

Research on the Emotions of Russian Language Teachers in Chinese Universities Against the Background of Sino-Soviet Relations (1967–1991): An Ecological Systems Theory Perspective

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Teachers' emotions are closely related to teachers' career development, national education quality and the teaching reform. Based on the ecological systems theory, this paper adopts the qualitative case study method to explore the emotional experiences and influencing factors of Russian teachers in Chinese universities against the background of Sino-Soviet relations from 1967 to 1991. In this paper, three Russian teachers from different types of universities in different regions of China are selected as subjects utilizing purposive sampling. The data of the three teachers' work and living environment and their professional emotions are collected by narrative questionnaire. Finally, according to the core category classification method, the data are extracted and analyzed to reveal the professional emotional experiences of Chinese Russian teachers and to investigate the relationship between emotional experiences and the ecological contexts of Russian majors. The study found that (1) from 1967 to 1991, the three teachers generally felt the most positive emotions, followed by negative emotions and mixed emotions. (2) Teachers' emotions are closely related to the environment. Russian language teachers' emotions have a multi-leveled interaction with "micro-system," "meso-system," "exo-system" and "macro-system." The research contributes to the understanding of teachers' emotions in a specific period, especially the less commonly taught languages teachers' emotions.

Keywords: teacher emotion, Russian language teachers, Sino-Soviet relations, ecological systems theory

Teachers' emotions have a profound impact on teachers' professional development and student learning effect. Teachers' emotions are also closely related to teacher cognition and learning (Day & Qing, 2009; Hargreaves, 2000). Therefore, teachers' emotions are an essential factor in teachers' career development. There are many relevant

research achievements at home and abroad (Sun & Lu, 2007; Sutton & Wheatley, 2003; Yin, 2008), but the foreign language community in China started late (Gu & Gu, 2019; Gu et al., 2022; Hu & Wang, 2014), which indicates the importance of utilizing existing research. The current research on teacher development has gradually shifted from technicism to humanism, emphasizing that teachers should be regarded as exemplary people with both emotion and reason (Sage et al., 2012). Likewise, the study of teachers' emotions has been incorporated into humanistic perspectives, namely, from the interactive relationship between teachers and the environment to study teachers' emotions. This is specifically manifested in the study of teachers' positive and negative multiple emotional experiences and their effects on their own professional development based on sociocultural theory and ecological systems theory.

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Literature Review

Research on the Emotions of Foreign Language Teachers

The Core Concepts of Teachers' Emotions

The core concept of "teacher emotion" is derived from the definition of "emotion" in psychology, sociology and other fields. From the psychological point of view, emotion is a general concept including people's emotional state, mood, state of mind, valence experience and other contents (Boekaerts, 2007). It is an individual's internal experience and psychological process and may be accompanied by specific physical movement representations (Lin, 2011; Yin, 2007). Emotion refers to the overall mental outlook of humans (Zhu, 2005, p. 4). The seven categories of emotions currently recognized are happiness, sadness, surprise, fear, anger, disgust, and contempt (cited in Vaughn, 2010). Some scholars classify the constituent dimensions of emotion. For example, Vaughn (2010) categorizes emotion into physiological incentives, subjective evaluation, and behavioral performance. Emotion in the dimension of educational psychology involves three aspects: physiological response, cognitive evaluation and behavioral tendency (Van Veen & Slegers, 2009). In contrast, from a social-psychological perspective, emotion is a complex process, covering five elements: evaluation, subjective experience, physiological change, emotional, expression and behavioral tendency (Lazarus, cited in Sutton 2007).

The concepts similar to emotion include feelings, and moods. Understanding the differences between these concepts is also necessary in order to comprehend the concept of emotion accurately. According to Damasio (1994), emotion tends to indicate a change in an individual's physical state in the face of a positive or negative situation. Feelings emphasize "perceptions of these changes" and subjective experience. Mood is an emotional factor that is "weak in intensity, long-lasting, and may lack obvious object orientation" (Yin, 2007, p. 45). Compared with mood, the term "emotion" highlights its sociality, emphasizing that human emotion is a kind of "social construction" (Waldron, 2012, p. 10) and social needs (Wu, 2012) "developed in the process of forming social relations" (Zhu, 2005, p. 37).

Secondly, emotional aspect of education should be considered. Palmer (1998) believed that the inner picture of teachers' mind consisted of three interdependent parts: intelligence, emotion and spirit. Among them, the feelings of

teachers and students in teaching form emotions, and facilitate or hinder communication between teachers and students. In addition, teachers' emotions are dynamically intertwined with intelligence (cognition) and spirit (conation). Therefore, we should grasp the teachers' emotions in the context of complex dynamic processes.

Based on the above research, "teachers' emotions" can be regarded as the subjective experience and performance of teachers' professional life, which is reflected in the unity of teachers' psychological process and embodied external representation (Zembylas, 2003). It combines conceptual states and dynamic processes (Hargreaves, 1998). At the same time, teachers' emotions have the characteristics of socialization, which are the product of cultural, social and political relations (Zembylas, 2005, p. 4). The teachers' emotions in this definition are not only an internal human experience but also a combination of psychology and embodiment, the unity of state and process. In addition, it is a three-dimensional and diverse concept with cultural, social, and political attributes. Teaching is a practice that carries emotion, and "emotion is at the core of teaching" (Hargreaves, 1998, p. 835). As practitioners of teaching work, teachers' emotional experience and emotional practice in the workplace are related to the advancement of education quality, teaching reform, their own professional development, and many other aspects (Kelchtermans, 2005). Thus, teachers' emotions are an essential issue in teachers' professional development.

Emotional Experience of Foreign Language Teachers

Environmental factors such as teaching, reform, and teacher education of foreign language teachers will also affect their emotional experience. Teaching activities have the nature of interpersonal interaction with an emotional dimension (Nias, 1996). Teaching activities are even an emotional practice (Zembylas, 2005). For example, Hagenauer & Volet (2014) used two interviews with 15 university teachers from two Australian public universities as data sources to study their emotions of interaction with students through teaching activities, and explored positive and negative emotions in specific teaching situations. Using interviews with nine college English teachers in Japan as a data source, Cowie (2011) explored their emotions toward students, colleagues and work. She found that English teachers' emotional attitudes toward colleagues and organizations are predominantly negative, while their emotions toward students are more positive and warmer.

Teachers' emotions in the reform environment are an

important topic in this field. Because teaching reform often leads to conflict between teachers' identity and reform goals, which makes teachers have intense emotional changes. Van Veen et al. (2005), drawing on an interview with a male French teacher in a middle school, examined his enthusiasm, anxiety, anger, guilt and shame related to the way of reform. He explored the impact of these emotions on his teaching practice and identity. Foreign language teachers' learning experience will have an impact on their emotions. Marquardt (2011) conducted a study on five pre-service English teachers who had studied abroad with narration methods, and found that narration methods could provide preparation for emotional work in teaching. Teachers and teacher educators should manage emotional relationships rather than deliberately excluding emotions. As a result, the emotions of foreign language teachers are an integral part of research on professional development for foreign language teachers, and emotional support in universities is equally significant as academic support for foreign language teachers (Liu & Xu, 2011).

There can be many manifestations of teachers' emotions, among which burnout is one of the most researched emotions. Teacher is a profession with high intensity and pressure, which often leads to job burnout. Based on a questionnaire survey of 290 middle school English teachers in China, Cheng (2006) studied the problem of job burnout among this group. The study found that job burnout is closely related to gender and teaching achievement, while age and seniority have little influence on job burnout. Tang & Zhao (2013) studied the job burnout of 118 foreign language teachers in western universities in China by using questionnaires, interviews and classroom observation. They found that teachers showed severe "emotional exhaustion" due to research pressure and other reasons. Zhang (2011) interviewed five English teachers in a comprehensive university in China and found that they showed job burnout due to various contradictions among teaching, scientific research, students, and market demand. Based on the ecosystem theory, Gu et al. (2021) analyzed the specific manifestations, influencing factors and improvement measures of job burnout of three English teachers in a junior high school in S city, a province in eastern China, with semi-structured interviews and text data. According to the study, the three teachers' job burnout manifested in three ways: emotional exhaustion, a diminished sense of achievement, and a sense of depersonalization. Many factors affected English teachers' job burnout. Emotional adjustment, balancing workload and obtaining external support are possible ways to

reduce job burnout.

The Formation of Foreign Language Teachers' Emotions and Its Influencing Factors

There are few empirical studies on the formation of foreign language teachers' emotions. Van Veen & Slegers (2009) examined the emotions of a Dutch teacher with a case study method, assuming that the interaction between teachers' self-identity and the reform situation produced teachers' emotions. The requirements of the situation and evaluation directly promoted the formation of emotions. Chang (2013) used an online questionnaire to investigate the relationship between emotional events, evaluations, and job burnout among 492 American Midwest middle school teachers. It was found that teachers' poor problem-solving abilities and the inconsistency of evaluation objectives have exacerbated their negative emotions, resulting in teachers' job burnout. Xu (2013) studied the emotional experiences of three high school English young teachers in their interactions with students, colleagues, parents and administrators through interviews. It is found that the political geography formed by social hierarchy lays the emotional rules for teachers to interact with others; colleague communication and students' emotions are also factors affecting teachers' emotions. Analyzing the audio and video recordings of conversations between two American Persian teachers and 17 students, Atoofi (2013) examined the "affective alignment" formed by students and teachers, and found that students actively participated in the negotiation of teachers' emotional practice. Based on data from online teacher forums, Gao (2008) concluded that the sense of vulnerability of English teachers in mainland China is due to the coexistence of teacher authority, pressure and regulation conferred by their deep culture. Zembylas et al. (2014) analyzed the exploratory case of a secondary school teacher in Cyprus in three ways: interviews, case material and participant observation. The study found that individual teachers' emotions are related to their macro historical, political and social discourse and power relations. Lasky (2005) conducted a mixed-methods questionnaire and qualitative interviews with secondary school teachers. It has been suggested that teachers' sense of vulnerability is a result of the influence of teachers' early experiences on their identity and contemporary educational reform. Van Veen & Slegers (2006) conducted a qualitative interview with six Dutch secondary school teachers. Teachers' evaluations of the relationship between professional goals and the demands of the reform situations they face were found to be an important cause of teachers'

emotions. Through qualitative research (interviews and archival materials), Darby (2008) found that teachers develop feelings of fear and anger when educational situations challenge their professional self-perceptions. Teachers' career stage can also have an impact on emotions. Using an open-ended questionnaire, Hargreaves (2005) studied the emotional experiences of 50 primary and secondary school teachers with different disciplines, different teaching ages and different grades in the teaching reform. According to research, the age and career stage of teachers affect their emotions.

According to the above, we find that scholars have studied teachers' emotions at multiple levels, but there is still room for expansion: first, there is little research on the emotions of less commonly taught languages teachers; second, there is a lack of attention to teachers' emotional problems when teachers' profession is obviously at a disadvantage in the macro environment of a specific period. Accordingly, this paper examines the following questions:

- RQ1. What are the emotional characteristics of Chinese Russian teachers during the period from 1967 to 1991?
- RQ2. What are the possible formative factors for the emotional characteristics of Chinese Russian teachers during this period?

Research Design

Research Background

The three teachers studied in this paper are from three Chinese universities, located in Harbin, Xi'an (working in Xi'an during the period, and later transferred to a southern university) and Wuhan. University types cover foreign language universities and comprehensive universities. The research was conducted in the Russian language departments, teaching and research section (or Russian language institutes) of the three universities. Russian language teachers in foreign language universities and Heilongjiang University in China have formed independent department-level administrative colleges. There are several teaching and sections or departments. The college is generally composed of 15–30 teaching staff. The Russian language department or teaching and research section of comprehensive or polytechnic university is a subordinate institution of the college, consisting of 3–10 teachers. Its curriculum and teaching quality evaluation are subject to the college. The

setting of different colleges and different Russian departments or colleges constitutes an essential link in the formation of teachers' emotions, which promotes or restricts the formation of positive or negative emotions of Russian language teachers.

On 2 October 1949 the Soviet government announced its recognition of the new China. On the 3rd the Soviet Union and China formally established diplomatic relations. The 42 years of Sino-Soviet relations can be broadly divided into the following stages: (1) the period of friendly alliance (1949–1959); (2) the period of ideological debate and the deterioration of state relations (1960–1966); (3) the period of full-scale confrontation (1966–1981); and (4) the period towards normalization (1982–1991). The period examined in this paper refers to the period of full-scale confrontation and the period towards normalization. During this period, Chinese Russian education policy gradually picked up from its low point, but Russian teaching and teachers were still in a difficult stage of development in foreign language education.

Data Collection

A narrative questionnaire was adopted to collect data on the emotions of Russian language teachers during the mentioned period. The environmental structure of college English teachers' professional development in China and the various connections between teachers' development and the environment have profound humanistic attributes. This attribute and the attention to teachers' experience make narration methods one of the important methods. A large number of narrative research (Barkhuizhen, 2009; Barkhuizhen & Wette, 2008; Liu & Xu, 2011; Tsui, 2007; Xu & Liu, 2009) on the relationship between foreign language teachers and the environment show that narration is an effective way to present and understand teachers' experience (Barkhuizhen, 2011; Gu et al., 2016). Based on the above cognition, a set of narrative questionnaires was designed, covering the working and living environment and professional emotions of Russian teachers in colleges and universities during the period, aiming to elicit teachers' reflections on the professional development context and sharing of their perceptions and emotions.

Participants

This study used the purposive sampling method to select subjects. A narrative questionnaire of Russian language teachers from universities in three parts of China was used as the primary data source. In addition, the interviewees were selected based on the following principles: Firstly, they

have at least 5 years of teaching experience in Russian major during the period, and they are proficient teachers. Secondly, they have taught the core courses of Russian majors, namely basic Russian or advanced Russian. Thirdly, 1–2 of them have held administrative positions in later years, as teachers with administrative experience play a vital role in the interpretation and implementation of language policies and educational programs (Cheng & Li, 2019; Johnson & Johnson, 2015). According to these principles, we selected three Russian teachers ABC to conduct a narrative questionnaire. They both worked in the 1980s, and engaged in many rounds of comprehensive Russian teaching. A served as the director of the Russian Department of a comprehensive university, the vice president of the university of Foreign Languages. He taught advanced Russian courses. The three teachers belong to different age groups in the period, and the micro-system formed by their own personalities are different. The details of the three teachers are shown in Table 1.

Table 1

List of Basic Information of Teacher Participants

Teacher	Location in China/ University Type	Age Then	Gender	Administrative Position
A	Southern/ Comprehensive Universities	< 30	Male	Yes
B	Northwestern/Foreign Language University	30–40	Male	No
C	Heilongjiang University	> 40	Female	No

Analysis of Russian Teachers' Emotional Experience from 1967 to 1991

A core category classification method was used for the analysis and extraction of data in this paper. This group of college Russian teachers experienced positive, negative and mixed emotions in Russian teaching during the period. From the coding frequency statistics, it appeared that the teachers felt the most positive emotions (mentioned by all three participants, with a total number of 31 mentions). The second was a negative emotion, mainly about the predicament and anxiety at that time. The third was mixed emotions, mainly pointing to the emotion of “pain and happiness.” The following section reports and analyzes the various types of teachers' emotional experiences specifically in the context of teacher emotion cases.

Positive Emotions

A Sense of Achievement

As a positive emotion, the sense of accomplishment of Russian teachers in this period stemmed from various facts, including the fact that “part-time jobs outside the campus.” Not only because this part-time job enabled teachers to obtain “social recognition, respect and income satisfaction,” but more importantly, it subsidized the hardships of life at the time and allowed them to devote more energy to teaching. Another kind of satisfaction came from the successful completion of teaching tasks and the development of students' “academic achievements.” This satisfaction was also a sense of accomplishment. This sense of accomplishment, in turn, positively contributed to the teaching and career of Russian teachers, making a large number of them stay in their positions despite the period and a downturn in Russian language learning in China. Later, they became the backbone of colleges and universities. The specific statements were as follows:

In 1991 I got a part-time job off-campus, which gave me a sense of pride. (B)

I found a part-time job off-campus in 1988, which gave me social recognition, respect and income satisfaction. (C)

At that time, we only knew how to teach well, but we did not know that we had to do research. Our superiors did not have any research requirements for us. Because we were young and had no long-term plan, we did whatever our superiors asked us to do. We felt satisfied as long as we completed our teaching tasks. (A)

I never wanted to change my Russian major. The profession of teacher brings me satisfaction. I trained 56 masters, 13 PhDs and 4 post-doctors. The students I taught are now leaders in some prestigious universities. Therefore, whenever I think of these, I also feel satisfied. (A)

A Sense of Joy

Joy is a kind of pleasurable emotion. Through the narrative questionnaire survey, we found that the joy of Chinese Russian teachers in this period stemmed first and foremost from the turning point in the long-frozen Sino-Soviet relations and the opportunities for professional development, such as:

The most memorable thing was that in 1988, I learned

that I would go to the Soviet Union to study for one year. The joy is unspeakable, which was unimaginable in the past. (B)

Secondly, the joy came from the positive attitude of teachers at that time, the adjustment of their own behavior, the love of the teaching profession and the creation of their living environment. For example, “I come from a rural area, so it is great to be able to come out to study.”

After being assigned to learn Russian, I did not resist at all. On the contrary, I was very happy. The reasons were as follows: one was that things were precious by their rarity. The second was to obey the arrangement of the state, the third was that I was from the countryside, so it was very good to go out to study, and the fourth was that there was no mechanism for changing majors. (A)
I have always loved being a teacher, especially as a foreign language teacher. and like the stability of the profession. I originally went to college to become a teacher, even if it was a private teacher. (A)

Career Turnaround

We know that when the teacher’s profession was not valued by the university and lacked opportunities for further education, teachers tended to fall into a more negative emotion. The three teachers ABC all talked about the development opportunities for Russian teachers in the late 1980s. When faced with the opportunities, they saw a turnaround and hope, thus forming positive emotions:

The most profound feeling was the arrival of Soviet experts to work at the university in 1986, which meant the thawing of Sino-Soviet relations. Russian learners in China have finally seen the opportunities for future development. (B)

Gratitude

All three teachers talked about their experiences of further education and study during this period. They believed that this experience played a very important role in their career and even the formation of life principles. In the process of learning and further study, they not only improved their academic ability, but also forged their own personality, as well as gratitude to the former teachers and their alma mater. This emotion was a spiritual boost for teachers to improve

their skills and to stay in their relatively unpopular position of teaching Russian.

I got my master’s degree in Russian in 1981, the first Russian graduate student since the establishment of the university. I had two professors as my mentor, respectively responsible for theoretical and practical guidance. I received one-on-one lessons and great help from 12 professors and associate professors, and I was forever grateful to them! It was hard for me to forget my life in university. I also cherished my feelings with my colleague! (B)

Perseverance

Teaching, family, and the macro social-cultural environment have had a significant impact on my career development which has strengthened my belief in Russian teaching and scientific research for my whole life, so I have remained committed to it to this day. (B)

Negative Emotions

Difficulties

All three teachers talked about the difficulties in the period. From the answers to the narrative questionnaire, it could be seen that the difficulties of teachers were mainly related to poor material conditions, low job salaries and difficult career promotion. First of all, almost everyone thought that “wages were low” (A). In addition, C also specifically mentioned that due to the lack of promotion measures in universities, Russian teachers faced difficulties, such as small space for career development and a lack of research time. Other difficulties were also reflected in the personal learning process of teachers, such as “slow promotion of professional titles” and “no opportunity to go abroad.” (A)

I thought the most difficult thing about holding on to a Russian teaching position during this period was the large difference in material treatment, which was due to the low salary of teachers. If I could study abroad, then my professional level would be improved and my personal income would be guaranteed. I thought my career would have progressed in this situation as well. (B)

Since Russian teaching was still very closed in the early

1980s, there was basically no communication between universities. Teachers lacked theoretical knowledge of pedagogy. We also felt difficulties in the development of Russian language teaching and consequently in our own development. (C)

The universities had no promotion measures for Russian teachers, such as academic qualifications or professional titles. I felt sad about these practices of the universities (departments). Because there was too much work and no time to study, which I thought were the two most important aspects. (C)

I thought the most difficult thing about sticking to the position of Russian teaching during this period was the low income, the slow promotion of professional titles, and the lack of opportunities for young teachers to go abroad. This was determined by the economic situation of the country and the Sino-Soviet relations at that time. The number of teachers going abroad for further study was limited. There were 1-2 teachers in the Russian Department each year. I thought I would have progressed in my career if I had taken other majors in my undergraduate degree, such as economics. (C)

To be honest, there were difficulties, the biggest one was probably the low salary and poor living conditions, but there were always more solutions than difficulties. As long as a person could bear hardships and persevere, he could have good results. (A)

There were deep-seated reasons behind the difficulty felt by Russian teachers during the period. On the one hand, the overall economic situation of the country was not stable at that time. The country was in the early stage of reform and opening up, and everything was waiting to be done. Not only Russian teachers were treated poorly, but also other language teachers, even all college teachers had this problem. Moreover, Russian teachers were not a valued group in universities (C mentioned, “if the undergraduate chose other majors, such as economics, career would improve”), and their income situation was even less optimistic; on the other hand, Sino-Soviet relations did not officially break the ice, and many universities did not hire foreign teachers. There were few opportunities for teachers to go abroad. Thirdly, Chinese university teachers at that time were still basically stuck at the level of completing their teaching workload. Their need for research and academic advancement was not yet urgent. This also formed a general environment for the career development of Russian teachers. All these factors led to difficulties in the development of Russian teachers.

Uneasiness

C revealed another negative emotion in the narration—uneasiness. This was due to the fact that her teachers and classmates gave up their studies to make money, and she lacked a sense of stability in her career. However, when she worked part-time outside the college, she felt that her career development was not enough. C was in the contradiction between economy and academy, so he often felt uneasy:

Many universities Russian teachers quit their jobs, and almost all of their graduate students gave up their studies. They went into business and made a lot of money, which also affected me. I used my spare time to work as a translator in a foreign trade company. Time passed little by little, but I always felt uneasy. (C)

Mixed Emotions: Suffering while Enjoying

Among the three Russian teachers, only C showed mixed emotions, that was, “suffering while enjoying.” This sentiment was also closely related to the general environment of Russian language professional development in the country at that time. On the one hand, inspired by the senior teachers, Russian teachers loved their own profession, which was a positive emotion; on the other hand, the Sino-Soviet relations did not break the ice at that time. The country had less demand for such talents and there were fewer opportunities for the development of Russian teachers. This inevitably formed the negative emotions of teachers, who were “mingled hope and fear,” “suffering while enjoying.”

At that time, I felt confused, sad, tangled, painful and happy about the future development of Russian major. (C)

There were some professors with rich experience in teaching and scientific research, which played an active role in my teaching and research. Young teachers could seek advice and learn from them. However, young teachers had fewer opportunities to attend teaching and research seminars. Therefore, our development environment at that time had both good and bad aspects. (C)

Discussion

The emotions of Russian teachers in the period are closely

related to their environment. Specifically, we can analyze these factors from the four levels of ecological systems theory. The ecological systems theory categorizes contexts into “micro-system,” “meso-system,” “exo-system” and “macro-system.” The four systems present a nested structure, in which the “micro-system” is the most closely related part to the actor. According to this theory, the relationship between humans and contexts is multi-leveled and interactive.

From the three teachers’ narrative descriptions of the period, it can be found that the “micro-system,” “meso-system,” “exo-system” and “macro-system” interact with the emotions and beliefs of Russian teachers.

The Interaction between Micro-System and Teachers’ Emotions/Beliefs

Micro-system is the closest context of teachers’ life. Teachers can directly experience various activities, roles and interpersonal relationships through micro-system. It has a direct impact on teachers’ choices and, in turn, interacts with emotions. The analysis shows that the interaction of teachers’ research beliefs and goals with the micro-system produces the most research emotions. All three teachers have stories to support the research findings.

Interaction with Teachers: Gratitude and Faith

The interaction between teachers and their graduate tutors and senior teachers often brought positive emotions, such as gratitude and dedication. This was mainly due to the indirect influence of teachers and the actual support of tutors. B and C of the three teachers talked about the influence of their mentors or senior teachers on their own emotions and beliefs. B was described in the “Gratitude” section, and C also described his story with his teacher.

The old teachers of Russian teaching and research section were very helpful to improve my teaching level. They taught me how to teach and how to behave (I was the only young teacher at that time). Their knowledge, kindness, dedication to their work, love of students, and hard work have greatly influenced me. (C)

B talked about himself as the first postgraduate of university, received guidance and help from many senior Russian teachers, and was forever grateful. C mostly benefited from the support of the veteran teachers in the same teaching and research section. This support was not only in teaching, but also the life guidance. Their “knowledge, kindness” and

“hard-working spirit” had a great influence on teacher C. In fact, several generations of Russian teachers in New China have been relying on this spirit of dedication, hardship and hard work to persevere. This made Russian education continue to develop in the face of many difficulties.

Interaction with Family: Support and Persistence

The formation of teachers’ emotions is often closely related to their family environment. The family environment of Russian teachers often gives them great material or spiritual support. There are stories in the narrations of both A and C:

At that time, my family had given me support. This support created feelings of awe in me, which had a tremendous effect on my perseverance in this profession. (C)

I love my teaching profession very much. I have learned Russian (at home) since childhood and have a strong interest in this profession. After graduating from university, I chose the Russian teacher profession and fell in love with it. This was influenced by the old father of the family, who was an early teacher of Russian in our country. His words and deeds have deeply affected me. (C)

A was from the countryside. He was satisfied with being able to go to university. The family also gave great support. It can be seen that the family environment has an important impact on the emotions of Russian teachers. Especially in the face of poor economic conditions and fewer opportunities for further study abroad, family support is an important support for Russian teachers to stay in their profession, wait for favorable national policies and further develop their careers.

Meso-System

The analysis of Russian teachers’ emotional stories revealed that the meso-system is the second most important field to stimulate the formation of teachers’ emotions after the micro-system. All three teachers’ narrations are involved. The study found that the main emotionally motivating factors in the meso-system include university hardware, teaching management and requirements as well as disciplinary status. The following discusses the formation process of these emotions with specific examples.

University Hardware: Encouraging or Depressing

Scientific research hardware mainly includes books and audio-visual materials, which are the prerequisites for teachers

to do a good job in teaching and scientific research. In this study, the hardware facilities varied considerably among universities and Russian language departments from the teachers' narrations. For example, teacher C mentioned the "abundance" of audio and video materials in her university and the availability of reference materials, such as books, journals, dictionaries, and printers, while the hardware in the university of teacher B was relatively lacking.

The audio-visual teaching and research section of the university prepared rich materials for Russian teachers, including teaching materials with audio and video materials from the Soviet period at the time. The voice equipment was still relatively good (given the economic situation at the time). The reference room of Russian department imported a large number of original books and subscribed to a large number of Russian linguistics journals, providing valuable information for teachers' teaching and scientific research. Each teacher was equipped with several Russian dictionaries and reference materials. The Russian Department provided a typewriter for each front-line teacher. All of these were great support for teaching and research, and encouraged us to seriously teach and do a good job in scientific research. (C)

At that time, there was no advanced voice hardware equipment, only clumsy bulky recorders, which were extremely inconvenient to use and could only be supplemented by manual assistance. (B)

From narrations of the two teachers, it is clear that the preparation of teaching facilities and scientific research materials in Russian departments of different universities during the period varied considerably. The improvement of hardware facilities provided teachers with convenient conditions for teaching and research, which encouraged the teachers' emotions. On the contrary, the lack of hardware facilities brought inconvenience to teaching and research, which made teachers disappointed or depressed.

University Policies: Sadness or Helplessness

University policies include mechanisms for education and title promotion, university support or inclination measures for Russian teachers. It can be seen from the narration of the three teachers that there was a relative lack of measures to promote the professional development of Russian teachers, especially in scientific research. The related emotions associated with this were predominantly negative.

The university had no promotion measures for Russian teachers, such as academic qualifications or professional titles. I felt sad about these practices of the university (department). Because the workload was too heavy and there was no time to study. I think these two aspects are the most important. (C)

At that time, I was an associate professor in our university. The university requirement for teachers at my title level was about 800 class hours per year, which led to less time for research. (B)

Both B and C talked about a large amount of teaching hours arranged by the university or department at that time, which in turn resulted in less time for research. The college did not pay attention to teachers' scientific research, which narrowed the pathway for teachers' academic advancement and title promotion. As the intermediate system of the university was the link between the micro-system and the macro-system, the university policies would also have a direct impact on teachers' emotions. As a result, the emotions of Russian teachers associated with college policies during this period were also expressed as sadness or helplessness.

Exo-System: Persistence or Influence of Sino-Soviet Relations

The exo-system refers to the long historical period from 1967 to 1991, in which some international and domestic events occurred, including the evolution of Sino-Soviet relations and the economic situation, which are not directly related to Russian teaching. From the narration of the three teachers, it can be seen that Russian teaching in the period experienced a downturn. The related teachers' emotions were also mixed emotions, with positive emotions and negative emotions.

At that time, Sino-Soviet relations had not been normalized. I believed that learning Russian well and sticking to the profession would prove useful in the future. If Sino-Soviet relations are normalized, we can work on trade. If it is not good, we can work on intelligence gathering and translation. (A)

In the mid-1980s, Sino-Soviet relations underwent significant changes. The economic and trade exchanges between the two countries were more frequent, and a large number of Russian talents were needed. Province as the outpost, many university Russian language teachers quit their jobs. They went into business and

made a lot of money. These also affected me. (C)
I experienced the development process of the Russian major from cold to hot, determined to take the postgraduate entrance examination. (B)

It can be seen from the narration of the three teachers that the Sino-Soviet relations during this period were closely related to the professional development of teachers, which in turn affected the emotions of teachers. A chose Russian major before the normalization of Sino-Soviet relations. Although the Russian major was cold at that time, he was confident and chose to stick to it, waiting for the arrival of professional spring. B and C described the emotional process of Russian teachers in the early days of Sino-Soviet relations normalization. At that time, Russian changed from cold to hot, and teachers faced multiple choices such as business or academic promotion.

Macro-System: Joyfulness and Opportunity in Foreign Language Policy

The macro-system of this paper refers to the foreign language teaching materials, classrooms, teachers and other policies in the period.

Through the narration of the three teachers, we found that the events that had a great influence on the teachers during this period were: the arrival of foreign teachers, study abroad in the Soviet Union, and the establishment of master's degrees in Russian at some universities. These policies and events have a positive impact on Russian teachers' emotions.

The most memorable event was when I learned in 1988 that I would be going to the Soviet Union to study for one year. The joy is unspeakable, which was unimaginable in the past. (B)

The most profound feeling was the arrival of Soviet experts to work at the university in 1986, which meant the thawing of Sino-Soviet relations. Russian learners in China finally saw the opportunities for future development. (B)

I got my master's degree in Russian in 1981, the first Russian graduate student since the establishment of the University. (B)

B's narration provides us with a national policy related to Russian major in the 1980s, as well as three important time points: the establishment of a master's degree in Russian in a foreign language university, the first batch of Soviet experts

coming to China after the thawing of Sino-Soviet relations and the first batch of international students studying in the Soviet Union. With the favorable policies of Russian majors, Russian teachers have also seen their own opportunities for development. They showed a strong "joyfulness."

Conclusion

This paper takes teachers' emotions as the research object and uses the narrative questionnaires of three Russian teachers who have experienced the period as the data source to analyze the emotional experience of teachers in this period. The study found that all three teachers chose to stick to the position of Russian teachers and achieved academic promotion and professional title promotion through their own efforts, despite the fact that the material conditions and professional development of Russian teachers were not as good as what they are today. Therefore, they showed more positive emotions. In general, the narrations of the three teachers revolve around four dimensions of the ecological context system. Teachers exhibited positive emotions in the micro-system constructed by the relationships with family, predecessors and tutors. The meso-system is the interaction between colleges, departments and teachers. In this relationship, the Russian teachers showed positive or negative emotions. The exo-system involves Sino-Soviet relations during this period. Teachers also showed joy or worry in the face of the normalization of Sino-Soviet relations and multiple choices. The macro-system refers to the education policies of this period. The narration of the three teachers focused on the normalization of Sino-Soviet relations in the past few years. The changes in Sino-Soviet relations have brought a spring of Russian language education and Russian teachers have also ushered in opportunities for their own development, naturally showing more positive emotions. This paper may have implications for the study of teachers' emotions in a specific historical period. The research on teachers' emotions can proceed from the perspective of humanism to deeply explore the inner world of the educational subject. Teachers' emotions are closely related to the environment. The formulation of national education policies should take full account of various influencing factors in the ecosystem and pay attention to the diverse needs of teachers.

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