

## ***Language Teacher Psychology in the Online Teaching Context: An Ecological Perspective***

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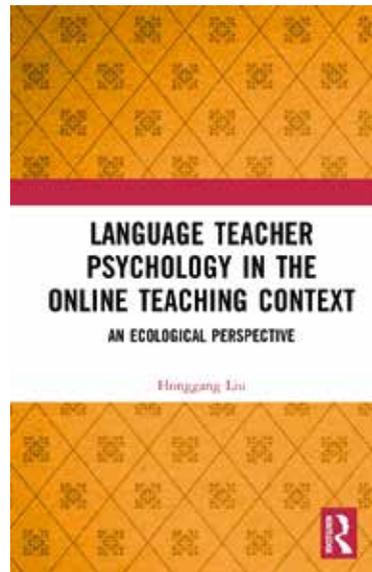
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Given the highly emotional and challenging nature of second/foreign language (L2) education (Derakhshan, 2022; Mercer, 2020), language teacher psychology has received substantial attention and emphasis in the literature. Research on psycho-affective variables in this field has shifted from face-to-face instruction to online classes (Derakhshan et al., 2021; MacIntyre et al., 2020). To keep up with the requirements and challenges of online L2 education, teachers have to strike a balance between their psychology and professional career through emotion regulation techniques. Furthermore, the ecological factors shaping language teacher psychology are critical in teaching quality and teacher well-being. However, insufficient scholarly attention has been paid to online L2 spaces in terms of psycho-affective factors. To address this gap, Honggang Liu composed the present book adopting Bronfenbrenner's ecological systems theory (EST), which can provide nuanced insights into the dynamic and complex processes within L2 teacher psychology. While L2 teacher education has underscored the potential of EST, few studies (if any) have focused on the ecological system of L2 teacher psychology based on this theoretical framework. Therefore, this book is significant for taking a systematic approach into language teacher psychology during the COVID-19 pandemic in China. The book is a timely publication that expands EST and teacher psychology by uniquely offering insights into the field through emotional experiences in challenging conditions. It consolidates theoretical ideas with empirical evidence in exploring Chinese EFL teachers' anxiety, self-efficacy, buoyancy, and engagement during the pandemic. The book has implications for researchers in teacher psychology, language teachers, and practitioners, especially those working on the interplay of teachers' psycho-affective factors and educational technologies.

This book is based on a mixed-methods study divided into seven chapters. The first chapter, entitled 'Introduction', provides a detailed background of teaching in remote and online L2 education, referring to its features and challenges. It sets the scene for research



on L2 teacher psychology and frames the overall research design structure of the book. Moreover, the choice of design, theoretical model, and sample psycho-affective variables (i.e., self-efficacy, anxiety, buoyancy, and engagement) is explained in this introductory chapter. Sampling, instrumentation, data collection procedures, and data analysis are also described in detail to allow future relocations. Chapter 2 deals with the theoretical foundation of the study, namely, Bronfenbrenner's EST. Additionally, the history, components, and characteristics of the ecological lens are explicated. Through examples, the author elaborates on the five layers of EST, including micro-, meso-, exo-, macro and chronosystems. At the end of this chapter, the suitability of and rationale behind selecting Bronfenbrenner's theory to explore EFL teachers' psychological factors in the current study are elucidated. A critical review of prior studies using EST has been carried out by the author to justify writing this book. In Chapters 3 to 6, the author starts focusing on each of the four psycho-affective factors separately. Chapter 3 empirically explores EFL teachers' anxiety in online L2 education by drawing on Liu et al.'s (2022) study. Particularly, this chapter provides a trifactorial model of EFL teachers' online teaching anxiety, comprising 'online teaching effect anxiety', 'educational environment anxiety', and 'network and teaching equipment anxiety'. Taking a similar approach, in Chapter 4, the author rests on Liu et al.'s (2021) study, but provides more details about questionnaire design, validation process, and interview protocols. It provides the background for studying EFL teachers' self-efficacy in online contexts, discusses the need to work on this topic, and systematically reviews previous studies. An empirical study is presented in this chapter showing a unidimensional model for self-efficacy in online teaching. Buoyancy in online L2 teaching is the focal point of Chapter 5. After defining the construct, the author critically reviews previous relevant studies on teacher buoyancy. A published article is covered in this chapter (see Liu et al., 2023), highlighting a unidimensional structure and a moderate to high level of buoyancy in online teaching. Chapter 6 unveils engagement in online teaching based on the layers of EST. The justifications for studying engagement are explained fully, and previous studies are reviewed carefully and critically. Moreover, ecological factors that affect teachers' engagement in online teaching are all described and exemplified from micro to chrono levels. An empirical investigation is drawn upon in this chapter reporting a unidimensional structure of online teaching engagement among EFL teachers. The last chapter, entitled 'epilogue' summarizes the results of previously covered empirical studies in other chapters and explains the theoretical implications of the study regarding the dimensionality and structure of teachers' online teaching anxiety, self-efficacy, buoyancy and engagement as well as the applicability of EST and its layers to L2 teacher psychology. Furthermore, practical implications are proposed for building a pleasant educational ecology to enhance EFL teachers' psychological development. The chapter concludes with the limitations of the study and presents some directions for future research on language teacher psychology.

This book is praiseworthy for its different features. First, its systematic and unified approach in presenting the chapters is unique. This could make the resource more readable and easier to follow. The second good feature of this book is that it draws on a large-scale dataset rather than exclusively making interpretations based on theoretical evidence. The book is also meritorious for its research-informed perspectives. The chapters are well-composed in a smooth and academic language. The next advantage of the book concerns its presentation of each psycho-affective variable in a separate but detailed chapter, providing a richer

background, empirical data, and scientific findings. Having an introduction and a conclusion in each chapter is also commendable because it helps readers grasp the key points before moving to the next part. This feature is also observable in the final epilogue that recaps the whole chapter. However, there are some drawbacks in this book. First, the context of the book is limited to the Chinese EFL context, and other countries and contexts are ignored. This would limit the generalizability of interpretations and findings to other parts of the world. Second, the present account is more like self-reflection from the author. Third, the theoretical part of the book could have included a positive psychology (PP) perspective when boiling down to language teacher psychology. Associated PP models would add depth to this resource. It would have been great if the author had integrated the voices of EFL teachers from other EFL settings during the COVID-19 pandemic. The book is similar to a thesis or dissertation rather than a unified book. Some chapters are collections or reports of prior studies rather than original ideas. Chapter objectives and concluding open-ended questions could have been added to each chapter to involve readers more. There are many cases of Chinese in texts and citations, which could have been replaced with English translations for the sake of readability and consistency. Future directions of the study could have been depicted in a figure rather than following a mere text format.

All in all, this book is an influential effort to unveil the ecological system of L2 teacher psychology. It draws on a systematic, empirical, and consolidated approach to present how EFL teachers' psycho-affective factors are shaped and reshaped by an interaction among several factors at different levels. The research-informed nature of the book is what makes it outstanding compared to other resources on teacher psychology in the market. EFL teachers can benefit from this book by understanding the importance of teacher emotions in online L2 education. They also realize how emotional challenges of hard times can be regulated effectively. The book can serve as a guide to explore other teacher-related psychological factors in online L2 contexts. Researchers can replicate the studies on other countries using EST or other theoretical frameworks common in language teacher psychology literature. Practically, the book helps practitioners and teacher educators integrate teacher psychology insights into their professional development programs. Educational policies can be reformed and empowered in light of the psychology of technology integration.

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