



Language teachers' emotional regulation in generative AI integration: a sequential explanatory mixed-methods study

YIJEN WANG  

Waseda University, Japan

Abstract

Generative artificial intelligence (GenAI) is among the most consequential recent innovations in language education, yet little is known about how teachers sustain engagement with it over time. Research has documented teachers' initial perceptions of and attitudes toward AI tools, but how teachers continuously regulate the emotional tensions arising as GenAI becomes embedded in everyday professional practice remains under-explored. This mixed-methods study examines emotional regulation as an ongoing professional process through which language teachers negotiate GenAI integration. Using a sequential explanatory design, survey data from 34 language teachers working in varied international settings, from schools to universities and private language institutes, mapped how teachers engaged with GenAI and the emotional tensions this generated. These findings then informed in-depth interviews with seven participants at two time points approximately six months apart, tracing how emotional tensions shifted as professional engagement deepened. Guided by the Language Teacher Emotion Model (LTEM), the findings reveal sustained emotional ambivalence as the defining feature of teachers' experience: the creative possibilities GenAI opened up were persistently shadowed by anxiety, ethical unease, and professional uncertainty. These tensions were seldom resolved through acceptance or rejection; instead, teachers drew on regulatory practices that allowed them to incorporate GenAI selectively while protecting their sense of professional competence and identity. Emotional regulation, in this sense, functioned as a form of active professional positioning. The study reframes GenAI integration as a process of affectively mediated professional adaptation and points to the need for institutional support that attends to the emotional dimensions of innovation in language teaching.

Keywords: generative artificial intelligence, emotional regulation, language teacher emotions, professional identity, teacher wellbeing

Introduction

Since the public release of generative artificial intelligence (GenAI) tools such as ChatGPT, language teachers have encountered new possibilities for materials development, feedback provision, and learner support, alongside growing uncertainty about assessment, academic integrity, and professional expertise (Kohnke et al., 2023; Moorhouse, 2024; Stockwell, 2024). Institutional responses have evolved rapidly, often moving from initial caution and restriction toward more exploratory and permissive approaches (Abdelaal & Al Sawy, 2024; Zouhaier, 2023). For teachers, however, GenAI does not enter practice as a discrete innovation to be adopted or rejected. It becomes embedded in everyday pedagogical routines, gradually reshaping professional expectations and instructional authority within technology-mediated environments (Liu, 2024; Moorhouse, 2024). Research on GenAI in language education has expanded quickly, concentrating largely on pedagogical affordances, learner outcomes, and teachers' perceptions or attitudes toward AI tools (Alm & Ohashi, 2024; Gayed, 2025; Stockwell, 2024). Although this work offers valuable insight into how teachers initially make sense of GenAI, emotional experiences are often treated as relatively stable responses or as background factors influencing adoption decisions. Far less attention has been paid to how teachers continuously regulate emotional tensions as GenAI becomes embedded in ongoing professional practice. Current research therefore offers limited understanding of how teachers sustain engagement with innovation over time, or how emotional processes shape the longer-term integration of AI in language teaching.

Emotions are not incidental to technological change in education. Language teaching is an affectively demanding profession, and periods of rapid innovation often intensify emotional labour by unsettling established routines and professional identities (Hargreaves, 2001; Hascher et al., 2021). Research on language teacher emotions has shown that emotions are shaped by antecedent conditions such as institutional policies, workload, and technological change, with important implications for wellbeing, motivation, and professional sustainability (Han et al., 2023; Janes & Chen, 2024; Mercer, 2021; MacIntyre et al., 2020). Emotional experiences alone, however, do not explain how teachers continue to function professionally in changing environments. Equally important is how teachers regulate emotions, interpreting and managing emotional tensions in ways that sustain pedagogical coherence and a sense of professional purpose. Regulation becomes particularly salient with GenAI, as teachers navigate uncertainty about ethical responsibility, equity of access, and shifting institutional expectations, often without stable policy guidance (Gayed, 2025; Lan, 2024). The Language Teacher Emotion Model (LTEM) provides a productive framework for this analysis, conceptualising emotions as shaped by antecedent conditions and leading to outcomes for wellbeing and professional identity (Han et al., 2023). The present study therefore treats regulation as an ongoing process through which teachers navigate innovation over time, using a sequential explanatory mixed-methods design (Creswell & Creswell, 2018). By placing regulation at the analytical centre, it reframes GenAI integration not as a question of technological uptake but as an ongoing process through which teachers actively stabilise practice under conditions of change.

Literature Review

Generative AI in Second and Foreign Language Education

Generative artificial intelligence has developed rapidly since 2022, with large language models such as ChatGPT and Gemini demonstrating increasingly sophisticated capacities for natural language generation, interaction, and contextual adaptation. In language education, research has documented how these technologies are being incorporated into materials development,

feedback provision, assessment support, and simulated interaction, often highlighting their potential to enhance efficiency and flexibility in instructional design (Kohnke et al., 2023; Moorhouse, 2024; Zhu & Wang, 2025). Studies have shown that teachers use GenAI tools to generate language examples, adapt materials to learners' needs, and support personalised learning trajectories, particularly in writing and speaking instruction (Celik et al., 2025; Lee & Lee, 2024; Mizumoto & Eguchi, 2023; Pfau et al., 2023). GenAI is thus frequently framed as an instructional resource whose value lies in its pedagogical affordances. Alongside these affordances, a growing body of research has raised concerns about content accuracy, the erosion of human judgement in assessment, and threats to academic integrity, while ethical questions surrounding bias, inequitable access, and the dominance of English-centric models further complicate integration in diverse contexts (Al-khresheh, 2024; Bella et al., 2023; Hockly, 2023; Liu, 2024). This literature suggests that GenAI introduces persistent tensions that must be actively navigated as it becomes embedded in everyday practice. Teachers are not positioned in this literature as passive recipients of technological change. Research in technology-enhanced language learning has consistently shown that they act as mediators who interpret and adapt how technologies are used, in response to pedagogical values, institutional expectations, and contextual constraints (Ertmer et al., 2012; Gayed, 2025; Kohnke, 2025; Stockwell, 2024). This mediating work extends beyond teachers' own use of technology to the preparation of learners to use AI-mediated tools critically and effectively (Wang & Stockwell, 2025). With GenAI this mediating role is intensified, as teachers must balance instructional possibilities against ethical responsibilities and professional accountability. What this literature has yet to address in depth is the emotional dimension of that work and how it is sustained over time.

Emotions and Regulations in Language Teaching

Research on language teacher emotions has expanded substantially over the past two decades, reflecting growing recognition that teaching is emotionally demanding and shaped by interacting personal, interpersonal, and institutional dynamics (Chen, 2021; Hargreaves, 2001). Emotions have been conceptualised as dynamic, context-dependent processes that influence how teachers make instructional decisions, sustain motivation, and maintain wellbeing over time (Barrett, 2017; Han et al., 2023; Yin et al., 2013). Within language education, studies have shown how emotions emerge in response to curriculum reform, assessment pressure, and shifting policy environments, with significant consequences for resilience and career sustainability (Janes & Chen, 2024; MacIntyre et al., 2020; Mercer, 2021; Spilt et al., 2011). This work has increasingly emphasised that emotions cannot be understood as isolated internal states. Ecological perspectives on teacher wellbeing highlight how emotions are embedded in broader systems of practice, shaped by institutional cultures and sociopolitical conditions extending well beyond the classroom (Mercer, 2021; Mercer & Gregersen, 2020). Developed through a systematic synthesis of this literature, the Language Teacher Emotion Model (LTEM) specifies three interrelated components: antecedents, the individual, interpersonal, and contextual conditions that give rise to emotional experience; emotional experiences, treated as situated and dynamic states; and outcomes, the implications of those experiences for wellbeing and professional identity (Han et al., 2023). Its central assumption is that emotions are relational processes, continuously shaped by the professional environments in which teaching takes place and reshaping those environments in turn. This framing is generative for the present study because it locates emotional regulation between experience and outcome, making the management of emotion the pivot on which wellbeing and identity turn. Sustained ambivalence can be situated within this space: an emotional experience in which positive and negative appraisals of GenAI are held together over time and seldom resolved into acceptance or rejection.

The model thus supports a conceptualisation of sustained ambivalence as a multi-component state involving affective, cognitive, and motivational elements, consistent with psychological accounts of complex emotional experience (Pekrun, 2006; Schutz et al., 2006). What both perspectives share is an insistence on the relational and situated nature of emotional experience, while pointing to an underexplored dimension of teacher emotions: not only how emotions are experienced, but how they are actively managed.

Emotional regulation has become an increasingly important, though still underdeveloped, concept in language teacher emotion research. Regulation refers to the processes through which individuals interpret and reorient emotional experiences in order to function effectively in demanding environments (MacIntyre et al., 2020; Mercer & Gregersen, 2020). In educational contexts it has been linked to professional resilience and identity maintenance, particularly during periods of change (Hascher et al., 2021). Much of the existing literature, however, addresses regulation implicitly, treating it as a secondary aspect of emotional experience and not as a central analytical focus in its own right. Where regulation is addressed, it tends to appear as an adjunct to accounts of emotional experience or coping, and few studies treat it as a distinct object of analysis (Bennett, 2014; Derakhshan & Ghiasvand, 2024; MacIntyre et al., 2020). The asymmetry with learner-focused research is instructive here. Regulation has been examined in considerable depth on the learner side, where self-regulated learning has been traced even in unstructured digital environments (Wang, 2025); such work, however, concerns the strategic regulation of learning, not of emotion, and its teacher-side counterpart remains comparatively undeveloped. This has limited understanding of how teachers sustain practice under prolonged uncertainty and innovation. In the present study, emotional regulation refers specifically to the ongoing professional work through which language teachers interpret, manage, and reframe emotional tensions arising from GenAI integration, enabling them to sustain pedagogical engagement and protect their professional identity and wellbeing.

Teacher Emotions and Generative AI

Research examining teacher emotions in relation to GenAI has begun to emerge, largely in response to the rapid diffusion of tools such as ChatGPT. Early survey studies report mixed emotional responses, with teachers expressing enthusiasm and scepticism toward AI-mediated instruction, often simultaneously (Alm & Ohashi, 2024; Ci & Jiang, 2025; Derakhshan & Ghiasvand, 2024). Qualitative research has illustrated tension between the perceived efficiency of GenAI and concerns about authenticity and professional authority, particularly in writing and speaking instruction (Mizumoto & Eguchi, 2023; Pfau et al., 2023; Shafiee Rad, 2024). These studies offer important initial insights. Nevertheless, they tend to capture emotions at particular moments, often first encounters or early adoption, and to report emotional experiences as correlates of willingness to use AI, positioned as explanatory variables for adoption decisions instead of as phenomena requiring ongoing management as GenAI becomes normalised within professional routines (Al-khresheh, 2024; Lo, 2025; Stockwell, 2024).

More recent work suggests that teachers' emotional experiences with GenAI are characterised less by resolution than by persistence. Studies have noted sustained ambivalence, in which optimism about pedagogical potential coexists with ongoing ethical unease and concern about professional relevance (Bennett, 2014; Kohnke, 2025; Lan, 2024; Seyri & Ghiasvand, 2025). Such findings point to the need for approaches that move beyond documenting emotional reactions toward examining how teachers regulate emotional tensions over time. Without attention to regulation, it remains difficult to explain how teachers continue to engage with GenAI despite unresolved concerns, or how emotional processes shape the sustainability of innovation in language teaching.

Existing research on teacher emotions in technology integration has concentrated largely on university instructors and English language teaching, leaving other educational contexts comparatively underrepresented (Han et al., 2023). Beyond this representational gap, much of this work offers only partial insight into how emotional experiences unfold over time. Survey-based studies capture broad attitudinal responses effectively yet often flatten the complexity of emotional experience as it is lived in practice. Qualitative studies provide rich accounts of teachers' affective responses but have rarely examined how these experiences shift as technologies become embedded in everyday work (Lai et al., 2025; Lan, 2024). What remains lacking is an integrated understanding of how teachers actively manage emotional tensions during sustained engagement with GenAI. Addressing this gap requires an analytical shift from documenting emotional responses to examining emotional regulation as a sustained professional process through which teachers negotiate technological change. It is this process-oriented perspective that frames the present study.

Current Study

Three foundations emerge from the literature reviewed above. First, GenAI has become embedded in everyday language teaching in ways that generate persistent pedagogical and ethical tensions and is seldom experienced as a simple adoption decision (Kohnke et al., 2023; Moorhouse, 2024). Second, language teaching is an emotionally demanding profession in which emotions are relational, situated, and consequential for wellbeing and professional identity (Han et al., 2023; Janes & Chen, 2024; Mercer, 2021). Third, emotional regulation, the ongoing work through which teachers interpret and manage these tensions, remains underdeveloped as an analytic focus (MacIntyre et al., 2020). The gap motivating this study lies at their intersection: research has documented teachers' emotional responses to GenAI at particular moments, but rarely how teachers regulate emotional tensions as engagement is sustained. The present study addresses this gap by tracing emotional regulation as a temporally extended professional process among a diverse international sample of language teachers working in schools, universities, and private language institutions, reframing GenAI integration as a process of affectively mediated professional adaptation.

The study is guided by the following research questions:

1. What antecedent conditions shape the emotional tensions language teachers experience as they integrate generative AI into their professional practice?
2. What emotional tensions characterise language teachers' sustained engagement with generative AI as it becomes embedded in routine teaching practice?
3. What strategies do language teachers employ to regulate emotional tensions arising from generative AI integration, and how do these strategies shift across time?

Research Methodology

Research Design

This study adopted a sequential explanatory mixed-methods design (Creswell & Creswell, 2018) to examine how language teachers regulate emotional tensions associated with integrating generative artificial intelligence into their practice. The design was selected because emotional regulation is an ongoing, temporally situated process, shaped by shifting institutional and interpersonal conditions, that a single method at a single point in time is unlikely to capture; such processes call for designs combining breadth of coverage with sensitivity to change over time (MacIntyre et al., 2020). In a sequential explanatory design, quantitative data

are collected and analysed first, and the findings inform a subsequent qualitative phase that explains what the numbers alone cannot reveal (Creswell & Creswell, 2018). This sequencing suited the present study, allowing broad trends in GenAI engagement and emotional tension to be mapped across a larger group of teachers before examining in depth how individual teachers interpreted and managed those tensions as their practice evolved. Survey data were therefore collected first to establish a contextual foundation, identifying how teachers engaged with GenAI and the conditions under which emotional tensions arose; these findings informed the selection of interview participants and the themes explored in depth. Interviews were conducted at two points approximately six months apart, making it possible to trace continuity and change in how teachers managed professional uncertainty and stabilised their sense of wellbeing and identity as GenAI became embedded in everyday teaching.

Participants

Participants were recruited through professional networks and social media platforms, including LinkedIn and Facebook. Eligibility was limited to those currently teaching a language who had at least some professional awareness of or exposure to generative AI tools; pre-service teachers enrolled in language teacher-education programmes were also eligible. No restrictions were placed on the language taught, institutional type, or geographical location. This broad approach was adopted deliberately, in keeping with the study's exploratory and process-oriented aims, to capture emotional responses to GenAI across a wide range of teaching contexts. The resulting sample reflected the naturally diverse reach of online recruitment, spanning a range of teaching experience levels, institutional contexts, and geographical locations. Among the 34 survey participants, the majority taught English as a second or foreign language (81%), followed by Chinese (17%) and Spanish (3%). Participants could report more than one language taught and more than one L1, so these two breakdowns total slightly more than 100 per cent. Regarding first language (L1) background, 31% reported English as their L1, while the remaining 69% indicated other L1s, including Chinese (22%), Japanese (6%), Korean (3%), and various other languages (39%). Perceived proficiency in the target language taught varied considerably. Participants taught across various educational settings, including universities ($n = 14$, 41%), secondary schools ($n = 8$, 24%), private language institutions ($n = 6$, 18%), primary schools ($n = 4$, 12%), and other contexts ($n = 2$, 6%). The largest group had 1–5 years of teaching experience ($n = 11$, 32%), followed by 21–30 years ($n = 7$, 21%), 6–10 years ($n = 6$, 18%), 11–15 years ($n = 4$, 12%), 16–20 years ($n = 3$, 9%), pre-service teachers ($n = 2$, 6%), and 31–40 years ($n = 1$, 3%); none reported more than 40 years. Except where participants could give more than one response, percentages are calculated on $N = 34$ and do not always total 100 because of rounding. At the time of data collection, 38% were teaching in Japan, 9% in Taiwan, 6% in Turkey, and the remaining 47% in various other countries, including Korea, Algeria, Oman, Serbia, the Philippines, the United Arab Emirates, China, the United Kingdom, Germany, Iran, Vietnam, Pakistan, Malta, and Spain.

From this survey pool, seven participants volunteered for the interview phases, so selection of this sub-sample was based primarily on willingness and availability to continue. The volunteer group nonetheless spanned a broad range of career stages, institutional types, educational backgrounds, and national contexts (see Table 1), providing useful contextual variation for the in-depth phase. This heterogeneity also carries a trade-off: it allows a diverse set of perspectives to be represented, yet it makes the influence of any single contextual factor harder to isolate. Given the qualitative orientation of the interview phases, the aim was analytic insight into how emotional regulation operated across varied settings, and statistical generalisation was not intended. While the study is not designed as a formal comparison across cultural groups,

Table 1. Interview participants profile

Participant	Teaching experience	Educational background	Educational institution	Employed type	Country of institution
Teacher #1	Pre-service teacher	BA	Language school	Part-time	Taiwan
Teacher #2	1–5 years	MA	Undergraduate school	Part-time	China
Teacher #3	16–20 years	MA	Secondary school	Full-time	Germany
Teacher #4	6–10 years	MA	Tertiary institution	Full-time	Korea
Teacher #5	21–30 years	PhD	Undergraduate school	Full-time	China (Hong Kong SAR)
Teacher #6	16–20 years	PhD	Undergraduate school	Full-time	Japan
Teacher #7	16–20 years	PhD	Undergraduate school	Full-time	United Kingdom

the multinational character of the sample offers useful variation in how institutional and professional environments shaped teachers’ engagement with GenAI.

Data Collection Methods and Instruments

Data were collected in three interconnected phases designed to capture emotional regulation as a process that develops through teachers’ sustained engagement with GenAI. The instruments used at each stage are described below.

Phase 1: Online Survey

The first phase involved an online survey distributed to language teachers (N = 34) in diverse educational contexts. The instrument was developed to capture teachers’ emotional responses to generative AI, drawing on existing research on teacher emotions, wellbeing, and technology adoption (Dreer, 2024; Ertmer et al., 2012; Lai et al., 2025; Lan, 2024; MacIntyre et al., 2020), with additional items written to address emerging concerns such as academic integrity and data privacy, so that it reflected both established constructs and concerns particular to the current technological moment. Administered via Microsoft Forms in March 2024, it included closed- and open-ended items covering demographic information, AI literacy, emotional responses to generative AI, and indicators of wellbeing and professional identity. Closed items used 5-point Likert scales anchored as follows: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree. Mean scores are interpreted throughout relative to the scale midpoint of 3: a mean approaching 4 indicates agreement, a mean near 3 indicates ambivalence or neutrality, and a mean approaching 2 indicates disagreement. To support content validity, each of the 33 closed Likert items was mapped onto constructs drawn from established frameworks on teacher emotions (Han et al., 2023), wellbeing (Mercer, 2021),

and technology adoption (Ertmer et al., 2012). The complete item-by-item mapping, using the same item numbering as Appendix 2 and the Results, is presented in Appendix 1. The instrument was reviewed by two experts in computer-assisted language learning, who assessed the clarity and relevance of individual items, and was piloted with five teachers; item wording was then refined to improve precision and accessibility, and pilot data were excluded from the main analysis. Given the exploratory purpose and small sample, psychometric validation such as factor analysis was not feasible, so the survey was designed to capture descriptive trends and to inform the selection of interview participants.

Phase 2: Semi-Structured Interviews

The second phase consisted of semi-structured interviews with the seven volunteer participants. The protocol focused on teachers' emotional experiences of GenAI integration, the regulation strategies they employed, and the role of institutional and peer support in shaping professional identity and wellbeing (see Appendix 4 for example questions). Interviews were conducted between June and August 2024, lasting 45 to 60 minutes each. Depending on participants' preferences, they took place online or face-to-face and were conducted in English, Japanese, or Chinese. The researcher's fluency in all three languages minimised risks of misinterpretation and supported nuanced understanding of participants' responses.

Phase 3: Follow-Up Interviews

Approximately six months after the initial interviews, follow-up interviews were conducted with the same seven participants to examine how their emotional tensions and regulation strategies had shifted as engagement with GenAI continued. The follow-up protocol built on themes identified in the initial interviews, attending particularly to how regulatory practices had developed, how professional identity had been renegotiated, and how wellbeing had been affected by sustained GenAI use. Interviews followed the same language and modality arrangements as in Phase 2.

Data Analysis Methods

Data analysis followed the sequential explanatory design of the study (Creswell & Creswell, 2018). Survey data were analysed first using descriptive statistics (see Appendix 2), providing an overview of how teachers engaged with GenAI and the emotional tensions this generated. Items were grouped into sub-themes corresponding to the study's conceptual framework, with the underlying item-by-item mapping set out in Appendix 1, and the descriptive findings informed both the selection of interview participants and the themes explored in depth. Interview data were analysed through a template-based thematic analysis (Braun & Clarke, 2006), with the LTEM (Han et al., 2023) providing the initial organising framework of antecedents, emotional experiences, and outcomes, and with regulation analysed as the mediating stage between experience and outcome (see Section 2.2). Within this framework, coding drew on the grounded-theory procedures of open, axial, and selective coding (Corbin & Strauss, 2015): open coding labelled emotional expressions and contextual factors, axial coding grouped these into higher-order categories, and selective coding integrated the categories in relation to the research questions. The analysis generated a hierarchy of codes, categories, and overarching themes. The five thematic domains reported below (4.1 to 4.5) form the highest analytic level, and the subsections within each (for example, 4.1.1 to 4.1.3) represent the constituent categories. Coding was conducted in NVivo 15, and a sample coding scheme is presented in Appendix 3. Two independent researchers applied the framework separately, yielding a Cohen's Kappa of 0.87; disagreements were resolved through structured discussion. To enhance

credibility, survey results were systematically compared with interview accounts, participants reviewed transcript summaries for accuracy, and an audit trail was maintained throughout. Integration occurred at the interpretive stage, with descriptive findings contextualising the thematic analysis and interview data explaining trends the survey alone could not account for.

Ethical Considerations

The study was designed and conducted in accordance with the research ethics guidelines of the researcher's institution governing research with human participants. All participants provided informed consent prior to participation. They were informed about the purpose of the study, the confidentiality of their responses, and their right to withdraw at any time without restriction. Data were anonymised and each interview participant was assigned a numeric identifier (Teacher #1 to Teacher #7) in place of a name. Interview transcripts were stored securely in password-protected files, and all identifying information was removed from reported findings.

Results

The analysis produced five interrelated thematic domains that together trace emotional regulation as a process developing over time: the antecedent conditions shaping emotional tensions (4.1); the tensions themselves (4.2); shifts in these tensions across time (4.3); the strategies teachers used to regulate them (4.4); and the consequences for wellbeing and professional identity (4.5). Read as a whole, they describe a cycle in which individual, interpersonal, and contextual antecedents gave rise to a sustained ambivalence that teachers managed actively instead of resolving, with regulatory work then mediating the outcomes they experienced. Table 2 reports the survey items drawn on in the analysis that follows. The subsections that follow examine each domain in turn and integrate survey and interview evidence.

Antecedent Conditions Shaping Emotional Tensions

In line with the LTEM (Han et al., 2023), teachers' emotional tensions surrounding GenAI integration were shaped by interacting antecedent conditions at individual, interpersonal, and contextual levels. These conditions formed the backdrop against which teachers interpreted GenAI and positioned themselves emotionally in relation to its use.

Individual Conditions

Teachers' levels of AI literacy and their openness to experimentation strongly influenced whether GenAI was perceived with curiosity or apprehension. Survey data indicated that 73% of respondents ($n = 25$) had experimented with AI tools, while 24% ($n = 8$) reported no experience and 3% ($n = 1$) had tried only once. Across the full sample, 32% ($n = 11$) reported weekly use, 24% ($n = 8$) monthly use, and 18% ($n = 6$) daily use. Self-reported confidence sat just above the scale midpoint (Item 10, "I am confident in using AI tools to achieve my teaching goals": $M = 3.44$, $SD = 1.26$), indicating moderate agreement.

Interview data supported this trend. Teachers with established digital repertoires expressed confidence and curiosity. One experienced user explained: *"Because I already used LMS systems and digital apps, AI didn't feel disruptive. It was just the next tool."* (Teacher #6) Less experienced teachers more often expressed frustration and anxiety; a pre-service teacher (Teacher #1) explained: *"I tried Midjourney, but it was exhausting to make prompts work. Honestly, I would rather just Google it."* Past experiences with earlier technological shifts also resurfaced. Teacher #5 recalled struggling during the COVID-19 transition to online teaching: *"That stress came back when I saw AI. I immediately felt anxious."* Individual antecedents

Table 2. *Summary of means and standard deviations for key survey items (N = 34)*

Survey item	M	SD
<i>Positive responses</i>		
Item 1: Interesting and engaging	3.94	0.98
Item 5: Inspires creativity in lesson planning	3.76	1.05
Item 7: Effective in managing workload	3.59	1.18
Item 2: Improves teaching methods and student engagement	3.50	1.31
Item 4: Enhanced overall teaching experience	3.47	1.38
Item 8: Positively affected personal wellbeing	3.15	1.37
Item 6: Reduces stress levels	3.09	1.52
<i>Negative responses</i>		
Item 22: Worried about data privacy and security	3.59	1.31
Item 17: Concerned about using AI ethically	3.35	1.37
Item 15: Anxious about the need to stay proficient	2.82	1.51
Item 13: Concerned skills will become outdated	2.74	1.36
Item 20: Overwhelmed by the complexity of AI tools	2.44	1.19
Item 18: Frustrated when using AI tools	2.26	1.31
Item 14: Worried AI could replace my job	2.03	1.36
<i>Ambivalent/mixed responses</i>		
Item 25: Concerned about students using AI to cheat	4.21	0.84
Item 33: Students are interested in using AI	3.71	1.43
Item 32: AI is essential for modernizing education	3.68	1.20
Item 26: Feel a lack of guidance on effective use	3.56	1.42
<i>Confidence and preparedness</i>		
Item 10: Confident in using AI to achieve teaching goals	3.44	1.26
Item 27: Confident in training students to use AI	2.82	1.14
<i>Interpersonal and contextual items</i>		
Item 31: Feel external pressure to adopt AI	2.85	1.44
Item 28: Students expect me to use AI	2.79	0.95
Item 29: Influenced by colleagues’ adoption	2.76	1.21
Item 30: Educational community supports AI	2.44	1.13
<i>Wellbeing and identity outcomes</i>		
Item 11: AI provides emotional support	2.62	1.54
Item 12: AI has altered my teaching identity	2.50	1.44

Note. N = 34. Items rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree); the scale midpoint is 3.

such as digital literacy and prior experience of technological change thus predisposed teachers in this study to divergent emotional responses.

Interpersonal Antecedents

Teachers' relationships with peers and students also shaped their emotional stance toward AI, though less consistently than individual conditions. In the survey, 26% ($n = 9$) of respondents agreed with Item 28 ("I feel that my students expect me to use AI tools as part of their learning experience"), and 26% ($n = 9$) agreed with Item 29 ("My decision to use AI tools in teaching is influenced by my colleagues' adoption..."). Both items fell below the scale midpoint (Item 28: $M = 2.79$, $SD = 0.95$; Item 29: $M = 2.76$, $SD = 1.21$), indicating that these interpersonal expectations were only weakly endorsed on average; their influence became clearer in the interview accounts than in the aggregate survey pattern. Confidence in training students also remained limited (Item 27: $M = 2.82$, $SD = 1.14$), highlighting a gap between expectations and preparedness. Interviews revealed how these dynamics could foster either support or stress. Peer modelling often reduced anxiety, as one early-career teacher shared: *"Seeing colleagues integrate AI successfully gave me courage. Without them, I wouldn't have tried."* (Teacher #2) Students' expectations were more ambivalent. For some they served as motivation: *"When students ask about ChatGPT, I feel encouraged. Their curiosity makes me curious too."* (Teacher #3) For others they generated pressure: *"Students keep asking, 'Why don't we use AI?' It makes me feel like I should know more than I do."* (Teacher #4) Interpersonal antecedents could therefore mitigate fear through collegial encouragement or exacerbate anxiety when expectations exceeded teachers' capacities.

Contextual Antecedents

Institutional climates provided a decisive structural backdrop. Teachers reported low perceived community support for AI (Item 30: $M = 2.44$, $SD = 1.13$), and external pressure to adopt it was also endorsed below the midpoint, though with considerable spread (Item 31: $M = 2.85$, $SD = 1.44$). By contrast, lack of guidance was the one institutional item to be endorsed above the midpoint (Item 26: $M = 3.56$, $SD = 1.42$), indicating that the absence of institutional scaffolding itself became an antecedent to emotional strain. Interview data contextualised these findings. One teacher trainer described being mandated to adopt AI without preparation: *"We were suddenly told to use AI in lesson planning. At first, I was angry and stressed, but over time I adapted."* (Teacher #4) Resource inequities also provoked emotional responses. A senior teacher described how funding for premium tools created advantages but also guilt: *"I had access to ChatGPT-4, and it saved me hours. But I felt sorry for colleagues who couldn't afford it."* (Teacher #7) Political restrictions acted as contextual antecedents too. One teacher in a restricted region explained: *"Since ChatGPT is banned here, I feel excluded. My colleagues abroad are moving forward while I am stuck."* (Teacher #5) Institutional mandates, inequitable access, and sociopolitical contexts thus served as structural antecedents that either facilitated adaptation or heightened stress.

Emotional Tensions in Teachers' Engagement with GenAI

Teachers' engagement with GenAI was characterised by emotional tensions that cannot be reduced to uniformly positive or negative responses. Survey data provided a broad picture of these tensions, while interviews showed how they were experienced in practice.

Positive Emotional Responses

Curiosity and enjoyment were frequently reported. Item 1 ("I find using AI tools in teaching to be interesting and engaging") had the highest rating among positive items ($M = 3.94$,

SD = 0.98, $n = 34$). Teachers also endorsed the view that AI inspired creativity in lesson planning (Item 5: $M = 3.76$, $SD = 1.05$, $n = 34$) and improved teaching methods and student engagement (Item 2: $M = 3.50$, $SD = 1.31$, $n = 34$). Interviews reinforced these findings: *"It feels like I have a teaching assistant who never runs out of ideas. I feel more adventurous in my planning now."* (Teacher #2) Workload management also generated satisfaction. Item 7 ("AI tools are effective in managing my workload") scored moderately high ($M = 3.59$, $SD = 1.18$, $n = 34$), with teachers describing relief when routine tasks were simplified: *"ChatGPT drafts save me hours. That reduces my stress, even if it doesn't solve everything."* (Teacher #6) Not all positive outcomes translated into wellbeing, however. Item 8 ("Using AI tools has positively affected my personal well-being") sat close to the midpoint ($M = 3.15$, $SD = 1.37$, $n = 34$) and Item 6 ("Using AI tools reduces my stress levels") closer still ($M = 3.09$, $SD = 1.52$, $n = 34$), suggesting that the creative and efficiency benefits of AI were not perceived to reliably offset the broader emotional costs of integration for this group of teachers.

Negative Emotional Responses

Teachers also reported marked anxiety and insecurity. The most salient negative concerns were data privacy (Item 22: $M = 3.59$, $SD = 1.31$, $n = 34$) and ethical use (Item 17: $M = 3.35$, $SD = 1.37$, $n = 34$), the only negative items to fall above the midpoint. Anxiety about the need to stay proficient (Item 15: $M = 2.82$, $SD = 1.51$, $n = 34$) and about skills becoming outdated (Item 13: $M = 2.74$, $SD = 1.36$, $n = 34$) was more moderate, although interviews echoed these trends in vivid terms: *"AI is moving so fast, I feel like I can't keep up. That makes me anxious about being outdated as a teacher."* (Teacher #5) Practical frustrations were also common, though endorsed below the midpoint: Item 18 ("I often feel frustrated when using AI tools": $M = 2.26$, $SD = 1.31$, $n = 34$) and Item 20 ("I often feel overwhelmed by the complexity of AI tools": $M = 2.44$, $SD = 1.19$, $n = 34$). One pre-service teacher described abandoning AI altogether: *"Prompting took more effort than it was worth. I gave up because it was draining."* (Teacher #1) Existential threat was least pronounced of all: Item 14 ("I am worried that AI could potentially replace my job") recorded the lowest mean in the survey ($M = 2.03$, $SD = 1.36$, $n = 34$), suggesting that direct fears about replacement were less salient than concerns about professional relevance and competence.

Ambivalent Emotional Responses

For many teachers, emotional responses were not strictly positive or negative but contained elements of both. The strongest consensus across the survey concerned student misuse: Item 25 ("I am concerned about my students using AI to cheat") received the highest mean of all items ($M = 4.21$, $SD = 0.84$, $n = 34$). At the same time, teachers expressed optimism about AI's role in modernizing education (Item 32: $M = 3.68$, $SD = 1.20$, $n = 34$) and agreed that students were interested in AI (Item 33: $M = 3.71$, $SD = 1.43$, $n = 34$). This mixture of optimism and doubt was vividly expressed in interviews: *"AI makes my lessons more up-to-date, but I also feel uneasy because students might rely on it too much."* (Teacher #4) Insufficient institutional scaffolding reinforced the ambivalence: Item 26 ("I feel a lack of guidance on how to effectively use AI...") scored above the midpoint ($M = 3.56$, $SD = 1.42$, $n = 34$), while Item 30 ("The educational community... is supportive of integrating AI tools in education") remained well below it ($M = 2.44$, $SD = 1.13$, $n = 34$). This mismatch left a number of participants caught between enthusiasm about AI's potential and frustration over insufficient support, a tension that did not resolve as engagement continued.

Shifts in Emotional Responses Across Time

Teachers' emotions toward GenAI were not static. Interview data traced how emotional responses shifted from initial exposure to more sustained engagement, reflecting the LTEM's emphasis on the dynamic nature of emotional experience.

Initial Reactions

Survey open-ended responses showed that early encounters with AI generated polarised emotions. Twelve percent of respondents ($n = 4$) used terms such as "excited" or "amazed", while 26% ($n = 9$) described themselves as "curious". A notable minority reported negative visceral responses, with descriptors such as "overwhelmed", "apprehensive", and "sick to my stomach". These contrasts were echoed in interviews. Teacher #1 admitted: *"At first, I was excited but also intimidated. It felt like something too big for me to control."* Teacher #3 recalled:

"My first impression was amazement — I couldn't believe how quickly it generated content. But there was also unease about accuracy." These responses are consistent with LTEM's emphasis on how individual antecedents such as prior technological experience and AI literacy shape the emotional character of first encounters.

Experiential Reassessment

With continued use, a number of teachers described a shift from immediate reactions toward more considered appraisals. Survey data reflected this: teachers moderately agreed that AI enhanced creativity (Item 5: $M = 3.76$, $SD = 1.05$, $n = 34$) and supported workload management (Item 7: $M = 3.59$, $SD = 1.18$, $n = 34$) but were less convinced that it reduced stress (Item 6: $M = 3.09$, $SD = 1.52$, $n = 34$). Interviews illustrated how positive reassessment occurred when AI was framed as a support tool and not a replacement. Teacher #6 explained: *"Once I found specific ways to use it — drafting materials or summarizing text — I felt less overwhelmed. It became useful instead of intimidating."* Not all reassessments were positive. Teacher #5 described disappointment: *"After the initial wow, I realized it makes mistakes. That was frustrating, and my enthusiasm dropped."* Emotional reassessment was thus shaped by the fit between teachers' expectations and their actual classroom experiences.

Future Outlook

Looking ahead, teachers expressed cautious optimism alongside persistent ethical and pedagogical concerns. Survey data reflected moderate optimism: Item 32 ("I believe AI is essential for modernizing the educational process": $M = 3.68$, $SD = 1.20$, $n = 34$) and Item 33 ("I think my students are interested in using AI in their language learning": $M = 3.71$, $SD = 1.43$, $n = 34$). Concern about misuse remained the strongest consensus in the survey (Item 25: $M = 4.21$, $SD = 0.84$, $n = 34$). This tension was evident in interviews. Teacher #4 described a dual outlook: *"I'm optimistic that AI will modernize teaching, but I'm also troubled. I don't know if my students are learning authentically anymore."* Teacher #7 highlighted global inequities: *"If access is unequal — some have premium tools, some can't even use it — AI will divide us further. That makes me cautious."* For these teachers, ambivalence was projected forward as well as experienced in the present, with hope for efficiency and modernisation coexisting with unresolved doubts about equity and authenticity.

Strategies for Emotional Regulation and Resilience

While antecedent conditions shaped the emergence of emotional tensions and those tensions shifted over time, the teachers in this study also actively employed strategies to regulate their emotional responses and sustain professional engagement with GenAI. Within the LTEM

framework, regulation functioned as the mechanism through which emotional tensions were transformed into either protective or growth-oriented outcomes. Four main strategies emerged from the data.

Professional Development and Peer Support

Professional development and peer encouragement were consistently described as buffers against anxiety. Although few teachers reported strong institutional scaffolding (Item 30: "The educational community... is supportive of integrating AI tools in education", $M = 2.44$, $SD = 1.13$, $n = 34$), those who attended workshops or conferences often reframed AI from a threat into a tool for growth. Teacher #3 explained: *"I was nervous at first, but after attending a PD session on AI, my attitude shifted. I moved from fear to curiosity."* Peer modeling also functioned as emotional scaffolding, helping teachers feel less isolated, as Teacher #2 noted: *"Seeing colleagues use it gave me courage. I didn't feel alone in trying something new."* For these participants, access to social and professional support networks was central to the regulatory process, and in no sense incidental to it, enabling reappraisal of AI as a manageable challenge.

Incremental and Pragmatic Adoption

Teachers also regulated emotion by limiting AI use to specific, clearly defined purposes. Survey data reflected this selectivity: most teachers agreed AI inspired creativity (Item 5: $M = 3.76$, $SD = 1.05$, $n = 34$), while fewer agreed it reduced stress (Item 6: $M = 3.09$, $SD = 1.52$, $n = 34$), suggesting that selective application was key to avoiding overwhelm. Interviewees described narrowing their focus to prevent frustration. Teacher #5 explained: *"I only use AI for research-related tasks. That way I don't get emotionally drained when it fails in class."* Teacher #1, a pre-service teacher, described a gradual approach: *"I decided to just use AI for small things, like brainstorming. If I tried too much, I felt frustrated."* By calibrating engagement to what felt manageable, these teachers preserved a sense of control and reduced exposure to the frustration that broader or less structured use had previously generated.

Boundary-Setting Between Personal and Professional Use

A further strategy was establishing clear boundaries around when and how AI was used. Several teachers expressed reluctance to allow AI to dominate their teaching identity. Item 12 ("AI tools have altered my teaching identity or self-perception") scored below the midpoint ($M = 2.50$, $SD = 1.44$, $n = 34$), indicating that many teachers deliberately contained AI's influence on their sense of self. One senior teacher explained: *"I consciously separate AI from my core teaching. I'll let it help with admin tasks, but I don't let it define who I am as a teacher."* (Teacher #6) By drawing boundaries, teachers regulated the potential threat to their identity and reduced emotional strain, consistent with the LTEM's view that cognitive reappraisal and self-positioning are essential for managing professional emotions.

Ethical Reflection and Critical Stance

Finally, teachers regulated emotion by reflecting on ethical issues and positioning themselves as critical users of AI. Ethical concerns scored comparatively high in the survey (Item 17: $M = 3.35$, $SD = 1.37$, $n = 34$; Item 22: $M = 3.59$, $SD = 1.31$, $n = 34$), yet teachers used these concerns not only as sources of anxiety but as ways to reframe their role. Teacher #7 described feeling responsible for addressing inequity: *"Since I have access to premium tools and others don't, I make it part of my job to raise awareness about the gap."* Teacher #5 critiqued cultural bias in AI tools: *"When the AI voice mispronounced Japanese and Chinese with a strong English*

accent, I felt upset. But it also motivated me to teach students about critical use." Through such reflective engagement, frustration was redirected into professional agency, allowing these teachers to maintain a coherent ethical identity in the face of an imperfect technology.

Integrative Interpretation

Across these four strategies, a common logic of containment and repositioning was evident. Professional development and peer support worked mainly at the level of social resourcing; incremental adoption and boundary-setting operated by controlling exposure; and ethical reflection functioned by reframing meaning. Teachers rarely relied on a single strategy in isolation, combining them in ways that reflected their particular antecedent conditions and the tensions they faced. Regulation did not eliminate emotional tension but kept it under ongoing management, allowing teachers to remain engaged with GenAI while protecting their wellbeing and professional identity.

Consequences for Wellbeing and Professional Identity

The data also revealed consequences of GenAI integration for teachers' wellbeing and professional identity, corresponding to the outcome stage of the LTEM (Han et al., 2023). These consequences were closely shaped by the regulatory strategies teachers employed and are therefore reported here as outcomes of the broader regulatory process.

Teachers who approached AI with curiosity and agency tended to report enhanced wellbeing, particularly when AI reduced workload or inspired creativity. Survey data reflected moderate agreement that AI improved the teaching experience (Item 4: $M = 3.47$, $SD = 1.38$, $n = 34$) and contributed to personal wellbeing (Item 8: $M = 3.15$, $SD = 1.37$, $n = 34$). In interviews, these emotions translated into confidence and resilience: *"When AI works well, I feel more competent, more up-to-date. That lifts my spirits as a teacher."* (Teacher #3)

For other participants, persistent anxiety and frustration had the opposite effect. Items relating to stress reduction (Item 6: $M = 3.09$, $SD = 1.52$, $n = 34$) and emotional support (Item 11: $M = 2.62$, $SD = 1.54$, $n = 34$) scored close to or below the midpoint, suggesting that many teachers did not perceive AI as having relieved their emotional burdens. One participant explained: *"Instead of helping, it sometimes adds stress because I don't trust it fully. That leaves me more tired."* (Teacher #5)

Identity-related consequences were also salient. Item 12 ("AI tools have altered my teaching identity or self-perception") fell below the midpoint ($M = 2.50$, $SD = 1.44$, $n = 34$), with a wide spread of responses; the survey therefore points to ambivalence, not to a uniform shift in self-perception, while the interviews show that AI nonetheless provoked identity reflection. Teachers described negotiating between feeling threatened and redefining themselves. Some expressed identity tension: *"I'm not sure I'm the expert anymore. AI knows so much. That uncertainty affects how I see myself as a teacher."* (Teacher #4) Others reframed AI as complementary, reinforcing professional worth: *"I see AI as a collaborator, not a replacement. It helps me amplify my expertise."* (Teacher #7) These findings suggest that the consequences of GenAI integration for professional identity were shaped less by technology use alone than by the extent to which teachers were able to regulate the emotional tensions that use generated.

Discussion

This study illuminates emotional regulation as a sustained professional process through which language teachers negotiate the integration of generative AI. Examined through the lens of the LTEM, the data reveal that teachers' emotional engagement with GenAI cannot be adequately understood as a set of discrete reactions to a novel technology. Emotional tensions

emerged from interacting antecedent conditions, shifted through continued engagement, and were actively mediated through regulatory work that shaped outcomes for wellbeing and professional identity.

Emotional Ambivalence as a Persistent Professional Condition

Teachers' emotional experiences with GenAI were characterised less by movement toward acceptance or resistance than by persistent ambivalence. Curiosity and enthusiasm coexisted with anxiety, ethical unease, and concern about misuse, broadly consistent with earlier research on technology-related affect in language teaching (Abdelaal & Al Sawy, 2024; Alm & Ohashi, 2024; Mizumoto & Eguchi, 2023). What distinguishes the present findings is the sustained nature of this ambivalence: emotional tension did not diminish as teachers became more familiar with GenAI but persisted as a stable feature of professional engagement. This challenges binary models of technology adoption that conceptualise emotions primarily as precursors to eventual uptake or rejection (Ertmer et al., 2012), suggesting instead that ambivalence may be a more enduring condition than such models imply.

Psychologically, this finding aligns with accounts of emotions as multi-component processes integrating affective, cognitive, and motivational dimensions (Pekrun, 2006; Schutz et al., 2006). The coexistence of enthusiasm and concern does not indicate indecision or professional deficiency; it reflects teachers' ongoing efforts to reconcile competing demands in a rapidly shifting technological environment. Mercer's (2021) ecological perspective offers further interpretive purchase, positioning teacher emotions as shaped by the dynamic relationship between institutional opportunities and structural constraints. In the context of GenAI, ambivalence functions as an adaptive emotional stance, allowing teachers to remain engaged with innovation while deferring premature resolution of tensions that remain structurally unresolved.

Regulation as Professional and Agentive Work

Emotional experiences alone do not account for how teachers continue to engage with GenAI; what proved decisive was how they regulated those experiences through ongoing professional work. Antecedent conditions such as digital literacy, prior technology experience, collegial relationships, and institutional guidance did not exert linear effects. Their influence was mediated by teachers' capacity to interpret and manage emotionally demanding situations: teachers with high digital competence were not uniformly positive, just as teachers with limited experience were not inevitably anxious, particularly when supported by peers. This interdependence echoes Henderson and Corry's (2021) call for systems-oriented approaches to technology integration. Regulatory practices functioned as more than affective adjustment. Professional development and collegial support enabled teachers to reinterpret anxiety as a manageable challenge, extending work on emotional adaptation in professional learning (Hascher et al., 2021) and on self-directed, GenAI-mediated professional growth among language teachers (Kohnke, 2025). Selective adoption regulated emotional exposure by narrowing the scope of use, consistent with Stockwell's (2024) emphasis on pragmatic, task-oriented engagement, while boundary-setting limited AI's influence on professional identities, aligning with Mercer and Gregersen's (2020) account of regulation as identity protection. Ethical reflection emerged as a particularly prominent strategy: concerns about inequity and cultural bias were redirected into critical professional engagement, enabling teachers to reposition themselves as responsible mediators of AI use (Al-khresheh, 2024) and to articulate pedagogical values in response to technological change. These findings extend MacIntyre et al.'s (2020) work on coping repertoires by demonstrating that emotional regulation can be simultaneously protective and transformative, sustaining not only emotional stability but also active professional repositioning.

Consequences for Wellbeing and Professional Identity

The consequences of GenAI integration for wellbeing and professional identity were closely tied to teachers' regulatory capacity. Efficiency gains did not translate automatically into improved wellbeing; although teachers acknowledged workload benefits, perceived stress reduction and emotional support remained limited, reinforcing Dreer's (2024) argument that wellbeing depends more on emotional quality than on productivity alone. Teachers who disengaged from AI after frustrating experiences show how unresolved tension can undermine wellbeing, echoing Liu's (2024) observations on assessment-related stress in AI-mediated contexts, whereas those with access to professional learning were better able to convert negative affect into confidence and growth, highlighting the role of institutional support in shaping regulatory outcomes (Hascher et al., 2021). Professional identity emerged as another critical site of regulation. Some teachers experienced identity threat, expressing uncertainty about expertise and authority, consistent with Lan's (2024) analysis of technological identity tension and with Janes and Chen's (2024) account of how emotion, agency, and identity are enacted together when language teachers face disruptive conditions. Others reframed AI as a collaborator that amplified their expertise without displacing it, supporting Gayed's (2025) claim that identity resilience depends on how AI is positioned within practice. These negotiations were not linear: teachers oscillated between threat and renewal as engagement continued, extending Lai et al.'s (2025) findings by illustrating the cyclical nature of identity work under sustained technological change. Ethical and structural concerns shaped these outcomes further. Inequitable access generated frustration alongside advocacy, reinforcing warnings that educational technologies can intensify existing inequalities (Stockwell & Wang, 2023), while linguistic and cultural misrepresentation provoked discomfort but also strengthened teachers' sense of responsibility to foster critical AI literacy (Al-khresheh, 2024; Wang & Stockwell, 2025; Bella et al., 2023). Wellbeing and identity thus cannot be disentangled from the ethical and institutional conditions under which AI is adopted; emotional regulation is not solely an individual capacity but a professional response to structurally embedded tensions.

Limitations and Directions for Future Research

Three limitations must be acknowledged. First, participants were recruited through open social media links, which constrains sample verification and representativeness. It is not possible to assess the sample's composition fully, or to confirm that all respondents were active language teachers engaging with AI in their practice, and those who responded may have held more positive orientations toward technology than the broader teacher population, which could have shaped the overall picture of GenAI integration. Future studies should consider more targeted recruitment and verifiable demographic information, enabling more systematic assessment of how background characteristics mediate emotional responses to AI. Second, the modest sample size constrains the quantitative strand. Survey findings should be read as descriptive indicators that informed participant selection and contextualised the qualitative analysis, not as generalisable trends; the study also relied on self-report for both emotional responses and AI literacy, which may not fully capture the complexity of emotional experience. Future research with larger samples could conduct full psychometric validation, more advanced statistical approaches, and validated instruments for measuring AI literacy across educational contexts. Third, two collection points approximately six months apart allow shift and continuity to be identified but cannot support claims about longer-term emotional trajectories. More sustained designs would be better positioned to examine how regulatory practices develop as GenAI becomes further embedded in practice, and how cultural norms and policy environments mediate emotional regulation across institutional contexts.

Conclusion

This study examined how language teachers regulate emotional tensions arising from the integration of generative artificial intelligence. The findings demonstrate that teachers' engagement with GenAI is characterised by sustained emotional tension, shaped by interacting antecedent conditions and actively negotiated through regulation. Ambivalence emerged as a stable and adaptive stance, allowing teachers to remain engaged with innovation while managing uncertainty about ethics, equity, and professional authority. This reframes GenAI integration not as a question of technological uptake but as an affectively mediated professional process that unfolds over time.

By extending the LTEM (Han et al., 2023), the study positions emotional regulation as a central mechanism through which innovation is lived and sustained. The strategies teachers employed functioned as forms of professional positioning through which they asserted agency, negotiated identity, and articulated pedagogical values in technologically mediated contexts. These practices shaped outcomes for wellbeing and professional identity: some teachers experienced renewed confidence and resilience, while others continued to navigate persistent stress and uncertainty. Figure 1 synthesises these pathways, illustrating how antecedent conditions give rise to emotional tensions that are mediated through regulation and lead to outcomes for wellbeing and professional identity. Individual, interpersonal, and contextual antecedents shape teachers' emotional experience, characterised here as sustained ambivalence in which curiosity and concern coexist over time; regulation strategies occupy the central mediating position, depicted with a dashed border to signal their active and ongoing nature. Outcomes for wellbeing and professional identity are therefore determined not by antecedent conditions alone but by the regulatory work teachers bring to their engagement with GenAI.

Institutional approaches to AI integration must move beyond efficiency-oriented implementation and recognise emotional regulation as a core component of sustainable innovation. Professional development that fosters collegial dialogue and ethical reflection is essential, as is equitable access to AI tools and attention to the cultural and linguistic assumptions embedded in AI systems. Preparing teachers for AI-mediated teaching requires attention not only to technical competence but also to the emotional and identity-related work through which innovation is made sustainable. By treating emotional regulation as professional practice and not merely individual coping, this study repositions teacher emotions as central to innovation in language learning and teaching, with direct implications for how institutions design support for teachers navigating technological change.

Alt Text: Figure 1. A flow diagram titled “LTEM-informed emotional regulation in teachers’ GenAI integration.” Four boxes connected by rightward arrows illustrate a sequential process. The first box, Antecedents, lists three categories: Individual (AI literacy, prior technology), Interpersonal (peers, students), and Contextual (policy, resources). The second box, Emotional

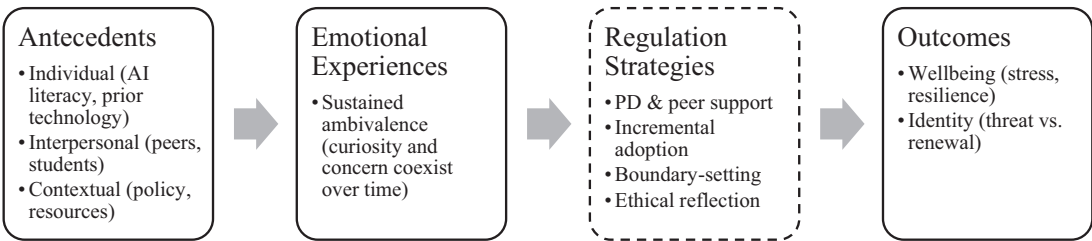


Figure 1. *LTEM-informed emotional regulation in teachers’ GenAI integration*

Experiences, describes sustained ambivalence, where curiosity and concern coexist over time. The third box, Regulation Strategies, is outlined with a dashed border to distinguish it, and lists four strategies: professional development and peer support, incremental adoption, boundary-setting, and ethical reflection. The fourth box, Outcomes, lists two results: Wellbeing (stress, resilience) and Identity (threat vs. renewal).

Conflict of Interest Declaration

The Editor-in-Chief was recused from the editorial decision process, and the authors declare no competing financial interests or personal relationships that could have influenced this work.

References

- Abdelaal, N., & Al Sawy, I. (2024). *Perceptions, challenges, and prospects: University professors' use of artificial intelligence in education*. *Australian Journal of Applied Linguistics*, 7(1), 1–24. <https://doi.org/10.29140/ajal.v7n1.1309>
- Al-khresheh, M. H. (2024). Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*, 6, 100218. <https://doi.org/10.1016/j.caeai.2024.100218>
- Alm, A., & Ohashi, L. (2024). A worldwide study on language educators' initial response to ChatGPT. *Technology in Language Teaching & Learning*, 6(1), 1141. <https://doi.org/10.29140/ttl.v6n1.1141>
- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Pan Macmillan.
- Bella, G., Helm, P., Koch, G., & Giunchiglia, F. (2023). Towards bridging the digital divide. arXiv. 2307.13405. <https://doi.org/10.48550/arXiv.2307.13405>
- Bennett, L. (2014). Putting in more: emotional work in adopting online tools in teaching and learning practices. *Teaching in Higher Education*, 19(8), 919–930. <https://doi.org/10.1080/13562517.2014.934343>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Celik, B., Yildiz, Y., & Kara, S. (2025). Using ChatGPT as a virtual speaking tutor to boost EFL learners' speaking self-efficacy. *Australian Journal of Applied Linguistics*, 8(1), 102418. <https://doi.org/10.29140/ajal.v8n1.102418>
- Chen, J. (2021). Refining the teacher emotion model: Evidence from a review of literature published between 1985 and 2019. *Cambridge Journal of Education*, 51(3), 327–357. <https://doi.org/10.1080/0305764X.2020.1831440>
- Ci, F., & Jiang, L. (2025). Teacher emotion and AI: Current status, theories, and prospects. In M. A. Peters & R. Heraud (Eds.), *Encyclopedia of educational innovation*. Springer. https://doi.org/10.1007/978-981-13-2262-4_329-1
- Corbin, J., & Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Sage.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Derakhshan, A., & Ghiasvand, F. (2024). Is ChatGPT an evil or an angel for second language education and research? A phenomenographic study of research-active EFL teachers' perceptions. *International Journal of Applied Linguistics*, 34(4), 1246–1264. <https://doi.org/10.1111/ijal.12561>
- Dreer, B. (2024). Teachers' well-being and job satisfaction: The important role of positive emotions in the workplace. *Educational Studies*, 50(1), 61–77. <https://doi.org/10.1080/03055698.2021.1940872>
- Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers and Education*, 59, 423–435. <https://doi.org/10.1016/j.compedu.2012.02.001>
- Gayed, J. M. (2025). Educators' perspective on artificial intelligence: equity, preparedness, and development. *Cogent Education*, 12(1), 2447169. <https://doi.org/10.1080/2331186X.2024.2447169>
- Han, J., Jin, L., & Yin, H. (2023). Mapping the research on language teacher emotion: A systematic literature review. *System*, 118, 103138. <https://doi.org/10.1016/j.system.2023.103138>

- Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record*, 103(6), 1056–1080. <https://doi.org/10.1111/0161-4681.00142>
- Hascher, T., Beltman, S., & Mansfield, C. (2021). Teacher wellbeing and resilience: Towards an integrative model. *Educational Research*, 63(4), 416–439. <https://doi.org/10.1080/00131881.2021.1980416>
- Henderson, J., & Corry, M. (2021). Teacher anxiety and technology change: A review of the literature. *Technology, Pedagogy and Education*, 30(4), 573–587. <https://doi.org/10.1080/1475939X.2021.1931426>
- Hockly, N. (2023). Artificial intelligence in English language teaching: The good, the bad and the ugly. *RELC Journal*. <https://doi.org/10.1177/00336882231168504>
- Janes, S., & Chen, J. (2024). Enacting teacher emotion, agency, and professional identity: A netnography of a novice Chinese language teacher's crisis teaching. *Australian Journal of Applied Linguistics*, 7(1), 1333. <https://doi.org/10.29140/ajal.v7n1.1333>
- Kohnke, L. (2025). Empowering pre-service teachers with generative artificial intelligence and microlearning: Pathways to self-directed growth. *Australian Journal of Applied Linguistics*, 8(4), 102889. <https://doi.org/10.29140/ajal.v8n4.102889>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal*, 54(2), 537–550. <https://doi.org/10.1177/00336882231162868>
- Lai, C., Lyu, B. N., Jiang, L. J., & Gong, Y. (2025). Language teachers' professional identities and classroom technology integration. *Language Learning & Technology*, 29(1), 1–19. <https://hdl.handle.net/10125/73603>
- Lan, Y. (2024). Through tensions to identity-based motivations: Exploring teacher professional identity in Artificial Intelligence-enhanced teacher training. *Teaching and Teacher Education*, 151, 104736. <https://doi.org/10.1016/j.tate.2024.104736>
- Lee, H., & Lee, J. H. (2024). The effects of AI-guided individualized language learning: A meta-analysis. *Language Learning & Technology*, 28(2), 134–162. <https://hdl.handle.net/10125/73575>
- Liu, X. (2024). Navigating uncharted waters: Teachers' perceptions of and reactions to AI-induced challenges to assessment. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-024-00890-x>
- Lo, W. T. (2025). The educational affordances and challenges of generative AI in Global Englishes-oriented materials development and implementation: A critical ecological perspective. *System*, 130, 103610. <https://doi.org/10.1016/j.system.2025.103610>
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352. <https://doi.org/10.1016/j.system.2020.102352>
- Mercer, S. (2021). An agenda for well-being in ELT: An ecological perspective. *ELT Journal*, 75(1), 14–21. <https://doi.org/10.1093/elt/ccaa062>
- Mercer, S., & Gregersen, T. (2020). *Teacher wellbeing*. Oxford University Press.
- Mizumoto, A., & Eguchi, M. (2023). Exploring the potential of using an AI language model for automated essay scoring. *Research Methods in Applied Linguistics*, 2(2), 100050. <https://doi.org/10.1016/j.rmal.2023.100050>
- Moorhouse, B. L. (2024). Generative artificial intelligence and ELT, *ELT Journal*, 78(4), 378–392. <https://doi.org/10.1093/elt/ccae032>
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>
- Pfau, A., Polio, C., & Xu, Y. (2023). Exploring the potential of ChatGPT in assessing L2 writing accuracy for research purposes. *Research Methods in Applied Linguistics*, 2(3), 100083. <https://doi.org/10.1016/j.rmal.2023.100083>
- Schutz, P. A., Hong, J. Y., Cross, D. I., & Osbon, J. N. (2006). Reflections on investigating emotion in educational activity settings. *Educational Psychology Review*, 18(4), 343–360. <https://doi.org/10.1007/s10648-006-9030-3>
- Seyri, H., & Ghiasvand, F. (2025). “Teaching is basically feeling”: Unpacking EFL Teachers' perceived emotions and regulatory strategies in AI-Powered L2 speaking and writing skills instruction. *Computers and Education Open*, 100264. <https://doi.org/10.1016/j.caeo.2025.100264>

- Shafiee Rad, H. (2024). Revolutionizing L2 speaking proficiency, willingness to communicate, and perceptions through artificial intelligence: a case of Speeko application. *Innovation in Language Learning and Teaching*, 18(4), 364–379. <https://doi.org/10.1080/17501229.2024.2309539>
- Spilt, J. L., Koomen, H. M. Y. & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational Psychology Review*, 23, 457–477. <https://doi.org/10.1007/s10648-011-9170-y>
- Stockwell, G. (2024). ChatGPT in language teaching and learning: Exploring the road we're travelling. *Technology in Language Teaching & Learning*, 6(1), 2273. <https://doi.org/10.29140/tltl.v6n1.2273>
- Stockwell, G., & Wang, Y. (2023). Exploring the challenges of technology in language teaching in the aftermath of the pandemic. *RELC Journal*, 54(2), 474–482. <https://doi.org/10.1177/00336882231168438>
- Wang, Y. (2025). Exploring self-regulated learning within online informal language learning: A case study. *Computer Assisted Language Learning*. Advance online publication. <https://doi.org/10.1080/09588221.2025.2497506>
- Wang, Y., & Stockwell, G. (2025). Training to use machine translation for vocabulary learning. In M. F. Teng, A. Kukulska-Hulme, & J. G. Wu (Eds.), *Theory and practice in vocabulary research in digital environments* (pp. 132–153). Routledge.
- Yin, H., Lee, J. C. K., Zhang, Z., & Jin, Y. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and Teacher Education*, 35, 137–145. <https://doi.org/10.1016/j.tate.2013.06.006>
- Zhu, M. & Wang, C. (2025). A systematic review of AI in language education: Current status and future implications. *Language Learning & Technology*, 29(1), 1–29. <https://hdl.handle.net/10125/73606>
- Zouhaier, S. (2023). The impact of artificial intelligence on higher education: An empirical study. *European Journal of Educational Sciences*, 10(1), 17–33. <http://dx.doi.org/10.19044/ejes.v10no1a17>

Appendix 1

Survey Items Mapped onto Theoretical Constructs

Item	Survey item	LTEM component (Han et al., 2023)	Mapped construct and source
1	I find using AI tools in teaching to be interesting and engaging.	Emotional experience – positive	Interest and enjoyment in teaching (Han et al., 2023); teacher beliefs about the value of technology (Ertmer et al., 2012)
2	AI tools have been helpful in improving my teaching methods and student engagement.	Emotional experience – positive	Perceived pedagogical value of technology (Ertmer et al., 2012)
3	I find AI tools to be user-friendly and easy to integrate into my teaching practice.	Antecedent – individual	Perceived ease of use and ease of integration (Ertmer et al., 2012)
4	Using AI tools has enhanced my overall teaching experience.	Outcome – wellbeing	Professional satisfaction and flourishing (Mercer, 2021)
5	AI tools inspire creativity in my lesson planning and teaching approach.	Emotional experience – positive	Enjoyment and professional engagement (Han et al., 2023); pedagogical beliefs (Ertmer et al., 2012)
6	Using AI tools reduces my stress levels.	Outcome – wellbeing	Stress and emotional load (Mercer, 2021)
7	AI tools are effective in managing my workload.	Outcome – wellbeing	Workload as a condition of teacher wellbeing (Mercer, 2021)
8	Using AI tools has positively affected my personal well-being.	Outcome – wellbeing	Ecological model of teacher wellbeing (Mercer, 2021)
9	The use of AI tools has increased my enjoyment of teaching.	Emotional experience – positive	Positive emotions in teaching (Han et al., 2023); wellbeing (Mercer, 2021)

(Continue)

Item	Survey item	LTEM component (Han et al., 2023)	Mapped construct and source
10	I am confident in using AI tools to achieve my teaching goals.	Antecedent – individual	Self-efficacy and confidence in technology use (Ertmer et al., 2012)
11	AI tools provide substantial emotional support during challenging teaching situations.	Outcome – wellbeing	Emotional resources and support (Mercer, 2021)
12	AI tools have altered my teaching identity or self-perception.	Outcome – professional identity	Identity as an outcome of emotional experience (Han et al., 2023)
13	I am concerned about my job skills becoming outdated due to AI advancements.	Emotional experience – negative	Professional insecurity (Han et al., 2023); beliefs about competence (Ertmer et al., 2012)
14	I am worried that AI could potentially replace my job.	Emotional experience – negative	Fear and threat appraisal (Han et al., 2023); career sustainability (Mercer, 2021)
15	I feel anxious about the need to stay proficient in AI.	Emotional experience – negative	Anxiety (Han et al., 2023); self-efficacy demands (Ertmer et al., 2012)
16	I feel anxious when incorporating AI tools into my curriculum.	Emotional experience – negative	Anxiety (Han et al., 2023); second order (belief-related) barriers (Ertmer et al., 2012)
17	I am concerned about using AI ethically in my teaching.	Emotional experience – negative	Ethical unease and moral responsibility (Han et al., 2023)
18	I often feel frustrated when using AI tools.	Emotional experience – negative	Frustration (Han et al., 2023); first-order barriers (Ertmer et al., 2012)
19	I am worried that using AI tools in teaching may reduce meaningful human interaction between me and my students.	Emotional experience – negative	Worry about the erosion of teacher–student relationships (Han et al., 2023; Mercer, 2021)

(Continue)

(Continued)			
Item	Survey item	LTEM component (Han et al., 2023)	Mapped construct and source
20	I often feel overwhelmed by the complexity of AI tools.	Emotional experience – negative	Emotional overload (Han et al., 2023); first-order barriers (Ertmer et al., 2012)
21	I am concerned about becoming too dependent on technology in my teaching.	Emotional experience – negative	Professional unease (Han et al., 2023); pedagogical beliefs (Ertmer et al., 2012)
22	I am worried about data privacy and security issues related to using AI tools.	Emotional experience – negative	Worry about data privacy and ethical risk (Han et al., 2023)
23	I feel that my educational skills and experience are overlooked in favour of AI technology.	Outcome – professional identity	Identity threat and professional worth (Han et al., 2023; Mercer, 2021)
24	AI tools positively contribute to student-teacher interactions.	Emotional experience – ambivalent	Perceived contribution of technology to classroom relationships (Ertmer et al., 2012; Mercer, 2021)
25	I am concerned about my students using AI to cheat.	Emotional experience – ambivalent	Ethical concern within the teaching context (Han et al., 2023)
26	I feel a lack of guidance on how to effectively use AI for language teaching purposes.	Antecedent – contextual	Institutional support (Han et al., 2023); first-order (external) barriers relating to training and professional development (Ertmer et al., 2012)
27	I am confident in training my students on how to use AI for language learning.	Antecedent – individual	Self-efficacy in technology integration (Ertmer et al., 2012)
28	I feel that my students expect me to use AI tools as part of their learning experience.	Antecedent – interpersonal	Student-related antecedents of teacher emotion (Han et al., 2023)
(Continue)			

Item	Survey item	LTEM component (Han et al., 2023)	Mapped construct and source
29	My decision to use AI tools in teaching is influenced by my colleagues' adoption of these technologies.	Antecedent – interpersonal	Collegial relationships (Han et al., 2023); school culture and subjective norms (Ertmer et al., 2012)
30	The educational community (parents, administrators, etc.) is supportive of integrating AI tools in education.	Antecedent – contextual	Institutional culture (Han et al., 2023); institutional and cultural barriers (Ertmer et al., 2012)
31	I feel external pressure (from society, educational boards, etc.) to incorporate AI tools in my teaching.	Antecedent – contextual	Policy and institutional pressure (Han et al., 2023; Ertmer et al., 2012)
32	I believe AI is essential for modernizing the educational process.	Emotional experience – ambivalent	Appraisal of technological change, grounded in teacher beliefs about technology (Ertmer et al., 2012)
33	I think my students are interested in using AI in their language learning.	Antecedent – interpersonal	Student-related antecedents (Han et al., 2023)

Appendix 2

Descriptive Statistics for Survey Items

Survey items	M	SE	SD	SV
1. I find using AI tools in teaching to be interesting and engaging.	3.94	0.17	0.98	0.97
2. AI tools have been helpful in improving my teaching methods and student engagement.	3.50	0.22	1.31	1.71
3. I find AI tools to be user-friendly and easy to integrate into my teaching practice.	3.59	0.17	1.02	1.04
4. Using AI tools has enhanced my overall teaching experience.	3.47	0.24	1.38	1.89
5. AI tools inspire creativity in my lesson planning and teaching approach.	3.76	0.18	1.05	1.09
6. Using AI tools reduces my stress levels.	3.09	0.26	1.52	2.33
7. AI tools are effective in managing my workload.	3.59	0.20	1.18	1.40
8. Using AI tools has positively affected my personal well-being.	3.15	0.24	1.37	1.89
9. The use of AI tools has increased my enjoyment of teaching.	3.00	0.24	1.37	1.88
10. I am confident in using AI tools to achieve my teaching goals.	3.44	0.22	1.26	1.59
11. AI tools provide substantial emotional support during challenging teaching situations.	2.62	0.26	1.54	2.36
12. AI tools have altered my teaching identity or self-perception.	2.50	0.25	1.44	2.08
13. I am concerned about my job skills becoming outdated due to AI advancements.	2.74	0.23	1.36	1.84
14. I am worried that AI could potentially replace my job.	2.03	0.23	1.36	1.85
15. I feel anxious about the need to stay proficient in AI.	2.82	0.26	1.51	2.27
16. I feel anxious when incorporating AI tools into my curriculum.	2.24	0.23	1.33	1.76
17. I am concerned about using AI ethically in my teaching.	3.35	0.23	1.37	1.87
18. I often feel frustrated when using AI tools.	2.26	0.22	1.31	1.72

(Continue)

Survey items	M	SE	SD	SV
19. I am worried that using AI tools in teaching may reduce meaningful human interaction between me and my students.	2.26	0.23	1.36	1.84
20. I often feel overwhelmed by the complexity of AI tools.	2.44	0.20	1.19	1.41
21. I am concerned about becoming too dependent on technology in my teaching.	2.74	0.22	1.31	1.72
22. I am worried about data privacy and security issues related to using AI tools.	3.59	0.22	1.31	1.70
23. I feel that my educational skills and experience are overlooked in favour of AI technology.	2.26	0.23	1.36	1.84
24. AI tools positively contribute to student-teacher interactions.	3.24	0.21	1.21	1.46
25. I am concerned about my students using AI to cheat.	4.21	0.14	0.84	0.71
26. I feel a lack of guidance on how to effectively use AI for language teaching purposes.	3.56	0.24	1.42	2.01
27. I am confident in training my students on how to use AI for language learning.	2.82	0.20	1.14	1.30
28. I feel that my students expect me to use AI tools as part of their learning experience.	2.79	0.16	0.95	0.90
29. My decision to use AI tools in teaching is influenced by my colleagues' adoption of these technologies.	2.76	0.21	1.21	1.46
30. The educational community (parents, administrators, etc.) is supportive of integrating AI tools in education.	2.44	0.19	1.13	1.28
31. I feel external pressure (from society, educational boards, etc.) to incorporate AI tools in my teaching.	2.85	0.25	1.44	2.07
32. I believe AI is essential for modernizing the educational process.	3.68	0.21	1.20	1.44
33. I think my students are interested in using AI in their language learning.	3.71	0.24	1.43	2.03

Note. N = 34 for all items. Items were rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). M = mean; SE = standard error; SD = standard deviation; SV = sample variance.

Appendix 3

Interview Coding Scheme

Category (LTEM)	Theme	Code	Illustrative Quote
Antecedents	Individual factors	AI literacy, tech-savviness	<i>“I tried ChatGPT because I like experimenting with new tools.”</i>
	Interpersonal factors	Peer influence, student expectations	<i>“Students expect me to use AI now.”</i>
	Contextual factors	Institutional policy, access inequity	<i>“We had to use AI by policy, but no training was offered.”</i>
Emotional experiences	Positive	Curiosity, enthusiasm, creativity	<i>“It makes lesson planning fun again.”</i>
	Negative	Anxiety, frustration, insecurity	<i>“I worry I’ll fall behind my students.”</i>
	Ambivalent	Optimism vs. fear of cheating	<i>“AI helps, but I’m concerned about plagiarism.”</i>
Emotional experiences over time	Initial reactions	Excitement, apprehension at first encounter	<i>“At first, I was excited but also intimidated.”</i>
	Experiential reassessment	Recalibration through sustained use	<i>“Once I found specific ways to use it ... I felt less overwhelmed.”</i>
	Future outlook	Cautious optimism, concern about equity	<i>“I’m optimistic that AI will modernize teaching, but I’m also troubled.”</i>
Regulation	Strategies	Boundary-setting, selective adoption	<i>“I only use it for research to avoid frustration.”</i>
	Coping via PD & peer support	Workshops, modeling by colleagues	<i>“Seeing colleagues use it encouraged me.”</i>
	Ethical reflection	Critical stance, advocacy on access	<i>“I make it part of my job to raise awareness about the gap.”</i>
Outcomes	Wellbeing	Satisfaction, stress, resilience	<i>“AI reduced my workload, but not my stress.”</i>
	Identity	Threat vs. redefinition	<i>“I’m shifting from corrector to facilitator.”</i>

Appendix 4

Example Interview Questions

Emotions and AI Adoption

- Can you describe how you first felt when you began using AI tools in your teaching?
- How have your emotional responses to AI integration changed over time?
- What kinds of emotions did you experience when deciding whether to adopt or resist certain AI tools?

Teaching Practice and Student Dynamics

- How has the use of AI tools influenced your emotional interactions with students (e.g., motivation, frustration, satisfaction)?
- Have you noticed any changes in how students respond emotionally to your feedback when AI tools are involved?

Professional Identity and Beliefs

- How has integrating AI into your teaching shaped (or conflicted with) your sense of professional identity?
- Do you feel that using AI aligns with or challenges your teaching philosophy? Why?

Emotional Rewards and Fatigue

- What kinds of positive emotions (e.g., relief, enjoyment, accomplishment) have you experienced with AI-supported feedback?
- On the other hand, what kinds of negative emotions (e.g., anxiety, fatigue, skepticism) have you experienced?
- Can you describe situations where AI reduced your workload but created new sources of emotional labor?

Institutional and Peer Support

- What support, if any, has your institution provided for using AI in your teaching?
- How have your colleagues influenced the way you approach AI tools?
- Have you taken part in any professional development related to AI, and how did it affect the way you felt about using it?

Regulation and Coping Strategies

- When you encounter stress or frustration with AI use, what strategies do you rely on to manage those emotions?
- Have you developed ways of balancing the emotional challenges of AI use with its potential benefits?

Broader Reflections and Future Outlook

- Looking back, what emotional “journey” would you say you have gone through with AI tools?
- What advice would you give other teachers about managing the emotional side of AI integration?
- How do you imagine your emotions around AI use evolving in the coming years?