子”学者的焦虑，这实际上有悖这些项目推出的本意。“这些项目就是用来支持科学研究，不该承载其他更多的评价功能。

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Transcript Text of Formal Interview Records

<文件\\T4教师> - § 已编码406个参考点 [100.00% 覆盖率]

在物价飞涨、生活成本越来越高的今天，高校青年教师的低收入是限制教师成长的一个瓶颈。我们应当看到，高校青年教师中，那些从事基础研究的理科男、文科女的收入是最低的。由于他们的研究侧重于理论的建构，实际上，高校教师的收入还包括职务工资、课题经费等，可是这些经济收入与高校青年教师大多无缘。高校青年教师由于职称偏低，职务工资低得可怜，申请课题则“僧多粥少”，中标率太低。这一点在我们英语系教师的身上体现的最为明显，非常影响情绪，非常焦虑和烦躁，失望甚至绝望。

在越来越高昂的房价面前，高校青年教师极可能成为“房怒族”的一员。租房价格与新房价格同比上涨，没有房屋的高校青年教师先得支付高昂的房租。在生活方面，住房显然是高校青年教师最难面对的一座“大山”。实际上，在住房以外，高校青年教师们的其他消费如交通、饮食、服装、休闲娱乐等，也都不低。因此，在高消费时代下，高校青年教师的经济状况几乎是捉襟见肘的。我和爱人在前几年也遇到过类似的问题，对科研造成很大影响，甚至于想过放弃科研。因为科研的回报实在太低。

就工作方面的焦虑来说，这在很大程度上是由学校所推行的“量化考核”。“量化考核”的科研政策要求教师在规定时间内完成一定量的科研成果，比如要有多少篇CSSCI（中国社会科学引文索引）或者SCI（科学引文索引）或者EI（工程索引），要有多少省部级以上的研究课题以及科研奖励，出版多少专著等，如果完成不了，那么学校将解聘这些教师。这些规定给我造成很大压迫感，我自己是很难完成的。

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Transcript Text of Formal Interview Records

<文件\\T4教师> - § 已编码406个参考点 [100.00% 覆盖率]

说实话，教学在我们学校是科研更看重的，因为我们很多教师科研能力很差，只能上课。但是又没有人真正愿意上课。我们只是把上课和教学当作辅助，学生不学，我们自然也就不想付出，更多的时间都去科研上。让学生帮忙排版专著的材料。这个对我的科研情感也是影响很大。因为评职称最终还是要看文章，课题，专著和专利，虽然学校严格说是教学和科研都不关心。

时间一天就 24 小时，还得休息 10 小时，一个学期只有 16+4 周，学校往往行政教学科研搅在一起，越能干的越累死，精力是有限的，任务是无限叠加的硬杠杠，有什么办法，比如我本人，最爱干的活是给本科生上课，特别是低年级本科生，他们没经过系统专业知识培训，但是网络的发达，他们又敢天马行空，然而我是副系主任，还有俩语言实验室，还得戴着社会上给学校的某些冠子，学校还得各种抱团，各种蹭关系，今天这么一个学术会，明天那么一个行政会，还得时不时给驻地行政部门做点贡献，我一年 365 天不休，早上 5 点到单位，晚上常常下半夜回家，但是还是无法把自己想干的应该干的全部亲力亲为。老师的精力没有办法放在教学和科研上，而是忙于疲于应付各种行政事务，是当前普遍现象。

最近教育部发文强调“破五唯”，其中一条便是破“唯论文”，论文发表不得与奖励挂钩，职称晋升、评奖评优也不得再“以刊代文”，即不得以刊物级别来衡量文章水平。同时，国家也引导科研工作者将好的研究成果发表在国内刊物。过去一些人通过交高额版面费在低水平 SCI、SSCI“灌水”以谋求高额奖励，今后便很难行得通了。在“破五唯”的背景下，如何在“破”之后“立”，如何在参考 C 刊目录的同时普及代表作制度与同行评议，如何平衡不同学科、扶持学术新人，都将是学术界和期刊界未来的重要探索方向。这些因素都是对教师的科研情感造成很大影响的因素。特别影响年轻的老师科研的积极性，科研投入和科研动机。

Appendix K

Transcript Text of Formal Interview Records

<文件\T4教师> - § 已编码406个参考点 [100.00% 覆盖率]

个人学习的重要性不能被低估，在自然主义的环境中，非社会性学习和社会性学习之间的相互作用可能是至关重要的，因为经验往往会使个人在将其（社会获得的技能）传授给他人之前加以完善和磨练。与其他形式的社会学习相比，教学减少了文化信息的损失。这个在我们英语系的张教授的身上体现的最明显。他很能“混”，或者说是体制内的科研赢家的典范，有一套独特的体制内生存的道路和技巧，他会经常找人聊天，或者聚会，吃饭等。我们在课题，发表文章上，或者评定职称上有问题确实也经常去请教他。某种程度上确实促进了学校的学而优则仕的科研文化的维持和发展。

现在的科研政策本身就有很多问题。首先为了避免非升既走，很多科研人员放弃了需要潜心下来花费大量时间的基础研究，全部去追求短平快的课题，这本身就是一种畸形发展，对整个科学界产生的破坏性影响是不可估量的。其次，高校里的教师为了避免非升既走，全部精力放在科研，没有人去钻研教学技能，现在国内高校的教学质量难道还不够让人警醒吗。那个说科研混子混高校不作为的，难道高校只有做科研才叫作为吗，那么广大普通学生的教学谁来承担，学生的基础教育还要不要投入，科研后备力量还要不要培养。

博士打架，这不算什么，我们硕士的时候，同寝室两个人每周打三次。内卷下，各个领域都是一地鸡毛。不把蛋糕做大，制定公平公正的制度和依法实施，只会越来越严重。博士住单间也不好，最好是套房内单间，单间内有厕所，但是套房内有客厅等公共设施，这样既有私隐，也可以满足交流需要。重压之下可以选择“升华”！打架伤身，减压可以选择打球—篮球，足球，乒乓球，羽毛球，网球，保龄球，高尔夫，台球；可以选择耐力项目，铁人三项—跑步，游泳，自行车；可以选择极限运动—攀岩，滑板，跑酷，潜水…，博士毕业，绝对是运动健将！无论如何，都不要选择自我了结。而且博士单间的，怎么让我想起仓鼠必须隔离培养的梗。

Appendix K

Transcript Text of Formal Interview Records

<文件\\T5教师> - § 已编码137个参考点 [100.00% 覆盖率]

相较于男性研究者，女性研究者更容易遭遇论文署名冲突，我就遇到过这样的事情。我们文化里面缺少契约精神，不会明确贡献的类别和多少的问题，最后导致团队不能团结甚至闹出各种矛盾。谁做了什么、谁在产生影响、谁对研究负责和问责的信息和透明度是很重要的指标。应该考察他们对研究贡献与论文作者署名的态度。了解团队科学文化以及未来如何在研究小组中做好实践非常重要。还有研究者表示针对贡献和署名问题进行沟通是很有必要的，也许沟通过程中会出现分歧，但尽早解决这些问题是至关重要的，可惜这些在我们学校都没有，甚至没有这个意识。如果发生纠纷，我们也不会有任何的具体的规定，法律来保障权益和解决纠纷。也没有氛围和文化去支持讨回公道，我们从一开始的愤怒，抑郁，悲观，到后来的沉默，麻木，接受，逆来顺受再到默认，认同，内化。

事实上，学术治理仍停留于传统的行政管理，学术职业的一系列问题愈演愈烈。组织内部量化管理、马太效应、科研与教学“冲突”、帽子学者问题、学术权威的一言堂、学术不端等问题积重难返，弱化了学术成员与学术组织的凝聚力。总之，科学的学术治理必须取代传统的行政化管理。学术治理要平等尊重和承认普通学术人员常规工作的价值，尊重和理解学术职业的特点，为学术人员提供最大的便利，营造良好的学术氛围。学术治理不是目的，学术组织的凝聚力才是目的，学术人员的学术传承和创新才是目的。

我觉得我们学校的教师都在很多方面都很欠缺，甚至在基本的学术道德，规范上，技巧上都很欠缺，这一点也是一个很重要的影响因素。学问需要毅力，踏实，严谨，要学会沟通，会探索，会超越才行。

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<文件\T5教师> - § 已编码137个参考点 [100.00% 覆盖率]

我对于学而优则仕有不同的看法，谈到儒家的学习目的，几乎无人不知读书做官论。可仔细一读觉得又有另一层意思。孔门的学习是为了实现自己的主张，即实现仁政之道。那么，学好了，所需的知识学到手了，便要去做官，让自己的主张能够实现，即子夏所说的“学而优则仕”，学习后再有余力便去做官。然而，做官不是学习的结束，要坚持学习，不断学习。子夏原来是这么说的：“仕而优则学，学而优则仕。”即使做上了官，有余力就去学习，当官要与读书系上不解之缘。只有不断地学习，不断充实自己，才能做好官，跟上时代的节奏。这个也是没错的主张。《大学》讲“修身、齐家、治国、平天下”，做成天下大事必先从修身做起。孔子批评了某些现代学习学习目的在装饰自己给别人看。学得一点知识，或者学有所成成为受人器重的学者，却只为哗众取宠，粉饰自己，故弄玄虚，最终也得不到人们的尊重，正所谓“说得多，做得少，君子以为耻”。因此孔子教育学生不要怕埋没自己，只怕机会到来时自己无力承担：“不着急别人不知道我，只着急自己没能力。”

知识分子是社会的良心，就更经不起一驳了。当然也没必要回过头来说些“仗义每多屠狗辈，负心多是读书人”之类的话侮辱知识分子或积极自辱，来迎合反智情绪。只能说，每行每业都有好人也有坏人，道德品质是正态分布的。如果认识到这些情况，那么知识分子面对社会的正确姿态就是尊重社会的复杂性和知识的多样性，多谈具体问题，谈自己领域内的问题，不要跨界，不要替代别人作出最终决定，以公民同伴而非灵魂导师来定位自身。这当然很难，因为如果说知识分子相比其他行当的人有什么比较明显的品格瑕疵的话，那大概就是过强、好为人师。很多知识分子确实对“利”看得很淡，但却极度好“名”。之所以选择从事这个行当，很大程度上是因为这样可以理直气壮“为人师”，可以满足自己的指导欲、表现欲。还是要诚实点；有点自嘲精神。所以知识分子要处理好和民众和政府的关系。

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Transcript Text of Formal Interview Records

<文件\T5教师> - § 已编码137个参考点 [100.00% 覆盖率]

无论是智库也好，学术界也好，我们现在吃亏的地方，在于缺少完整的中国知识体系。比如前面所提到的，我们媒体的表达形式很多方面远远超过西方，尤其是硬件，但是为什么我们媒体走不出去呢？因为我们媒体背后没有一套人家可以接受的知识体系来支撑，如果没有这套知识体系，我觉得中国的媒体永远做不大、做不强。中国目前已经有大量的智库，但有些还是“有库没智”。在西方，比如说基辛格先生，他基本上没有库或者库太小，但即便如此，他也是一个智库。智库需要智，智在前面，库在后面，我们不要把大量的钱都弄在造库上。大量的钱花到了搞机构，到了要发展智，就没有钱和精力了。

从国内的发展来说，也是面临知识短缺的问题。我们下一步怎么做？我们一直强调要有知识体系的指导，没有知识体系的指导，下一步会走得更辛苦，甚至会走错。这套知识体系如何构建？实际上，我们的实践还是很丰富、做的很成功的。但是为什么那么丰富的实践到了我们的理论、到了我们的思想方面就变得那么贫乏贫穷了呢？我们需要思考，如果我们不能把丰富的实践提升成为概念、理论、思想的话，就很难构建真正有用的知识体系，也很难总结以前怎么过来的经验来指导未来的实践。我们的学者和知识分子是深受影响的。

X老师谈的掠夺性期刊是一个比较严重的问题，直接影响教师的科研情感的建立和发展。

除了专项的基金支持，重视教学和人才培养也会有利于女性学术职业的发展。有一些调查表明，女性教师平均在教学、师生互动、学生指导等事务上花费更多时间。无论是性别刻板印象也好、社会期待也罢、可能还会有自选择的效应，女性总体上会在人际沟通相关的活动上投入更多。所以评价制度如果重视教学和人才培养，也有助于认可她们工作的价值。我也有孩子，有家庭需要照顾，确实非常影响科研的进度和质量。

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Transcript Text of Formal Interview Records

<文件\T5教师> - § 已编码137个参考点 [100.00% 覆盖率]

整个社会都有加速和过劳的趋势，大的趋势很难逆转。但我们每个人都是能动者，承受这种压力并生存下来，是紧要的任务。但在生存之外，还可以有自己的坚持，比如，在时间优先序列上，备课对我来说很有价值，再忙也不能放弃，放弃了之后上课会不自信、会沮丧、会对自己失望、会迷茫。想清楚了这些，会消解一些焦虑。

再比如时间边界，我可能没法做到周末不回工作微信，但是我尽量周末不去打扰同事、周末不给学生发信息。随着有这种时间边界的人不断增加，这种文化就会逐渐形成。我觉得希望就在这里，我们每个人都是能动者。

我对学术职业的前景还是乐观的，虽然现阶段竞争无比惨烈，时间要求与学术工作特征不符，但以学术为志业的这群人，都是有反思性和能动性的个体，会共同推动制度的发展。

海归来我们学校就要学会变通，不能老拿你在国外的那一套来衡量国内的情况。人在国外的的时候要积极地跟国内高校搞点合作啊，没有人脉，做事情确实吃亏。当然上述种种确实是需要诊治的顽疾，既然是顽疾就不是一天两天能清理的，在等待的时间里，自己也要学会变通。另外，没有对比就没有伤害，你天天对比国外条件设备工资，只会引得大家说一句，国外既然那么好，你回来做啥。回国之前先确认自己是否是人才，如果你硕果累累会只给你中级职称？先认识自己，不要觉得所有事都对你不公平。不要做啥啥不行，抱怨第一名！

我觉得女性硕士之后选择升学继续科研比较小，不仅仅是为了就业镀金，也有很多女性想继续读下去，但使她们不得不放弃的因素更多，博士毕业基本30了，婚恋市场已经不吃香了，就算直接结婚生子都是高龄产妇了。或者她们博士毕业之后竞争力还是不如男博士，权衡利弊之下，与其付出四五年时间得到不高的回报还不如提早到工作中去提升价值。另外可以统计下研究生里面成果比例和最终做科研做到底的数据。