



EMOTIONAL REGULATION IN ENGLISH TEACHING.¹

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ABSTRACT: Emotional regulation is a topic of growing interest in education, especially in foreign language teaching, where students' emotions can significantly impact the learning process. This study investigates how socio-emotional regulation is addressed in the training of English language teachers and what emotional regulation strategies are used in applied linguistics. The central problem includes the questions: how has emotional regulation been addressed in teacher training? And what are the emotional regulation strategies used in applied linguistics? The justification for this study lies in the need to better understand the role of emotions in language teaching and to provide teachers with effective tools to support their students emotionally. Jamie L. Taxer and James J. Gross, specialists in emotional regulation, highlight the importance of emotional regulation strategies in the educational context. Also contribute to understanding emotional dynamics in the learning environment. The general objectives of this study are to explore the approach to emotional regulation in teacher training and identify the emotional regulation strategies applied in English teaching. The specific objectives include: a) analyzing how emotional regulation is integrated into teacher training programs; b) identifying and describing the main emotional regulation strategies used in applied linguistics. The methodology adopted is a bibliographic study, which involves reviewing and analyzing relevant literature on emotional regulation, teacher training, and language teaching. Articles, books, and dissertations by contemporary authors such as Taxer(2015), Gross(2014), will be reviewed. This approach will allow an in-depth understanding of current concepts and practices related to emotional regulation in language teaching. The expected results include a better understanding of emotional regulation practices in language teacher training and an identification of the most effective strategies used in applied linguistics. This study is expected to contribute to improving teacher training and creating more positive and effective learning environments.

Keywords: Emotional regulation; language teaching; teacher training; applied linguistics; emotional strategies.

RESUMO: A regulação emocional é um tema de crescente interesse na educação, especialmente no ensino de línguas estrangeiras, onde as emoções dos alunos podem impactar significativamente o processo de aprendizagem. Este estudo investiga como a regulação sócio emocional é abordada na formação de professores de língua inglesa e quais estratégias de regulação emocional são utilizadas na linguística aplicada. A problemática central inclui os questionamentos: como a regulação emocional tem sido abordada na formação de professores de língua? E quais são as estratégias de regulação emocional utilizadas na linguística aplicada? A justificativa para este estudo reside na necessidade de compreender melhor o papel das emoções no ensino de línguas e de fornecer aos professores ferramentas eficazes para apoiar seus alunos emocionalmente. Jamie L. Taxer e James J. Gross,

¹Trabalho de conclusão de curso, orientado pelo Prof. Esp. Jean dos Santos Silva, apresentado à banca examinadora no dia 29 de agosto de 2024.

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especialistas em regulação emocional, destacam a importância de estratégias de regulação emocional no contexto educacional. Também contribuem para a compreensão das dinâmicas emocionais no ambiente de aprendizagem. Os objetivos gerais deste estudo são explorar a abordagem da regulação emocional na formação de professores de língua e identificar as estratégias de regulação emocional aplicadas no ensino de inglês. Os objetivos específicos incluem: a) analisar como a regulação emocional é integrada nos programas de formação de professores; b) identificar e descrever as principais estratégias de regulação emocional utilizadas na linguística aplicada. A metodologia adotada é um estudo bibliográfico, que envolve a revisão e análise de literatura relevante sobre regulação emocional, formação de professores e ensino de línguas. Serão revisados artigos científicos, livros e dissertações de autores contemporâneos como Taxer(2015), Gross(2014). Esta abordagem permitirá uma compreensão aprofundada dos conceitos e práticas atuais relacionadas à regulação emocional no ensino de línguas. Os resultados esperados incluem uma melhor compreensão das práticas de regulação emocional na formação de professores de língua e uma identificação das estratégias mais eficazes utilizadas na linguística aplicada. Espera-se que este estudo contribua para a melhoria da formação de professores e para a criação de ambientes de aprendizagem mais positivos e eficazes.

Palavras-chave: Regulação emocional; ensino de línguas; formação de professores; linguística aplicada; estratégias emocionais.

1 INTRODUCTION

Emotional regulation is an essential component of human development, directly influencing individuals' well-being and academic performance. In the educational context, especially in language teaching, the ability to manage emotions can significantly impact students' motivation and success. Emotional regulation is defined by Gross (2014, p. 3) as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express them”. When teaching English as a second language, this skill becomes even more critical, given that learning a new language can be an emotionally challenging experience.

The problem of this study focuses on two main questions: how has emotional regulation been addressed in the training of language teachers? And what emotional regulation strategies are used in applied linguistics? These questions are relevant because the way teachers are trained to deal with their own emotions and to teach emotional regulation strategies can significantly influence the learning environment. Taxer and Gross, highlight that “teacher training must include emotional regulation components to prepare educators for the emotional challenges of the classroom” (Taxer; Gross, 2018, p. 180).

The justification for this study lies in the growing need to integrate emotional regulation into teacher training and pedagogical practices. Understanding and applying emotional regulation strategies can help teachers create more positive and productive learning environments, as well as improve students' academic performance and well-being.

The general objective of this study is to investigate how emotional regulation is approached in English language teaching and what are the most effective strategies used in this context. Specifically, we seek to: (1) examine the inclusion of emotional regulation in English teacher training; (2) identify the main emotional regulation strategies applied in teaching English. To achieve these objectives, a bibliographical review of contemporary works will be carried out, focusing on authors such as Taxer(2015), Gross(2014).

The methodology applied in this study is bibliographic in nature, involving the review and analysis of existing literature on emotional regulation in language teaching. Academic articles, books and dissertations that deal with teacher training, emotional regulation strategies and their applications in teaching English will be reviewed.

Among the works reviewed, the contributions of Taxer and Gross(2018) stand out, who explore the importance of emotional regulation in education, who investigates the intersection between emotions and language teaching. These references will provide a solid basis for analyzing emotion regulation strategies and their implementation in language teaching.

Nevertheless, the expected results of this study include a greater understanding of how emotional regulation can be integrated into teacher training and language teaching pedagogical practices. It is also expected to identify effective strategies that can be applied to improve students' emotional well-being and, consequently, their academic performance. Based on these findings, the study seeks to contribute to the development of teacher training programs that include emotional regulation components, promoting a more holistic and effective education.

This paper is divided into five key sections. The first section provides a theoretical overview of emotional regulation and its relevance in education. The second section delves into the development and study of emotions in applied linguistics, highlighting the growing recognition of emotional factors in language learning. Following this, the methodology is detailed, focusing on the bibliographic approach used to analyze existing literature. The final and offer conclusions with recommendations for further research.

2 METHODOLOGY

The methodology of this study is based on a bibliographical research, which uses qualitative analyse to explore emotional regulation in English language teaching. Bibliographical research is an essential strategy in the construction of scientific knowledge, as it allows a comprehensive understanding of the state of the art on the topic, bringing together

and analyzing sources from different origins and perspectives. According to Marconi and Lakatos(2010), "bibliographical research is a fundamental tool for developing a consistent theoretical framework and for identifying gaps in the existing literature" (Marconi; Lakatos, 2010, p. 44).

Qualitative analysis, allows for a deeper and more detailed exploration of the texts and experiences reported in the literature. This approach focuses on interpreting and understanding the meanings and contexts of the information collected. According to Merriam (2009, p. 16) "qualitative research is essential for understanding the complexities and nuances of social phenomena, including emotions and their regulation". The qualitative analysis of this study focuses on identifying recurring themes, insights and perspectives on emotional regulation in the educational context.

This study also uses a combination of systematic review. A systematic review is a rigorous technique that seeks to identify, evaluate and synthesize all relevant empirical evidence according to predefined criteria. According to "the systematic review is vital to ensure the comprehensiveness and integrity of the literature review" (Kitchenham, 2004, p. 133).

The choice for a combined methodology of qualitative analyse reflects the need for a comprehensive and multidimensional understanding of the topic. As pointed out by Flick (2009), "integrating both quantitative and qualitative approaches improve research by offering a fuller and more cohesive perspective on the phenomena being examined.". This methodology allows for a robust and comprehensive analysis of emotional regulation in English language teaching, contributing significantly to the field of applied linguistics and teacher training.

3 DEVELOPMENT AND STUDY OF EMOTIONS IN APPLIED LINGUISTICS.

The topic Development and Study of Emotions in Applied Linguistics will explore the growing interest in the role of emotions within language learning and teaching. This section will examine how emotions have been increasingly recognized as key factors in the learning process, influencing motivation, engagement, and overall success in language acquisition. Drawing on contemporary research, it will also highlight the contributions of key scholars in applied linguistics who have studied the intersection of emotions and language education.

3.1 Development of Emotions

The development of emotions is a complex process that begins in childhood and continues throughout life, shaped by a combination of biological, social and cultural factors. From birth, babies demonstrate basic emotions such as joy, sadness, anger and fear. These primary emotions are considered universal and are quickly recognized and responded to by caregivers. According to Gross, "the first forms of emotional regulation occur through interactions between the baby and their caregivers, where caregivers help to modulate the baby's emotional states" (Gross, 2014, p. 5).

As children grow, their emotional skills become more sophisticated. They begin to recognize and name their own emotions, as well as the emotions of others, developing empathy and emotional understanding.

Adolescence is a critical period for emotional development, marked by significant hormonal and social changes. During this phase, adolescents learn to deal with more intense emotions and use more complex emotional regulation strategies. The effectiveness of these emotion regulation strategies can influence adolescents' emotional well-being and academic success.

In the adult context, emotional regulation continues to play a crucial role in mental health and overall well-being. Taxer and Gross (2018, p.173) suggest that "the ability to regulate emotions effectively is associated with greater resilience and better adaptation to stressful situations". Adults who develop robust emotional regulation skills are better able to maintain healthy relationships and navigate the challenges of everyday life.

Contemporary research on the development of emotions also explores the influence of cultural factors. Gross (2002, p. 283) points out that "cultural norms influence which emotions are valued and how they should be expressed". For example, in some cultures, the open expression of negative emotions may be discouraged, while in others, it may be seen as a healthy way of dealing with stress. This cultural variability underscores the importance of considering cultural context when studying emotional development.

3.2 Emotional Turn in Applied Linguistics

Interest in the study of emotions in the context of applied linguistics is a relatively recent phenomenon, which gained strength in the last decades of the 20th century and the beginning of the 21st century. This interest, often called the "emotional turn", reflects a significant change in the focus of academic research, which has come to recognize the importance of emotions in

the process of teaching and learning languages.

The emotional turn began to gain prominence in the 1990s, when researchers from different fields began to explore the central role of emotions in human cognition and behavior. Gross (2014, p. 5) highlights that "emotions are fundamental for decision-making, motivation and social interaction, which makes their regulation a crucial aspect in the educational context". This perspective has opened up new lines of research within applied linguistics, focusing not only on the cognitive aspect of language learning, but also on students' emotional experiences.

One of the significant influences of the emotional turn in applied linguistics was the integration of theories and methods from emotional psychology.

The emotional turn has also brought to light the importance of empirical research that examines language learners' emotional experiences.

Emotions are complex phenomena that involve a series of psychological and physiological components. They can be described as multidimensional responses that occur in response to events that are perceived as relevant to an individual's goals. According to Gross (2014, p. 3), "emotions are multicomponent processes that include a subjective experience, a physiological response and a behavioral expression". In other words, emotions are not just internal feelings, but also include observable bodily and behavioral reactions.

In the field of psychology, emotions are seen as adaptive responses that have important functions in the survival and well-being of individuals. Gross (2002, p. 282) highlights that "emotions serve to prepare us for action, help communicate our internal states to others and allow the formation of social bonds". These functions demonstrate how emotions are crucial not only for individual survival, but also for social cohesion and relationship building.

Authors such as explore the influence of emotions in the educational context, emphasizing their importance in the learning process. These observations underscore the importance of considering emotions in developing effective educational strategies.

In the educational context, emotions significantly influence student motivation, engagement and performance. Teachers who are able to regulate their own emotions are also more effective in helping students manage theirs.

According to Taxer and Gross (2018, p. 173), understanding emotions and the ability to regulate them are essential skills for personal and professional success. Concerning the dealing with emotions, "effective emotional regulation can improve well-being, reduce stress and increase resilience". Gross (2014, p. 10) adds that "the ability to manage emotions is crucial for maintaining healthy relationships and adapting to changes and adversities". These skills are

particularly relevant in the workplace and in education, where the ability to deal with emotions can directly influence performance and satisfaction.

Finally, it is important to recognize that emotions are influenced by cultural and contextual factors.

4 BENEFITS OF EMOTIONAL REGULATION

Emotion regulation refers to the set of processes by which individuals influence which emotions they have, when they have them, and how they experience and express them. Gross (2014, p. 3) defines emotional regulation as "the intrinsic and extrinsic processes responsible for monitoring, evaluating and modifying emotional reactions". This concept is central in psychology and education, since emotions directly influence students' behavior and academic performance.

One of the main benefits of emotional regulation in the educational environment is improved academic performance. Pekrun *et al.* (2002, p. 92) argue that "positive emotions, such as joy and interest, are associated with better learning strategies and greater persistence". Students who can regulate their emotions tend to be more motivated and engaged, which contributes to better academic performance.

Furthermore, emotional regulation contributes to reducing anxiety and stress, which are common among students. MacIntyre and Gregersen (2012, p. 200) note that "anxiety can interfere with students' ability to process information and perform academic tasks". Emotional regulation strategies, such as cognitive reappraisal and mindfulness, help mitigate these negative effects, promoting a calmer and more productive learning environment.

Emotional regulation also improves students' social skills, facilitating interaction and collaboration in the classroom. Johnson and Johnson (2009, p. 24) highlight that "cooperation between students is essential for the development of social and emotional skills". Students who are able to manage their emotions have an easier time working in groups, resolving conflicts and supporting their peers.

In the case of teachers, emotional regulation is equally crucial. "Teachers who effectively regulate their emotions create a more positive classroom climate and are better able to deal with student behavior" (Taxer; Gross, 2018). Not only does this enhance the teaching experience, but also serves as a role model for students, who learn by observing their teachers' emotional behaviors.

Integrating emotional regulation into pedagogical practices also promotes students' mental health. "Social-emotional learning programs that include emotional regulation reduce symptoms of depression and anxiety among students" (Durlak *et al.*, 2011, p. 410). This indicates that a focus on emotional regulation can have lasting effects on students' psychological health.

Emotional regulation is fundamental to creating an inclusive learning environment. Zins *et al.* (2004, p. 462) state that "students who feel emotionally safe are more willing to participate and share their ideas". Teachers who promote emotional regulation help ensure that all students, regardless of their backgrounds and experiences, feel valued and included.

Furthermore, emotional regulation contributes to the development of essential life skills. Salovey and Mayer (1990, p. 189) argue that "emotional intelligence, which includes emotional regulation, is crucial for decision making, problem solving and relationship management". These skills are essential both in the school context and in adult life.

Applying emotional regulation practices can also improve communication between students and teachers. "Effective communication is facilitated by the ability to recognize and regulate emotions" (Gross, 2014, p. 15). When teachers and students are able to express and manage their emotions appropriately, the quality of classroom interactions is improved, promoting a more harmonious and collaborative environment.

The benefits of emotion regulation in the educational context are widely supported by empirical evidence. Scholars such as Taxer and Gross have demonstrated that, studies suggest that developing emotional regulation skills leads to several beneficial outcomes, such as increased school satisfaction, enhanced academic achievement, and better mental health (Taxer; Gross, 2020). Therefore, integrating emotional regulation into education is an essential approach to the holistic development of students.

In the view of Gross (2014, p.18), he identifies five families of emotional regulation strategies: situation selection, situation modification, attentional deployment, cognitive reappraisal and response modulation we will be discussing that in the next section. These strategies can be applied in different contexts to help individuals manage their emotions.

The concept of emotional regulation, as described by Gross (2014), involves intrinsic and extrinsic processes that influence emotional reactions. In the context of applied linguistics, these regulation strategies are essential for helping students manage their emotions effectively.

5 THE EMOTIONAL REGULATION MODEL ACCORDING TO GROSS

Attentional deployment, another strategy identified by Gross (2014), involves focusing attention on specific aspects of an emotional situation. This may include distraction or focusing on positives.

Response modulation, which involves direct influence on emotional expression, is another important strategy. Gross (2014, p. 18) points out that "response modulation can include breathing or relaxation techniques to reduce the intensity of negative emotions". In an educational context, teaching students to use these techniques can be beneficial in creating a calmer, more focused learning environment.

An important theorist in the study of emotions is Gross, who developed a model of emotional regulation that is widely recognized and used in the field of psychology e applied linguistics. According to Gross (2014, p. 6), "the procedural model of emotion regulation is a comprehensive framework that describes how emotions can be managed systematically and effectively". This model identifies five families of emotion regulation strategies: situation selection, situation modification, attentional deployment, cognitive reappraisal, and response modulation. Each of these strategies occurs at different points in the emotional process, ranging from the anticipation of an emotional situation to the behavioral response following the emotional experience.

Situation selection involves choosing or avoiding specific situations based on their potential to evoke desired or unwanted emotions. In an educational context, this may mean that teachers plan learning activities that are more likely to evoke positive emotions in students. Gross (2002, p. 285) "situation selection is a proactive form of emotional regulation, where individuals can control their emotions by controlling their environment". For language teachers, this may include creating a classroom environment that minimizes stressors and maximizes opportunities for positive interactions.

Situation modification refers to directly altering the situation to change its emotional impact. In language teaching, this may involve adapting teaching materials or methods to better meet students' emotional needs. Taxer (2018, p. 176) suggests that "teachers" ability to modify learning situations to reduce student anxiety can significantly improve engagement and academic performance". For example, a teacher might adjust a group activity to ensure that all students feel comfortable and included.

Attentional deployment involves redirecting attention to influence emotional experience. In the context of language teaching, this may mean encouraging students to focus

on positive aspects of learning or on their own skills and progress. According to Gross (2014, p. 9), "attentional deployment can be a powerful tool to help individuals manage their emotions by controlling where they direct their attention". Techniques such as mindfulness and focusing on individual strengths can be incorporated into teaching practices to help students maintain a positive outlook.

Cognitive reappraisal is the strategy of changing the way you think about a situation to alter its emotional significance. In language teaching, this may include helping students re-evaluate their anxieties and fears related to learning a new language. "cognitive reappraisal can be especially useful in educational contexts, where students' emotions often influence their performance" (Taxer; Gross, 2018, p. 178). For example, teachers can work with students to turn the anxiety of public speaking into an opportunity for growth and learning.

Response modulation involves directly influencing emotional responses after they have occurred. This may include techniques like deep breathing or other forms of self-soothing to help manage intense emotional responses. In the educational setting, this can be particularly useful in helping students regain control after an emotionally challenging experience. Gross (2002, p. 290) notes that "response modulation can help reduce the intensity of emotions and prevent excessive emotional responses that could interfere with learning." This strategy is one of several emotion regulation techniques identified in the model, which also includes situation selection, situation modification, attentional deployment, and cognitive reappraisal. Each of these strategies plays a role at different stages of the emotional process, from anticipating emotional situations to managing responses after experiencing emotions.

Authors such as Taxer and Gross highlight that the effectiveness of these strategies can vary depending on the context and individual characteristics of students. "The appropriate choice and application of emotional regulation strategies must be adapted to the specific needs of students and situational demands" (Taxer; Gross, 2018, p. 195). This adaptability is crucial to maximizing the benefits of emotional regulation in language teaching.

Furthermore, Taxer suggests that teacher training should include training in emotion regulation strategies so that teachers can not only manage their own emotions but also teach these skills to students. "Well-prepared teachers can create learning environments that not only encourage academic development, but also the emotional well-being of students" (Taxer, 2018, p. 200).

Implementing these strategies in language teaching also has practical implications.

In conclusion, Gross's emotion regulation model provides a comprehensive framework

for understanding and applying emotion management strategies in the educational context. The strategies outlined – situation selection, situation modification, attentional deployment, cognitive reappraisal and response modulation – offer a range of tools that can be adapted to meet students' needs and promote a more positive and effective learning environment.

FINAL CONSIDERATIONS

In summary, the study of emotional regulation in language teaching has highlighted the crucial role that emotions play in the learning process. Effective emotional regulation strategies are not just beneficial for enhancing students' academic performance but are also essential for their overall well-being. This research has demonstrated that integrating these strategies into the classroom can lead to significant improvements in both student engagement and classroom dynamics.

The findings indicate that teachers who are equipped with emotional regulation skills are better able to create a supportive and positive learning environment. This, in turn, fosters a more conducive atmosphere for learning, where students feel more secure and motivated. As such, the role of emotional regulation extends beyond merely addressing immediate emotional challenges; it contributes to the long-term success and satisfaction of students.

However, the study also uncovered several challenges associated with implementing emotional regulation strategies in language teaching. Many teachers face difficulties due to a lack of training and resources, which can hinder their ability to effectively integrate these techniques into their teaching practices. Addressing these gaps is crucial for maximizing the benefits of emotional regulation in education.

To overcome these challenges, it is essential for educational institutions to invest in professional development programs focused on emotional regulation. Providing teachers with the necessary tools and support will enable them to better address the emotional needs of their students and enhance the overall learning experience. Furthermore, ongoing support and resources are necessary to ensure the effective application of these strategies in diverse classroom settings.

Future research should focus on exploring the specific impacts of different emotional regulation techniques and their effectiveness across various educational contexts. This will help to refine existing approaches and develop new methods for integrating emotional regulation into language teaching. Additionally, studies should investigate how these strategies can be

adapted to meet the needs of different student populations.

Overall, the integration of emotional regulation strategies into language teaching offers substantial benefits for both students and teachers. By fostering a positive emotional environment, these strategies contribute to improved academic outcomes and enhanced well-being. Continued research and investment in teacher training will be key to fully realizing the potential of emotional regulation in education.

The emotion regulation strategies proposed by Gross(2014) offer several significant benefits, particularly in the educational context. By utilizing techniques such as cognitive reappraisal and response modulation, individuals can reduce the intensity of negative emotions, leading to greater emotional stability. These methods help students cope more effectively with stressful situations, such as exams and presentations, which can enhance academic performance and decrease anxiety. Additionally, teachers who incorporate these strategies into their teaching practice create more positive and supportive learning environments, fostering increased student engagement and motivation.

Furthermore, the study reinforces the importance of emotional regulation in the educational sphere and underscores the need for systematic implementation of these strategies. It is through a comprehensive understanding and application of emotional regulation that educators can truly support their students in achieving their academic and personal goals.

In conclusion, insights gained from this research highlight the need for a holistic approach to teaching that considers both cognitive and emotional aspects of learning. By integrating emotional regulation into educational practices, we can create a more inclusive and effective learning environment that addresses the needs of all learners.

ACKNOWLEDGMENTS

I would like to express my gratitude to the people and institutions that contributed to the completion of this study. I would like to thank the professors and colleagues of the English Language Teaching major of the 2019 class of the Federal University of Pará, campus Bragança-PA, for their support and guidance throughout this academic journey. In particular, my gratitude goes to Prof. Esp. Jean dos Santos Silva, for his insightful guidance, constant support and unwavering patience.

I would also like to thank the authors whose work was fundamental to the construction

of this study, such as Taxer (2015), Gross (2014) whose research and insights deeply enriched this investigation. Their contributions to the field of emotional regulation and language teaching were invaluable.

Finally, I would like to thank my family and friends for their emotional support and encouragement throughout the undergraduate process. Their love and support were essential to the completion of this work.

To all, my sincere thanks!

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