

Frustration regulation and language teaching

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Today's goals



1. To understand what frustration is, and what emotion regulation is.
2. To reflect on some common classroom frustrations for teachers in Japan and how we might deal with them.
3. To analyse some reports of frustration and emotion regulation (Morris & King, 2018).

My assumptions

1. We all feel frustrated when teaching.
2. Frustration is a 'forbidden' emotion.
3. We have to have an honest and non-judgmental conversation.
4. There is no magical answer.

d Speakers

$$\theta_{AB} M^{AB} \rightarrow \theta_{AB} M^{AB}$$

$$\sum_C \lambda_{ABC} = 1 - \frac{S_{AB}}{\theta_{AD}}$$

$$\Phi^A \equiv (S-i, T-i, U-i)$$

$$SL(2) \times SO(6,6) \supset \dots$$

$$E_{7(7)} \supset SL(8) \supset (\mathbb{R}_M^+ \times SL(7))$$

$$\Phi_{ABC} = \sum \Phi^2_{ABC}$$

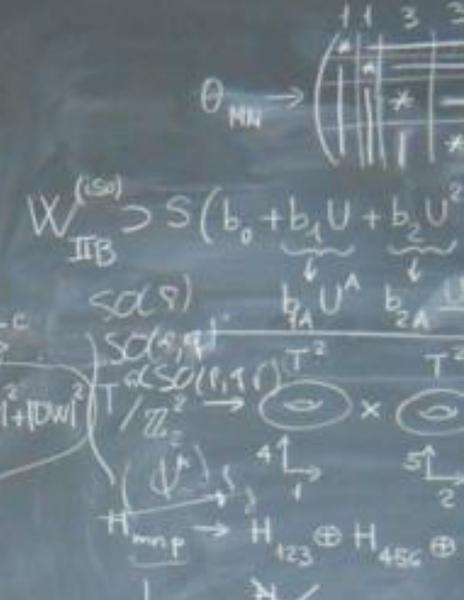
$$\lambda_{ABC} = \sum \lambda^a_{ABC}$$

$$W = W_0 + W_A \Phi^A + \frac{1}{2} W_{AB} \Phi^A \Phi^B + \frac{1}{6} W_{ABC} \Phi^A \Phi^B \Phi^C$$

(16 complex)

$$W(S, T, U) = a_0 + \dots + c_3 ST^3 U^3$$

32 real



$$S^{(11)} = \int \sqrt{-g^{(11)}} \left(R^{(11)} - \frac{1}{2} |G_{(7)}|^2 \right)$$

$$ds_{11}^2 = \tau^{-2} ds_4^2 + \rho ds_7^2$$

Theoretical background

$g_{\mu\nu} \sim N^{-\frac{1}{3}} N^{-\frac{2}{3}} \Delta(x, y) = \sqrt{\frac{\det g_{\mu\nu}}{d^4 y_{\mu\nu}}}$

$\partial \sim N$'s

$S^2 \subset S^6 \rightarrow dV = 1 + ST^2 + TU^2 + ST^2 U$

Peppas & Peppas

$$W = \int (G_{(7)} + G_{(7)} \wedge \Phi + \Phi \wedge \Phi + \Phi^2)$$

$(\frac{1}{-}) \times (\frac{1}{-}) \times (\frac{1}{-})$

$V = -3|U|^2 + |D|U|^2$

$DV \stackrel{!}{=} 0$

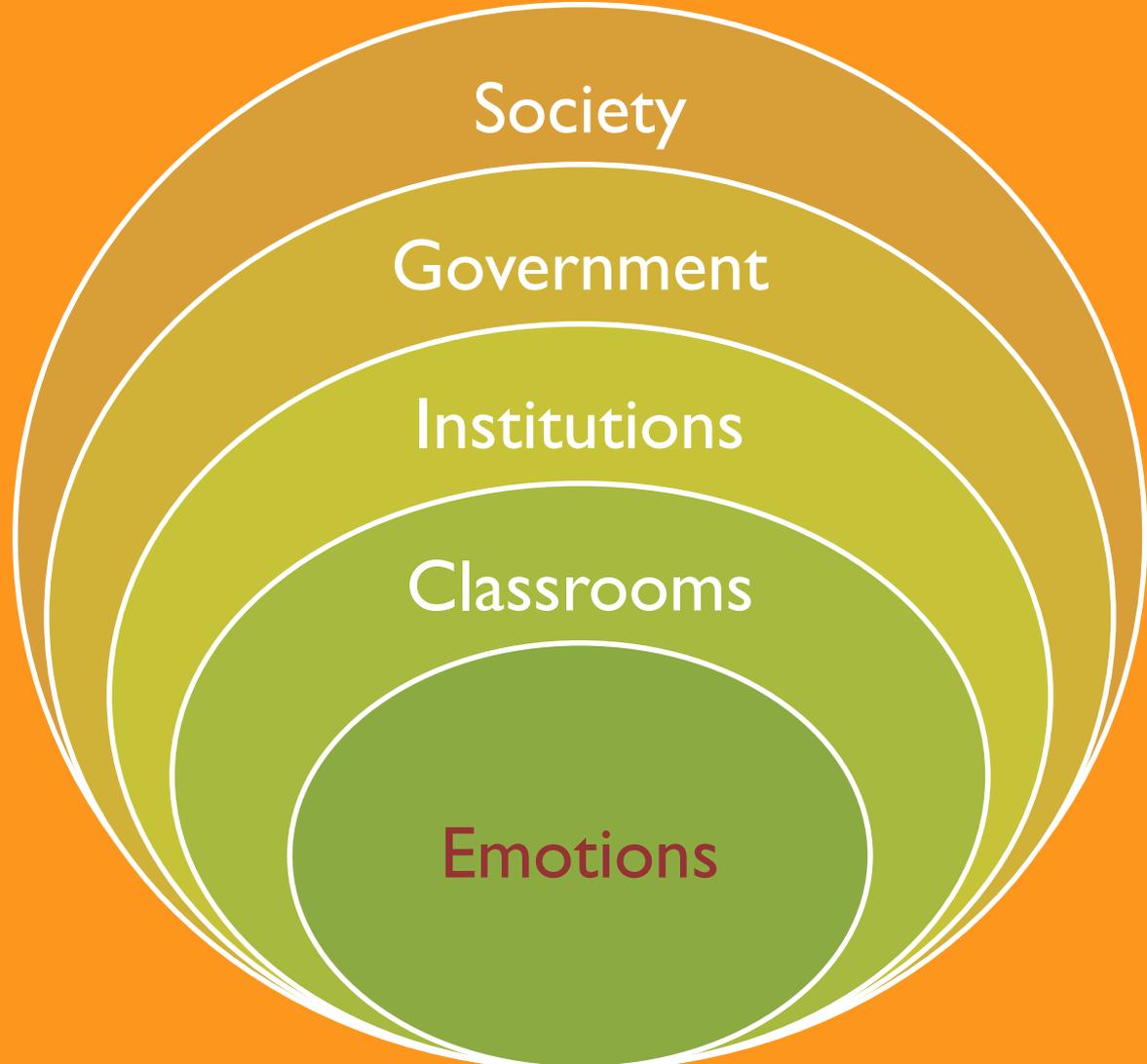
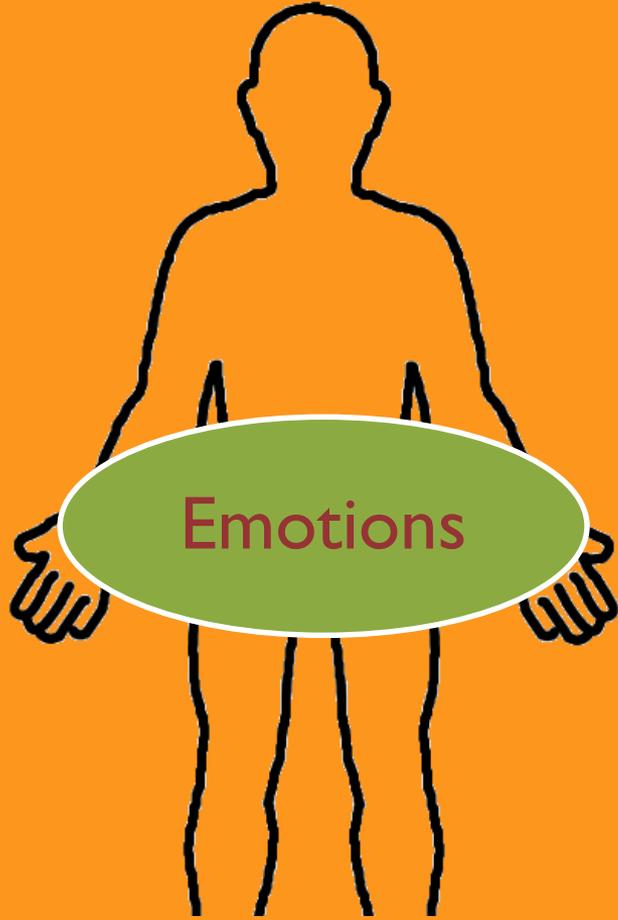
$D^2 V$

$N = \frac{ST}{U}$

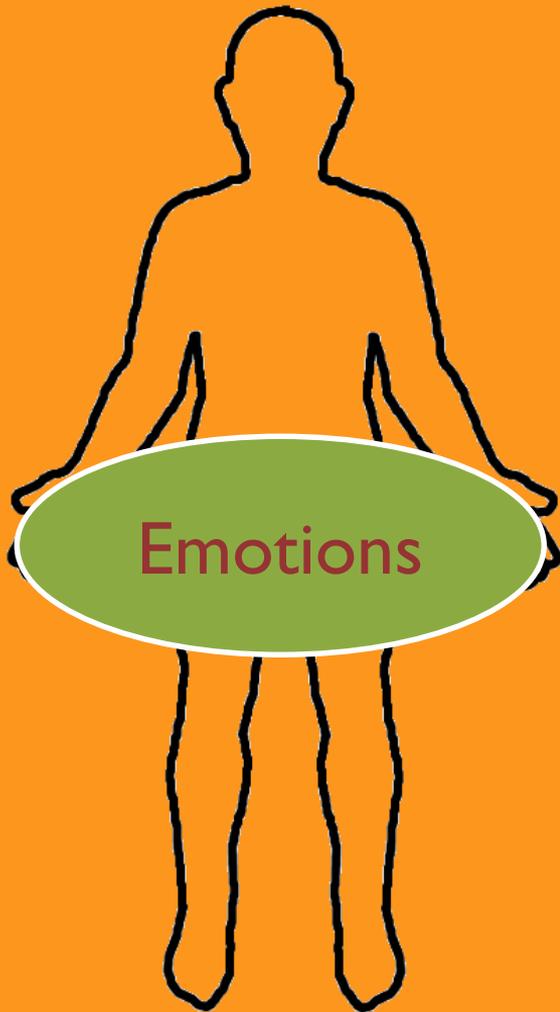
$\frac{1}{6} 6 \times 5 \times 4 = 20$

$\frac{1}{6} 2 \times 3 \times 4 = 4$

I. What is frustration?



e.g. Schutz and DeCuir 2002;Boiger and Mesquita 2012;Barrett 2014



1. *Situation* - Something happens
2. *Attention* - We notice it
3. *Appraisal* - We appraise it
4. *Response* - An emotion starts



e.g. Lazarus 1991; Arnold 1959; Moors, Ellsworth
et al. 2013; Gross 2014, 2015



Frustration



Frustration in the literature

Low-level negative feelings when prevented from achieving goals¹

Leads to annoyance, anxiety, sadness, anger etc.²

In Japan – Both classroom and institutional factors³

Control a salient factor⁴

1: Kuppens & Van Mechelen, 2007;

2: Lazarus, 1991;

3: Cowie, 2011; King, 2016

4: Reyna and Weiner, 2001; Chang, 2013



Is frustration bad or good?

Frustration is stress¹

Frustration –ve correlates w. Job performance, physical health, absenteeism, turnover²

Precursor to burnout³ with negative classroom outcomes⁴

But a catalyser?⁵

1: Kyriacou, 2001

2:: Ducharme, Knudsen, & Roman, 2007; Feuerhahn, Stamov-Roßnagel, Wolfram, Bellingrath, & Kudielka, 2013

3: Lewandowski, 2003;

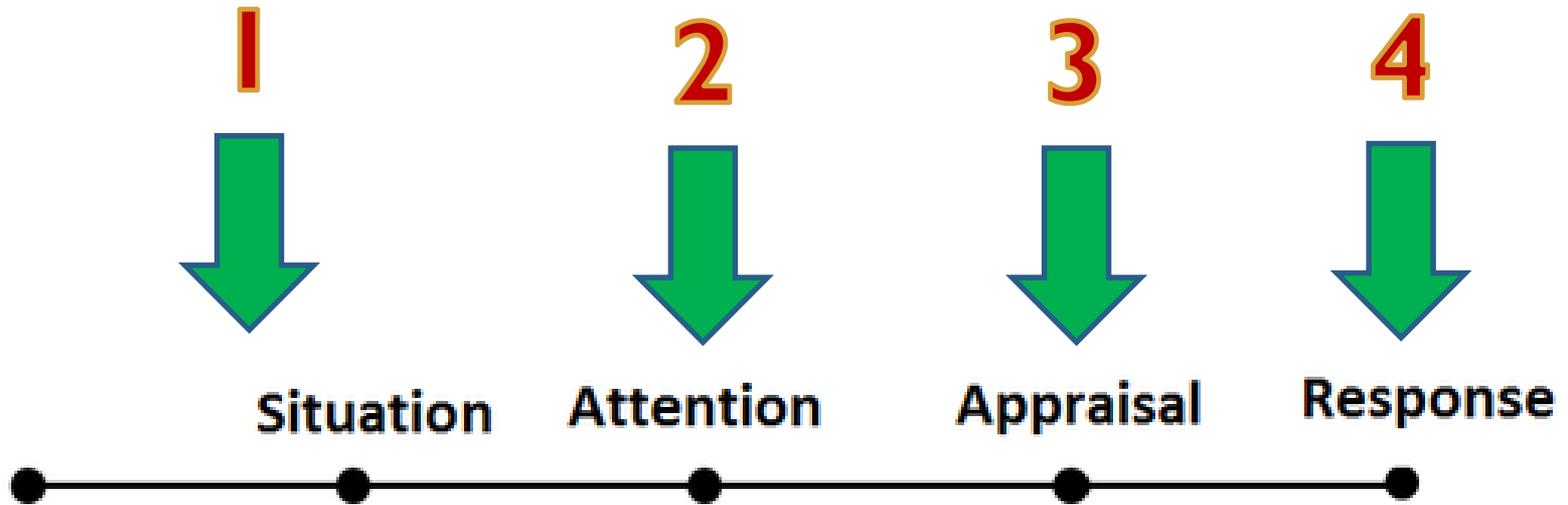
4: Arens & Morin, 2016; Klusmann, Richter, & Lüdtke, 2016

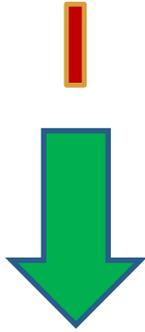
5: Golombek, 2016; Golombek & Klager, 2015

2. What is emotion regulation?

Emotion Regulation

*Processes through which individuals
modify the path of an emotion*





Situation

Attention

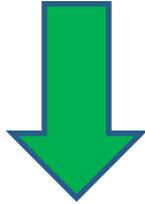
Appraisal

Response

**Change the
external world**

Split students

2



Situation

Attention

Appraisal

Response

**Direct your
attention**

Ignore students

3

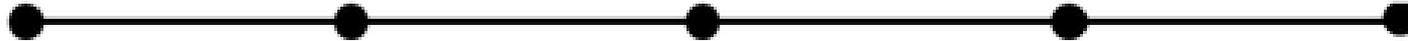


Situation

Attention

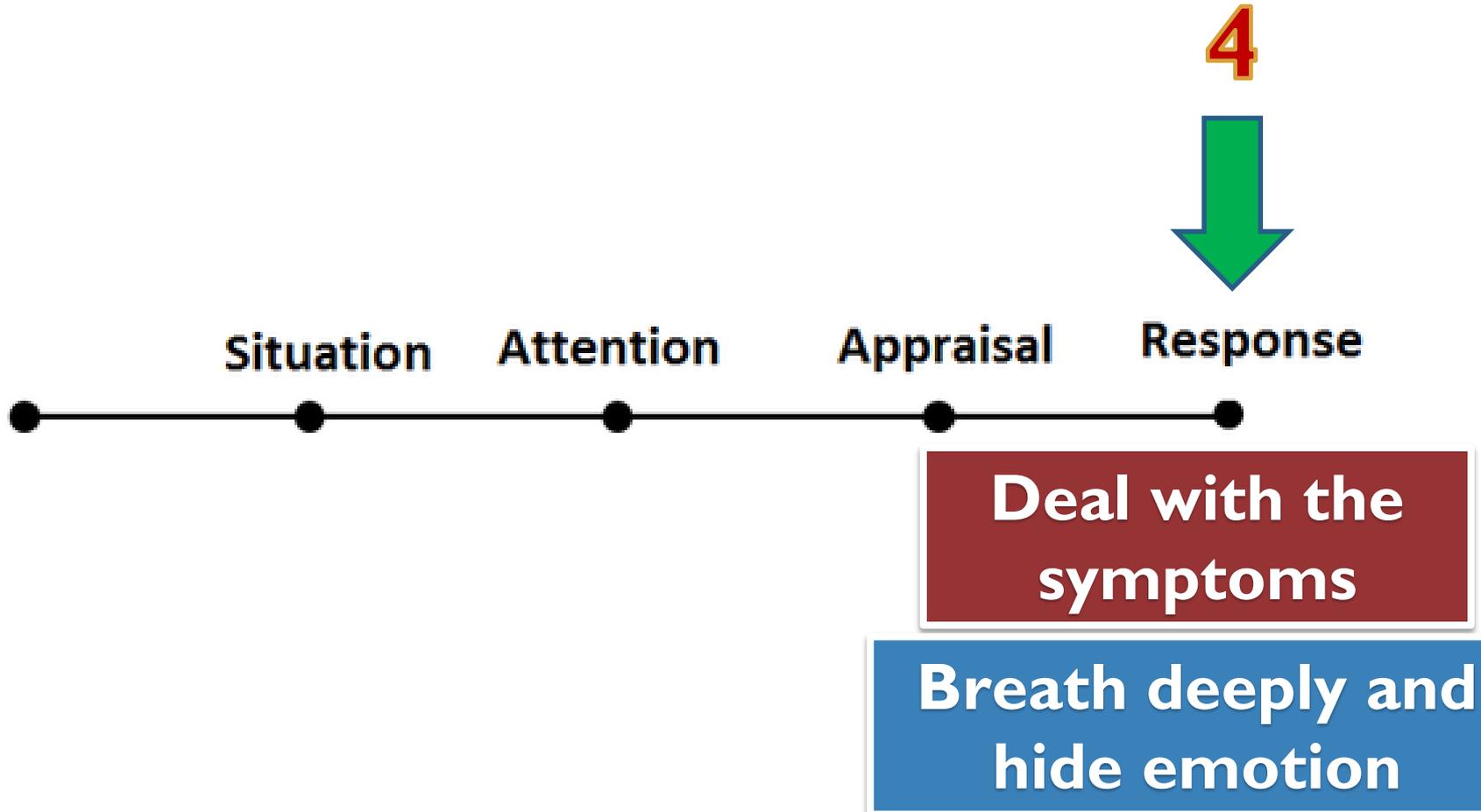
Appraisal

Response



**Try to understand
students' perspective**

**Change the
way you
feel about
the stressor**



**Situation
Selection**



**Situation
Modification**



**Attentional
Deployment**



**Cognitive
Change**



**Response
Modulation**



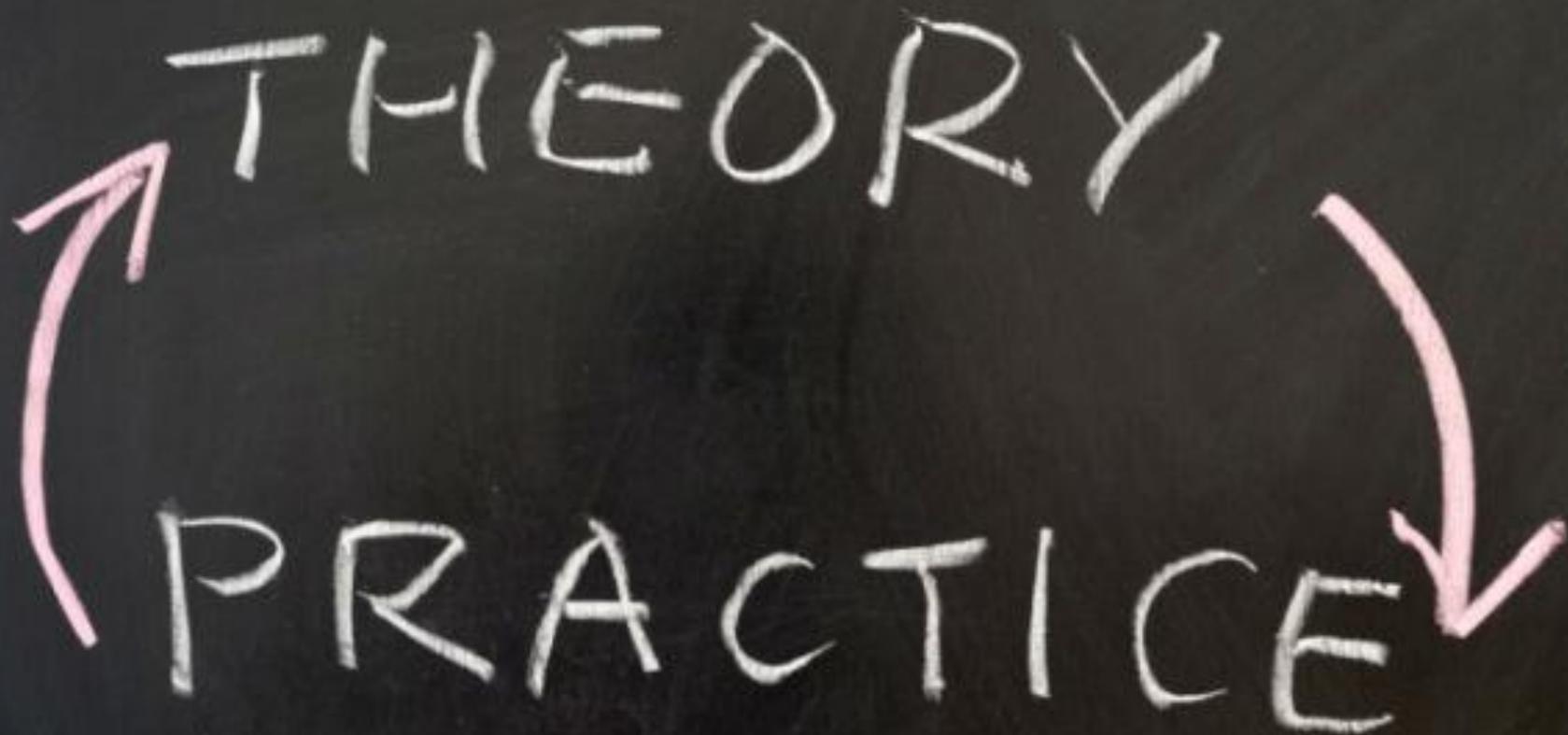
Situation

Attention

Appraisal

Response





Discussions

The study...

1. 7 participants (**University EFL**, UK, NZ, US, 3F 4M)
Teaching for mean = **12** years
Teaching in Japan for mean = **7** years
2. Interviews, observations, stimulated recall



Question 1

Please read the text.

Which of the quotes resonate with you? (which have you experienced?)

Why?

Questions 2

Choose an incident from the list.

Think about a time when this kind of incident happened to you.

Do you think you were able to deal with (regulate) your frustration successfully?

Why?

Frustration Journaling – a framework

Situation (before)	<i>Are there any changes I can make to avoid this situation from happening?</i>
Situation (during)	<i>Are there any ways I can modify the situation to stop this from happening?</i>
Attention	<i>If I ignore this situation will it go away? Are there going to be any negative consequences of ignoring this problem?</i>
Appraisal	<i>Can I think about this issue in a different way? Is something going on in the student's life that might be causing this issue? Are there any positives that I can see in this situation?</i>
Response	<i>If this happens again and I feel frustrated, what can I do to minimise the effects?</i>

EUROPA
BRIEFMARKEN-KATALOG
ZUMSTEIN
30. AUFLAGE

1947



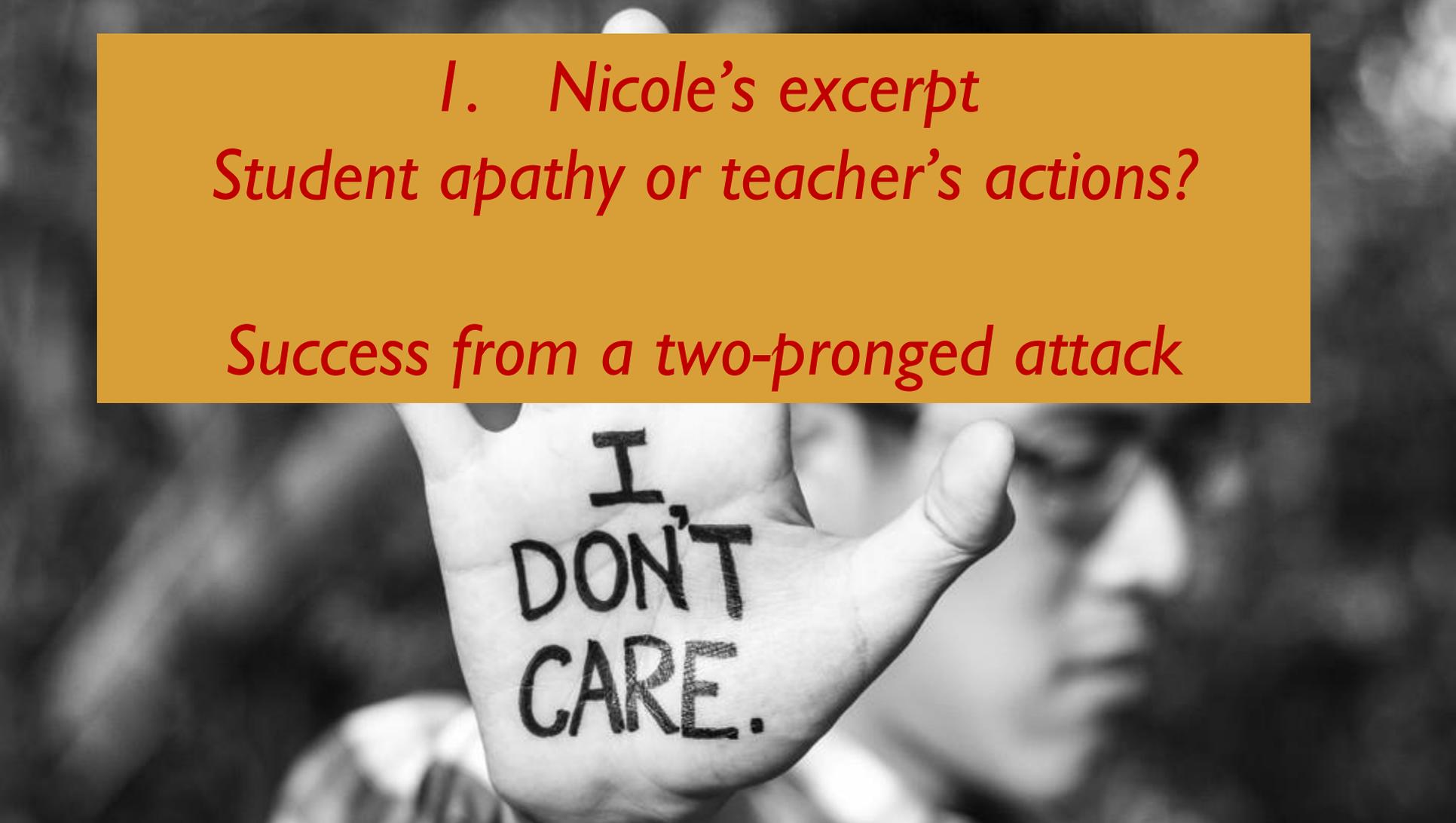
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ZUMSTEIN
HARTENBERG

Analysis

*I. Nicole's excerpt
Student apathy or teacher's actions?*

Success from a two-pronged attack

A black and white photograph of a hand with the words "I DON'T CARE." written on the palm. The hand is held up, and the text is written in a bold, black, sans-serif font. The background is blurred, showing other people in a crowd.

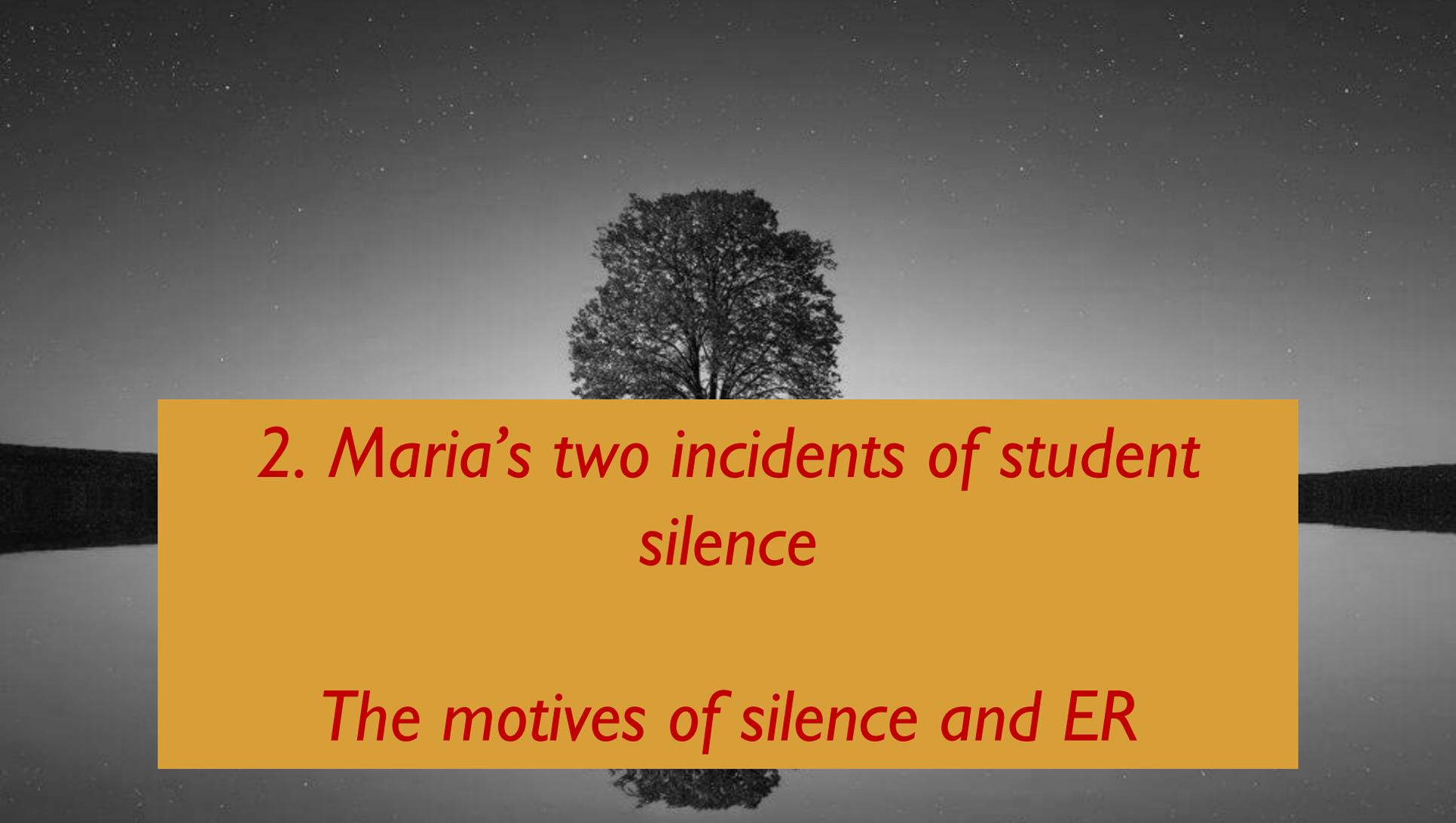
**I
DON'T
CARE.**

Point 1- *Success through changing her cognition*

“It’s been a lot of like discussions that has made me realize this...another teacher told me like ‘teaching is not a one way street’” (Cognitive change - Reappraisal)

Point 2 – Finding a new outlet for positivity

“When students say ‘I’ve changed this in my life because of what we learned’.... It’s really motivating I think to me.”
(Situation selection – Job crafting¹)



*2. Maria's two incidents of student
silence*

The motives of silence and ER

Point 1 - Silence as language anxiety

“I’ve spent a lot of time this semester getting them comfortable... “It’s put me back in control.... Everybody’s kind of got to a comfort level again.”

(Situation selection - Proactive coping¹)

Situation 2 – Silence as resistance

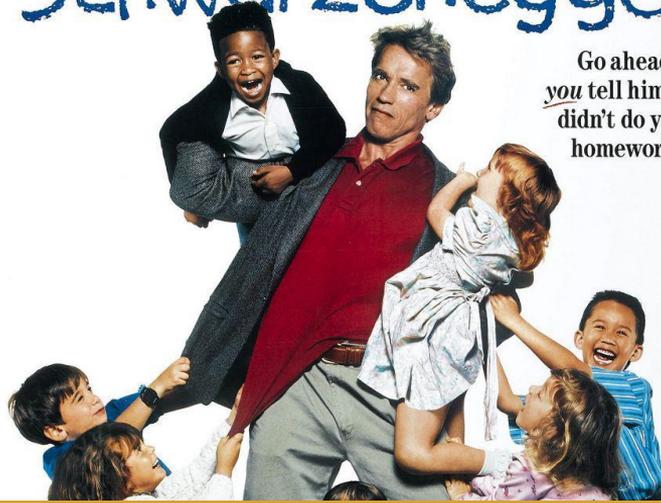
“I’m the adult in the room... They’re only 18-19. Still learning this stuff”

(Cognitive change - rationalising²)

¹ = (Aspinwall & Taylor, 1997)

² = (Hagenauer & Volet, 2014)

Schwarzenegger



Go ahead,
you tell him you
didn't do your
homework.

3. Difficult students and classes

Trying to maintain control

COP

As an undercover cop...he's in a class by himself.

Ian

Constantly reactive

Ignored student, tried to engage with him positively, rationalised, used genuine expression:

“I don’t want to be seen as giving him a free ride when other students are trying and working hard”

but

“(after shouting) I feel a little bit guilty to the other students as they’d seen a side to me I don’t like to show”

(Response modulation – Genuine expression¹)

Maria

A release of frustration to regain control

I let them have it ((bangs desk)). I say “this is how ((bangs desk)) I feel” because basically frustration “You need to decide what you want, decide what you think you’re gonna do.” And I left the room. Let them sort it out and then I came back. (Genuine expression – Outpouring¹)



4. Frustration at offensive worldviews

Thinking about the incident in a positive light

“I was just just a short shortest period of disappointment, but then again caught myself and I thought actually no this is good, because this is the environment I want to create where we can share our thoughts.”

(Cognitive Change – Reappraisal)

General discussion and implications



General discussion

Control a central thread (see also e.g. Chang, 2013).

More success with low-level frustrators (apathy, silence) than large frustrators (student misbehaviour).

Cognitive reappraisal a powerful tool – Empathy

Lack of behavioural management and ER training

Implications for teachers

- Make efforts to resolve issues and take control (e.g. journaling)
- Reappraising stressors can help reduce frustration
- Empathise and engage with students' lives
- Increase your awareness of ER strategies and their effects – Try to be less reactive

Implications for institutions and training

- Training for behavioural management
- Training for emotional management
- Mentorship systems

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