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Teachers' Emotions and Experiences as Influential Factors in Using Technology in EFL Classes

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Abstract

Nowadays, technology plays an essential role in people's life, in general, and in education, in particular. Teachers' experiences and emotions can affect technology use in classes. The present study investigated teachers' experiences and emotions regarding integrating technology into their classes. The study also explored teachers' emotions toward institutional policies about using technology and the coping strategies they adopt for such emotions. Eleven teachers (five males and six females) from high schools of Tabriz, Iran, participated in the study. Five had a B.A., and six had an M.A. degree with six years of teaching experience. To collect data, semi-structured interviews were used. For analyzing the data, MAXQDA version 2022 was employed. The findings indicated that teachers had negative and positive experiences and emotions and employed various coping strategies to deal with their emotions. Their pleasant experiences involved accessibility of many resources, communicative learning, and improving teaching; while their unpleasant experiences included technical problems, learners' low technological literacy, and teachers' lack of technological training. Teachers' debilitative emotions included being nervous, frustrated, and stressed but feeling capable, and enjoying were facilitative emotions. Besides, the teachers' debilitative emotions toward institutional policies included feeling frustrated, and tired, and the facilitative emotions toward such institutional policies included feeling fulfillment and commitment. Teachers coped with emotions arising from the institutional policies about technology-enhanced EFL classes by asking for the help of colleagues, being patient/tolerating bad situations, and trying to control negative emotions. The present study offers some pedagogical implications for educational reformers, administrators, teacher educators, and teachers.

***Keywords*:** coping strategies, emotions, technology-enhanced EFL classes, teachers' experiences

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1. Introduction

Technology has played an essential function in providing and exchanging information in education. However, its integration into the educational system has been accomplished without considering teachers' experiences and emotions. Since using technology in classrooms can enhance students' motivation to learn, develop their skills, increase their knowledge, and boost teaching quality, teachers should perceive, understand, and effectively employ it in their classes (Akram et al., 2021; Boonmoh et al., 2021; Chen et al., 2018; Samani, & Noordin, 2020). Teachers' perceptions and experiences influence technology implementation in EFL classes; thus, their pedagogical decisions on how to employ technology to support the learning and teaching needs of the 21st century depend on their beliefs (Tondeur et al., 2017). Teachers' pedagogical beliefs influence their preferences for using technology in their classes (Akram et al., 2022; Taimalu & Luik, 2019)

Teaching is emotion-laden (Tao et al., 2024), especially in instructional reforms. Miller and Gkonou (2018) mention that various emotions may be experienced by teachers while treating teaching-as-caring discourse. Teacher training plans that are not in line with their professional goals (Nguyen & Ngo, 2023) and policy stipulations have immense impacts on teachers' emotional management (Benesch, 2018). Teachers respond to challenges emotionally, which may be more noticeable in emergent online teaching. For example, during the COVID-19 epidemic, when teachers were needed to teach online without previous preparation, they underwent an emotionally intensive effort (Hodges et al., 2020). It is believe that positive emotions including joy and excitement can increase teachers' resilience in dealing with challenges and stress and influence their job efficacy and well-being (Zembylas et al., 2014).

In contrast, negative emotions may exert complex impacts and result in burnout and poor classroom performances (Han et al., 2019); meanwhile, they may activate teacher agency and lead to constructive results (Hökkä et al., 2017). Thus, this study intended to investigate teachers' experiences and emotions while integrating technology into their classes. The researchers assume that teachers' preferences in using technology in their classes depend on their teaching experiences and educational beliefs. This study is significant as it aims to show that considering teachers as active agents in teaching/learning and appreciating their emotions and beliefs can facilitate adopting technology-based methods to change classroom settings to more up-to-date environments.

2. Literature Review

Whether beneficial or not, technology has become a typical classroom procedure in many EFL classrooms. It might lead to replacing traditional teacher-centered with learner-centered classes where learners are active agents in their effort to meet their language learning needs (Akram et al., 2022). Anggeraini (2017) mentions different reasons for integrating technology in classes. It improves teaching, functions as a mind tool, creates opportunities for critical thinking, and fosters student participation. Its advantages allow creative EFL teachers to offer challenging activities in order to involve students in deep learning. It also can stimulate thought and authentic interaction among students.

Despite debates about the legitimacy of technology use in class settings, the intersection of Technological, Pedagogical, and Content Knowledge (TPACK), along with their relationships, is regarded as the "heart of good teaching with technology" (Koehler & Mishra, 2009, p. 62). TPACK, originated from Pedagogical Content Knowledge (PCK) of Shulman (1986), combines content and pedagogy to help teachers organize and present materials, considering learners' interests and abilities. TPACK, or teachers' knowledge base, embraces technology as one of the components of skillful teaching. However, it differs from the knowledge of three concepts individually (Mahmoudi et al., 2021); it is the underlying element of effective instruction through technology. Teachers are needed to know how to present pedagogical concepts via technology to help learners overcome some of their learning problems (Nguyen et al., 2023). Thus, considering technology as a component of teachers' knowledge base indicates its vital role in teaching and learning. This issue gave motivation to the present researchers to focus on technology implementation in EFL classes and explore their perceptions and emotions when using technology.

Technology integration in teaching contexts is a continuous process in all educational areas. It requires teachers to learn, adjust, plan, and make decisions that may trigger their emotional experiences. Based on Frenzel et al. (2018, 2021), the emotions of teachers, in turn, impact the quality of general education, the climate of school, and students' learning while Huang et al. (2020a, 2020b) argue that teachers' emotions can impact their health and well-being. Sutton (2007) argues that experiencing negative emotions like frustration and anger can affect teachers' job satisfaction and acts of teaching and can result in teacher burnout. Huang et al. (2022) state that unexpected situations like sudden technical problems in technology-rich teaching settings can impede teachers' achievement of their teaching goals and lead to negative emotional feelings. Due to technological advancement, teachers must adjust to newly developed educational techniques and employ technology in their classes to make teaching effective. All of the teachers cannot promptly adapt

to these newly developed strategies. When they feel that their tasks are complex, they experience negative emotions. Teachers are still learners when integrating technology into their classrooms; it means they are required to acquire technology knowledge and use this knowledge in order to make improvements in their teaching.

Studying the role of emotions in technology implementation is crucial for understanding the influences of integrating and using information and communication technology (ICT) in EFL teaching.

Utilization of technology in EFL classes, although beneficial for students, can be demanding for teachers because they must change their teaching methods. It might put teachers under pressure to learn technological skills, creating social, physical, and psychological challenges (Han et al., 2019). While integrating technology in class, teachers experience various emotional feelings about their "acquisition and perceived competence of technology use" (Huang et al., 2022, p.4). The studies conducted by Joo et al. (2018) showed that teachers feel different emotional states, such as anger, happiness, sadness, and anxiety when learning technology-related skills. The study also found that when pre-service teachers recognized higher computer skills as well as ease of use, they experienced positive emotions. Still, they experienced adverse feelings when encountering difficulties or were uncertain regarding their computer use and knowledge. Tucker (2018) also found that students' engagement in technology can affect teachers' training and performance, causing them to feel stress and anxiety because the demands of teachers' professional role make them try hard even after school hours and in their homes to answer them.

Likewise, Keller et al. (2014), supporting earlier researches, showed that the key factors for teachers' negative emotions about technology use in their classes are the amount of effort they must put into explaining to students how technology works, the training that is necessary to change their teaching practices, the school software operation problems, and paucity of support for employing technology in their classes.

TPACK outlines how the interaction of technological, content, and pedagogical knowledge bases affects the successful technology integration. Teachers' ability to effectively combine the three types of knowledge can shape their efficacy in integrating technology into their classes (Simuja, 2023). Several factors can affect teachers' successful technological integration in their classes. One determinant factor is their attitudes (Shambare & Simuja, 2022; Mahlangu & Makwasha, 2023; Winter et al., 2021). Perceived ease of use, usefulness, and compatibility can influence teachers' attitudes toward technology (Sadaf et al., 2016). If teachers perceive that technology can be employed easily, they will possibly be willing to use it in their classes (Sadaf et al., 2012). de Aldama and Pozo (2016) believe that teachers regard the

capability to adjust and produce information, access, speed, and others support while utilizing the same technology as the crucial factors when selecting to employ technology.

Stevens (2019) argues that technology integration can occur if teachers' beliefs are challenged and changed. Teachers should receive training and sufficient support to use technology in their classes. Hsu (2016) also echoes the same viewpoint, finding a direct link between perceptions and practices. It is more probable to use technology if a person perceives it as an effective educational instrument. Teachers' perceptions regarding the function of technology in enhancing students' engagement when effectively employed in the classroom can bring transformations in educational systems (Holt, 2015) and individualize learning (Abbasi et al., 2021). However, teachers need professional development and training on technology effectiveness and its use in their classes (Er & Kim, 2017; Liang, 2015). Such training can change their negative attitudes regarding technology employment and help develop positive emotions toward it.

Some studies examined teachers' experience and perception of technology. Joo et al. (2018) found that TPACK positively affected the perceptions of teachers regarding the effectiveness of technology in classes. It was found that beliefs of teachers regarding technology use caused technology-related changes in their practices (Howard & Gigliotto, 2016). Teachers' unwillingness to employ educational technologies was investigated by Demirbag and Kilinc (2018). They advised that teachers' techniques for technology employment should be enhanced. Investigation of teachers' obstacles to utilization of technology in their classes revealed that teachers need training programs (Villalba et al., 2017) because teachers' perception of technology employment value is improved by training (Ihmeideh & Al-Maadadi, 2018). Moreover, the research done by Tarman et al. (2019) indicated that factors including familiarity with technology and teaching experience duration are obstacles to technology use in classes. They also stated that technology knowledge and experience paucity reduces self-confidence, which may consequently affect the willingness of teachers to employ technologies in a class.

The present qualitative study drew on Pekrun and Linnenbrink-Garcia's (2012) achievement emotions theory to analyze teachers' emotions and instruction (Bruner, 1966). Bruner (1966) argues that development of cognition includes the interplay between essential abilities of a person and "culturally invented technologies that serve as amplifiers of these capabilities" (p. 234). According to Bruner, teachers can assist students in solving their problems alone by using technology in their classes to instruct first at a simple level and then at complicated ones. Understanding teachers' experiences regarding the employment of technology in the classes can contribute not only

to the students' and schools' success but also to teachers' realization of creating a compelling learning context that leads to the learning of the students. In general, the theory of Bruner can assist in finding techniques to use activities which enhance the probability of motivating the students to learn.

Although some researches have concentrated on experiences and emotions of teachers about technology employment (Abbasi et al., 2021; Akram et al., 2022; Badia et al., 2019; Huang et al., 2022) few studies have been done in the Iranian context, primarily focusing simultaneously on both dimensions (experience and emotion). Thus, the current study attempted to fill the gap by answering the following research questions:

1. What experiences and emotions do Iranian EFL teachers have about using technology in their English classes?
2. What emotions do Iranian EFL teachers experience because of institutional policies regarding the use of technology in classes, and how do they cope with their emotions?

3. Method

3.1. Participants

From different high schools of Tabriz, Iran, eleven English language teachers were selected based on convenience sampling. The participants were six females and five males, aged 23 to 33, five had a B.A., and six had an M.A. degree with six years of teaching experience. A small sample size is used in qualitative research to get depth and richness of the experiences of participants (Cresswell & Clark, 2011). Ethical considerations were addressed before initiating the study. The participants were given complete knowledge regarding the research, such as they can stop their contribution during the study. In addition, they were ensured of the confidentiality of their responses. The goals and methods of the study were clarified to the participant in order to make sure that they understood the objectives and methods. The participants' demographic information are shown in Table 1.

Table 1

Participants' Demographic Information

		Number (percent)
Education	B. A	5 (45.4%)
	M. A	6 (54.5%)
Gender	Male	5 (45.4%)
	Female	6 (54.4%)
Experience	6 years	3 (27.2%)
	7-10 years	5 (45.4%)
	Above 10	3 (27.2%)

3.2. Materials and Instruments

Semi-structured interviews helped the researchers explore English language teachers' experiences and emotions while using technology in their classes. Initially, six interview questions were prepared by the researchers prepared on the basis of the study's objectives after reviewing the related literature. Five applied linguists who employed technology in their classes and had more than ten years of teaching experience judged the importance of questions. The Content Validity Ratio (CVR) was computed for all interview questions (Gilbert & Prion, 2016). Consequently, the researchers removed one of the questions, and retained five questions. The ratios for perceiving the items as essential were greater than 70% (See Appendix). Seidman (2006) believes that researchers employ interviews to obtain individual emotions and experiences of the participants while using technology in their classes. Interviews enabled the participants to describe their experiences and emotions, offering valuable insights into research inquiries.

3.3. Procedure

The process of collecting data started in July 2023 and ended in December 2023. WhatsApp and Google Meet communication platforms were employed to contact the participants. They could select a suitable interview date, time, and location. The researchers provided clarifications during the interviews per the participants' request. The interviews were conducted in English and were promptly transcribed by the researchers after each interview session, which lasted about 45 minutes for each interview.

The researchers used an inductive approach to analyze the content obtained from the interviews. The collected data after transcription were analyzed through Interpretative Phenomenological Analysis (IPA), commonly employed in order to create models which deepen our understanding of the way individuals perceive their experiences (Delgado et al., 2015). The IPA procedure consisted of thoroughly reading the content of interviews,

identifying themes, finding their possible relationships, and summarizing the recognized themes along with supporting samples. Following Gao and Zhang (2020), the researchers coded and grouped the themes under broader categories. Then, the related categories were put under higher-order themes, as reported in the findings section. An external researcher with a Ph.D. in applied linguistics and expertise in qualitative analysis examined 20% of the codes to ensure the codes were credible. In other words, the expert checked 28 codes out of 141 and approved them. Therefore, the researchers and the external coder agreed on the extracted codes.

3.4. Data Analysis

To make east the development of codes, categories, and themes while processing the data, the software of MAXQDA version 2022 software was utilized.

4. Results and Discussion

4.1. Results

Four major themes were derived from qualitative data analysis: experiences gained in technology-enhanced EFL classes, emotions in technology-enhanced EFL classes, emotions toward institutional policies about the integration of technology into EFL classes, and strategies to cope with emotions arising from the institutional policies about technology-enhanced EFL classes, each of which is explained as follows.

Theme 1: Experiences gained in technology-enhanced EFL classes

The first theme was related to the experiences (pleasant and unpleasant) that the teachers gained in technology-enhanced EFL classes (Table 2 & Figure 3). More specifically, teachers' pleasant experiences involved Accessibility to various resources, Interactive/Communicative learning, Improving teaching, and Dynamic/Immersive learning environment.

On the other hand, their unpleasant experiences included technical problems, being expensive for many learners, being unreliable at times, distracting, and lacking in-person encounters.

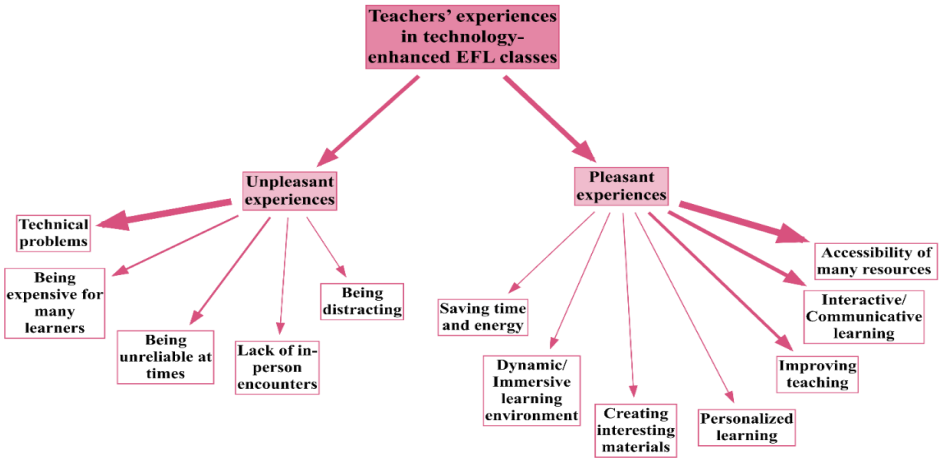
Table 2

Teachers' Experiences in Technology-enhanced EFL Classes

Code System	Frequency
Pleasant experiences	***29***
Accessibility of many resources	8
Interactive/Communicative learning	5
Improving teaching	4
Dynamic/Immersive learning environment	2
Creating interesting materials	2
Personalized learning	2
Saving time and energy	2
Reducing cognitive load	1
Task-based and discovery learning	1
Facilitating creativity	1
Enabling multimedia presentations	1
Unpleasant experiences	***24***
Technical problems	9
Being expensive for many learners	3
Being unreliable at times	3
Being distracting	2
Lack of in-person encounters	2
Learners' low technological literacy	1
Difficult class management	1
Over-reliance on technology	1
Teachers' lack of technological training	1
Challenges of choosing appropriate technology	1

Figure 3

Teachers' Experiences in Technology-enhanced EFL Classes



Theme 2: Emotions in technology-enhanced EFL classes.

The second theme was emotions in technology-enhanced EFL classes. The teachers unveiled their emotions in such classes. According to Table 3 and Figure 4, the teachers' debilitative emotions included being nervous, frustrated, having intense negative emotions, and being unpleasantly surprised, confused, and stressed. On the contrary, their facilitative emotions were having a wonderful feeling and feeling capable, confident, relaxed, and enjoying.

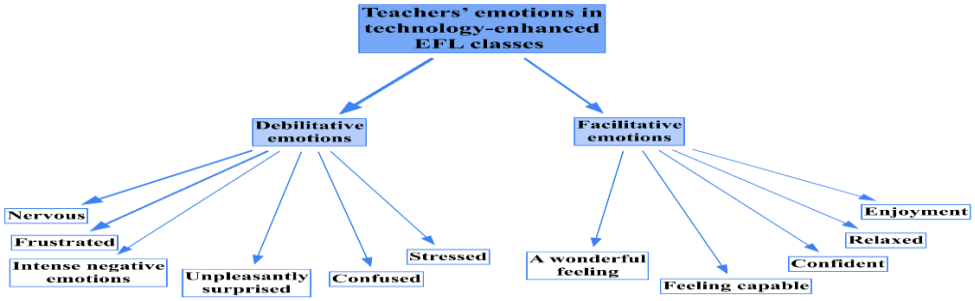
Table 3

Teachers' Emotions in Technology-enhanced EFL Classes

Code System	Frequency
Debilitative emotions	***8***
Nervous	2
Frustrated	2
Intense negative emotions	1
Unpleasantly surprised	1
Confused	1
Stressed	1
Facilitative emotions	***5***
A wonderful feeling	1
Feeling capable	1
Confident	1
Relaxed	1
Enjoyment	1

Figure 4

Teachers' Emotions in Technology-enhanced EFL Classes



Theme 3: Emotions toward institutional policies about the integration of technology into EFL classes

The third theme was the emotions of Iranian EFL teachers toward institutional policies regarding integrating technology into EFL classes. As shown in Table 4 and Figure 5, teachers' debilitative emotions toward institutional policies included feeling frustrated, angry, powerless, sad, incapable, pressured, helpless, tired, unsure, lost, reared, disrespected, trapped in a haze, burned out, confined, and disappointed. On the other hand, teachers' facilitative emotions were fulfillment and commitment.

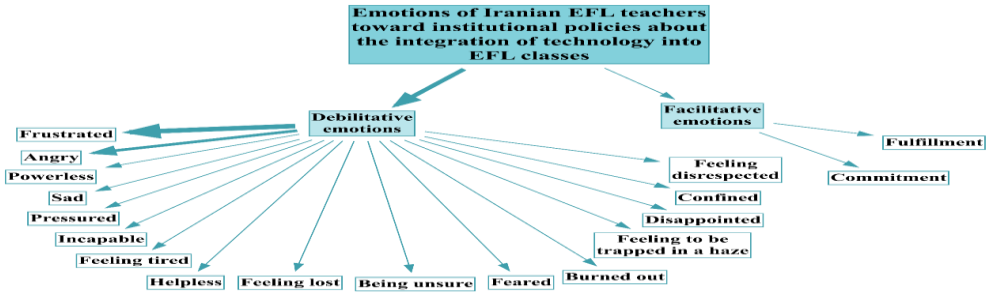
Table 4

Emotions Toward Institutional Policies About Technology Integration in EFL Classes

Code System	Frequency
Debilitative emotions	***22***
Frustrated	5
Angry	3
Powerless	1
Sad	1
Incapable	1
Pressured	1
Helpless	1
Feeling tired	1
Being unsure	1
Feeling lost	1
Feared	1
Feeling disrespected	1
Feeling to be trapped in a haze	1
Burned out	1
Confined	1
Disappointed	1
Debilitative emotions	***2***
Fulfillment	1
Commitment	1

Figure 5

Emotions toward Institutional Policies about Technology Integration in EFL Classes



Theme 4: Participants' strategies to cope with emotions arising from the institutional policies about technology-enhanced EFL classes

The fourth theme was related to EFL teachers' strategies to cope with emotions arising from the institutional policies about technology-enhanced EFL classes.

Table 5

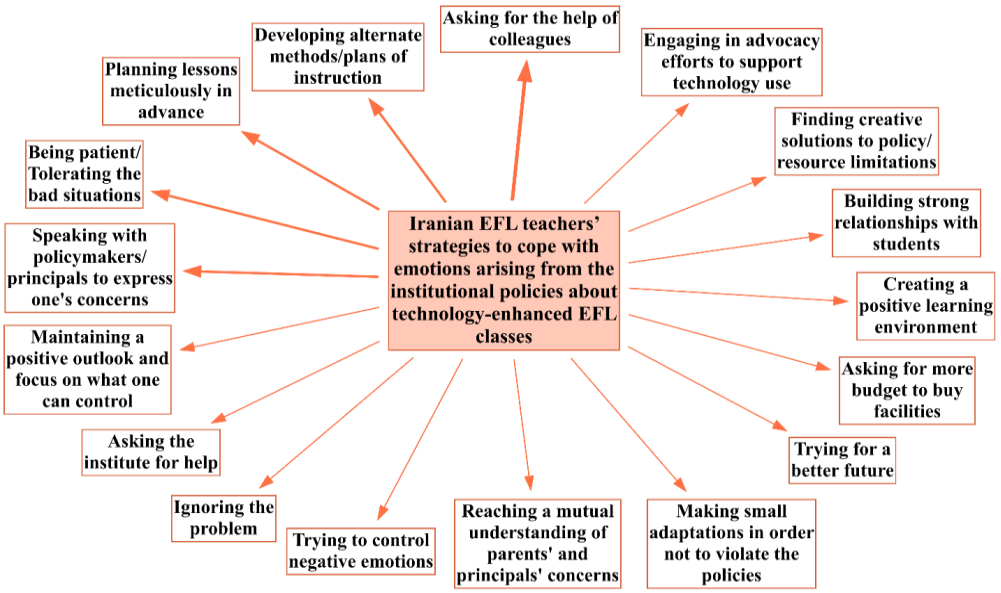
Participants' Strategies to Cope with Emotions Arising from the Institutional Policies about Technology-enhanced EFL Classes

Code System	Frequency
Asking for the help of colleagues	5
Developing alternate methods/plans of instruction	2
Planning lessons meticulously in advance	2
Being patient/Tolerating the bad situations	2
Speaking with policymakers/principals to express one's concerns	2
Maintaining a positive outlook and focus on what one can control	1
Asking the institute for help	1
Ignoring the problem	1
Trying to control negative emotions	1
Reaching a mutual understanding of parents' and principals' concerns	1
Making minor adaptations in order not to violate the policies	1
Trying for a better future	1
Asking for more budget to buy facilities	1
Creating a positive learning environment	1
Building strong relationships with students	1
Finding creative solutions to policy/resource limitations	1
Engaging in advocacy efforts to support technologyuse	1

The teachers' coping strategies were asking for the help of colleagues, developing alternate methods/plans of instruction, planning lessons meticulously in advance, being patient, and tolerating bad situations (Table 5 and Figure 6).

Figure 6

Strategies to Cope with Emotions Arising from the Institutional Policies about Technology-enhanced EFL Classes



4.2. Discussion

This study shed light on teachers' experiences and emotions while integrating technology into their classes. During the interviews, respondents asserted that effective technology employment facilitates meeting students' educational needs. In line with Rafi et al. (2019), the interviewees believed technology provides creative solutions to learners' various learning inquiries. The interview results also showed that integrating technology fosters student participation in learning activities, enhances academic achievement, and cultivates creative thinking. These findings align with previous studies (Alsied & Pathan, 2013; Anggeraini, 2017; Batubara, 2021). Alsied and Pathan's (2013) study indicated that technology use results in learner-centered learning and cause foreign language learning and teaching process dynamic, interactive, and joyful. Moreover, Anggeraini (2017) reported that providing technology can make students be more creative and active and functions positive roles in enhancing initiatives of students. Similarly, Batubara (2021) found that technology employment in EFL classes encouraged students' creativity and contributed to accommodating their different interests. Consequently, students feel confident in utilizing technology for educational aims and become innovative and creative in doing their activities. The researchers assume that

teachers prefer to use technology if they feel it increases learning quality. Thus, educators' and policymakers' responsibility is to show the usefulness of technology to teachers during in-service classes and training. Therefore, it can be concluded that teachers' attitudes about technology affect their usage. This conclusion highlights the role of In-service Education and Training (INSET) courses. The content of such classes should be meticulously re-shaped and designed to meet the modern necessity for technology knowledge, technology integration, and personalized learning.

Technology can bring variety to English classes and affect teaching practices. Teachers can present their teaching materials in different formats, such as texts, videos, and PowerPoint slides, to attract learners' attention, as mentioned by participants. Creating interesting materials and using adequate supplementary ones, including exercise books, reference books, and teaching aids, to support students learning are other advantages of technology that can create positive emotions in teachers, mainly when they see their students' motivation to learn. Such materials make concepts clear for the students and enhance their academic achievement (Asif et al., 2020). Sharing materials before class time was another advantage of using technology in EFL classes, which researchers believe could trigger students' background knowledge and facilitate learning by activating related schemata (Rashtchi & Porkar, 2020).

On the other hand, teachers expressed unpleasant experiences with utilization of technology in their classes, too. The findings revealed that technology instruments and the internet required for distance learning were not available to many students. Surprisingly, these findings are not new since as Anderson and Perrin (2018) argued that paucity of the internet and computer availability negatively influences rural regions, communities of color, and lower socio-economic groups. Meanwhile, inadequate infrastructures and teachers' training, technological incompetence, inadequate digital competencies of students, and poor communication between students and teachers were found to be the unpleasant experiences of teachers in integrating technology into their classes. This finding aligns with several studies (Abbasi et al., 2021; Dar et al., 2018; Rafi et al., 2019; Shah et al., 2020). Thus, the current researchers argue that teachers should have chances to increase their technological skills before expecting them to employ technology in their classes. Besides, students' lack of basic technology skills is a significant flaw because they need such skills to succeed outside the classroom. Thus, curriculum developers and policymakers should design courses to enhance students' technological literacy among other courses and lessons.

The present study revealed that while integrating technology in their classes, teachers experienced negative emotions, including nervousness, frustration, and intense negative emotions, which could result from a lack of sufficient technological knowledge or how to combine technology with the

routines of their classroom procedures. As shown by previous studies, teachers' resistance toward shifting from teacher-centered to student-centered classes could be another source of negative feelings (Rafi et al., 2019).

Participants also reported being unpleasantly surprised, confused, and stressed, feelings which were verified by MacIntyre et al. (2019), and Mailizar et al. (2020). Different factors might cause negative emotions: teachers themselves, students, the learning and teaching process, educational policies, teachers' relationships with other colleagues, and parents' expectations, confirmed by multiple research findings (Traxler & Frenzel, 2015).

Most teachers feel anxious because they find technology time-consuming, impeding their students' progress; thus, they get worried that they may not succeed in their final examinations due to their learners' learning process. Teachers experience negative stress because they feel they are not able to create motivation in their students to learn. In addition, they think that they cannot control students' behavior and cannot meet their expectations. Van Uden et al. (2014) argue that students' negative learning approaches are the cause of teachers' feelings of anxiety. Most teachers stated that students' disrespect, lack of homework, and laziness evoke their anger (Mercer & Gregersen, 2020). Teachers pointed out students' dishonesty, ignorance, and cheating as the reasons for loneliness feeling (Yin et al., 2017).

Teachers' positive emotions while employing technology in their classes aroused wonderful feelings, giving them confidence, relaxation, and enjoyment. These findings are in line with those of Badia et al. (2019), Kordts-Freudinger (2017), and Rowe et al. (2013). Badia et al. (2019) discuss that positive feelings of pleasure and joy are influenced by factors including online teaching hours, academic background, and gender. Moreover, they believe that the emotion of satisfaction has a relationship with learning support functions and institutional design. Planning activities, establishing goals, guiding and monitoring students in their learning process, and selecting content impact teachers' satisfaction.

Regarding institutional policies, teachers reported both positive and negative emotions. Teachers felt positive feelings of fulfillment and commitment because of the benefits they attributed to online teaching and the change in their level of willingness and readiness due to their technological competence and external support. These findings are consistent with those of Ngo (2021), Pham and Phan (2022), and Yan and Wang (2022). Ngo (2021) carried out a case study to determine teachers' emotional changes during technology integration in their classes over a ten-week period. It was reported that teachers at the end of semester felt autonomous, and they were able to completely adapt themselves to technology use. Likewise, Pham and Phan (2022) conducted a case study to understand the relationships among political, social, and cultural rules of schooling and the self. They found that since

teachers received professional support and got familiar with technology, these issues contributed to their adaptations and triggered positive emotions in them so that they were able to control themselves better. Furthermore, the findings of the case study done by Yan and Wang (2022) showed that during the first days of technology use, teachers felt negative emotions, but as time passed, they set a relaxed zone with vivid aims, framework, content, pacing, and assessment. Besides, teachers pursued teaching styles of distinctive nature and practiced some emotional and health healing strategies to deal with pressure and stress due to technology use. One of the reasons for negative emotions was that educational bodies failed "to plan comprehensively for an innovation as complex as technology" (Burns, 2023, p. 15). The other reason was related to teacher evaluation. Teachers stated that they were often formally evaluated on teaching with technology despite not having functioning technology in their educational centers (Pham & Phan, 2022).

Moreover, even though teachers considered technology integration a priority, its utilization was not part of teachers' practices. The third reason was the lack of a technical support system. Surprisingly, they believed their questions regarding technical problems were left unanswered even with a 'help desk' mechanism. According to Zhao (2021), most educational centers underestimate, ignore, or fail to provide standard frameworks for effective technology integration and provide and improve pre-service, in-service, and support systems so that different educational centers (e.g., schools and universities) collaborate to enhance the instructional quality of each other. Another reason was the lack of consistency in the educational system, which affects teachers' motivation and directly impedes technology integration.

Furthermore, the results showed the participants' techniques to control their emotions. Teachers emphasized the importance of understanding institutional policies, which minimizes the risks of feeling negative emotions. The attempt to understand their circumstances is called the "perception" strategy (Zhao, 2021, p.2) and is regarded as the most frequently adopted strategy to cope with annoying feelings (MacIntyre et al., 2020).

Asking for support from their colleagues was another coping strategy stated by EFL teachers. For example, some teachers with high levels of technological knowledge could volunteer to hold workshops, which helped alleviate their colleagues' confusion. External technical support could enhance teachers' confidence in delivering better lessons, a point recommended by Pham and Phan (2022), who state that technology can contribute to raising positive emotions in teachers. Emotional and technical support were effective strategies (McIntyre et al., 2020).

The next coping strategy was maintaining a positive attitude since EFL teachers believed that showing frustration led to negative student outcomes. By focusing on the positive attitudes, teachers can give fat praises

to the students and offer support at the right time to assist them in their mistake corrections. There is debate among authors about this strategy. Although Ngo (2021) states hiding feelings may not have the same effects as revealing them, it was regarded by Santihastuti et al. (2022) as a suitable technique at the surface level while teachers concentrate on real reasons for students' poor performance rather than their anger. Nguyen and Pham (2023) mention that these two points of view are not in opposition since teachers may take them at the same time.

5. Conclusion and Implications

Thematic analysis revealed that EFL teachers had negative and positive experiences and emotions while integrating technology. Moreover, they experienced both negative and positive emotions because of institutional policies regarding technology employment in their classes, and they adopted some coping strategies to manage their emotions. These findings have some implications for the stakeholders, including educational boards, educational reformers, administrators, teacher educators, and teachers. Based on these results, these stakeholders can now comprehend the experiences and emotions of teachers while integrating technology into their classes. They should know that teachers use technology due to certain reasons, and not all teachers believe it is required to improve education. Stakeholders need to grasp the reasons that teachers choose technology to employ. It was reported by teachers that they select technology on the basis of availability, ease of use, students' needs, and stakeholders' pressure to employ technology. The other implication is that teachers' emotions are changeable and complex, and their strengths are flexible. Therefore, authorities should provide sufficient and timely support for teachers to increase their ability to overcome future turbulences. Besides, teachers should perceive their strengths and situations to make appropriate adaptations. The other implication is that it is advisable for teachers to be engaged in appropriate organizations or communities to get reciprocal encouragement, assistance as well as empathy so their positive emotions are boosted and negative ones are eliminated.

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Appendix

Interview Questions

1. As an English teacher, please discuss your experiences using technology in your English classes.
2. Can you talk about your negative emotions toward using technology in your classes?
3. Can you talk about your positive emotions toward using technology in your classes?
4. How do you feel about the institutional policies regarding technology use in English classes?
5. How do you manage such emotions?