



Content list available at <http://ijltr.urmia.ac.ir>

*Iranian Journal  
of  
Language Teaching Research*

ORIGINAL ARTICLE



Urmia University

## Pre-service EFL Teachers as Homo Sentimentalis: Speculating the Emotional Components of the Teaching Profession through Joint Reflection Sessions in Practicum

Özkan Kırmızı <sup>a,\*</sup>, Aydan Irgatoğlu <sup>b</sup>

<sup>a</sup> *Karabük University, Turkey*

<sup>b</sup> *Ankara Hacı Bayram Veli University, Turkey*

### ABSTRACT

Taking both personal and collaborative perspectives, the present study aims to sketch out emotion-bearing incidents during the practicum process over an extended period. Keeping in mind the significance of emotions in language learning and teaching, the present study aims, in particular, to see what emotions pre-service EFL teachers (PSTs) perceive, how they believe these emotions could be tackled, and what they could do in their future teaching to counter these emotions. Data were collected through joint reflection sessions and individual reflections. Weekly joint reflection sessions were conducted by pre-service EFL teachers (PSTs hereafter) after the practicum day, which was followed by individual reflection. It is believed that joint reflection sessions are critical in capturing the dynamicity of emotions in L2 learning and teaching. The total number of PSTs taking part in the present study was 30. The findings of the study indicate that the PSTs went through a complex web of emotions ranging from positive ones including happiness, pride, or excitement to negative ones including frustration, anger, or dissatisfaction. Our results also indicate that PSTs' emotions slightly changed when they started teaching.

**Keywords:** L2 learning emotions; practicum; emotion regulation; happiness; dissatisfaction

© Urmia University Press

### ARTICLE HISTORY

**Received:** 11 Sept. 2024

**Revised version received:** 18 Nov. 2024


**Accepted:** 1 Dec. 2024

**Available online:** 15 Dec. 2024

\* Corresponding author: Karabük University, Turkey

Email address: [ozkankirmizi@gmail.com](mailto:ozkankirmizi@gmail.com)

© Urmia University Press

 10.30466/ijltr.2024.121581

## Introduction

Emotions play a critical role in how teachers make sense of their teaching experiences, their conceptualization of how learning takes place, and how teachers shape their reflective actions (Derakhshan et al., 2024; Qi & Derakhshan, 2024; Xin & Derakhshan, 2024; Xu et al., 2024). Emotions could assume even more significance for pre-service EFL teachers (PSTs) given that they are grappling with issues that range from tensions that they experience, the need to adhere to cultural and contextual factors, and uncertainties about how they should act in the school context in their relationship with their mentors (Lassila et al., 2017). Exploring teacher emotions, whether in-service or pre-service, sheds light on the practices of teacher educators (Gkonou et al., 2020). Noting all this, this study explores the collective perception, analysis, and evaluation of emotions during practicum by integrating joint reflection as a significant component of pre-service EFL teachers' reflection.

Practicum holds a central place in terms of how PSTs interpret and deal with emotion-bearing incidents (Hagenauer et al., 2023; Qi & Derakhshan, 2023). The interactions between PSTs and students, colleagues and PSTs, and mentors and PSTs (Hagenauer et al., 2023) invariably bring about emotion-bearing situations, both positive and negative (Derakhshan, 2022). Thus, the practicum is prone to trigger a wide range of emotions on the part of PSTs, playing a critical role in how PSTs shape their practices. PSTs' emotions during the practicum period are notable and must be explored to enhance our understanding of the complex nature of PSTs' emotions (Gkonou et al., 2020). Recent studies have started to pay attention to the emotional aspects of PSTs (Holappa et al., 2021), which have highlighted the complex nature of PSTs' emotions. Despite their significance, research on PST emotions still seems nascent (Golombek & Doran, 2014).

There are four objectives of the present study. First, we know that PSTs embark on the profession without caring much about the emotional aspects of teaching and learning languages. Though they experience emotional ups and downs, most of the time, their awareness is not at that critical level to speculate on them, nor do they have the tools to fight back their emotional breakdowns. Second, the study aims to sketch out what kind of emotions are prevalent in the practicum process as observed through the eyes of PSTs. Several data collection procedures have been used. The main data collection tools are joint reflection sessions conducted by PSTs in their practicum groups and follow-up individual reflections.

The present study stands out in that it handles emotions on not only an individual but also a collaborative basis. The social aspect of reflection has been stressed by researchers (Gkonou & Miller, 2020), with such terms as "critical emotional reflexivity" (Zembylas, 2014, p. 211) and a focus on continuous enhancement of self-awareness (Finlay, 2012). Thus, we believe that joint reflection sessions (JRSs) will enhance PSTs' social capital (Bourdieu, 1986). The third reason why the present work stands out is that it focuses on the emotions in the actual practice from the eyes of PSTs. Working on PSTs is particularly important given that they are not truly aware of the emotional side of language learning process, and much worse, about how to manage their emotions. Furthermore, as pointed out by Chen et al. (2011), PSTs' identities are binary; on the one hand, they are still learners; on the other, they are stepping into the teaching profession.

## Review of literature

### *PSTs' Emotions*

PSTs are very likely to experience different emotions and different levels of intensity compared to in-service teachers given that they are new to many of the things they are likely to experience (Derakhshan et al., 2024). Timoštšuk and Ugaste (2012) report that the teaching context could evoke various emotions in PSTs including happiness, self-satisfaction, powerlessness, helplessness, and lack of security. Anxiety was also reported as a strong emotion experienced by PSTs resulting from a lack of preparation and a belief that they would not meet expectations. Zhang (2021) reports strong shock and embarrassment upon teaching and found that PSTs frequently experience enthusiasm and self-confidence in their first teaching. Other emotions reported by researchers include helplessness, frustration, confusion, embarrassment, or hostility (Timoštšuk & Ugaste, 2012). Jiang et al. (2016) found that PSTs experience more positive emotions than negative ones and that the emotional journeys of PSTs are highly variable and complex. They report that PSTs start to experience more negative emotions over time. They also report that organizational factors were the most influential factors on PSTs' emotions. The feeling of vulnerability proves prominent in Holappa et al.'s (2021) study. As a result, it could be seen that the socio-cultural contexts play a critical role in PSTs' emotions.

EFL teacher emotions have also been explored in relation to other variables such as giving feedback (Yu et al., 2021), work-family balance (Chen et al., 2011), assessment (Derakhshan et al., 2023), the performance of institutions (Zhang & Tsang, 2021), or the implementation of language teaching policies (Her & De Costa, 2022). Methodology-wise, emotions have received considerable attention. Teacher emotions have been explored in a wide range of research designs including narrative research (Derakhshan et al., 2022), structural-equation modeling analysis (Jiang et al., 2016), and mixed-method designs (Han et al., 2023). In a recent study, Hejazi et al. (2024) underline the role of enjoyment, anxiety, and anger in teacher grit as a significant emotion. In another study, Yüce et al. (2023) underline the role of self-efficacy *vis-à-vis* perceived challenges in the Turkish context.

### *Reflection during initial teacher education*

Reflection is essential for an accurate and efficient process of knowledge-building and skill development at initial teacher education (Allas et al., 2020). Commonly, reflection is thought to be a cognitive activity involving how teacher candidates or novice teachers make sense of their professional experiences, which enables them to re-evaluate their experiences and put them into the action-bearing repertoire of teachers to be used later (Allas et al., 2020). Briefly, this kind of reflection is critical for teachers to establish relations between their experiences and their future actions. From this perspective, the practicum is an indispensable period during which PSTs should engage in extensive reflection. On this observation, the present study encompasses joint and individual reflections on emotion-bearing instances faced during the practicum process.

### *Joint reflection in pre-service teacher education*

Arising from socio-cultural learning theory and interactionist models, joint reflection has emerged as a feasible practice in which two or more PSTs or in-service teachers are engaged in a collective evaluation of particular experiences in the instructional process (Clarà et al., 2019). Studies show that JR sessions have potential benefits to offer to PSTs given that they are experiencing a new process collectively and there are a lot of instances which they need to make sense of (Moore-Russo & Wilsey, 2014). For example, as suggested by (Sheridan & Young, 2017), JR allows a binary exchange of ideas and experiences. Merging both individual and collective perspectives,

joint reflection allows a shared process of meaning-making in teacher education (Allas et al., 2020). This way PSTs could find a chance to engage in “critical emotional reflexivity” (Zembylas, 2014, p. 211) tapping their social capital (Bourdieu, 1986). Hence, JRs are viable mechanisms allowing PSTs to share, discuss, or evaluate their experiences. Accordingly, PSTs need to conduct JRs every week after practicum time as significant components of cooperative learning (CL).

According to some researchers, teacher education programs are not making the most out of CL (e.g., Loh & Ang, 2020), especially in teacher education. In addition, researchers underline the affordances of group discussion or collaborative work (e.g. Karakaş & Yükselir, 2021; Kourieos, 2016). Based on all this, the present study aims to answer the following research questions:

1. What emotion-bearing incidents are prevalent in the JRSs of PSTs during the practicum?
2. What emotion-bearing incidents are prevalent in the individual evaluations of PSTs during the practicum?

## Method

### *Participants and the research context*

The present study was conducted with 30 pre-service teachers (18 female and 12 male) enrolled at a university in Türkiye. Their ages range between 22 and 24. During the time of the study, they were doing their practicum. Within the scope of the practicum, they spend the first four weeks observing the school atmosphere, the teaching methods of their mentor teachers, and how the administration works. In the Turkish context, there are two tracks to becoming a teacher. The first option is attending education faculties which also include English Language Teaching departments. In these departments, PSTs attend a one or two-semester practicum. The second track is that the graduates of the faculty of letters could become teachers if they attend a one-year teacher certificate program, which encompasses nine or ten pedagogical courses in addition to a one-semester practicum. The present study was conducted with students in the second track. During the practicum period, PSTs observe the lessons given by mentors for 4 to 5 weeks. Then, they practice teaching three times till the end of the practicum in most cases.

### *Data collection methods*

(a) *Joint reflection sessions (JRSs)*: In the present study, 25 pre-service EFL teachers took part in joint reflection sessions during the 14-week practicum process. Even if joint reflection offers valuable insights, according to Lawson et al. (2015), researchers in teacher education do not take full advantage of it. The potential benefits of JR for PSTs as a reflection tool have been underlined by several researchers (e.g., Martinez et al. 2019; Clarà et al. 2019) assuming that PSTs feel more secure when they reflect with the help of others (Moore-Russo & Wilsey, 2014). In a typical JRS, participating teachers come together and discuss a point or a topic together. In the present study, the PSTs were asked to conduct JRSs after each practicum day. They were required to talk about the emotion-related incidents that they came across during their practicum day concerning the causes of these emotions and their solutions for the negative ones. All the JRSs were conducted among the PSTs in Turkish. The mentors or the faculty-based supervisors did not participate in the JRSs. The PSTs were asked to record each JRS.

(b) *Individual reflection forms*: The participants were required to write individual reflection forms each week after completing their joint reflection sessions. Sample questions are: “What are some of the

emotions that you experienced in your practicum today?”, “What do you think the reasons for these emotions are?”, “How can we overcome these emotions?”, and “In what ways did you benefit from the joint reflection today?” It was specifically required that PSTs have their reflection on the same day so that they would not forget any of the experiences they had on that day. Having filled in the forms, the PSTs were asked to submit them through email. We included individual reflection forms based on the assumption that reflection is both a social and cognitive engagement with the context (Richards, 2008).

### ***The procedure***

After the first four weeks of the practicum, each PST is required to conduct at least four model lessons. They are observed by their mentors and other PSTs. Their mentors are expected to provide feedback to them. However, the present study does not only include data from their model teaching lessons. In the present study, the participants were asked to observe the emotions they observed during the practicum day. Observing the emotions is not part of the practicum requirements. They were asked to do so to enhance their reflection skills and to raise their awareness regarding the emotional side of language teaching and learning. In the present study, after each teaching session, PSTs came together with their practicum groups, consisting of 5-6 PSTs. There were five groups. JRSs lasted for around 25-40 minutes. The PSTs were provided with five questions focusing on emotions (e.g., *What emotions have you observed in your practicum today? What do you think causes these emotions?* etc.). In total, there were 25 sessions, comprising 11 hours of joint reflection data.

### ***The coding process***

The researchers listened to the JRSs first to get familiar with the data and discussed how to elicit emotion-related incidents. Next, the researchers listened to the JRSs recordings several times to get a deeper understanding of the data and the contextual aspects. Since most PSTs explicitly mentioned emotion-related incidents (e.g., *I felt honored when the mentor introduced us as teachers* or *The disrespect from the students made me feel frustrated*), such incidents could easily be coded. We coded the incidents with their related causes. Sometimes the PSTs implied emotions rather than explicitly mentioning them (e.g., *It was great to be teaching to highly motivated students*). Researchers negotiated these instances and elicited the related emotions. The researchers then listened to all the JRSs and coded the emotion-related incidents separately. The next step was to come together and compare the findings. In most of the cases, uniformity was ensured. We adopted a semi-inductive coding scheme because the PSTs were given several questions to speculate on (e.g., *What emotions have you observed in your practicum today? What do you think causes these emotions?* etc). The underlying reason for this is that the PSTs were guided to foreground the emotion-related incidents during their JRSs.

## **Results**

In this study, we analyzed the data obtained in two phases. In the first three weeks, the students only observed classes in the school practicum and reflected on their feelings. In the second phase, which lasted for three weeks, they started participating in classes, took on the role of teachers, and started teaching. They shared their feelings as joint reflections after each experience.

**First Phase: Observation**

Table 1  
*The Emerging Codes in the Observation Phase*

Emotions	Sub-themes	Codes
Happiness	Student-related	Warm student approach Being seen as teachers Receiving flowers on the Teachers' Day Interaction with students Student participation
	Mentor-related factors	Allowing exam grading Warm approach Student-centered lessons Having a comfort zone Feeling valued
Satisfaction	Student-related factors	Willingness to participate More interaction High level of student proficiency Student interest
	Mentor-related issues	Helpful mentors Effective teaching of mentors Instructional materials used by mentors
	System-related issues	Being informed about administrative issues Peaceful school environment
Excitement	Experience-related issues	Grading exams for the first time First time observing lessons Teaching for the first time
Dissatisfaction	Student-related factors	Lack of motivation Disrespect Low participation Disruptive behavior
	Mentor-related issues	Teaching approaches Addressing PSTs as 'intern sister' and 'guest'
	System-related issues	Invigilation system Not invigilating
Nervousness	System-related factors	Not having teaching experience The changing teaching methods Teaching high school students The school environment
Desperation	Student-related issues	Lack of respect Students' preoccupation with their outlook Bullying

The JRs during the observation phase lasted for three weeks. Some common emotions observed included dissatisfaction, happiness, satisfaction, nervousness, excitement, and desperation (see Table 1).

During the observation phase, dissatisfaction was the most prominent emotion. Major causes included student-related factors, mentor-related issues, and system-related issues. Student-related issues included lack of motivation, disrespect, low participation, and disruptive behavior since they bothered most PSTs. Under the mentor-related factors, the most critical issues were related to the teaching approaches and methods. Finally, system-related factors cause frustration to the PSTs. All system-related factors were about the invigilation system. As observed in JRs, happiness was the second most common emotion. Major issues included student-related factors and mentor-related issues. In terms of student-related issues, the behaviors of the students made them

feel special and happy. Mentor-related issues included factors related to the teacher's attitudes and behaviors toward PSTs. Additionally, satisfaction was reported as the third most prominent emotion by the PSTs. Major issues included student-related factors, mentor-related issues, and system-related issues. For student-related issues, most remarks stated that students were willing to participate in the classes. Mentors bolstered PSTs' satisfaction by being helpful and being effective in teaching. Finally, PSTs reported system-related factors as the facilities of the school (see Table 2).

Although nervousness can be considered the most common emotion during the first weeks, it was reported as the fourth emotion by the PSTs. Most of the reported issues included individual factors following student-related factors. As the PSTs stated, they felt nervous due to being inexperienced. PSTs also reported feeling excited due to experience-related issues. Most of them were excited to start teaching in the following days. They also reported excitement thanks to taking part in grading papers. The last emotion, though relatively rarely mentioned by the PSTs, was desperation which mostly stemmed from student-related issues including disrespect. Considering all these emotions in the first phase, some sample statements are given in Table 2.

Table 2

*Emotion, their Causes, and Sample Comments in the First Phase*

Emotions	Causes	Sample comments
Dissatisfaction	Student-related	"I was very frustrated by the students being disrespectful and speaking in loud tones. The students disrupting the lesson, and the teacher not reacting bothered me a lot." (PST5),
Dissatisfaction	Mentor-related	"The teacher didn't correct any pronunciation or grammar mistakes, which both surprised and dissatisfied me." (PST13).
Dissatisfaction	System-related	"I was a little disappointed because I wanted to be an invigilator in the exams and gain experience, but when the teacher said, 'You guys, hang out,' I realized that he really didn't want us, that's why I felt disappointed." (PST4).
Happiness	Student-related	"When we first entered the class, our mentor introduced us as teachers. I think this was very nice for us. It increased the students' respect for us." (PST6)
Happiness	Mentor-related	"We were very happy. I think the teacher had a huge impact because she always approached us with a smile and never did anything that would put us under stress. She answered everything we asked one by one." (PST22)
Satisfaction	Student-related	"I'm especially pleased with the active participation of the ninth graders in the lesson. When participation is high, it positively affects us." (PST8)
Satisfaction	Student-related	"It is very satisfying when the teacher motivates the students to participate in the lesson and praises them when they do things correctly." (PST9).
Satisfaction	System-related	"We were informed about administrative matters by the vice-directors, and I gained a lot of experience." (PST16)
Nervousness	Experience-related	"I was a bit nervous, honestly, because the high school group had intimidated me a bit, but from observing, I realized there was nothing to be afraid of" (PST18),
Nervousness	Student-related	"Of course, we have some classes where the students are a bit naughty. They make us a little nervous, but I think we can handle it because we are new, so we catch their attention, and I think we can assert ourselves a little more." (PST17)
Excitement	Experience-related	"There was some excitement because it was my first time observing, wondering how the students would be, how the lesson would go, and so on." (PST24)
Desperation	Student-related	"The students' respect for teachers has decreased a lot. This is very saddening." (PST27)

***Second Phase: Teaching Experience***

In the second phase, which also lasts for three weeks, PSTs started teaching. They shared their feelings as joint reflections after each experience.

Table 3  
*Emerging Codes in the Teaching Experience Phase*

Emotions	Sub-themes	Codes	
Happiness and pride	Student-related factors	Rapport with students	
		Student feedback after the lesson	
		Recognition from students	
		Student participation	
	Mentor-related factors	Mentor treating us as real teachers	
		Supportive attitude	
		Positive feedback	
		Effective teaching of mentors	
	School-related factors	Trust by the administration	
		Recognition by the vice principal Recognition from other teachers	
Excitement	PST-related factors	Teaching for the first time	
	Student-related factors	Disruptive behaviors Disrespect	
Dissatisfaction		Mentor-related factors	Not informing PSTs Not introducing PSTs to students No error correction
	School-related factors		Lack of recognition by other teachers The principal not seeing PSTs as teachers
		Student-related factors	Sleeping students Disruptive behavior
	Mentor-related factors		Mentors taking notes
Nervousness	PST-related factors	First time teaching Feeling incompetent in proficiency Fear of making mistakes Insufficient time management Not knowing how to use the smartboard	
		Instructional issues	Not being able to complete activities Insufficient classroom management



In the second phase of joint reflections, some common emotions were observed including happiness and pride, dissatisfaction, nervousness, excitement, and despair (see Table 3). Satisfaction was not reported during this phase. During the teaching phase, happiness and pride were the most prominent emotions in the JRs sessions of the PSTs. The major category in the happiness dimension was issues related to pride which included recognition, and effective teaching practices. In terms of recognition, they mostly stated that they felt pride because of the recognition they received from others. As reported, the behaviors of the students made PSTs feel like real teachers. The mentor and school-related factors also led them to feel pride. As can be seen in Table 4, they felt proud of recognition. The PSTs also felt happy when they were welcomed by teachers of other subjects. In terms of effective teaching practices, they mostly felt proud and happy considering their teaching experiences. PSTs also emphasized the pride of teaching with their peers.

Besides the positive emotions like pride and happiness, PSTs experienced negative ones like dissatisfaction and nervousness. Major issues leading to dissatisfaction included student-related factors, mentor-related issues, and school-based problems. For student-related issues, the PSTs mostly commented on disruptive behaviors. Additionally, there are some mentor and school-based problems that lead to dissatisfaction. As can be seen in Table 4, in some institutions, PSTs were praised by the school administration and felt a sense of pride, while in others, they were still treated like students.

The third emotion reported was nervousness. It was seen that nervousness stemmed from teaching in a school context for the first time and the fear of making mistakes. Related to mentor-related factors, the PSTs stated that the mentors' behaviors made them feel nervous. Aside from these, a third factor related to student-related issues concerned disruptive behaviors. Additionally, excitement was another emotion reported by PSTs. This feeling, initially experienced during the observation phase, was felt due to the first-time teaching experience during the teaching phase. The last and least reported emotion was desperation, which mostly stemmed from instructional issues. Some sample statements considering all the emotions reported during the teaching phase are given in Table 4.

Table 4

*Emotion, their Causes, and Sample Comments in the Teaching Phase*

Emotions	Causes	Sample comments
Happiness and pride	Student-related	"We established a nice interaction with the students, and now they've started greeting us." (PST3)
Happiness and pride	School-related	"The school administration and teachers trusted us and handed over the free classes, allowing us to teach today, which made us incredibly happy and gave us a great sense of fulfillment." (PST22).
Dissatisfaction	Student-related	"At the back rows, there was a group of four students with a very good English level, but they were constantly disrupting the lesson. The teacher didn't pay much attention to them because she assumed they already knew the topic. This disappointed me" (PST13).
Dissatisfaction	Mentor-related	"The mentor never corrects grammar mistakes in class; the students keep learning incorrectly and making mistakes. Is this really how teaching should be?" (PST2).
Dissatisfaction	School-related	"The vice principal doesn't see us as teachers and doesn't treat us that way." (PST23).
Nervousness	teaching for the first time	"During the first lesson, I got nervous; it was an odd experience because we had our friends observing us and the students observing us. I felt uneasy. The reason was that I couldn't pronounce some words, and I noticed they realized it, which felt like my first stumble. Then I was trembling, and the students noticed that too." (PST1)

Nervousness	Mentor-related	“When the mentor teacher took notes while I was teaching, it made me very uneasy; I kept wondering what she was writing. It would have been better if she had told me afterward, so I wouldn't have felt so tense.” (PST5)
Desperation	Instructional issues	“I was very disappointed that I couldn't complete the activities I had planned.” (PST3)

### Reflection forms

Besides the JRs, the study also probed PSTs' emotions through reflection forms. The participants filled them out every week after the practicum day. The forms included questions related to emotions (e.g., *Which emotions have you experienced in the practicum today? How do you deal with such emotions?*). As researchers, we surveyed the reflection forms and identified the most exemplary cases and emotions. We noted that some PSTs were unwaveringly happy and motivated to become teachers. Among the topics that made PSTs happy were when they saw that they could actually teach, when the mentors allowed them to grade papers, when the PSTs could establish rapport with students, and when the PSTs built self-confidence in the teaching profession. PST8 stated that: “*I felt exhilarated because I was stepping into the profession I had long dreamt of. I felt that I could manage all the hardships.*” Along with happiness, the PSTs also felt pride, excitement, and self-confidence.

The PSTs also mentioned strong negative emotions that range from confusion, shock, frustration, or anxiety. The confusion or shock stemmed from disrespect, lack of motivation, the school principals' disrespectful remarks about their outfits, or the inefficiency of mentors in teaching. The most frequently mentioned reason for frustration and other negative emotions is the lack of student motivation and not being integrated into the lesson by the mentor. Besides insufficiency, mentors sometimes frustrated PSTs when they would not try to engage students and encourage them.

Finally, the reflection forms asked the PSTs in what way they benefitted from the JRs. Most of them stated that they benefitted from it as they allowed them to share their feelings, see that others also feel the same, and monitor their emotions retrospectively. Sample comments are as follows: “*The JRs taught me how to react in the face of different difficult situations. I learned how to react to similar situations in the future.*” (PST27), “*In the JR this week, I found a chance to see my feelings and compare them with other members. It was a relief to see that others also felt similar things. This gave me self-confidence.*” (PST26) or “*Today's JR showed me how dynamic emotions could be*”(PST18). Another participant stated “*Today's JR showed me how significant emotions are in the teaching and learning process. I felt good to be talking about my feelings.*” (PST19).

### Discussion

This study mainly depended on the JRs of PSTs, which provided a dialogic space to share their emotions. Gkonu and Miller (2020) contend that teachers could make the most out of reflection provided it is conducted as a social practice. Our analysis indicate that the PSTs were mostly already overwhelmed before they started the practicum and experienced a complex web of emotions throughout the practicum. This underlines the idea that emotions are paramount in L2 teaching (Kostoulas & Lämmerer 2020). The intensity of the emotions exceeded the instructional discussion. This is in line with the assumption that teaching is a matter of managing emotions

(Farrell, 2018). Similarly, our findings support Dewaele and Wu's (2021) comment that foreign language teaching "... can bring moments of exhilaration and excitement as well as frustration and exhaustion that can lead to burn-out" (p.1).

The most common emotions included dissatisfaction, happiness, satisfaction, nervousness, excitement, or desperation. We divided emotion-triggering incidents into three categories, including student-related, mentor-related, or school-related issues. During the observation period, the emotion that loomed large was dissatisfaction which was triggered by several factors including lack of motivation, disrespect, low participation, and disruptive behavior. Similar studies underline the role of discipline issues and student-related issues as leading factors of negative teacher emotions (e.g., Chang & Taxer, 2021). Chang and Taxer (2021) report that almost one-third of teachers' emotion-bearing situations stemmed from student misbehavior. Mentor-related factors that triggered dissatisfaction included mentors' inefficient teaching or using students as materials. System-related factors mostly included the mentors' unwillingness to let PSTs invigilate during exams. The next negative emotion, namely nervousness and despair, stemmed mostly from systemic factors which include not having teaching experience, everchanging teaching methods, teaching high school students, the school environment, or some student-related factors including lack of respect, students' preoccupation with their looks, or bullying.

Along with dissatisfaction, the second most reported emotion was happiness. The most common student-related factors that paved the way for happiness included being introduced as teachers, warm student approach, being seen as teachers, receiving flowers on Teachers' Day, interaction with students and student participation. The common mentor-related factors that lead to happiness include being allowed to grade exams, a warm approach, student-centered lessons, having a comfort zone, and feeling valued. The next positive emotion in the observation period was satisfaction which was triggered by such student-related factors as willingness to participate, more interaction, high level of student proficiency, and student interest. Similar results were obtained by Cross and Hong (2012), who report that relationships with students lead to great joy. Cowie (2011) also reports that EFL teachers experience a wide range of emotions including joy, happiness, disappointment, or frustration due to student-related or work-related factors. Mentor-related factors that trigger satisfaction include helpful mentors, effective teaching of mentors, and instructional materials used by mentors while the school-related factors included being informed about administrative issues and, a peaceful school environment. This finding is in line with the study of Sarkhosh and Alinasab (2024) who find a direct relationship between the satisfaction and trust. Our study underlined students, mentors, and system-related issues as major antecedents of emotions, both positive and negative ones. Similarly, Han et al. (2023) identify students, colleagues, and the administration as the major causes of emotions such as joy, love, anger, fear, and sadness.

Although most of the emotions experienced in the observation period persisted during the teaching experience period, some changes were observed in terms of the type of emotions as well as their causes. For example, satisfaction was replaced by teacher pride in the teaching phase. The most common and powerful emotions in the teaching phase were happiness and pride. Teachers who experienced the joy of teaching stated that they would work more for their students. Similarly, Fried (2011) reports that pride and happiness were powerful emotions that encouraged teachers to invest more in their profession.

Although happiness and pride are two separate emotions, PSTs mostly mentioned that they felt happy when they experienced a sense of professional pride. Hence, we analyze them together. Recognition by the school administration and mentors, rapport with students, student feedback after the lesson, recognition from students, positive feedback from mentors, or trust by the administration were among the main triggers of happiness and pride. On the other hand, some negative emotions in this period included dissatisfaction, nervousness, and despair. Most student-

related reasons that lead to these emotions include disruptive behaviors and disrespect while mentor-related factors include not being introduced to students or no corrective feedback. Nervousness mostly resulted from teaching for the first time. Interestingly, PSTs are bothered by error correction or ineffective teaching of mentors.

### ***The two sides of a coin: Mentors***

Our study clearly shows that mentors play a critical role in the emotionality of PSTs. They could make PSTs genuinely happy, satisfied, or proud while at the same time demotivating them through their actions or words. The most happiness-activating action of mentors was observed as seeing PSTs as real teachers and introducing them as such to students and the school administration. Mentors could also boost PSTs' pride by providing constructive feedback.

### ***The two sides of a coin: School administration***

Like mentors, school administration played a facilitating or threatening role in PSTs' emotions. Recognition by the school administration produced more positive emotions while not being seen as teachers by the school administration was mostly seen as a demotivating factor. The role of institutions in teacher emotions has been underlined in various studies. For example, Zhang and Tsang (2021) report that such teacher emotions as joy, sadness, frustration, anger, and fear are influenced by institutional factors. The negative impact of school administration in triggering negative emotions has also been reported by Oxford (2020).

Our findings support the view that teacher emotions are “socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts” (Zembylas, 2014, p. 344). Moreover, previous research on teacher emotions spotlight one or two emotions (Liu et al., 2022). Our study took a larger perspective and aimed to explore both positive and negative emotions experienced by PSTs. According to Han et al. (2023), a pluralistic approach to emotions could yield more diverse insights. The collective nature of reflection conceptualized as JRs in the present study is also significant. The social aspects of reflection have been underlined in the literature (Gkonu & Miller, 2020). Zembylas (2014, p. 211) emphasizes the “critical emotional reflexivity.” Reflexivity implies a continuous enhancement of self-awareness (Finlay, 2012; Fathi et al., 2021) and assumes more significance when conducted in collaboration (Gkonu & Miller, 2020), thus benefitting both the individual and other members. The significant contribution of CL was underlined by researchers (e.g., Chan et al., 2024). As such, it could be suggested that the JRSs used in the present study enabled PSTs' enhancement of reflexivity on an individual basis and social capital (Bourdieu, 1986) on a collective basis. Most of the PSTs stated that the JRs enabled them to engage in critical reflexivity of emotions in an ongoing fashion.

## **Conclusion**

Ever since the rise of the “affective turn” (Pavlenko, 2013) in applied linguistics, emotions have received considerable attention. Teacher emotions have been explored in a wide range of research designs including narrative research (Derakhshan et al., 2022), structural-equation modeling analysis (Jiang et al., 2016), and mixed-method designs (Han et al., 2023). Our study contributed to teacher emotion research by focusing on PSTs and by implementing JRs. The significance of group reflection activities was underlined by researchers, especially for novice teachers (Farrell, 2016). Similarly, in our study PSTs reported that they felt more peaceful seeing that the other member PSTs felt similar things, shared feelings with other members, and saw the dynamic nature

of emotions with the help of JRSs. Moreover, collecting data throughout the semester enabled us to see how prominent the emotions are. As suggested by Zhang (2020), collecting data over an extended period of time is more fruitful in terms of teacher emotions research.

Our analysis indicates that as PSTs get used to the workings of the school, the approach of the mentor, and the characteristics of students, they feel fewer negative feelings. Therefore, mentors should familiarize the PSTs with the workings of the school at the very beginning of the practicum. Second, it was seen that PSTs could easily get demotivated due to a lack of information as to the workings of the school context. Hence, mentors and school-based supervisors should inform the PSTs about the practicum process in more detail. Second, in most cases, frustration or dissatisfaction were the predominant emotions. Guidance should be provided to PSTs on how they should manage emotions.

Despite the efforts, there are some limitations to the study. First, our study failed to obtain future projections of PSTs in a robust way. Hence, future studies could consider exploring PSTs' emotions in terms of their projected selves. Second, although we explored PST emotions as occurring in context, we may have failed to measure the social capital aspect of the emotions. Future studies could consider working on this aspect of PSTs' emotions.

## References

- Allas, R., Leijen, A., & Toom, A. (2020). Supporting the construction of teacher's practical knowledge through different interactive formats of oral reflection and written reflection. *Scandinavian Journal of Educational Research*, 61(5), 600–615. doi:10.1080/00313831.2016.1172504.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp.241–258). Greenwood Press.
- Chan, S., Maneewan, S., & Koul, R. (2024) Cooperative learning in teacher education: A means to foster learning motivation and academic engagement among EFL pre-service teachers, *European Journal of Teacher Education*, 47:4, 658-675, <https://doi.org/10.1080/02619768.2022.2117026>.
- Chang, M. L., & Taxer, J. (2021). Teacher emotion regulation strategies in response to classroom misbehavior. *Teachers and Teaching*, 27(5), 353–369. <https://doi.org/10.1080/13540602.2020.1740198>.
- Chen, W., Hendricks, K., & Archibald, K. (2011). Assessing pre-service teachers' quality teaching practices. *Educational Research and Evaluation* 17(1):13-32, 10.1080/13803611.2011.578008.
- Clarà, M., Mauri, T., Colomina, R., & Onrubia, J. (2019). Supporting collaborative reflection in teacher education: A case study. *European Journal of Teacher Education* 42(2), 175–191. 10.1080/02619768.1019.1576626.
- Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues, and their work. *Teaching and Teacher Education*, 27, 235–242. doi: 10.1016/j.tate.2010.08.006

- Cross, D. I., and Hong, J. Y. (2012). An ecological examination of teachers' emotions in the school context. *Teaching and Teacher Education*, 28, 957–967. doi: 10.1016/j.tate.2012.05.001.
- Derakhshan, A. (2022). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, 13(5), 1–43. <https://doi.org/10.52547/LRR.13.5.1>
- Derakhshan, A., Moradi, F., & Nazari, M. (2024). Conceptualizing the role of practice level in language teacher identity construction: An identities-in-practice study. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12533>
- Derakhshan, A., Wang, Y., & Ghiasvand, F. (2023). “I never make a permanent decision based on a temporary emotion”: Unveiling EFL teachers' perspectives about emotions in assessment. *Applied Linguistics Review*, 15(6), <https://doi.org/10.1515/applirev-2023-0089>
- Dewaele, J.M., & Wu. A. (2021). Predicting the emotional labor strategies of Chinese English foreign language teachers, *System*, 103, 102660, <https://doi.org/10.1016/j.system.2021.102660>.
- Farrell, T. S. C. (2016b). Surviving the transition shock in the first year of teaching through reflective practice. *System*, 61, 12–19. <https://doi.org/10.1016/j.system.2016.07.005>.
- Farrell, T. S. C. (2018). Foreword. In J. D. D. M. Agudo (ed.), *Emotions in second language teaching: Theory, research and teacher education (vii-viii)*. Springer.
- Finlay, L. (2012). Five lenses for the reflexive interviewer. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti, & K. D. McKinney (Eds.), *The Sage Handbook of interview research: The complexity of the craft (pp.317–333)*. London, England: Sage
- Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, 9(2), 13-37. doi: 10.30466/ijltr.2021.121043
- Fried, L. (2011). Teaching teachers about emotion regulation in the classroom. *Australian Journal of Teacher Education*, 36(3), 117–127, <https://doi.org/10.14221/ajte.2011v36n3.1>.
- Gkonou, C., & Miller, E. R. (2020). An exploration of language teacher reflection, emotion labor, and emotional capital, *Tesol Quarterly*, 55(1), <https://doi.org/10.1002/tesq.580>.
- Gkonou, C., Dewaele, J.-M., & King, J. (2020). *The emotional rollercoaster of language teaching*. Multilingual Matters.
- Golombek, P. R., & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education*, 39, 102–111. 10.1016/j.tate.2014.01.002
- Hagenauer, G., Waber, J., & de Zordo, L. (2023). ‘She never actually let you walk into a trap’: Exploring relational turning point events in the mentor-mentee relationship in the

- practicum: *Professional Development in Education*, 49(3), 402–415, <https://doi.org/10.1080/19415257.2021.1876155>.
- Han, Y., Wei, R., & Wang, J. (2023). An ecological examination of teacher emotions in an EFL context. *Frontiers in Psychology*, 14: 1058046. <https://doi.org/10.3389/fpsyg.2023.1058046>.
- Hejazi, S.Y., Sadoughi, M., & Datu, J.A.D. (2024). The relative importance of growth teaching mindset, emotions, and self-efficacy in teachers' grit, *International Journal of Applied Linguistics*, <https://doi.org/10.1111/ijal.12641>.
- Her, L., & De Costa, P. I. (2022). When language teacher emotions and language policy intersect: a critical perspective. *System*, 105. <https://doi.org/10.1016/j.system.2022.102745>
- Holappa, A., Lassila, E. T., Lutovac, S., & Uitto, M. (2021). Vulnerability as an emotional dimension in student teachers' narrative identities told with self-portraits. *Scandinavian Journal of Educational Research*, 66, 893–906. <https://doi.org/10.1080/00313831.2021.1939144>.
- Jiang, J., Vauras, M., Volet, S., & Wang, Y. (2016). Teachers' emotions and emotion regulation strategies: Self- and students' perceptions. *Teaching and Teacher Education*, 54, 22–31.
- Karakaş, A., & Yükselir, C. (2021) Engaging pre-service EFL teachers in reflection through video-mediated team micro-teaching and guided discussions, *Reflective Practice*, 22:2, 159-172. <https://doi.org/10.1080/14623943.2020.1860927>.
- Kostoulas, A., & Lämmerer, A. (2020). Resilience in language teaching: Adaptive and maladaptive outcomes in pre-service teachers. In C. Gkonou, J. M. Dewaele, and J. King (eds.) *The emotional rollercoaster of language teaching (89–110)*. Multilingual Matters.
- Kouricou, S. (2016). Video-mediated microteaching—A stimulus for reflection and teacher growth. *Australian Journal of Teacher Education*, 41(1), 65–80. <https://doi.org/10.14221/ajte.2016v41n1.4>.
- Lassila, E. T., Jokikokko, K., Uitto, M., & Estola, E. (2017). The challenges to discussing emotionally loaded stories in Finnish teacher education. *European Journal of Teacher Education*, 40(3), 379–393. <https://doi.org/10.1080/02619768.2017.1315401>.
- Liu, H., Yan, C., & Fu, J. (2022). Exploring livestream English teaching anxiety in the Chinese context: an ecological perspective. *Teaching and Teacher Education*, 111:103620. [10.1016/j.tate.2021.103620](https://doi.org/10.1016/j.tate.2021.103620).
- Loh, R. C. Y., & Ang, A.C. (2020). Unravelling Cooperative Learning in Higher Education: A Review of Research. *Research in Social Sciences and Technology* 5(2): 22–39. <https://doi.org/10.46303/ressat.05.02.2>.
- Martinez, A., Agirre, N., López-de-Arana, E., & Bilbatua, M. (2019). Analysis of Interaction Patterns and Tutor Assistance in Processes of Joint Reflection in Pre-service Teacher Education. *Journal of Education for Teaching* 45(4): 389–401. <https://doi.org/10.1080/02607476.2019.1639259>.

- Moore-Russo, D. A., & Wilsey, J. N. (2014). Delving into the meaning of productive reflection: A study of future teacher's reflections on representations of teaching. *Teaching and Teacher Education* 37: 76–90. doi:10.1016/j.tate.2013.10.002.
- Oxford, R. L. (2020). The well of language teachers' emotional well-being. In C. Gkonou, J.-M. Dewaele, & J. King (Eds.), *The Emotional Rollercoaster of Language Teaching* (pp.247–268). Multilingual Matters.
- Pavlenko, A. (2013). The affective turn in SLA: From 'affective factors' to 'language desire' and 'commodification of effect'. In D. Gabrys-Barker & J. Bielska (Eds.), *The Affective Dimension in Second Language Acquisition* (pp.3–28). Multilingual Matters.
- Qi, J., & Derakhshan, A. (2023). Chinese EFL teachers' desire to attend professional development programs: Exploring the role of job satisfaction and organizational commitment. *Porta Linguarum*, 41, 311-327. <https://doi.org/10.30827/portalin.vi2023c.29656>
- Qi, S., & Derakhshan, A. (2024). Technology-based collaborative learning: EFL learners' social regulation and modifications in their academic emotions and academic performance. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-13167-z>
- Richards, J. C. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177. <https://doi.org/10.1177/0033688208092182>
- Sarkhosh, M., & Alinasab, M. (2024). Trust and job satisfaction among private school English teachers. *Iranian Journal of Language Teaching Research*, 12(1), 131-147. doi: 10.30466/ijltr.2024.121422
- Sheridan, L., & Young, M. (2017). Genuine conversation: The enabler in good mentoring of pre-service teachers. *Teachers and Teaching* 23(6): 658–673. doi:10.1080/13540602.2016.1218327.
- Timoštsuk, I., & Ugaste, A. (2012). The role of emotions in student teachers' professional identity. *European Journal of Teacher Education*, 35, 421–433. doi: 10.1080/02619768.2012.662637.
- Xin, Z., & Derakhshan, A. (2024). From excitement to anxiety: Exploring EFL learners' emotional experiences in the AI-powered classrooms. *European Journal of Education*. <https://doi.org/10.1111/ejed.12845>
- Xu, J., Pan, Y., & Derakhshan, A. (2024). The interrelationship between Chinese EFL teachers' immediacy and clarity with learners' boredom. *Perceptual and Motor Skills*, 131(5), 1934-1957. <https://doi.org/10.1177/00315125241272524>
- Yu, S., Zheng, Y., Jiang, L., Liu, C., & Xu, Y. (2021). "I even feel annoyed and angry" Teacher emotional experiences in giving feedback on student writing. *Assessing Writing*, 48, 1–15. doi: 10.1016/j.asw.2021.100528.
- Yüce, E., Kruk, M., & Derakhshan, A. (2023). Metacognitive knowledge and openness to diversity and challenge among Turkish pre-service EFL teachers: The mediating role of creative self-efficacy. *Thinking Skills and Creativity*. <https://doi.org/10.1016/j.tsc.2023.101386>



Zembylas, M. (2014). The place of emotion in teacher reflection: Elias, Foucault and “critical emotional reflexivity”. *Power and Education*, 6, 210–222. <https://doi.org/10.2304/power.2014.6.2.210>.

Zhang, X. (2020). Understanding teachers’ emotional trajectory: the voice of a volunteer teacher in an educationally and economically underdeveloped context, *Asia Pacific Journal of Teacher Education*, 49(2), 203-215 <https://doi.org/10.1080/1359866X.2020.1756224>

Zhang, Y., & Tsang, K. K. (2021). Performance-based accountability and teacher emotions: role of Zhongyong thinking. *Frontiers in Psychology*. 12:612206. [10.3389/ fpsyg.2021.612206](https://doi.org/10.3389/fpsyg.2021.612206)

**Özkan Kırmızı** works as a full professor at English Language and Literature Department of Karabuk University, Türkiye. He completed his Ph.D at Hacettepe University, English Language and Teaching Department. His interest areas include L2 teacher education, pedagogical content knowledge, practicum experience, psychology of language learning and teaching in addition to teacher psychology. Dr. Özkan Kırmızı became an associate professor in 2018, and full professor in 2023.

**Aydan Irgatoğlu** works as an associate professor at the School of Foreign Languages of Ankara Hacı Bayram Veli University, Türkiye. She is also working there as the president. She is a graduate of the English Language Teaching Department of Hacettepe University. She completed her MA and Ph.D. at the same department of Gazi University. Her interest areas are L2 teacher education, teacher psychology and language learning strategies.