Chapter X

Social Interaction

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1. Introduction

The language classroom is a social crucible in which learners are expected to interact with each other and their teacher during the course of lessons, not only engaging in such activities as question and answer sessions, discussions, role plays, dialogues, and so on, but also building and navigating interpersonal relationships with those around them (See Chapter XX). Affective factors play a particularly important role in these interactions, partly because classroom exchanges tend to be public and partly because learners must negotiate them using the slightly shaky linguistic code that comes with transitioning from an L1 to an L2 self. For educators in general, and language teachers especially, interaction and communicating with learners forms an essential element of the teaching and learning process, with teachers being just as open to emotional experiences during these exchanges as students. Underlining the complexity of social interaction in educational settings, we believe there exists a dynamic interplay between context and learner/teacher-internal psychological factors (see King, 2015). With this in mind, the current chapter discusses the affective side of social interaction in language classrooms by exploring the issue via discussion of two pertinent areas: firstly, the inhibition and silent reticence of learners and, secondly, teacher's emotions and their in-class emotional displays. These two sub-themes provide an ideal springboard from which to discuss social interaction from a psychological viewpoint because they provide fertile ground on which to discuss how an individual's internal psychological processes and related

classroom behaviours are intimately linked to the nature of the learning situation and their co-participants in that setting.

2. Social interaction in psychology

Psychologically derived definitions of social interaction tend to be quite broad in scope reflecting the myriad and intricate ways in which human beings connect, communicate, and respond to each other. For example, the American Psychological Association defines social interaction as being "any process that involves reciprocal stimulation or response between two or more individuals. These can range from the first encounters between parent and offspring to complex interactions with multiple individuals in adult life" (APA Dictionary of Psychology, n.d.). How these countless exchanges are structured is important in psychological research and so attention is paid to how status, social roles, and norms of behaviour help shape language and communication during social interactions. From developmental psychology studies exploring how mother-infant interactions function in social-emotional development (see Bornstein & Tamis-LeMonda, 2001) to geriatric psychology research looking at how the elderly can stave off cognitive impairment through engaging in group leisure activities (e.g., Iizuka et al., 2019), social interaction represents an important construct for consideration in a wide variety of psychology's sub-fields. Unsurprisingly, it is within social psychology that the concept has garnered most attention.

With its emphasis on how interpersonal and group relationships influence human behaviour and attitudes, social psychology focuses on a number of key issues related to social interaction that are highly relevant to researchers seeking a better understanding of the nature of communication and the progress of learning that takes place within education settings. An early and highly influential example is Goffman's (1967) work on face (the public self-image one presents to others when interacting), which demonstrated how so much of what occurs in

social interaction happens 'below the surface' and is governed by implicit understandings, unacknowledged rituals, and covert symbolic messages. Related topics include impression management (see Leary, 1995), interpersonal perception (see Hall, Mast, & West, 2016), and nonverbal communication (see Kostic & Chadee, 2015). Research into social interaction within the social psychological tradition draws on ideas from these areas and others to explore issues such as how accurately individuals are able to perceive feelings and emotions in others and how unspoken nonverbal cues (e.g., facial expressions, gestures, body posture) and paralinguistic elements of voice (e.g., pitch, volume, speech rate, pausing) play a critical role in influencing social behaviour and enabling successful interaction.

3. Social interaction in SLA.

Though it is rarely explicitly defined within the field of SLA, social interaction typically refers to "the conversations that learners participate in" (Gass & Mackey, 2014, p. 183), or the "meaningful ways" that people interconnect when learning languages (Oxford, 1997, p. 444). These definitions, which are equally as broad as those found in general psychology, have informed research into a wide range of interactional modes, including, but not limited to, face-to-face interactions (e.g., Ohta, 2000) computer-based interaction (e.g., Warschauer, 1997) and interactions between learners and texts (e.g., Devitt, 1997).

Research into social interaction in SLA has a long history, coming to prominence in the 1980s and 1990s through so-called 'interactionist approaches' which advocated that learners need sufficient amounts of input provided at an appropriate level (e.g., Krashen, 1982), alongside output affording learners the opportunity to notice language features and negotiate meaning (e.g., Swain, 2005), both of which are mediated through social interaction (Gass & Mackey, 2014; Long, 1996; Mackey et al., 2012). This work was founded on the theories of Russian developmental psychologist Lev Vygotsky, particularly on his notion of

the 'zone of proximal development' (See Chapter XX) (Vygotsky, 1978), the metaphorical gap between what a learner can do alone, and what they can do in collaboration with more able peers. Within this space, Vygotsky argued that learners can be supported to move developmental functions from an interpsychological (between people) plane, to an intrapsychological (within person) plane, and this support can be exemplified in L2 education by the use of teacher and peer-led scaffolding and feedback prior to, and during, social interactions (Lantolf & Thorne, 2006). Interactionist approaches have had a powerful impact on language teaching, particularly on communicative language methodologies, and there is now substantial evidence that social interaction supports the acquisition of vocabulary and grammatical items if sufficient level appropriate input and output is provided (e.g., Ellis, 1994; Gass & Mackey, 2014; Mackey et al., 2012).

While these cognitive approaches (See Chapter XX), have been highly influential, they have also been criticised for failing to fully account for the social dimension of learning (e.g., Batstone, 2010; Breen, 1985; Hall, 1995). As Breen (1985) observed more than 30 years ago, a language classroom "is an arena of subjective and intersubjective realities which are worked out, changed, and maintained. *And these realities are not trivial background to the tasks of teaching and learning a languag*e" (emphasis in original) (p. 142). It is increasingly recognised therefore, that there is a dynamic interplay between context and psychological factors (see King, 2015), meaning that internal components such as beliefs, motivations, and emotions, and external components such as relationships (See Chapter XX), task types, and institutional moods, have a controlling impact on the quality and quantity of social interactions that learners and teachers are likely to engage in. Consequently, while social interactions in SLA may be viewed as any interplay between two or more invested parties during the act of learning a language, it must be recognised that these interplays are influenced by, and simultaneously influence, a myriad of contextual factors across time.

Social interaction and learner silence

Meaningful oral interaction in the target language is crucial if learners want to make progress in acquiring a second language. A good deal of research has been done in recent years on spoken aspects of learner discourse recognising that social and cognitive factors are complexly intertwined in this process of acquisition (e.g., Atkinson, 2011; Cao & Philp, 2006; Sato, 2017). It, therefore, follows that educators can gain useful insights from investigations which look at how context and learner-internal factors dynamically interplay resulting in some learners who avoid target language talk and remain silent during learning tasks. These insights can help educators to adapt their pedagogy and organise interactions in their classrooms more productively in order to facilitate learning. Studies by King and his colleagues into the silent behaviour of Japanese learners of English (e.g., King 2013a, b, 2014; King & Smith, 2017; King, Yashima, Humphries, Aubrey & Ikeda, 2020) provide a good example of this type of research, demonstrating how the public sphere of the language classroom represents an *emotional danger zone* for students concerned about social evaluation, with negative affect working to inhibit the oral performance of these learners. Socio-cultural values and norms influence an individual's feelings of anxiety in social situations (Heinrichs *et al., 2006;* Rapee *et al.*, 2011; Stein, 2009) and this appears to be true in Japan, with its enculturated notion of an ever-watching 'other' (Greer, 2000) and where reserved and socially reticent behaviour in public settings tends to be positively regarded. King (2014) highlights that in such a context, rather than being entirely separate phenomena, social anxiety (fear of evaluation by others during social interactions) forms a key element of foreign language anxiety (See Chapters XX and XX).

As part of a mixed-methods, multi-site study into the classroom silences of Japanese learners of English, King (2013a) interviewed a diverse sample of reticent students and asked

them to describe their feelings when called upon to interact in English in the public realm of the classroom. Interviewees repeatedly made use of the word *hazukashii* (embarrassment) or its derivatives in their responses to describe feelings of social discomfiture. Satoshi's testimony is typical of how many of the study's interviewees felt whilst lessons were in progress:

> I worry about what the people around me think of me. If I made a mistake with a simple task- like everybody- um everybody knows the answer so say there's twenty-five students and if I make a mistake when all of those twenty-five people know the answer, then they would think 'Ah, this guy is stupid.' ((laughs))…I worry about my pronunciation, and the combination of words, if they're in the right order or not…I don't have confidence in my answer, then I really don't like what people around me might be thinking of me (..) and that's embarrassing.
>
> (King, 2013a, p. 114)

The hypersensitivity to peer reactions experienced by Satoshi and anxiously silent students like him leads to an increase in self-focused attention aimed at monitoring how one appears to others on a moment-to-moment basis. With this attention-draining preoccupation with self-focused image and impression management (Leary, 1995) comes a reluctance to draw any further unwelcome attention from peers that may result from speaking out during class. With concentration directed inwards, anxious learners experiencing social-evaluative thoughts will have fewer attention resources available for lesson content as it arises and this attentional shift makes active oral participation all the more difficult to achieve (King & Smith, 2017).

Negative affect during the social interaction of language classes is a dynamic phenomenon influenced not only by the learner's fluctuating mental characteristics and cognitions but also by various immediate contextual factors. These factors might include, for example, the nature of the learning task and familiarity with the task, the number of peers present, level of rapport with teacher and peers, and so on. Language learning is facilitated by collaboration and cooperation amongst students (McCafferty, Jacobs, & Iddings, 2006) and so examining the dynamics of particular groups (see Dörnyei & Murphey, 2003; Forsyth, 2009) (See Chapter XX) and how these influence interpersonal relationships amongst learners is a particularly fruitful avenue of inquiry for researchers interested in social interaction and student reticence. A good illustration of this is the way in which one or two dominant cliques can have the power to stymie good interpersonal relations within a class, inhibiting and silencing other students. King (2013a) describes one such clique he observed over the course of a series of English lessons at a private, foreign languages-orientated university in Japan. This all-female, eight-strong group made no attempt to mix with other students, dominating and setting the tone for the class by responding to others' mistakes with sniggering derision. When interviewed, one member of the clique revealed members actively collaborated not to respond to the teachers prompts, describing their behaviour as "kind of like teamwork, ((laughs)) teamwork to make silence…there was an atmosphere where everyone was cooperating not to raise their hand" (King, 2013a, p. 118).

Closely related to the issue of cliques is silence as an aspect of power and status. Interpersonal and intergroup status disparities work to influence whether people decide to speak or not, with those in subordinate positions being more likely to keep quiet (Jaworski, 1993; King & Aono, 2017). Peer-to-peer exchanges aside, implicit power differences are present within all staff-student interactions and this is particularly noteworthy for educators working in societies that have a particularistic orientation towards social relationships which

are relatively accepting of status inequalities. While some may find it inhibiting to interact with someone of a perceived superior status, it should also be remembered that an individual's silence can carry illocutionary force (Saville-Troike, 1985) and the avoidance of talk during staff-student interactions may in some cases be employed as a means of emotional management by the learner in order to communicate a message without the potential loss of face that an overt verbal interaction could bring. Examples of this kind of use of silence can be found in Gilmore's (1985) description of the stylised sulking of US high school students and in King's (2013a) account of a class of high proficiency learners of English who passively protested against their new instructor's teaching methods by refusing to speak during lessons.

Social interactions and emotions

A key contextual factor involved in social interactions is the emotion that individuals experience. Emotions are both a product of interactions (a single interaction can cause a gamut of emotions, both positive and negative), and also a catalyst for interactions. Language anxiety, as has already been discussed, can be a particularly potent inhibitor of a learner's inclination for engaging with others; yet, research in the positive psychology tradition suggests that the opposite is true for experiences of emotions like joy and excitement, which may free students to step out of their comfort zones (Dewaele & MacIntyre, 2014, 2016). A Chinese participant in Gao (2007), for example, who had long struggled to resolve lingering emotions from the laborious exam-oriented learning expected of him throughout university, reported that it was positive interactions with fellow language learners in a relaxed setting which were the key to helping him remove his "self-imposed shackles of achievement" (p. 255). Emotional experiences of any kind are unique subjective experiences, but they are equally afforded and constrained by the wider context, and can change over time (King &

Ng, 2018). This means that the same incident may be interpreted in different ways by the same individual under different contextual circumstances (Dewaele & MacIntyre, 2014, 2016). An example of this is the case of NM as detailed by Dewaele and Macintyre (2014). NM made a mistake in her foreign language class and felt a strong sense of embarrassment when she was teased by the teacher (who seemingly had meant the teasing as a form of rapport building humour). Over time, the teacher's repeated teasing of mistakes led NM to reinterpret this situation in a more positive light, and she later came to enjoy such interactions.

As this case makes clear, teachers are key players in the classroom, and increasingly attention is being paid to their side of emotional experiences in social interactions. Unsurprisingly, social interactions with students are the cause of significant amounts of both positive and negative emotions, with positive emotions most frequently reported during interactions where there is a clear sense of mutual rapport and respect (Cowie, 2011; Li & Rawal, 2018; Littleton, 2018; Talbot & Mercer, 2018), and negative emotions reported during challenging interactions, such as when relationships between the teacher and student are strained, or when students do not live up to expectations (Littleton, 2018; Morris, 2019; Morris & King, 2018; Smith & King, 2018). Like students, teachers can experience multiple emotions from a single interaction, often directed both towards students and towards themselves, and these are fluid; it is not uncommon for strong negative emotions that have been directed at students to morph into feelings of guilt or disappointment directed back towards the teacher (Morris & King, 2018).

An important consideration of emotional experiences in social interactions is that students and teachers are not unwitting participants. Individuals have a significant amount of agentive control over their emotions and displays which can be exercised through emotion regulation strategies (Gross, 2014). These strategies can target various facets of the emotional

experience, such as an individual's interpretation of a given circumstance (known as cognitive change strategies), or the outward display of an emotion to others (known as response modulation strategies). Research into the emotion regulation strategies that students employ to manage their learning is rare, though increasing, and researchers are beginning to consider how emotion regulation strategies can help students to better manage the quality of their social interactions (e.g., Oxford, 2017; Bielak & Mystkowska-Wiertelak, 2020). Work in this area suggests that students can be trained to increase the positivity of their experiences, for example, by improving their ability to engage with rewarding social interactions, or by supporting them to reflect on negative social interactions in a more positive light (e.g., Oxford, 2017).

Teachers are also being studied to understand how they employ their emotions during social interactions to manage their classrooms, build relationships, embody their identities and protect their well-being (e.g., Morris & King, 2018, 2020; Talbot & Mercer, 2018). To take well-being as an example, while negative emotions arising from interactions can have a detrimental effect on language teachers, teachers can counteract this through the emotion regulation strategy of *cognitive reappraisal* (Gross, 2014). When employing this strategy, teachers modify the way that they view an emotional stressor to give them a new perspective on a situation. Language teachers have repeatedly noted that learning more about a student's social circumstances and becoming empathetic (See Chapter XX) to their difficulties, helps them to reduce negative emotions during interactions (Li & Rawal, 2018; Morris & King, 2020), which may have important positive net effects for long-term well-being.

4. Integrating perspectives from Psychology and SLA

Given the broad interpretations of social interaction offered in both general psychology and SLA, we have already seen much integration between the two fields. This

fact is both unsurprising and reassuring given that the communicative classroom, in particular, relies so heavily on social interaction. That said, concepts of self-regulation during social interactions that have long been studied in social psychology such as face, interpersonal perception, and impression management, are only now beginning to find a footing in SLA. An example of this is the work being done in the field of language teachers' emotional labour, the set of implicit and explicit 'feeling rules' that govern teachers' emotional interactions in the classroom (e.g., Benesch, 2017; Gkonou & Miller, 2017; King, 2016; King & Ng, 2018; Yarwood, 2020). Emotional labour is attracting attention for its ability to illustrate how teachers' experiences, training, and interpretations of larger sociocultural and political climates are manifested in their notions of professionalism, identity and ideas of best classroom practice. While in a broad sense, language teachers tend to feel a responsibility to accentuate positive emotions and hide negative emotions in social interactions (King, 2016; Li & Rawal, 2018; Morris & King, 2020), feeling rules are highly contextually independent, so that the question of what emotions should be displayed at any moment is wed to such factors as the teacher's relationships with the interlocutors, the instrumental goals they are trying to achieve, the contents being taught, the teacher's notions of their professional self, and the momentary behaviour of students (Morris & King, 2020). An illustrative example of how teachers' negative emotions might be displayed during social interactions has been highlighted in testimony from a teacher in Morris and King (2020). Emma, an experienced teacher working at a Japanese university, described the seriousness of the topic under discussion as being a salient factor in her decision to display her true feelings of anger in the classroom. In the incident in question, the class was watching a video on the sexualisation of women in the media. Emma reported that she felt an obligation to "get passionate" (p. 205) about the topic to her students as a form of emotional modelling. In other words, she felt that members of her passive class, who were possibly adhering to typical

Japanese feeling rules precluding them from exhibiting strong emotions (Matsumoto et al., 2008; Safdar et al., 2009), needed to understand that intense emotional responses to this kind of topic were common and, in her eyes, appropriate.

While students are not subject to emotional labour in its traditional sense (emotional labour refers to the act of meeting feeling rules in an employment context) they are required to follow implicit socio-cultural interaction rules in their classroom, and continuing work in this area has the potential to reveal much about the socio-affective nature of their interactions. Kidd (2016) for example, has explored how Japanese young learners use communication strategies and emotional displays within social interactions to preserve face within the confines of the cultural norms of their local context. Kidd's work indicates that the enactment of student identities in social interactions may very well be misconstrued or misunderstood by teachers from dissimilar backgrounds, with potentially devastating results for learning. The same holds true when teachers lack familiarity the with implicit socio-cultural interaction rules surrounding what is appropriate oral participation within the context in which they teach (see Thorp, 1991). Misinterpreting student reticence merely as uncooperativeness can potentially sour staff-student relationships and make learning through collaboration and productive social interaction much less likely.

Work in these exciting growth areas help to highlight that social interactions in the language classroom are conducted within a dynamic and complex emotional sphere, informed by the individual and shared histories of its participants, who are managing their emotions in line with structural and cultural norms on a moment-by-moment basis. The continued integration of perspectives from both psychology and SLA will, we believe continue to reveal to us recommendations for best practice so that the quality of social interactions for learners and teachers can be maximised.

5. Implications for practice and research

As Glaser and her colleagues (Glaser, Kupetz, and You, 2019) rightly point out, research into language teaching is increasingly placing emphasis on learning as a social accomplishment, focusing on the social interaction which takes place between teachers and learners and amongst learners themselves within the language classroom. These empirical studies can provide pre- and in-service teacher education programmes with valuable insights about interactional processes, highlighting to educators that interaction is not just about language use, but also includes nonvocal elements of communication as well. In light of this, below we discuss some pedagogical implications of learner silence, suggesting strategies for educators aimed at improving social interaction and communication amongst learners, before turning our attention to the implications of social interaction from the affective perspective of teacher's in-class emotions and emotional displays.

As a starting point for dealing with the negative affect associated with silent language learners trying to minimise their social interactions in the classroom, we suggest educators consider how they can effectively manipulate the group dynamics within their classrooms, particularly at the beginning of courses, to reduce the social evaluative aspects of language anxiety and foster good interpersonal relationships within the group. Dörnyei and Murphey (2003) highlight how *acceptance* (non-judgemental, positive regard) within a class group can be encouraged through the use of activities that involve learners exchanging genuine information about themselves but on topics which avoid too much self-disclosure. Contact and proximity play an important role in encouraging good interpersonal dynamics and so small-group/pair membership should be changed frequently and seating arrangements manipulated in order to facilitate communication and avoid cliques forming. Rather than being solely silence-inducing, status differences can actually be advantageous if teachers give

careful consideration to student leadership within groups. Studies by Leeming (2019) and Yashima, Nakahira and Ikeda (2016) have demonstrated that strong student leadership during small-group work is related to an absence of student silence and a better balance of participation amongst group members during interactional tasks. Hence, with careful encouragement from teachers, effective student leaders have the potential to facilitate social interaction amongst group and class members.

If encountering a silent episode when interacting with a learner, we advise educators to pay careful attention to the contextual features of the interaction and consider whether the learner might be employing silence to convey a message of some sort. Not all silences are detrimental to learning and can in some circumstances be used as an interactional resource (Harumi, 2020), for example, by providing space for processing and reflection during an extended pause. Research into teacher silent wait time (the period between a teacher's elicitation and a learner response or subsequent teacher utterance) suggests that by increasing their tolerance to silence and extending wait time, educators can improve learner response rates, the quality of responses (Shrum, 1984) and even shift classroom discourse out of a rigid initiation-response-feedback (IRF) pattern into more learner-driven phases (Smith & King, 2017). With the aid of training, moments of silence might also provide teachers with the opportunity to discern whether an individual is suffering from anxiety by paying close attention to the student's nonverbal cues accompanying the silent episode (see Gregersen, 2007; Gregersen, MacIntyre & Olson, 2017). Such an approach highlights the fact that social interaction in the language classroom is not just concerned with vocal communication, it also comprises nonverbal, paralinguistic elements and kinetic/bodily behaviours.

Teacher's classroom emotions: Implications for trainers and researchers

Most language teachers' pre- and in-service training does not pay adequate attention to emotions. Yet, our discussion of the emotional exchanges occurring in social interactions has shown that teachers are able to influence their emotional displays to motivate, teach and care for their students. Emotional output can have both a positive and negative impact, and teachers could benefit from reflecting on their emotional choices and be open and aware to the influence that these might have on students. As was also mentioned, teachers are able to manage their emotions through emotion regulation strategies. Since cognitive appraisal seems to be a particularly effective way for teachers to take control of their emotional stressors (Li & Rawal, 2018; Morris & King, 2020), trainers and institutions should support and encourage teachers to learn as much as possible about their students, their previous classroom learning experiences, and the role of the target language in their lives.

6. Future directions

The arrival of the emotional turn in SLA (White, 2018), means that the future of research on the affective dimension of social interaction seems bright. That said, a significant challenge will be in combining the perspectives of teachers and students. With few exceptions, research has tended to isolate the teacher from the student and vice-versa, the student from the teacher. This can lead to data formed of rather subjective voices. As we have discussed in this chapter, the emotions of teachers and students and their silent behaviours are so inexorably linked that it does not serve our interests to deal with them separately and research addressing dual perspectives would be most welcome.

Researching the silence that occurs in classrooms is a challenge because of its inherently ambiguous nature and because silent behaviour often operates at a level below an individual's consciousness (Smith & King, 2020). While investigations to date have tended to

focus on East Asian EFL contexts, it should be emphasised that reticent learners exist in every culture. There is therefore a need to broaden enquiry into other settings in order to gain a better understanding of the complexities behind why some language learners do not engage in interactive tasks. Mixed methodologies are most likely to achieve a fine-grained analysis of silent episodes which take into account learner-internal and external factors. As for emotions, research methods investigating this dimension of social interactions have leaned heavily towards qualitative interviewing, and there exists only a limited number of studies which have adopted more objective approaches through observations or quantitative methods (e.g., Gkonou & Mercer 2017; Morris & King 2020). Much more could be done to assess the universality of teachers' emotional experiences in social interactions through for example, quantitative surveys or assessment. Given the highly contextual nature of social interaction practices, we also anticipate more locally-situated studies, and look forward to inquiries investigating how teachers negotiate their emotional output in multicultural classrooms. Just like work into classroom silence, we suspect that mixed-methods research, and approaches which take into account the complex and temporally dynamic nature of the classroom ecology (such as those based on dynamic systems theory) are likely to be most successful.

Reflection questions

1. As has been noted in this chapter, the classroom environment can inspire and inhibit productive social interactions. How might teachers manage their classrooms to encourage the amount of positive social interactions that students engage in?

2. The chapter discusses language learner silence in relation to social inhibition. Have you ever felt anxious in a learning situation? If yes, why do you think this was and how did your anxiety influence your classroom behaviour?

3. Reflect on the emotions that you display when you teach or the emotions displayed by one of your teachers: can you think of a time when these emotions have caused difficulties in class? What could you/your teacher have done differently?

Recommended reading

Forgas, J. P. (1985). *Interpersonal behaviour: The psychology of social interaction*. Oxford: Pergamon Press.

The social psychologist Forgas has published extensively on affect in social interaction, focusing on such topics as social cognition, emotional intelligence and interpersonal and intergroup perspectives on the self. Although not the newest of his books, the above title is a very readable introduction to the psychology of social interaction.

King, J., Yashima, T., Humphries, S., Aubrey, S. & Ikeda, M. (2020). Silence and anxiety in the English-medium classroom of Japanese universities: A longitudinal intervention study. In J. King & S. Harumi (Eds.), *East Asian perspectives on silence in English language education* (pp. 60-79). Bristol: Multilingual Matters.

This chapter describes a project which aimed to tackle non-participatory learner silence through a multi-strategy intervention focusing on three interrelated areas: learners' anxiety coping strategies; the improvement of interpersonal dynamics and social collaboration among students; and encouragement to engage in target language interaction. The study

demonstrates how affect-orientated intervention activities taking place both inside and outside of the classroom can influence learner inhibition and oral participation patterns.

Morris, S. & King, J. (2020). Emotion regulation amongst university EFL teachers in Japan: The dynamic interplay between context and emotional behaviour. In C. Gkonou, J-M. Dewaele & J. King (Eds.), *The emotional rollercoaster of language teaching* (pp. 193-210). Bristol: Multilingual Matters.

In this chapter we illustrate the socially dynamic nature of teacher emotions which arise during interactions with students. The study reveals various ways in which teachers attempt to regulate their own and their students' emotions in order to achieve pedagogical goals and gain psychological well-being.

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