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Antecedents of Pleasant and Unpleasant Emotions of EFL Teachers Using an Appraisal-theoretical Framework

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A B S T R A C T

Drawing upon appraisal-theoretical framework (Frenzel, 2014), this study aimed at examining the antecedents of pleasant and unpleasant emotions experienced by English as a foreign language (EFL) teachers in Iran. Results of semi-structured interviews with eleven EFL teachers teaching in private language institutes showed that positive interaction with students, motivated students, and students' progress were the most frequently mentioned antecedents of enjoyment. For pride, positive feedback from students and students' progress were identified as the key antecedents. For anxiety and shame, inability to answer students' questions was the key antecedent, while shame was additionally triggered by responsibility for student failure, and anxiety was additionally triggered by class observation by supervisors, and lack of preparation. For anger, disciplinary issues, lack of student commitment to tasks and homework, and having to explain a topic to students several times when they do not understand were identified as the key antecedents. Demotivated and uncollaborative students were identified as antecedents of boredom. In the end, the findings were discussed and pedagogical and research implications were suggested.

Keywords: antecedents; appraisal theory; EFL teachers; teacher emotions; qualitative research

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Introduction

Research on emotions in education has attracted the attention of many researchers. The literature on students' emotions is abundant (Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007; Goetz, Lüdtke, Nett, Keller, & Lipnevich, 2013; Martínez-Sierra & del Socorro García-González, 2017; Zembylas, Charalambous, & Charalambous, 2014); however, there are fewer studies with regard to teachers' emotions (see Chang, 2009; Frenzel, 2014; Keller, Chang, Becker, Goetz, & Frenzel, 2014; Wang, Hall, Goetz, & Frenzel, 2017). Understanding teachers' emotions is necessary for recognizing teachers and teaching (Chang, 2009; Frenzel, 2014; Sadeghi & Sa'adatpourvahid, 2016; Sutton & Wheatley, 2003). Research has consistently found that teachers' emotions are related to teachers' burnout (Khajavy, Ghonsooly, Hosseini Fatemi, 2016), achievement goals (Wang et al., 2017), and emotional labor (Lee et al., 2016). However, the antecedents and sources of different discrete pleasant and unpleasant emotions for teachers have been underexplored, particularly so in the context of teaching English as a foreign language. Considering the importance of emotions for teachers, this study aims to examine the antecedents of teachers' emotions using an appraisal-theoretical framework (Frenzel, 2014). Accordingly, theoretically grounded interventions could be designed which can make teachers aware of the antecedents and help them to, for example, reappraise situations to optimize their emotional experiences with the aim of decreasing unpleasant and increasing pleasant emotional experiences (Goldin, McRae, Ramel, & Gross, 2008; Sutton & Harper, 2009).

Emotions in Teaching

Hargreaves (1998) stated "emotions are at the heart of teaching" (p. 835). Teaching is considered as a highly emotional work which can be highly emotionally rewarding (Hargreaves, 1998), or full of stress, fear, and embarrassment (Bullough Jr., 2009). Therefore, teachers may experience a range of pleasant and unpleasant emotions during their teaching (Frenzel, 2014; Keller, Chang, et al., 2014).

To better understand teachers and teaching, it is imperative to be aware of teachers' emotions (Sutton & Wheatley, 2003). Emotions teachers feel are highly important for instructional purposes because they are linked with the behavior of teachers, teacher-student relationships, and student performance (Becker, Goetz, Morger, & Ranellucci, 2014; Urhahne, 2015). Teachers experience discrete emotions in the classroom as a result of interaction with their students, colleagues, supervisors, and managers (Chang, 2009). These emotions can range from unpleasant emotions such as anxiety, anger, shame, and boredom to pleasant emotions such as enjoyment and pride (Frenzel, 2014).

According to Hargreaves (1998), good teaching is full of pleasant emotions. One of the main pleasant emotions teachers experience is enjoyment (Frenzel, 2014). Some studies (e.g. Carson, 2006; Frenzel, Goetz, Stephens, & Jacob, 2009; Keller, Chang, et al., 2014) showed that enjoyment is the most dominant emotion for teachers. Students' progress, growth, and learning are among the main sources of enjoyment for teachers (Hargreaves, 1998; Sutton & Wheatley, 2003). Pride is another pleasant emotion teachers feel during teaching and the second most dominant emotion after enjoyment (see Frenzel, 2014). Teachers may feel proud because of their own achievements (self-directed) or their students' achievements (other-directed, see Keller, Frenzel, Goetz, Pekrun, Hensley, 2014).

Previous studies showed that classrooms are indeed more filled with pleasant emotions than with unpleasant ones (Frenzel et al., 2009; Sutton & Wheatley, 2003). However, unpleasant emotions are also common among teachers (Chang, 2009; Hargreaves, 2004; Keller, Frenzel, 2014;

Liljestrom, Roulston, & deMarrais, 2007). Anger was reported as the most frequent negative emotion in class (Keller, Chang, et al., 2014; Sutton, 2007; Sutton & Wheatley, 2003).

Teachers might also feel anxiety in the classroom. Feelings of anxiety were reported to be low for teachers in comparison with students, as teachers do not encounter explicit failure as much as students (see Frenzel, 2014). However, anxiety seems to be more common for novice teachers due to "complexity of learning to teach and the uncertainty of achieving goals" and also while interacting with parents (Sutton & Wheatley, 2003, p.334).

Shame is another negative emotion for teachers in the classroom. Shame refers to "global negative evaluation of the self" (Frenzel, 2014, p.7) when the event is uncontrollable (Weiner, 1995). It is also believed that shame is culture-specific, which is usually found more in eastern cultures than in western cultures (Bibby, 2002). The source of shame can be outside negative judgment or when one imagines others are judging him/her negatively (Bibby, 2002). In the context of classroom, teachers may be judged negatively by their students, potentially resulting in feelings of shame (Frenzel, 2014). However, previous studies found that shame is not a very salient feeling for teachers (Carson, 2006; Frenzel, 2014). According to Frenzel (2014), the reason for lack of salience was the method (real life assessments) these studies used, and probably shame did not occur during the sessions the studies were conducted, or that feelings of shame became more salient in retrospect.

Boredom as a negative emotion has received little attention among researchers (Frenzel, 2014; Taxer & Frenzel, 2015). Although some studies examined boredom among students (Daschmann, Goetz, & Stupnisky, 2014; Nett, Goetz, & Hall, 2011), there are very few studies which focused on teachers' boredom (Carson, 2007; Taxer & Frenzel, 2015). These studies found that teachers experience more boredom in the classroom than one would expect. Thus, boredom is a highly relevant emotion with regard to teachers.

An appraisal-theoretical framework of teachers' emotions

It has been found that the link between emotions and events is not direct. Rather, it is the individuals' cognitive judgment of a situation or event which causes different emotions (Moors, Ellsworth, Scherer, & Frijda, 2013; Scherer, Schorr, & Johnstone, 2001). Accordingly, Frenzel and her colleagues (Jacob, Frenzel, Stephens, 2017; Frenzel, 2014; Frenzel et al., 2009) proposed an appraisal-theoretical framework for teachers' emotions in particular where different appraisals are considered to be the antecedents of the various discrete emotions teachers report experiencing. These appraisals include *goal consistency*, *goal conduciveness*, *coping potential*, *goal attainment/impediment responsibility,* and *goal significance* (Frenzel, 2014; Frenzel et al., 2009). Goal consistency judgments would imply that teachers either consider their students' behaviors as successful (consistent with goal, e.g. students can answer a content question) or unsuccessful (inconsistent; students do not comply with a classroom goal; e.g. students do not do their homework). Goal conduciveness examines whether students' behaviors are judged as moving towards the teachers' goals (e.g., a student hasn't fully grasped a concept yet, but asks a meaningful question and the teacher can clarify the students' misconception). Coping potential refers to teachers' evaluation of whether they have the ability to reach their goals. Goal attainment/impediment responsibility concerns teachers' evaluation of who is responsible for a goal attainment or non-attainment (themselves versus others, e.g. the students). Finally, goal significance examines to what extent it is important for teachers to achieve their goals or to avoid non-attainment of their goals.

When students' behaviors are perceived as congruent with and conducive to teachers' goals, teachers experience pleasant emotions, otherwise unpleasant emotions are felt. Goal

attainment/impediment responsibility appraisals are linked with the experience of different discrete emotions, both pleasant and unpleasant. Specifically, when teachers perceive themselves responsible for their students' success, they feel proud. However, if teachers consider themselves responsible for non-attainment of the goals, they experience anxiety and shame. In addition, in case teachers consider their students responsible for the non-attainment of certain goals, teachers would react with anger. Finally, low importance of goals has been associated with feelings of boredom (Pekrun, Goetz, Daniels, Stupnisky, & Perry, 2010). A summary of the relations between emotions and appraisals is depicted in Table 1.

Table 1
Frenzel's (2014) Proposed Appraisal Patterns for Different Emotions

Emotion	Appraisal Pattern
Enjoyment	Positive goal consistency or conduciveness
Pride	Positive goal consistency or conduciveness + internal goal attainment responsibility
Anger	Negative goal consistency or conduciveness + external goal impediment responsibility
Anxiety	Negative goal consistency or conduciveness + low coping potential + internal goal impediment responsibility
Shame	Negative goal consistency or conduciveness + internal goal impediment responsibility
Boredom	Low importance of goals

Moreover, to better understand the link between teachers' appraisals and emotions, Frenzel et al. (2009, 2014) suggested that a key groups of goals should be identified for teachers, based on which they define success and failure for themselves (Jacob et al., 2017). Four such key groups of goals have been identified which teachers supposedly try to accomplish in their teaching: students' development of domain-specific skills (students' acquisition of subject-specific knowledge), students' engagement in the classroom activities, students' social skills (ability to work effectively within a group, complying the class and school rules, and showing respect towards classmates and teachers), and relational behavior (achieving a good relationship with the students, Frenzel, 2014). Teachers constantly evaluate their goals while observing their students' behavior, which in turn affects the emotions they experience. For example, based on the domain-specific skill goal, an English teacher might expect his students to answer his questions correctly. If a student cannot answer a question correctly, teacher may appraise this as goal-incongruent and consequently react with negative/unpleasant emotions. Therefore, teachers' emotions are interpreted based on their subjective evaluation of success and failure. The main goal of the present study was to explore the antecedents of teachers' emotions using Frenzel's (2014) proposed appraisal-theoretical framework for the Iranian English language teachers. More specifically, researchers aimed to answer the following research question:

RQ: What are the antecedents of Iranian EFL teachers' emotions using an appraisal-theoretical framework?

Methodology

Context and participants

Learning English at private language institutes is very common among Iranian students, as the methods used at schools for teaching English mostly develop their translation, grammatical, and reading skills, while no or less emphasis is given to communicative skills (Ghonsooly, Khajavy, Asadpour, 2012; Papi & Abodollahzadeh, 2012).

In the present study, 11 Iranian EFL teachers (3 males, 8 females) from different private language institutes of Mashhad participated in the study. The mean age of the participants was 24.81 (SD = 2.18) and their teaching experience ranged between 2 to 10 years (M = 4.36, SD = 2.46). Moreover, they taught English between 4 to 12 hours per week (M = 7.32, SD = 1.69). Table 2 indicates the demographic information of the interviewees. Their names are replaced with pseudonyms for ethical reasons.

Table 2
Demographic Information of Interviewees

Name	Gender	Age	Degree	Experience (years)
Mahsa	Female	24	BA	6
Sarah	Female	23	BA	4
Ali	Male	23	BA	2
Shadi	Female	28	BA	7
Hasti	Female	24	BA	2
Hamid	Male	25	MA	4
Maryam	Female	23	BA	2
Mona	Female	23	BA	4
Roya	Female	29	PhD	10
Sima	Female	24	MA	3
Sepehr	Male	27	MA	4

Procedure

This study used a semi-structured interview for data collection method. After the researcher's contact with the teachers and gaining their permission for interview and audio-recording, interviews were conducted. Each interview was conducted individually with each participant. During the interview, each teacher was first asked, "What feelings do you experience while you are teaching English?" and following up on each named discrete emotional experience stated, they were asked, "What are the reasons you felt (emotions teachers mentioned)?" Each participant was interviewed in one session and each session took about 15 to 25 minutes. All teachers were interviewed in their mother tongue (Persian).

All interviews were audio-recorded and transcribed using partial transcription method (Dörneyi, 2007). Qualitative content analysis was used to inductively analyze the interviews. Then each interview was read several times and coding of the statements was done to produce themes and categories (Lynch, 2003).

Results

Enjoyment

Nine out of eleven teachers explicitly said that they enjoyed teaching. The most frequent reason teachers mentioned for enjoyment was *positive interaction with students.* This finding is in line with attaining the *relationship* goal as posited in Frenzel et al.'s (2009) model. For example, Hasti described her experience in the classroom as follows:

> *I really enjoy teaching when I can have a good relationship with my students. When they express their ideas and I [as a teacher] can learn something from them, it is really joyful for me.*

The second most frequent reason for enjoyment was *motivated students.* This reflects attaining the *engagement* goal as posited in Frenzel et al.'s (2009) model. For example, Maryam stated:

> *When students themselves come to language classes not by their parents, they are more motivated to learn. Demotivated students do not follow my instructions and are not willing to do homework. I do not enjoy teaching these students.*

The third reason which was mentioned by some teachers was *students' progress*, which aligns with the goal of students acquiring domain-specific skills in Frenzel et al.'s (2009) model. For example, Ali stated:

> *Teaching something to my students and the feeling that they are learning what I teach is very joyful to me. It makes me very excited and happy when I can see the progress of a student from a low level of proficiency to a high level of proficiency.*

Overall, all teacher statements concerning enjoyment had to do with achieving classroom goals. As such, this supports Frenzel's (2009) proposition of positive goal consistency and goal conduciveness appraisals being the key for experiences of enjoyment during teaching.

Pride

Ten out of eleven teachers said that they were proud of their teaching. The most frequent reason teachers mentioned for feelings of pride was *positive feedback* they received from their students, for example when a student praises the teacher's teaching and behavior. This is in line with findings from Jacob et al. (2017) who also found that explicit external positive feedback results in teachers' beliefs of being a successful teacher. For example, Sima explained:

> *I feel proud of my teaching because of what I hear from others. For example, at the end of the term, students rate me "excellent" in the teachers' evaluation forms. Or when my students write a letter to the supervisor and ask him/her to choose me as their next term teacher.*

The other source of pride mentioned by teachers was *students' progress*. This source of pride was common with enjoyment and is related to the goal of students' *domain-specific skills*, and specifically, *self-responsibility for attaining this goal,* as posited in Frenzel et al.'s (2009) model. Teachers stated that when they saw their students were learning something because of their teaching and they could see their progress, they became proud of themselves. For instance, Maryam explained:

> *Whenever I give a test to check my students' knowledge of the materials and see how well my students performed on the test, I feel proud of myself because I think I played an important role in their learning.*

Anxiety

Five out of eleven teachers said that they experienced anxiety while teaching. However, those anxious feelings occurred particularly when they first started teaching, and as they became more experienced, their anxiety level decreased. Ali explained:

> *When I first started teaching English I was always anxious before going to the class, especially during the first sessions when I was not yet familiar with students. But, little by little as I continued my teaching, my anxiety decreased significantly.*

The most frequent reason for anxiety mentioned by all teachers was their *inability to answer students' questions*. They said that when a student asked a question for which they did not know the answer, they felt anxious. Specifically, questions related to the meaning of a vocabulary that they did not know was mentioned frequently. This can be linked to lack of coping potential to avoid failing and related to *domain-specific* skills because students seek to learn but cannot achieve it, and the teacher lacks the capacity to avoid failure, as proposed by Frenzel's (2014) framework. For example, Sarah stated:

> *Sometimes a student is talking about a topic and suddenly stops because he/she does not know the English equivalent of that word. Then he/she tells the Persian word and wants me to tell the English equivalent. When I do not know the word I really feel anxious.*

The second most frequent reason for anxiety mentioned by EFL teachers was *class observation by supervisor*. It is very common in English classes at private institutes that a supervisor enters the class and observes the teachers' performance which is related to lack of coping potential appraisal. Again, this source of anxiety is linked with teachers' doubts about their coping strategies to ensure achieving their classroom goals and demonstrate to the supervisor that they are successful in their teaching. Sepehr explained this as:

> *Whenever a supervisor suddenly comes into my class and observes me, I feel anxious. You should teach and at the same time take care of the supervisor so as not to make mistakes and to use appropriate methods and techniques in the class.*

The third frequently mentioned reason for anxiety during teaching was *lack of preparation*. It is related to teachers' lack of preparation before going to the class. Lack of preparation is likely to bring about doubts about the ability to assure achieving classroom goals (specifically the goal of students acquiring domain-specific skills), which in turn increases anxiety, according to Frenzel's (2014) framework. For example, Mahsa stated:

> *When I have not prepared myself for the class for whatever reason, I really feel anxious that I may not teach that day's lesson effectively. I'm worried about the content, and especially unfamiliar vocabularies and structures.*

Anger

Four out of eleven teachers said that they become angry in the classroom. The most frequent reason mentioned by teachers was *disciplinary issues*. These issues refer to the situations that students' behavior disrupts the classroom and teachers cannot control the situation. This is related to what Frenzel (2014) refers to as other-responsibility for goal impediment. For example, Shadi stated:

> *When students make a lot of noise in the class or make fun of each other and I cannot control them, I become angry.*

The other reason mentioned for anger was *when students do not do the tasks,* including homework or classroom activities. This source of anger is an impediment to achieving the goal of students' acquisition of domain-specific skills and at the same time corresponds with poor social behavior of the students. Sarah explained:

> *I become angry when I see my students are not willing to do their tasks in the classroom. I usually call their names specifically and blame them for not doing the tasks. Then, I ask them to do the tasks.*

Another reason for anger mentioned by some teachers was *having to explain a topic to students several times when they do not understand.* This is again related to Frenzel's (2014) appraisal of external goal impediment responsibility (other-responsibility) for anger, and specifically corresponds with failing to attain the goal of students' acquisition of domain-specific skills. For example, Roya stated:

> *I start teaching something to students. Then some of them say that they do not understand what I taught. It is OK for me and I explain it again for them. If they ask me once or twice, I can explain it again, but when I explain something for several times, and in the end, a student says "teacher, I did not get what you said", I really lose my temper.*

Shame

Four teachers said that they experienced shame while teaching. The main reason they explained for their shame was their *responsibility for students' failure.* This is related to internal goal impediment responsibility appraisal (self-responsibility) in failing to achieve the goal of students' acquiring *domain-specific skill*s as teachers feel they cannot improve their students' knowledge and competence. For example, Mona stated:

> *When students take an exam and most of them receive very low marks, I don't blame them for their bad performance. I think there should be something wrong with me, my teaching, or my methodology that most students could not learn.*

The other source of shame was *inability to answer students' questions.* This theme is also common with anxiety. It means teachers might not have enough knowledge to answer the students' questions and they feel ashamed of it. This is again related to the lack of coping potential appraisal in failing to achieve the goal of students' acquiring domain-specific skills and teachers fail to reply to students' questions. For example, Ali stated:

> *Once one of my students brought me an English text and asked me to translate into Persian. I could understand the text in English but I could not explain its meaning in Persian. At that moment, I experienced shame.*

Boredom

Three out of eleven teachers said that they experienced boredom while teaching. The key reason teachers mentioned for boredom was *demotivated and uncollaborative students.* This is related to the appraisal of not attaining the *engagement* goal. Maryam explained:

> *I feel bored whenever I ask my students to speak English in the class but they are unmotivated and remain silent. I set a class discussion and give them a topic to talk about, but it seems they have no ideas and do not join the discussion.*

In sum, the teachers interviewed in this study were highly apt to describe their emotional experiences during teaching and provided multiple insightful statements about the underlying appraisal patterns for each emotion they reported experiencing. Those were largely in line with

the appraisal framework proposed by Frenzel (2014), but also provided new evidence of the details of teachers' emotional lives. We have summarized the sources of the six discrete emotions alongside goals and patterns in Table 3.

Table 3
Sources of Discrete Emotions among Iranian EFL Teachers

emotions	related themes in teachers' answers	goals	Appraisal pattern
Enjoyment	1.Positive interaction with students 2.Motivated students 3.Students' progress	1.relational behavior 2.engagement 3.domain-specific skills	Positive goal consistency or conduciveness
Anxiety	1.Inability to answer students' questions 2.Class observation by supervisor 3.Lack of preparation	1. domain-specific skills 2.all four goals 3. domain-specific skills	Negative goal consistency or conduciveness + low coping potential + internal goal impediment responsibility
Anger	1.Disciplinary issues 2.When students do not do the tasks 3.Having to explain a topic to students several times when they do not understand	1.social behavior 2. domain-specific skills and social behavior 3. domain-specific skills	Negative goal consistency or conduciveness + external goal impediment responsibility
Pride	1.Positive feedback from students 2.Students' progress	1- relational behavior 2- domain-specific skills	Positive goal consistency or conduciveness + internal goal attainment responsibility
Shame	1.Responsibility for students' failure 2.Inability to answer students' questions	1- domain-specific skills 2- domain-specific skills	Negative goal consistency or conduciveness + internal goal impediment responsibility + low coping potential
Boredom	1.Demotivated and uncollaborative students	1-engagement	Negative goal consistency or conduciveness + external goal impediment

responsibility

Discussion

The purpose of the present study was to examine the antecedents of six discrete emotions among EFL teachers within the appraisal-theoretical framework. In order to examine the antecedents of pleasant and unpleasant emotions during teaching, interviews with participants were conducted.

For enjoyment, three themes emerged as antecedents of this emotion: positive interaction with students, motivated and welcoming students, and students' progress. Positive interaction with students was reported as the most frequent cause of enjoyment. This finding is in line with previous studies (Sutton & Wheatley, 2003). Establishing a positive relationship between teachers and students has been extensively shown to improve healthy development of the students, help students to successfully adapt to social and academic environment, make students enjoy classes more and get along with their classmates better, and provide a secure base for young students to learn and work on their own because they can rely on their teachers when facing difficulties (Hamre & Pianta, 2006). Moreover, positive interaction with students can be explained by Transactional Analysis (TA, Berne, 1988) theory which is related to interpersonal relationships. One of the main components of TA is stroke. Stroke refers to "visible interpersonal contacts that satisfy emotional need" (Pishghadam & Khajavy, 2014, p. 109). It can be implied that positive interaction with students satisfies this need.

Another source of enjoyment was found to be motivated students. This finding was in line with Becker et al. (2014) who found that student motivation was a significant antecedent of teacher enjoyment. Research has shown that it is not only teachers who can motivate students and influence their behaviors, but students' motivation can also influence teacher behavior in the classroom (Becker et al., 2014; Nurmi & Kiuru, 2015; Skinner & Belmort, 1993). When students show high motivation in the classroom and show that they are interested in the subject, teachers feel satisfied and enjoy their teaching (Frenzel, Becker-Kurz, Pekrun, Goetz, & Lüdtke, 2017).

Finally, students' progress was identified as another source of enjoyment for teachers. This result replicates previous studies that found students' progress as an antecedent of enjoyment (e.g. Sutton & Wheatley, 2003). According to Frenzel (2014, p. 71), students' progress makes teaching "an emotionally rewarding profession".

From these findings, it can be concluded that all the three sources of enjoyment are related to students. Therefore, students play the major role in teachers' enjoyment. This finding is consistent with previous research which revealed classroom environment and positive relationships with students are related to pleasant emotions (see Frenzel, 2014).

For pride, two themes emerged as antecedents of this emotion: positive feedback from students and students' progress. The first theme was not found in previous studies (Becker et al., 2015; Frenzel, 2014), though Jacob et al. (2017) found external feedback as a source of teachers' success. It can be inferred that external feedback which is an antecedent of teacher pride can be traced back to teachers feeling successful which means teachers are attaining all their goals. Teachers feel proud when students talk to them about their good teaching and praise their teaching ability. Consistent with TA theory, when teachers receive positive feedback from their students, they receive positive stroke which makes them more motivated to teach (Frenzel, 2014).

Students' progress was found as another source of pride. This theme is common with enjoyment which confirms previous studies (see Frenzel, 2014; Sutton & Wheatley, 2003). When teachers see

their students make progress, especially when a student has learning disabilities (Hargreaves, 2000), they experience pride.

As mentioned before, pride may be self- or other-directed (Frenzel, 2014). Based on the findings of this study, positive feedback from students can be considered self-directed because teachers feel proud due to their own accomplishment and good teaching which is reflected to them through their students. Moreover, students' progress can be regarded as other-directed because they feel proud due to their students' progress.

Three themes emerged as antecedents of anxiety: inability to answer students' questions, class observation by supervisor, and lack of preparation. Teachers' inability to answer students' questions was found as the main reason of anxiety for the EFL teachers in the present study. It is very common in language classrooms that students ask the meaning of a word and it is quite plausible that teachers sometimes do not know it. We propose that this is a finding which is specific to English language teachers. They possibly face this problem more than teachers of other subjects because knowing a large number of words is very difficult and it is not just related to general knowledge of the subject.

The second main reason for anxiety was observation of the class by supervisors. This kind of anxiety can supposedly be found only in institutes or schools which allow a supervisor to unexpectedly enter a class and observe the teachers' teaching performance. This source of anxiety was also found in Merç's (2011) study. He found that being observed was one of the main anxiety-provoking situations for EFL teachers in Turkey. This antecedent can be related to performance/evaluation anxiety (Donaldson, Gooler, & Scriven, 2002) in which lack of potential coping with the threat of failure causes anxiety. When an observer comes in, the importance of reaching all goals increases for teachers. Finally, lack of preparation was found as another antecedent of anxiety. This finding replicated results from previous studies (see Bullough et al., 2006; Chang, 2009). It refers to situations that teachers do not prepare themselves appropriately for the class. Lack of preparedness implies a lack of coping potential in which teachers feel unable to achieve their goals. Therefore, preparedness is a key factor for having secure and stress-free teaching.

Three themes emerged as antecedents of anger: disciplinary issues, not doing tasks and homework, and having to explain a topic to students several times when they do not understand. Disciplinary issues were found as the main reason for anger among EFL teachers in the present study. Teachers become angry when students do not obey the classroom rules, make noise, and talk to each other. Student misbehavior is the main reason for teachers' feeling of anger. This finding is consistent with previous studies (Becker et al., 2014; Chang & Davis, 2009; Sutton, 2007). According to Chang (2009), students' misbehavior makes teachers angry when they see these behaviors controllable or intentional on students' part. This can be considered as other-responsibility based on Frenzel's (2014) framework. Another source of anger is related to situations that students do not do the tasks and homework. Therefore, teachers feel angry because of student laziness and lack of cooperation in doing the tasks and homework. These two sources of anger can be linked to goal incongruence which denotes inconsistency between teaching goals and students' performance (Chang, 2009; Sutton & Wheatley, 2003).

Finally, explaining a topic to students several times when they do not understand was found as another source of anger. Moreover, attributing the cause of lack of understanding to teachers or students can lead to experiencing different emotions. If teachers attribute students' lack of understanding to their own abilities, they feel shame (internal goal impediment responsibility). However, if they attribute students' lack of understanding to students' laziness and inattention (external goal impediment responsibility), they feel angry (Reyna & Weiner, 2001).

Two themes emerged as antecedents of boredom: responsibility for students' failure and inability to answer students' questions. When students fail in a course or a test, teachers feel ashamed of their teaching (see also Chang, 2009).

Moreover, inability to answer students' questions can be another source of shame. This theme is common with anxiety. In fact, when teachers cannot answer students' questions, they perceive the situation ego threatening which in turn forms anxiety (Bibby, 2002; Lazarus, 1991). When teachers fail to answer their students' questions, they experience shame, because they think they are negatively judged by their students.

Negative goal consistency and goal conduciveness, low coping potential, and internal goal impediment responsibility are the appraisal patterns in engendering shame. As seen, for anxiety, teachers doubt that they have the coping potential to avoid the failure which makes this a prospective emotion.   For shame, teachers consider themselves responsible for the non-attainment of the goals and the failure has already occurred which makes shame a retrospective emotion. And for anger, teachers consider their students responsible for non-attainment of the goals.

One theme emerged as antecedent of boredom: demotivated and uncollaborative students. To the best of our knowledge, although there is no research on antecedents of teachers' boredom, one study by Daschman et al. (2014) examined antecedents of students' boredom from students' and teachers' perspective. Interestingly, the antecedent of teachers' boredom in the present study is consistent with one of the antecedents of students' boredom, i.e., lack of attention, identified by teachers in Daschman et al.'s (2014) research.

Conclusions

The present study aimed at exploring the antecedents of different pleasant and unpleasant emotions EFL teachers experience in their classrooms based on the appraisal-theoretical framework. Based on interviews with eleven teachers, different sources of enjoyment, pride, anxiety, anger, shame, and boredom emerged which we discussed within this framework.

Results of this study can provide implications for teachers and teacher trainers. According to Cowie (2011), emotions are an important part of EFL teaching and more time should be allocated to discussing them. Teachers should be allowed to talk about their emotions with the institute supervisors and other colleagues to raise their possible concerns about classroom, teaching and institute problems. Moreover, regarding the antecedents of both pleasant and unpleasant emotions which were found in this study, intervention programs can be developed to increase pleasant emotions and prevent negative emotions. For example, for "inability to answer students' questions" which was a source of anxiety and shame, some coping strategies for dealing with these situations could be taught to teachers in order to reduce these negative feelings. These strategies include task-focused coping, emotion-focused coping, regaining-task-focused processing, importance reappraisal, and proactive coping which can be taught to children (Chang, 2009). Finally, language teacher trainers should incorporate emotional aspects of teachers in their programs and make teachers aware of the importance of emotions.

The results of the present study should be interpreted by considering some limitations. First, this study relied on interviews with a very small number of teachers. The interview method implies that only explicitly accessible memories will be reported. The small number implies that no generalizations can be made as to the quantities with which the emotions and the corresponding reported causes were mentioned. Future research can confirm or disconfirm the results of this

qualitative study using questionnaires to obtain data from a larger number of teachers to replicate these findings and make more generalizable conclusions. Moreover, this research explored EFL teachers' emotions. The possible relations between teachers' emotions and other teachers' characteristics such as self-esteem and burnout can be examined both quantitatively and qualitatively for the future research (Khezrlou, 2017; Soodmand Afshar & Hamzavi, 2017). Finally, we obtained only retrospective reports of the teachers' emotions. Using more immediate data collection procedures such as experience sampling method which captures emotions as teachers experience them, or think-aloud protocols while having teachers watch video sequences of their own teaching might supplement the findings of this study.

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