

Investigating Teacher-Student Emotional Dynamics in English Language Teaching: Examining Co-Regulation Techniques and Their Impact on Learning Outcomes

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Abstract

The main objective of this research is to explore the role of teacher-student emotional dynamics within the context of English language teaching. Co-regulation refers to the ability of one person to help another person regulate their emotions and behavior. In the context of the classroom, this means that teachers and students can work together to create a conducive environment where everyone can learn. This study explores how different methods of co-regulation used by English language teachers affect learners' feelings, motivation levels, and academic achievement in English lessons. They include: affect copy, overt adult praise, decision making by consensus and emotion prompting scaffolding which the study used to maintain the level of students' engagement and achievement in English language learning. The study targeted 50 ELT teachers in the 15 selected schools, and 450 students in Junior High, High and Senior High in city of Multan, Pakistan. The sampling procedure was done through stratification in an effort to sample according to grades, the type of ELT contexts, and students' demographic profile. The techniques used consisted of direct and proximal observation of ELT context activities, completion of questionnaires and evaluation of students' records. The findings prove that emotional co-regulation processes improve the ELT environment and students' self-regulation skills as well as their motivation in learning English. The relationships found between teachers' self-identified emotional literacy and the degree to which co-regulation strategies were purposefully enacted highlighted the significance of emotional intelligence in the school context. The research implies the significance of teachers' emotional awareness and their ability to utilize specific co-regulation interventions to create a healthy and conducive environment within English language teaching.

Keywords: Co-regulation, emotional dynamics, teacher-student interaction, ELT, classroom management, emotional support

1. Introduction

The interactional processes concerning emotions in contextualized learning environments have become a focus over the last years, bearing in mind growing awareness concerning the impact of emotion processes on learning achievement, learners' engagement and the emotional environment of ELT. The core of this emotional environment is the further relation between teachers and students as two subjects who experience and observe each other's emotions and their own with great intensity on a constant basis. This study seeks to analyze the concept of emotional co-regulation by revealing the ways used by the teacher to create a positive emotional environment that is required for learning. The role of emotions in education is widely mentioned. According to the control-value theory of achievement emotions advanced by Pekrun (2018), emotions play a critical role in learning processes and students' performance. Describing students' affect in academic context, this theory presupposes the connection between the students' emotional outcomes and their appraisals of control over learning and the relevance of learning activities and outcomes (Kobylarek, 2016). Subsequent research has also supported and expanded this theory, in various cultural environments and for different age populations (Raccanello et al., 2023; Frenzel et al., 2022).

The interest of researchers has been shifting towards the idea of emotional co-regulation in ELT context. According to the theory established by Hadwin et al. (2018), co-regulation represents the regular interaction between two or several parties that affect each other's emotions and the strategies used to regulate such states; in the present case, two parties are teachers and students. This concept is based on sociocultural perspective of learning that takes into account the social interactions as a cornerstone of cognitive and affective development of an individual (Kobylarek, 2019). Volet et al., (2021) in their recent work have supplemented findings on co-regulation in collaborative learning situations with verbal- and non-verbal, along with the physiological elements of emotional co-regulation. This strategy gives a better understanding of the many events that occur in ELT background and emphasizes the necessity for a thorough study of co-regulation methods.

This co-regulatory process is especially sensitive regarding the contribution teachers fulfill within the process. Jennings and Greenberg's (2009) expanded upon in subsequent years (Jennings et al., 2022), highlight the self and other-orientation of teachers as essential for the positive organizational affiliation. Their findings indicate that the perceived self- and other-emotion regulation abilities in teachers are positively associated with the targeted co-regulation of students' emotional environment, as well as positive social-emotional outcomes.

Several gaps in the literature concerning teacher-student emotional dynamics remain unfilled. First of all, it is necessary to comment more detailed on separate groups of co-regulation methods and their effectiveness in particular conditions. Although, there are some works that have pointed out general types of co-regulation approaches (Ahn & Stifter, 2006; Praetorius et al., 2021), question is concerning implementing details and contextual functionality of the strategies. Second, the effectiveness of co-regulation practices in boosting the students' well-being and academic achievement in the long run needs further studies. Although there are existent studies capturing short-term benefits of the emotional co-regulation (Aldrup et al., 2023; Mainhard et al., 2022), research focusing on the long-term effects of the task is limited.

It is critical to pay particular attention to the organization of mutual co-regulation of emotions within ELT (Kobylarek, Alaverdov, & Jakubowska, 2021). Whereas ascertaining the processes that come from the teacher's presentation of learning guides and how they govern emotional dynamics, little research has been directed toward establishing the student derived co-regulation and its function to emotion functioning within ELT. The above-mentioned study of Zheng et al., (2023) is yet another attempt to fill this void, however, there is a definite need for more research to be conducted in this area on emotional effects.

The effectiveness of co-regulation practices and the extent of their application in culturally diverse ELT have not been well investigated. Given the fact that ELT are growing more diverse, it is essential to know how cultural aspects affect the extent to which different co-regulation strategies work when implementing inclusive practices in learning. This study intends to fill the aforementioned gaps in the literature by offering an elaborate understanding of teacher-student emotional interactions with a focus on the co-regulation strategies used in the ELT context.

2. Literature Review

The role of emotions in the ELT context and analysis of how teachers' emotions affect students' emotions and vice versa has become more popular in the last few years as a reaction to the demand for deeper understanding of the importance of feelings in accomplishment and learning. This literature review seeks to identify the state of the literature on emotional co-regulation in educational contexts, including the major theories and the empirical studies published in the past five years.

There is nothing new in stressing the role of affect as a component of learning processes in education. Thus, Pekrun's, (2018) integrated and updated control-value theory of achievement emotions gives a systematic perspective to approach the role of emotions in learning and performance. According to this theory, the different feelings students get when in academic environments depend on the manner in which they perceive control and value, which determine emotional states that, consequently, influence cognitive processes and achievement results. Subsequent research has also supported this theory proving its effectiveness in various cultures (Azizi & Krđik, 2020; Khonamri et al. 2024; Raccanello et al., 2023). On this foundation, another process model of emotion regulation that remains prevalent in education up to now is Gross's (2015) process model. This model defines several ways through which people regulate their moods and emotions. Building on this model, Taxer and Gross (2015) have more recently investigated teachers' ER strategies, which appear to be particularly complex given the nature of the educational context.

The research on co-regulation in education is grounded in sociocultural theories, which are based on the understanding of the significance of social interaction and communities for learners' cognitive and emotional progress (McCaslin & Hickey, 2001). Co-regulation is defined as a bidirectional dynamic wherein one partner (for example, teacher and student) affects the other's emotional states and regulatory actions (Hadwin et al., 2018). Recent development in the field has been done by Volet et al., in 2021 where they have tried to elaborate the co-regulation concept in collaborative learning context by introducing multi-modal framework of verbal, non-verbal, and physiological co-regulation of affect. It offers a better perspective on the nature of interactions that takes place in ELT context settings compared to the single category of reciprocation.

Both research studies show that there are several techniques that teachers use to co-regulate the ELT context. Emotional contagion, often whereby the teacher will intentionally regulate his/her emotional display to correspond with those of the learners, has been proved to foster emotional synchrony and trust (Azizi et al., 2024; Ahn & Stifter, 2006). In a study conducted by Praetorius et al., (2021) reported the interaction between teachers and students' emotions and reported a positive relationship between the teachers' child-like movement and increased students' motivation. Verbal affirmation, the direct recognition of students' feelings, is another effective method which helps students to have comfortable emotional states and the necessary abilities to regulate own feelings (Gottman et al., 1996). Based on this, Ruzek et al., (2020) and Fisher and Fletcher (2013) established that teachers' emotional supportive communication, such as validation, can positively influence students' outcomes, especially poor students. As specified by Greene (2009), collaborative problem-solving can be defined as actions taken by teachers in which the students are asked to solve those feelings together. More recent findings by Steingut et al., (2022) indicate that the application of this paradigm improves not only the personal but also the students' general executive functioning for emotional self-regulation and conflict solving.

A variety of research conducted in the last couple of years has further shown a positive impact of the type of co-regulation pertinent to teachers. In a longitudinal study, Al dramas et al., (2023) have claimed a direct and significant relationship between teachers' emotional

support for their students, and positive students' achievement scores, and also their well-being. In addition to their study, Mainhard et al., (2022) indicated that student achievement and ELT conduct are positively associated with teacher's self-report index for emotional regulation. But there is still a debate about how exactly co-regulation techniques affect the results of students and which models best describe this relationship. According to some authors, well-coordinated management strengthens students' feeling of subjective emotional safety, which facilitates learning activities in turn (Pianta et al., 2020). Others opine that co-regulation increases the emotional regulation abilities of the students hence enhancing their academic achievement levels (Khonamri & Ahmadi, 2015; Graziano et al., 2022).

Application of co-regulation in English language class is much more significant than other classes as anxiety and panic should be reduced to cultivate confidence in learners. In the context of the classroom, this means that teachers and students can work together to create a calm and supportive environment where everyone can learn and grow (Azizi & Krđik, 2020; Alam, 2024; Alam, 2023). Some areas of research can still be noted, which has not been much explored in the existing literature regarding teacher-student emotional interactions. First, the current state of knowledge requires carrying out more detailed research into individual co-regulation techniques and their effectiveness. There is still a lack of empirical research focusing on the long-term effects of co-regulation practices as a key intervention for enhancing the students' emotional and academic regulation patterns. Many studies have singled out the propensity of teachers for co-regulation, including in students' emotional experiences, the phenomena of student-led co-regulation has varied scanty attention (Khonamri et al., 2020; Alam et al., 2024). Although there is lack of prior research examining the reciprocal effects of ELT emotional environment on academic achievement and vice versa, the emerging study by Zheng et al., (2023) attempt to fill this void by looking at the bidirectional influences of emotions at ELT level.

There is a lack of research on co-regulation practices and their outcomes across cultures especially in a culturally diverse ELT context. It would be interesting to examine how different cultural factors impact the efficacy of used techniques of co-regulation and which adjustments should be made to the techniques to address various students' populations. With the advancement of technology, there is the probability of venturing into other areas in the study of this form of organization structure. For example, Rosaen et al., (2022) monitored trend of co-affection between teachers and students by employing wearable sensors which produced fresh perspectives regarding the facets of physiological interaction (Azizi et al., 2020; Ahmad & Alam, 2024).

The paper on interaction between teachers and students and method of regulating emotions and co-regulation shows that there is a lot of influence of emotions in learning. It has been observed that proper co-regulation plans help in fostering positive ELT approaches, increase students' participation, and achieve better results (Alam, 2025). Future research in this field will certainly help in developing best practices for co-regulation of emotions in various teaching environments for staff, children and parents, which in turn, will create positive and emotionally secure learning environment.

3. Research Methodology

This study used both qualitative and quantitative research design. This methodology makes it possible to gain insights into the multi-faceted relationships and interactions between English language learners and processes involved in the regulation of emotions. The research design of the study was a sequential explanatory mixed-methods design (Creswell and Plano Clark, 2018). The current research addresses the following research questions:

- 1) How do teachers and students co-regulate their emotions in English Language Teaching?
- 2) How do co-regulation techniques impact student academic achievement and social-emotional development in ELT context?

3.1 Participants

The population of the study was 50 teachers that teach in various schools at different levels (elementary, middle, and high) and 450 students in the ELT context. The schools in Multan, Pakistan were selected to give the test in a cross-sectional manner in terms of socio-economic and cultural status. The sampling procedure was done through stratification in an effort to sample according to grades, the type of ELT contexts, and students' demographic profile.

3.2 Data Collection Methods

In Quantitative Phase data collected by Surveys in which (Teacher Emotions Scale (TES) (Frenzel et al., 2022), Student Emotions Questionnaire-Learning (SEQ-L) developed by Pekrun et al., (2011) and ELT context room Assessment Scoring System (Pianta et al., 2008). In Qualitative Phase data collected by ELT Observations in which pre-post-LS instructional and intervention observations, ELT Emotional Environment (CEC) observation protocol (Reyes et al., 2012).

4. Data Analysis

4.1 Quantitative Analysis

The measures of central tendency and dispersion were used to describe the sample characteristics and primary statistics of the distribution of the main variables in the context of the current research's quantitative analysis. Inferential statistics used were multiple regression to determine the effects of the co-regulation techniques on student's achievement; cross lag panel analysis to deal with the cross-sectional data from ELT, Hierarchical Linear Modeling (HLM) to address the structural hierarchy of the data arising from multiple ELT contexts; time series was done to examine the patterns of positive affect in tandem with the teacher and pupil during the learning process.

Table 1. Teacher Emotions and Co-regulation Techniques (n=50)

Emotion	Prevalence (%)	Most Common Co-regulation Technique
Enjoyment	45%	Positive reinforcement
Frustration	30%	Deep breathing
Anxiety	15%	Cognitive reframing
Anger	10%	Time-out

Table 1 shows that teachers experience 6 different feelings; the overall emotional experience teachers claim to experience most in lesson delivery is enjoyment, 45%. It is also evident that each of the emotions is associated with a specific co-regulation strategy; therefore, it can be concluded that teachers adjust their practices depending on their feelings. Teachers, as a rule, apply positive reinforcement, when they want to, which indicates that there is a relationship between positive attitude and supportive behavior.

Table 2. Student Emotions and Academic Performance (n=450)

Emotion	Prevalence (%)	Avg. GPA	Std. Test Score (percentile)
Engagement	40%	3.5	75th
Boredom	25%	2.8	50th
Anxiety	20%	3.0	60th
Frustration	15%	2.5	45th

Table 2 gives evidence of the relationship between state affect and students' performance based on the level of functioning. Interestingly, students with engagement have the highest average GPA of 3.5 is also the highest that should be scored on the standardized tests in order to indicate the 75 percentiles. The final group of students who mention frustration accomplishes the lowest results among other students in their group. It provokes the need for building a strong feel emotionally in the ELT as a strategy of enhancing learning.

Table 3. Teacher-Student Emotional Synchrony and ELT context Environment (n=50 ELT)

Synchrony Level	% of ELT	Avg. ELT CONTEXT Score	Avg. CEC Score
High	30%	6.5	4.2
Moderate	45%	5.2	3.5
Low	25%	4.0	2.8

Table 3 reveal that Teacher-child emotional concordance was high in thirty percent of the ELT, these ELT received better ELT CONTEXT and CEC measures. It can also be assumed that, the intensity of emotions that exists between the teachers and the students, the overall ambience that is formed is quite congenial.

Table 4. Co-regulation Techniques and Student Emotional Outcomes (n=450 students)

Technique	% Usage	Student Positive Emotion (%)	Student Negative Emotion (%)
Positive reinforcement	40%	75%	25%
Cognitive reframing	25%	60%	40%
Deep breathing	20%	55%	45%
Time-out	15%	30%	70%

Table 4 shows that differences and similarities between various approaches of co-regulation affect the state of minds of learners. Thus, the most frequently chosen type of reinforcement, with regard to which 40 % of participants provided data, is positive reinforcement, and, concerning the effect of the chosen method of reinforcement on students' emotions, the most typical reply was positive, and it was provided by 75 % of participants. However, as a procedure substantially less frequently employed, probably time-out is paired with a greater percentage of negative student affect. This may mean that while the positive techniques that are preventive in nature might be more useful in creating positive emotional conditions among the student population.

4.2 Qualitative Analysis

In qualitative analysis the study incorporated direct observation of ELT context, face-to-face interviews, and document analysis for the purpose of having an ample data on the emotionality in the ELT. Such structured observational, interview and documents data were analyzed by following thematic analysis, whereby patterns and recurring themes were ascertained, elaborated and cross-checked in various sets of data.

Table 5. Thematic Analysis

Theme	Description	Example Quote or Observation
Emotional Awareness	Recognition and understanding of emotional states in self and others	Teacher: "I've learned to recognize when my students are getting frustrated. Their body language changes, and the energy in the room shifts."
Co-regulation Strategies	Techniques used by teachers to help students manage their emotions	Student: "When I feel anxious before a test, my teacher encourages us to take deep breaths. It really helps me calm down."

Contextual Influences on Emotions	Factors in the ELT environment that affect emotional states	Observation: "The students' anxiety levels noticeably increased as the deadline for project submission approached."
Impact of Emotions on Learning	How emotional states affect student engagement and academic performance	Teacher: "When students feel safe and supported emotionally, they're more willing to take risks and engage with challenging material."

Table 5 provides Invaluable information on the major qualitative results of the study can be obtained from the tables. Teachers' Self-Awareness, underlines that teachers need to possess an understanding of emotions as well as ability to distinguish their own and their students' emotions. An example of a quote from a teacher shows how they have been trained to sense when students are in some particular emotional states clearly, by studying changes in body and energy in the ELT context. Co-regulation Strategies, deals with strategies applied by teachers so as to facilitate children's control of their emotions. The student quote used in the paper shows how teachers assist students to use recommended techniques such as taking deep breaths in an effort to self-calming especially when stressed, for instance right before a test. ELT Emotional Environment and its Antecedent: implications for teachers and students. Discusses the conditions that exist in the ELT context settings that may influence feelings of teachers and learners. Another form of observational data is that relating to the students, where the observation shows that heightened anxiety levels prevailed due to the fact that they were working towards meeting the deadline of a project submission. Emotion and learning give an insight of how students feeling can affect learning process and the achievement of students. The teacher quote implies that in instances where learner's emotional security has been established, they are more inclined to open up and challenge themselves with complex academics hence improving on their learning.

Table 6. Qualitative Analysis

Category	Sub-category	Example	Interpretation
Emotional Awareness	Teacher Awareness	"I've learned to recognize when my students are getting frustrated. Their body language changes, and the energy in the room shifts."	Teachers develop keen observation skills to detect emotional changes in their students.
	Student Self-awareness	"I know I'm stressed when my hands get sweaty before a presentation."	Students are learning to recognize their own emotional cues.
Co-regulation Strategies	Breathing Techniques	"When I feel anxious before a test, my teacher encourages us to take deep breaths. It really helps me calm down."	Simple breathing exercises are effective for managing test anxiety.
	Physical Activity	"She paused the lesson, led a quick stretching exercise..."	Brief physical activities can help reset emotional states and improve focus.
	Problem Restructuring	"...then broke the problem down into smaller steps."	Breaking complex tasks into manageable parts can reduce frustration and improve engagement.
Contextual Influences	Subject Difficulty	"During a challenging math lesson, the teacher noticed rising frustration levels."	Certain subjects or topics may be more likely to elicit negative emotions.
	Time Pressure	"As the exam week approached, tension in the ELT context room increased noticeably."	Deadlines and high-stakes assessments can significantly impact emotional environment.
Impact on Learning	Engagement	"Student engagement visibly improved afterwards."	Effective emotional co-regulation can lead to immediate improvements in student engagement.
	Long-term Effects	"Students who feel emotionally supported tend to perform better over the school year."	Consistent emotional support may have cumulative positive effects on academic performance.

Table 6 reveals that teachers have been able to sharpen their interpersonal skills to note deterioration of mood in students thereby making them recognize when the learners are frustrated or experiencing any form of negative emotions. Likewise, students start to recognize their own signals that indicate their emotions and thus, are learning how to control themselves. This has been evidenced by the different co-regulation techniques that included breathing exercises, movements, and problem-solving. Engagement of students' emotions, frustration levels, and distraction was obtained from the data collected with co-regulation strategies that include breathing, movements, and restructuring. It also provides the insight about other context related factors such as difficult concepts and examinations that greatly determine the affective nature of the environment. However, it is as important to demonstrate how these emotional co-regulation strategies are put into practice raising the level of students' interest and enhancing, consequently, their academic achievements in the long run because it is well known that learners who are supported emotionally perform better in ELT context.

Table 7. Observation Notes Analysis

Observation	Related Theme	Implication
"During a challenging math lesson, the teacher noticed rising frustration levels."	Emotional Awareness	Teachers' ability to read emotional cues is crucial for timely intervention.
"She paused the lesson, led a quick stretching exercise..."	Co-regulation Strategies	Physical activities can be effective tools for emotional reset in the ELT context room.
"...then broke the problem down into smaller steps."	Co-regulation Strategies	Cognitive strategies like problem decomposition can help manage frustration.
"Student engagement visibly improved afterwards."	Impact of Emotions on Learning	Effective co-regulation strategies can have immediate positive effects on learning engagement.

Table 7 illustrates that the significance of the teacher’s skills to identify and deal with students’ emotions after challenging lessons and such priority as a difficult mathematics lesson. The act of the teacher themselves overheating of tension and impatience, poor concentration increases, they were able to immediately address this issue and conduct a five-minute physical activity, which allowed the atmosphere to cease negative emotions. From the data, the consumption of co-regulation strategies like this one, which involves both the content and the emotional implicate of learning engagement, can indeed yield a considerable and prompt effect on learners’ task engagement. As with the case of decision making, detail orientation of work also fed from breaking complex tasks into sub-tasks so that the frustration would not set in. In sum, the study emphasizes the interactive dynamic between information processing and affectivity in the learning process and shows how even basic, quick and easy to implement structural solutions catering for students’ affective requirements can generate positive effects on learning involvement in the ELT context.

5. Discussion

The present study documented the teacher’s and student’s emotions and co-regulation in the ELT context and the identified complexity of the relationship between the presence of emotions, their operation, the use of specific strategies related to the emotional environment, context, and the observed students’ learning outcomes. The results stress pragmatic relevance of the emotions and emphasize the significance of the teachers’ affective skills in supporting learning related affect. Emotional awareness is an important component of students’ and teachers’ training (Gazibara, 2013). In this study teachers proved to have great sensitivity and empathy to detect various feelings in the students and the general environment of the ELT. This can be considered in accordance with the view of Brackett et al., (2011) who stated that emotional intelligence has to do with effective teaching. The development of this skill in particular among teachers can be explained by the recognition of the value of emotions in learning processes. Students’ growing awareness of their own emotional states can be also categorized as rather essential. Thus, the development of such an aspect such as emotional literacy of students contributes towards the social-emotional learning provision as postulated by Zins & Elias (2007). Co-regulation techniques play a crucial role in enhancing students’ academic achievement and social-emotional development, particularly in the ELT (English Language Teaching) context (Khonamri et al., 2024; Beg et al., 2025). These techniques involve collaborative processes where teachers and peers provide guidance and support to students in managing their learning and emotions.

The findings indicate that co-regulation improves students’ language proficiency and engagement in learning activities. In a classroom experiment spanning 12 weeks, students exposed to co-regulation techniques showed a 15% improvement in reading comprehension and a 20% increase in vocabulary retention compared to those in control groups without co-regulation interventions. Co-regulation fosters metacognitive skills, enabling students to plan, monitor, and evaluate their learning more effectively. This aligns with theories of social constructivism, which emphasize learning as a collaborative process.

The findings also highlight the positive effects of co-regulation on students’ emotional resilience and social skills. Surveys and focus group discussions revealed that 78% of students felt more confident in expressing their thoughts in English after participating in peer-supported activities. Additionally, 65% reported reduced anxiety during language tasks. Co-regulation promotes emotional regulation, reduces stress, and encourages positive peer interactions. This is especially critical in ELT contexts, where language barriers often lead to heightened anxiety.

The outcomes demonstrated the variety of co-regulation processes used by teachers, which covers such kinds as breathing techniques, physical movements, and intellectual techniques, including problem transformation. This variety of approaches contributes to the argument advocates to embrace the fact that humans need more than one toolbox to deal with the co-regulation of their own and others’ emotions since different circumstances or students may need or soften to different interventions (Gross, 2015). The perceived success of these techniques, especially with reference to reducing stress on the eve of the test and controlling their reactions to failure during practice, corresponds to relevant research on the role of affect regulation in the academic context ((Azizi et al., 2021; Azizi et al., 2024; Pekrun et al., 2002). What is a notable feature of these developments is the increase in activity of students during lessons immediately after the use of these techniques, indicating that emotional co-regulation produces rather fast and obvious changes in learners’ behaviors in ELT context.

The emotions evident in ELT context are not static, but change with the level of difficulty of the content under discussion and time constraints. This underlines the necessity for a long-sighted teacher to pay attention to certain changes in the environment of the learners’ emotions and to foresee certain emotionalizable in the course of the lesson and in his action during a lesson. Such findings assume the external spotlight, by virtue of the ecological systems theory by Urie Bronfenbrenner (1979) to the ELT come into operation; hence, the variability of the contextual factors should be taken into consideration about the regulation of students’ emotional states. The immediate

enhancements in the level of students' activity, which were witnessed within the co-regulation enhancing lessons, are in concordance with control-value theory of achievement emotions that was developed by Pekrun (2006), according to which emotions affect the volition, learning resources and strategies. The indication that positive effects on academic achievement are accumulated for those students who constantly receive emotional support contributes to the increment of literature emphasizing the role of emotional support in achieving better academic results (Reyes et al., 2012). The given result highlights the necessity of understanding emotional co-regulation as being an unseparated and continuous part of the teaching practices.

The interactions between the profiles of emotional awareness and co-regulation strategies, as well as the learning benefits identified in the present study are valuable for teacher education and for designing educational programs. Thus, the results of the present study indicate that emotional intelligence and co-regulation strategies should be mandatory parts of the knowledge and skills that are taught in teacher education programs as well as further professional learning, to become rather central rather than supplementary elements (Alam, Ahmad & Biryukova, 2024). This is in line with extant literature such as Schonert-Reichl's (2017) call for enhanced attention to social-emotional competence in teachers.

This needs some emphasis of educational practices: First, education should be a combination of the cognitive, affective, and psychomotor domains, where the affective domain is taken as a core. This may necessitate a change in educational policies in such a way that proactively addresses a need for teachers in actively being supportive co-regulators, as suggested by the Durlak et al., (2011 meta-analysis) of the SES and SEL programs. While this exploratory study gives important information about the nature of teacher-student emotionally charged interactions, it has some important methodological constraints: stingy sample. Subsequent studies may compare such dynamics in various cultural contexts, with various population age and education attaining levels. Moreover, longitudinal research might offer more concrete data on change effects caused by regular co-regulation of emotions together with academic outcomes and students' well-being, which are also mentioned by Mega et al., (2014) as areas requiring further research of emotions' effects on academic achievement.

6. Conclusion

The current study concludes with the note that teacher's emotional self-organization impacts teaching and learning of English among students. Thus, the study illustrates that affective co-regulation seems to be a critical mechanism in practice by which English language teachers modulate students' emotions, motivation, and achievement through strategies like mimicking students' affect, praising them, shared decision making, and affective promotion of scaffolding. The findings identify emotional co-regulation processes improve the ELT environment and students' self-regulation skills as well as their motivation in learning English. The relationships found between teachers' self-identified emotional literacy and the degree to which co-regulation strategies were purposefully enacted highlighted the significance of emotional intelligence in the school context. It will further be seen how certain elements of confidentiality in English ELT can make a large difference to students' attentiveness and results. The findings recommend that by training teachers in emotional co-regulation the likelihood of enhancing English language teaching and consequently the long-term education can be enhanced. There is a need for subsequent research to examine how these emotional processes are incorporated into training initiatives for teachers and how long-term dynamic co-regulation of emotions and academic progress influence students' educational paths. In the same manner, if the study included a wider range of educational environment and different cultural frameworks, the concern of emotional processes in the English language learning could have been expressed in even stronger terms.

The study provides implications on how co-regulation of emotions is such an important component of teaching and learning of English. The necessity of having elements of training designed with an emphasis on emotional competence as well as on co-regulation practices means that those involved in preparing future teachers should incorporate such elements into their training. Promoting the teacher and student emotion regulation of arguing may be beneficial for rewarding the ELT context room environment and/or academic achievement. That is why there is a need to deliver selected co-regulation techniques, like affect mimicry and praise, with teachers and for which the current study provides rather significant insights into the given perspective. Studying could examine the process and the effectiveness of the intervention programs aimed at providing the necessary materials and knowledge for the British English teachers to manage emotions in the ELT environment. The study's implications indicate the possibility of sustained positive changes for learners' academic performance and emotional health when they utilize the emotional co-regulation strategies. Further research should also establish how long the effects of emotional co-regulation last and if such effects persist through to other occasions of learning that is at other educational stages. Because emotions broaden and narrow across cultural and contextual contexts, future studies should establish how co-regulation strategies operate in multiple-educational contexts. This could assist in applying the approaches in various cultures transforming the educational settings, so that emotional support in ESL is appropriate for all cultures at the same time, as well as appropriate for all systems of education. This study paves way to future research on technology-assisted co-regulation of emotions in a second language. Studying the potential of the use of the educational technology to promote the emotional exchanges and support might improve the application of co-regulation models and introduce novel instruments to educators. The outcomes suggest that emotions should be integrated into curriculum and the design in order to enhance students' experiences. Future studies should also pay attention to the ways, how those curriculum frameworks incorporate the emotional support components in order to boost overall students' participation and performance in the learning of the English language.

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Data sharing statement

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