



**EFL STUDENT TEACHERS' EMOTIONAL TRAJECTORIES AND
EMOTION REGULATION STRATEGIES**

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ÖZ

Öğretmen eğitiminde kritik bir aşama olan öğretmenlik uygulaması, mesleki gelişim için fırsatlar sunmakla birlikte, öğretmen adaylarının yönetmesi beklenen önemli bir duygusal yük de barındırmaktadır. İngilizce öğretmen adaylarının duyguları araştırmalarda ele alınmış olsa da yapılan çalışmalar duyguların dinamik yapısının duygusal düzenleme süreçleriyle birlikte incelenmesi konusunda sınırlı kalmıştır. Bu doğrultuda, bu çalışmanın temel amacı İngilizce öğretmen adaylarının öğretmenlik uygulaması sürecindeki duygusal değişimlerini, bu değişimlere yol açan etmenleri ve öğretmen adaylarının kullandıkları duygu düzenleme stratejilerini incelemektir. Karma yöntem araştırma deseni benimsenerek gerçekleştirilen bu çalışma, Ankara’da bir devlet üniversitesinin İngiliz Dili Eğitimi programına kayıtlı altı İngilizce öğretmen adayı ile yürütülmüştür. Katılımcıların duygusal değişim süreçleri, altı hafta boyunca doldurulan öz-değerlendirme emometreleri ile takip edilmiştir. Duygusal değişimlere neden olan faktörleri ve duygu düzenleme stratejilerini belirlemek amacıyla, altı hafta boyunca haftalık yansıtıcı günlükler toplanmış ve veri toplama sürecinin başında, ortasında ve sonunda olmak üzere üç yarı yapılandırılmış görüşme gerçekleştirilmiştir. Emometre puanlarının ortalama, standart sapma, minimum ve maksimum değerleri hesaplanarak nicel analiz yapılmış, yansıtıcı günlükler ve görüşmeler Saldaña’nın (2021) tümevarımsal yaklaşımıyla nitel olarak analiz edilmiştir. Duygu düzenleme stratejileri ise Gross’un (1998, 2015) süreç modeline dayalı olarak tımdengelimci analizle incelenmiştir. Bulgular, öğretmen adaylarının duygularında belirgin dalgalanmalar olduğunu ve bu durumun dinamik, doğrusal olmayan ve bağlama duyarlı bir nitelik taşıdığını ortaya koymuştur. Nitel analiz ise duygusal değişimlerin çoğunlukla öğrenci davranışları, öğretmen kimliği oluşturma çabaları ve üniversite dersleri ile ilgili unsurlar gibi bağlamsal, kişilerarası ve bireysel faktörlerin etkileşimiyle şekillendiğini göstermiştir. Veriler ayrıca öğretmen

adaylarının durum deęiřtirme, biliřsel yeniden deęerlendirme ve tepki dzenleme gibi Gross'un (1998, 2015) beř strateji ailesinin tmnden yararlandığını; en sık bařvurulan stratejinin ise tepki dzenleme olduęunu ortaya koymuřtur. Bulgular, ęretmen adaylarının duygusal farkındalık, dzenleme becerisi ve dayanıklılıklarının geliřtirilmesinin; uygulama sresince ve mesleki yařamlarının ilerleyen dnemlerinde iyi oluř ve mesleki geliřimlerinin desteklenmesi aısından gerekli olduęunu vurgulamaktadır.



Anahtar Kelimeler : İngilizce ęretmen adayları, ęretmen duyguları, kompleks dinamik sistemler teorisi, duygu dzenleme

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ABSTRACT

The teaching practicum, marking a crucial phase in teacher education, not only offers opportunities for professional development but also carries emotional weight that student teachers are expected to manage. Although EFL student teacher emotions have been the subject of investigation, their dynamic nature in combination with emotion regulation processes has remained underexplored. To this end, the primary objective of the study was to explore the trajectories in EFL student teachers' emotions, the factors leading to those emotional fluctuations, and the emotion regulation strategies they employed during the teaching practicum process. Adopting a mixed-methods design, this study was conducted with six EFL student teachers who were enrolled in an English Language Teaching program at a state university in Ankara, Türkiye. Grounded in the Complex Dynamic Systems perspective, the emotional trajectories were tracked on a daily basis for six weeks through self-rated emometers. Additionally, to explore the factors leading to trajectories in EFL student teachers' emotions and the emotion regulation strategies they employed, weekly reflective journals were collected throughout a six-week period, and three semi-structured interviews were conducted at three stages during the data collection process: initial, mid-point, and final. A quantitative analysis was applied to analyze self-rated emotions by calculating the means, standard deviations, as well as minimum and maximum scores, to explore the emotional fluctuations. The factors contributing to emotional trajectories were analyzed through a qualitative analysis informed by Saldaña's (2021) inductive approach, while the emotion regulation strategies were explored utilizing a deductive analysis. The findings revealed that the emotions of EFL student teachers demonstrated notable fluctuations, illustrating the dynamic, nonlinear, and context-sensitive nature of student teacher emotions. The qualitative analysis revealed that the emotional trajectories of EFL student teachers were often shaped by an interplay of contextual, interpersonal and

intrapersonal factors, including learner behaviors, teacher identity formation efforts, and course-related aspects. The data also indicated that EFL student teachers employed a variety of emotion regulation strategies from all five families of strategies included in Gross's (1998, 2015) process model, such as situation modification, cognitive change, and response modulation, with response modulation emerging as the most recurrent. The findings also highlighted the need for fostering student teachers' emotional awareness, regulation capacity, and resilience to promote wellbeing and professional growth throughout the teaching practicum and beyond into their professional careers.



Keywords : EFL student teachers, teacher emotions, complex dynamic systems theory, emotion regulation

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CHAPTER I

INTRODUCTION

1.0. Introduction

This chapter introduces the background to the study, the statement of the problem, the significance, and purpose of the current study, followed by the research questions and limitations of the study.

1.1. Background to the Study

Just as emotions are at the epicenter of human existence, they are of teaching and learning. Through a similar lens, Hargreaves (1998) describes teaching as an emotional practice, contending that it extends beyond theoretical knowledge and carries emotional weight. Thus, emotions are deemed a core pillar of educational settings, and the emotional tenor inherent in teaching and learning practices holds immense value for optimal learning and teaching. This justifies the pivotal role emotions play across all fields, especially in teaching, as Denzin (1984) highlights “for to be human is to be emotional” (p. 10).

Along with being an emotional practice, teaching entails social interactions and requires emotional understanding (Denzin, 1984). From a Vygotskian perspective, for effective learning to take place in the Zone of Proximal Development (ZPD), it is pivotal to recognize that learning encompasses both cognitive and affective processes that are embedded in the social environment. However, if unfavorable emotions are embedded in this zone, it is negatively influenced, which calls for a view on emotions to be acknowledged as responses to interpersonal relationships rather than being portrayed as disconnected from social contexts (Mahn & John-Steiner, 2002). By the same token, Denzin (1984) also suggests that emotional experiences are centered on the integration of the individual and society. In response to their relational nature, emotions are rooted in interpersonal interactions and relationships instead of being individualized per se.

In consistent with this view, Schutz et al. (2006, p. 344) describe emotions as “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.” Given that schools are social environments, it is hardly surprising that emotional impacts are ever-present in both teaching and learning processes on cognitive, motivational, and behavioral levels (Sutton & Wheatley, 2003). From these vantage points, an interplay of teachers’ and learners’ emotions appears to influence the way students learn (Frenzel, 2014; Sutton & Wheatley, 2003).

In this regard, emotions are considered noteworthy in educational research at the present juncture. However, this was not the case until recent decades. In the traditional view, emotions have been regarded as opposition to the principles of the Enlightenment and Western philosophy and culture, which view logic, rationality, and the quest for truth and objective knowledge as the essential constructs. Oatley and Jenkins (1996) explicate this view as a “suspicion in Western culture that there is something wrong with emotions” (p. 38).

Within this perspective, emotions have been considered elements that cannot be observed objectively, are subjective, and unquantifiable (Richards, 2022). Aside from other disciplines, this understanding has also influenced the educational field, and teaching has been regarded as a profession that depends solely on cognition (Clark & Peterson, 1986; Shulman, 1986). As an outcome of these perceived facets of emotions, applied linguistics research has often neglected emotions and emphasized cognitive features over affective domains (Sutton & Wheatley, 2003). In a similar vein, Swain (2013) describes the study of emotions in language learning and teaching research as “the elephant in the room- poorly studied, poorly understood, seen as inferior to rational thought” (p. 205). However, recent research agenda has reinforced the notion that emotions and cognition are inextricably linked, and emotions are “an integral part of cognition” (Swain, 2013, p. 195).

As a consequence of the interconnected nature of emotions and cognition inherent in teaching, teachers’ way of teaching is determined profoundly by their cognitions and emotions (Golombek & Doran, 2014). Bearing this in mind, it is deemed essential for teachers to be aware of their own emotions along with those of learners in school settings (Barcelos, A. & Aragão, R., 2018). Schutz and Lanehart (2002) support this view in a special issue of *Educational Psychologist* on emotions in education, stating that

As motivation, cognitive, developmental, and educational psychologists have continued to contextualize their inquiry within the schools, it has become clear that emotions are an integral part of educational activity settings. In the 2000s, researchers interested in teaching, learning, and motivational transactions within the classroom context can no longer ignore emotional issues. Emotions are intimately involved in virtually every aspect of the teaching and learning process and, therefore, an understanding of the nature of emotions within the school context is essential (p. 67).

As noted above, teachers' emotions significantly influence how they teach, and therefore, how learners interpret and react to their teachers' emotional states, ultimately leading to learning (Day & Lee, 2011). In this regard, several scholars have highlighted the emotional landscape of teaching to date (e.g. Chen, 2019; Cowie, 2011; Cross & Hong, 2012; Frenzel et al., 2021; Hargreaves, 2005; Horwitz, 1996; Jiang et al., 2016; Nias, 1996; Taxer & Frenzel, 2015; Zembylas, 2007).

Although emotions lie at the heart of teaching all subject areas, they are way more crucial for language teachers as they aim to convey a subject matter that is different from both their and learners' native language, which, in turn, can cause anxiety or distress for both sides (Lee & Lew, 2001). Given such considerations, however ubiquitous the role of emotions in Second Language Acquisition (SLA, henceforth), Applied Linguistics and TESOL should have been, this understanding has remained latent for a significant period, and emotions has remained a subject of neglect within these fields.

A notable exception to this limited attention to emotions in Applied Linguistics came with '*an affective turn*' proposed by Pavlenko (2013), which later contributed to the acknowledgment that human cognition and emotions cannot be separated because they are in a persistent relationship and constantly influence each other. Building on this understanding, several scholars illustrated the emotional dimension of the language teaching profession (Barcelos & Ruohotie-Lythy, 2018; Becker et al., 2014; Chen, 2016; Frenzel, 2014; Hargreaves, 1998; Nias, 1996; Song, 2016; Zembylas, 2005), drawing attention to the myriads of emotions language teachers face throughout their professional paths.

Since learning a foreign language has become an indispensable part of our lives, it becomes discernible that language teachers' emotions are an inseparable piece of the puzzle. By and large, language learning has been treated as "an emotionally driven process at multiple levels of experience" (Douglas Fir Group, 2016, p. 36) and teaching a language is not much different from learning it as they are both "emotionally charged activities" (Richards, 2022).

As Golombek and Doran (2014) posit, emotions are considered one of the critical aspects of language teacher professional development yet are often disregarded in the process of the

learning to teach experience. However, during this phase of their careers, student teachers find themselves in a transitional position, neither being a student nor a teacher, a state referred to as *liminality* by Turner (1967, 1974). In this sense, student teachers are perceived as *liminars* who are “neither one thing nor another; or may be both; or neither here nor there; or may even be nowhere” (Turner, 1967, p. 97). The practicum process, in which student teachers experience their initial teaching practices, therefore, holds the potential to influence student teachers both dramatically and traumatically (Veenman, 1984). Thus, Veenman (1984) also postulates that this form of a rite of passage can have student teachers experience a reality shock due to the dissonance between their ideals and the severe reality of regular classroom dynamics.

In keeping with this view, what becomes clear can be explained with a metaphor provided by Gregersen et al. (2014). They use the ancient palimpsest, an old type of manuscript that is used to replace an old text with a new one by removing or partly removing it and leaving subtle traces behind, as a metaphor for the language learning process. Through this metaphor, they suggest that language learning is a process of creating one’s own palimpsests by layering one language over another, through recalling and reshaping the past in light of the present moment. This metaphor is also pertinent to the process of learning to teach, in which student teachers establish their palimpsests by both building on and reframing their previous knowledge through their actual teaching practices. That is, learning to teach is an extremely crucial procedure where student teachers will always keep their learning experiences with them throughout their careers while building new ones at the same time in light of their past knowledge and experiences. Hence, emotions felt during the initial teaching experiences are of paramount worth because the roots of memory run deepest in the first encounter.

From this point forward, as language teacher candidates, student teachers have borne the responsibility of both being aware of their emotions and regulating those emotions to enhance their well-being and create an effective language learning and teaching environment. However, this requires substantial effort and skills due to emotions’ complex (Anttila et al. 2016; Harper, 2012), constantly changing (Scherer, 2000; Schutz & DeCuir, 2002), and dynamic nature (Martinez Agudo, 2018; Denzin, 1984; Lazarus, 1991; Zembylas, 2007).

Although the preceding decades have witnessed a considerable upsurge in the recognition of teacher emotion research, the bulk of the studies conducted have fallen short in addressing the multifaceted, complex and dynamic aspects of English as a foreign language (EFL,

henceforth) student teacher emotions and the corresponding emotion regulation strategies during the last year of their teacher education program by adopting a Complex Dynamic Systems perspective (CDST, henceforth) (Larsen-Freeman & Cameron, 2008). Therefore, the incentive behind the present study is to cast light on the dynamic aspects of EFL student teachers' emotions and explore the emotion regulation strategies they apply to enhance teacher well-being and successful language learning and teaching.

1.2. Statement of the Problem

Alongside an emerging awareness of their pivotal impact on language teaching and learning, language teacher emotions have gained importance among educational researchers especially during the recent period (e.g., Barcelos & Ruohotie-Lyhty, 2018; Benesch, 2020; Cuéllar & Oxford, 2018; Gkonou & Miller, 2021; Golombek & Doran, 2014; Richards, 2022; Wolff & De Costa, 2017). In line with this understanding, previous research has focused on various topics related to language teachers' emotions. For instance, Yao et al. (2023) explored two EFL teachers' emotions from an ecological perspective, and Song (2016) and Teng (2017) investigated the relationship between language teacher identity and emotions, in addition to other researchers exploring the facets of language teacher emotions in relation to emotional labor (e.g., Benesch, 2017, 2020; Gkonou & Miller, 2019; Loh & Liew, 2016; Nazari & Karimpour, 2022), emotional intelligence (e.g., Coombe et al., 2020; Dewaele et al., 2018), emotional exhaustion (e.g., Tuxford & Bradley, 2015; Xu & Jia, 2022), well-being (e.g., Gregersen et al., 2023; Li, 2021; Mercer, 2023; Sulis et al., 2021), language teacher burnout (e.g., Akbari & Egtesadi Roudi, 2020; Emir et al., 2023), and emotion regulation (e.g., Deng et al., 2022; Gkonou & Miller, 2023; Morris & King, 2020).

In his study, Borg (2006) brought attention to the unique attributes of foreign language (FL) teachers. He highlighted that FL teaching encompasses delivering a subject that is complex and aiming to teach a language through the language that learners are unfamiliar with. In addition, as learning a language requires communicating in that language, FL teaching strives for more interaction in the classroom, which is also favorable in teaching of other subjects but not as critical as it is in FL teaching since learning a language means being able to use the language rather than learning facts about the subject only. On that note, what is salient is that where there is a lot of interaction, complexity and dynamism, the emergence of emotions is inevitable.

Through several studies, it has become evident that, as Schutz and DeCuir (2002) argue, various emotions are embedded in the educational settings that are likely to have an impact

on the way teachers teach, and learners learn (Reis, 2015). Hence, language learning and teaching are shaped around these social educational environments that involve emotional exchanges between learners and teachers. In light of this, during the learning to teach process student teachers are entrusted with excelling in both the skills and knowledge they need for delivering the subject matter effectively and for managing the emotional aspects of the profession (Richards, 2022).

Within the scope of the teacher education process, the teaching practicum serves as an opportunity for student teachers to enhance their teaching abilities cognitively and emotionally through the application of the knowledge they have acquired in their initial teaching experiences (Lawson et al., 2015). It goes without saying that this process is of substantial worth, as the emotions experienced during this period have the potential to cause both enjoyment and distress in student teachers. If it is the former for the most part, it brings happiness and satisfaction; however, if it is the latter, it can lead to feelings of disengagement, vulnerability, and even attrition in the long run (Ingersoll, 2001; Macdonald, 1999). A further consideration is that, since emotions possess a constantly changing (Meyer & Turner, 2006; Scherer, 2000), dynamic (Reis, 2015; Scherer, 2000; Zembylas, 2007) and complex nature (Anttila et al., 2016; Harper, 2012), it is of great importance to support teachers, especially student teachers, against these emotional shifts, since teaching is regarded as “the profession that eats its young” (Halford, 1998, p. 33).

However, available studies on language teacher emotions do not demonstrate a comprehensive understanding of the dynamic properties emerging in EFL teachers' emotions, with no exception to EFL student teachers. That is, especially in the Turkish EFL context, student teachers' emotional fluctuations are relatively overlooked. In the same vein, a comprehensive review of the literature has portrayed the scarcity of research on treating EFL student teachers' emotions from a CDST perspective, thus leaving an evident gap in evidence regarding the exploration of the dynamic dimensions of EFL student teachers' emotions. Adopting this approach could help teacher education programs to provide support for student teachers to maximize the duration and occurrence of positive emotions and minimize the negative effects of emotional to avoid their long term consequences. To address this gap in the literature, the main incentive behind the current study is threefold: (1) to understand the dynamic fluctuations in EFL student teachers' emotions, (2) to explore the leading factors to those emotional fluctuations of EFL student teachers, and (3) to examine

EFL student teachers' emotion regulation strategies corresponding to the emotional fluctuations they experience during their teaching practicum.

1.3. Significance of the Study

As Reis (2015) points out, teachers' processing, interpretation, and regulation of their own emotions exert a substantial influence on their career paths, interpersonal relationships, perceptions of dignity for themselves, along with their instructional practices. Although research on teacher education has primarily focused on rationality and cognition until the recent decades, an increasing number of scholars have begun to consider the field of teacher emotion (e.g., Hargreaves, 1998; Zembylas, 2003). Within this recognition, an investigation of the existing literature reveals that studies in the subject area have gained importance with Sutton and Wheatley's (2003) emphasis on the limited investigation of teachers' emotional experiences. After such acknowledgment, previous studies mainly focused on topics involving language teacher anxiety (e.g., Goetze, 2023), enjoyment (e.g., Zhang, 2023), emotional labor (e.g., Benesch, 2017), burnout (e.g., Cheng, 2022), emotional vulnerability (e.g., Song, 2016), and emotion regulation strategies (e.g., Gkonou & Miller, 2023; Morris & King, 2018), alongside language teacher emotions. Despite the burgeoning interest in investigating language teacher emotions, studies have primarily centered on in-service language teachers' emotions, giving limited attention to EFL student teachers. In the same vein, as a relatively new research concept over the last few decades, studies on EFL student teachers' emotional trajectories and corresponding emotion regulation strategies have remained limited hitherto, especially in the Turkish context, leaving EFL student teachers' emotion regulation strategies remarkably underexplored.

However, since emotions are unstable and their durations of occurrence and change are very quick (Schutz & DeCuir, 2002), investigating the emotional trajectories of language teachers may offer a comprehensive insight into the emotional landscape of language teaching. This kind of understanding and the outcomes from the present study may also enhance language teacher education programs and curriculum by providing insights into the dynamic, complex, and multidimensional nature of language teaching with the corresponding emotion regulation strategies and, in turn, facilitate teacher well-being and strengthen student-teacher relationships, consequently leading to successful language learning outcomes. Building on this understanding, this study seeks to scrutinize the emotional trajectories experienced by EFL student teachers from a CDST perspective together with the emotion regulation strategies they employ.

1.4. Purpose of the Study

Acknowledging the paucity of existing studies regarding the emotional trajectories and emotion regulation strategies of EFL student teachers, the primary objective of the present study is to examine the emotional fluctuations of EFL student teachers together with the leading factors and emotion regulation strategies to mitigate their emotions and emotional trajectories.

1.5. Research Questions

In this regard, to explore EFL student teachers' emotional trajectories, the sources of these emotional fluctuations, along with the emotion regulation strategies employed, the study intends to address the following questions:

1. What are the emotional trajectories of EFL student teachers during the teaching practicum?
2. What factors lead to trajectories in EFL student teachers' emotions during the teaching practicum?
3. Which emotion regulation strategies do EFL student teachers apply during the teaching practicum?

1.6. Limitations of the Study

Due to the individual-based nature of the study, the sample size of the participants, six EFL student teachers, was small and only provided data from a single context. The primary objective of the study was not to provide generalizable findings, but rather to offer a detailed presentation of the emotional experiences of EFL student teachers. On this basis, despite the rich data obtained through qualitative methods, insights into the participants' emotional experiences and emotion regulation strategies may not provide a comprehensive portrayal of these concepts among all EFL student teachers and in other contexts. It is also noteworthy to mention that, as the practicum context may offer a distinct experience for student teachers, the conclusions provided in this study may demonstrate huge differences from those of in-service teachers.

The study also relied on self-reported data provided by the participants. Although these self-reported accounts offered valuable insights into the participants' emotional experiences, they represent the participants' subjective evaluations and may be influenced by social desirability bias. Additionally, the weekly reflective journals were observed to lack sufficient

detail at times regarding participants' emotional experiences, requiring further elaboration during the interviews. As these elaborations were based on retrospective accounts, they may be affected by recall bias.

Although the data were collected throughout six weeks, the limited timeframe may fall short in capturing long-term emotional experiences, emotional fluctuations, and participants' potential development of emotion regulation practices. In addition, the findings indicated that participants' emotions shifted even within moments. However, since the data tracked day-by-day emotional fluctuations, the study fails to capture changes in participants' emotions in shorter time intervals.



CHAPTER II

LITERATURE REVIEW

2.0. Introduction

This chapter introduces the existing literature on emotions in education, definitions of emotions, emotions in Applied Linguistics, the emotions of EFL student teachers, discrete emotions, emotions as complex dynamic systems, emotion regulation, and previous research.

2.1. Emotions in Education

The inquiry into what emotions are has been hindered for a long time by the prejudices underlying it, which have been largely shaped during the Socratic period. At that point in time, Socrates and his student Plato were in search of reason, and emotions were seen as a danger to reasoning (Solomon, 1993). This concept is explained through a metaphor of the relationship between a master and a slave; the slave serves as emotions which are regarded as primitive, lacking intelligence, “childish, destructive” (Sutton & Wheatley, 2003, p. 328), and in need of control by the master, who symbolizes the reason. Within this perspective, emotion has been treated suspiciously by researchers and recognized as a phenomenon that should be avoided in the research agenda.

This conceptualization of emotions has extended across all disciplines, and the field of education was no exception to this trend. Zembylas (2007) points to three reasons for the neglect of teacher emotions, which have been dominant until the recent three decades: (1) the emotion/reason contrast, (2) priority of teacher cognition, and (3) subjective, immeasurable, and unreliable nature of emotions. This perception has led to viewing teaching as a profession primarily involving the mastery of the subject matter as well as the implementation of suitable teaching approaches. However, given that emotions are the milestones that create an individual, and belong to all human beings, it is not possible to

separate humans from their emotions. Denzin (1984) argues in favor of this belief and claims that for social, anthropological, psychological and humanistic fields, which place the 'person' at the center and strive to have a more comprehensive grasp of who a person is, it is of utmost importance to study emotions. Keeping this in mind, scholarly investigation has also pointed out the affective nature of the teaching profession and identified various emotions mentioned by teachers while describing their profession.

This understanding has evolved over the past three decades as a result of several attempts to reform educational policy, aiming to refine school management, teaching, and learning, and, in turn, academic success. Evidently, these changes have had a significant impact on the educational context, and notably on teachers. In consistent with these and the definition provided in the previous chapter by Schutz et al. (2006), a teacher's experience of an emotion during teaching is not only an emotional response emerging due to their interpretation of a specific situation, but also is a consequence of several constructs on the background, such as the classroom setting, family, friends, and other social-historical contexts. Thus, it has been regarded as significant in educational psychology to have a deeper understanding of the overall dimension of teachers' emotional experiences.

Within this perspective, the previous decades have experienced an increase in the acknowledgment of emotions in education and this recognition has brought studies identifying the role of emotions in learning and teaching (e.g., Martinez Agudo, 2018; Aragão, 2011; Bullock, 2013; Frenzel, 2014; Hargreaves, 1998, 2000; MacIntyre & Gregersen, 2012; Shao et al., 2019; Schutz & Zembylas, 2009; Wolff & De Costa, 2017).

Especially in the field of education, the literature points at the substantiality of emotions inherent in teaching and learning to reach a high-standard education, as stated by Osborn (1996), "effective teaching and learning is necessarily affective, that it involves human interaction, and that the quality of teacher-pupil relationships is vitally important to the learning process" (p. 455). As such, emotions are inextricably linked to educational components (Greene & Boler, 2004), and educational settings evoke a range of emotions that may influence learning and teaching practices (Schutz & DeCuir, 2002). In turn, as one of the key elements of these educational settings, teachers' work is regarded as a construct entailing 'emotional labor' (Zembylas, 2005). To gain a deeper comprehension of the emotional dimension of teaching, a preliminary task is to understand what an emotion is.

2.1.1. Defining Emotions

Providing a one-size-fits-all definition for emotion has been a topic of debate among philosophers, psychologists, anthropologists, and sociologists for decades; as such, a consensus has yet to be reached on how to define emotions due to their complex nature (Fried et al., 2015). Kleinginna and Kleinginna (1981) provide evidence for this in their paper, presenting 92 definitions along with nine uncertain claims. In spite of this difficulty in defining emotions, several scholarly attempts have been made to describe emotion, and one of those definitions was proposed by Hochschild (1990), viewing emotion as “an awareness of four elements that we usually experience at the same time” (pp. 118-119). These elements consist of the appraisal of the situation (evaluation of an event), changes in bodily sensations, demonstration of gestures, and a cultural label referring to the first three elements (Hochschild, 1990). Damasio’s (2000) description of emotion, on the other hand, emphasizes the relationship between mind, body and emotion, highlighting how emotions function as the triggering point for bodily responses by claiming emotions as

specific and consistent collections of physiological responses triggered by certain brain systems when the organism represents certain objects or situations (e.g., a change in its own tissues such as that which produces pain, or an external entity such as a person seen or heard; or the representation of a person, or object, or situation, conjured up from memory into the thought process) (p. 15).

Some scholars label ‘*affect*’ as an umbrella term to define emotions, moods, or feelings. In psychological research, affect is considered a synonym for emotion and described as “the emotional interpretation of perceptions, information, or knowledge. and asks the question ‘How do I feel about this knowledge or information?’” (Huitt, 1999, p. 1).

As per previous research, especially in the context of SLA, although L2 researchers usually refrained from giving a direct definition, emotion is described as a multifaceted phenomenon (Frijda, 1986; Lazarus, 1991), incorporating key components of affect, motivation, cognition, and physiology (Scherer, 2009) rather than a unidimensional concept. This indicates that an emotional experience resulting from making a public speech, to give an example, may have one feel nervous (affect); concerned about the judgments of the audience (cognition); an increased heartbeat (physiologic), and a desire to finish one’s speech as soon as possible (motivation). From a similar perspective, Reeve (2024) proposes a definition regarding the multifaceted and dynamic nature of emotions: “emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events” (p. 294).

Another definitive statement provided by Scovel (1978), albeit not directly claimed to be as such by him, is deemed significant to mention for its relevance to the nature of the current study. He also refers to '*affect*' as emotion and feeling and envisions it as "but one ingredient in the complex and marvelous chemistry that creates the personality" (pp. 130-131). Another definition is presented by Haviland-Jones and Kahlbaugh (2000), claiming that emotion "functions as the 'glue' for identity" (p. 294). These definitions are regarded as meaningful for the present study, as teaching is also a personality- or identity-forming process, including emotion as one of its cornerstones.

Hargreaves (1998), one of the advocates of the significance of emotions in teaching, argues that emotions involve dynamism and motion, as the name suggests. The etymology of the word 'emotion' originates from the Latin '*emovere*,' which derives from the combination of the prefix 'ex,' meaning 'out,' and 'movere,' meaning 'to move.' This elucidates the dynamic, nonlinear, and unstable nature of emotions. That is, when emotions are present, actions are driven by them. This drive can be demonstrated through laughter, anger, or fear. A remark attributed to Amelia Earhart may function as an insightful interpretation for this situation: "The most difficult thing is the decision to act, the rest is merely tenacity." Since teaching involves a range of emotions, one of the most challenging tasks for teachers becomes deciding which action to take in the classroom amidst those emotions.

These definitions of emotions may represent the evolution of emotion research, which began with establishing an association between cognition and emotion as an initial step. This process has preceded the social perspective, which views emotions as social practices involving relationships among teachers, students, parents, colleagues, and the administration. Along with these, a remarkable feature of emotions has been mentioned: *its inseparable link with personality*. What is made clear by the provided definitions is that emotions exist in all areas of teachers' lives, affecting both their internal and external environments.

2.1.2. Previous Research on Teacher Emotions

The growing body of studies on emotion in the psychology field started in the early 1980s, but its arrival in the teacher research with serious attention was delayed until the end of the 1990s, with the special edition of the Cambridge Journal of Education with Nias (1996) acting as the editor. This acknowledgment has attained considerable interest following the publication of Sutton and Wheatley's (2003) review of the literature on emotions in school contexts.

Nias (1996) highlights the pivotal role that teachers' emotions play in the profession and acknowledges that teaching encompasses not only the knowledge and skills related to the subject matter, but also involves teachers' individual lives at its core. Following this view, Hargreaves (1998, 2000) adds to this point claiming that teaching is not limited to professional competence and emphasizes that educational reform must recognize the emotional tenor in teaching as they are at the center of education.

As one of the initial studies to investigate teacher emotions, Coleman (1994) examined the emotional experiences of a teacher working with gifted and talented students by employing a phenomenological perspective. The results of the study indicated that the participant engaged in high-quality teaching practices during that period and mainly reported experiencing positive emotions.

As part of a larger project on teacher emotions, Hargreaves (2000) investigated the emotional experiences of 60 teachers who worked at either the elementary or secondary school level. The teachers' narratives focused on the emotional incidents that arose from learner-teacher interactions. Compared to secondary school teachers, elementary school teachers expressed more pleasant emotions regarding the classroom environment, as they had formed stronger emotional ties with their learners. However, secondary school teachers reported that their classrooms lacked such connections with learners, and the absence of emotional intensity in the classroom was identified as the primary source of negative emotions among secondary school teachers. In the case of positive emotions of secondary school teachers, the findings revealed that expressions of respect, recognition, and appreciation outside of the classroom were the primary sources.

Two studies displaying convergent findings were conducted by Frenzel et al. (2009) and Becker et al. (2014). The former examined the relationship between teacher enjoyment and learner enjoyment, while the latter extended this research to the emotions of joy, anxiety, and anger. The evidence from both studies revealed that teachers' perceived emotions play a pivotal role in influencing learners' emotions, which correlates with the emotional contagion theory, indicating that emotions are contagious, and one's emotions can affect those of others during an interaction (Hatfield et al., 2011).

A qualitative study conducted by Cross and Hong (2012) examined the emotions experienced by two elementary school teachers in a socioeconomically disadvantaged and racially diverse setting. They observed that the participants experienced both negative and positive emotions while teaching. However, compared to other teachers working under the

same conditions, who predominantly demonstrated negative emotions, the teachers who participated in this study reported experiencing positive emotions more frequently. The findings indicated that favorable teacher emotions resulted from the positive interactions between teachers and learners, as well as the administrative support they received. They also reported feeling unpleasant emotions, particularly due to learners' inappropriate behaviors or struggles in understanding the subject matter. What makes these teachers different from others is perceived to be their empathetic, understanding, and supportive identities, despite the challenges they face in such a context. They managed to keep a positive perspective and invested their attention and efforts in the benefit of their learners and the school. This study provides a valuable representation of the interplay between teacher identity and emotions, which largely influences the teaching environment and teachers' emotional well-being.

In a study conducted by Chang (2012), the researcher examined teacher emotions related to learner misbehavior and attempted to explore their connection with teacher burnout, taking a teacher appraisal perspective. The results of the study showed that as the degree of negative emotions increases, a corresponding rise in feelings of burnout follows, as reported by the teachers. The main source of teacher anger and frustration was reported to be teachers' inefficiency in solving problems when they encounter inappropriate behaviors by the learners. Another facilitator of unpleasant teacher emotions was identified as the goal-relevance perceptions of teachers. That is, when learner misbehavior acts as a force that contradicts the teacher's goal, they tend to experience negative emotions out of that episode.

Chen (2016) designed an instrument to explore the primary school teachers' emotions working in Hong Kong and Mainland China. The results showed that *joy* was the most recurrent emotion, while *love* ranked lowest. The outcomes of the study also revealed that positive emotions such as joy frequently occurred because of the pleasant interactions among teachers, learners, and colleagues, and core dimensions of the profession, such as getting respect from others, fair salary, as well as witnessing learners' growth. However, negative emotions were reported to be experienced due to the unpleasant learner behaviors, lack of recognition for their efforts, and educational aspects such as reforms and policies.

Consistent with these findings and the literature, Chen et al.'s (2020) study reached the same conclusion on the source of teachers' positive and negative emotions, which are influenced by learner-teacher interactions and classroom management. However, what makes this study different from the previous studies is the impetus behind it, which aims to support the notion that teacher emotions are complex, multidimensional, and dynamic constructs. With this in

mind, the researchers collected their data via online posts provided by one million teachers posted from 2007 to 2018 on an American teacher website. The results of the study showed that teachers experienced eight discrete emotions simultaneously, and these emotional experiences held the potential to show varying emotional outcomes depending on the evaluation of the teacher, which indicates that a teacher may display different emotions for the same event at different times or another teacher may feel a different emotion for the same incident. To put it simply, the appraisals of teachers shape their emotions, and different teachers may demonstrate different emotional responses to the same situations. Even the same teacher can have a different judgment on a repeated event the next time, due to the complexity of emotions. Furthermore, within the results, it is claimed in the study that teacher emotions possess a non-static and changing nature in terms of both topics and time, supported by the results of the study demonstrating that over 10 years, remarkable changes in emotions were identified.

Burić and Frenzel (2019) investigated teacher anger, exploring the sources that led teachers to experience anger, and explored the relationship between teacher anger and teachers' emotional labor, well-being, and self-efficacy. The findings indicated that one of the driving sources triggering teachers' anger was related to learner-teacher dynamics, primarily deriving from disruptive learner behaviors and classroom discipline issues. Another triggering factor was teacher-parent interactions. That is, teachers experienced anger when parents interfered with their job, had unrealistic expectations about their child's capacity, and demonstrated disrespect toward the teachers. Two other main contributors to their anger were identified as their interpersonal relationships with colleagues stemming from unjust division of responsibilities, and aspects of the educational system and policies as the final element acting as the catalyst for teachers' anger due to the constantly changing curriculum, weakening of public credibility of the profession, overwhelming documentary work, and inadequate resources.

2.2. From Neglect to Recognition: The Journey of Emotions into Applied Linguistics

As pointed out by Leiter and Maslach (1999), given the pivotal role of teachers in learner growth, teacher well-being is expected to be the primary focus of educational decision-makers. In likewise manner, some scholars emphasize that emotional experiences have a strong correlation with well-being (e.g., Schimmack, 2008), especially in teachers and their instructional behaviours (e.g., Frenzel et al., 2009) and quality (e.g., Frenzel, 2014), job-satisfaction, which hold the potential to give rise to teacher turnout and burnout (Chang,

2009; Hughes, 2001; Macdonald, 1999; Wolf & De Costa, 2017). Despite these views, teacher emotions have been an object of limited attention in English Language Teaching (ELT) research, and have remained in “the shadows, invisible to most researchers and theorists and largely undiscussed in public by teachers themselves” (Cuéllar & Oxford, 2018, p. 53).

As several scholars in the field have put forward, research on emotions in language learning has remained scarce in SLA and Applied Linguistics for a significant period, while, by contrast, it has been recognized that the cognitive factors in language learning and teaching processes have been recognized instead (Pavlenko, 2005). In a similar vein, despite the significance of emotions in teaching, which is regarded as a profession influenced by affect, they have been a subject of neglect.

Denzin (1984) argued that there were two major reasons for this neglect in his book titled *On Understanding Emotions*. The first reason derives from the perceived conceptualization of emotions in Western culture and science. This understanding has been the basis for the perspective that teaching involves cognitive activities primarily (Clark & Peterson, 1986) rather than affective ones. The second reason lies in the consideration that emotions are difficult to describe and are subjective, indicating that they cannot be measured scientifically and reliably.

Consistent with the first reason stated, the literature shows that the role of cognition in teaching cannot be challenged or opposed; however, this view fails to acknowledge that cognition, in turn, works in conjunction with emotion, as Damasio (2000) claims. This view is latently supported by cognitive linguistics, who assume that language and cognition are indispensable components. Taking a neurobiological mindset into consideration, it is evident that these two units are intrinsically linked within a system in the brain (Ochsner & Barrett, 2001), known as the stimulus appraisal system. Although their difference is easily identified, they are also tied to each other, which, in turn, makes emotion and cognition bond together (Schumann, 1994). Building on this, if language and cognition, as well as cognition and emotion, are inseparable units respectively, how may the main elements included in the language process -*emotions in learning and teaching*- be an overlooked dimension?

In the field of SLA, emotions have been included under the title of ‘affect’ which is described by Arnold and Brown (1999) as the “broadly aspects of emotion, feeling, mood or attitude which can condition behavior and influence language learning” (p. 1). During the 1970s, a method called Suggestopedia, informed by Suggestology theory, was introduced by Lozanov

(1978) to emphasize the affective features present in the language classroom. Later on, back in the early 1980s, Krashen (1982), probably having the same concerns with Lozanov, proposed the '*affective filter hypothesis*' and argued that to facilitate effective second language acquisition, the affective filter needs to be lowered. He also claimed that input delivery is either hindered or fostered by affective factors, thereby holding language teachers responsible for providing a safe classroom atmosphere by minimizing anxiety, lowering the affective filter, and enabling successful access to input for language acquisition.

Other constructs that have been addressed as the phenomena influencing the effectiveness of second language acquisition, attitude, and motivation were studied by Gardner and Lambert (1972), along with studies on anxiety (see Dewaele et al., 2008 for a comprehensive review of the existing literature). Through these studies, what has been made clear is that successful language learning and teaching are mainly based on the relationship among the main characters in the teaching environment rather than other aspects. By the same token, Golombek and Doran (2014) claim that language teachers' emotions have a great influence on learners' language learning success and their relationship with teachers, together with affecting how engaged and motivated learners feel to learn a language (Roorda et al., 2011). Thus, language teachers are considered responsible for supporting learners in managing negative emotions and enabling successful language learning. However, as mentioned above, throughout all the educational reforms and changes, one thing that has been overlooked was the emotional scope of education, as Hargreaves (1998) states in one of her seminal works, highlighting the pivotal role of emotions in teaching.

Considering these, it is evident that learners' emotions are given significant importance to enhance their language learning journey; however, this emphasis on learners' emotions brings forth an essential inquiry: To what extent are teachers' emotions emphasized? Reinforcing this point, Hargreaves (1998) pictures emotions at the core of teaching, and this perspective includes the teacher training process as well (Darling-Hammond, 2001).

2.2.1. Previous Research on EFL Teachers' Emotions

As Benesch (2013) claims, emotions have been underexplored in ELT since language learning and teaching have been primarily associated with cognition. However, the practice of teaching is filled with an array of emotions (Rosiek & Beghetto, 2009), and language teaching is no exception. Within this acknowledgment, a series of research has been carried out in the Applied Linguistics agenda.

The focus of the previous studies in the EFL scholarly focus mostly was on language teacher anxiety and its relationship with student learning, showing how this concept can impede the learning progress (Horwitz et al., 1986). This research on language teacher anxiety was investigated particularly from the non-native English teachers' (NNTs) perspective (e.g., Horwitz, 1996; Lee & Lew, 2001). These studies revealed that most NNTs experienced a notable amount of anxiety resulting from their performance in English.

In one of her studies on anxiety, Horwitz (1996) noted that NNTs reported experiencing foreign language anxiety due to feelings of incompetence in the target language, which could in turn lead to avoiding target language use during instruction. The study evidenced that NNTs exhibit the potential of feeling anxiety due to their low self-esteem in the target language, aligning with the results of the survey study conducted by Reves and Medgyes (1994), which was applied internationally across ten countries. However, the findings further suggested that feelings of anxiety during teaching are not limited to a lack of confidence solely; other critical factors leading to apprehension for language teachers are reported to be learners' disruptive behaviors, being questioned about their expertise and authority, along with classroom discipline issues (Horwitz, 1996).

Kim and Kim (2004) studied Korean English teachers' FL teaching anxiety, and the results demonstrated that the participants experienced anxiety due to their concerns about being incompetent in the target language, resulting from a lack of knowledge in unfamiliar vocabulary items. The findings also showed that English teachers in this study felt anxious because of the unanticipated questions that students might ask, the possibility of making mistakes, a lack of confidence in teaching a language, and classroom management issues that could arise during communicative activities with noisy students.

From a similar viewpoint, Mousavi (2007) examined native and non-native EFL teachers' stress, and the results pointed out consistent findings with Hargreaves (1996), illustrating that the driving forces behind the participants' stress were demotivated and unruly learners, insufficient time for instruction and wages, along with negative relationships with parents and colleagues. In addition to the aforementioned sources of stress, nonnative English teachers also reported feelings of anxiety in relation to their perceived lack of confidence in their target language competence. They additionally displayed insecurities in front of the learners owing to concerns about being questioned of their language abilities by the learners.

Another study conducted by Goetze (2023) examined the emotional experiences of language teachers through anxiety-evoking scenarios presented via vignettes grounded in an appraisal-based theory of emotions. The main impetus behind the study was to investigate the emotional experiences of language teachers in educational settings, with anxiety as the primary emotion. Surprisingly, the results revealed that positive emotions were experienced more frequently by the participants, along with anxiety.

According to previous research on teacher burnout, which has been an extensively investigated area of inquiry, teaching has been reported to demonstrate the highest degree of burnout among professions pursuing human-centered endeavors. It is deeply intertwined with emotion-related dimensions, aligning with Shirom's (1989) claim that views emotional exhaustion as a key indicator of burnout, resulting from the intense emotional demands and outcomes of a profession. In his research, Pines (2002) revealed that the most prevalently addressed sources of teacher burnout were classroom management issues due to learners' unruly behaviors, which had teachers experience high levels of anxiety, frustration, loneliness, and helplessness. This finding also aligns with the results of a study carried out by Uğuz (2016), which investigated EFL teachers' burnout working at vocational and technical high schools in Türkiye. He found that the participants' burnout was influenced by aspects related to learners.

Emir et al. (2023) investigated the influences of a very recent phenomenon, online teaching, on EFL teacher burnout. Studying with three EFL teachers working at the K12 level, they found that online teaching during the Covid-19 period caused teachers to experience stress due to job dissatisfaction, political matters, insufficient social support, and a sense of incompetence. One of the significant sources of job dissatisfaction was the disruptive learner behaviors, which displayed similar outcomes to those in previous studies on classroom environments (e.g., Maslach & Leiter, 1999).

During the previous decade, studies on language teacher emotions have extended beyond anxiety and burnout to encompass a broader spectrum of emotions. Cowie (2011) explored EFL teachers' emotional experiences through a series of interviews and identified *liking* and *caring* as the most frequently reported positive emotions, along with *anger* being the most prevalent negative emotion experienced by the participants. Positive emotions, such as liking, caring, and satisfaction, primarily stemmed from pleasant relationships with learners, as well as their academic growth. In contrast, negative emotions were predominantly derived from perceived inequities within the institutions, including hierarchical and status

imbalances, as well as differences in values and ideals between the administration and colleagues. These findings are in line with a recent study carried out by Dumančić et al. (2022), revealing that favorable emotions mainly derived from learners' achievement. On the other hand, their study also displayed that unfavorable emotions emerged due to learners' misbehaviors and low motivation levels.

Loh and Liew (2016) explored the narratives of ten EFL teachers regarding their emotions in and outside the learning environment. The outcomes demonstrated the role of emotional loads in teaching the target language, along with the stress from grading and the stressors related to high-stakes assessments. A longitudinal study carried out by Ruohotie-Lyhty et al. (2018) investigated seven EFL teachers' emotional experiences relating to their learners. One of the noteworthy results was that the participants faced negative emotions, especially during the initial stages of their careers, showing that emotions are still neglected in teacher education, and this neglect leads to challenges in the early years of the profession.

A recent study carried out by Alzaanin (2024) studied nine EFL teachers' emotional experiences who were working in a higher education setting. According to the results of the study, the most prevalent positive emotions experienced by the participants were reported to be *happiness* and *pride*, deriving from their commitment to the profession, acknowledgment of their hard work by the learners, and witnessing their learners' success. This finding aligns with previous research, which shows that teachers' emotions are closely tied to their goals and learners' behavioral patterns. When teachers' goals and students' behaviors align, teachers tend to experience pleasant emotions (Frenzel, 2014; Xu, 2013). On the other hand, *anger*, *frustration*, *anxiety*, *sadness*, and *demoralization* were the most recurrent negative emotions among the participants. The driving forces behind these unpleasant emotions were stated to be arising due to learners' demotivation, indifference, and unruly behaviors aligning with prior studies (e.g., Acheson et al., 2016; Chang, 2013; Morris & King, 2018).

With the burgeoning attention to Positive Psychology in education, language teaching enjoyment has become a source of inquiry recently. Thumvichit (2023) conducted a study on EFL teacher enjoyment using Q methodology. The results of the study showed that key contributors to the participants' enjoyment were noted as learners' active participation during the lessons, feelings of performing a job that has meaning and purpose and having supportive collegial relationships.

In a similar vein, Derakhshan et al. (2022) examined Iranian EFL teachers' Foreign Language Teaching Enjoyment (FLTE) and its relationship with the participants' well-being,

resilience, and L2 grit. According to the results of the study, FLTE was sculpted by EFL teachers' resilience, well-being, and L2 grit, with the latter being the most prominent factor contributing to FLTE. The overall findings of the investigation suggested that the higher EFL teachers' well-being, resilience, and L2 grit are, the more enjoyment and happiness they experience.

2.3. Student Teacher Emotions

An observation by Danielewicz (2001) demonstrated that during their learning-to-teach education, student teachers are expected to move from their previous identities as *students* to a new identity as *teachers*. Bearing this in mind, the previous research illustrates that beginning language teachers experience a shock due to the gap between their idealistic teaching purposes, and the reality of the educational settings (Johnson, 1996; Veenman, 1984) and beginning teachers in general have a tendency to suffer from anxiety as they find the learning-to-teach process complex (Sutton & Wheatley, 2003). In a similar vein, since teaching bears emotional weight, the transition from being a student teacher to a full-time teacher holds the potential to induce a reality shock, and in turn, a sense of isolation (Flores & Days, 2006) and susceptibility (Lasky, 2005). In line with this, Yuan and Lee (2015) pointed out that student teachers show vulnerability to a range of emotions during their training to be a teacher.

The transition period between being a student teacher and becoming the teacher of one's own classroom in the first year is coined as '*the liminal phase*' that refers to the "separation from a previous status or social state" (Turner, 1981, p. 154). This period is also defined as an "in-between" (p. 159) condition that reconciles the reality of the present moment and the mystery of the future. During this transition, student teachers are in a *betwixt and between* position, which refers to a point where they are neither what they have been as students nor a fully teacher of an in-situ classroom.

The main reason for this shock is explained by Fogarty et al. (1982) through beginning teachers' tendency to act sensitively against learners' unexpected responses, which could in turn interfere with the flow of their lessons compared to experienced teachers' case. Thus, the first year of teaching is of great importance as this process is referred to as a '*sink-or-swim*' reality by Varah et al. (1986), and "anything but a simple topic to understand" (Bullough, 1997, p.79). This process could even lead beginning teachers to leave the profession, a situation commonly encountered among young teachers in their initial year of teaching practice (Ryan, 1980). As Teng (2017, p. 118) contends,

Emotions are part of the very fabric that constitutes the teacher's self, implying that teachers - including pre-service teachers- at various times get angry, love, fear, worry, enthuse, become irritable, doubt, brood, feel proud, joyful, anxious and despondent, and so on. As emotional practitioners, teachers can decide whether to make their classroom exciting or dull by displaying appropriate actions. Strong emotions may motivate a teacher to take actions that he or she would not normally perform.

The teaching practicum experience serves as an opportunity for student teachers to gain experience in real teaching settings; however, this process involves having dual roles as teachers at the practicum school and students at the teacher education setting, which can lead student teachers to feel stressed. By the same token, given student teachers' dual roles and identities (Hong, 2010; Schaefer, 2013), as both teachers and students struggling to make successful shifts between these positions, it is quite pivotal to empower their emotional competency. This period entails both teaching- and learning-related demands, classroom-related challenges (e.g., classroom management, learner misbehavior), undergoing evaluation by mentors and university supervisors, and adjusting to different academic requirements throughout the process, which may often lead student teachers to experience challenges.

As Rath and Harter (2010) point out, interactions among people in a professional environment, including the relationships with colleagues and mentors, are considered significant in the psychological health of individuals. Specifically, during the teacher education process, the relationships between mentors and student teachers hold immense value for student teachers to flourish and expand both personally and professionally in their teaching (Ambrosetti & Dekkers, 2010). From a similar perspective, previous studies have highlighted the pivotal role that mentors play in the professional growth of student teachers (e.g., Izadinia, 2015; Timoštšuk & Ugaste, 2010; Turner et al., 2012). However, if the necessary guidance and support is absent, only teachers who exhibit high levels of determination and strength achieve success (Colbert & Wolff, 1992). As beginning teachers are unfamiliar with the complexity of teaching in their first year, it can be a demanding task and a major hurdle for them. As it was demonstrated by Shakrani (2008), the last decades have witnessed an increase in attrition, especially among beginning teachers, when they are left to face the storm or be swept away by it. Thus, to minimize this formidable challenge, such assistance should be best provided during the teaching education process, particularly within the practicum period.

Teaching practicum period where they have dual roles as student teachers who are still learning to teach, could be a predictor of the first years of their actual teaching experience,

showing how crucial this period is by serving as the essence of teacher education process and facilitating student teachers' career development (Tang, 2004; Yan & He, 2010), and aims to prepare them for the dynamics and challenges of a real classroom setting (Grudnoff, 2011).

Student teachers begin their teaching practicum with aspirations, idealized perceptions of learners, and overly simplified conceptions of classroom practices (Kagan, 1992), as well as expectations which are often "shattered by exposure to certain realities of schools, classroom, and teaching" (Knowles, et al., 1994, p. 109). Kagan (1992) also highlights that due to their limited understanding of learners and classroom experiences, student teachers are often challenged with classroom management issues, and consequently, "become obsessed with class control, designing instruction, not to promote pupil learning, but to discourage disruptive behavior" (pp. 154-155). As such, during this process, emotions lie at the heart of their teaching practices. As several scholars point out (e.g., Loughran et al., 2001), the first experiences in teaching serve as the decisive elements of their future careers, both for their satisfaction levels with the profession, and the length of the period they will maintain a career in the field. For the sake of fostering a long-lasting professional career for future teachers, it is essential to understand teaching as a comprehensive discipline. All in all, the teaching practicum functions as an opportunity to put theory into practice (Cheng et al., 2012; Meijer et al., 2002; Zeichner, 2010). However, the gap between theory and practice has been identified as an ongoing concern (e.g., Meijer et al., 2011; Skilbeck & Connell, 2004; Yayli, 2008; Yin, 2019), due to the challenges student teachers undergo while enacting theory into practice.

In line with these, Furlong and Maynard (1995) put forward a five-step phase that novice teachers go through: "(1) early idealism, (2) survival, (3) recognizing difficulties, (4) reaching a plateau, and (5) moving on" (pp. 73-98). The first phase comes with holding idealistic expectations of themselves that derive from the knowledge and skills they have gained during their teacher education program. During this stage, student teachers may experience a dissonance between their university coursework, which focuses on theories, and the reality of a complex practicum context (Flores & Day, 2006; Zeichner, 2010). Consequently, this period is followed by a reality shock due to the realities of the teaching profession in actual teaching environments. With an array of challenges, the only thing they perceive themselves to be doing is surviving at teaching. From this point onward, teachers embark on a journey where they acknowledge the struggles of their teaching and press on

despite the hardships. This situation might also apply to student teachers, considering that they have gained all the idealistic views on their profession and striving to implement them in their first teaching experiences without being familiar with the dynamics of a real classroom environment, which can result in experiencing negative emotions. Considering this, supporting student teachers with the necessary help and guidance to avoid negative outcomes during this period is of utmost importance (Mercer et al., 2016). If not, experiencing unpleasant emotions during the teaching practicum could even lead student teachers to quit the profession before even starting, as evidenced by previous research (e.g., Hong, 2010).

The literature on student teachers' emotions showed that student teachers and beginning teachers, who are at a young age, have more tendency to feel nervous about their profession as Sutton and Wheatley (2003) claimed, which may be due to their inexperience and strong intrinsic expectations (Ji et al., 2022).

Using the teacher emotional ecosystem model (Cross & Hong, 2012), including three levels of emotional experiences: micro, meso, and macro systems, Ji et al. (2022) investigated Chinese student teachers' emotions. They found that the participants' pleasant emotions outweighed unpleasant emotions, and *caring* emerged as the most prevalent positive emotion experienced by the student teachers in this study, while *nervousness* was reported to be the most frequently expressed negative emotion. This study also revealed that negative emotional experiences resulted mostly from school management, sociocultural context and educational reform.

A qualitative study conducted by Timoštšuk and Ugaste (2012) on the relationship between emotions and student teachers' professional identity displayed that the participants reported experiencing intense positive and negative emotions. According to the results, positive emotions mostly derived from their relationship with learners and supervisors, and they influenced student teachers' teaching practices. The most prevalent emotion reported by the participants was *disappointment*, which stemmed from factors such as unrealistic expectations about the supervisors and school environments, classroom management issues, and feelings of inadequacy in delivering the subject matter. The participants also stated that both negative and positive emotional experiences were affected by the demanding nature of the teaching profession. One conclusion made from the results was that emotional experiences of the student teachers hold immense value in the construction of teachers' professional identity, showing consistency with Day and Qing (2009).

2.4. EFL Student Teachers' Emotions

By tradition, EFL teacher education programs have mainly considered the theoretical knowledge and skills of the profession fundamental and have given priority to teacher cognition dating back to the 1970s onward, and the construction of professional learning practices (e.g., Borg, 2003, 2006; Freeman, 2002). The core focus of this area of investigation has been to shed light on the cognitive and mental processes that student teachers experience. However, while drawing attention to teacher cognition, one construct, which is intricate but profound in teachers' professional development, emotion, has remained in the shadows. A critical gap in this perspective is that the knowledge and skills required to achieve effective language teaching cannot be considered separate from understanding one's own emotions and knowing how to deal with those emotions, since emotions are key components that influence educational contexts.

For the language teacher education period, Freeman and Richards (1996) inquire into the way language teachers act, think, and learn to discern what language teaching is. This inquiry, similar to the investigations conducted during that period, fails to question what language teachers feel, a topic that has fortunately come into question in the ensuing years. This understanding has also extended to student teachers along with in-service teachers in the field, since during the learning-to-teach period student teachers go through an array of strong emotions (e.g., Timoštšuk & Ugaste, 2010) including anger, anxiety, doubt, love, satisfaction, and pride to name a few (Teng, 2017).

In recent decades, scholars have contributed significantly to the teacher emotion literature (e.g., Chen, 2016; Frenzel, 2014; Frenzel et al., 2021; Hargreaves, 1998; Nias, 1996; Song, 2016). In accordance with these studies, Golombek and Doran (2014) considered emotions to be essential for the professional growth of language teachers. Considering this, it can be concluded that emotions are pivotal in language teacher education (Richards, 2022), particularly in developing professional identities, where teacher education programs serve as the cornerstone of such identities, as identity and emotion are two complementary elements (Benesch, 2017).

According to previous literature, it is shown that language teachers in particular are prone to leaving the profession in the early years of their career, pointing out the need for integrating emotions in teacher education programs (Chen, 2016) through training student teachers on how to regulate their emotions throughout their career paths (Keller et al, 2014), especially during the early years of teaching to avoid language teacher attrition. As it has been pointed

out that grasping what teachers' emotional experiences are hold the possibility of facilitating teacher education programs in terms of supporting student teachers emotionally and avoiding teacher burnout and attrition in the following period of their careers (Hong, 2010). Although studies on EFL student teachers' emotions have remained scarce compared to in-service EFL teachers, some scholars acknowledged the significant role of emotions in the EFL/ESL student teacher context.

A diary study conducted by Numrich (1996) with ESL student teachers during their practicum experience revealed that sometimes the participants experienced frustration due to time management problems and difficulties in giving instruction, assessing learners' academic development, and teaching grammar. Another study carried out by Nguyen (2014) investigated the emotional experiences of an EAL (English as an additional language) student teacher, Maria, and the results showed that she experienced negative emotions for the most part including disappointment, frustration, anxiety and intimidation resulting from Maria's perception of her own teaching performance and the learners' performance, together with curriculum-based problems, conflicting methodologies with the mentor, feelings of incompetency in the target language, and being observed by the mentor constantly. Regarding Maria's positive emotions, the most prevalent emotions reported were satisfaction and fulfillment, which were attributed to learner engagement and success.

In the Turkish context, Merç (2011) investigated EFL student teachers' foreign language teaching anxiety during the teaching practicum process. The results of the study showed that one of the major sources of their anxiety during the practicum experience was due to their interactions with learners, stemming from learner behaviors, incompetence in the target language, indifference to the subject matter, and classroom silence. Another driving source behind their anxiety was reported to be a result of classroom discipline concerns, such as fear of not being able to control the noise in the classroom. Other anxiety-provoking factors the participants mentioned in their diaries were the differences between the student teachers' and their mentors' teaching styles, that is, while student teachers strived to use communicative activities in the classroom, their mentors mostly applied traditional teaching methods and techniques, which in turn caused student teachers to experience anxiety. The data also demonstrated that EFL student teachers felt anxious because of being observed by their mentors and supervisors.

A recent investigation conducted by Méndez López (2020) inquired the emotions of EFL student teachers during their teaching practicum together with the influences of those

emotional experiences on their teaching practices. The findings of this qualitative study unveiled that the most recurrent positive emotions were reported to be *joy*, *happiness* and *satisfaction* whereas feelings of *despair*, *insecurity*, *frustration*, *worry* and *stress* were the most pervasive negative emotions experienced by the participants during the teaching practicum process. As indicated by the data, factors leading to negative emotions were documented as learners' disruptive behaviors, disinterest towards the subject matter, unpredicted problems emerging during lessons, and the participants' perceived inefficacy in controlling the classroom. As for positive emotions, the results suggest that students' active involvement in the lessons was the key contributor, aligning with previous research indicating that teachers' experience positive emotions primarily due to their relationships with the learners (e.g., Cowie, 2011).

Teng (2017) explored student teachers' emotional experiences and their relationship with teacher identity development with participants studying at an English teacher education program located in Mainland China. The results showed that the participants experienced a range of negative emotions such as anxiety, frustration, powerlessness, disappointment, doubt, and disillusionment due to disruptive learners, lack of confidence in teaching, administrative, and hierarchical factors. However, they also reported experiencing joy arose from appreciation and recognition by the learners. This study also showed that student teachers' identity construction has a direct association with their emotional experiences.

Following this, Lemarchand-Chauvin and Tardieu (2018) contributed to the teacher education research by highlighting the impact of emotions on developing professional identity in language teacher education. Bearing these in mind, integrating teacher emotions and relevant strategies to manage the emotional landscape of the profession into language teacher education programs could promote successful teacher identity development and well-being throughout their careers, since emotions and teacher identity formation are intrinsically linked. Therefore, investigating the emotional facet of the learning-to-teach period is of great importance to make sense of student teachers' identity development (Zhu, 2017).

2.5. Discrete Emotions

Building on the broad conceptualization of emotions, various frameworks and theories have been brought forward to study emotions. One of these frameworks is the discrete approach grounded in a more fine-grained classification of emotions (Scherer, 2013).

Discrete emotion frameworks, started to emerge as an identifiable form at the beginning of the 20th century, following the path laid by Charles Darwin, Paul Ekman, William James, Sylvan Tomkins, and Carroll Izard. According to Barrett (2006), some particular emotions such as anger, sadness, happiness, and fear are innate and shared by all human beings, meaning that they are natural kinds. From a natural-kind perspective on emotions, what she refers to is that they are a group of elements that exhibit differences on a surface level while sharing a strong resemblance and similarity at a deeper level. This view aligns with the widely acknowledged form of discrete emotions developed by McDougall (1908, 1921, 1923, as cited in Barrett et al., 2009). He believed that emotions are an outcome of basic instincts at a biological level that are common to both humans and mammals.

Since the recognition of the influence emotions have on teaching, it is confirmed that teachers face various discrete emotions throughout their professional careers (Keller et al., 2014). The discrete emotion approach places emotions into discrete groups, each distinguished by their cognitions, behavior and physiological responses (e.g., Roseman et al., 1990). Various scholars have identified different numbers of discrete emotions. The most prevalent and pertinent emotions to teachers are reported to be love, caring, joy, satisfaction, pride, frustration, anger, anxiety, guilt and sadness (Sutton & Wheatley, 2003).

Previous literature portrays teachers' discrete emotions in two main categories as positive and negative. A few instruments to measure teachers' discrete emotions have been designed by some researchers (e.g., Burić et al., 2018; Frenzel et al., 2016). Frenzel et al. (2016) developed the Teacher Emotions Scales (TES), focusing on the three most salient emotions in teaching: enjoyment, anger, and anxiety. Following a similar aim to measure teachers' emotions, Burić et al.'s (2018) instrument referred to as the Teacher Emotion Questionnaire (TEQ) has been constructed to assess teachers' joy, pride, love, fatigue, anger and hopelessness. However, as Frenzel et al. (2016, 2021) stated, despite the growing body of research on teacher emotions and their effects on learners' emotions, teachers' discrete emotions have received scarce attention.

To conceptualize emotions in this study, a literature analysis on the issue has been conducted to identify which discrete emotions to include. Based on this review, consistent with Hargreaves' (1998) conceptualization of teaching as a profession offering emotional rewards, enjoyment is identified as the most prevalent positive emotion in the teaching context (e.g., Atmaca et al., 2020; Frenzel, 2014; Sutton, 2007; Sutton & Wheatley, 2003) receiving the most significant focus in teacher emotion research.

Regarding the discrete negative emotions, one of the most salient was anger (e.g., Burić & Frenzel, 2019; Chang, 2009; Frenzel, 2014; Liu et al., 2024; Sutton, 2007; Sutton & Wheatley, 2003). Teacher anger may be triggered by a range of factors such as classroom management problems, unruly learners, parental involvement, collegial relationships and educational systems (Burić & Frenzel, 2019). According to Liu et al. (2024), teachers with more experience in the field tend to deal with disruptive learners more effectively due to their acquaintances with such scenarios, and consequently may not experience anger, while inexperienced teachers may be prone to suffering from unpleasant emotions, anger in particular, owing to limited institutional support and experience. As Sutton and Wheatley (2003) highlight, anger and anxiety have the highest frequency among negative emotions, which justifies the inclusion of anxiety as one of the primary emotions in the current study. It has been also indicated in the literature that “anxiety lead to a decrease in teacher’s performance” and could lead to a “lack of commitment to work” (Novious & Yawe, 2021, p. 2651) together with diminishing teachers’ enthusiasm to teach (Keller et al., 2014), and thereby influencing the way learners learn (Frenzel et al., 2009) and teachers teach (Kunter et al., 2011). In agreement with this, Chang (2009) suggested that anxiety can take a toll on teachers and lead them to be a subject of stress, influencing both teachers’ well-being and hindering their capacity to establish a supportive and positive learning atmosphere. Taxer and Frenzel (2015) further supported these views by stating that anxiety is viewed as a key emotion, as it is of great importance in teacher well-being and health.

Moreover, another notable factor contributing to the inclusion of anxiety in the current study is the participation of fourth-grade EFL student teachers in the teaching practicum. Since previous studies emphasize anxiety faced by novice teachers and student teachers (e.g., Merç, 2011, 2015; Tickle, 1991), it is highly understandable for student teachers to experience anxiety, especially during the initial teaching experiences in an educational setting. A different study by Chen et al. (2020) supports the notion that the initial stages of the teaching profession can be notably more challenging. Following this point, Chen et al. (2020) investigated two teachers’ emotional experiences through different career phases and found that the participants felt negative emotions more at the beginning of their careers compared to the later phases. Thus, considering that initial stages of teaching experience are pivotal in crafting teachers’ professional identity and well-being, having a better understanding on student teachers’ anxiety dynamics as well as enjoyment and anger, holds immense value to support their emotional development.

2.6. Theoretical Framework: Emotions as Complex Dynamic Systems

The teacher emotions literature provides evidence that educational researchers have acknowledged the complex and dynamic nature of emotions (e.g., Anttila et al., 2017; Barcelos, 2015; Chen, 2017; Cuéllar & L. Oxford, 2018; Fried et al., 2015; Harper, 2012; Martinez Agudo, 2018; Meyer & Turner, 2006). Also, as Zembylas (2003) and Meyer and Turner (2006) suggest, emotions tend to change over time, highlighting their dynamic nature.

Complex Dynamic Systems Theory (CDST), integrating Complexity Systems with Dynamic Systems Theory, is now a burgeoning approach to examine the core questions included in applied linguistics and TESOL (e.g., Larsen-Freeman, 2019) since its introduction with Larsen-Freeman's (1997) study. CDST serves as a framework that strives to explore and elucidate the interconnected nature of the elements of a complex, non-static, and non-linear system (Larsen-Freeman & Cameron, 2007, 2008; Waninge et al., 2014). Forming the basis for the CDST, Complexity Theory strives to explore the multifaceted and dynamic relationships occurring in complex systems. Considering the literature that highlights the complexity, multidimensionality, and dynamism of teacher emotions, CDST holds considerable potential to offer meaningful and noteworthy insights into the phenomenon.

CDST has extended to various research areas in mainstream language learning and applied linguistics, including language learner agency (Larsen-Freeman, 2019; Mercer, 2011), language learner motivation (Bui & Teng, 2021; Papi & Hiver, 2020; Waninge et al., 2014), language teacher cognitions (Feryok, 2010), language teacher well-being (Sulis et al., 2021) and language teacher identity (Henry, 2016). CDST in applied linguistics aims to

(a) represent and understand specific complex systems at various scales of description; (b) identify and understand dynamic patterns of change, emergent system outcomes, and behavior in the environment; (c) trace, understand, and, where possible, model the complex mechanisms and processes by which these patterns arise; and (d) capture, understand and apply the relevant parameters for influencing the behavior of systems. (Hiver & Al-Hoorie, 2016, p. 752)

Considering the similar characteristics, the literature on teacher emotions demonstrates that teacher emotions are context-dependent, social, situationally varied, and dynamic (Barcelos & Ruohotie-Lyhty, 2018), due to the unpredictability of the profession. As a response to the calls emerging from teacher education fields, including language teacher education, on the necessity of employing advanced developmental approaches to scrutinize teachers' work and lives (e.g., Dörnyei & Kubanyiova, 2014), this study applies CDST as the guideline for examining EFL student teachers' emotions from a dynamic angle.

Given the multifaceted, dynamic, complex and context-situated characteristics of teacher emotions, CDST may contribute a valuable framework and insights to the teacher emotion literature. Taking these considerations into account and addressing the identified gaps in the literature, the present study utilizes a CDST perspective to explore EFL student teacher emotions.

2.6.1. Previous Research

Among studies following a CDST perspective in applied linguistics, Henry (2016) studied with an EFL student teacher during her practicum period by focusing on the participant's teacher identity development experience as a complex dynamic system combined with dialogical self-perspectives. Building on an individual-based case, the data was collected during three different time scales: (1) during the whole practicum process, (2) on a daily basis, and (3) within one teaching session. The findings revealed that the participant's professional identity development followed fluctuating patterns of positioning herself either as 'an extra person in the classroom, not an actual teacher' or 'a person who enjoys working with young people and helps them learn.' These shifts in her identity were primarily influenced by her involvement in classroom activities and mentor interactions, indicating that the participants' professional identity development process demonstrated a dynamic and non-linear nature during the practicum, depending on contextual factors.

A recent study by Sulis et al. (2021) investigated pre-service language teachers' well-being from a CDST perspective by conducting interviews with six pre-service teachers during COVID-19. The results revealed that the participants' well-being showed non-static features due to an interplay of social, contextual and intrapersonal aspects influenced by their workaholic and perfectionist ambitions about themselves, which, in turn, influenced their motivation together with their physical and mental health. The data also demonstrated that the shock resulting from the pandemic during that period had different impacts on the participants, displaying the contextual and individual-based consequences of the interplay between complex systems. However, the findings revealed a recurring phenomenon among all six participants: their well-being showed dynamic and non-static characteristics over time.

In the Turkish EFL context, Sak and Gurbuz (2023) investigated the micro-scale fluctuations in EFL student teachers' well-being together with the factors leading to those fluctuations at 10-minute intervals during lessons as well as from one lesson to another during microteachings and lectures. The results identified that the well-being of the participants

followed significant fluctuations, evidenced by the mean values and standard deviations obtained from self-ratings. The data also revealed that well-being ratings tended to drop especially during microteachings compared to lectures. These findings emphasized the dynamic and non-static nature of well-being across participants with variations in trajectories due to contextual and individual aspects such as self-efficacy beliefs, classroom activities and unsupportive peer relationships. In keeping with these, the participants' well-being expressed varied, complex and individual-dependent trajectories, derived from contextual and individual aspects.

In terms of teacher emotions, Zhu (2017) investigated emotional and ethical facets of Chinese student teachers, who completed their teaching practicum process. The results showed that emotional changes emerged during their practicum process. In the initial phase of their practicum process, student teachers expressed feelings of willingness and anxiety, while the mid-phase included embarrassment and shock, and the practicum period came to an end with feelings of guilt and regret for the participants, highlighting the fluid and fluctuating nature of teacher emotions. In alignment with the results of this study, Deng et al. (2018) found similar results in their study on the role of emotions in the professional identity formation of student teachers. This investigation also found that student teachers experienced emotional fluctuations during their teaching practicum, starting with enthusiasm and anxiety, followed by anger and confusion in the midst, and concluding the teaching practicum with experiencing helplessness and loneliness.

Following a similar perspective, Ji et al. (2022) explored Chinese student teachers' emotional experiences before, during and after teaching through a diary study. The data analysis identified three features of student teachers' emotional experiences during the practicum: (1) positive emotions outweighed negative emotions, (2) caring emerged as the most prevalent positive emotion, and (3) diversity in emotional experiences in terms of gender and practicum schools. A noteworthy finding of this study was the dynamic nature of student teachers' emotions during the practicum process, with a gradual decline in positive emotions and an increase in negative emotions monthly, validating the results of Bloomfield's (2010) results, suggesting that the learning-to-teach period holds changing features with both positive and negative emotions.

2.7. Emotion Regulation

Yoo and Carter (2017) posit that reaching achievement in language learning is mostly determined by the environment it emerges and the relationship between the people; teachers

and learners in this context, involved in this setting rather than the instructional approaches, methods, and materials. Thus, teachers are mostly deemed responsible for building an emotionally supportive classroom atmosphere since teachers and learners are the subjects to an array of emotions in the learning environment (Taxer & Gross, 2018). To attain this goal, teachers should obtain five key emotional competences that Goleman (1998) puts forward: (1) expressing emotions effectively, (2) managing and controlling emotions, (3) empathizing with others' emotional experiences, (4) motivating both themselves and others, (5) and practicing multiple social abilities.

In their role as the leader of the classroom, teachers frequently apply emotion regulation strategies to manage their emotions (Taxer & Frenzel, 2015). As Gross (1998) contends, the origination and growth of emotions are evoked within a continuous chain of situation, focus, evaluation, and reaction. In this case, a person experiences a condition, interprets it, and shows an emotional response to that situation (Bielak & Mystkowska Wiertelak, 2020). This process of interpretation and the corresponding response includes the emotion regulation procedure. Gross (1998) conceptualizes this procedure as including “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (p. 275).

Thompson (1994) defines the concept as the practices a person undertakes to modify, evaluate, or control their emotional experiences in order to achieve their aims. Also, Cole et al. (1994) offered another definition for the concept by stating that

The ability to respond to the ongoing demands of experience with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reaction as well as the ability to delay spontaneous reactions as needed (p. 74).

Since the classroom has a dynamic atmosphere, both teachers and learners experience a range of emotional responses. Consequently, teachers, one of the core components of the learning environment, are responsible for creating an effective emotional atmosphere by managing both their emotions and those of their learners (Taxer & Gross, 2018).

Building on this, prior research has shown that teachers generally use emotion regulation to enhance the effectiveness of their teaching, as well as to maintain their professional image (Gkonou & Miller, 2019; Sutton, 2004). Although teachers often down-regulate their negative emotions and up-regulate their positive emotions (Sutton, 2004), during specific incidents, teachers can also up-regulate their anger (Averill, 1983) and down-regulate their amusement to maintain classroom control (Taxer & Gross, 2018). Such a tendency to

emotion regulation primarily emerges from emotional display rules that include the norms shaping one's choices between showing and hiding emotions, either intentionally or unintentionally (Isenbarger & Zembylas, 2006)

Teachers may additionally intend to regulate their emotions through both intrinsic and extrinsic regulation. Through employing intrinsic regulation, teachers primarily aim to regulate their own emotions; on the other hand, by means of extrinsic regulation, they strive to affect other individuals' emotions (Gross, 2008).

According to Gross (1998), emotion regulation strategies fall into two main categories: preventative (antecedent-focused), referring to avoiding a possible situation before a specific emotional response arise, and responsive (response-focused), which emerge after the emotion has been activated. For instance, when a teacher develops engaging and attention-grabbing activities to avoid boredom in the classroom, she makes use of a preventative (antecedent-focused) emotion regulation strategy. On the other hand, when she fakes or masks her anger towards a learners' disruptive behavior, she utilizes a responsive (response-focused) emotion regulation strategy in this case.

Various models have been proposed to study emotion regulation to date. Although language teachers employ a range of emotion regulation strategies to manage negative emotions, Littleton (2021) concluded that language teachers' emotion regulation tendencies generally align with Gross's (1998, 2015) process model. Therefore, among all various models, Gross' (1998, 2015) *process model of emotion regulation*, providing an extensive theoretical framework with its five temporal points, was taken as the framework for studying emotion regulation of EFL student teachers in the present inquiry. As the initial component, *situation selection* pertains to the steps taken for engaging with or avoiding a situation to regulate the emotions that are likely to be triggered. To clarify, a study Jiang et al. (2016) conducted showed that a teacher employed this strategy because she felt angry during a class; she preferred not to talk to the learners and left the classroom. The next element, *situation modification*, refers to modifying an event to change its emotional influence, primarily to turn it into a favorable one; for instance, extending the deadline for learners to demonstrate understanding by the teacher (e.g., Bielak & Mystkowska-Wiertelak, 2020). *Attentional deployment*, as the third dimension, is choosing to change the attentional focus to a more pleasant situation, as Gross and Hong (2012) exemplified by investigating two teachers working at a resourcefully poor school and still holding positive emotions because they chose to focus their attention to the positive environmental factors in the school that they

could improve. The fourth component, *cognitive change*, is associated with strategies implemented to change the cognitive evaluation of a situation by self-talk or reshaping thoughts (e.g., Jiang et al., 2016). The final aspect is *response modulation*, referring to strategies that include “directly influencing physiological, experiential, or behavioral responding” (Gross, 1998, p. 285).

Surrounded by a plethora of emotions, teachers, as the heart of the classroom, are encouraged to avoid showing heavily intense or overly weak emotions by employing the aforementioned strategies to manage their emotions. Jiang et al. (2016) state that “investigation into teachers’ emotion regulation is in urgent need” (p. 23). This necessity is also vital for EFL student teachers’ emotions, particularly due to the critical phase they are going through in their professional lives as they are concurrently challenged by their dual positions as students and teachers (Ayua & Pila, 2018). Such neglect may significantly threaten EFL student teachers’ well-being, and even increase the potential of abandonment from their profession before starting it (Birchinall et al., 2019).

2.7.1. Previous Research on Teachers’ Emotion Regulation

Using process model of emotion regulation (Gross, 2015) as the framework, Taxer and Gross (2018) examined teachers’ emotion regulation goals together with the strategies they apply during instruction. The data revealed that teachers held both hedonic (e.g., suppressing anger to avoid feeling an unpleasant emotion) and instrumental (e.g., maintaining positive emotions to achieve effective instruction, or expressing disappointment in a learners’ achievement to encourage them) emotion regulation goals and aimed to regulate both their own emotions and those of their learners by striving to reduce unpleasant emotions. The participants reported employing emotion regulation to improve their instructional quality, maintain professionalism, or deal with learners’ inappropriate behaviors. Among emotion regulation strategies, teachers utilized a wide range of strategies to regulate their emotions; however, the most recurring strategy was reported to be response modulation, particularly suppression occurring as the most prevalent, which was rather concerning according to the literature claiming that suppression correlates with emotional exhaustion (Chang, 2013; Taxer & Frenzel, 2015).

Jiang et al. (2016) investigated teachers’ emotion regulation strategies combined with how their learners perceived their teachers’ emotions and emotion regulation strategies. Based on semi-structured interviews conducted with teachers, the data showed that teachers regulated their emotions, aligning with the strategies included in Gross’s (1998, 2015) process model.

The participants expressed that they employed situation selection strategies when experiencing anger to avoid doing something that they could regret afterward and used situation modification by speaking directly with the learner who was misbehaving, giving a break, or sharing their emotions with the learners. In terms of attentional deployment, the participants sometimes preferred drawing their attention to positive aspects such as learners' academic achievements or engagement. Regarding cognitive change, some participants reported utilizing self-talk and empathizing with learners together with suppressing their anger to retain control and authority in the classroom as a component of response modulation. Drawing on the results, the response-focused strategies, which emerge after the emotion is experienced (e.g., suppression), demonstrated a less effective influence. In contrast, antecedent-focused strategies, occurring before the emotional response (e.g., situation selection, situation modification, attentional deployment, and cognitive change) were more efficient in decreasing negative emotional expressions.

Sutton (2004) conducted an interview study focusing on emotion regulation strategies and goals of teachers working in the USA. The data highlighted that the participant teachers expressed various responsive and preventative emotion regulation strategies such as suppressing their anger, clenching teeth, taking deep breaths, watching the tone to prevent feelings of anger and frustration from interfering with their instruction. The primary factors behind implementing these emotion regulation strategies were reported to effective teaching efforts and maintaining a professional image.

In the EFL context, Morris and King (2018) investigated teacher frustration and emotion regulation of EFL instructors and found four key themes for the sources of teacher frustration: (1) *student apathy*-due to learners' irresponsible behaviors, general disinterest in learning a language, absenteeism, teachers perceived responsibility for student learning, (2) *classroom silence*-resulting from a lack of acknowledgment of teacher's presence rather than being silent during classes due to anxiety mostly, and learners' tendency to use of L1, (3) *student misbehavior* with challenges to teacher's authority and learner disengagement, and (4) *working conditions* including temporary employment structure of the school which requires teachers to leave their current working environment and look for employment at a different school after a period of time. Considering these main sources of teacher frustration in this study, the data demonstrated that EFL instructors in the study employed primarily cognitive change, response modulation and situational strategies to alleviate the frustration resulted from the themes mentioned.

Chang and Taxer (2021) examined the emotion regulation strategies that teachers employed in response to misbehaving learners. The results demonstrated that teachers utilized all five categories of strategies outlined by the process model of emotion regulation (Gross, 1998, 2015). However, the most used strategy was response modulation, with suppression having the highest frequency.

Gkonou and Miller (2023) found in their study with language teachers that emotion regulation is a relational and collaborative practice, and identified three primary themes: (1) emotion regulation holds the potential to improve the relationships between teachers and learners, (2) emotion regulatory practices mainly emerge within collaboration with others, and (3) emotion regulation is enacted not merely in collaboration with other but also on behalf of others.

A recent study conducted in the Turkish EFL context by Meşe and Mede (2024) explored the antecedents of EFL instructors and their emotion regulation strategies. The data revealed that the participants expressed both pleasant and unpleasant emotional experiences derived from sources such as learner achievement, face-threatening incidents, and disruptive learner behaviors, and employed suppression as the most frequent emotion regulation strategy to manage their emotions. Aside from classroom-based emotional experiences and emotion regulation strategies, participants also reported experiencing negative emotions due to out-of-classroom duties, namely heavy workload, involuntary involvement in task groups, and adjustments in teaching conditions. To manage the emotional consequences of these situations, participants employed reappraisal strategies (e.g., empathizing, using humor) to change their perspectives in a more favorable direction.

Building on previous research, it is evident that an array of studies examined emotion regulation in both teachers of other subjects together with EFL teachers, revealing that teachers implement both antecedent-focused and response-focused emotion regulation strategies to manage their emotions in and out of the classroom. However, despite the extensive body of research on in-service teachers' emotion regulation strategies, student teachers' emotion regulation strategies, notably those of EFL student teachers, have been left unexamined (Heng et al., 2024).

CHAPTER III

METHODOLOGY

3.0. Introduction

This chapter provides a comprehensive overview of the methodological aspects of the present study, covering the research design, participants, context, data collection instruments and procedures, data analysis process, and trustworthiness measures.

3.1. Research Design

The main impetus behind the study was to scrutinize the emotional fluctuations along with the factors causing the emotional fluctuations and corresponding emotion regulation strategies employed by the 4th-grade EFL student teachers. To examine the domains above, this study drew upon both quantitative, though being treated with rather less emphasis, and qualitative data collection procedures. Since the nature of the study aimed to provide an in-depth investigation of the issue, it primarily relied on qualitative approaches and adopted a qualitatively driven convergent mixed-methods design (Creswell & Clark, 2018). A core feature of qualitative methods resides in its role in revealing the detailed and complex aspects of individuals' real-life experiences, by helping researchers see the 'human' perspective of an issue (Mack et al., 2005). When employed alongside quantitative methods, qualitative data can support researchers "to interpret and better understand the complex reality of a given situation" (Mack et al., 2005, p. 2) and allow for an exploration of in-depth and comprehensive insights into the phenomenon under investigation (Dörnyei, 2007). Within the scope of the present study, this approach contributes to a detailed understanding of the complex and individual-based emotional fluctuations and emotion regulation strategies employed by the participants over a period of time.

By means of quantitative aspects, the first research question was answered to examine the fluctuations in participants' emotions throughout a six-week period. The qualitative

approaches, which encompass a substantial part of the study, were employed to address the second and third research questions to uncover the factors leading to ups and downs in the participants' enjoyment, anger, and anxiety during their teaching practicum experience, together with the emotion regulation strategies they utilized.

3.2. Participants

The sample for this study involved six 4th-grade EFL student teachers (one male; five females), aged between 22 to 31 years ($M = 23.66$; $SD = 3.62$) enrolled in the ELT program at Gazi University. A combination of convenience and criterion sampling was used to select the participants for the study. Convenience sampling was employed while selecting the participants in terms of their accessibility to the researcher, as well as their willingness to participate in the study (Dörnyei, 2007). Additionally, criterion sampling was implemented to select participants according to particular “predetermined criteria” (Dörnyei, 2007, p. 128), which aligns with the incentive behind the current study, aiming to study with a group of EFL student teachers who are fourth-grade students at an EFL teacher education program and taking the teaching practicum course. Through this, it was aimed to reach “the sources that will most help to answer the basic research questions and fit the basic purpose of the study” (Erlandson et al., 1993, p. 148). The data originated from a small number of participants to prioritize in-depth individual analysis. All the participants in the present study completed their teaching practicum experience at a Tourism Vocational High School located in Ankara, Türkiye. To complete their teaching practicum, participants were required to be present at the practicum school for six hours per week during their practicum experience. Basic participant information and the grade levels they were teaching are demonstrated in Table 1. To ensure confidentiality, pseudonyms were assigned to the participants when reporting the findings.

Table 1

Participant Information

Participant	Gender	Age	Teaching Grade
Emma	Female	31	9, 10, 11
Lucy	Female	23	9, 12
Melisa	Female	22	9, 11, 12
Chloe	Female	22	9, 11, 12
Atlas	Male	22	9, 11
Bella	Female	22	9, 11, 12

The following section provides vignettes for each participant to help provide a comprehensive and deeper understanding of the participant profiles regarding their initial perceptions of teaching and emotional experiences during the practicum process. These

vignettes detail participants' prior teaching experience, teaching practicum contexts, and perceived emotional experiences, particularly regarding the three primary emotions examined in the current study (enjoyment, anger, and anxiety).

Emma. Emma was enrolled in her second undergraduate program after completing both an undergraduate and post-graduate levels in Economics and withdrawing from her doctoral studies in the same field. She explained this transition from Economics to ELT with a passion for teaching, perceiving it as a noble and fulfilling profession. Her prior teaching experience comprised only private lessons. As for her teaching practicum, she worked with 9th and 11th-grade learners and identified enjoyment as the predominant emotion she experienced during that process. She also acknowledged that having a family of teachers has played a significant role in her desire to pursue a career in teaching.

Lucy. Lucy indicated having no prior teaching experience before the practicum process. Noting that her parents are also teachers, she stated that she has always possessed a strong interest in teaching. Although acknowledging that she has a strong enthusiasm for teaching, during the practicum process, she also reflected on realizing that teaching is more demanding and challenging than she had anticipated. During her practicum period, she taught both 9th and 11th grades. Among the three primary emotions investigated in the study, Lucy reported anxiety as the most dominant.

Melisa. Melisa had limited teaching experience before her teaching practicum. She provided private lessons for learners preparing for a foreign language exam; however, she did not have teaching experience in a classroom setting. She expressed hesitation about whether teaching was the right profession for her. However, this uncertainty has been resolved through her teaching practicum experience, as she has now realized that teaching is the right path for her. She explained it by stating her commitment to sharing her knowledge with others and witnessing others using the knowledge she conveyed. Among the three primary emotions included in this study, she identified anxiety as the strongest emotion she experienced due to her lack of experience in the profession.

Atlas. Atlas stated that he had no prior teaching experience before the teaching practicum. During his practicum experience, he taught 9th-grade students, whom he described as being at a beginner level, and 11th-grade students, who had a slightly higher proficiency in English than the 9th graders. In the first semi-structured interview, he expressed feeling anxious and stressed about teaching as he lacked experience, while experiencing enjoyment after his first encounter with teaching in the classroom. Of the three focal emotions in the present study,

Atlas considered enjoyment to be the most dominant emotion in relation to his practicum experience. His enjoyment derived mostly from students' active participation and his relationship with the students.

Chloe. Prior to her teaching practicum experience, Chloe participated in a summer internship voluntarily. Within this experience, she noted that she hadn't delivered whole-class instruction before but had taught grammar to learners individually and assisted them with exam preparation in the form of private tutoring. During her teaching practicum experience, she taught learners in the 9th, 11th, and 12th-grades. She mentioned teaching as a meaningful profession that has the purpose of positively influencing learners' lives. Of the three central emotions in the study, enjoyment emerged as the most dominant emotion for her, though she also reported anxiety as an emotion experienced intermittently.

Bella. Bella stated having limited teaching experience through a private lesson process with a young learner. In the course of her teaching practicum experience, she taught the 9th, 11th and 12th-grades. Reflecting on this experience, she noted that the initial encounter with teaching in a classroom environment presented certain challenges related to adapting to classroom dynamics. Bella reported that her perceptions of teaching primarily involved a process of delivering knowledge; however, during her practicum experience, she noted realizing that teaching covers several complexities. Building on these, she identified anxiety as the central emotion during her teaching practicum process.

An informational sheet was developed and given to the participants to introduce the study, including its duration, purpose, and procedures, along with the researcher's assurance that participation is voluntary and that participants can withdraw from the study at their convenience. The informational sheet can be found in Appendix A. Prior to their involvement in the study, informed consents were secured from each participant.

3.3. Context

The current study was carried out in the department of ELT at Gazi University for six weeks during the fall semester of the 2024-2025 academic year. This department provides a five-year program since 1982, including a one-year preparatory class followed by a four-year undergraduate program with field-specific courses. These courses are designed to enhance student teachers' proficiency in English to an advanced level as well as to enable them to excel in the theoretical knowledge and pedagogical skills for English language teaching. The curriculum offers a comprehensive structure across a variety of domains, involving language

competency, ELT methodology, linguistics, literature and assessment and evaluation in EFL teaching.

In the first year of their teacher education program, student teachers are engaged in courses which aim to improve their overall English language competency with advanced grammar, writing, and speaking courses. During this period, they also take courses focusing on developing general pedagogical skills, including introduction to education, and research methods in education. Within the second year of this ELT program, students begin to take field-specific courses, including literature and foreign language teaching, linguistics, approaches and methods in ELT, and second language acquisition. This period is followed by comprehensive courses on teaching foreign language skills and teaching English to young learners, as well as courses focused on using technology in English language teaching. The final year of the program covers courses providing students with the mastery of English language teaching with advanced pedagogical training and robust field experience in real classroom environments through the teaching practicum. During this period, they also take a course covering testing, assessment, and evaluation, as well as a course on materials development in ELT. Starting from the fourth semester, student teachers begin to create lesson plans and conduct micro-teaching activities and demo lessons in a classroom setting with fellow student teachers until the teaching practicum stage.

The teaching practicum completed within the final year of the program takes place in state schools at the K-12 level. During this period, student teachers are responsible for observing the overall school environment, including the students, teachers, and administration together with starting their first teaching practices in a real-life classroom setting. Throughout their teaching practicum experience, student teachers design lesson plans, materials and put them into practice in a real classroom environment.

3.4. Data Collection Instruments

The data for this study were gathered from three primary sources: (1) emometers, (2) reflective journals, and (3) semi-structured interviews. The initial stage of the data collection was implemented through the initial semi-structured interviews, which were also conducted in the midst and at the end of the data collection procedure. Following the first interviews, self-rated emometers and reflective journals were collected throughout the study for each week during the practicum process. An overview of the data collection instruments, displaying which research questions they seek to answer, is presented below in Table 2.

Table 2

Data Collection Instruments and Research Questions

Research Questions	Data Collection Instruments
RQ1. What are the emotional trajectories of EFL student teachers during the teaching practicum?	Emometers
RQ2. What factors lead to trajectories in EFL student teachers' emotions during the teaching practicum?	Reflective Journals Semi-structured interviews
RQ3. Which emotion regulation strategies do EFL student teachers apply during the teaching practicum?	Reflective Journals Semi-structured interviews

3.3.1. Self-rated Emometers

As mentioned in the study, the discrete emotions of enjoyment, anger, and anxiety will be included in the present instrument. Building on the state measures *anxometer* (MacIntyre & Gardner, 1991) and *motometer* included in the study carried out by Gardner et al. (2004), a novice instrument, *emometer*, is adapted by the researcher to measure the participants' emotional trajectories. In the instrument, the discrete emotions of enjoyment, anger, and anxiety (each presented in individual graphics) are displayed alongside the days of the week, from Monday to Friday. It includes two main parts for tracking the fluctuations for each emotion: the levels of emotions on a 1 to 10 scale, with 1 as the lowest and 10 as the highest, along with the days of the week. On the vertical axis, degrees of emotions, ranging from 1 to 10, are presented so that participants can rate their perceptions of the degree of the discrete emotions they feel. On the horizontal axis, days of the week are demonstrated to track changes throughout a six-week period of the teaching practicum. To this end, participants rated their perceived enjoyment, anger, and anxiety levels for each day. Since a similar instrument has been utilized in previous studies regarding the complex and dynamic aspects of a system, such as motivation, anxiety and well-being (e.g., Gardner et al., 2004; MacIntyre & Gardner, 1991; Sak & Gurbuz, 2024; Waninge et al., 2014), the adapted version of the tool is considered appropriate to be used in the current study as emotions are also acknowledged as complex and dynamic. The main incentive behind this instrument was to explore the dynamic changes in EFL student teachers' emotions. That is to say, the self-rated emometers are expected to demonstrate the emotional ups and downs experienced by the participants during their teaching practicum experience. A sample of the emometer is illustrated below in Figure 1.

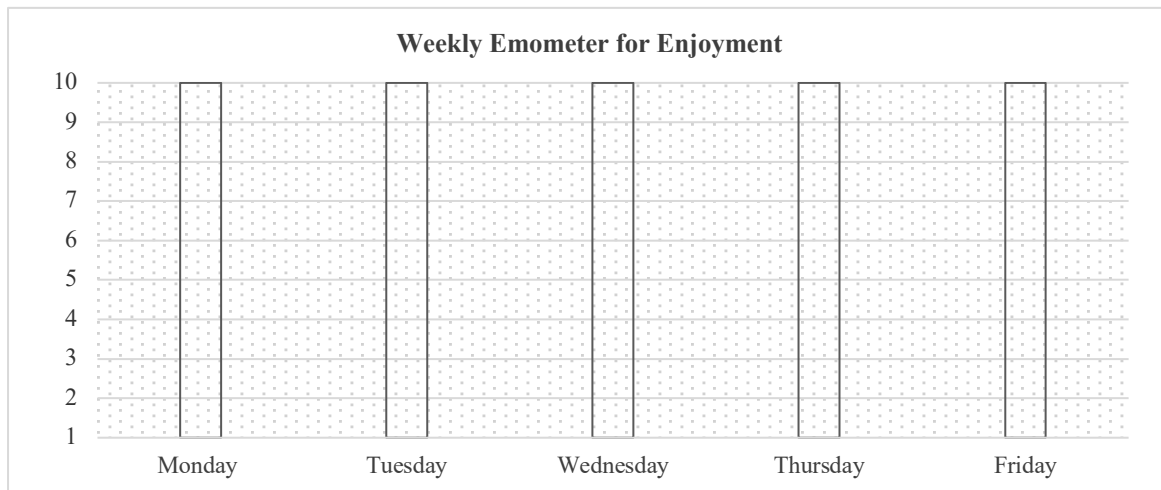


Figure 1. Sample emometer for enjoyment

3.3.2. Reflective Journals

The self-rated emometer was combined with a reflective journal to explore the emotional trajectories and emotion regulation strategies employed by the participants. Building on Lewis's (1993) conceptualization of emotional experience as a process of interpreting and evaluating one's perceptions of emotional states, including cognitive features that necessitate a self-reflection procedure, weekly reflective journals were gathered throughout six weeks. Thus, reflective journals regarding the participants' emotional states are implemented in the present study. A copy of the emometers and reflective journals is provided in Appendix B. After rating their emotional states in terms of enjoyment, anger, and anxiety on the emometer, the participants filled in a reflective journal posing questions related to emotional fluctuations, factors contributing to those emotions and fluctuations, and emotion regulation strategies utilized by the participants.

3.3.3. Semi-structured Interviews

The interviews were collected to gain a deeper understanding of the fluctuations occurring in EFL student teachers' emotions, together with the contributing factors to those emotional fluctuations and the corresponding emotion regulation strategies the participants employed. The interview questions were crafted by the researcher (see Appendix C), drawing upon the reviewed literature. For the selection of questions related to emotion regulation strategies, a 45-item questionnaire developed by Olderbak et al. (2023) served as the framework.

Following Seidman's (2006) suggestions for conducting a sequence of three interviews with the same participant to ensure sufficiency in scope and depth, three semi-structured interviews were administered: one at the beginning, another in the middle, and one final

interview at the end of the data collection procedure. The interview protocol consisted of questions regarding the participants' (1) perceptions of the fluctuations of enjoyment, anger, and anxiety during the teaching practicum, together with (2) the factors contributing to those emotional fluctuations, and (3) emotion regulation strategies. Each interview covered different but similar questions on the issues, following the recommendations of Seidman (2006).

In the initial semi-structured interview, the main foci were to break the ice with the participants, gather background information, and make an introduction to their perceptions of emotions during teaching, along with their perceived fluctuations and emotion regulation strategies regarding those emotions and emotional fluctuations. Considering these, the first interviews included questions about the participants' previous teaching experiences, if there were any, overall emotions about teaching, and particularly, their perceived enjoyment, anxiety, and anger levels and fluctuations, as well as the factors leading them to experience emotional shifts, along with the emotion regulation strategies.

After the first three-week period following the initial interviews, three reflective journals by each participant, including the emometers, were obtained, and the second round of interviews was conducted. This second round consisted of both a series of questions posed to all participants and another set of participant-specific questions that drew upon their reflective journals from the previous three weeks. The main objective of the second interviews was to have a broader and deeper understanding of the individual-specific experiences, perceptions, and reflections reported in their journals, allowing for a more fine-grained exploration of each participant's one-of-a-kind emotional pathway during the teaching practicum. By the end of the six-week data collection period, all the reflective journals and emometers were collected, marking the conclusion of the data collection, with only the final round of interviews remaining to be conducted. The final interviews mirrored the procedure applied in the second interviews and focused primarily on the last three-week period, alongside serving as a follow-up interview for overall clarification of the data that had been collected.

The interviews were carried out in participants' native language, Turkish, following the viewpoint of Rubin and Rubin (1995), who suggest that the use of participants' native language while conducting interviews allows interviewers to signal how willing they feel about engaging with participants' points of view. Moreover, conducting interviews in participants' native language enhances the nature of the interview by building a comfortable

atmosphere, minimizing misunderstandings, and facilitating clarity and depth in responses. Excerpts from the interviews were translated by the researcher into English for inclusion in the study and then reviewed by another professional in the field to ensure clarity and reliability.

A total of 18 individually conducted semi-structured interviews were completed with six EFL student teachers (one male and five females), resulting in a total of 9 hours and 5 minutes of recordings. Table 3 represents the duration of each interview carried out with the participants.

Table 3

Participants and Interview Durations (in minutes)

Pseudonyms	Initial Interview	Mid-point Interview	Final Interview	Total
Emma	29	36	36	1 hour 41 mins
Lucy	28	32	33	1 hour 33 mins
Melisa	25	36	38	1 hour 39 mins
Chloe	28	34	34	1 hour 36 mins
Atlas	17	17	20	54 mins
Bella	31	36	35	1 hour 42 mins
<i>Total</i>	<i>2 hrs 38 mins</i>	<i>3 hrs 11 mins</i>	<i>3 hrs 16 mins</i>	<i>9 hours 5 mins</i>

3.4. Pilot Study

A pilot study involving two fourth-grade EFL student teachers was conducted to reveal potential issues in the study design, refine data collection and analysis methods, and help the researcher get familiar with the research procedure (Prescott & Soeken, 1989; Beebe, 2007). Pilot studies are vital for enhancing the validity and reliability of research instruments and methods (Smith, 2019). That is, they enable researchers to make decisions about which parts to keep or remove in research tools and ensure that the main research study will operate smoothly and successfully.

With this in mind, semi-structured interview questions, self-rated emometers, and reflective journals were first piloted with two fourth-grade EFL student teachers (one male; one female) for a period of two weeks in order to identify if the data was thorough enough to address the research questions that were posed. The pilot study procedure is demonstrated in Figure 2.

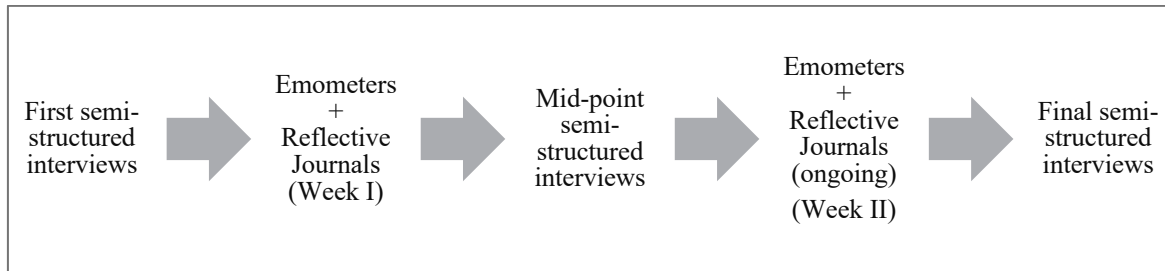


Figure 2. Pilot study procedure

In the self-rated emometers included in the pilot study for measuring enjoyment, anger and anxiety, the initial scale ranged from 0 to 10 for each emotion. However, drawing upon the researchers' observations and the previous studies utilizing similar instruments, it was identified that most studies typically use a scale from 1 to 10 to measure anxiety, motivation or well-being levels of the participants. To avoid any confusion and to align with previous research instruments, the scale was adjusted to range from 1 to 10.

As shown in Table 4, the means, standard deviations, and maximum and minimum values of self-rated enjoyment, anger, and anxiety states experienced by the pilot study participants demonstrated notable variations. Overall, P2 reported higher mean levels of perceived enjoyment ($M = 4.8$), and anxiety ($M = 3.9$) compared to P1, with mean scores of 3.7 for enjoyment and 2.7 for anxiety. Also, the mean level of 3.2 for anger reported by P2 was comparatively higher than that of P1, who had a mean level of 2.1. In keeping with this, P2's self-rated emometers indicated a more intense emotional state. The standard deviation (*SD*) values illustrated individual-based variations in emotional fluctuations, with P2's emotional experiences demonstrating a higher degree of variability in anger, as indicated by an *SD* score of 3.29, and in anxiety, with an *SD* value of 2.92. On the other hand, P1 exhibited lower levels of fluctuations with *SD* values of 2.18 for anger and 2.16 for anxiety. However, as for enjoyment, P1 reported experiencing more variation in enjoyment ($SD = 2.98$) than P2 ($SD = 2.14$), indicating that P1's positive emotional states showed more instability throughout the weeks. These results suggest that emotional experiences display individual-specific fluctuations, highlighting the necessity of further examination into the factors leading to these trajectories.

Table 4

Means, SDs, Maximum and Minimum Levels of Emotions in the Pilot Study

Participants		Enjoyment	Anger	Anxiety
P1	Mean	3.7	2.1	2.7
	SD	2.98	2.18	2.16
	Max	10	7	6
	Min	1	0	0
P2	Mean	4.8	3.2	3.9
	SD	2.14	3.29	2.92
	Max	10	10	10
	Min	2	0	2

Building on the findings, the emotional ups and downs of the pilot study participants followed nonlinear and dynamic fluctuations, demonstrating varied patterns of change. During the interviews, the participants reported fluctuations in their enjoyment, anger, and anxiety levels, with P1 indicating enjoyment and anxiety as the predominant emotions, while P2 claimed enjoyment as the most prominent emotion experienced during the process. The results of the pilot study, building on the reflective journals and semi-structured interviews, also displayed various key external and internal factors contributing to fluctuations in participants' emotional experiences deriving from academic stressors such as assignments, or learner-related factors (i.e., learner misbehaviors, classroom management issues, lack of confidence and experience in teaching, etc.) alongside individual-specific factors. Based on the process model of emotion regulation by Gross (1998, 2005), the participants reported managing their emotions through applying situation selection and modification strategies (i.e., changing seats, non-verbal interaction as a warning), attentional deployment (i.e., ignoring learner misbehavior), cognitive change (i.e., thinking positively) and response modulation (i.e., taking deep breaths, suppression, masking).

Drawing on these, the reflective journal questions and semi-structured interview questions confirmed the use of the same questions for collecting the data in the present study by providing adequate data for the related research questions.

3.5. Data Collection Procedures

Prior to initiating the data collection procedure, expert opinions were received regarding the instruments to identify any potential problematic aspects in their application to the participants. After that, a pilot study was conducted to test the instruments that were going to be employed in the actual study. Also, applications for approval were made to the ethics committee. After receiving approval from the ethics committee, expert opinions, and consent forms from the participants, the data collection procedure was initiated.

The research was carried out during the fall semester of the 2024-2025 academic year with the fourth-grade student teachers enrolled in an ELT program at Gazi University, Türkiye. The present study implemented multiple data collection methods. Initially, the first semi-structured interviews were conducted. Following that, emometers and reflective journals were collected for six weeks, including mid-point semi-structured interviews during the data collection procedure, followed by final semi-structured interviews at the end of the six weeks. The interviews were conducted on Zoom, audio recorded. All interview recordings were transcribed verbatim using TurboScribe, an AI-powered transcription tool, and then proofread and corrected for accuracy by the researcher. An overview of the data collection tools regarding the phases in which they were implemented is displayed in Table 5.

Table 5

An Outline of the Data Collection Phases and Tools

Data Collection Phases	Data Collection Tools
First Phase	Initial semi-structured interviews
Second Phase	Emometers (ongoing for a six-week period) Mid-point semi-structured interviews
Third Phase	Final semi-structured interviews

In agreement with the objective behind the study to explore EFL student teachers' emotional trajectories, the factors leading to those emotions and emotional trajectories and emotion regulation strategies utilized by the participants, the research questions guiding the present study are as follows:

1. What are the emotional trajectories of EFL student teachers during the teaching practicum?
2. What factors lead to trajectories in EFL student teachers' emotions during the teaching practicum?
3. Which emotion regulation strategies do EFL student teachers apply during the teaching practicum?

3.6. Data Analysis

The data were analyzed utilizing both qualitative and quantitative methods as the study employs a convergent mixed-methods research design. A quantitative analysis was conducted for the self-rated emometers. The means, standard deviations, minimum, and maximum levels of emotional states, rated by the participants from Monday to Friday for a period of six weeks, were calculated utilizing Excel. By representing the numerical data in

the form of line graphs, data visualization of the participants' dynamic emotional trajectories was generated.

For the analysis of the contributing factors to emotional trajectories, this study employed an inductive analysis approach (Saldaña, 2021) and a deductive thematic analysis approach to explore participants' emotion regulation strategies following the process model proposed by Gross (1998, 2015).

Data collected through weekly reflective journals and semi-structured interviews followed Saldaña's (2021) framework for analyzing the factors leading to trajectories in participants' emotions, through repeated cycles of data analysis. The first cycle of the analysis for the leading factors involved a manual coding procedure on printed copies of reflective journals and interview transcripts. During this process, descriptive coding, through summarizing the central topic of the data in a single word or short phrase (e.g., learner misbehavior), in vivo coding, by using the verbatim expressions generated by the participants (e.g., classroom management), and process coding, through using gerunds while coding (e.g., engaging in social activities), were implemented. For the second cycle of coding, the data were revisited repeatedly and coded on MAXQDA 2024 software to identify potential relationships among codes and to categorize them into overarching categories (see Appendix D). Building on these analytic procedures, a coding scheme was generated based on the reflective journals and interview transcripts, which examined the factors that led to emotional trajectories, and is briefly presented in Appendix E.

For the analysis of the emotion regulation strategies employed by the participants, a deductive approach was employed. This approach is adopted when the analysis is informed by an established theory (Braun & Clarke, 2006) that offers pre-determined categories. In the current study, Gross's (1998, 2015) process model of emotion regulation served as the theoretical framework for the analysis. Participants' statements including emotion regulatory practices were identified and organized under five pre-existing categories of emotion regulation strategies, namely situation selection, situation modification, attentional deployment, cognitive change, and response modulation. The entire process of analysis was carried out in MAXQDA 2024, with analytic memos to add interpretive reflections and identify potential associations between codes, as presented in Appendix F.

3.7. Trustworthiness

To establish the trustworthiness of the study, a set of strategies was implemented. To begin with, prior to the data collection period, all instruments underwent a process of expert evaluation. Upon receiving expert opinions, a pilot study was conducted to test and make necessary revisions to the instruments. To enhance the credibility of the study, the literature suggests several strategies, including triangulation, member checking, and reflexivity (Merriam & Tisdell, 2016). In order to ensure the trustworthiness and credibility of the study, data triangulation and member checking methods were employed. To this end, data were collected through the integration of emometers, reflective journals, and semi-structured interviews, to ensure that the findings obtained from each source of data complement and validate one another. Additionally, to ensure trustworthiness and credibility of the current study, the methodology, coding procedures, and findings of the study were reviewed by the supervisor.

In qualitative research, the dual role of the researcher as both the data collector and analyzer simultaneously may pose a risk of researcher bias (Miles & Huberman, 1994). Since this study employs qualitative methods for the greater part, to minimize this risk, a member-checking procedure was conducted with each participant to secure the credibility and reliability of the data, avoid researcher bias, and ensure the trustworthiness of the study. As Lincoln and Guba (1985) state, this method is considered pivotal in enhancing credibility in research. In addition, Cohen et al. (2007) note that reliability in qualitative studies “can be regarded as a fit between what the researchers record as data and what occurs in the natural setting that is being researched” (p. 149). To enable this, initial findings were shared with each participant at the end of the data collection period, allowing them to evaluate the results and determine if the findings accurately captured and represented their views, experiences, and emotions. Overall, the feedback from the participants confirmed that the results align with their actual perceptions, experiences, and emotions, facilitating the overall reliability of the research findings.

CHAPTER IV

FINDINGS

4.0. Introduction

This chapter presents the findings obtained from the quantitative and qualitative analyses of weekly emometers, reflective journals, and semi-structured interviews. The findings are organized and reported under the corresponding research questions to ensure clarity and coherence. This structure is designed to present the findings in a systematic manner, thereby enhancing the comprehensibility of the results obtained in the current study.

4.1. Emotional Trajectories of EFL Student Teachers

RQ1: What are the emotional trajectories of EFL student teachers during the teaching practicum?

4.1.1. Perceived Enjoyment Levels Across Participants

Table 6 features the mean scores, *SDs*, and maximum and minimum levels of enjoyment rated by each participant throughout a six-week period during the teaching practicum process. It also presents the within-group trajectories of the participants' enjoyment levels, measured daily for six weeks on a 1-10 scale. Overall, perceived levels of enjoyment varied among participants, with mean values ranging from 3.26 (Chloe) to 6.96 (Emma). More specifically, Emma reported the highest overall mean enjoyment value ($M = 6.96$) throughout six weeks, while Chloe displayed the lowest enjoyment mean value ($M = 3.26$). Furthermore, Bella exhibited relatively high enjoyment levels during six weeks, with a mean value of 6.73. Participants such as Lucy and Melisa expressed more moderate levels of enjoyment, yielding mean scores of 4.7 and 4.66, respectively. Meanwhile, Atlas reported a mean score of 5.8, showing a moderate to high level of enjoyment during the six-week period regarding the teaching practicum experience. The participants' initial perceptions of the

emotions they experienced the most during the practicum process were also considered. Regarding this consideration, in the first interview, the participants were asked: ‘When you think about your practicum experience, which of the following emotions, enjoyment, anger, or anxiety, is the most dominant for you?’ Three of the participants, Emma, Atlas, and Chloe, claimed enjoyment as the most dominant emotion for them, aligning with the results of the emometers for enjoyment, with Emma (M = 6.96), Atlas (M = 5.8), and Bella (M = 6.73) reporting the highest mean values of enjoyment throughout the process.

Table 6 further illustrates the standard deviation values, indicating the within-participant differences in stability patterns of enjoyment. Regarding the fluctuations in enjoyment, with an *SD* value of 2.47, Lucy indicated wider fluctuations in her perceived enjoyment levels, while Atlas reflected relatively stable enjoyment patterns with occasional fluctuations, with an *SD* score of 1.62 compared to the other participants.

Table 6

Means, SDs, Maximum and Minimum Levels of Enjoyment Across Participants

Participants		W1	W2	W3	W4	W5	W6	Overall
Emma	Mean	7	5.2	7.2	7.8	7.8	6.8	6.96
	SD	1.41	2.94	2.16	0.83	0.44	0.57	1.77
	Max	9	8	10	9	8	8	10
	Min	5	1	5	7	7	6	1
Lucy	Mean	4	5.6	3.6	5	3.4	6.6	4.7
	SD	0.70	2.50	3.20	3	2.07	2.07	2.47
	Max	5	8	9	8	6	9	9
	Min	3	2	1	2	1	4	1
Melisa	Mean	5.3	5.8	4.2	4.2	4	4.6	4.66
	SD	1.64	1.64	2.16	1.48	2.44	3.20	2.08
	Max	7	8	7	6	8	9	9
	Min	3	4	2	2	2	2	2
Chloe	Mean	3.6	4	3.4	2.4	3.2	3	3.26
	SD	3.78	2.34	1.14	1.14	1.64	1.58	2.01
	Max	10	6	5	4	5	5	10
	Min	1	1	2	1	1	1	1
Atlas	Mean	4.8	4.8	4.8	6.8	5.8	7.8	5.8
	SD	1.09	1.09	0.83	1.48	1.92	0.44	1.62
	Max	6	6	6	9	9	8	9
	Min	3	3	4	5	4	7	3
Bella	Mean	6.4	5.8	6.8	6.6	7.4	7.4	6.73
	SD	2.16	2.16	2.28	1.14	1.14	1.51	1.77
	Max	9	9	9	8	9	9	9
	Min	4	3	4	5	4	7	3

Note. W = Week

4.1.1.1 Variations in Perceived Enjoyment Trajectories

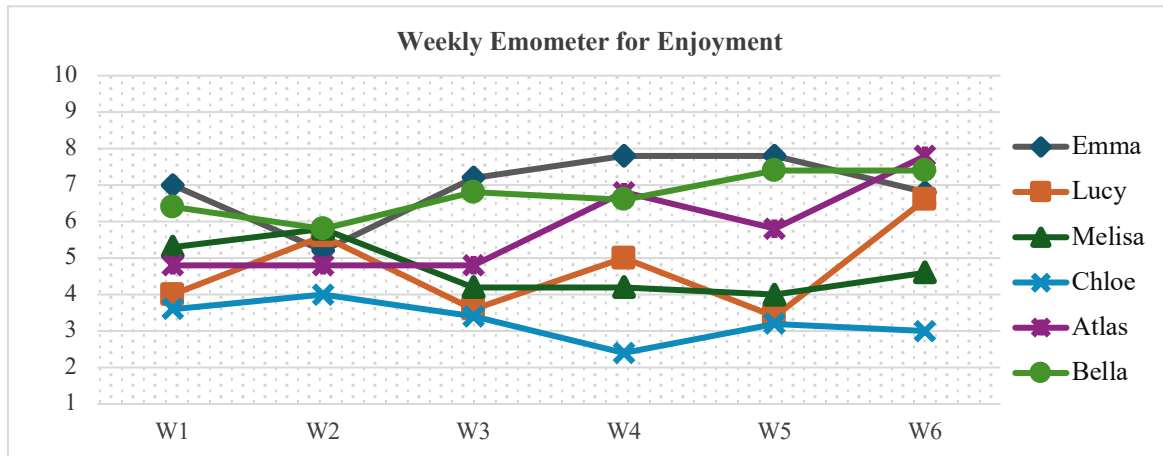


Figure 3. Fluctuations in perceived levels of enjoyment across participants

Figure 3 visualizes the overall changes in each participant's perceived enjoyment levels throughout six weeks during the teaching practicum, measured through weekly emometers for enjoyment on a 1-10 scale. As illustrated, each participant displayed divergent patterns of enjoyment within a micro-scale timeframe. Emma, Atlas, and Bella demonstrated relatively stable patterns of enjoyment levels, with subtle changes. On the other hand, Lucy, Melisa, and Chloe reflected more variations in their enjoyment levels. Regarding the direction of the participants' enjoyment levels, it is evident that Atlas displayed an upward trend in his perceived enjoyment levels toward the end of the initial practicum experience.

4.1.2. Perceived Anger Levels Across Participants

Table 7 presents the mean scores, *SDs*, and maximum and minimum levels of anger reported by each participant throughout six weeks during their teaching practicum process. As shown, participants' perceived levels of anger displayed variations. Compared to other participants, Melisa expressed the highest levels of anger during the process ($M = 4.63$). In a similar vein, Bella's self-ratings exhibited the following highest perceived levels of anger after Melisa, while Chloe reported the lowest overall levels of anger ($M = 1.86$), with Atlas showing the second lowest score ($M = 2.2$).

Table 7

Means, SDs, Maximum and Minimum Levels of Anger Across Participants

Participants		W1	W2	W3	W4	W5	W6	Overall
Emma	Mean	1.8	5.2	3.6	1.8	2.2	1.8	2.73
	SD	1.78	4.08	3.20	0.83	0.44	0.83	2.46
	Max	5	10	8	3	3	3	10
	Min	1	1	1	1	2	1	1
Lucy	Mean	3.4	2.4	2.8	1.4	2.8	1.4	2.36
	SD	2.07	1.94	2.48	0.54	2.94	0.54	1.95
	Max	7	5	7	2	8	2	8
	Min	2	1	1	1	1	1	1
Melisa	Mean	6.2	3.8	4.2	4.8	4	4.8	4.63
	SD	1.48	1.92	2.94	3.42	2.91	3.11	2.60
	Max	8	7	9	9	8	8	9
	Min	4	2	2	2	1	1	1
Chloe	Mean	3.4	1.2	1.2	1.2	2.2	2	1.86
	SD	2.60	0.44	0.44	0.44	2.68	1	1.67
	Max	7	2	2	2	7	3	7
	Min	1	1	1	1	1	1	1
Atlas	Mean	2.5	2.5	1.25	1.75	2.4	2.8	2.2
	SD	1	1	0.5	0.95	0.54	0.83	0.90
	Max	4	4	2	2	3	4	4
	Min	2	2	1	1	2	2	1
Bella	Mean	3.6	5.8	4.6	5.2	4.4	3.4	4.5
	SD	1.67	2.28	2.07	1.30	2.30	1.51	1.92
	Max	5	4	2	3	3	4	5
	Min	1	2	3	4	2	2	1

Note. W = Week

4.1.2.1. Variations in Perceived Anger Trajectories

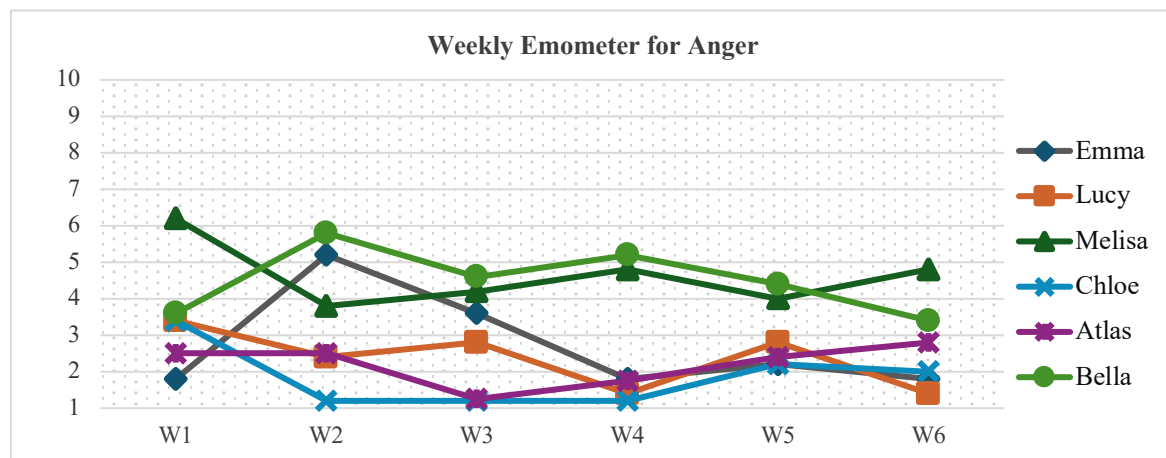


Figure 4. Fluctuations in perceived levels of anger across participants

Figure 4 tracks the weekly changes in the participants' perceived anger levels throughout six weeks. The results of the participants' ratings on the emometers revealed that they reported

experiencing low to moderate levels of anger, though showing fluctuations on an individual basis. Regarding the trajectories in participants' perceived levels of anger, Emma and Melisa displayed more variations with *SD* values of 2.46 and 2.60, respectively. In contrast, Atlas maintained more consistent patterns of change throughout six weeks (*SD* = 0.90), indicating that he experienced a relatively stable anger during the period.

4.1.3. Perceived Anxiety Levels Across Participants

As for the participants' perceived levels of anxiety throughout six weeks during the teaching practicum, Table 8 illustrates the means, *SD*s, and maximum and minimum levels of anxiety rated by the participants. Among all participants, Melisa reported experiencing the highest levels of anxiety during the process with a mean value of 5.53, followed by Lucy (*M* = 5.46) and Bella (*M* = 4.9). However, evidently distinguishing from the other participants, Chloe's self-rated emometers for anxiety revealed that she experienced noticeably lower levels of anxiety in comparison with the other participants. Coming after Chloe, Emma exhibited the second-lowest perceived levels of anxiety (*M* = 2.8), indicating that anxiety levels that participants experienced varied considerably at the individual level, with some participants expressing lower levels of anxiety and others displaying relatively higher levels.

Table 8

Means, SDs, Maximum and Minimum Levels of Anxiety Across Participants

Participants		W1	W2	W3	W4	W5	W6	Overall
Emma	Mean	2.6	5.2	2.6	1.8	2.8	1.8	2.8
	SD	2.50	4.08	1.51	0.83	1.64	0.83	2.32
	Max	7	10	5	3	5	3	10
	Min	1	1	1	1	1	1	1
Lucy	Mean	5.4	4.4	6.6	5.8	5.8	4.8	5.46
	SD	2.07	3.36	2.07	2.38	2.86	1.78	2.37
	Max	9	9	9	9	9	7	9
	Min	4	2	4	3	2	2	2
Melisa	Mean	6.2	6.6	4.6	5.2	4	6.6	5.53
	SD	2.16	2.40	3.20	3.96	1.87	3.13	2.81
	Max	9	10	9	10	6	10	10
	Min	3	4	2	2	1	2	1
Chloe	Mean	3.8	1.8	1.4	1.2	1.2	1.8	1.86
	SD	2.28	1.30	0.89	0.44	0.44	1.30	1.47
	Max	6	4	3	2	2	4	6
	Min	1	1	1	1	1	1	1
Atlas	Mean	3	3	6	2.2	2	5.6	3.63
	SD	1.41	1.41	3.16	1.09	0.70	2.88	2.42
	Max	5	5	10	4	3	8	10
	Min	2	2	2	1	1	1	1
Bella	Mean	5.4	5.4	4.4	4.6	4.4	5.2	4.9
	SD	2.88	1.81	2.30	1.51	2.60	1.30	2.0
	Max	9	8	8	6	8	7	9
	Min	1	3	2	2	2	4	1

Note. W = Week

4.1.3.1. Variations in Perceived Anxiety Trajectories

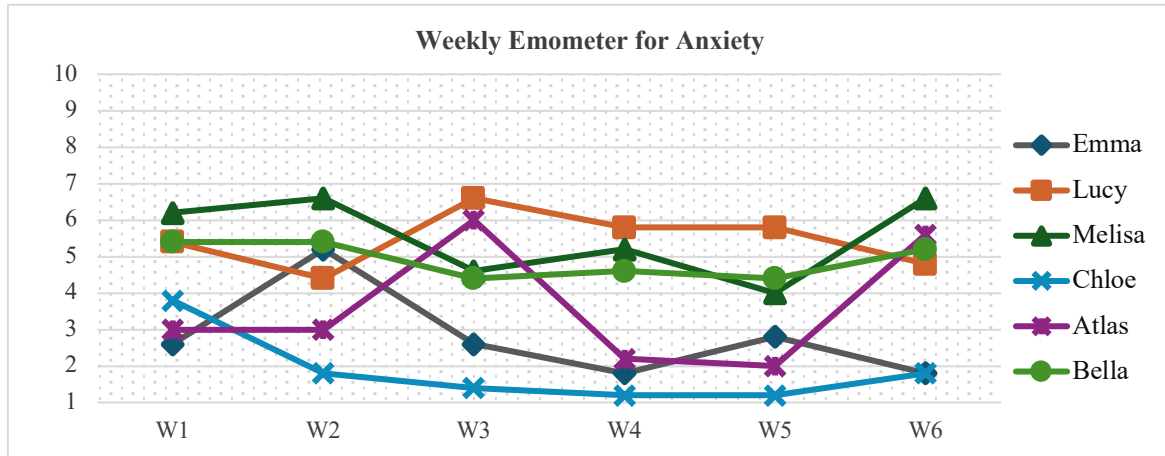


Figure 5. Fluctuations in perceived levels of anxiety across participants

As detailed in Table 8, participants reported varied levels of anxiety during the teaching practicum process. Figure 5 provides a visualization of these changes in participants' perceived levels of anxiety throughout a six-week period.

Among all participants, Melisa's self-rated scores on a scale of 1-10, regarding her anxiety levels, emerge as a salient case, with an *SD* value of 2.81, suggesting that she exhibited a more fluctuating pattern of anxiety. Subsequently, Atlas (*SD* = 2.42), Lucy (*SD* = 2.37), and Emma (*SD* = 2.32) appeared next in rank after Melisa in terms of fluctuations in anxiety levels throughout the study timeframe. Compared with the rest of the participants, Chloe, on the other hand, displayed a lower degree of variability, as observed in her *SD* value of 1.47, revealing that her perceived levels of anxiety were more consistent with fewer fluctuations over the course of the study.

The findings from this track of changes in participants' perceived levels of enjoyment, anger, and anxiety evidence that each participant exhibited divergent patterns of trajectories. Thus, an individual-based presentation of participants' emotional trajectories, along with the corresponding factors, is considered essential. Building on this reasoning, the following section details patterns of change in emotional experiences and the factors leading to these changes on an individual basis.

4.2. Factors Leading to Trajectories in EFL Student Teachers' Emotions

RQ2: What factors lead to trajectories in EFL student teachers' emotions during the teaching practicum?

4.2.1. Emma

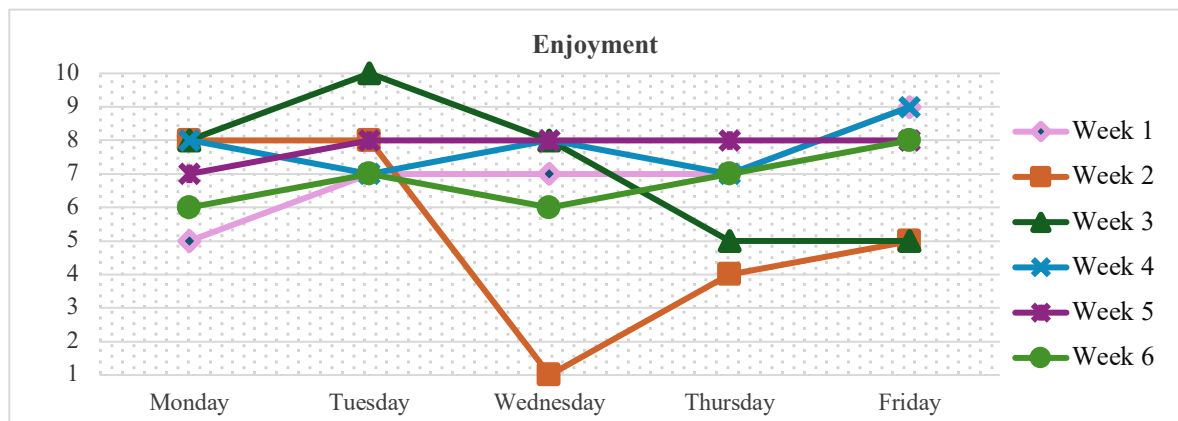


Figure 6. Changes in Emma's perceived levels of enjoyment

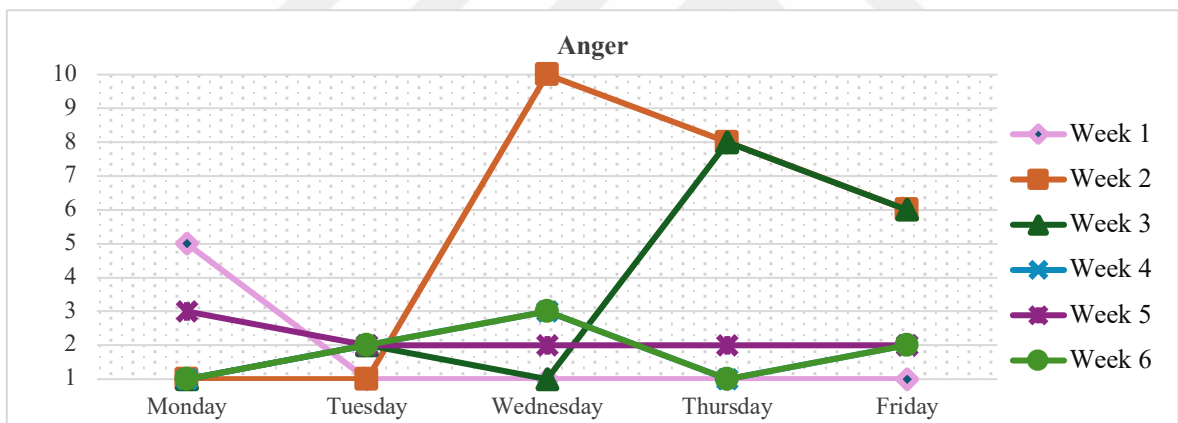


Figure 7. Changes in Emma's perceived levels of anger

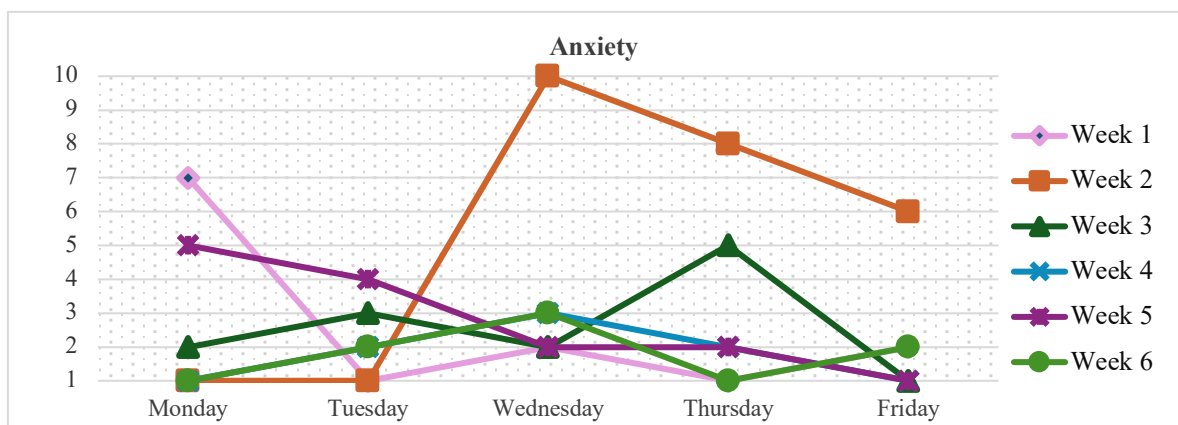


Figure 8. Changes in Emma's perceived levels of anxiety

For the sake of clarity and to highlight the interconnected nature of emotions, line graphs regarding the trajectories in Emma's emotions, enjoyment, anger, and anxiety in particular, are presented consecutively on the same page.

Figure 6 presents the perceived enjoyment levels reported by Emma on a daily basis throughout six weeks. As shown in Figure 6, enjoyment remained relatively high and somewhat stable, particularly in weeks four, five, and six, with some minor fluctuations observed. However, notably in week two (on Wednesday), a sharp decline was apparent. The reflective journals and semi-structured interviews aimed to offer further understanding and elaboration on the reported patterns of emotions.

As depicted in Figure 6, week 1 initially brought Emma relatively lower levels of enjoyment compared to the following days of the week. On Monday, Emma noted that exam pressure and a challenging exam schedule were the contributing factors to the relatively low levels of her enjoyment. At the root of this level lies Emma's desire to move beyond the role of a student teacher, whose skills and competencies were still being assessed and evaluated, and to take on the teacher role. Building on this perspective, although expressing a growing ambition to teach, Emma's reflections also revealed concerns about her learning habits, which resulted in her exhibiting self-doubts about her academic abilities. She further associated this concern with a tendency to memorize the content to demonstrate her knowledge and skills, which, in turn, evoked an elevated level of exam-related anxiety. In relation to these, as illustrated in Figure 8, Emma explained a relatively high anxiety on Monday, reporting a lack of confidence about her academic performance. Despite perceiving her performance as successful during micro-teachings, Emma additionally described herself as a rote learner, a trait that led her to question her ability to convey her theoretical knowledge. When invited to elaborate on the sources of this anxiety in-depth, she explained as follows:

I really want to become a teacher now. But still, I feel anxious. Because I'm a very rote learner. It's really bad. And I go into exams having memorized everything. So, then I wonder, does this mean I'm not really learning? Even when I do learn something well, for example, I was good at teaching young learners [during the micro-teachings], but before the exam, I still had to memorize the related theoretical terms, to be able to explain what I had read on paper. And that stressed me out. No matter how well you know it, in the exam, you have to prove that you've read the article or the book. (Mid-point Interview)

In comparison, the following days were reported to bring higher levels of enjoyment stemming from interpersonal factors. Regarding Tuesday and Friday, Emma's accounts illustrated her engagement in social environments through spending time with friends, sharing laughter with fellows, participating in leisure-oriented activities, and collaborating

with peers in study sessions. Her remarks in relation to these days reflected the positive emotional impact of social involvement in the upward shift in her enjoyment levels. In line with the increased levels of enjoyment on Tuesday and Friday, Emma stated:

Spending time with friends, playing games, and laughing a lot [were] the highlight[s] of the week. (Reflective Journal, W1)

Studying with friends in a relaxed atmosphere made me feel calm and happy. (Reflective Journal, W1)

With respect to Week 2, on Monday and Tuesday, Emma's emometer for enjoyment demonstrated relatively high initial enjoyment levels, attributed to participating in informative peer presentations. She expressed feeling 'happy' and 'peaceful,' relating these positive emotional states to the educational and informative content of these sessions. Pertaining to this experience, she reported positive emotional outcomes derived from professional growth as a teacher:

I felt happy and peaceful due to my friends' presentations. They were informative and focused on material development, vocabulary teaching, pronunciation, and grammar. I learned practical tips for teaching. (Reflective Journal, W2)

Though the week started with a high enjoyment point, a sharp decline emerged in her enjoyment level on Wednesday, deriving from an event that occurred in the practicum classroom that she described as a combination of a learner's misbehavior and the mentor teacher's negatively perceived attitude, creating a classroom environment which she reported as challenging. During this incident, she initially reported an effort to address and manage an inattentive learner through actively involving him in the lesson. At first, she perceived this attempt as effective; however, this initial success was disrupted when the learner demonstrated inappropriate behavior. Emma's remarks regarding the moment of the incident revealed her hesitation in handling the situation, which she attributed to a lack of experience in dealing with such classroom dynamics. While Emma had expressed an intention of letting it go to address the issue with minimal disruption, the incident took an unforeseen turn with the mentor teachers' interference, which, in Emma's perception, further escalated the issue. This incident led to a considerable increase in Emma's anger and anxiety. Regarding this experience, the participant was asked to elaborate on it and noted:

I noticed that this student was already quite restless; he couldn't sit still. So, I thought maybe I could engage him in the lesson. I started calling on him, giving him a chance to participate, which actually worked. He began to engage in the lesson. Then, when I asked him to come to the board for an activity, he came up. And while he was at the board, he cursed silently. I told him that it could result in disciplinary action, and we whispered briefly among ourselves, in an attempt to resolve the issue; I was going to let it go even then. I didn't know what to do. It was the first time something like this had happened to me. Then, suddenly, my mentor teacher started defending the student, saying, 'This student is actually very good, if you only knew what progress we've made. He's not that kind of a child.' I thought anyone could be a good student, but it still happened. And the mentor also said, 'Well, I didn't see it,' which made sense, she hadn't noticed, because she was chatting in Turkish with six students at the back of the class while eating snacks. (Mid-point Interview)

Regarding this incident, Emma's reflections also indicated the presence of teacher identity ambiguity. She reported a lack of classroom ownership due to her perceptions of herself as possessing a limited role as a teacher during the practicum process. Her statements revealed a dissonance between her existing role as a student teacher and evolving teacher identity. She illustrated this perception by stating:

If that were my class...But it is not my class right now. That's why I can't really do anything. But if it were mine, I would really take care of each student one by one. (Mid-point Interview)

Emma also further articulated feelings of heightened anxiety regarding Week 2, originating from her perceived lack of language proficiency, particularly in grammar and pronunciation, which resulted in a self-critical reflection. Regarding this awareness, she stated that this increased anxiety was triggered by a pronunciation mistake during instruction. Once she recognized it through self-reflection, she reported feeling embarrassed and stressed, indicating a sense of professional responsibility toward the learners and a desire to enhance her teaching competence.

For example, I noticed my own weakness [in pronunciation] like this: I was recording myself on video while teaching. For example, for the word 'pomegranate', I thought it was 'pomegranate' [with the wrong pronunciation]. And I was even saying 'repeat after me' to the students, without even realizing it! Then, I noticed something was wrong, and when I got home, I realized that's not how it's pronounced. I was really embarrassed. And I really got stressed about it. After that, I thought, 'I need to review everything, I need to improve myself more. I need to learn better.' Because now, 30 students learned it wrong because of me. (Mid-point Interview)

In addition, she reported an elevated anxiety due to the gap between theory and practice, which she experienced while delivering lessons during the teaching practicum. Her insights on the issue demonstrated an effort to convey the subject matter by implementing the instructional approaches and methods that she acquired during her teacher education program; however, she noted that this attempt triggered her anxiety. The primary factor behind this anxiety appeared to be the learners' unfamiliarity with this form of instruction, leading to a perceived failure in aligning theory with practice within Emma's particular teaching context. In response to this anxiety and learner expectations, Emma displayed a tendency to adjust her teaching style toward meeting classroom demands, which revealed a deviation from the theoretical foundations of her teacher education program.

When I try to apply the methods exactly as they should be done, that really makes me anxious. Like, you know, it should not be GTM [Grammar-Translation Method], it should not be translation. There are certain things that must be done step by step. That really makes me anxious. For example, I give instructions in English, clearly, but then I feel like I am just performing for myself. No one moves, not even a single piece of paper. The thing is, even when I give instructions in Turkish, they still ask questions. So, how am I supposed to stick to English only? (Mid-point Interview)

The changes in her perceived levels of enjoyment during Week 3 followed a similar pattern of decline with the preceding week, with a noticeable elevation on Tuesday. Emma attributed this notable increase in her enjoyment level to a sense of building rapport with learners and engaging in positive interactions with them. A perceived presence of learner appreciation elicited heightened levels of enjoyment for Emma. She reflected on this positive increase in her emotional state by interpreting these interactions as being valued and appreciated by the learners:

[...] the practicum learners' excitement and affection, like calling me 'Teacher Emma!', asking cheerful questions, and enthusiastically engaging with me during the practicum made me feel valued and appreciated. (Reflective Journal, W3)

Despite these positively perceived incidents, her enjoyment level declined to a relatively moderate level on Thursday due to the mentor teacher's unsupportive behaviors toward another student teacher. Emma reported these behaviors as the source of the decline in her enjoyment level, while also expressing them as the triggers of the increases in her anxiety and anger levels. Regarding anxiety during Week 3, it is also evident that though Emma's perceived levels of anxiety were relatively low in general, they elevated to a certain level on Thursday. She explained the sources of this anxiety as arising from the feelings of being unrecognized and undervalued by the mentor teacher, along with feelings of anxiety pertaining to anticipated negative interactions with the mentor teacher. Emma pointed out that the anticipation of the mentor teacher's negative attitude gave rise to increased anxiety, also highlighting the physical impact of this anxiety, particularly in response to the mentor teacher's unexpectedly positive and rare display of engagement with her. The excerpt below accounts for her reflection regarding these concerns:

I wondered what she was going to say again when I went the next day. Like, what kind of ridiculous excuse she would come up with, what she would criticize, something like that. She comes up with such strange things, really. And she has not said anything positive so far. This week, for the first time, she asked me how I was. My hands were shaking. She was so different this week. But before this week, we had gone through some time, and it was awful. She never focused on anything good; she never said anything good. Nothing. She did not even say 'well done'. (Mid-point Interview)

These patterns of change indicate the interconnectedness and multicausality of teacher emotions, which evolve consistently in response to multiple contextual factors and social interactions. This incident, where negative emotional experiences, including the mentor teacher-related factors, occurred, not only decreased Emma's enjoyment levels but also contributed to fluctuations across other emotional domains (anger and anxiety), highlighting the dynamic and multicausal nature of emotions, shaped by the interplay of multiple factors.

As observed in Week 4, Emma's levels of enjoyment displayed slight fluctuations and were elevated for the majority of the week, ranging from 7 to 9 on the scale. In her weekly reflective journal, she reported experiencing high levels of enjoyment in response to learner engagement during the practicum. However, she also expressed feelings of anxiety due to classroom discipline issues, which she mentioned managing through applying certain strategies, highlighting the presence of the self-organization construct in a dynamic system. More precisely, Emma reported high levels of enjoyment despite experiencing feelings of anxiety simultaneously; however, this anxiety did not appear to have a considerable influence on her enjoyment levels, indicating that multiple emotional states can emerge concurrently, which further illustrates the complex nature of emotions.

Emma reflected on Week 5 with considerably high levels of enjoyment. She expressed these increased enjoyment levels throughout the week as resulting from factors related to positive interactions with learners, learner engagement, and a perceived growth in teaching. Through building emotional bonds with the learners, Emma also stated a strengthened sense of commitment to teaching and increased intrinsic motivation to teach.

This week was filled with excitement, joy, and a deep sense of fulfillment. My enjoyment reached new heights as I built stronger connections with my students and saw their enthusiasm grow. This week solidified my passion for teaching. The joy in my students' eyes and their enthusiasm reassured me that I was on the right path. I left each lesson feeling energized and excited for the future. (Reflective Journal, W5)

In terms of Week 6, Emma described it as "*an emotional rollercoaster*" since it was a combination of achieving a sense of fulfillment as a teacher and building unforgettable memories with learners, which came to an end with "*a tough farewell*," as she reflected in her journal. Her remarks revealed the emotional bond she had established with the learners during the teaching practicum. Though reporting high levels of enjoyment, she also expressed conflicting emotions, experiencing sorrow at the same time as she parted ways with the learners. However, she also identified the pivotal role these experiences with learners played in her professional growth and self-improvement.

My enjoyment peaked when we had fun activities with students. However, the farewell was tough- I struggled to hold back tears when students expressed sadness about my departure. I felt a deep connection with them. I ended the week with unforgettable memories and valuable lessons about teaching and self-improvement. (Reflective Journal, W6)

The results of Emma's weekly emometers tracking the trajectories in her perceived enjoyment, anger, and anxiety levels, along with the reflective journals, illustrate the complex, dynamic, and interconnected nature of teacher emotions. Her emotional levels continued to evolve throughout the process in response to an array of constituents such as

classroom incidents, mentor-student teacher and learner-student teacher interactions, perceived gaps in her language proficiency, and her efforts to stick to the correct way of teaching English as a foreign language. Emma's emotional trajectories did not follow a linear pattern; instead, they were nonlinear, complex, and context sensitive. The ever-changing nature of Emma's emotions was also apparent in her final interview, where she described this process as a "*kamikaze*," a metaphorical term she used to refer to the spiraling and non-static quality of her emotions during the practicum.



4.2.2. Lucy

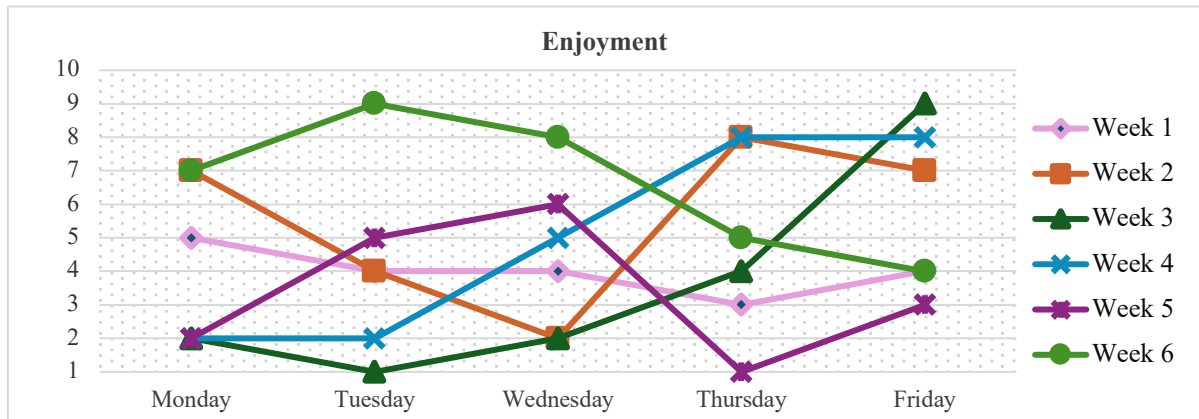


Figure 9. Changes in Lucy's perceived levels of enjoyment

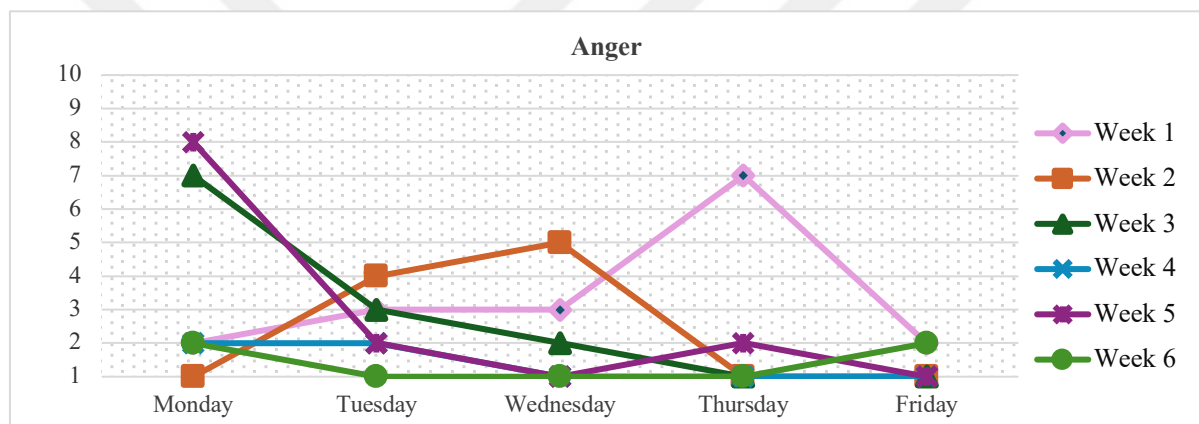


Figure 10. Changes in Lucy's perceived levels of anger

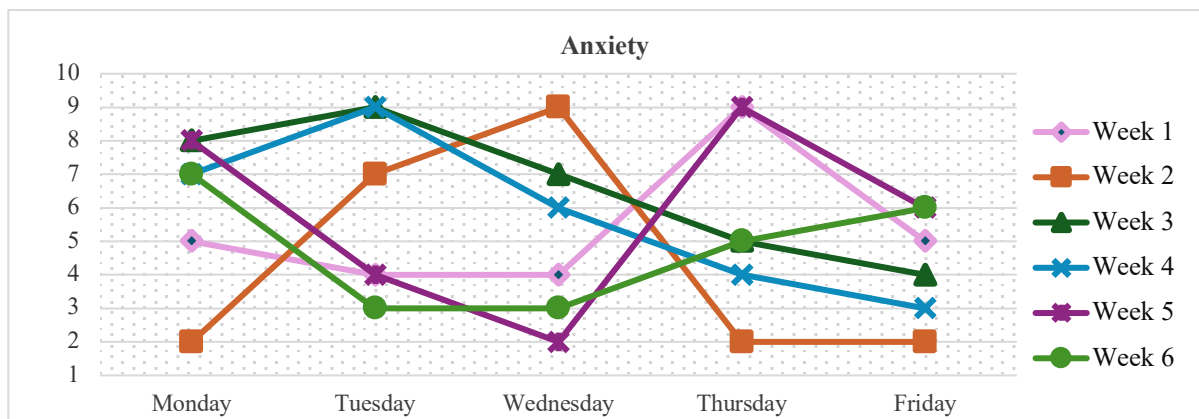


Figure 11. Changes in Lucy's perceived levels of anxiety

As shown in Figures 9, 10, and 11, Lucy's emotional trajectories were subjected to continuous sharp declines and increases throughout six weeks during the teaching practicum. Regarding week 1, Lucy's perceived enjoyment levels remained at mostly moderate to low levels. She expressed this week as being emotionally coherent for the most part; however,

an unpleasant practicum experience on Thursday led her enjoyment levels to decline while increasing her anger and anxiety levels sharply. She wrote that, although she was present at the practicum school, she had no opportunity to teach and was required to make up for the missed teaching sessions. She perceived the time she spent at the practicum school during that day as ‘wasted,’ and reflected on this experience as follows:

Although I have been mostly emotionally coherent this week, my negative experience on Thursday, on the practicum day, caused an increase in my anxiety and anger levels. This was because even though I went to the practicum [school] this week, I had to make up for it. After waiting for four hours, I was supposed to attend the class with the 11th graders, but I found out that they had left the school. I spent the whole day wasted because of this, and I was sleep deprived. (Reflective Journal, W1)

These changes in Lucy’s emotional states illuminate the nonlinear nature of emotions, illustrating the dynamic world of teacher emotions, which do not follow steady and fixed patterns, and are inherently sensitive to context. Lucy further explained that her moderate to high levels of anxiety in week 1 resulted from the pressure of academic responsibilities such as exams and assignments. She reported experiencing lower levels of anxiety at the beginning of the school term; however, regarding week 1, she specifically mentioned feeling more anxious and emotionally incoherent because of the courses and the impending assignments and exams. Her remarks also highlighted the dynamic nature of her emotions, showing fluctuations on a daily basis, as she wrote, ‘my mood tends to change from day to day.’ When invited to elaborate on these concerns, she commented as follows:

At the very beginning of the term, I was much more at ease. At least, I was enjoying it a lot more. But during that time [week 1] and now, with the classes, assignments, and midterms starting, things have begun to feel more intense. This has increased my anxiety levels. These days, my mood tends to change from day to day. (Mid-point Interview)

With respect to week 2, Lucy’s emometer displayed a notable decline in her enjoyment level on Wednesday. Although the week started at a higher level of enjoyment on Monday, this perceived high level of enjoyment was replaced by rises in her anxiety levels on Tuesday and Wednesday. Lucy attributed this change in her emotional state to an assignment that she had postponed until the last minute, which was also accompanied by sleep deprivation. On the other hand, she reported experiencing a considerable upsurge in her enjoyment level on Thursday. On this day, Lucy reflected in her journal that the practicum she attended with her peers for the first time significantly contributed to her enjoyment level, as they collaborated on developing an activity together as part of their teaching practicum. Following this activity, featuring peer collaboration and a pleasant classroom climate, Lucy’s self-rating recorded an elevated level of enjoyment. Accordingly, she reported it as a ‘very beneficial’ practicum

experience, which was enhanced by peer support, collaboration, and a positive classroom environment, as she wrote:

The practicum I attended was very beneficial, and going there with my practicum friends for the first time added new insights for me. The reason[s] for my low levels of anxiety and anger [were] the positive classroom environment and the support I received from my friends. To give a specific example, before the second lesson, my friends and I designed an activity together. This was a relaxing experience for me. (Reflective Journal, W2)

However, as evidenced by Figure 9, these perceived high enjoyment levels resulting from a beneficial and positive practicum experience, along with peer support and collaboration during the practicum, were not sustained in week 3. On Monday, Lucy noted experiencing an unpleasant practicum session, which stemmed from a breakdown in peer communication. Her reflections indicated that this impaired communication among peers ultimately left Lucy unable to fulfill her teaching expectations and led to a decrease in her enjoyment levels while increasing her anger and anxiety to a notably high degree. Additionally, Lucy attributed these emotional fluctuations to her unfulfilled expectation of being observed by the mentor teacher.

On Monday, I had a small disagreement with my friends during the practicum. Our mentor teacher hadn't asked us to do any extra activities up until this point. I participated in the lessons by preparing for the activities and topics from the book. In case we had extra time, I brought additional activities with me, but this week, I didn't even have time to teach the lessons. For four hours, my friends led the activities they had prepared, and as a result, not having any time left for myself made me feel bad. Not knowing about the activities, they had prepared and not being able to teach the lesson caused an increase in my anxiety and anger, while my enjoyment decreased. (Reflective Journal, W3)

Until that time, I had been teaching since the second week, but [the mentor teacher] had never come to observe me. I was alone in the classroom, just me and the students. That week, [the mentor teacher] finally came to observe us, and it turned out to be the week I couldn't teach anything. (Mid-point Interview)

On the other hand, toward the end of week 3, Lucy reported increased levels of enjoyment alongside lower levels of anger and anxiety. She identified her mentor's supportive attitude, the relief of assignment completion, and learner engagement during the practicum experience as the sources of the changes in her emotions. She referred to a particular teaching episode that occurred during an activity as the source of this positive elevation in her emotional state, which resulted from the learners' positive reactions and enthusiasm. Lucy reported that this unforeseen expression of learner appreciation appeared to enhance her perceived enjoyment levels.

I had the students do an activity that week. In the second lesson, they told our mentor teacher something like, 'Can we continue [with the activity] in the second class as well?' Hearing such positive things from the students also increased my level of enjoyment. (Mid-point Interview)

These sudden and rapid trajectories in Lucy's emotions highlight the nonlinear dynamics of emotions. The trajectories in her emotional states were not pre-determined and did not follow

a structured pattern, but were evidently determined by contextual factors, which illustrate the nonlinear and context-dependent nature of emotions. Furthermore, the emotional outcomes Lucy reported emerged from multiple factors that interacted with each other, representing the interrelated and multicausal features of teacher emotions.

In week 4, Lucy expressed that the changes in her emotional states were shaped outside the practicum context since she did not attend the practicum that week due to the mentor teacher's absence. The sources of the emotional fluctuations during that week were reported to be related to academic responsibilities, which she had procrastinated until the last minute, consistent with her earlier behavior.

This week, on Tuesday and Wednesday, I had two highly demanding presentations for very important classes. The fact that these presentations were scheduled consecutively and that I procrastinated until the last minute caused my anxiety levels to be extremely high and led to a decrease in my enjoyment levels. (Reflective Journal, W4)

It is also worth noting that, throughout the study timeline, Lucy identified procrastination on her academic responsibilities as a personal habit she was critical of. When inquired about this habit and the anxiety it led to, Lucy attributed it to possessing perfectionist tendencies. She explained these inclinations were driven by a desire to perform flawlessly and meet high standards in her work, which often led her to intensify the task in her mind, making it feel even more overwhelming. The account below illustrates how she perceived the issue:

Whether it's a one-hour presentation or something longer, it makes no difference; I still end up leaving it until the last minute. But I think it comes from my perfectionism. I feel like I have to do it perfectly, so it gets bigger and bigger, and ends up being overwhelming. (Final Interview)

Toward the end of week 4, a gradual increase in Lucy's enjoyment levels and, accordingly, a decline in her anxiety levels are evident. She explained this change in her emotional levels stemming from the relief of completing her assignments by writing: 'On the other days, however, my anxiety levels gradually decreased because I had completed the most significant assignments of the week.'

Lucy's emotional states in week 5 were notable for their variability, with noticeable ebbs and flows in her enjoyment and anxiety levels in particular. As shown, her enjoyment started at a low level on Monday and increased to moderate levels on Tuesday and Wednesday, before decreasing to the lowest level on Thursday, and it was followed by a slight increase on Friday. With the exception of Monday, which started at a noticeably high level, Lucy's perceived levels of anger showed minor fluctuations in the following days of the week and remained consistently low. In terms of her self-ratings on anxiety, Lucy reported a zigzag-like pattern across five days. Her anxiety levels initially exhibited a high level on Monday,

and a gradual decline was observed on Tuesday and Wednesday, though displaying a sharp rise on Thursday. As for the last day of the week, Lucy's anxiety level decreased to a moderate level. She reported that the sudden rise in her anger and anxiety levels on Monday resulted from personal issues regarding her private life. Though Lucy recurrently reported personal reasons in her weekly reflective journals as one of the sources of the fluctuations in her emotions, it was apparent that she chose not to disclose precisely what those personal reasons were, indicating that she preferred not to elaborate on those details. Thus, for the sake of respecting her boundaries, the issue was not pursued further. However, an implicit account was provided by her:

It was due to things I was going through in my personal life. And none of it was related to family issues, friendship problems, or anything like a relationship. It wasn't about things like that. It was entirely about what I was experiencing personally. Because there's something I've been trying to overcome, something ongoing. It was a really exhausting issue for me. There's something I shouldn't be doing, and yet I keep doing it. I shouldn't do it, and I do it again. I was trying to stop myself from doing it, but I couldn't really manage it. I tried really hard to deal with it. It was mentally difficult for me. (Final Interview)

Lucy also reported the lowest enjoyment level and the highest anxiety level of week 5 on Thursday. These perceived levels of emotions displayed consistency with the challenges she expressed in her reflective journal. She associated her low enjoyment and high anxiety levels with factors such as teaching for a four-hour period entirely on her own in the absence of both her mentor teacher and peers. She described this experience as quite exhausting, yet also identified it as a rewarding moment due to the learner engagement and a sense of growth and confidence in her teaching. Lucy associated her growing confidence as a teacher with gaining familiarity through her time spent in the practicum.

Although managing the lessons on my own was tiring, the fact that the lessons went effectively boosted my morale a bit. The most positive thing that happened on Thursday was that the students participated in my practicum class. The biggest factor in this was that I was now in Week 11 and knew what I needed to do. (Reflective Journal, W5)

During the final interview, she was asked to elaborate further on this experience. Consequently, she reflected a growing awareness of the physically and emotionally demanding nature of the teaching profession by indicating a reality shock along with the dissonance between the expectations and the reality of the profession. This recognition even led her to question the long-term value of her teaching efforts in the future.

After teaching four hours back-to-back, I was really exhausted. And it got me thinking that when I actually become a teacher, I'll probably be teaching several hours in a row, maybe four days a week. And it will be very tiring. I started wondering: what will I be getting in return for all that effort? We always used to say things like 'teachers have all these holidays' or 'we just teach the lesson, not a big deal.' But I realized it's not that easy, delivering a lesson, giving your energy, being there as someone different than your usual self. These things are actually tiring. (Final Interview)

Her reflections also unveiled perceptions of her growing teacher identity, which she echoed as a performative profession. Her remarks indicated that she perceived that teachers often adopt a different persona in the classroom by attaining distinct roles that are separate from their personal selves. She pointed out the challenges she faced while managing both personal and professional demands of her multiple roles. She also noted that her efforts to maintain a clear boundary between the student and student teacher roles contributed to heightened anxiety. Lucy elaborated on this perspective during the final interview, illustrating the dual role that student teachers experience during the teaching practicum process by stating:

The school is ending, and you are starting entirely new things. For example, this is the first time you start something like a practicum. And besides that, you also experience things in your personal life. You try to manage everything all at once. I was also trying to separate them from one another. At school, I should take on the role of a teacher; at university, I should be in the role of a student. But trying to separate these roles sometimes increased my anxiety levels. (Final Interview)

As for week 6, Lucy reported relatively high levels of enjoyment and anxiety at the beginning of the week. However, her emotional patterns toward the end of the week reflected a gradual decline in enjoyment, alongside an increase in anxiety levels. Lucy expressed the high level of anxiety on Monday with being observed by the supervisor, coupled with feelings of being unprepared for the teaching session. Her reflections linked this heightened anxiety to the presence of the supervisor and being evaluated by them.

On Monday, our supervisor came to the practicum school to observe us, and the thought of being evaluated by them, before delivering [the lesson], caused my anxiety level to rise. (Reflective Journal, W6)

However, she also reported a high level of enjoyment stemming from receiving support from her supervisor after the teaching experience. She reflected on her emotions regarding this incident by writing:

Although I felt some tension on Monday due to my supervisor coming to observe me, the support and attention they gave me [contributed to] a noticeable increase in my enjoyment level compared to [the] other days. (Reflective Journal, W6)

In addition to the anxiety driven by being observed and evaluated by the supervisor, regarding the decline in her enjoyment levels and rise in her anxiety levels in the following days of the week, she mentioned exhaustion resulting from a heavy term workload. She further noted that this accumulated fatigue even led her to experience burnout.

[...] the increase in my anxiety level and the decrease in my enjoyment level on Friday were due to it being the last day of the school week and the exhaustion that came with it. I had started to experience burnout gradually. (Reflective Journal, W6)

Her reflections also highlighted the cumulative emotional toll resulting from her persistent endeavors to balance and meet the demands of the teaching practicum, university courses, and her personal life. In response to the emotional climax, she experienced during week 6,

she conveyed an urge to disengage from her responsibilities. In addition, her statements suggested a breaking point where her emotional capacity was severely challenged. In reflecting on her emotional climax for week 6, Lucy stated:

The whole school process, whether it was the practicum, school, university courses, or things I was experiencing in my personal life, they all just piled up and piled up, and it reached its peak in the final week [the 6th week]. It became a week when I just felt like leaving everything behind and walking away. (Final Interview)

Lucy's overall emotional trajectories throughout the six-week period displayed a notably dynamic and nonlinear pattern of emotions driven by multiple factors interacting with one another. Her emotional experiences and changes fluctuated due to several interpersonal and intrapersonal factors, as well as academic responsibilities, factors related to the teaching context, her mentor and supervisor, and learners. In addition to these factors, Lucy also reflected on aspects related to teacher identity formation, such as balancing multiple roles, gaining self-confidence in teaching, and experiencing teacher fatigue.

4.2.3. Melisa

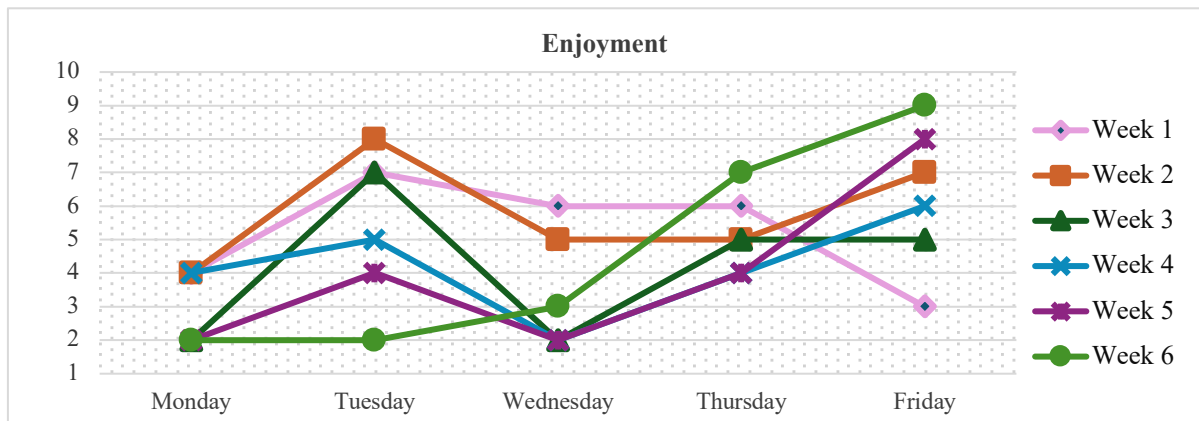


Figure 12. Changes in Melisa's perceived levels of enjoyment

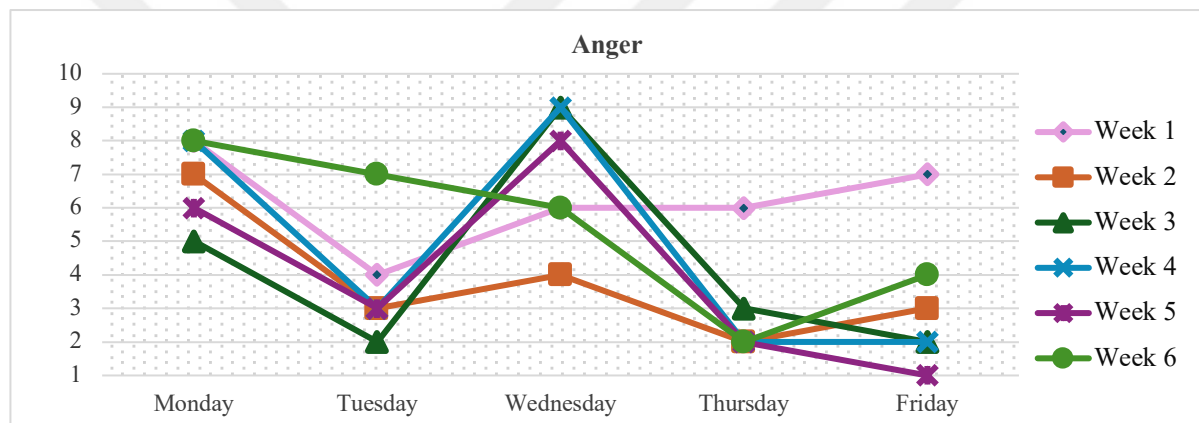


Figure 13. Changes in Melisa's perceived levels of anger

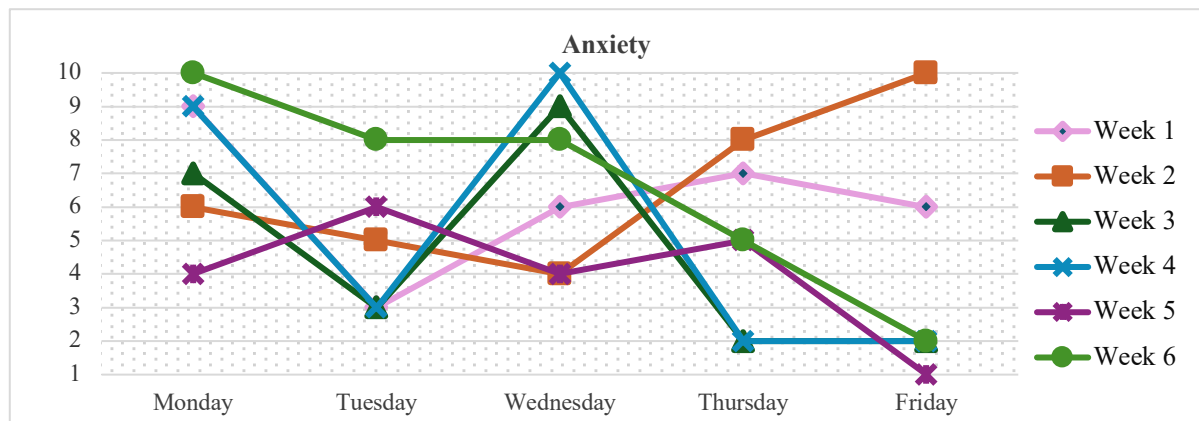


Figure 14. Changes in Melisa's perceived levels of anxiety

Figures 12, 13, and 14 visually demonstrate that throughout the period, Melisa's emotions indicated a wave-like pattern, also revealing a zigzag pattern at times, exhibiting an up-and-down trend. This pattern of variability in her emotional fluctuations was most evident in her anger and anxiety levels, with considerable increases on Monday and Wednesday, followed

by sudden and sharp declines on Tuesday and Thursday, particularly. She expressed these sharp fluctuations in her emotions with Mondays and Wednesdays being the days she visited the practicum school.

Featuring week 1, Melisa attributed her moderate to low levels of enjoyment to exam pressure and explained feelings of relatively high anger and anxiety levels with respect to academic responsibilities.

I have generally felt anxious and angry this week because of the midterm week. We took three exams in a day, and most of them were relatively challenging. (Reflective Journal, W1)

Melisa also noted that her emotional trajectories were mostly driven by her desire to construct a teacher identity and position herself as a teacher. She expressed an aspiration to adopt the teacher role through authentic teaching practice, rather than being a student teacher who was still positioned as a subject to be evaluated. Melisa also reported a shift in her priorities from course-related assessments to an emphasis on the uncertainty of the future. She explained this transition as a growing disengagement from assignments, which had developed over her twelve years of experience as a student, followed by a diminished motivation to study. Regarding this perspective, she expressed a sense of detachment from her academic responsibilities during her current role as a student teacher, redirecting her motivation to her future career, which, in her own words, was marked by ‘uncertainty.’ In line with these perceptions, Melisa reflected:

As a senior student, I do not want to take exams; instead, I want to experience what I have learnt so far. Actually, I have been more reckless about the exams because I have been studying for more than 12 years, and I know that I will pass sooner or later. What makes me concerned and anxious is the uncertainty of the future. There is no single thing that makes me motivated to study harder. (Reflective Journal, W1)

Consistent with the previous week, Melisa continued explaining her emotional trajectories during week 2, with concerns about the uncertainty of the future, and stated that her emotional states changed when she thought about the future. She identified the latest reforms in the teacher evaluation system in Türkiye as the source of her concerns.

With that being said, it is worth mentioning the recent reforms in the teacher evaluation system in Türkiye. Recently, Türkiye has introduced a reform in its teacher evaluation system, which has marked a departure from the earlier practices. In the previous system, teacher evaluation and recruitment to state schools were based on a standardized test, KPSS (Public Personnel Selection Exam). However, with the recent reform, a new examination, titled MEB-AGS (Ministry of National Education's Academy Entrance Exam), has been introduced. The primary distinction between these systems is that AGS requires a two-year

further teacher training program after completing a teacher education program, aiming to evaluate candidate competencies in teaching, encompassing both pedagogical and practical skills as teachers, which was treated in a limited emphasis in the previous examination, KPSS. In light of these recent changes, Melisa elaborated on her concerns regarding the future of her career as follows:

Back in the early years of university, everything felt clearer. I used to think that I would take the KPSS [Public Personnel Selection Examination] and get appointed. Then, as you know, this new system called AGS [Ministry of National Education's Academy Entrance Exam] was introduced. Many of us, including [me], had already started preparing for KPSS. That all went to waste. Here's the thing: now you really can't foresee the future clearly. Things used to feel more defined, but now, because you don't know where any of this is going to lead, your anxiety levels reach the highest point. And when that happens, you start asking yourself: 'What am I even studying for?' That's how my motivation and emotions have changed during that time and now. (Mid-point Interview)

Regarding week 3, although Melisa's enjoyment level initially started on a moderate level, she reported a notable increase on Tuesday, which was followed by a sharp decline on Wednesday, also leading her anxiety and anger levels to rise. She explained these patterns of change by addressing the gap between theory and practice during her teaching practicum. Melisa reported that though games were considered effective tools for foreign language learning in their teacher education program, learners she taught were uninterested in games and showed resistance to getting engaged in the game and, in turn, in the lessons. In response to learners' disengagement and disinterest, although initially reporting excitement about implementing activities in the classroom, she expressed feelings of demotivation in the aftermath of this experience.

As we are always told in faculty that games are effective tools to use in the classroom, we think that they work in [a] real classroom. However, the teenagers are not interested in games. That makes [it] hard to proceed [with the lessons]. Whenever we feel that they get bored, we create a game and want students to play while using the language. I feel so excited to apply any activity I prepared before class, but students' attitudes make me feel anxious and decrease my enjoyment level. Also, they act like 40-year-old adult[s], and it makes me feel angry most of the time. (Reflective Journal, W3)

This week, we wanted them to play a game related to [the] topic when the class was about to end. Before the game started, we gave the instructions. Nobody paid attention, and I knew that they would ask again. The students came to [the] stage as pairs and they asked what they were going to do again, as expected. Before the game started, I was so willing to apply it. However, the students were so unwilling that it made my willingness fade away. I kept thinking, what am I going to do with it in the future? Are all the things we've learned going to be for nothing? Am I putting in all this effort for nothing? (Reflective Journal, W3)

Continuing with her teaching practicum experience, Melisa also stated that she was uninformed about the content of the lessons they were going to cover at the practicum school due to the lack of prior information provided by their mentor teacher. Consequently, she expressed experiencing high levels of anxiety in response to this situation since she felt

unprepared and inexperienced, which she stated to be a recurring concern of hers during the practicum process.

In practicum, the mentor generally expects us to move on with [the] coursebook. We generally do not know which page or topic they are [covering], and this leads my anxiety level to go up. We do not get prepared for the lesson. We are just expected to have lesson[s] through [the] coursebook without knowing what type of activities or topics wait for us. The lack of preparedness and teaching experience generally make me feel more anxious in practicum. (Reflective Journal, W3)

During week 4, Melisa reported relatively low and moderate levels of enjoyment. Her enjoyment level reached a low level on Wednesday in response to a challenging classroom environment due to learner misbehavior and classroom management issues in the absence of their mentor teacher at the beginning of the lesson. Although their repeated attempts to manage the classroom, the learners continued to exhibit disruptive behaviors. Regarding that incident, Melisa pointed out a transition in her emotional state; initially reporting motivation and happiness to teach, which were then replaced by feelings of anxiety and anger. She also noted anxiety over the anticipation of facing similar challenges in her future professional practice.

This week, our mentor was a little bit late to class, so we tried to get started with the activities [in] the book. The students were too loud; they were always walking around the class. We could not hear the student reading the passage [in] the book because of the noise in the class. Even though we warned them several times, they went on talking, chatting, and walking around the class. Before entering the class, I was happy to meet students. After the class, I got anxious and angry when I thought that my future class [would] be like that. (Reflective Journal, W4)

On the other hand, on Thursday, evident declines in Melisa's anger and anxiety levels were observed. However, her enjoyment level remained moderate. In her reflective journals, these declines were attributed to an online event she had attended. Melisa described this as a session conducted by a professor on ways to encourage learners to participate in classroom activities, particularly to those that are communicative. Melisa reported the online gathering as the source that helped her ease her high anger and anxiety levels stemming from learner disengagement and demotivation, though having no impact on contributing to her enjoyment levels. She indicated that this session facilitated her understanding of learners' perspectives and alleviated her negative emotional experiences.

Throughout week 5, Melisa reported experiencing low to moderate levels of enjoyment for the most part, before exhibiting a sharp increase on the last day of the week. In terms of her perceived anger levels, her emometer revealed a similar pattern to the previous week, with a moderate level of anger on Monday, followed by a low level on Tuesday, and continued with a high level on Wednesday, and concluded with low levels on Thursday and Friday. As for anxiety levels, they generally fluctuated around moderate levels during the week,

ultimately dropping to their lowest on Friday. While her emotional fluctuations varied throughout the week, Melisa did not associate these changes with specific daily incidents; instead, she attributed these fluctuations to course-related responsibilities, particularly to an impending presentation that she was supposed to deliver that week. She also added a lack of motivation for the practicum stemming from the course-related pressure, highlighting that these academic responsibilities negatively influenced her emotional states.

I have not been motivated for [the] practicum this week because of my courses. Therefore, the external factors- [the] courses I am taking- have affected my mood, which caused my emotions to change. This week, the practicum has not affected my emotion[al] status. Rather than [the] practicum, the responsibilities for my courses have affected the change in my emotions. This week, I had an integrated skills demo presentation. My mood has changed mostly based on the responsibilities for [the] demo. (Reflective Journal, W5)

Regarding week 6, while Melisa's enjoyment levels exhibited an upward trend toward the end of the week, though starting from a notable low level, her anger and anxiety levels displayed a downward pattern starting at high levels. She described the main reason for her emotional fluctuations as deriving from accumulated responsibilities and reflected:

The major reason for ups and downs in my emotion[al] level[s] is that the responsibilities are sometimes like [a] rolling snowball, becoming huge and huge. (Reflective Journal, W6)

Melisa further added that at the beginning of the week, they were informed that both EPDAD (Association for Evaluation and Accreditation of Teacher Education Programs) and their supervisor would observe them in the practicum school, which evidently led her anxiety levels to climb to the highest point on the scale (10). Thus, she attributed these high levels of anxiety in the first part of the week to being observed and feeling inexperienced in teaching, which was also accompanied by teaching an unfamiliar class of learners.

This week, we learnt that EPDAD [Association for Evaluation and Accreditation of Teacher Education Programs] would come to the practicum school. They would observe us while teaching, and [the] university would become accredited. We were asked to design [a] lesson. As we [had] not taught anything to those students before, we were so inexperienced. Also, our [supervisor] said that they would come and observe us. It also made me anxious and nervous. (Reflective Journal, W6)

Though Melisa reported mostly negative emotions during the first half of week 6, as shown in Figure 12, she expressed elevated levels of enjoyment on Thursday and Friday, which also led her negative emotions to decline. However, on Thursday, since she was being observed, she still demonstrated a moderate level of anxiety, which also declined to a low level on Friday. She reflected on high levels of enjoyment resulting from a perceived accomplishment after delivering a successful lesson, due to learner engagement, a positive classroom experience, gaining confidence in her teaching capability, and an imagined future teaching

self, who she anticipates being a teacher capable of having her learners engaged in using the target language.

I was so happy when the lesson finished because it was a great lesson. Even though they [the learners] were not familiar with speaking English in class, they tried to attend activities and speak English. It made me really happy. I thought that I could make all students speak in English without hesitation if the class [were] my class. (Reflective Journal, W6)

My enjoyment level increased after the day when I taught students. It was because of the positive classroom environment. (Reflective Journal, W6)

It is noteworthy to note that, during week 6, Melisa expressed feeling confident in front of the learners due to being well-prepared. As she stated both in her previous journals and in week 6, not being informed about the topics they would cover during the earlier lessons had her feeling unprepared and unconfident, resulting in experiencing elevated levels of anxiety. However, week 6 presented a different picture, which in turn resulted in her reporting high levels of enjoyment.

Before this week, we always went to [the] practicum without preparation because our mentor [had] not informed us about the pages or topic that the students [would] cover that day. However, this week, we got prepared for the lesson very well, and I felt confident in front of the students. I also enjoyed the lesson because I felt good and confident. (Reflective Journal, W6)

Overall, Melisa's emotional fluctuations exhibited wave- and zigzag-like patterns representing the dynamic changes and emotional variations in her enjoyment, anger, and anxiety levels. Among the six participants in the current study, Melisa's anger and anxiety levels appeared to show the widest variations. These changes in her emotions were reported to be shaped by an interplay of academic responsibilities, intrapersonal and interpersonal aspects, as well as learner, mentor, supervisor, and future career-related factors. Her concerns about the future were observed to be one of the recurring contributors to the fluctuations in her anxiety levels, together with learner misbehavior, classroom management issues, which Melisa identified as rooted in her inexperience in the teaching profession. On the other hand, she associated her decreased levels of anxiety with feeling prepared and confident, consequently. Her reflections consistently emphasized the impact of contextual factors on her emotional fluctuations, revealing the context-sensitive nature of emotions as a system.

4.2.4. Chloe

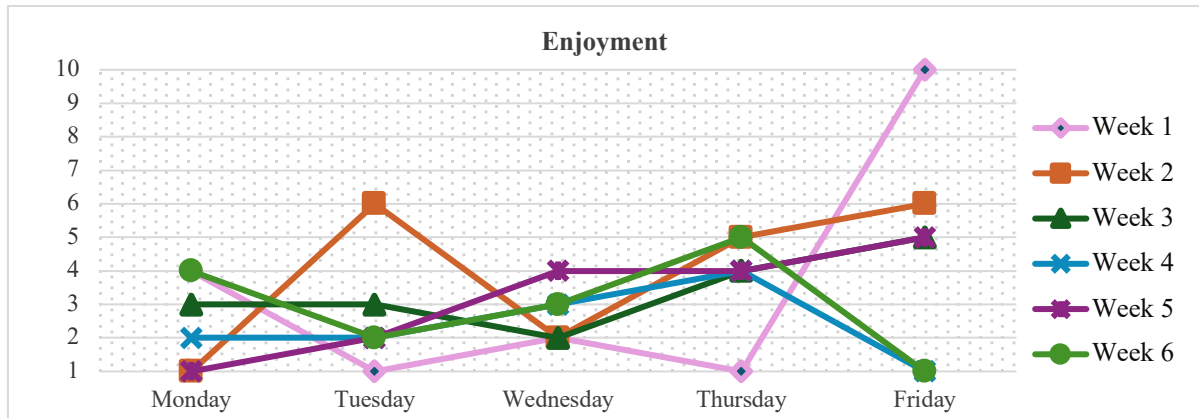


Figure 15. Changes in Chloe's perceived levels of enjoyment

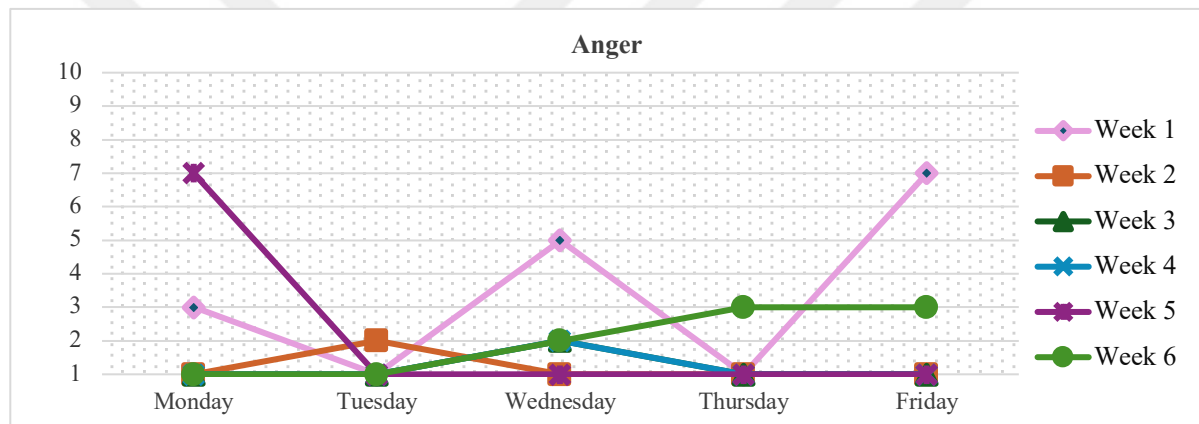


Figure 16. Changes in Chloe's perceived levels of anger

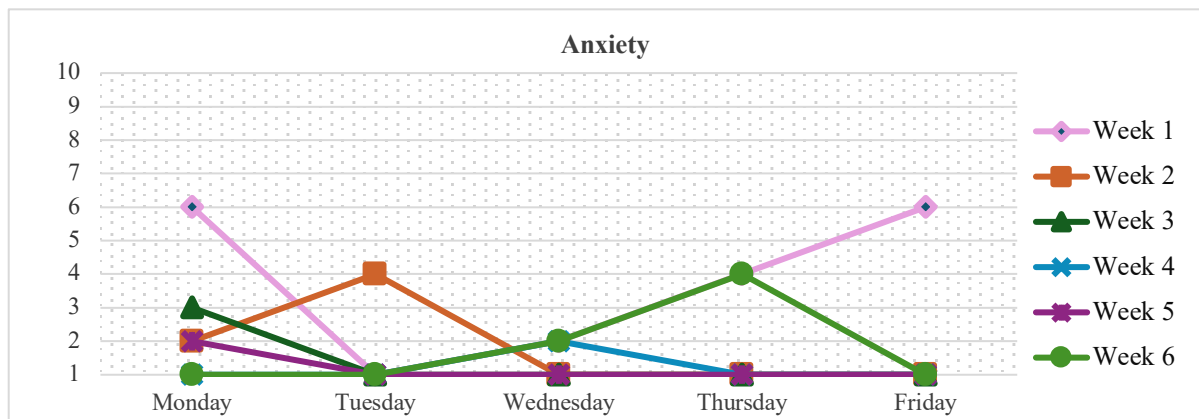


Figure 17. Changes in Chloe's perceived levels of anxiety

As shown in Figures 15, 16, and 17, Chloe's perceived levels of emotions throughout the six-week period remained mostly at relatively moderate levels, also displaying less intensity and variation compared to the participants examined in earlier sections. While sharp declines and rises were reported rather frequently by her peers in the study, Chloe displayed more

emotional consistency and lower variability in her emotional experiences. Her self-perception of herself showing emotional consistency in general regarding anger particularly, confirms and validates this pattern, as she reflected in the interview: 'I am not someone who gets angry quickly, nor do I lose my temper easily' (Chloe, Mid-point Interview).

Though Chloe occasionally expressed feelings of anger or anxiety, particularly in response to incidents such as learner misbehavior, classroom management issues, mismatches between theory and practice, academic responsibilities, and teacher identity ambiguity, she reported these experiences to be less emotionally conflicted and intense in comparison to the other participants. Since some of the participants, including Chloe, chose to provide limited elaboration in their reflective journals, the analysis presented here is mostly grounded in the interview data, where she was encouraged to offer deeper insights and further elaboration on the brief points she made in the journals.

In relation to week 1, Chloe reported moderate to low levels of enjoyment with a sharp increase on Friday. In a similar pattern, her perceived levels of anger remained within a low to moderate range, followed by a spike on Friday. These sharp increases in her enjoyment and anger levels were primarily driven by exam pressure, the emergence of unexpected incidents, triggering her anger and anxiety to elevate, and a birthday surprise from her friends, contributing to her enjoyment levels, particularly. On the other hand, her anxiety levels fluctuated between moderate and low levels across the week. Apart from the sudden rises in her enjoyment and anger levels, in relation to her moderate to high level of anxiety on Monday, she mentioned exam pressure and a conflict with an authority figure during an exam as the key driving forces. Chloe's account below indicates a tense and challenging exam environment, which triggered her anxiety levels to rise. From the beginning, the external authority, who is an instructor in this context, was described and perceived by Chloe as someone displaying an arrogant attitude. Chloe noted a sequence of events triggered by the instructor as follows:

The instructor entered the classroom with a noticeably arrogant attitude, then started moving people around, changing their seats. One student was moved to the front, and the instructor said, 'You are responsible for whatever is written on the desk.' The student responded, 'But I just got here. I couldn't have written that.' And the instructor just said, 'That's not my concern.' The instructor had this odd, off-putting attitude. Anyway, they handed out the papers, and right after that, without waiting for us to fill in the optical answer sheets, gave out the exam booklets and announced, 'Your time has started.' They also added that we wouldn't be given extra time. It was a very chaotic environment. At that moment, we were all feeling frustrated; we were trying to focus on the exam, fill in the sheets, and so on. We let out some annoyed sighs. Then, the instructor said things like, 'Don't get an attitude' or 'Don't be dramatic.' That really got on our nerves. (Mid-point Interview)

Regarding the elevation in her anger level on Wednesday, Chloe reported experiencing a crisis about the practicum, which she kept short in the journal without providing further details about the content of this crisis. Thus, during the interview, she was invited to elaborate on it and illustrated feelings of both anger and anxiety attributed to the gap between theory and practice and the mismatch between the mentor's and their teaching methodologies.

At first, we were really enthusiastic, especially about communicating with the learners and applying what we had learned at university in the actual school setting. Before we took any methodology courses [in the department], we [had been] mainly taught through the Grammar Translation Method (GTM). So, when we were introduced to the functions and elicitation techniques, it all felt very unfamiliar to us. But over time, we got used to it. We realized that teaching could be done this way, too. We adapted to it; we truly believed it could work. Now, we're trying to implement these ideas in the practicum, but the teachers at the school are still stuck in the GTM mindset, and they continue to teach that way. We went in believing we could apply what we had learned, but we ended up feeling a bit disappointed. (Mid-point Interview)

A sharp increase in Chloe's anger levels is apparent on Friday, which she linked to unexpected and unplanned academic responsibilities that were also overlapping, such as exams and project-related anxiety. She briefly referred to these concerns in her reflective journal:

On Thursday and Friday, I had exams, so my anxiety level was high. However, on Friday, my anger level [was higher] than [on] the other days because some unplanned and unexpected things happened. (Reflective Journal, W1)

During the interview, follow-up questions were posed to gain a clearer understanding of the issues she had described as 'unplanned' and 'unexpected.' She reported working on a project the night before an exam, which hindered her ability to prepare for the forthcoming exam within the allotted deadline. However, the next day, she was informed that the project deadline had been unexpectedly extended. Chloe expressed heightened anger related to this last-minute change, as she felt that their efforts to meet the project deadline had been completed at the expense of her exam preparation.

Q: You mentioned that some unexpected and unplanned things happened during week 1, and that these made you feel angry. Could you tell me what those were and why you felt that way?

A: So, we were working on another project. We also had an exam on the same day, and Friday was also the final submission day for our project. The day before, we were trying to finalize the project. On Thursday evening, we focused so much on the project that we couldn't study adequately for the exam. But while we were on our way to campus Friday morning, we found out that [the institution] had postponed the deadline to Tuesday. So, we were left in a very frustrating situation, we hadn't properly prepared for the exam, and now we also didn't need to rush the project. We went into the exam having barely studied. The course was already a bit confusing to us. It was a course we really needed to study for, so not having had the chance to do so made us feel angry. The change in the project deadline frustrated us even more; we thought, 'if we had known, we could've focused on studying instead.' (Mid-point Interview)

However, on Friday, despite reporting high levels of anger and anxiety due to the aforementioned matters, Chloe additionally stated a notable spike in her enjoyment level resulting from both a personal and interpersonal experience.

On Friday, I experienced high enjoyment as well because my friends organized an early surprise for my birthday. (Reflective Journal, W1)

This instance illustrates the dynamic and nonlinear nature of emotions, where a positive interpersonal factor emerges and alters the flow of emotions in an unexpected way. That is, Chloe shifted from initially experiencing negative emotions to expressing positive emotional responses on the same day, also illustrating the multicausal nature of emotions formed through the interaction between academic responsibilities and interpersonal factors in this case.

Regarding week 2, the emometers demonstrated that Chloe's emotional experiences maintained a relatively stable pattern with few exceptions. More precisely, her enjoyment levels varied between low and moderate, while her anger and anxiety levels remained low for the most part, except for anxiety rising to a moderate level on Tuesday. Chloe expressed this moderate level of anxiety through a presentation that she had needed to deliver at the department. Regarding her lower levels of enjoyment on Monday and Wednesday, she attributed the causes to getting prepared for the presentation on Monday and working on their project on Wednesday. Regarding the higher levels of enjoyment on the other days, she expressed feeling proud due to an organization held at the practicum school for student teachers and receiving good news about the project they had been working on.

Though Chloe's emometer displays a low level (3) of anxiety on Monday in week 3, she reflected on an incident related to learner misbehavior during a game-based activity in her journal as an anxiety-triggering factor, which she associated with the learner's competitive and emotionally sensitive traits. Chloe was invited to elaborate on the issue in further detail during the interview, and commented:

We were showing a video, and the idea was that the first person to grab the object would answer what they had seen. One student from each team came to the front. We placed an object in the middle, and whoever picked it up first was supposed to answer. During the game, one student claimed that the other student [the opponent] hadn't seen the image and that he had just taken the object without seeing it. The other students also said, 'No, that's not true,' and confirmed that he had seen it. Then, the student said something like, 'Then I'll just lift and throw the table.' He got defensive. At first, we thought he was joking, just being playful, but when he seriously said he would throw the table, we realized it was more than that. That student seemed a bit sensitive. He's the kind of person who wants to be the best in the classroom, who doesn't really like others to shine. It felt like his reaction came partly from that place. (Mid-point Interview).

In like manner, on Wednesday, despite rating her anger level at a low level (2), Chloe reported a fluctuation in her anger level, which remained on a low level throughout the week, and noted a slight increase in her anger as a result of learners' inattention and misbehavior during the lesson and reflected:

On Wednesday, my anger level [rose] because during the practicum some of [the] students did not listen to me and they talked. (Reflective Journal, W3)

When asked about the details of this incident during the interview, she furthered this point by pointing out the sources of learners' misbehaviors from her perspective. Chloe's perceptions reflected that since they were student teachers, the learners tended to question their authority, which, in Chloe's case, led her to experience ambiguity in her teacher identity and a reduced sense of classroom ownership during the practicum. She additionally stated the mismatch between their mentor teacher and student teachers' teaching methods as a potential source of this issue.

Sometimes the students don't really see us as their teachers, so they do not take us seriously. Also, the fact that we don't have our own class is a disadvantage. We go to school for about six hours a week, but the rest of the time, the students are with their regular teachers, and they're used to that teacher's methods. So unfortunately, we seem a bit unfamiliar to them. But I also understand them; they already have a teacher. They see that person as their official teacher. So, sometimes we find ourselves caught in that contradiction. (Mid-point Interview)

Emometers for week 4 revealed similar patterns to week 3, with low to moderate levels of enjoyment, and low levels of anger and anxiety, demonstrating minor variations. However, the sources underlying these fluctuations displayed distinct characteristics, illustrating the context-sensitive nature of emotions. While completing a task assigned by their mentor teacher at the practicum school, Chloe noted that certain interruptions occurred due to the noise in the teacher's room, leading her to perceive it as disrespectful.

We did not have a lesson in the practicum, but on Wednesday, one of my friends and I went to the practicum school because our mentor asked us to print the 12th graders' exam papers and analyze the 9th graders' listening exam [using] the Microsoft Excel program. While we were analyzing, my friend read aloud the names of the students and their scores [to me]. In the teachers' room, there was a big noise. They were talking among themselves, but everyone was speaking loudly and shouting. We hardly heard each other. Witnessing how disrespectful people made me angry. (Reflective Journal, W4)

She also mentioned feelings of anxiety, though at a low level (2) due to a presentation she had made on Wednesday; nevertheless, after delivering the presentation and receiving positive feedback, Chloe reported an increased enjoyment level. This enjoyment level exhibited a further minor rise on the following day due to spending time with friends, as she reflected in her reflective journal.

Pertaining to week 5, Chloe's perceived levels of enjoyment displayed an upward trend throughout the week. However, her anger level reached its highest level on Monday within the six-week timeframe, with anxiety levels remaining stable across the week, apart from a slight increase on the same day. On Monday, Chloe expressed a considerably high level of anger stemming from an incident she experienced during the practicum, which she characterized as the most intense expression of anger throughout the process. She associated this severe emotional episode with a challenging classroom atmosphere, resulting in a classroom management issue for her as she reflected below:

On Monday, I got angry during the practicum. I think this was the first time that I felt that much anger during the practicum. At the beginning of the lesson, our mentor came only 20 minutes late, and she told us to start the lesson before she came. [My friends and I] turned on the [smart] board, opened the book, etc., but students did not stop talking. We thought that they might quiet down when we started the lesson. We wanted them to open their books. They opened, and we tried to teach the topic; however, the class was still noisy. Some of the students [did] the activity, and others did not listen to their friend. I finally said, 'The lesson cannot continue like that, I need to control this mess. (Reflective Journal, W5)

However, as she articulated in her reflective journal, claiming that 'the other days felt happier,' Chloe expressed an increase in her enjoyment levels in the following days, which she attributed to interpersonal factors such as having coffee with their mentor teacher and spending time with her peers.

Regarding week 6, Chloe reported experiencing a mix of emotions that contributed to her enjoyment levels, including feelings of pride and happiness on Monday and Wednesday. In relation to Monday, attending a concert performed by one of her peers was described as the source of her pride. On a similar note, watching her peers' presentations was identified by her as an indicator of pride and happiness, which she also illustrated by showing empathy toward her peers regarding the effort they had put into the process. On the other hand, due to a breakdown in peer communication and a lack of resolution on it, she reported feelings of mild anger in the following days after Wednesday. Chloe briefly described these emotional shifts in her reflective journal by initially reporting feelings of pride and happiness, which contributed to her enjoyment levels, as she stated. However, on the same day, her emotions shifted from positive to a more negative side, as she reports, due to a conflict in interpersonal interactions within her project group. This shift is evident in her remarks provided below:

On Wednesday, my friends had a presentation. We went to watch them, and I felt proud and happy again while watching them. Because I know the process and how hard it was. The same day, in the evening, we had a problem with our project team. Actually, it was not a real problem, but one of the members of our team typed something, and it irritated me. I could not understand whether he was serious or not because I believe that when you are [texting], emotions [can] not be transferred. So, I did not want to react strictly. I thought that we should talk about it face to face. However, we could not meet, and my anger level increased day by day until Friday. (Reflective Journal, W6)

Though remaining at low levels during the initial part of the week, in response to being observed by EPDAD (Association for Evaluation and Accreditation of Teacher Education Programs) and their supervisor on Thursday at the practicum school, Chloe reported a noticeable increase in her anxiety level. Regarding her emotions while being observed by EPDAD, Chloe reported feelings of anxiety initially; however, through the excerpt below, it is apparent that she made an effort to regain a sense of composure.

They observed us. It was nice. At first, we got a bit nervous, then we said to ourselves, 'We'll just do what we've been doing so far. We're not going to do anything different. We did it as it was supposed to be, so I was relieved and felt happy when our presentation was liked. (Reflective Journal, W6)

However, as she reported during the final interview, being observed by her supervisor proved to be more emotionally charged. Chloe associated this intense emotionality with a desire to validate the supervisor's efforts, whom she identified as the person who had guided them throughout their teacher education program and invested in student teachers' development.

Since they are our methodology professor, the one who taught us [how to teach a foreign language], we try to do the [teaching] properly, to do justice to what they had taught. Unless something extreme happens, [the supervisor] doesn't really intervene. But I can't tell from their facial expressions whether it's good or bad. That made me a bit nervous. Then, when I received positive feedback, I thought, 'Okay, good, I did well. (Final Interview)

Over the course of six weeks, Chloe's emotions tended to display the ability to sustain emotional stability when compared to the other participants up to this point, which could indicate a stronger capability to regulate her emotions. This issue, emotion regulation, is further explored in the subsequent sections.

Although Chloe exhibited a relatively consistent emotional response, several incidents, such as learner misbehavior, being observed by authority figures, interpersonal relationships, and factors within the teaching context, including the teacher's room, evoked intensified emotional responses. While incidents such as being observed first brought about anxiety, Chloe expressed feelings of enjoyment in the aftermath due to receiving positive feedback, illustrating a nonlinear and context-sensitive progression of emotions. As posited by CDST, these fluctuations emerge in response to interrelated factors, which reveal the complex, dynamic, and emergent nature of emotions.

4.2.5 Atlas

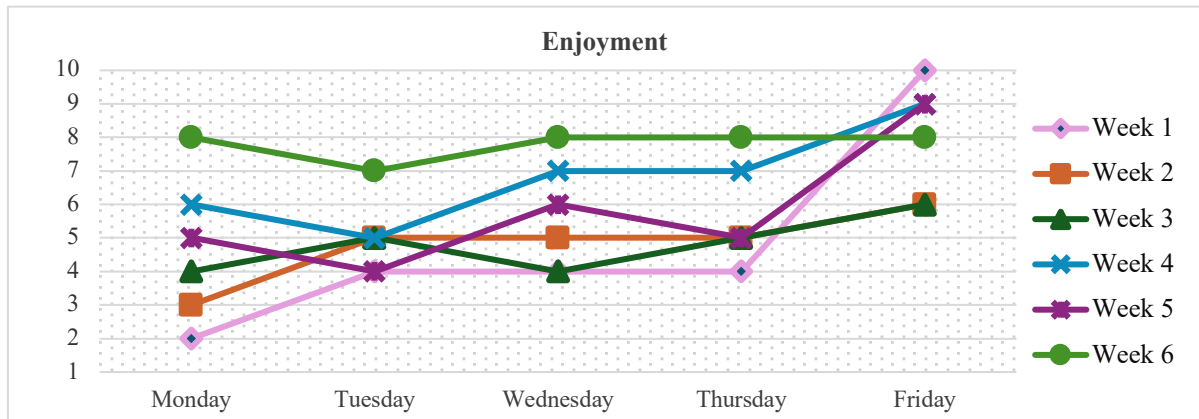


Figure 18. Changes in Atlas's perceived levels of enjoyment

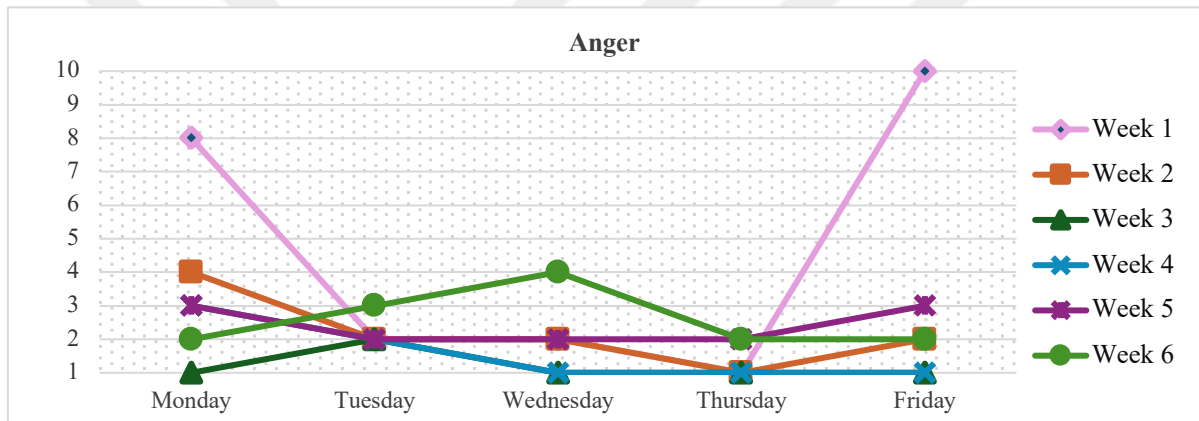


Figure 19. Changes in Atlas's perceived levels of anger

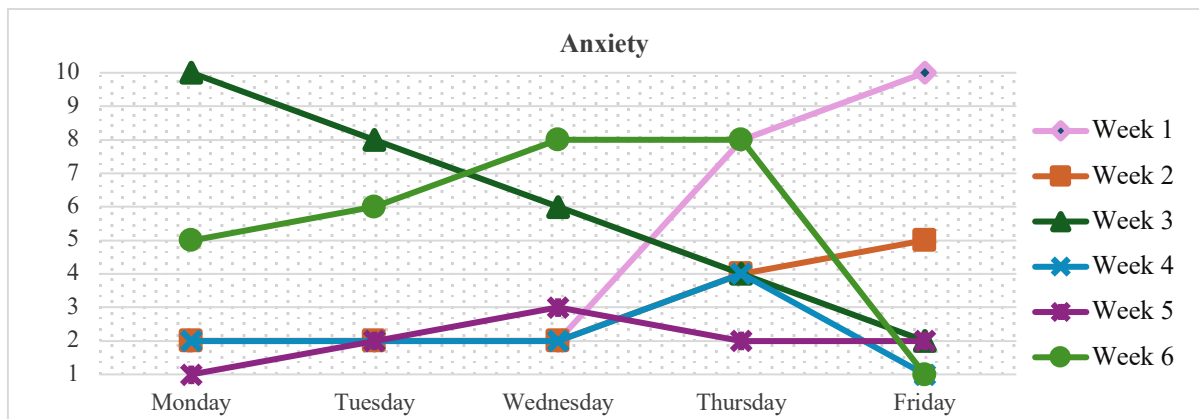


Figure 20. Changes in Atlas's perceived levels of anxiety

As depicted in Figures 18, 19, and 20, Atlas's emotional trajectories, specifically with regard to anxiety, displayed the second widest variation with noticeable ups and downs compared to the other participants in the present study. However, his self-rated emometers also highlighted that he had the lowest level of variation in his anger levels throughout the six-

week period. In relation to his enjoyment levels and fluctuations, his reports showed both minor and significant shifts at times. The emometers demonstrated that his enjoyment levels shifted around moderate to high levels for the most part, which was consistent with his remarks on the teaching practicum process, describing it as a primarily pleasant experience for him. In reference to this view, Atlas reported experiencing an increased level of satisfaction in his teaching role, while emphasizing that he generally did not attend school with such satisfaction and enthusiasm in his position as a student.

I truly enjoy the practicum period; it makes me very happy. Although I'm not normally someone who goes to school in a cheerful mood, I can say that I go to the practicum with genuine enthusiasm. (Initial Interview)

One recurring factor in Atlas's remarks was the impact of interpersonal relationships on shaping his emotional states, as he put forward in his reflective journals and during the interviews, repeatedly: 'They [his emotional changes] are almost always dedicated around my social life' (Reflective Journal, W1). Therefore, his reflections predominantly centered on interpersonal factors. In line with this reflection, during week 1, Atlas expressed a high level of anger and a low level of enjoyment on Monday in relation to social interactions. He attributed this increased level of anger and decreased level of enjoyment to a disagreement he had with his roommate, which was further identified as the primary source of his anger early in the week. Reflecting on the emotional influence of this negatively perceived incident, Atlas remarked:

I had an argument with my roommate on Monday and that made me angry. (Reflective Journal, W1)

He offered additional reflections on this matter, noting that he experienced mostly positive emotions while spending time with his friends at home, which he emphasized as the main source of his enjoyment. However, he also highlighted that gathering at home with his friends as a large group could occasionally lead to tensions among them, as in this incident. Nevertheless, this stance may be an indicator of the moment-by-moment, dynamic, and rapidly shifting nature of emotional experiences, illustrating that even within contexts that are generally perceived as positive.

In general, I enjoy hosting some of my friends at this house for extended periods. We hang out together, play games, have fun, and help each other out when there's a problem. In [this] way, we contribute a lot to one another. But as I said, when the house gets too crowded, arguments can occasionally happen. When there are arguments, emotions like anger or anxiety naturally change a lot. Still, I can say that whenever we spend time together, my level of enjoyment significantly increases. (Mid-point Interview)

Though Atlas's anxiety levels remained low for most of the week, a sharp rise was observed on Thursday. Regarding this increase, Atlas shared that Thursday was the teaching practicum day, which, particularly for week 1, entailed several challenges for him as he stated:

In terms of anxiety, since Thursday was the practicum day, especially during the first week, I experienced a lot of difficulties during the practicum. (Reflective Journal, W1)

Upon further questioning, he identified learner misbehavior as the main factor contributing to these challenges. He recalled facing difficulties with classroom management while teaching 11th graders, expressing that the learners did not participate actively in the lesson and continued to engage in private conversations despite several warnings provided by Atlas, which triggered a sharp increase in his anxiety levels. He described the incident as follows:

While I was teaching the 11th-grade class, the students were not participating in the lesson. Despite my repeated efforts to separate certain students, they kept talking and chatting with each other. Even though I warned them several times, they continued this behavior. (Mid-point Interview)

In response to this challenging classroom environment, Atlas reported a perceived need to establish boundaries with the learners to prevent specific incidents similar to the one he had already encountered. He explained this perspective through a lack of classroom ownership, which was attributed to his position as a student teacher, thereby revealing a sense of ambiguity in his teacher identity during the practicum process. Highlighting his limited role and authority as a student teacher, Atlas's reflections acknowledged that he struggled to fully grasp the classroom dynamics or anticipate learners' reactions given the limited duration of the practicum, which led him to experience elevated levels of anxiety for that period.

Because right now I'm a student teacher, the class is not mine, and I still need to maintain a certain distance with the students. If I expose a personal weakness, students may take advantage of it. Especially since it's not my own class, I believe I shouldn't show that side of myself. I will be with these students for maybe half a semester or a year, not for three or four years, so I cannot really get to know them, nor can I predict how they will respond. (Mid-point Interview)

Regarding his enjoyment levels, a shift from low to moderate levels of enjoyment was evident. Though his enjoyment remained stable for the majority of the week at moderate levels, a notable upsurge emerged on Friday. Atlas associated this increase in his enjoyment with having Friday off from both courses and practicum, which he dedicated to staying at home and spending time with friends, engaging in activities such as playing games together.

On Fridays, there are usually one or two of my friends at home who also do not have school. Since I also do not have classes or practicum on Fridays, we spend time together from the morning, playing games and having fun, so I think that's why my level of enjoyment is higher on that day. (Mid-point Interview)

However, on the same day, his self-ratings also revealed a sharp increase in his anger and anxiety, with the highest levels on the scale (10). When prompted to reflect on the sources

of these emotional changes, Atlas linked his high level of anxiety to an approaching presentation on Monday. However, he did not identify a specific incident that could clarify the cause of the escalation in his anger.

Regarding week 2, Atlas's emometers demonstrated a relatively more emotional consistency compared to the previous week, which aligns with his statement on the reflective journal writing: '[...] this week was more stable than the last week' (Reflective Journal, W2). Therefore, his emotional experiences did not exhibit sharp ups and downs during the week, nor did they follow a predictable pattern. He also illustrated the central role those interpersonal interactions played in his emotional experiences and reported: 'Two of my friends were staying with me this week and I spent time with them, so this week went nice and relaxing' (Reflective Journal, W2).

However, when questioned about the low levels of enjoyment he rated, particularly on Mondays, as was also the case in week 2, he attributed this pattern to what he referred to as the 'Monday syndrome', by stating: 'Because it's Monday, usually. After doing so many things on Sunday and then having to get up and go to school in the morning, it really exhausts me' (Mid-point Interview).

With regard to week 3, Atlas's enjoyment levels shifted around moderate levels by going up and down between the scales of 4-6, with slight fluctuations, and his anger levels remained at low levels throughout the week. However, his anxiety ratings did not follow the same trends as shown in Figure 20. Starting the week at the highest level (10) on the scale, a gradual decline occurred over the following days, concluding the week at a low level (2). Regarding this peak in his anxiety levels, Atlas mentioned health problems that a close friend of his and he experienced, which also highlighted the ongoing emotional influence of interpersonal factors played in forming his emotional states, similar to the previous two weeks.

During week 4, Atlas's enjoyment levels displayed an upward trend, by starting with 6 and reaching 9 at the end of the week, with a slight drop to 5 on Tuesday, and showing a steady rise after that decline on Wednesday and Thursday, before reaching the highest point of the week at 9. The main contributing factors to these positive shifts in his emotions were reported to be related to reduced academic demands and the mentor teachers' supportive behaviors during the practicum. He reflected on his mentor teacher's constructive and supportive role in guiding and helping him for growth as a teacher. He remarked:

My mentor teacher helped me recognize my shortcomings. They also supported me in improving in those areas. They continued to offer helpful guidance, and I believe that this contributed significantly to my professional development. (Final Interview)

Atlas's enjoyment levels in week 5 showed the highest degree of variability in comparison to those of the other weeks. In contrast, his anger and anxiety levels fluctuated predominantly at low levels, though occasionally rising to moderate levels with minor shifts. To clarify what led to these shifts in his emotional state, Atlas mentioned that the approaching end of the semester was the source of the upward trend in his enjoyment levels by writing: 'It was close to the end of the semester, and that made me happy,' (Reflective Journal, W5). Regarding the increase to a high level of enjoyment (9) on Friday, Atlas linked this elevation to socializing in a relaxed and enjoyable setting with his friends and described it in his own words as: 'We prepared a game night with my friends and spend a lot of time together,' (Reflective Journal, W5).

During week 6, one of the most salient instances shaping Atlas's emotional trajectories was being observed by his supervisor during his teaching practicum session, reporting: 'I was anxious about this week's observation' (Reflective Journal, W6). He further expressed this heightened anxiety with a desire to validate his supervisor's efforts and demonstrate his competence and qualification for the teaching profession. Though reporting observation-related anxiety, he additionally displayed high enjoyment in response to the positive feedback he received from his supervisor. In reflecting on his supervisor's supportive feedback and constructive remarks, Atlas noted that he had experienced positive emotions and made self-improvement efforts informed by their evaluative guidance.

I was very anxious during this process, both because I didn't want to let my supervisor's efforts go to waste and because I wanted to show that I'm suitable for teaching. My supervisor also told me that I did well. There were one or two shortcomings, and they just told me to work on those. I focused on improving them, and even though I was anxious, they told me that I didn't need to be so worried. They said I did a good job. That really reassured and made me happy. (Final Interview)

After observing the highest levels of enjoyment during week 6 throughout the six-week period, Atlas was invited to elaborate on the underlying factors contributing to his heightened enjoyment compared to the previous weeks. Associating these elevated levels of enjoyment with both learner- and interpersonal-related factors, Atlas expressed that the aforementioned elements became more prominent near the conclusion of the term. His accounts of these aspects initially reflected lower levels of enjoyment initially, derived from the intense and hectic pace of the term. However, in the later stages, he expressed relatively higher levels of enjoyment regarding the teaching practicum process. He reported an increased intrinsic motivation to teach in response to improved relationships with the learners, indicating an

emerging teacher-learner rapport as the source of positive emotional experiences. He summarized this perception as follows:

At the beginning of the semester, things were hectic, and I couldn't really feel comfortable. But toward the end, I started to enjoy teaching more; my relationships with the students, their attitudes toward me, all of that had a positive effect. The approaching break and the fact that our group of friends had become more settled really had an impact, too. (Final Interview)

All in all, Atlas's emotional trajectories over the course of six weeks were marked by varying degrees of fluctuation, ranging from slight to substantial shifts, with both minor and sharp changes tracked across weeks. While self-ratings of anxiety showed the highest variation, with enjoyment ranking second, Atlas's anger levels revealed a more stable pattern of fluctuations. Regarding the leading cause of this steady nature of his anger, his remarks validated that Atlas tended to internalize and inhibit his anger. He expressed this by drawing on prior training in controlling his anger and further stated that he was confident in his ability to manage it as he pointed out: 'Since I received some brief training in the past on this matter, I believe I have improved myself in terms of managing my anger and not expressing it outwardly. I do not think I show it. Even when I feel anger, I am used to keeping everything inside and not showing any outward signs. I tend to bottle things up.' (Final Interview). In reflecting on his experiences with anger, he stated that he had not had any severe expressions of anger during the practicum period, saying, 'I have not experienced a feeling of intense anger' (Final Interview). Building on these remarks by Atlas, despite his statements regarding no experiences of intense anger during the period, his reflections on internalizing his anger may indicate a tendency not to fully recognize or consciously suppress his anger.

Atlas's overall reflections on the leading factors contributing to fluctuations in his emotional experiences were shaped by factors related to interpersonal interactions, evident as a dominant element in his emotional states, both within and outside the practicum context. Additionally, he reported emotional shifts in response to learner-related factors, such as learner misbehavior and learner-teacher relationships, as well as mentor and supervisor-related elements, including feedback and support received from them. Atlas also mentioned a gradual shift in his emotional experiences from his early teaching experiences toward the later stages of the practicum, emphasizing a transition moving from higher anxiety to an increased enjoyment and motivation to teach.

In summary, his emotional experiences and remarks highlight an emotionally dynamic, nonlinear, and context-sensitive teaching practicum experience, in which interpersonal and practicum-related factors shaped his emotional states with unpredictable ebbs and flows.

Although Atlas's reflections were primarily grounded in personal experiences involving social interactions in his personal life, this may reveal the individual differences in how student teachers perceive their emotional experiences during the teaching practicum, wherein Atlas perceived and approached it on a more personal level.



4.2.6. Bella

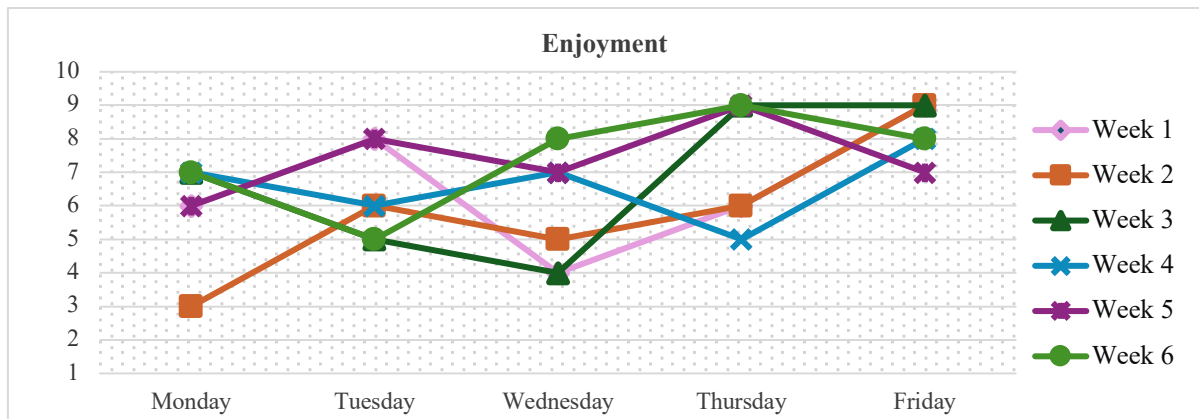


Figure 21. Changes in Bella's perceived levels of enjoyment

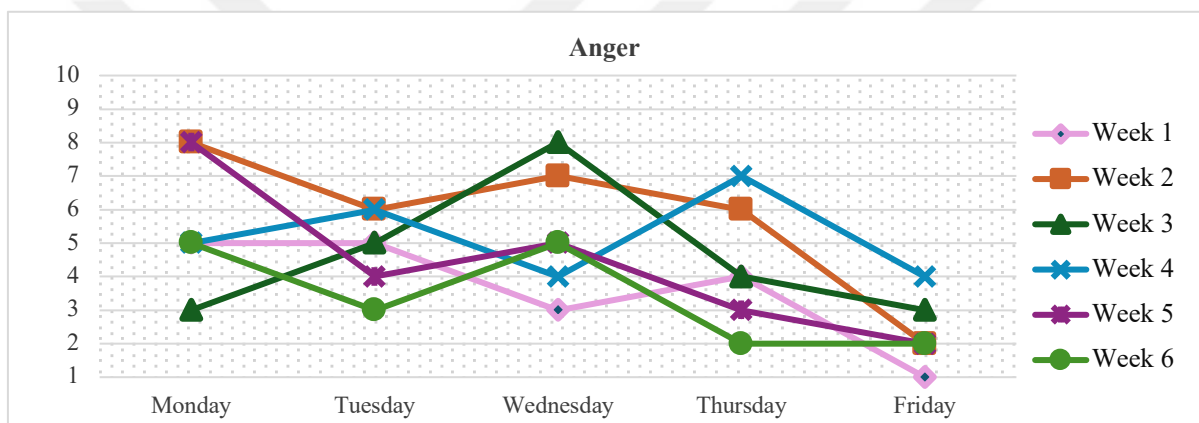


Figure 22. Changes in Bella's perceived levels of anger

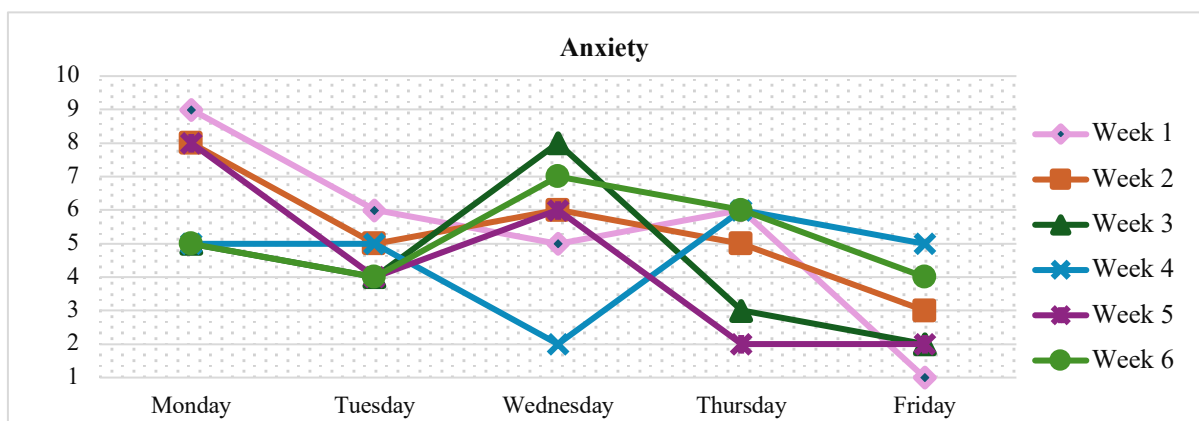


Figure 23. Changes in Bella's perceived levels of anxiety

Figures 21, 22 and 23 represent the emotional fluctuations rated by Bella on a daily basis over the course of six weeks regarding her perceived levels of enjoyment, anger, and anxiety as a student teacher during the teaching practicum period. As shown in the emometers, her self-ratings highlight the dynamic landscape of teacher emotions, characterized by

fluctuations and nonlinear progression at both micro (day-to-day) and macro (week-to-week) levels.

As displayed in Figure 21, Bella's perceived levels of enjoyment shifted around primarily moderate levels, demonstrating periodic increases to high levels, and not dropping below moderate levels frequently. Her ratings also indicated that Bella perceived the teaching experience predominantly as pleasant, reporting the second-highest mean level of enjoyment among participants. Although some weeks displayed relatively more consistent enjoyment levels (e.g., week 5) with minor but ever-present fluctuations, peaks in enjoyment were also apparent in other weeks (e.g., week 3). Particularly on Thursdays, notable spikes were observed in Bella's enjoyment levels. Bella described Thursdays as the days she spent in the department, when micro-teaching sessions were typically conducted, and she would often socialize with her friends during their final year of the teacher education program. She stated that those micro-teaching experiences were highly motivating for her, aligning with the increase in her enjoyment levels on Thursdays. Additionally, she reflected that, given that it was their senior year, she had more opportunities to engage in social activities with her friends during their time together spent at the department, which contributed positively to her emotional state on the same day.

Regarding her perceived levels of anger and anxiety, noticeable shifts were identified, specifically on Mondays and Wednesdays. In relation to these fluctuations and rises in her perceived levels of anger and anxiety, Bella associated these fluctuations and increases in anger and anxiety with the fact that these days coincided with her practicum sessions. Of the three emotions investigated in the current study, Bella's self-ratings revealed that her anxiety levels showed one of the most notable variabilities across six weeks. This variability may be driven by the perceived challenges she faced during the teaching sessions at the practicum school, including classroom management issues, the emergence of a teacher identity, being evaluated by authority figures, and learner-related factors.

During week 1, Bella reported moderate to high levels of enjoyment, which were later followed by a notable decline on Wednesday and a gradual increase on the subsequent days, culminating in a spike on Friday. Bella attributed these fluctuations in her emotional levels to exam-related factors, as it was exam week. Her self-ratings revealed a shift from high to moderate levels of anxiety until a sudden drop on the last day of the week, as well as moderate to low levels of anger throughout the week, resulting from exam-related emotional discomfort. However, Bella also mentioned brief episodes of relief that contributed to rises

in her enjoyment and drops in her anxiety and anger levels during breaks of no exams. A remarkable increase in her enjoyment was recorded on Friday, which she attributed to the end of the exam period and the opportunity to socialize with her friends. As Bella herself reflected on the complexity of her emotions, describing them as “complicated,” she illustrated the nonlinear and multifaceted nature of emotions. Her reflection on the week was summarized by her as follows:

This week was my exam week. That’s why I experienced these emotions at different levels. Throughout the week, I was anxious and nervous about the exams. During the times [when] there [wasn’t] any test, I felt happy and relaxed, Therefore, my enjoyment level was high. For example, my exams finished on Friday, and I went out with my friends, which made me happy and relieved. Since I had some difficulties because of exams and my personal life, I had some complicated emotions. (Reflective Journal, W1)

Regarding week 2, Bella’s self-ratings revealed that the week started at a low level of enjoyment, accompanied by high levels of anger and anxiety on Monday. Bella expressed a dominant presence of negative emotions on that day as she had been teaching in an unfamiliar context with learners she had never taught before, which she described as a challenging teaching practicum experience. She reported encountering classroom management issues due to learners whom she described as “too naughty.” Despite her attempts to maintain control over the classroom and manage disruptive behaviors, persistent classroom disruptions led her to perceive that her role as a teacher was not acknowledged by the learners, indicating a sense of ambiguity in her teacher identity. Her remarks also reflected learner disengagement as one of the key sources of her high level of anger, which she reported as an emotional response that she concealed. Although feeling angry, she continued trying to engage the learners in the lesson, which ultimately achieved the desired level of engagement, eliciting a sense of satisfaction for Bella. This specific incident illustrates the nonlinearity and context-sensitivity of emotions, which are determined by classroom dynamics and moment-by-moment interactions between the teacher and learners and cannot be predicted beforehand. This particular classroom experience further reflects how an emotionally negative experience can evolve into a positive emotional state in the course of a single lesson, highlighting the context-sensitive nature of teacher emotions.

This week was hard for me in terms of practicum and my personal life. Especially on Monday, I was given a new class at practicum, and it was my first time [seeing] the students. Therefore, I felt anxious about it. When I went to the class, I realized that this class is so hard to handle because they are too naughty. Although I believed that I could manage the class, I did not because they did not see me as a teacher in the classroom, and clearly stated that they did not want to participate in the games. At that moment, I felt extremely angry, but of course, I did not show my anger. I insisted that they participate in the lesson and waited for them to play the game. In the end, they did, and I felt happy. (Reflective Journal, W2)

When elaborating on this incident during the interview, she also noted heightened anxiety when entering this particular classroom. She reported that the initial encounter with the learners, through eye contact, led her to intuitively sense the classroom dynamics. During that moment, she explained sensing a tense atmosphere in the classroom due to the interpersonal relationships, which, in turn, induced elevated levels of anxiety for Bella. This specific incident illustrates how emotional experiences are shaped by the context in which they occur, highlighting the context-sensitive nature of teacher emotions.

It has now become something like this: when we first enter a classroom, we usually make eye contact with the students. In that moment, we get at least a rough sense of the classroom dynamic. That particular class made me feel very tense, because there was already some grouping and tension among the students. So, when I entered the class, I became even more nervous. (Mid-point Interview)

While an increase in her enjoyment level and drops in her anger and anxiety levels on Tuesday were apparent in response to having no practicum on that day, this positive emotional shift was replaced by negative emotional states. A notable rise in her anxiety and anger levels, as well as a slight drop in her enjoyment level, were observed on Wednesday, which was the practicum day. Bella associated this fluctuation in her emotions with learner resistance during a reading activity. Bella invited volunteers to read aloud as assigned by her mentor teacher, despite her pedagogical belief that read-aloud activities are not effective for comprehension, indicating a mismatch between the mentor teacher and Bella's instructional styles and beliefs. However, one of the learners responded, 'I don't want to read,' which left Bella uncertain about how to respond as she found it disrespectful based on her teacher identity, shaped in part by her past student role. This incident also led Bella to reflect on changing classroom dynamics, raising her awareness of generational shifts in teacher respect. This awareness emphasizes how student teachers' previous student roles trigger the emergence of emotional responses and fluctuations in their current student teacher roles. When she was invited to elaborate on the incident, she reflected:

There was a reading text. Although I personally don't prefer using the read-aloud method, because they [the learners] don't understand when I do it, our mentor teacher tells us to have students read aloud. So, I said, 'Who would like to read?' although I probably shouldn't have phrased it that way. One of the students responded, 'I don't want to read.' I just stood there for a moment. Then I asked, 'Why don't you want to read?' Internally, I was thinking, 'What do you mean, you don't want to read?' They repeated, 'I don't want to read.' I was a bit frustrated at that moment, because even back when I was a student, I never said anything like 'I don't want to read' to my teachers, nor did my friends. We wouldn't have dared to act that way; we were never in a position to speak so casually or refuse a teacher's request. (Mid-point Interview)

On the other hand, a gradual decline was observed in her negative emotions over the upcoming days of the week, accompanied by a gradual improvement in her enjoyment levels. Regarding the positive changes in her emotional experiences on the last two days of the

week, Bella did not specify the particular events that contributed to these fluctuations. However, as she earlier stated, these emotional shifts on Thursday may be associated with being at the department, engaging in micro-teaching sessions, and socializing with peers.

During week 3, both sharp rises and decreases are evident in Bella's emotions throughout the week. She also expressed an awareness of these fluctuations in her remarks, stating: 'I experienced different emotions at different rates throughout [the] week' (Reflective Journal, W3). Bella linked these emotional shifts to learner engagement and a sense of accomplishment in teaching. She described a rise in her enjoyment when the learners showed active participation in the lessons, in addition to displaying an understanding of the delivered content. On the other hand, she also illustrated declines in her enjoyment and increases in her anger and anxiety levels in response to learners' display of distraction and difficulty in maintaining attention for extended periods. In relation to these episodes, she expressed anger driven by learner inattention, which, in turn, induced concerns about her teaching competence. She also reported that learners' inattention and disengagement caused classroom management problems, which contributed to heightened anxiety about maintaining control in the classroom.

My enjoyment level increased when students actively participated in the lessons, and when they understood what I taught because this gave me a sense of success. However, students may not be able to focus on something for a long time, which led them to talk to their friends during the lessons. At those time[s], I felt angry because they did not pay attention to what I said. With this feeling, I also felt nervous about my teaching. Since they are so active and can get easily distracted, it is hard to control them. Therefore, I feel anxious about managing the classroom effectively. (Reflective Journal, W3)

She also attributed her elevated levels of anxiety to an activity that did not proceed as intended and associated the increased levels of enjoyment with feeling recognized by the learners, even after a perceived failure in the planned activity. Although Bella initially stated feelings of anxiety, she also reflected that it did not discourage her; instead, she prioritized initiating communication with the learners. Consequently, this interaction brought a sense of recognition and affirmation from the learners, accompanied by a growing rapport with the learners, as they expressed dissatisfaction with the educational system, indicating that their disengagement was directed at the system rather than at Bella herself, which contributed to an increase in Bella's enjoyment levels within this awareness. She reflected on the indicators of her emotional fluctuations as follows:

Especially during [the] practicum, I felt anxious when my activity did not work. However, I did not become upset. Instead, I talked to my students in the break to get to know them better. When I had a chat with them, I realized that they see me as their teacher and respect me. They said that they feel overwhelmed by all of these grammar rules and vocabulary. They were upset about the system. When

I talked to them, they complimented me, so I felt happy. This increased my enjoyment level. (Reflective Journal, W3)

Regarding week 4, Bella's remarks demonstrated a relatively different pattern of fluctuations compared to the previous weeks since she did not attend the practicum due to her mentor teacher's absence. Therefore, she reported that the shifts in her emotions were mainly driven by her academic responsibilities outside the practicum context. In response to being away from the practicum school, Bella expressed feeling a combination of heightened anxiety and relief, the sense of relief also led her to experience increased enjoyment. Since she had more flexibility to engage in the planning and preparation of her assignments at her own pace, as well as more opportunities to socialize with her friends, Bella reported high levels of enjoyment throughout the week. As a result, Bella noted that her emotional fluctuations regarding week 4 were primarily related to her academic responsibilities.

This week, my emotions were mostly shaped by tasks outside of the practicum since I didn't attend it because [of] my mentor's sickness. I felt a mix of relief and anxiety. Both I felt relieved because I had more time to focus on other responsibilities, and I was nervous about my integrated presentation. My enjoyment came from being able to work on planning and preparation at my own pace, and I went [for] coffee with my friends. This week's emotions were mostly connected with my academic work at university. For example, I got anxious when I couldn't find any topic for my integrated presentation, but my enjoyment level has increased since I found [an] appropriate topic for the presentation. (Reflective Journal, W4)

Bella also reported increased anxiety when she initially struggled to come up with a topic for her presentation. Nevertheless, she experienced lower levels of anxiety and higher levels of enjoyment when she managed to identify a topic. Bella also reflected contrasting emotions regarding her absence from the practicum for that week, experiencing both increased anxiety and enjoyment. Bella explained the presence of conflicting emotions with feelings of having more time to focus on her academic work, leading to high levels of enjoyment, and a sense of emotional distance from the learners, contributing to an elevation in her anxiety.

Not going to practicum gave me both enjoyment and anxiety. When I did not go, I had more time to focus on the presentation. However, I felt disconnected from my students because of this. (Reflective Journal, W4)

When invited to elaborate on the sense of emotional distance from the learners, Bella stated that during the previous weeks of their practicum experience, they sensed an establishment of rapport with the learners. With this in mind, Bella reported concerns about their absence from the practicum school could disrupt the connection they had been building with the learners. She further noted elevated anxiety not only about the consistency of their relationship with the learners but also regarding the learners' retention of the contents they

had covered in the lessons, indicating a sense of growing responsibility for student learning and a developing teacher identity.

That week, it felt significant because, in the previous week, we had just started to get used to each other. The students had begun to like us, and they had started to express this slowly. But then something happens; they forget. I mean, somehow, they forget the topic, and they forget us. So, I wondered: if they forget us, would they also forget what we taught them? Would we have to go back and start over again? Because when we go every week, they become conditioned to that rhythm, they start to expect it. So, I thought, would something happen? Would they be affected by this situation? (Final Interview)

In week 5, Bella reported mixed emotions during her teaching practicum. She expressed increased anger and anxiety levels, particularly on Monday. The primary reason for these negative emotional experiences was attributed to classroom management issues. However, she also noted increased enjoyment levels in response to learner engagement and positive feedback from the learners. For instance, she described a specific incident in which she experienced an uplift in her enjoyment when learners displayed active participation and “a genuine interest” in the lesson, as she voiced. This, in turn, reinforced a sense of teaching accomplishment and motivation for Bella as she describes:

This week at my practicum, my emotions were a mix of enjoyment, anger, and anxiety as I worked on developing my classroom management skills. There were moments of real enjoyment when I was able to engage the students effectively and see them respond positively to my efforts. For instance, during one activity, the class showed genuine interest, and their participation made me feel accomplished and motivated. (Reflective Journal, W5)

Although experiencing moments of enjoyment, Bella also expressed that this positive emotional experience did not sustain throughout the week. She attributed this shift in her emotions to classroom management problems, which caused feelings of anger related to learners’ disrespectful behaviors or inattention to Bella’s instructions. She further provided details about the instance that triggered her anger, in which a group of learners persistently continued talking and disrupting the lesson flow, despite Bella’s repeated attempts to maintain control. Regarding this incident, Bella interpreted these behaviors as a challenge to her authority as the teacher. As she reflected, the fluctuations in her emotions were shaped by both external and internal factors, which included learner misbehavior and classroom management issues as the external factors. Additionally, her reflections on those external factors revealed the role her perceptions played in navigating her emotional experiences. The following account illustrates the interplay of external and internal factors in shaping her emotional states:

However, this enjoyment was not consistent throughout the week, as there were also moments when I had problems with managing the class effectively. I experienced anger at certain situations, especially when students behaved disrespectfully or ignored my instructions. For example, during one lesson, a group of students continuously talked and disrupted the flow of the class despite my attempts to

redirect them. This behaviour left me feeling frustrated and, at times, angry because I felt that my authority was tested. The ups and downs in my emotions were influenced by both external and personal factors. External factors included the students' behaviour, and the overall classroom management. (Reflective Journal, W5)

She expanded on her insights into her emotions triggered by learner misbehavior and classroom management difficulties. In her reflection, Bella noted remarkable challenges with classroom management due to the close age gap between herself and the learners, which often resulted in learners perceiving Bella as an older sibling rather than an authority figure as a teacher. She attributed disruptive behaviors, such as walking around the classroom and chatting with their peers during the lesson, to this blurred perception of authority, leading to an ambiguity in her teacher identity. This perspective suggests that the unclear boundary between teacher and learner roles may have led to a diminished perception of teacher identity and hindered effective control in the classroom.

Currently, as student teachers, we are facing significant challenges with classroom management, as the small age gap between us often leads them to view us as peers rather than authority figures. For instance, they walk around the classroom and make remarks to their friends during the lesson. In those moments, I feel angry. They don't quite see us as authority figures; instead, they see us more like older siblings. (Final Interview)

In week 6, Bella stated experiencing emotional fluctuations in response to different classroom instances. She remarked that she experienced predominantly elevated levels of enjoyment during the week, largely due to learners' motivated and enthusiastic reactions, which contributed to a positive classroom atmosphere. She further noted that her anger levels had shifted from moderate to low levels without elevating to higher levels. Bella associated these relatively lower levels of anger with not experiencing remarkable disruptions during the lessons.

On the other hand, Bella reported anxiety being present at the beginning of the week; however, a gradual decrease was observed toward the end of the week. Regarding this shift in her anxiety, Bella noted that when learners engaged in the lessons through active participation, she experienced lower levels of anxiety, which also contributed to her confidence in teaching. Notably, she reported higher enjoyment and lower anxiety due to learners' engagement, particularly those who typically appeared disengaged during the lessons. This perspective reveals how her emotional states were tied to the classroom atmosphere and the learners' behaviors, indicating the emergence of a teacher identity that is primarily student-centered. Her remarks additionally illustrated the significant role that learner engagement plays in shaping the shifts in her emotions, highlighting how learner

responses not only enhanced Bella's teaching satisfaction but also served as a source of emotional reward, which may also suggest a growing emotional bond with the learners.

In this week, my emotions regarding anger, anxiety and enjoyment changed at different situations during practicum. My enjoyment level was high because students were motivated towards my lesson. Their enthusiasm towards the lesson makes the classroom much more positive. My anger level was not high throughout week because the classroom atmosphere was good and there weren't any serious disruptions. On the other hand, anxiety was present at the beginning of the week, but it decreased when I saw my students actively participating my lesson, which made me gain more confidence about my teaching competencies. The factor of this change is dependent on students' attitudes. When they showed eagerness to participate in my lesson actively, my enjoyment level increased. Especially when I saw students who generally sleep in most of the lesson showed interest to the lesson, I became extremely happy. (Reflective Journal, W6)

Bella also reported heightened anxiety on Wednesday, resulting from being observed by her supervisor during the lesson. She expressed a desire to avoid disappointing their supervisor and perform successfully to validate their efforts in developing the student teacher's teaching competencies. Although Bella reported elevated levels of anxiety before delivering the lesson, she expressed that she was aware that seeing her supervisor in the classroom would induce anxiety in her; therefore, she deliberately concentrated on interacting with the learners instead of focusing on the supervisor's presence. As the lesson progressed, she reported being able to forget her supervisor's presence, which decreased her anxiety level. Upon conducting the lesson and receiving positive feedback both from her supervisor and the mentor teacher, she expressed heightened enjoyment, marking the teaching episode as an emotionally fulfilling and affirming experience.

Just seeing [the supervisor] in that moment made my anxiety spike. I thought, 'I really don't want to embarrass myself in front of them. I want to teach a good lesson. Then, while I was teaching, I actually forgot they were even in the classroom; I didn't see them at all. In the end, it turned out to be a good day. The students also participated more in the lesson; they seemed to enjoy it too. Later, when I received that positive feedback from my supervisor and similar feedback from my mentor, I thought, 'Okay, this is it.' That moment significantly boosted my enjoyment. (Final Interview)

Bella's overall remarks revealed that her emotional fluctuations were primarily reconstructed in response to learner behavior. Her reflective journals and the content of the interviews indicated that her emotions shifted and were predominantly shaped by the teaching practicum experience. She expressed anxiety often deriving from classroom management concerns and issues, ambiguity of her teacher identity, being observed by the supervisor, and learner-related factors such as learner disengagement, misbehavior, and inattention. She also noted concerns about her teaching driven by learner reactions: when learners showed active participation in the lessons, Bella tended to display higher levels of enjoyment; however, when she perceived that learners were disengaged in the lesson, and undermined her authority, she reported feelings of anger and anxiety.

As she progressed in the teaching practicum, her remarks reflected a growing awareness of how contextual factors, such as classroom dynamics, affected her emotional state. Through these perspectives, Bella made it evident that her emotional experiences in teacher identity development were not fixed but rather dynamic, situational, and context-sensitive, also illustrating the pivotal role learner-teacher interactions play in both emotional shifts and the development of teacher identity during the teaching practicum process.

4.3. Overview of the Emotional Trajectories and Leading Factors

Building on the data retrieved from self-rated emometers, weekly reflective journals, and semi-structured interviews, the quantitative analysis of the data corresponding to the first research question sought to investigate the emotional fluctuations experienced throughout six weeks during the teaching practicum process. Through this analysis, the findings revealed that all participants reported experiencing varying levels of ebbs and flows in their emotions, ranging from minor to more notable emotional shifts during the teaching practicum. Among the six participants, Lucy's emometer for perceived levels of enjoyment displayed the highest degree of fluctuation, illustrating a consistent pattern of shifts throughout six weeks. On the contrary, Atlas's perceived enjoyment levels exhibited more stability and consistency with minor fluctuations. In terms of perceived levels of anger, Melisa's emometer demonstrated the most changeable pattern by presenting more frequent emotional shifts, while Atlas, as was the case with enjoyment, reported a steadier picture throughout the study timeframe. As for the perceived anxiety levels across participants, similar to the case with anger, Melisa's self-ratings marked the widest emotional range, while Chloe reported the lowest degree of fluctuation in anxiety.

By addressing the second research question, the qualitative analysis of the data from the weekly reflective journals and interviews aimed to explore the leading factors contributing to the emotional fluctuations that emerged during the teaching practicum. Taken together, the results identified a broad spectrum of underlying factors leading to shifts in participants' emotional experiences.

With respect to Emma's case, a variety of emotional dynamics were identified to induce trajectories in her perceived levels of enjoyment, anger, and anxiety. Positive shifts in her emotions revealed that interpersonal relationships with her peers, fostered through socializing and participating in collaborative activities, as well as interactions with learners, resulted from building rapport and developing an emotional bond with the learners. These learner-teacher interactions, which made Emma feel valued and appreciated, were the most

salient contributors to positive fluctuations in her emotions and reported to enhance her sense of professional growth and commitment to teaching throughout the process. On the negative side, academic responsibilities, such as exam pressure and a lack of confidence in her academic performance, her perceived deficiencies in language proficiency, the gap between theory and practice, mentor-related factors, and a limited role as a teacher were at the root of her negative emotional shifts.

As for Lucy, the range of enjoyment and anxiety variations was revealed to be wider compared to those of Emma. Lucy reported elevated levels of enjoyment in response to peer collaboration, relief due to completion of the assignments, learner engagement, a growing sense of confidence in teaching, and mentor teacher and supervisor support. However, her reflections illustrated negative fluctuations in her emotions due to academic responsibilities, heavy workload, a habit of procrastination of her assignments, perfectionist tendencies, teacher fatigue, personal issues, and balancing dual roles as a student teacher.

Drawing on Melisa's emometers and reflections, a wide variation was observed in her negative emotional experiences. She attributed these high fluctuations in her anger and anxiety to exam pressure, a detachment from academic responsibilities, the gap between theory and practice, moments of feeling unprepared for teaching sessions, and being observed by the authority figures. However, the primary factors contributing to elevated levels of negative emotions during her practicum process were revealed to be the uncertainty of the future and classroom management problems due to learner disengagement, misbehavior, and indifference. On the other hand, Melisa expressed heightened enjoyment levels in response to perceived teaching accomplishment, learner engagement, positive classroom experiences, and gaining confidence in the profession. Her remarks and self-ratings highlighted how the dynamic interplay of external challenges, internal conflicts, and teacher fulfillment reconstructed her emotional patterns.

With regard to Chloe's emotional fluctuations, of the three focal emotions examined in the study, enjoyment exhibited the highest variation, while anger and anxiety showed a more stable pattern of change. In relation to the upward shifts in her enjoyment levels, she reported that intrapersonal and interpersonal factors, as well as positive feedback from her mentor and supervisor, were the most evident contributing factors. Her reflections revealed that Chloe's emotional experiences were mainly shaped by her interpersonal relationships and perceptions of the authority figures. In contrast, shifts in her negative emotions were reported to be resulting from a wide range of factors triggered by academic responsibilities, the gap

between theory and practice, learner misbehavior, teacher identity ambiguity, a mismatch between the mentor teacher's and her instructional approaches, classroom management problems, and the teachers' room effect.

Anxiety demonstrated the highest variation in Atlas's emotional fluctuations among the three emotions he self-rated throughout six weeks, while anger remained on relatively stable levels, followed by enjoyment in ranking. Atlas's reflections revealed that the source of his emotional shifts was primarily grounded in interpersonal relationships, leading to both positive and negative highs and lows. His remarks were shaped mainly by his social circle, underscoring the significant role of his social interactions in influencing his emotions. However, he also reported experiencing negative emotional ups and downs in response to learner misbehavior and classroom management issues, which subsequently resulted in feelings of teacher identity ambiguity for Atlas. Other underlying factors regarding his emotional shifts stemmed from the supportive behaviors and constructive feedback he received from his mentor teacher and supervisor.

Bella's self-ratings were characterized by dynamic patterns of change, with anxiety showing the widest fluctuations, followed by anger. At the same time, her perceived enjoyment levels displayed more consistency but were also marked by evident spikes. Her emotional ups and downs were mainly shaped by learner behaviors such as engagement, indifference, and misbehavior, reflecting the pivotal role learners played in determining her emotional experiences and shifts. Her reflections revealed that negatively perceived learner behaviors led to a teacher identity ambiguity and contributed to negative fluctuations in her emotions. Conversely, positive emotional fluctuations in Bella's emotions, particularly high levels of enjoyment, were associated with increased learner engagement, a sense of being recognized by the learners, and the development of rapport with them. She additionally reported heightened levels of anxiety in response to exam pressure, the mismatch between her mentor teacher's and her instructional styles and being observed by her supervisor. Her reflections throughout the process revealed a growing sense of learner-centered teacher identity, which is shaped by her emotional shifts.

4.4. Emotion Regulation Strategies Employed by EFL Student Teachers

RQ3: Which emotion regulation strategies do EFL student teachers apply during the teaching practicum?

Drawing on the data obtained from weekly reflective journals and semi-structured interviews, the EFL student teachers' emotion regulation strategies were analyzed. Guided by Gross's (1998; 2015) process model of emotion regulation, five overarching categories were identified: (1) situation selection, (2) situation modification, (3) attentional deployment, (4) cognitive change, and (5) response modulation as demonstrated in Table 9.

Table 9

EFL Student Teachers' Emotion Regulation Strategies

Emotion regulation strategies	Examples	Coded segments
Situation selection	Designing lesson plans Early preparation	"I became careful about their [language proficiency] level, and I prepared a slide in which words are presented with pictures to make the meaning clear." (Bella, RJ, W6)
Situation modification	Changing seats Giving learners a break	"He kept talking. Then I changed his seat, and he finally stopped." (Chloe, Mid-point Interview)
Attentional deployment	Distraction Focusing on positive things	"I focused on positive interactions with students and friends." (Emma, Reflective Journal, W3)
Cognitive change	Reappraisal Empathy	"I can see that it is not because of my teaching skills, but it is a general problem all around the world." (Melisa, RJ, W3)
Response modulation	Suppression Taking deep breaths Pausing	"I have to maintain a sense of authority. Students can sometimes take advantage of our emotional states, so I tried my best not to show how I was feeling." (Lucy, Initial Interview)

Note. RJ = Reflective Journal, W = Week

All five participants reported implementing each of the five emotion regulation strategies, with the exceptions of Chloe, who did not express employing any situation selection strategies and Atlas, who did not report utilizing cognitive change strategies to regulate their emotions. The data displayed that a range of emotion regulation strategies were utilized by the participants in response to emotionally charged incidents, particularly in the practicum context. The participants mainly showed regulatory practices toward anger and anxiety, frequently elicited by factors such as learner behaviors, future-related concerns, academic responsibilities, interpersonal factors, and the gap between theory and practice. When compared, antecedent-focused strategies were more prevalent than response-focused strategies among the participants. However, among the five types of emotion regulation

strategies, response modulation was the most frequently employed strategy by the participants, followed by cognitive change, ranking second in frequency.

4.4.1. Situation Selection

Situation selection strategies encompass the emotion-regulation practices that emerge in the initial stage of emotion generation, during which individuals deliberately select or avoid specific situations to manage their emotional outcomes (Gross, 1998, 2015). In other words, teachers sometimes display attempts to choose between preventing or approaching situations depending on their likely outcomes (Chang & Taxer, 2021). If they anticipate that a situation may lead to a favorable emotion, they often deliberately engage in that situation. In contrast, if an incident is believed to trigger unfavorable emotions, teachers may intentionally disengage from that specific situation. The participants reported frequently employing situation selection strategies to regulate their anxiety, particularly through taking precautions before the emotion occurs to enhance their positive emotional experiences and alleviate emotional discomfort. Building on the data, several domains emerged, capturing both common and individual-specific patterns such as course-related factors, lesson planning, future-related concerns, authority-related factors, as well as individual-specific aspects. Drawing on these patterns, the implementation of situation selection strategies aimed at both avoiding negative emotions and fostering positive emotions.

4.4.1.1. Course-related factors

One of the recurring anxiety-triggering factors for the participants were course-related factors, particularly exams, presentations, and assignments. In order to regulate their anxiety related to these academic responsibilities, participants expressed employing preventive emotion regulation strategies to avoid their potential negative emotional consequences. Consistent with this view, Emma exhibited early preparation practices as a form of situation selection. She reported preparing in advance for exams based on an anticipated emotional discomfort to reduce the likelihood or intensity of anxiety. That is, prior to the exams, Emma anticipated that exams might induce anxiety, and to prevent or diminish their negative emotional impact, she chose to engage in early preparation beforehand and stated repeatedly:

On Friday, the Material Design exam brought some anxiety, but early preparation helped. (Emma, Reflective Journal, W1)

My preparedness for Wednesday's and Friday's exams reduced my anxiety. (Emma, Reflective Journal, W1)

Preparing early gave me a sense of control and reduced my anxiety. (Emma, Reflective Journal, W1)

Her reflections further provided evidence that the strategy had yielded positive outcomes. This early preparation for exams reflected an instance of situation selection, facilitating her ability to reduce anxiety, as well as fostering a greater sense of control over the situation.

Emma's use of preparation as a form of situation selection was not limited to exam-related anxiety; she employed the same strategy for the anticipated emergence of anxiety during a presentation. She stated that she had prepared for her presentation thoroughly beforehand and evidenced its effectiveness in regulating her anxiety during the presentation, reflecting: '[...] thorough preparation helped ease this [anxiety] once the presentation began.' (Emma, Reflective Journal, W3)

In Lucy's case, situation selection was evident in her choice to withdraw from academic responsibilities in the aftermath of a demanding period. In response to accumulated schoolwork, she reported deliberately avoiding course-related responsibilities to prevent their negative emotional impact.

Honestly, since school had exhausted me so much this week, I didn't do anything school-related on Wednesday, Thursday, and Friday. (Lucy, Reflective Journal, W4)

A similar pattern of situation selection was observed in Melisa's reflections through avoidance of specific situations, particularly academic responsibilities, to prevent their potential emotional strain. Melisa reported an intentional act of distancing herself from her academic responsibilities by avoiding them, which even contributed to a sense of increased enjoyment: 'Being away from my responsibilities for a while makes me feel happy,' and 'Keeping away from all those responsibilities has increased my enjoyment level.' She further pointed out that she chose not to complete her assignment, anticipating that engaging with it would provoke negative emotions. Instead, she decided to avoid both the assignment and the school environment, as attending school would also likely evoke negative emotions for her.

We had an assignment, but I didn't do it. We had no time this week. We were supposed to go to school to submit it today, and I didn't go either. (Melisa, Mid-point Interview)

At the end of the exam period, Bella also took deliberate actions to enhance her enjoyment levels by immersing herself in activities anticipated to promote positive emotions. Driven by this objective, she adopted situation selection strategies and engaged in leisure practices that involved spending time with herself, practicing self-care, or listening to music to increase the likelihood of positive emotional experiences.

To increase my enjoyment level, I tried to spend some time with myself, do my make-up, listen[ed] to music. It can be said that I did what makes me happy. (Bella, Reflective Journal, W1)

In accordance with this behavior, she further employed situation selection to enhance her positive emotions amidst her academic responsibilities, particularly during the preparation for a presentation. Bella's reflection exposed a desire to be involved in an activity she anticipated giving rise to an emotionally uplifting experience for her; accordingly, she chose to participate in a social activity to enhance her mood. Her statement revealed the intentional nature of this behavior, as she remarked, 'I spent time chatting with friends to boost my mood,' (Bella, Reflective Journal, W4), reflecting a goal-oriented inclination to choose a situation that would cultivate positive emotions.

4.4.1.2. Lesson Planning

Three of the participants reported practicing lesson planning in advance, to avoid the emergence of negative emotions in the classroom context. The root of this strategy lies in anticipating emotionally charged moments in response to learner misbehavior and disengagement, which might lead to classroom management issues. Instead of avoidance strategies, the participants chose to engage in learner-centered lesson planning. As illustrated by Bella, she decided to prepare the lesson materials in alignment with the learners' language proficiency levels to lessen the likelihood of learner disengagement and misbehavior:

I became careful about their [language proficiency] level[s], and I prepared a slide in which words are presented with pictures to make the meaning clear. (Bella, Reflective Journal, W6)

I prepared my materials and my lesson plan before coming to the class. I selected reading activities that are appropriate to their levels in order not to have a problem in the classroom. (Bella, Reflective Journal, W6)

In addition to using this strategy to avoid potential problems related to learners, Bella also employed situation selection strategies to enhance positive emotions in the classroom. Her remarks emphasized the importance of incorporating enjoyable activities, such as games, into the classroom to foster an emotionally supportive and comfortable atmosphere. Her statement also highlighted the use of both intrinsic and extrinsic regulation practices, which she intended to enhance not only her own emotional state but also those of learners.

I really enjoy using games in English lessons because we have fun. While we're having fun, we also get a bit of distance from the lesson. When that happens, the students feel more relaxed, and I feel more relaxed too. (Bella, Initial Interview)

Consistent with this, Bella also reported anticipated feelings of anxiety in response to potential learner disengagement. To prevent anxiety from arising during the lessons, she designed a warm-up activity to be implemented prior to subject delivery, aiming to foster a positive emotional experience and promote learner engagement during the lesson.

I started my lessons [with] a warm-up activity to draw students' attention. (Bella, Reflective Journal, W6)

Emma and Lucy similarly expressed engaging in lesson planning beforehand by choosing to promote positive emotions in the classroom through situation selection strategies. For Emma, this strategy included designing interactive and enjoyable activities to maintain learner engagement and minimize the likelihood of classroom management problems, thereby avoiding negative emotions both for the learners and her, illustrating her implementation of intrinsic and extrinsic regulation practices. Emma also felt a sense of control in the classroom when learners became engaged in the lesson by employing this strategy. Likewise, Lucy also reported anticipating negative emotions in response to the likelihood of learner disengagement, and thereby stated that early preparation for the activities before the lesson could contribute to positive emotions in the classroom.

By incorporating interactive activities, I made learning fun for both myself and the students. (Emma, Reflective Journal, W4)

[...] the students became more engaged, and I felt more in control. (Emma, Reflective Journal, W4)

Before the lesson, I looked over the activities and thought about how I could implement them and how I could arrange them in a way that would capture the students' attention. Lucy, Initial Interview)

4.4.1.3. Authority-Related Factors

All participants reported elevated levels of negative emotions in response to being observed by their supervisors, while expressing increased enjoyment after the observation experience, attributed to a sense of accomplishment and positive feedback. However, the strategies employed to regulate the negative emotions derived from the observation experience varied across participants. To illustrate, in response to anticipating that being observed and evaluated by the supervisor could be a potentially anxiety-provoking incident, Atlas took preemptive action to regulate his anxiety by employing situation selection through early preparation and rehearsals before the actual observation experience. He explained his attempts to avoid any potential negative emotions in his observation experience by engaging in more deliberate and detailed planning and investing extra time and effort in preparing for the lesson.

I had to prepare the topics I needed to cover more thoroughly than usual, study them in advance, and make adjustments. I even rehearsed multiple times for it. (Atlas, Final Interview)

Although the majority of participants ($n = 5$) reported positive emotional experiences regarding their interactions with their mentor teachers, one participant, Emma, described a contrasting experience. During the practicum period, Emma described heightened anger and anxiety driven by her mentor teacher's unsupportive behaviors, which in turn induced

feelings of being unrecognized and undervalued in Emma. These initial negative experiences with her mentor teacher emerged as one of the core elements in shaping Emma's overall emotions and emotional fluctuations during the practicum, leading to a sense of emotional distance from the mentor teacher. To manage her emotions and avoid anticipated anxiety and anger, Emma intentionally chose to avoid engaging in conversations with her mentor teacher. Stating, 'I avoided confrontation with the mentor' (Emma, Reflective Journal, W3), Emma reflected the use of situation selection through the avoidance of a situation that might result in negative emotions.

4.4.1.4. Idiosyncratic Forms of Situation Selection

Alongside the cross-participant patterns outlined in the earlier sections, two participants, Emma and Lucy, demonstrated individual-specific factors that prompted the use of situation selection strategies. Lucy explained one such pattern that emerged following an emotionally charged period triggered by a heavy term load, which further resulted in feelings of burnout for Lucy. In response to the accumulated workload, Lucy decided to leave the environment that would cause her further negative emotions. Consequently, she opted instead to go to her hometown to foster positive emotions. Namely, Lucy deliberately chose to remove herself from an anxiety-inducing context to reach emotional relief. Her remarks revealed a conscious decision-making process aimed at avoiding an emotionally challenging environment to restore her emotional well-being.

[...] It became a week when I just felt like leaving everything behind and walking away. I especially wanted to get here [her hometown] as soon as possible. I literally rushed here. (Lucy, Final Interview)

Additionally, Lucy also noted that her personal life contributed to heightened levels of negative emotions. Due to already feeling overwhelmed by intrapersonal factors, Lucy anticipated that engagement with social media and social environments would intensify her negative emotions; thus, she intentionally chose to distance herself from social media and interpersonal relationships. This avoidance behavior served as a preventive strategy, aiming to avoid or lessen the potential negative emotional experiences and instead create space for increased enjoyment. Her remarks confirmed the efficacy of this strategy, leading her to experience improved emotional states on the following days:

Monday, I tried to increase my enjoyment level by distancing myself from social media and any social activities, and this approach worked. As a result of this decision, Tuesday and Wednesday went smoothly for me. (Lucy, Reflective Journal, W5)

On a similar note, a shift in Emma's desire to teach at the high school level was evident through the data. She described a transition in her preferred career path, reflecting a future-

oriented approach to implementing emotion regulation. Prior to her teaching practicum experience, Emma reported that she initially aspired to work at a high school; however, this experience led her to decide not to pursue a career in a high school context. This decision was shaped by emotional reasoning: although she reported primarily positive emotional experiences during the teaching practicum, her reflection revealed that the challenges she encountered played a central role in shaping her decision-making process. Therefore, she aimed to avoid such environments to prevent the arousal of negative emotions during her future teaching experiences. She expressed a tendency to choose a different context that she perceived as less emotionally charged, to preserve her emotional state during her future teaching practices.

I used to want to work at the high school level. I was a hundred percent sure I would become a high school teacher. But now I'm saying, no way. How could I handle it? I think the best option is primary school. (Emma, Final Interview)

As a facet of her general emotion regulation efforts throughout the teaching practicum, Emma described employing an additional situation selection strategy to reinforce positive emotions and diminish anxiety. She emphasized the uplifting impact of listening to podcasts on her emotional state. More precisely, to promote enjoyment and lessen anticipated anxiety during the day, Emma deliberately chose to listen to podcasts to sustain positive emotional functioning.

I really love listening to podcasts. For example, on days when I listen to them, I become a calmer and more positive person. If I don't, I become a bit more anxious. (Emma, Final Interview)

Overall, the participants' reflections revealed that situation selection strategies were implemented through both preventive and approaching behaviors to avoid anticipated negative emotions and promote potential positive emotions during the practicum experience. Participants employed this strategy across a range of domains, specifically in response to emotions triggered by academic responsibilities, the classroom atmosphere, mentor- and supervisor-related factors, as well as individual-specific facets. As academic responsibilities, including exams and presentations, contributed primarily to anxiety across participants, they utilized situation selection by employing avoidance strategies through early preparation and removing themselves from school-related responsibilities to prevent the likelihood of anxiety emerging.

With regard to lesson planning, participants implemented situation selection by designing learner-centered lesson plans and activities to promote situations contributing to learner engagement during the lessons, which in turn, improved participants' emotional experiences

and reduced the potential occurrences of anxiety-triggering incidents. Authority-related factors, including relationships with the mentor teacher and being observed by the supervisor, also had a pivotal influence on participants' preferences for situation selection strategies. While Atlas utilized this strategy to avoid anxiety during observations, Emma employed it by minimizing her interactions with the mentor teacher to prevent anger and anxiety from emerging. Beyond these shared patterns across participants, idiosyncratic implementations of situation selection illustrated the individualized nature of emotion regulation. To illustrate, both Lucy and Emma employed avoidance strategies toward distinct emotion-triggering stances, aiming to reduce anticipated negative emotions and foster positive emotional states. Overall, the data highlighted that situation selection served as a context-sensitive and individualized strategy that most of the participants adopted. It operated as a preventive and facilitative mechanism to manage potential emotions, enabling participants to deliberately choose situations that supported their emotional states.

4.4.2. Situation Modification

Situation modification strategies involve attempts to alter a situation that induces a specific emotion for individuals (Gross, 1998, 2015). The data revealed that all participants employed this strategy primarily in response to classroom experiences during the teaching practicum to alter the emotional outcomes of learner behaviors, classroom management challenges, and classroom atmosphere, with one participant also utilizing it to address personal factors. Situated in the practicum context, all participants engaged in deliberate efforts to alter the emotional outcomes of their classroom settings through strategies such as directly speaking to learners about problems, changing seating arrangements, seeking support, and modifying activities with the aim of lessening emotional distress and cultivating positive emotional experiences in the classroom.

4.4.2.1. Classroom Dynamics

Among the factors contributing to the use of situation modification strategies, classroom dynamics emerged as the most recurring theme across the sample. The data revealed that each participant applied this strategy in response to anticipated classroom dynamics, specifically to handle learner misbehavior, disengagement, and indifference, as well as to address classroom management issues. While specific strategies employed by the participants showed alignment, they also displayed variations.

Upon identifying a situation that could disrupt the flow of the lesson and induce emotional challenges, participants frequently implemented situation modification strategies to alter the emotional consequences of those situations in the classroom context. Participants reported using humor, seeking support, or changing seats in efforts to deal with emotionally detrimental impacts of classroom-related issues before they escalate.

As exemplified by Atlas, he encountered persistent learner misbehavior and disengagement while teaching and initiated a conscious effort to change the situation. His remarks demonstrated his constant efforts to handle the issue by employing two situation modification strategies within a single lesson. Initially, he reported changing the seats of the learners who consistently chatted among themselves, aligning with the strategy Chloe also employed. However, having recognized that this strategy did not provide a clear solution, Atlas decided to take action and directly address the issue with the learners. By emphasizing the purpose of their presence as student teachers and their responsibilities during the teaching practicum process, he attempted to reshape learner behaviors and, consequently, alter the situation to elicit more desirable emotions. This strategy proved effective not only in the immediate situation but also in the weeks that followed, as stated by Atlas.

While I was teaching, the learners were not participating in the lesson and did not listen to me. Despite my repeated attempts to separate them, some students continued to talk and chat among themselves. Even after several warnings, they continued this behavior. Naturally, I became angry and felt the need to address the issue directly. So, I paused the lesson, and I spent about ten minutes explaining why we were there, the role of the student teachers, and what we were supposed to do. After this incident, I noticed that the learners' behavior had improved significantly over the following two weeks. (Atlas, Final Interview)

"He kept talking. Then I changed his seat, and he finally stopped." (Chloe, Mid-point Interview)

Chloe and Melisa also implemented situation modification strategies during activities in response to disruptive behaviors, learner disengagement, and classroom management issues, leading to unfavorable emotions. They perceived these situations as an interference with the instructional flow and thereby tried to change the situation by directly explaining the cause of the problem to the learners. Using a serious tone, Chloe addressed their behavior as disrespectful and emphasized a collaborative responsibility in promoting an enjoyable classroom experience. Chloe's efforts to alter a situation that was likely to result in negative emotions yielded desirable outcomes. On the other hand, while addressing the issues, Melisa chose to initiate a conversation with the learners to get them involved in the resolution process. She invited them to reflect on the situation and collaborate to offer solutions to maintain an effective learning environment and promote positive emotions.

Some of the learners [did] the activity and others did not listen to their friend. I finally said that the lesson cannot continue like that; I need to control this mess. I went to the stage and wanted the students to look at me and listen to me. I just talked in a serious manner and told them what they were doing [was] disrespectful [to] their friend, and we try to make the lesson fun, but it's up to them. This speech worked well, and they quieted down. (Chloe, Reflective Journal, W5)

I just asked them, 'How can we continue with this noise and all this talking? Do you have any ideas? What should we do? What do you want to do?' Naturally, when they talk a lot, I think that they don't want the lesson to continue. So, I tried to offer alternative ways. (Melisa, Mid-point Interview)

However, given that classrooms are full of different dynamics even within a single lesson, teachers' emotion regulation strategies toward similar classroom instances and behaviors may show variations. For instance, in an incident where learners displayed misbehavior during the lesson, Chloe adopted a different strategy this time, while holding the same underlying goal of modifying the situation. She chose to engage with the disruptive learner to address their misbehavior by using humor to change both the situation and its emotional impact.

Despite warning him several times, they continued to do the same thing. I said, 'You say you're not talking, but you keep talking.' They insisted, 'Honestly, I'm not.' So, I made a joke, 'Yeah right, it's like you just dragged the whole phone line all over the classroom!' That really lightened the mood, and we all laughed. (Chloe, Mid-point Interview)

From a different perspective, participants also reported seeking support as an emotion-regulatory practice in response to the issues resulting from classroom dynamics during the teaching practicum. As part of situation modification strategies, seeking support involved reaching out to individuals around them or using social platforms to search for advice and guidance on handling emotionally charged situations in the classroom. For instance, Bella stated sharing their concerns regarding the classroom challenges and learner behaviors with their supervisor and receiving advice from them. Likewise, Lucy described support-seeking practices from her family members who are also teachers, illustrating a more personal-level support mechanism. The following excerpts serve to highlight the use of these strategies:

We also discuss these issues with [our supervisor]. We have practicum meetings where they ask about how things are going. We talk about the difficulties we are experiencing, what's happening, and how it's going. They help us, thankfully, and give us advice during these meetings. (Bella, Mid-point Interview)

If a problem or something is bothering me, I usually talk to my mom or dad. (Lucy, Initial Interview)

Melisa's reflections, on the other hand, revealed a distinct approach to support-seeking strategy compared to her peers. Rather than searching for guidance merely from her immediate environment, Melisa reported actively seeking solutions from external sources by engaging in informative seminars and online events related to teaching that resonate with her professional experiences. Through this strategy, Melisa referred to an effort to find ways to deal with issues she was facing in the classroom, which triggered her anxiety and anger.

Building on this aim, Melisa sought advice and solutions from external sources as a form of situation modification, wherein she tried to change her classroom experiences and their emotional influence using these solutions and advice, as she illustrated in the following comments:

I attended an online event in which a professor gave some tactics to encourage learners to join activities, especially in communicative ones. (Melisa, Reflective Journal, W4)

I had attended a few seminars. They were about how to effectively integrate speaking activities in the classroom and how to warm up learners. Attending these seminars and hearing the opinions of experienced teachers helped me feel more at ease. (Melisa, Final Interview)

Melisa and Lucy also implemented a different type of situation modification in response to signals of anxiety arising from learner disengagement, indifference, and boredom during the lessons. The participants reported that when they identified a potentially negative classroom environment, characterized by learner boredom and disengagement, they actively took action to alter the situation, primarily by integrating game-based activities into the lesson to promote a positive classroom atmosphere and desirable emotions.

Whenever we feel that they get bored, we create a game and want learners to play while using the language. (Melisa, Reflective Journal, W3)

The learners were very sleepy; they did not want to participate in the lesson at all. Gradually, my anxiety level started to increase. So, I designed a game related to that topic. The learners really enjoyed it, and everyone participated enthusiastically. (Lucy, Mid-point Interview)

However, during a similar instance to that of Lucy, where learners appeared exhausted and hungry, and caused classroom management issues, Bella employed a different situation modification strategy to alter this specific emotionally triggering situation. Due to facing difficulties in managing the classroom, she decided to give both herself and the learners a break that she perceived to be necessary, considering the learners' physical state. Her strategy revealed a desire to change the current unpleasant situation in the classroom that contributed to her anger and anxiety, to adjust its emotional outcome.

But in the end, I just gave up. I said, 'Alright, then let's not bother.' 'You're free,' but I added, 'Stay quiet.' Also, the kids were about to go to lunch and were hungry. Their eyes were like this [showing tiredness]. So, I said, 'Okay, just do what you want.' Because the more we tried to control them, the more out of control they became. (Bella, Final Interview)

Additionally, particularly Melisa and Bella reported utilizing strategies aimed at building rapport with the learners, specifically when they identified disengagement tendencies by the learners and an increase in their own anxiety levels. Rather than allowing these situations to lead to emotional discomfort, participants attempted to engage with the learners either during the breaks or as the lesson progressed. These strategies functioned as preventive emotional

practices, intended to change the emotion-inducing moments by intentionally building improved learner-teacher relationships to foster emotional comfort.

I talked to my students in the break to get to know them better. (Bella, Reflective Journal, W3)

Actually, free speaking helps me too. It warms up the students, and it warms me up as well. In that sense, it's effective for me. (Melisa, Final Interview)

Unlike her peers, Emma demonstrated an idiosyncratic approach to regulating her emotions during specific situations driven by challenging instructional moments. Her reflections revealed that Emma experienced an internal conflict between her theoretical knowledge and practical implementation due to learners' unfamiliarity with using the target language in the classroom. Although she acknowledged the theory suggesting the use of the target language in the classroom, she also mentioned that she was not fully able to adhere to the theoretical principles of language teaching. Her remarks further illustrated the role the gap between theory and practice may play as one of the sources of emotionally triggering factors for EFL student teachers. Due to learners' unfamiliarity with the use of English as the instructional language, Emma reported experiencing challenges with classroom management, which led her to switch between Turkish and English. Through this strategy, Emma altered a situation, specifically the language of instruction in this case, to modify the emotional impact it elicited.

I had to switch between Turkish and English to regain control. [...] I adapted my teaching style by alternating between Turkish and English. (Emma, Reflective Journal, W4)

For example, I give instructions in English, clearly, but then I feel like I'm just performing for myself. No one moves, not even a single piece of paper. The thing is, even when I give instructions in Turkish, they still ask questions. So, how am I supposed to stick to English only? (Emma, Final Interview)

4.4.2.2. An Idiosyncratic Form of Situation Modification

One of the participants, Lucy, reported notable shifts in her emotions throughout the teaching practicum process in response to personal factors external to the practicum context. Although the participant did not explicitly clarify the details regarding the individual factors, they were considered noteworthy due to their overall impact on Lucy's emotional state during the practicum period. Throughout the data, Lucy provided multiple references to this personal issue. When invited to elaborate on how she regulated her emotions in response to the personal factors contributing to negative emotions for Lucy, she indicated that she was receiving professional help to manage it, reflecting an intentional attempt to change an emotionally charged situation, as she states,

I regularly go to the doctor, and through that, I try to cope with it. (Lucy, Final Interview).

The data revealed that participants frequently employed situation modification strategies, primarily in response to classroom-related factors such as learner misbehavior, indifference, and disengagement, as well as classroom management issues. Especially during instances of challenging classroom behaviors, participants repeatedly displayed deliberate efforts to change those situations, which often led to negative emotional experiences if left unresolved. These attempts included seeking support, modifying activities or instructional approaches, or changing seating arrangements. Additionally, one of the participants expressed the intention to implement a support-seeking strategy for personal challenges beyond the practicum context, illustrating the individualized nature of emotions and emotion-regulatory practices. It is essential to note that, although demonstrating both common and distinct forms of situation modification strategies, a shared reasoning underlies the utilization of these strategies: to alter situations causing emotional distress and create a desirable learning environment.

4.4.3. Attentional Deployment

Attentional deployment strategies involve intentionally directing or redirecting attention, either toward or away from a specific situation, to alter the emotional impact of the situation (Gross, 1998, 2015). All participants reported employing attentional deployment strategies by focusing on the positive aspects or distracting themselves during situations in which negative emotions would arise. The analysis indicated that participants primarily utilized attentional deployment strategies when encountering emotional discomfort due to teaching-related factors. However, two of the participants also reported employing attentional deployment in response to interpersonal conflicts. Although the strategy appeared on multiple occasions in both reflective journals and interview data, the most compelling instances leading to emotional fluctuations are presented below.

4.4.3.1. Teaching-Related Factors

Teaching-related factors emerged as the most significant source of emotional experiences, leading participants to enact attentional deployment strategies. Key elements among these factors included learner misbehavior, disengagement, classroom management issues, being observed by the supervisor, a lack of classroom ownership, and the gap between theory and practice. The emotional outcomes of these factors often evoked anxiety and anger in the participants, eliciting the need for emotion regulatory practices. In response to the aforementioned classroom incidents, participants tended to either divert their attention entirely from the situation or direct it to a more emotionally pleasant aspect.

When experiencing undesirable learner behaviors or anxiety toward being observed by the supervisor, Atlas reported intentionally shifting his attention to emotionally positive and uplifting thoughts. He expressed that the source of these thoughts could be a favorable memory or any thought that could divert his attention away from a situation, giving rise to unpleasant emotions.

In that moment, I focus on whatever might make me happy. It could be a pleasant memory or something I've recently been able to buy or do that I wanted. I concentrate on whatever can most effectively distance me from the negative environment or thoughts at that moment. (Atlas, Final Interview)

From a similar perspective, Bella and Emma also reflected inclinations toward redirecting their attention either to perceived enriching elements of the teaching profession or to successful teaching moments in the classroom, as Bella stated. In a similar vein, after experiencing an unpleasant teaching experience due to learner misbehavior and the mentor teacher's unsupportive behavior, Emma demonstrated a deliberate action to change her emotional state. To this end, she chose to reorient her attention away from the negative instances and focus on the pleasant experiences of the week, or on favorable interactions with her learners and social circle, to enhance positive emotions.

I focused on the positive aspects of teaching and celebrating small successes in the classroom. (Bella, Reflective Journal, W5)

Focusing on the positive aspects of the week restored some balance to my emotions. (Emma, Reflective Journal, W2)

I focused on positive interactions with students and friends. (Emma, Reflective Journal, W3)

Similarly, Chloe reflected on a challenging classroom environment derived from a group of learners misbehaving during the lesson. Guided by the same objective as Bella and Emma, Chloe reported intentionally withdrawing her attention from the disruptive learners and allocating her focus to a more emotionally supportive component, namely, to the learners who were engaged in the lesson.

During the practicum some of [the] students did not listen to me and they talked, after a while I ignored them and continued the lesson with the ones who listen[ed] to me. (Chloe, Reflective Journal, W3)

On the other hand, participants' negative emotional experiences were not always triggered by learner behaviors. For instance, Bella stated a sense of growing anxiety at times, which derived from the practicum experience being her initial teaching practices. With this in mind, when recognized anxiety was building, she redirected her attention toward the positive aspects of her teaching experience in that immediate moment, and chose to focus on learners' energy, enthusiasm, and engagement in the lesson to promote the emergence of positive emotions.

I paid attention to the students' energy and enthusiasm. (Bella, Reflective Journal, W6)

I focused on students' participation because seeing them with curious eyes and eager to learn something made me more motivated towards teaching, and this boosted my mood. (Bella, Reflective Journal, W6)

Engaging in a similar emotion-regulatory approach, Melisa referred to a different emotion-triggering factor related to her teaching experience. She repeatedly reflected on her concerns regarding the gap between theory and practice, the lack of ownership in the classroom, and the ambiguity of her teacher identity due to her status as a student teacher at the practicum school. Her remarks indicated that not being fully in control of the classroom led to a conflict between her expectations of implementing the methods and approaches she had gained in her teacher education program and the learners' unfamiliarity and resistance to such instructional approaches. In response to these constraints, Melisa's emotions demonstrated notable fluctuations during the practicum process, prompting efforts to regulate the emotional impact of both internal and external challenges. Accordingly, Melisa stated that she diverted her attention from these situations, which had resulted in anger and anxiety in several instances throughout the practicum process, and instead chose to focus on the future, which she assumed would enhance a more pleasant emotional state. To this end, Melisa shifted her attention toward a more optimistic perspective, namely, a future in which she has her own classroom and can employ the methods and approaches she had acquired during her teacher education.

I always focus on the future and imagine that in the future, if I have my own class, even if I have to spend the first year just trying to change them, after that, I believe I'll be able to use the things I've learned at university, like different activities and teaching techniques. So, my only real source of motivation is the thought of having my class one day. My enjoyment level increases when I think about these. (Melisa, Mid-point Interview)

On the other hand, using a different approach from her peers, who chose to direct their focus to more positive aspects, Bella reported utilizing distraction to regulate her anxiety during an observation by her supervisor. Upon acknowledging that seeing or directly looking at her supervisor would induce anxiety in her, she deliberately ignored her supervisor's presence in the classroom; instead, she directed her attention only to the learners to lessen the impact of the emotional weight of the situation.

While teaching, I completely forgot our supervisor was there. I didn't even see them. I told myself, 'If I see them, I'll get nervous, I know myself.' So, I just looked at the students instead. (Bella, Final Interview)

4.4.3.2. Interpersonal Conflicts

Although interpersonal conflicts were not a frequent source of participants' emotional experiences, two of the participants, Atlas and Lucy, reported specific incidents resulting in emotional distress for them. These negatively perceived social interactions induced heightened anxiety and anger, giving rise to the use of attentional deployment strategies by the participants, intended to reduce the emotional impact of these situations. Atlas expressed experiencing anger due to a dispute with his roommate. To manage his anger during that specific experience and in such interpersonal conflicts he experiences occasionally, he reported deliberately refraining from ruminating over the issue and utilizing distraction as a regulatory practice. That is, he actively chose either to avoid the situation mentally or to change the topic, with the effort not to feel unpleasant emotions.

I tried not to think about it. (Atlas, Reflective Journal, W1)

Well, usually when I get angry, I find myself saying to the person, 'Okay, that's enough' and trying to move on to other topics. (Atlas, Mid-point Interview)

Lucy, likewise, described a conflict she experienced with her peers that resulted from not having the opportunity to deliver a lesson during the teaching practicum, as the teaching sessions carried out by her peers extended across the entire allocated teaching period for that day. The fact that she could not fulfill her teaching expectations gave rise to an increase in her anxiety and anger levels, accompanied by a drop in her enjoyment levels. Accordingly, she attempted to divert her attention toward her course-related responsibilities to regulate the negative emotional outcomes of the situation.

For four hours, my friends led the activities they had prepared, and as a result, not having any time left for myself made me feel bad. Not knowing about the activities, they had prepared and not being able to teach the lesson caused an increase in my anxiety and anger, while my enjoyment decreased. [...] I tried to focus a bit more on my schoolwork to manage my emotions better. (Lucy, Reflective Journal, W3)

Overall, the participants' reflections revealed that attentional deployment strategies were employed frequently, specifically in response to teaching-related factors, with two exceptions of interpersonal conflicts. The most predominant attentional deployment strategies included attempts to shift attention from the emotionally charged activities to more positive thoughts or aspects, or to distract one's attention from the emotionally unpleasant situations toward more emotionally stabilizing stimuli. Across both emotional domains, attentional deployment served as a preventive strategy to regulate anxiety and anger in participants, while also aiming to maintain emotional balance and comfort during the teaching practicum process.

4.4.3. Cognitive Change

Teachers may endeavor to modify the emotional outcomes of a situation by altering their appraisal of that specific situation (Chang & Taxer, 2021). That is, when faced with an emotionally challenging situation, such as learner misbehavior, teachers may tend to initiate cognitive re-evaluation processes to change its emotional impact. All participants, with the exception of Atlas, reported implementing cognitive change strategies in response to learner behavior, specifically misbehavior, disengagement, and indifference, during the teaching practicum process. Participants predominantly employed reappraisal strategies, empathy, and self-talk to reinterpret the situation that triggered negative emotional impacts.

Participants' reflections revealed that they adopted cognitive reappraisal consistently to manage situations leading to undesirable emotions during their initial teaching experiences in the practicum. The participants reported utilizing cognitive change strategies to lessen their anxiety and anger regarding the teaching process by reinterpreting their perspectives. Their reflections revealed that the participants attributed the causes of emotionally challenging situations to situational factors and reframed negative experiences as learning opportunities. Using self-talk and empathy strategies, participants attempted to enhance their self-efficacy beliefs and develop an understanding of learner behaviors, respectively.

In response to learner misbehavior and classroom management issues, participants reported heightened anxiety and anger during their teaching experiences, which, in Chloe's case, led to a sense of undermining of her teacher identity in the classroom. Her reflection also revealed that learners' disruptive behaviors, which triggered classroom management problems, contributed to a lack of classroom ownership and disrupted the stability of her teacher identity during the teaching practicum period. Consequently, Chloe reported emotional discomfort due to not being taken seriously by the learners. However, Chloe chose to reinterpret this perspective and employed an emotion-regulatory practice by not taking learners' behaviors personally, but by re-evaluating learners' disruptions. She deliberately attempted to acknowledge that, from the learners' perspective, she was not recognized as their main teacher due to her student teacher role in the classroom. This re-evaluation process helped Chloe to mitigate the emotional outcome of the situation.

When they don't take me seriously at times, I can get a bit... well, I can say that not being taken seriously can be bothersome and it makes me angry sometimes. But I also understand that they have a point from their perspective, after all, they already have a teacher. (Chloe, Mid-point Interview)

During a game-based classroom activity, upon encountering a disruptive behavior, Chloe engaged in cognitive reappraisal practices to manage the emotional impact of the incident. Initially, by recognizing her capacity to manage the issue, then perceiving that learners are ‘only teenagers,’ and normalizing such behavior, Chloe reinterpreted the situation as a common occurrence and manageable rather than a threat to her teacher authority.

I thought that I [could] manage it. They are only teenagers; the situation is a normal thing. There is always someone who objects to something in a game. (Chloe, Reflective Journal, W3)

Emma, on the other hand, mentioned facing learner misbehavior in the classroom, which was further exacerbated by the mentor teacher’s interference and unsupportive behavior toward Emma, resulting in negative emotional experiences. When invited to elaborate on how she managed the emotional impact of the situation, Emma stated that she reframed the issue from a different perspective by believing that it was not due to the learner’s behavior, as she perceived their actions as typical and expected. Instead, she reinterpreted the situation as triggered by the mentor teacher’s interference and Emma’s lack of classroom ownership. By maintaining a positive view of the learner, she attempted to preserve her emotional state and sustain a constructive relationship with the learner. To this end, Emma refrained from internalizing this behavior, both personally and professionally, recognizing it as neither a personal attack nor a reflection of her teaching competence.

I thought that it had nothing to do with the student. People can get angry or even swear; it happens. I think it was about the teacher at that moment, the mentor teacher. I truly believe that if I had been alone with that student, the problem wouldn’t have happened. I still believe that the student is a good person. (Emma, Final Interview)

From a different perspective, Bella and Melisa stated an attempt to regulate their emotions by re-evaluating the challenges they face as a shared issue among all teachers. Through normalizing and socially comparing their situations, Bella and Melisa situated their teaching experiences within a wider, collective experience, reducing the impact of negative emotions that led to self-blame and questioning of their teaching competence. These concerns also triggered feelings of inadequacy and discouragement among the participants during the practicum. To manage the negative emotional consequences of these issues, Bella intended to reduce the emotional impact of these situations by reinterpreting them as shared and typical experiences that her peers were also facing throughout the teaching practicum. She further illustrated that their lack of experience in the profession was a contributing factor, which she perceived as common among all student teachers. By associating the challenging teaching experiences with a lack of experience, Bella cognitively reappraised the issues as common and tried to maintain her emotional well-being. Within a broader context, Melisa

reported following online platforms where teachers share their teaching experiences, and concerns. Upon encountering experienced teachers' reflections on similar challenges she faced, she reported utilizing a cognitive reappraisal strategy, wherein she recognized that those challenges were not unique to her; instead, they were a widely shared professional experience. To this end, Melisa chose to reframe the classroom challenges she encountered as a global and widespread pattern across different settings, not as a reflection of her teaching competence and normalized the situation cognitively to reduce its emotional impact. The excerpts below illustrate participants' use of reappraisal in such instances:

To be honest, I feel a bit more at ease when I see that my friends are experiencing the same problems. It makes me think, okay, maybe the issue is not just with me. I tell myself that it is related to our current lack of experience. (Bella, Mid-point Interview)

I tried to think that it does not happen only to me. I always reminded myself that there are people who are like you as well. It helped a little bit. (Melisa, Reflective Journal, W6)

There are pages where teachers share their comments and experiences. When I read the comments, I see that many very experienced teachers, people who have been teaching for years in this field, have gone through similar experiences. Knowing that they have experienced things like I have makes me feel better. It is not that I am happy they have gone through challenging situations too, but it shows me that what I'm experiencing is actually normal, that it is not just me, that I am not the only one struggling, and that makes me feel good. Especially when I consider it from the perspective of being a teacher, this classroom management issue makes me feel inadequate. But, as I said, seeing that even more experienced teachers go through it helps me feel less alone and better." (Melisa, Mid-point Interview)

I can see that it is not because of my teaching skills, but it is a general problem all around the world. (Melisa, Reflective Journal, W3)

Some participants implemented reappraisal strategies by re-evaluating emotionally charged experiences stemming from their awareness of being student teachers in a real classroom context, perceived lack of language proficiency, or emotionally distressing practicum incidents that they encountered as part of their overall teaching practicum process. Bella, for instance, noted experiencing anxiety before entering the classroom, which was a recurrent case in her reflections. However, she attempted to regulate her anxiety by reminding herself that making mistakes is a natural part of the teaching practicum. Thus, her emotion regulatory practice involved reinterpreting an emotionally challenging experience as a chance to learn, which is an example of challenge appraisal, where individuals reframe challenges as learning opportunities.

I felt anxious before entering the classroom. I reminded myself that it was okay to make mistakes and that this practicum was a learning experience. (Bella, Reflective Journal, W5)

In a similar vein, Emma's reflections on her perceived lack of language proficiency leading to anxiety were reframed as 'opportunities for growth.' She was inclined to demonstrate a growth-oriented mindset and viewed challenges 'as part of the learning experience.' Her

comments revealed that she chose to reinterpret the challenges and mistakes she experienced not as signs of inadequacy, but as integral elements of professional development.

I viewed mistakes as opportunities for growth. (Emma, Reflective Journal, 6)

Understanding that challenges are part of the learning experience [...] (Emma, Reflective Journal, W5)

Likewise, Lucy also expressed an overall attempt to interpret the negative situations she experienced throughout the teaching practicum as opportunities for growth, reflecting that such challenging moments contributed to her strength. She also adopted a forward-looking perspective on these situations instead of ruminating on past challenges, which she stated as an effort to sustain her emotional well-being. Her approach reflected an intentional attempt to regulate her negative emotions by reframing the unpleasant experiences as opportunities from which she could ‘take something away.’

I always feel that I need to take something away from the negative experiences I go through, that they make me stronger. That’s why I try to stay focused on the days and times ahead. That’s how I move forward. Because if I dwell on the past or get stuck on what I’ve been through, I feel like I won’t be able to cope or move on. So that’s how it is for me. (Lucy, Mid-point Interview)

Upon reflecting on her heightened anger and anxiety in response to learners’ disengagement and indifference in the lessons, Melisa was invited to expand on her attempts to reduce the emotional impact of these situations. She reported her attempts to implement the methods and approaches she had gained in her teacher education program; however, her reflections demonstrated that the learners were not participating in the lessons when she employed these instructional methods. In response to this behavior, Melisa expressed negative emotional experiences rooted in the gap between theory and practice. Her comments revealed that to mitigate the emotional outcomes of these situations, Melisa engaged in cognitive reappraisal practices to re-evaluate learners’ disengaged behaviors toward the lessons. More precisely, to manage the emotional weight of these forms of learner behavior, she chose to reshape her perspective on the situation based on the learners’ prior learning habits and unfamiliarity with Melisa’s instructional approach, rather than viewing these situations as examples of unsuccessful teaching experiences or insufficient teaching competence.

The students’ attitudes and behaviors, actually, their behaviors and their reactions to the activities we are trying to implement, somewhat frustrate me and, I would say, increase my anxiety even more. Now, the class we are teaching is a 9th-grade class. But I try to think that, up until now, the English instruction they have received might have been based on the Grammar Translation Method. So, by the time they reach 9th grade, that approach may still be continuing. Perhaps the activities we are trying to implement lean more toward the communicative side, which may make them hesitant or unwilling to participate. This reluctance to participate could also be related to the type of instruction they have grown accustomed to. (Melisa, Mid-point Interview)

In addition to reappraisal strategies, participants also displayed efforts to empathize with the learners, aiming to uncover the underlying factors that contributed to their behaviors. Lucy,

for instance, showed an empathetic mindset toward learners' misbehaviors by recognizing them as individuals who may be dealing with personal experiences unknown to the teacher. Through this empathetic perspective, she demonstrated an effort to understand learner behaviors and alleviate the emotional strain of these classroom occasions.

I try to manage my anger by focusing more on understanding the students and approaching the situation with greater empathy. I try not to see students merely as learners attending English classes at school, but rather as individuals who are going through entirely different things in their lives, people with life stories we know nothing about. (Lucy, Final Interview)

Drawing on a similarly empathetic view, Bella also employed a stance of self-talk to understand the learners' behaviors through her own school experiences. Through these strategies, rather than displaying uncontrolled emotional expression by shouting, she reminded herself of her own experiences as a learner. She attempted to mitigate the emotional impact of the situation and recognized the long-term emotional consequences of such teacher behavior, which can lead to enduring learner disengagement and resentment. To lessen the emotional toll of the situation, Bella consciously tried to reframe the situation from an empathetic perspective and avoided becoming the source of negative emotional associations with the subject matter.

In that moment, I immediately tell myself, 'Look, Bella, you were a student too. You got bored as well. Don't shout.' And honestly, when you shout at a student, they do not forget it. They hold a grudge; I know this from experience. I used to get annoyed, too. And when you do not like a teacher, you do not like the subject either. I do not want to be the reason for that. (Bella, Mid-point Interview)

Although experiencing anger when learners showed disengagement, Bella additionally displayed empathy toward such learner behavior. Instead of evaluating the behavior as a trigger of her anger for an extended period, she empathized with the learners in ways such as arriving at school early in the morning and recognizing the physically and mentally demanding nature of long-lasting lessons. Through this approach, Bella acknowledged the mechanical nature of their lessons, which could potentially lead to fatigue and disengagement, and thereby she re-evaluated the situation as an expected reaction.

When they do not pay attention in class, I get frustrated. But then I tell myself, 'They came here at seven-thirty in the morning. What time must they have woken up?' And the classes at our school are in blocks, eighty minutes straight; the kids sit in the same spot. I mean, even as a student teacher, I sometimes get tired of sitting like that. So, I cannot even imagine how the students feel. That's why I tell myself, 'Look, they're sitting for eighty minutes, it is boring. Also, most of their classes are delivered mechanically from the start.' So, I try to think that maybe it is normal for them to feel this way. (Bella, Mid-point Interview)

With a similar empathetic mindset, Emma reported on her attempts to regulate emotional reactions in the classroom by employing an empathetic perspective toward learner misbehavior. Similar to Bella's approach, Emma also stated recognizing her own high school

experiences and viewed these behaviors as entertaining rather than disruptive. By deliberately choosing to normalize these learner behaviors, except for demonstrating disrespect, Emma reframed such behaviors as anticipated and emotionally manageable.

I always tried to empathize. I mean, I went to high school, too. I chatted a lot as well. I also sat in the back rows and all that. And honestly, I really enjoyed it; it was fun. I never got angry. As long as it wasn't something disrespectful, I never got upset about students chatting either. (Emma, Final Interview)

Alongside reappraisal and empathy, some participants, particularly Bella, employed self-talk strategies to manage the emotionally challenging situations. For instance, Bella repeatedly implemented self-talk before entering the classroom when facing anxiety. Her self-talk strategies involved encouraging internal dialogues such as 'You are the teacher, and they like you' (Bella, Reflective Journal, W3) and 'This activity is going to be great; the students like you, they listen to you, and this will catch their attention' (Bella, Mid-point Interview). Bella also relied on self-talk to reshape her perception of anticipated negative emotional experiences by recognizing them as opportunities to prepare herself for potential future challenges. Her use of this strategy for the future reflects her efforts to manage her emotions by reframing challenges as part of the profession. A similar perspective was evident in Bella's another reflection; rather than accepting the emotional challenges she faced, Bella chose to reinterpret such situations as opportunities for professional growth, highlighting her attempts to reshape the emotionally charged situations into learning opportunities.

I tell myself, 'Look, Bella, this is the situation. You're going to be a teacher. Yes, this is just a practice class, but in the future, you'll be in charge of a class, maybe a different one, and you need to face this. No matter how bad it is, you might experience even worse problems. So, get used to these now, so you'll be prepared for the ones you might face later.' I give myself that kind of pep talk before I enter the classroom. (Bella, Mid-point Interview)

Another strategy that I use generally is self-talk. Before entering the classroom, I say to myself, 'No matter what happens, I should see this situation as an experience.' (Bella, Reflective Journal, W6)

In addition to Bella, Lucy's reflections also revealed the use of the self-talk strategy as a way of dealing with anxiety. She stated that she consistently reminded herself that it was the beginning of her career path, and that perfection is not a prerequisite. Through this mindset, Lucy aimed at reducing her anxiety and reinterpreted challenges as natural, as well as viewing imperfection as inherent to the initial stages of her teaching career.

I keep reminding myself that 'You are only at the very beginning of your journey, not everything has to go perfectly,' and I try to reduce that anxiety a little bit more. (Lucy, Mid-point Interview)

Taken together, the data revealed that almost all participants actively relied on cognitive change strategies, particularly through reappraisal, empathy, and self-talk, in response to learner behaviors such as misbehavior, indifference, and disengagement, as well as their

overall teaching practices. Through the implementation of these strategies, participants re-evaluated the emotionally challenging situations and attempted to manage the negative emotional outcomes of such experiences. The participants deliberately chose to reshape their thoughts about challenging situations by normalizing challenges as shared experiences, viewing them as opportunities for growth and learning, and adopting an empathetic approach toward learners' behaviors.

4.4.4. Response Modulation

Responsive emotion regulation strategies are employed after the emotion is generated and include attempts to “intensify, diminish, prolong or curtail the ongoing emotional experiences, expression or physiological responding” (Gross, 1998, p. 225). Among the types of response modulation strategies, participants in this study primarily employed expressive suppression, along with deep breathing, pausing, sharing emotions with others, and adopting behavioral strategies such as walking.

The most frequently employed strategy by the participants was suppression, in which individuals hide their emotions triggered by a situation, while the emotional impact of that situation persists (Vally & Ahmed, 2020). Learner behaviors and teaching-related stressors were reported as the primary sources of participants' use of suppression. To illustrate, Atlas stated that he chose to suppress his emotions during classroom incidents as he perceived his presence at the practicum school as temporary. His reflections also indicated that he acknowledged his lack of classroom ownership and anticipated that revealing his emotional condition might result in learners exploiting his vulnerabilities. Within this perspective, specifically in a context where he was not familiar with the learners' characteristics and their potential reactions, he attempted to maintain an emotional boundary with the learners by hiding his emotions. Consistent with this, Lucy also reflected on how she inhibited her emotions in the classroom to maintain the professional image she was attempting to develop in the school context. As illustrated in her own words, ‘I need to step into a different role in that moment,’ demonstrating her perception of a teacher's role as one that requires separating her emotional state from her professional role. Through her reflection, she emphasized her concern that making her emotions evident for learners to notice could lead to learners undermining her authority.

Because right now I am a student teacher, the class is not mine, and I still need to maintain a certain distance with the students. If I expose a personal weakness, students may take advantage of it. Especially since it's not my own class, I believe I should not show that side of myself. I will be with these students for maybe half a semester or a year, not for three or four years, so I cannot really get to

know them, nor can I predict how they will respond. Therefore, most of the time, when I experience negative emotions, I prefer to keep them to myself. (Atlas, Mid-point Interview)

Because if I just sit there looking bad, as a teacher, that would not be right, I need to step into a different role in that moment. I mean, to some extent, I have to maintain a sense of authority. Students can sometimes take advantage of our emotional states, so I tried my best not to show how I was feeling. (Lucy, Initial Interview)

Sharing a similar view, Chloe repeatedly mentioned specific incidents driven by learner misbehavior during her teaching experience; however, she adopted suppression by hiding her emotions, as she perceived herself as a 'guest' in the practicum school. In response to these behaviors, she consciously refrained from warning disruptive learners, also reflecting a sense of ambiguity in her teacher identity during the practicum process. In a similar instance of learner misbehavior, Chloe reported experiencing anxiety. Still, she deliberately suppressed her anxiety to avoid appearing 'insecure' and incapable of handling classroom issues in front of the learners. In a similar vein, Bella also demonstrated a cautious approach to revealing her emotions to the learners; thus, she intentionally chose to conceal her emotions in the classroom to maintain her professional image and authority as the teacher.

I could have warn[ed] them. However, considering that I am a student teacher and I'm only a guest here, I chose not to warn anyone. (Chloe, Reflective Journal, W4)

When I encountered a challenging student, I felt a bit anxious at the time, but I tried not to show it. I did not want them to see me as insecure. As a teacher, I can handle that situation. Even though I did not feel very competent in that moment, I tried not to let it show. No matter how anxious I felt, if I had shown it to that student, or even to the others, they might have perceived it as 'The teacher could not handle it.' That's why there are moments when I choose not to show my anxiety. (Chloe, Mid-point Interview)

No matter what happens, I do not reflect my emotions to the students; otherwise, they won't see me as their teacher. (Bella, Reflective Journal, W3)

The data revealed that Bella employed suppression in a consistent manner to regulate her negative emotions stemmed from learner behavior. In another entry, she described an experience in which she felt anger in response to learners' explicit resistance to her authority in the classroom and disengagement from the lesson. Although experiencing anger in that moment, she repressed her anger to refrain from exhibiting emotional responses.

[...] they did not see me as a teacher in the classroom, and clearly stated that they did not want to participate in the games. At that moment, I felt extremely angry, but of course, I did not show my anger. (Bella, Reflective Journal, W2)

In another reflection, Bella reported a similar classroom issue, wherein she experienced anger as a consequence. Her tendency to suppress anger was rooted in learners' refusal to adhere to her warnings. Rather than exhibiting impulsive reactions, she consciously concealed her anger and paused for a second to preserve her teacher authority. Her remarks demonstrated her awareness of the professional consequences of emotional expressions,

prompting her to make deliberate efforts to avoid displaying negative emotions in the presence of the learners.

When students did not listen to my warnings, I got angry, but I did not show it to my students. Instead, I stopped and avoid[ed] giving overreactions; otherwise, students may lose their trust [in] me. (Bella, Reflective Journal, W3)

Likewise, Melisa noted a classroom atmosphere where learners displayed constant disruptive behaviors such as moving around the classroom and making excessive noise despite several warnings provided by her. Regarding these moments, Melisa reported feeling ‘a bit angry,’ but she reported not expressing her anger; instead, she generally suppressed her emotional condition by choosing to ‘stand there quietly and watch.’ Her reflection also revealed the absence of awareness of the preventive emotion regulation strategies such as situation selection and reappraisal, which led her to experience uncertainty about how to respond in the moment.

While trying to continue with the activity, there was a lot of noise, with students walking around the classroom and shouting at each other. When you face such situations, where the student does not listen to you, and as soon as you turn your back, they start doing the same thing again, it honestly makes a person a bit angry. I do not really know what to do in that moment. I just stand there quietly and watch, waiting for them to quiet down. (Melisa, Mid-point Interview)

From a different perspective, Chloe employed suppression to hide her enjoyment during an emotionally positive moment where learners were engaged in joking among themselves on topics originating from online platforms. Given the small age gap between Chloe and her learners, Chloe recognized the joke and joined them, contributing to a positive classroom environment through shared laughter. However, from that point onward, Chloe displayed suppression by withholding further emotional expression of enjoyment and chose not to extend the joking interaction beyond a certain point. She explained the underlying factor behind this strategy with an effort to maintain her professional image and expectations.

There are these jokes going around on online platforms. Since we are also close in age to the students, those things sometimes come up in class as well. The students were joking among themselves, and I already knew the reference. It happened more than once, but in one instance, I joined in, we laughed and had fun. But then I told myself not to go any further. I wanted it to stop there. I had fun and made them laugh, too, but I made sure to keep the line. I did not take it beyond that point, just to maintain that level of professionalism. (Chloe, Final Interview)

In addition to suppressing their emotional expressions entirely, participants also reported efforts to diminish the intensity of their emotions through physiological regulation strategies, such as taking deep breaths and pausing for a moment during emotionally challenging situations. Bella, for instance, experienced anger toward learners’ reluctance to participate in an activity, as well as anxiety during lessons, and employed deep breaths to mitigate the physiological consequences and downregulate the emotional impacts of these situations.

Likewise, Emma also stated implementing breathing in moments of situations that trigger negative emotions, such as during an important presentation. The following excerpts reflect Bella and Emma's use of breathing exercises in response to emotionally charged experiences.

When I felt angry, I took a deep breath and insisted that the game was enjoyable [...]. (Bella, Reflective Journal, W2)

When I felt anger building, I practiced deep breathing exercises to calm my mind and body. (Bella, Reflective Journal, W3)

Breathing exercises, in particular, really help me calm down and ease my anger a bit. It helps you stay present in the moment, especially during moments of anger. (Bella, Mid-point Interview)

To ease anxiety, I used breathing techniques. (Emma, Reflective Journal, W3)

An additional strategy employed by two of the participants, Bella and Melisa, after the emotion was generated, was pausing for a moment to reduce the intensity of the emotion, thereby avoiding impulsive expressions of negative emotions. Melisa, for example, paused for a moment by acknowledging the emergence of emotional discomfort in the classroom, closed her eyes, and gave herself time to reduce the emotional impact of the situation, particularly to avoid expressing her anger in an inappropriate way.

I closed my eyes for a couple of seconds. I tried to calm myself down a bit, not to say or do something wrong. (Melisa, Initial Interview)

Aligned with this, Bella also employed the same strategy in response to a disruptive behavior, deliberately pausing to regain her emotional composure and prevent an excessive reaction. When elaborating on the underlying factors behind her behavior, she explained her perspective with a strong sense of interpersonal responsibility toward her learners, which, in turn, helped her manage her anger in such situations. Her awareness of the potential consequences of unregulated emotional expression in learner-teacher interactions directed her to pause before reacting.

When I felt angry because of disruptive behavior, I consciously took a moment to pause before reacting. This helped me avoid overreacting and allowed me to respond in a professional manner. (Bella, Reflective Journal, W5)

I am actually afraid of hurting others when I am angry. I do not want to do that to my students either. Because if I say something when I am angry, I might lose the student. That's why I especially try to control my anger. (Bella, Final Interview)

Another recurring response modulation strategy among the three participants, particularly, was the use of behavioral strategies by engaging in a physical activity, such as walking. To illustrate, after experiencing unpleasant emotions in response to emotionally charged situations, Lucy and Bella repeatedly chose to walk to minimize the emotional burden that these experiences induced. In her first entry, provided below, Bella reported walking daily

to manage her emotions, reflecting a consistent, self-directed routine that eases emotional discomfort. In another entry, she further noted an association of physical activity with a mental release, stating that as her feet hit the ground with a pace, she assumed that her emotional distress was also released. With a similar motivation, Lucy also mentioned walking as a way to alleviate emotional discomfort through physical activity.

I prefer going for a walk when I feel anxious. Therefore, I went for a walk each day and walked approximately 45 minutes. Thus, I felt more relaxed. (Bella, Reflective Journal, W1)

I feel overwhelmed. Then, I immediately put on my headphones. If I am angry, I take it out through walking. I walk fast so that it kind of gets released into the ground. It is like everything flows away, and during that time, I clear my mind. (Bella, Mid-point Interview)

I took a one-hour walk in my neighborhood. (Lucy, Reflective Journal, W5)

Some participants also utilized emotion sharing, primarily through conversations with friends, peers, or family members, where they expressed their emotional experiences to them. As exemplified by Melisa and Bella, engaging with people around them led to a sense of relief for both participants, demonstrating the regulatory role of interpersonal interactions in alleviating negative emotions. Melisa also highlighted that exchanging shared emotional experiences with peers who encountered similar situations during the teaching practicum process helped her manage her anxiety. Through these stances, their reflections revealed the role of interpersonally shared emotional experiences in contributing to a sense of mutual understanding and emotion regulation.

My friends and I experience the same thing about the school, practicum, and so on. So, I really enjoy talking about the reasons behind my anger with my friends. (Melisa, Reflective Journal, W1)

Especially, talking to my friends helps me a lot. We have the same concerns and experiences. When we share them, I can regulate my emotions more easily. (Melisa, Reflective Journal, W4)

Talking to my friends was especially effective because it gave me a sense of relief. (Bella, Reflective Journal, W4)

4.4.5. Overview of the Emotion Regulation Strategies Employed by the Participants

The data revealed that EFL student teachers employed a range of emotion regulation strategies to manage their emotional experiences during the teaching practicum period. It was evident that the participants utilized all five families of emotion regulation strategies included in Gross's (1998, 2015) process model of emotion regulation. However, the implementations of the strategies showed variations in terms of both frequency and form among participants. Although antecedent-focused strategies, such as situation selection and cognitive change, were prevalent, response modulation, which entails strategies such as suppression or taking deep breaths, was identified as the most frequently employed strategy. Participants employed emotion regulation strategies in response to a diverse set of

emotionally challenging situations triggered by learner behaviors, course-related factors, authority-related factors, as well as interpersonal and intrapersonal aspects. However, it is worth noting that learner-related behaviors, such as disengagement, misbehavior, and indifference, as well as classroom management issues, emerged as the primary triggers leading to efforts to regulate emotions. Those emotion regulatory practices reflected some common uses across participants, such as by utilizing early preparation before teaching sessions, presentations, or exams to avoid the anticipated negative emotions, changing activities during a lesson upon noticing learners' disengagement, choosing to focus on positive aspects during an emotionally charged situation, empathizing with learners' behaviors, or suppressing emotions to avoid the potential adverse consequences they could lead to. Along with such overarching regulatory practices, the data also evidenced some individual-specific patterns among participants. For instance, Emma noted several idiosyncratic emotion regulation practices such as avoiding confrontation with the mentor teacher, switching between English and Turkish, or listening to podcasts to prevent the arousal of negative emotional experiences. Lucy, on the other hand, employed avoiding social media and interpersonal relationships, and leaving the environment that induced negative emotions in her, while Melisa sought support from external sources through social media to manage her emotions. Overall, the participants utilized emotion regulation strategies for both preventive and responsive purposes to maintain their emotional states during the teaching practicum experience.

CHAPTER V

DISCUSSION

5.0. Introduction

This chapter introduces a critical interpretation of the findings in light of the existing literature on teacher emotions, complex dynamic systems, and emotion regulation. The chapter is organized around the three research questions addressed by the study, each of which is discussed in a separate section. It is worth noting that since this study aims to offer a novel contribution to examining the dynamic nature of teacher emotions, particular attention is devoted to the dynamic, context-sensitive, complex, nonlinear and self-organizing nature of the EFL student teachers' emotions informed by the Complex Dynamic Systems Theory.

Utilizing a mixed-methods research design, the current study is guided by three objectives: (RQ1) to examine the emotional trajectories of EFL student teachers, (RQ2) to explore the factors leading to emotional fluctuations, and (RQ3) to identify the emotion-regulation strategies employed by EFL student teachers during the teaching practicum process. To address these aims, the study drew on data obtained from weekly self-rated emometers, reflective journals, and three rounds of semi-structured interviews conducted at the initial, mid-point, and final phases of the study. The data were collected throughout a six-week period and consisted of the following procedures: an initial interview with each participant, followed by weekly emometers and reflective journals collected throughout six weeks, a mid-point interview in the middle of the data collection period, and one final interview at the end of the six-week period. Emometers were used to track emotional fluctuations during the practicum process, while reflective journals and semi-structured interviews were utilized to capture the causes of these emotional trajectories and the strategies employed for emotional regulation. The numerical data obtained from the self-ratings on the emometers were analyzed quantitatively by calculating the means, standard deviations, as well as the

minimum and maximum emotion scores for each participant through using Excel, which was also utilized to generate line graphs to represent the participants' emotional fluctuations in six weeks visually. Data from the weekly reflective journals and semi-structured interviews were analyzed qualitatively by being read iteratively and coded line by line through a cyclical process of coding, drawing on Saldaña's (2021) inductive analysis approach to explore the factors leading to emotional trajectories. Additionally, a deductive analysis approach was adopted to examine the emotion regulation strategies employed by the participants.

5.1. RQ1: What are the emotional trajectories of EFL student teachers during the teaching practicum?

The first research question set out to examine the fluctuations in EFL student teachers' emotional experiences throughout a six-week period during the teaching practicum. Grounded in the self-rated emometers for enjoyment, anger, and anxiety, the data revealed notable trajectories across participants, as highlighted by the standard deviation values calculated for each week. Aligning with the previous research, which indicates that teacher emotions are not static; instead, they are in a state of flux (e.g., Schutz & DeCuir, 2002; Scherer, 2000) and display dynamic properties (e.g., Martinez Agudo, 2018; Meyer & Turner, 2006; Zembylas, 2007), participants' emotional experiences were marked by considerable fluctuations over the course of the study. The data further supported that the emotional states of the participants were far from being stable, rather they displayed rapid and unpredictable fluctuations, reflecting the constantly evolving and nonlinear nature of teacher emotions. These findings are consistent with prior research investigating another construct, wellbeing, related to EFL student teachers' emotions, from a CDST perspective, illustrating that their wellbeing levels displayed fluctuations over time in response to the interplay of social, contextual, and intrapersonal factors (e.g., Sak & Gurbuz, 2023; Sulis et al., 2021).

Participants' perceived levels of emotions and emotional trajectories, presented in line graphs, also revealed that not a single pair of participants exhibited identical emotional patterns of change, despite being exposed to similar educational and practicum contexts. These individual-based variations in emotional experiences are consistent with a previous study conducted by Chen et al. (2020), which found that the same event may elicit different emotional outcomes across teachers depending on their appraisals of the situation. In line with Reeve (2024), who defines emotions as temporary, and Barcelos and Ruohotie-Lyhty (2018), who view them as dynamic, the current study also noted considerable variations in

the perceived levels of enjoyment, anger, and anxiety among participants on an individual basis.

The emotional states of the participant EFL student teachers during the teaching practicum process were consistent with specific components of a complex dynamic system, such as dynamism, nonlinearity, context sensitivity, complexity, and self-organization. Participants' emotions did not follow fixed patterns of change; instead, they displayed a constantly evolving nature with unpredictable shifts. Through the emometers, it was evident that participants' emotions changed in both gradual and sudden movements throughout six weeks, reflecting the non-linearity of teacher emotions. Furthermore, emotions, particularly enjoyment, anger, and anxiety, did not appear in isolation; instead, they functioned in an interrelated manner. That is, the occurrence of an emotion often triggered the emergence or reduction in intensity of another, emphasizing the interdependent and complex nature of emotions. Participants' reflections on their emotional experiences also revealed that new emotional states, such as burnout, or regulation strategies, emerged in response to the interactions between the context and the participants' emotional experiences. In likewise manner, some scholars emphasized that teachers' emotional experiences have a notable influence on their burnout (Chang, 2009).

In alignment with Larsen-Freeman and Cameron's (2008, p. 7), view on the interplay of the context and the individuals, marked by an "ongoing interaction between the sociocognitive and the environment," reflections of the participants also highlighted that emotional experiences were highly dependent on contextual factors. More precisely, participants' emotions displayed fluctuations in response to learner behaviors, course-related responsibilities, interpersonal and intra-personal factors, future-related concerns, as well as teacher identity formation efforts. Overall, the findings reinforced the relevance of CDST as a theoretical approach in capturing the dynamic, complex, and context-sensitive nature of teacher emotions.

5.1.1. Dynamism

All EFL student teachers included in the current study demonstrated a vivid reflection of the dynamic nature of teacher emotions. Despite the moments of minor shifts observed in some participants' overall graphics, such as Atlas and Chloe, all participants' perceived levels of enjoyment, anger, and anxiety displayed continuous fluctuations from one day to the next, illustrating the fluid nature of teacher emotions. A previous study conducted by Timoštšuk and Ugaste (2010) revealed that student teachers undergo an array of strong emotions during

their learning-to-teach process, and the findings of the current study build upon this by emphasizing both their varied intensity and dynamic nature of student teachers. For instance, participants such as Lucy, Bella, and Melisa exhibited relatively more substantial day-to-day fluctuations in their self-rated emotional levels, with constant ups and downs at both daily and weekly intervals. Atlas and Chloe's self-ratings also showed continual changes throughout the teaching practicum, though with relatively less pronounced intensity compared to the other participants. However, one salient pattern was that all participants underwent constant changes in their emotional experiences, whether these changes were considerable or subtle. The results support the conclusions made by Chen et al. (2020), illustrating that teacher emotions are marked by inherent instability and are susceptible to change across different timeframes. In their longitudinal study, the emotional trajectories experienced by teachers over a ten-year period were tracked, and considerable shifts in their emotions were observed.

These shifts in participants' emotions evolved iteratively, in which each state was framed by a previously experienced one (Larsen-Freeman & Cameron, 2008). For most participants, their previous emotional states, grounded in insights gained from the teacher education program, influenced how they responded emotionally to the forthcoming experiences. Although the leading factors giving rise to emotional fluctuations will be addressed in depth in the sections that follow, it is worth noting that the perceived mismatch between theory and practice emotionally influenced the majority of participants. Previous research has similarly highlighted that beginning language teachers tend to experience a reality shock due to the misalignment between their teaching expectations and the real classroom practices (Johnson, 1996; Veenman, 1984). This gap consistently distressed the participants during the teaching practicum, evidently serving as a repeated source of emotional instability and facilitating the dynamic and evolving nature of their emotions. Such evidence uncovers the emergence of dynamism within each participant's emotions through the interplay between the individual's state and contextual factors, which also gave rise to individualized emotional dynamics during the period.

5.1.2. Nonlinearity

Beyond their dynamic features, participants' emotional experiences also reflected episodes of nonlinearity, in which sudden fluctuations emerged in unpredictable ways (Larsen-Freeman & Cameron, 2008). These changes illustrated the impact of both internal and external factors on emotional highs and lows. Emma, for instance, displayed drastic drops

and spikes in her emotional levels on specific weeks in response to contextual factors triggered by classroom incidents. Lucy's emotions, additionally, exhibited similar instances of sudden emotional shifts due to both individual and contextual influences. Other participants also reflected nonlinear changes in their emotions with unexpected ups and downs, rather than demonstrating fixed and pre-defined patterns of change. Informed by these findings, the study revealed that EFL student teachers undergoing their teaching practicum experience were immersed in emotions that did not exhibit stable states. Instead, they displayed abrupt and disproportionate fluctuations in response to a range of factors. In accordance with Schutz and DeCuir's (2002) claim that emotional states are unstable by nature and are also marked by sudden and short-lived changes, these findings demonstrate the nonlinear nature of participant EFL student teachers' emotional experiences, in which momentary and disproportionate factors led to rapid shifts.

As a complex dynamic system shifts between multiple states over time, stability may also be observed in some of these states, and the system may display stable temporal patterns by entering an 'attractor state' (Dörnyei et al., 2015; Larsen-Freeman & Cameron, 2007). To illustrate, Bella and Melisa's emotional experiences exhibited specific temporal regular patterns throughout the six-week period, pointing to potential attractor states. Since their teaching practicum experience took place on Mondays and Wednesdays, their emotional shifts revealed relatively similar shifts on these specific days for the six weeks. As illustrated in Melisa's graphics for the shifts in anger and anxiety, her perceived levels of anger and anxiety spiked on Mondays and Wednesdays, while her enjoyment declined to lower levels. Similarly, Bella's perceived levels of anger and anxiety consistently followed an upward trend on those specific days. These abrupt spikes in their negative emotional experiences were primarily triggered by learner-related factors such as misbehavior, indifference and disengagement, as also illustrated in previous studies (Burić & Frenzel, 2019; Chang, 2012; Dumančić et al., 2022; Horwitz, 1996; Morris & King, 2018). Moreover, similar patterns of regularity in emotional shifts were also evident on Tuesdays and Thursdays, specifically in Melisa's graphics. While her perceived levels of anger followed a relatively regular downward trend, her enjoyment levels tended to rise on Tuesdays and Thursdays. Likewise, Atlas's fluctuations regarding his enjoyment levels also revealed an increasing pattern on Fridays, specifically, which was attributed to his weekly schedule, with Fridays being allocated as off days. These instances of attractor states do not reflect emotionally static

states, but instead represent the short-lived yet recurring emotional phases that a system tends to return to, illustrating the impact of contextual factors on emotional trajectories.

5.1.3. Context-Sensitivity

A further core element of participants' emotions was their context-sensitive nature, since in complex systems, context cannot be considered separate from the system; instead, it is embedded within the system itself (Larsen-Freeman & Cameron, 2007). Consistent with this, participants' emotional states not only reflected dynamic and nonlinear facets of teacher emotions as a system but also displayed the co-adaptive interaction between the system and the contextual factors. For instance, Lucy's emotional states regarding primarily contextual factors embedded in the practicum experience displayed notable variations. She reported a positive teaching atmosphere from her previous practicum experience, largely due to peer collaboration at the practicum school, which contributed to heightened enjoyment levels for Lucy. However, this positive emotional state was later disrupted by a breakdown in peer communication during the next practicum experience, leading to a considerable drop in her enjoyment levels and an increase in her anger and anxiety. By the same token, Mahn and John-Steiner (2002) highlight that emotions are not isolated; instead, they are rooted in interpersonal relationships and formed through the integration of person and society (Denzin, 1984). Similarly, participants' emotional states displayed variations in response to the learner group they taught. For instance, while teaching 11th grades, Atlas and Chloe reported heightened anger and anxiety, and decreased enjoyment as a result of perceiving learners' behaviors as a challenge to their authority. In a similar vein, albeit grounded in a different experience, Bella and Melisa's emotions demonstrated fluctuations when they were teaching a class of unfamiliar learners, leading to elevated levels of anxiety. These results reflect Schutz et al.'s (2006) argument that a teacher's emotional state is not only a consequence of their evaluation of the situation, but also triggered by multiple background factors, involving the classroom conditions and social relationships.

Bella's emotional trajectories were also characterized by context-sensitivity. Her perceived levels of enjoyment tended to follow a downward trend during the days she was at the practicum school. However, she reported heightened enjoyment levels when she was involved in the university context and had opportunities to socialize with her peers in that setting. While the practicum context repeatedly gave rise to negative emotional shifts, involvement in academic activities and social interactions contributed to elevated levels of enjoyment in Bella's case. These contrasting emotional shifts emerging in the two main

contexts of student teachers reflect the emotional impact of the liminality period on student teachers, wherein they are in a position that involves being neither fully teachers nor students (Turner, 1967, 1974). Bella's emotional trajectories across diverse contexts, which were notable for negative shifts in the practicum setting and positive fluctuations in the university context, may indicate the difficulties associated with this in-between status during the liminality period. As argued by Veenman (1984), a potential "reality shock," which was induced by the mismatch between Bella's teaching ideals and the reality of the classroom, may have intensified the negative shifts in her emotions in the practicum setting, while the university context facilitated a brief sense of emotional relief by resonating more closely with her idealized teacher identity.

5.1.4. Complexity

The analysis of the data revealed that participants' emotional experiences exhibited non-static and dynamic patterns, arising from the interaction between multiple contextual, interpersonal, and intrapersonal factors. Through tracking their emotional trajectories throughout a six-week period during the teaching practicum, the data revealed that a range of psychological, social, and contextual factors interrelated in complex ways to result in emotional shifts. Among the factors contributing to these shifts, several recurring patterns emerged across participants, including learner behavior, mentor and supervisor-related factors, the gap between theory and practice, their dual roles as both students and teachers, and individual factors.

However, particular factors varied across participants, resulting in more substantial emotional fluctuations in some participants than in others. Bella, Chloe, Lucy, and Melisa, for instance, experienced more emotional shifts induced by teaching and learner-related factors. On the other hand, Emma's emotions exhibited larger variations in response to mentor-related factors and her perceived lack of language proficiency, while in Atlas's case, interpersonal factors played a more significant role in shaping his emotional fluctuations. From a similar perspective, Chen et al. (2020) found that teachers' emotional responses to similar events may display variations. Extending on this view, the present study reveals that even when teachers face similar experiences in the same context, the significance they attribute to those situations, and the intensity of their emotional responses may vary significantly. That said, the influence of these factors in leading to emotional changes did not follow a linear pattern, but rather emerged through the dynamic interaction among multiple interdependent factors during particular moments for each participant, highlighting

the multifaceted (Frijda, 1986; Lazarus, 1991; Reeve, 2024) and complex nature of emotions.

Additionally, the participants experienced complexity in moments of contrasting emotions in response to certain situations. Melisa, for instance, reported mixed emotions regarding being observed by her supervisor, with feelings of anxiety in the beginning due to being evaluated, lacking experience in teaching, and teaching in an unfamiliar class of learners. However, upon achieving learner engagement, a sense of teaching success, and a greater confidence in teaching, Melisa's anxiety regarding the observation experience was replaced by enjoyment, which further illustrates the complex nature of teacher emotions. From a similar perspective, Bella also noted undergoing contrasting emotions within a lesson, where a challenging classroom environment evolved into a positive atmosphere through learner engagement. During this specific class, though initially reporting elevated levels of anger and anxiety in response to classroom management issues, Bella later expressed heightened enjoyment in response to learner engagement. These findings indicated that emotional experiences are shaped by the interaction between individualized and contextual elements. In the context of such situations, emotional changes reveal the temporal variability of teacher emotions, highlighting the interdependency of factors within a system, which leads to varied, dynamic states.

Li et al.'s (2023) study, examining the practicum experience of two EFL student teachers from a complexity theory perspective, found that the participants experienced a mismatch in their perspectives on language teaching with the mentor teacher. The mentor teacher's traditional teaching beliefs and the student teachers' reform-driven ideas resulted in a dilemma. In alignment with these results, participants such as Chloe and Bella reported experiencing complex emotional experiences in response to the dissonance between their and the mentor's language teaching approaches. Bella, in particular, faced a conflict between her teaching ideas and the mentor teacher's prescribed methods to employ during the lesson. Although she was aware that the methods she was directed to implement (e.g., implementing a read-aloud technique as part of a reading activity) did not align with her theoretical knowledge, she complied with the mentor's instructions and, in turn, experienced negative emotions during the lesson. Similarly, Chloe emphasized the emotional tenor inherent in her classroom practices, arising from the contrasting teaching beliefs and implementations with her mentor, which resulted in conflicts with learners who were indifferent to engaging with Chloe's reform-based language teaching approaches. Their remarks revealed an interplay of

a range of complex systems with another complex system: teacher emotions. Bella and Chloe's emotions were influenced by interactions with other complex systems, such as the mentor teacher's system (e.g., their tendency toward traditional methods), power systems (e.g., hierarchical mentor-student teacher dynamics), and learner behaviors (e.g., resistance to teacher instructions and adapting to reform-oriented practices).

5.1.5. Self-Organization

Throughout the six weeks, participants' emotions tended to adapt to the evolving structure of the system, revealing the adaptive and self-organizational patterns of the system. Upon experiencing intense emotions and shifts, participants employed deliberate actions to redirect their emotional fluctuations toward more positive emotional states. Despite undergoing several emotionally distressing moments prompted by situations such as classroom incidents, course-related responsibilities, balancing multiple roles, and social relationships, participants exhibited attempts at self-organizing through efforts to adjust to the outcomes of the system. These self-organizational behaviors occurred within internal processes by actively and deliberately employing emotion regulation strategies. These efforts to adjust to the system's outcomes were self-initiated through the system's internal ability to restructure itself in response to contextual stimuli, aligning with the self-organizing properties of complex systems (Larsen-Freeman & Cameron, 2008).

In accordance with Gao's (2010) concept of agency, viewing it as a person's will and capacity to act, participants' engagement in deliberate actions to improve their emotional states through the use of emotion regulation strategies reflected their agentive practices. Including cognitive efforts to avoid or reappraise emotionally charged situations, directing their attention toward more positive aspects, or altering the conditions that trigger undesirable emotions, participants strived to attain positive emotional states. These instances also indicated the participants' agentive capacity to construct their emotional fluctuations by actively engaging in adaptive processes.

5.2. Rethinking Teacher Emotions: Insights from a Complex Dynamic Systems Approach

Drawing on the data obtained from the self-rated emometers, the findings of the current study suggested that EFL student teachers' emotions exhibited dynamic, nonlinear, context-sensitive, complex, and self-organizing properties. Although displaying variations among participants, with some of them indicating less marked shifts, each participant demonstrated

continuous fluctuations in their enjoyment, anger, and anxiety levels. These emotional trajectories also exhibited sudden ups and downs, following a nonlinear pattern that reflected unexpected changes triggered by several contextual, inter-, and intrapersonal factors during the teaching practicum. Despite the emotional volatility that emerged throughout the process, participants' emotions as a system induced self-organizing tendencies, allowing them to regain emotional stability and return to an emotionally secure state.

Most of the research conducted to date investigated teacher emotions from a broader perspective, leaving the dynamic features they possess underexamined. Taking this into consideration, this study aimed to capture the dynamic nature of teacher emotions within a CDST-informed approach, shedding light on the variable, non-static, and multifaceted qualities of EFL student teachers, particularly. Additionally, this perspective enables the investigation of the interplay of individual, social, and contextual domains across diverse timeframes, which gives rise to variations identified both across and within participants. Adopting such an approach may provide a more comprehensive and contextually embedded conceptualization of teacher emotions as a fluid phenomenon.

5.3. RQ2: What factors lead to trajectories in EFL student teachers' emotions during the teaching practicum?

Through the qualitative analysis of the data obtained from weekly reflective journals and semi-structured interviews, a range of individual- and context-dependent factors were identified as the underlying causes of variations in participants' emotions. Table 10 presents an overview of the factors that led to fluctuations in their emotions throughout the practicum, as reported in the reflective journals and interviews.

Table 10

An Overview of the Factors Leading to Trajectories in Participants' Emotions

Categories	Codes	Emma	Lucy	Melisa	Chloe	Atlas	Bella
Interpersonal factors	Engaging in social activities	✓				✓	✓
	Peer collaboration	✓	✓				
	A breakdown in communication		✓		✓	✓	
Learner-related factors	Misbehavior	✓		✓	✓	✓	✓
	Engagement	✓	✓	✓			✓
	Building rapport	✓				✓	✓
	Indifference			✓	✓	✓	✓
	Disengagement			✓		✓	✓
	Undermining authority				✓	✓	✓
	Learner-student teacher interactions	✓				✓	

Table 10 (cont'd)						
Teacher Identity Formation	A sense of professional growth	✓	✓			
	Dual roles	✓	✓	✓		✓
	The gap between theory and practice	✓	✓	✓	✓	
	Teacher identity ambiguity	✓			✓	✓
	The dissonance between the expectations and the reality of the profession	✓	✓	✓	✓	
	The mismatch with the mentor's instructional approach				✓	✓
	Perceived lack of experience			✓		✓
Authority Figures	Being observed		✓	✓	✓	✓
	Mentor support		✓		✓	✓
	Supervisor support		✓		✓	✓
	<i>Mentor interference</i>	✓				
	<i>Unsupportive mentor behavior</i>	✓				
	A desire to validate supervisor's efforts				✓	✓
Teaching context	<i>Teachers' room effect</i>				✓	
	Classroom management	✓		✓	✓	✓
Course-related Factors	Exam pressure	✓	✓	✓	✓	✓
	Course responsibilities		✓	✓	✓	✓
Intrapersonal Factors	<i>Future related concerns</i>			✓		
	<i>Personal issues</i>		✓			
	Preparedness		✓	✓		
	<i>Perceived lack of language proficiency</i>	✓				
	<i>Perfectionist tendencies</i>		✓			

The factors giving rise to fluctuations in participants' emotions were classified into seven overarching categories, with learner- and teacher identity formation-related factors emerging as the most prevalent factors, as well as the teaching context- and course-related factors, including codes such as learner misbehavior, the gap between theory and practice, classroom management, and exam pressure. On the other hand, specific codes, such as perfectionist tendencies, perceived lack of language proficiency, and mentor interference, were distinctive to certain participants and thus were reported less frequently. That is, even in a shared context, the driving forces in participants' emotional experiences displayed variations and were unique to a single participant at times. These findings are consistent with Bloomfield's (2010) perspective, which emphasizes that the journey of becoming a teacher and learning to teach is subject to distinct pathways and experiences given the complex, vague, and context-dependent qualities of teacher education. That being noted, however, common and recurrent challenges are also observed, despite specific diversities in their experiences (Bloomfield, 2010).

The findings of the current study reaffirm the notable influence of emotions on student teachers (Day & Qing, 2009; Ji et al., 2022; Sutton & Wheatley, 2003; Timoštšuk & Ugaste,

2012), particularly in the EFL context (Golombek & Doran, 2014; Merç, 2011; Richards, 2022; Benesch, 2017; Méndez López, 2020; Teng, 2017). The fluctuations in their emotions throughout the teaching practicum do not merely represent the dynamic and nonlinear qualities of teacher emotions, but additionally reflect how changes in their emotions are intricately connected with both individual and contextual factors. As evidenced in prior research, the emergence of emotions is triggered by multiple factors occurring during or related to teaching, involving the learner behaviors, interactions between learners and teachers, efforts to balance dual roles, relationships with mentors and supervisors, and the reality of the teaching profession (e.g., Ambrosetti & Dekkers, 2010; Cross & Hong, 2012; Chang, 2012; Hargreaves, 2000; Méndez López, 2020; Rath & Harter, 2010). In alignment with previous studies, the participants' emotional graphics demonstrated an interplay between learner-related factors, such as misbehavior, engagement, indifference, and disengagement, and fluctuations in participants' enjoyment, anger, and anxiety levels. These findings indicate that EFL student teachers' emotional experiences are acutely susceptible to learner behaviors, which have the potential to either enhance or hinder their emotional states. To illustrate, most notable downward trends in enjoyment levels and upward patterns in anger and anxiety were attributed to emotional responses to learner misbehavior, disengagement and indifference. This finding shows consistency with earlier results of the studies that have evidenced that such learner behaviors and classroom management issues triggered by these behaviors are among the most salient causes of emotional strain for teachers (e.g., Alzaanin, 2024; Burić & Frenzel, 2019; Chang, 2013; Chen, 2016; Chen et al., 2020; Dumančić et al., 2022; Emir et al., 2023; Kim & Kim, 2004; Merç, 2011; Morris & King, 2018; Timoštšuk & Ugaste, 2012). A study conducted by Chang (2012) illustrated the role of teachers' goal-relevance perceptions as a triggering factor for negative emotions. Consistent with this finding, participants in the present study had goals of transferring their theoretical knowledge into the practicum context. Yet, upon encountering disruptive behaviors by the learners that interrupted their efforts to reach that goal, participants expressed heightened anger and anxiety. This research outcome suggests that student teachers' instructional goals to translate theory into practice are evident; however, their emotional states are highly sensitive to the challenges they face in the classroom. Furthermore, the findings suggested that such learner behaviors tend to diminish student teachers' motivation and willingness to teach. As exemplified by Melisa, learner disengagement, indifference, and misbehavior during the lessons gave rise to increased anxiety and anger. Despite her initial willingness to teach, learners' indifference notably

reduced her enthusiasm, leading her to question the effectiveness of her teacher education and even raising concerns about her future classroom practices. These findings highlight both the short-term and long-term effects of learner behaviors on undermining student teachers' motivation to teach. The emotional consequences of such behaviors also have the potential to influence student teachers' future professional steps, including their dedication to the profession and ability to persevere through challenges. This finding aligns with the claim by Loughran et al. (2001), which emphasizes that initial teaching experiences are crucial determinants of student teachers' future careers. Another finding that supports this view was captured in Emma's reflections, in which she expressed a shift in her career aspirations in response to the emotional challenges she faced during the practicum. Initially, Emma envisioned herself as a high school teacher; however, the emotional outcomes of the practicum experience led to a reconsideration of this plan and resulted in a resistance to pursuing a career at the high school level. This shift, triggered by the emotional consequences of the practicum process, unveils the significant role that emotions play in student teachers' short-term and long-term perceptions of the teaching profession.

On the other hand, learner engagement, positive interactions between learners and student teachers, building rapport with learners, as well as feelings of being valued, appreciated, and recognized by them, contributed to heightened enjoyment levels among participants. These findings align with the results of a study conducted by Cross and Hong (2012), which revealed that the pleasant emotions experienced by teachers primarily stemmed from positive interactions between teachers and learners, leading to feelings of teaching fulfillment and success for some participants. The results also parallel the findings of Hargreaves (2000) and Teng (2017), who identified recognition and appreciation by learners as key contributors to positive emotions in teachers, as well as those of Nguyen (2014), who found that learner engagement was a leading factor in positive emotions, also giving rise to a sense of teaching fulfillment.

Previous research has illustrated that beginning teachers may experience a reality shock resulting from their idealistic perceptions of teaching that are severely shaken by the real conditions of the teaching environment (Johnson, 1996; Knowles et al., 1994; Veenman, 1984). In line with earlier studies, the gap between theory and practice emerged as another prominent factor contributing to unfavorable fluctuations in the emotions of EFL student teachers. This mismatch between idealistic perspectives on language teaching and the reality of the classroom often resulted in heightened anxiety in student teachers. When attempting

to translate theory into practice, participants' approaches frequently conflicted with learners' expectations and classroom norms. Emma, for instance, highlighted her efforts to maintain the use of her theoretical knowledge, such as using the target language in the classroom. However, her initiatives resulted in communicative breakdowns, disruptions in lesson delivery, and a sense of isolation in the classroom. This misalignment between theory and practice led her to shift from using the target language to their native language to maintain classroom management and ensure learner understanding. This specific experience indicates that the misalignment between theory and practice may give rise to tensions when the classroom dynamics are not compatible with such practices. This situation was further exacerbated by holding conflicting language teaching methodologies with the mentor teacher, in line with the findings of studies by Numrich (1996), Merç (2011), and Li et al. (2023). The dissonance between teaching beliefs and tendencies triggered negative emotional fluctuations, causing some participants to question the value of their teacher education. Resonating with existing research that emphasizes the significance of the mentor's role in enhancing student teachers' professional growth (e.g., Ambrosetti, & Dekkers, 2010), the present study echoes the need for further improvement in terms of mentor-mentee collaboration, alignment of instructional approaches, and offering constructive feedback and opportunities to implement the methods they acquired. Additionally, these findings may indicate the essential need to equip mentors with rigorous training in mentoring skills, ensuring that the teaching practicum experience genuinely serves as a period to advance student teachers' professional growth, rather than interfering with their existing reform-informed language teaching approaches or leading to conflicts in their instructional styles.

Extending on this finding, almost all participants reflected positive emotional experiences regarding their interactions with the mentor teachers, except for one participant whose emotional fluctuations were highly influenced by her mentor's perceived unsupportive behaviors throughout the practicum. This finding aligns with earlier research highlighting the significant role mentors play in contributing to student teachers' flourishing in the profession and influencing their psychological health (e.g., Izadinia, 2015; Mena et al., 2015; Rath & Harter, 2010; Timoštšuk & Ugaste, 2010; Turner et al., 2012). Positive relationships with the mentors and their support were evidenced to enhance student teachers' self-confidence, emotional states, and identity development, while unsupportive, critical, and detrimental mentor behaviors may lead to elevated levels of anxiety and anger among student

teachers. In addition to the relationships with mentors, the findings also revealed that participants' emotional fluctuations were highly influenced by being observed by their supervisors, echoing the results of the study by Merç (2011). However, this anxiety stemmed not only from the pressure of being evaluated, but also from a deep sense of responsibility toward their supervisor, with a desire to validate the supervisor's efforts during their teacher education program.

The findings also highlighted the course-related factors leading to fluctuations in EFL student teachers' emotions, such as exam pressure, assignments, or presentations, indicating the struggles they faced in balancing their dual roles as both students and teachers. The emotional challenges they faced in navigating their dual identities as students who are still being evaluated and as teachers responsible for instructional practices align with prior research on the dual identity of student teachers (Hong, 2010; Schaefer, 2013). The teaching practicum process, wherein dual identities overlap, is identified as a crucial stage in teacher education, functioning both as an opportunity to foster their teaching abilities (Lawson et al., 2015) and as the basis for their initial years in the profession (Tang, 2004; Yan & He, 2010).

Alongside the contextual and relational factors that contributed to emotional fluctuations in EFL student teachers, certain individual factors, including perceived language proficiency, future-related concerns, and personal issues, were also identified. These results are consistent with Nias's (1996) claim that teacher emotions extend beyond the knowledge and skills to encompass teachers' individualized lives extensively. A prominent topic of investigation in the literature was the experiences of nonnative English teachers (NNTs), who frequently undergo struggles regarding their target language proficiency (e.g., Goetze, 2023; Horwitz, 1996; Lee & Lew, 2001). Aligning with these studies, one of the participants in the present study indicated heightened anxiety about her perceived incompetency in the target language, particularly regarding pronunciation and grammar. Similarly, this finding also supports Mousavi's (2007) and Merç's (2011) results, illustrating that NNTs' anxieties are generally associated with their perceived lack of language proficiency.

Another frequently mentioned, yet individualized factor by one of the participants was the emotional tenor of recent educational reforms, featuring the changing teacher evaluation system in Türkiye. Melisa repeatedly reflected on her concerns about the uncertainty of her future career, which stemmed from the recent reforms in the teacher evaluation process, emerging as one of the key triggering factors in the negative shifts in her emotions. This finding aligns with Chen's (2016) study, which reveals that negative teacher emotions also

emerged as a result of educational issues related to reforms and policies. Building on this outcome, the current study highlights the significant and impactful role that educational reforms, particularly in teacher evaluation processes, play in the emotional experiences of student teachers during their transition into professional careers.

5.4. RQ3. Which emotion regulation strategies do EFL student teachers apply during the teaching practicum?

Within the context of the last research question, this study aimed to investigate the emotion regulation strategies employed by EFL student teachers during their teaching practicum experience. The analysis of weekly reflective journals and semi-structured interviews revealed that participants employed each of the five families of strategies introduced by Gross's (1998, 2015) process model of emotion regulation. The data indicated that among the five categories of emotion regulation strategies, response modulation was the most frequently used strategy, with suppression being the most recurrent strategy within this category. However, this finding raises significant concerns, as also emphasized in the literature, illustrating that suppression may serve as a salient catalyst for emotional exhaustion among teachers (Carson, 2007; Chang, 2013; Taxer & Frenzel, 2015). This high frequency of utilizing suppression as an emotion regulatory practice supports the findings provided in prior studies (Chang & Taxer, 2021; Meşe & Mede, 2024; Taxer & Gross, 2018), indicating that suppression was the most prominent emotion regulation strategy utilized by teachers. However, such a tendency to suppress negative emotions such as anger and anxiety may lead those unpleasant emotions to build up. This view is reinforced by prior research evidence suggesting that suppressing negative emotions will ultimately result in a cycle of intensified negative emotions (Jiang et al., 2016).

Consistent with the results of Taxer and Gross's (2018) study, the findings of the current study revealed that participants employed situation selection strategies primarily when planning their lessons and selecting the activities to use. Extending this finding, the present study also showed that EFL student teachers implemented situation selection to avoid anticipated negative emotions that could arise in response to being observed by the supervisor, learner misbehavior or disengagement, classroom management issues, course-related factors, and interactions with mentors and peers. The strategies consisted of preparing in advance for lessons to minimize the likelihood of negative emotions, through engaging in early preparation such as considering learners' language proficiency while selecting activities, performing rehearsals before observation, or intentionally distancing themselves

from social media or social interactions to prevent the emergence of negative emotions. These findings suggest that situation selection serves as a preventative strategy, allowing student teachers to take early, preemptive action before a potential emotion emerges. In the teacher education context, this analysis indicates the potential contribution of training student teachers to identify and anticipate emotional stressors, thereby empowering them with proactive strategies that preserve their emotional balance and enhance instructional quality.

Previous research put forward that teachers generally utilize emotion regulatory practices to ensure effective teaching (Gkonou & Miller, 2019; Sutton, 2004). However, the results of the current study reveal that student teachers' emotion regulation practices are primarily dedicated to minimizing classroom management challenges, rather than emphasizing learner growth or teaching effectiveness. This dichotomy may be a result of the initial phase of their teacher identity formation, as student teachers at this stage are still transitioning from their student roles to the teacher role.

From a similar perspective, participants implemented situation modification strategies mainly in response to immediate classroom issues arising from disruptive learner behaviors, disengagement, or indifference, consistent with the findings by Morris and King (2018). Additionally, in line with previous research, participants employed situation modification by adjusting classroom activities (Taxer & Gross, 2018) or rearranging seating arrangements when encountering issues (Chang & Taxer, 2021). The analysis further revealed that only two participants reported employing emotion regulation in the form of building rapport with learners. This finding may suggest that this type of situation modification was not a prevalent strategy among participants. When facing learner disengagement and misbehavior, Bella and Melisa preferred to engage with learners to alleviate the emotional impact of the situations. Such a strategy may reflect a relational rather than disciplinary stance. This outcome is reinforced by prior research findings by Gkonou and Miller (2023), which concluded that emotion regulatory practices are not only employed to address learner behaviors, but also to strengthen learner-teacher relationships.

The findings of the current study also highlighted additional situation modification strategies employed by the student teachers, including using humor, giving a break during the lesson, seeking social support, or talking directly to the learners about the emotionally charged issues. These results are consistent with previous studies, in which teachers preferred using humor at times as means of emotional regulation, such as telling a joke during the lesson

(e.g., Sutton, 2004), utilizing ‘time-outs’ or directly talking to the learners (e.g., Jiang et al., 2016) to alter the emotional impact of a situation. From a different perspective, in the study conducted by Thumvichit (2023) teachers employed seeking social support strategies through consulting their colleagues or superiors about their challenges regarding learners and found that collegial support provided both emotional support and remedies to the issues. Similarly, the literature reflects a general agreement on the significant role of social support in mitigating the detrimental consequences of teacher stress and fostering teacher well-being (e.g., Collie et al., 2017). Consistent with these, the student teachers in the current study also shared their challenges with their peers and supervisors and sought advice from them. Building on these, while prior research presented seeking support as an emotion regulation strategy through interpersonal interactions (e.g., colleagues, mentors, peers, or supervisors), the current study also highlighted a different form of support seeking. One participant, Melisa, reported engaging in external sources, such as seminars and online events that focus on learner disengagement, demotivation, or misbehavior, to alter the emotional impacts of such learner behaviors. This extended form of support seeking may indicate the valuable contribution of online platforms as a source of support and advice.

Regarding attentional deployment strategies, the findings indicated that EFL student teachers in the present study primarily employed such strategies when observed by the supervisor and encountered learner misbehavior or disengagement. In agreement with the findings of Gong et al. (2013), Cross and Hong (2012), and Chang and Taxer (2021), participants in the current study reflected directing their attention away from the emotionally charged situations, learner misbehavior, and disengagement in particular, towards more positive aspects such as well-behaved and engaged learners. These tendencies to ignore behaviors leading to emotional challenges may indicate that student teachers are frequently inclined to focus more on their emotional balance and classroom control rather than addressing and resolving such disruptive behaviors, given the emotionally sensitive nature of their first teaching practices. In the case of being observed, two participants reported either directing their attention toward positive thoughts that made them happy or diverting their focus from the supervisor's presence toward the learners to diminish the negative emotional impact of being observed by the supervisor.

These findings presenting the antecedent-focused emotion regulation tendencies in managing learner misbehavior to avoid potential classroom conflicts and issues align with Kagan’s (1992) claim, which illustrates the student teachers’ struggles with classroom

management problems that cause them to prioritize classroom management and lesson planning primarily to mitigate learner misbehavior rather than to support learner progress. With these findings in mind, the current study suggests that the emotional experiences of student teachers tend to orient them toward a survival mindset, where mitigating immediate classroom challenges takes priority over adopting a broader approach to professional growth, revealing the emotional labor involved in initial teaching experiences.

Another frequently employed strategy by the participating EFL student teachers included cognitive change with strategies such as reappraisal, self-talk, and empathy, particularly in response to learner- and teaching-related factors. In line with the findings of Gong et al. (2013), Cross and Hong (2012), and Chang and Taxer (2021), student teachers in the present study tried to reframe emotionally charged incidents to manage their unpleasant emotional outcomes. Also, consistent with the teachers in Sutton's (2004) study, student teachers in the current study employed self-talk to reshape their evaluations of a situation. One of the student teachers, Bella, utilized self-talk, especially before entering the classroom when facing anxiety, which entailed inner dialogues fostering encouragement in herself, aligning with the reflections of a teacher employing inner dialogues to reframe a situation as shown in Talbot and Mercer's (2018) study. Her reflections also highlighted the presence of challenge appraisal, which involved viewing challenges and emotionally intense situations as opportunities for learning. Aligning with Jiang et al.'s (2016) study, showing that teachers may tend to show empathy toward learner misbehavior, the student teachers attempted to empathize with learners when encountering disruptive behaviors as they tried to understand the learners by reminding them of their own past experiences as learners, or by solely trying to view the situation from learners' perspective. In a similar vein, Chang and Taxer (2021) and King (2016) found that teachers made an effort to reframe situations by taking into account learners' personal lives. Within this perspective, one of the participants, Lucy, expressed engaging in empathetic actions by trying to reframe her thoughts about situations by viewing learners as individuals who may be going through challenges in their personal lives, rather than limiting her evaluations to the classroom context. Echoing the results of the study conducted by Meşe and Mede (2024), this study revealed that when facing misbehaving learners, teachers may reframe their appraisals by reminding themselves of the learners' age. This approach enables them to curtail the escalation of negative emotions, as exemplified by Chloe, who tried to prevent the building of negative emotions by reminding herself that 'they are only teenagers' and by not taking things personally as the findings of

Sutton's (2004) and King's (2016) studies also showed. Expanding on earlier research, this study also revealed participants' attempts to normalize the challenges they faced through engaging in social comparison as a form of reappraisal. In their study, Talbot and Mercer (2018) found that teachers tend to reshape their thoughts by comparing their current conditions with those of others whom they perceive as less fortunate. In the current study, however, some EFL student teachers employed a different approach to social comparison as a form of cognitive reappraisal: they reframed the challenges that triggered negative emotions by viewing them as shared and common experiences among teachers, rather than as individual failures. Bella's reframing of challenges as issues commonly encountered by her peers, and Melisa's realization that even experienced teachers face similar difficulties, indicated a departure from perceiving the challenges as personal failures to a collective phenomenon. This finding supports the results of Thumvichit's (2023) study, where EFL teachers reported reframing their thoughts about challenges by thinking, 'I am not the only one facing these problems.' This process of reappraisal emphasizes the importance of acknowledging that the challenges faced by teachers are primarily shared and communal. Realizing this collective experience may enhance teachers' emotional resilience while reducing their perceived personal inadequacy. Expanding upon these findings, it is worth noting that antecedent-focused emotion regulation strategies were perceived to be more effective than response-modulation strategies while regulating emotions, as evidenced in participants' reflections.

Teachers may also try to regulate their emotions by being guided by emotional display rules, which encompass making choices between expressing and suppressing their emotions, either deliberately or subconsciously (Isenbarger & Zembylas, 2006), to decide which expressions are appropriate to display during specific situations. Rooted in these emotional display rules, suppression emerged as a recurring emotion regulation strategy among student teachers involved in this study. In line with Sutton's (2004) findings, which revealed that the majority of teachers in the study employed emotion regulation to appear professional, student teachers in this study also attributed their implementation of suppression in the classroom to preserving their professional teacher image, avoiding being perceived as vulnerable and maintaining their authority in the classroom (e.g., Jiang et al., 2016). Another recurring factor underlying the use of suppression was student teachers' perceptions of being a 'guest' in the practicum school, rather than the real teacher of the classrooms they engaged in. This finding may indicate that although the practicum experience is aimed at providing student teachers

with real classroom practice, wherein they could take on the teacher role, it may fall short in enhancing teacher identity development, as they did not fully consider it as a place where they could perform fully as teachers and be regarded as the authority in the classroom.

The results of the current study mirrored those of Sutton (2004), Gong et al. (2013), and Taxer and Gross (2018) in terms of employing deep breaths, holding back for a moment, pausing, remaining silent, and sharing emotions in or after moments of anger and anxiety, primarily to avoid impulsive emotional expressions. Such emotion regulation tendencies were also driven by a desire to avoid causing emotional harm to the learners. Bella, for instance, expressed her concern that an impulsive display of anger could induce the loss of a learner. This reveals the emotional labour inherent in teachers' efforts to regulate their emotions and safeguard learners' emotional well-being, even when such actions come at the cost of the teachers' own emotional discomfort. This finding is also in consensus with Gkonou and Miller (2019), noting that English teachers, viewing themselves as 'caring' and often engaged in 'emotional efforts,' have the dual responsibility of both taking care of learners' emotional well-being and teaching the subject matter.

CHAPTER VI

CONCLUSION

6.0. Introduction

This chapter presents a summary of the study, implications for teacher education programs, and suggestions for future research.

6.1. Summary of the Study

The main objective of the current study was threefold: (a) to capture the emotional fluctuations EFL student teachers experience during their teaching practicum, (b) identify the leading factors to those emotional fluctuations, and (c) to explore EFL student teachers' emotion regulation strategies. Bearing these in mind, the study aimed to address the following research questions:

1. What are the emotional trajectories of EFL student teachers during the teaching practicum?
2. What factors lead to trajectories in EFL student teachers' emotions during the teaching practicum?
3. Which emotion regulation strategies do EFL student teachers apply during the teaching practicum?

The participants were six fourth-grade EFL student teachers studying at an ELT program at Gazi University, Türkiye. All the participants were completing their teaching practicum during the study timeframe. The data were gathered using three primary instruments: emometers (to track the emotional fluctuations), weekly reflective journals, and semi-structured interviews (aimed at offering an in-depth exploration of the underlying factors influencing emotional shifts and emotion regulation strategies utilized by the participants). The data collection period spanned six weeks during their teaching practicum process. At the beginning of the data collection procedure, initial semi-structured interviews were

conducted with each participant, followed by the collection of weekly reflective journals across a six-week period. During the data collection, mid-point semi-structured interviews were carried out, and final semi-structured interviews concluded the data collection period.

To explore the emotional trajectories experienced by EFL student teachers, a quantitative data analysis was employed to calculate the means, standard deviations, as well as the minimum and maximum scores of perceived enjoyment, anger, and anxiety levels of the participants. For the analysis of the qualitative data obtained from reflective journals and semi-structured interviews, an inductive analysis approach (Saldaña, 2021) was implemented to explore the causes of emotional fluctuations alongside a deductive thematic analysis to examine the emotion regulation strategies grounded in the process model (Gross, 1998, 2015). During the qualitative analysis of the data, MAXQDA 2024 was utilized, and the analysis sought to address the three research questions posed in the study.

6.2. Emotional Trajectories of the EFL Student Teachers

The primary focus of this study was to illuminate the emotions of six EFL student teachers participating in their teaching practicum from a CDST perspective. To the best of the researcher's knowledge, this study may be the first to trace and analyze the day-to-day fluctuations in the emotions of EFL student teachers during their teaching practicum process. To this end, the first research question scrutinized the daily changes in EFL student teachers' emotions throughout a six-week period, utilizing self-rated emometers. The findings revealed that the participants' emotional experiences were characterized by dynamic and nonlinear changes arising from a diverse set of individual and contextual factors, including learner-, course-, interpersonal-, intrapersonal, authority-, teaching context-, and teacher identity formation-related factors. In this regard, the present study strives to offer valuable insights into the literature on language teacher emotions, particularly in the context of EFL student teachers, by elucidating the complex, dynamic, and context-sensitive nature of teacher emotions.

One key finding of this study was the continual trajectories in their perceived levels of enjoyment, anger, and anxiety on a daily basis throughout six weeks, whether slight or substantial, pointing to the emotionally intense qualities of the learning-to-teach period. This constant pattern of change reflects the sensitive nature of student teacher emotions, which originate from both external factors, particularly classroom experiences, and internal factors. Despite the consistent variation evident in all participants' emotions, they exhibited distinct patterns of change in terms of intensity. These results highlight the individualized nature of

student teachers' emotions, indicating that although being exposed to a shared context and experiences, the evolution of emotions is distinctly framed by individual characteristics and appraisals.

Beyond their dynamic qualities, EFL student teachers' emotions were also marked by nonlinearity with abrupt and unexpected shifts, providing empirical support for previous research claiming that emotions tend to show short-lived qualities (Reeve, 2024). The self-rated data also revealed attractor states, which were temporary but iterative emotional anchors that participants tended to return to at times, illustrating the context-dependent nature of emotions. An interplay of external and internal triggers drives these transitions into and out of attractor states. In the case of the study participants, these recurring patterns of negative changes in emotions occurred particularly on practicum days, while positive shifts emerged on days with lighter schedules, or practicum-free days, revealing the emotional weight of the practicum process.

From a CDST perspective, a further salient finding was the context-sensitive nature of EFL student teachers' emotions, demonstrating that context not solely serves as the situational environment in the background, but as an integrated part of emotional experiences. These contextual influences were evident in the positive emotional fluctuations some participants experienced in the university context, where their idealistic teaching perspective found resonance, while negative changes typically emerged in the practicum context, in which, by contrast, this idealistic perspective was eroded and appeared to lost significance. This unveils the role context plays in shaping the emotional system of student teachers, by catalyzing both upward and downward movements in emotional states.

An additional noteworthy outcome of the study was the complexity inherent in student teachers' emotions, which emerged when participants experienced contrasting emotions during the same incident. Complexity in participants' emotional system also appeared in response to conflicts between student teachers' teaching beliefs and those of their mentor teacher. This finding may broaden our understanding of teacher emotions by illustrating the role of multiple systems that influence one another, deriving from power relations and existing teaching beliefs in the study context.

Arising from the previously mentioned qualities of the emotional system, the participant EFL student teachers' emotions also indicated self-organizing orientations, in which the system attempts to adjust itself toward more adaptive and favorable states. Throughout the six weeks, when facing unpleasant emotional shifts, participants tended to engage in emotion

regulatory practices to attain more positive emotional states, illuminating the adaptive and self-organizing qualities of teacher emotions as a system.

6.3. Factors Leading to Trajectories in EFL Student Teachers' Emotions

The second research question aimed to address the causes of changes in EFL student teachers' emotions during the teaching practicum. The results identified seven key factors giving rise to ebbs and flows in participants' emotions, which were categorized as interpersonal, intrapersonal, learner-, authority-, teaching context-, course-, and teacher identity formation-related factors. The most prominent codes emerged as learner misbehavior, disengagement, indifference, classroom management, the gap between theory and practice, exam pressure, course responsibilities, and being observed. In addition to primarily shared codes, certain individual-specific elements were also observed, such as mentor interference, perceived lack of language proficiency, and personal issues.

The results uncovered that participant EFL student teachers' emotional fluctuations were highly sensitive to learner behaviors, particularly engagement, disengagement, and misbehavior, as they emerged as one of the primary sources of notable changes in self-rated emotion levels. Some participants associated learner disengagement primarily with their unfamiliarity with the teaching methods employed by the student teachers, which also highlighted the gap between theory and practice. Additionally, the dissonance between participants' teaching approaches and those of their mentor teacher as well as the mismatch between theory and practice indicated a reality shock experienced by participants. This finding suggested that although the teacher education program equips EFL student teachers with the necessary knowledge and skills to teach a foreign language, the practicum context may fall short in providing opportunities for student teachers to bridge the gap between theory and practice. In addition, the study also reaffirmed the critical role the teaching practicum, where student teachers embark on their first teaching experiences, plays in shaping not only the participants' present emotional experiences but also their future career choices.

Another key factor contributing to the ups and downs in participants' emotions was their relationships with learners: when they felt valued, appreciated, and recognized by the learners, the student teachers' emotions tended to reflect positive shifts. These findings highlighted the importance of interactions with the main characters in the practicum experience. In line with this, all participants, except for one, pointed to the contributing factor of their positive interactions with the mentor teacher, while one of the participants' negative

emotional changes were strongly influenced by her dissatisfaction regarding the interactions with the mentor. Additionally, the dual role of the participants as both students and teachers gave rise to negative emotional shifts at times, particularly when they attempted to balance their roles as students who were still being evaluated by assignments and exams, and as student teachers who are required to practice teaching in a real classroom environment.

Apart from the external and contextual factors, participants also reflected on individual factors leading to changes in their emotions, such as future career concerns, perceived lack of language proficiency, and personal issues, which mainly triggered negative emotional shifts.

6.4. EFL Student Teachers' Emotion Regulation Strategies

The third research question examined the emotion regulation strategies employed by the participant EFL student teachers in the course of a six-week period. The findings revealed that participants implemented all five types of emotion regulation strategies introduced in Gross's (1998, 2015) process model. Among the strategies included in this model, response modulation was identified as the most frequently employed strategy, suppression in particular, which appeared concerning as indicated by previous studies. Participants' tendency to employ response modulation strategies was attributed to maintaining a professional image and authority in the classroom, alongside avoiding impulsive emotional expressions to safeguard learners' emotional well-being.

The participants employed situation selection mainly as a preventative strategy, in the form of early preparation for exams and lessons, to avoid potential emotional distress that these situations may induce. These actions emphasized the importance of equipping student teachers with the necessary skills to identify the potential challenges and take pre-emptive action to avoid the anticipated negative emotions they may lead to. From a similar perspective, situation modification strategies were predominantly utilized to prevent emotional distress arising from immediate classroom incidents, including learner misbehavior and disengagement, through the use of strategies such as humor, seating arrangements, and seeking social support.

In addition to situational strategies, participants also implemented attentional deployment strategies by redirecting their focus from emotion-triggering factors such as being observed, misbehavior, and disengagement, toward more positive aspects, including engaged and well-behaved learners. Participants' preferences for these antecedent-focused strategies revealed

their survival mindset during the teaching practicum, wherein they employed preventive strategies to avoid the emotional impact of learner behaviors, instead of finding solutions to those challenges to foster learner growth and learner-teacher relationships.

Finally, EFL student teachers tended to employ cognitive change strategies frequently by reappraising their thoughts, or using empathetic approaches regarding learners' behaviors, as well as by engaging in self-talk to reshape their evaluations about situations to diminish their emotional impact.

6.5. Implications of the Study

The current study offers several implications for EFL student teachers, teacher education programs, mentor teachers, and policymakers. Although teacher education programs equip student teachers with the knowledge and skills required to teach, the study's findings pointed to a shortcoming in preparing student teachers for the realities of the classroom, particularly in terms of the emotional load inherent in the teaching profession.

1. Student teachers may engage in reflective practices, such as reflective journaling (Lee, 2008) or diary writing, to document and acknowledge the emotional weight of their practices, as well as to identify potential challenges they may encounter during their teaching. Through these forms of reflection, student teachers may recognize the recurrent struggles they face throughout the teaching practicum and reflect on their emotions and emotional regulatory practices to determine how effective they were. This practice may contribute to a better understanding and awareness of student teachers' own emotional experiences and offer insights into how to deal with these emotions, sustain focus on emotional resilience, and effective teaching.
2. The study highlighted the need to embed teacher emotions and emotion regulation strategies as integral components of language teacher education curricula. This incorporation of teacher emotions and emotion regulation strategies may be enacted by including a course that addresses the role of emotions in the profession and introduces emotion regulation strategies whose effectiveness is informed by previous research.
3. The findings also illustrated the reality shock that student teachers experienced, which arose primarily from the gap between theory and practice, and the mismatch between their expectations and the realities of classroom life. In order to minimize this reality shock, language teacher education programs could provide opportunities

for earlier exposure to the real classroom experiences, which was also noted by one of the study participants as follows:

I think we should go for classroom observations periodically throughout teacher education, not just in the final year. This way, we could connect theoretical knowledge with practice more effectively. Right now, for instance, we've studied theory extensively, learned authentic activities and so on, but when we started the practicum, honestly, we felt a bit like fish out of water. If we had conducted observations from time to time and then applied theoretical knowledge on top of that, we would have been better prepared for these challenges. So, in my opinion, incorporating periodic observations throughout teacher education would be better. (Bella, Mid-point Interview)

4. A further implication that could be put into practice to reduce the adverse impacts of this reality shock is integrating 'critical incidents' as part of the course content during the teacher education process. Among the definitions proposed for critical incidents in the literature, the shared concepts entail that critical incidents include an interference, an unforeseen outcome or interaction, a situation, and a moment or interaction lacking an instant resolution (Brandenburg & McDonough, 2017). As evidenced in previous research, involving student teachers in the empirical evaluation of critical incidents enables them to revisit their pre-existing beliefs about teaching, adapt their idealistic views to the real conditions of the classrooms, and foster their competence in making robust decisions and taking suitable action as they emerge (Hall & Townsend, 2017). Teacher education programs may provide opportunities for analyzing critical incidents as part of the course content to facilitate their understanding of real classroom incidents and promote their capacity to manage them effectively.
5. For the majority of the participants, mentor teacher-student teacher interactions appeared to be positive based on participant reflections. However, one participant described a contrasting experience with her mentor, whom she regarded as someone who posed constant challenges for the student teacher due to her perceived unsupportive behaviors. Additionally, the data revealed the emotional consequences of the mismatch between participants' pedagogical beliefs about language teaching and those of the mentor teacher, which, at times, caused emotional distress for student teachers as they were obliged to employ methods that misaligned with their pedagogical beliefs. Building on these, the findings highlighted the importance of relationships with mentors, as well as the limited role mentors play in the professional development of student teachers. To prevent potential challenges originating from negative interactions between mentors and student teachers, practicum schools could provide a comprehensive mentor teacher training to foster

facilitative supervision and provide mentors with the skills to create supportive and constructive relationships with the student teachers.

6.6. Suggestions for Further Research

Although this study has achieved its aim of addressing the three research questions it set out to answer, it has also raised further questions that need to be addressed in future research. In light of the limitations outlined earlier, the study relied on a small sample size and was situated in a single context, given its individual-based, in-depth analytical nature. To offer a broader understanding of EFL student teachers' emotional experiences, the phenomena may be investigated within a larger sample size and different contexts, as each practicum setting is characterized by distinct contextual dynamics. From a similar perspective, emotional experiences of student teachers emerging in the teaching practicum may exhibit notable differences from those of in-service teachers. Thus, further research may be conducted to examine the emotional shifts in-service teachers' experiences, which could enable comparison between the emotional dimensions of the teaching practicum and professional teaching practices and identify the necessary professional development support mechanisms during different teaching phases.

Also, since the data were grounded in participants' self-reports, the findings represent the subjective emotional experiences of each participant. Therefore, further studies that integrate classroom observations or field notes could provide a more comprehensive representation of the emotional facets of the teaching practicum.

Finally, the data traced EFL student teachers' emotional fluctuations on a daily basis; however, the analysis of the participants' accounts revealed that their emotions also displayed momentary changes, which the current study did not address. Further research could be carried out to capture participants' emotional fluctuations at minute-level intervals during lessons.

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APPENDICES

Appendix A. Participant Information Sheet

Title of the Study	EFL Student Teachers' Emotional Trajectories and Emotion Regulation Strategies
Researcher Information	Dilara BAĞCI
Supervisor Information	Prof. Dr. Kemal Sinan ÖZMEN

1. Invitation to the Study

I kindly invite you to participate in a research study. Before deciding whether to participate in the current study, I'd like to ensure that you have a clear understanding of the purpose of the research being conducted and what your participation would entail. I would be grateful if you carefully review the information provided below. Should you require any clarification or additional details, please do not hesitate to contact the researcher. I would also like to emphasize that your participation is entirely voluntary, and you should agree to take part only if you are fully willing to do so. Thank you for considering this invitation.

2. Purpose of the Study

The primary objective of the present study is to examine the emotional trajectories of EFL student teachers and the emotion regulation strategies they employ to manage those emotions and emotional trajectories.

3. Why have you been invited to take part?

You have been invited to participate in this research because you are currently studying in an English Language Teaching (ELT) department as a fourth-grade student teacher who is taking part in a practicum course. Your experiences and insights as a fourth-grade EFL

student teacher are valuable for understanding how EFL student teachers' emotions fluctuate and which emotion regulation strategies they employ during this journey.

4. What will you be asked to do?

If you agree to participate, you will be asked to take part in the following activities:

Reflective Journals: You will be asked to complete weekly reflective journals for six weeks referring to your emotional trajectories and emotion regulation strategies.

Individual interviews: Three semi-structured interviews will be conducted with you before, during, and at the end of the data collection procedure. The interviews are anticipated to last for 30-40 minutes, during which you will be asked questions about your emotional experiences and emotion regulation strategies, and these interviews will be recorded by the researcher with your consent.

5. Confidentiality

To ensure your privacy, all information gathered during the research will remain confidential and anonymized. Your responses will be stored securely, with access limited to the researcher and supervisor. In any reports, publications, or presentations deriving from this study, your identity will not be revealed.

6. Voluntary Participation

Your participation in this study is completely voluntary. You are free to withdraw at any point by contacting the researcher (contact details above). If you decide to withdraw, any data you have provided up until that point will be securely destroyed.

7. Consent to Participate in the Study

By agreeing to participate in this study, you confirm that you have read and understood the information provided in this sheet and that you give your informed consent to take part in the research.

Appendix B. Emometers and Weekly Reflective Journal

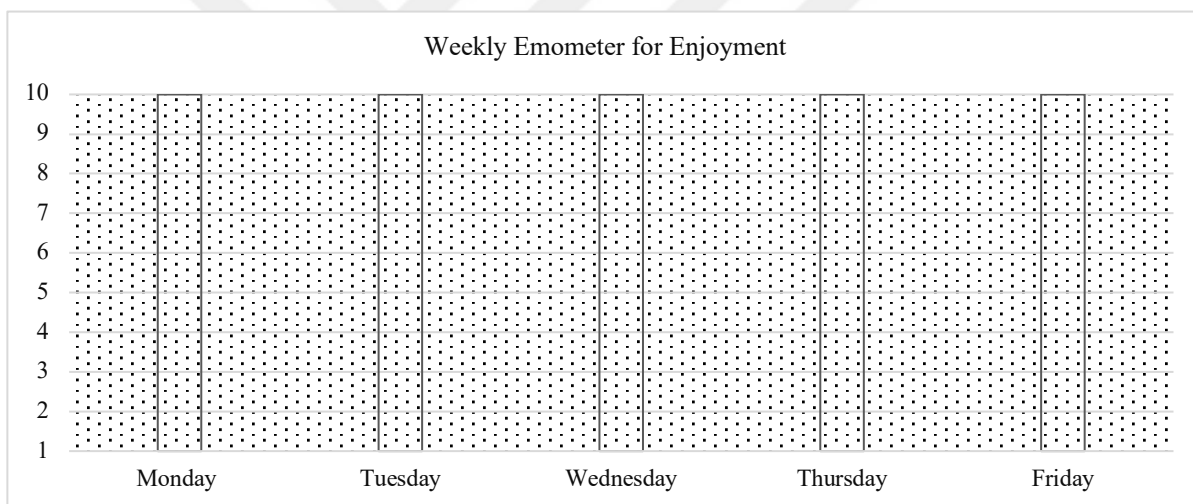
Dear participant,

Think about your emotional experiences throughout the week, and rate your perceived levels of enjoyment, anger, and anxiety on each emometer. Using this chart, state your emotions by marking the levels that represent your emotional states. You may leave a dot on the emometer for each day to state your perceived levels of enjoyment, anger, or anxiety.

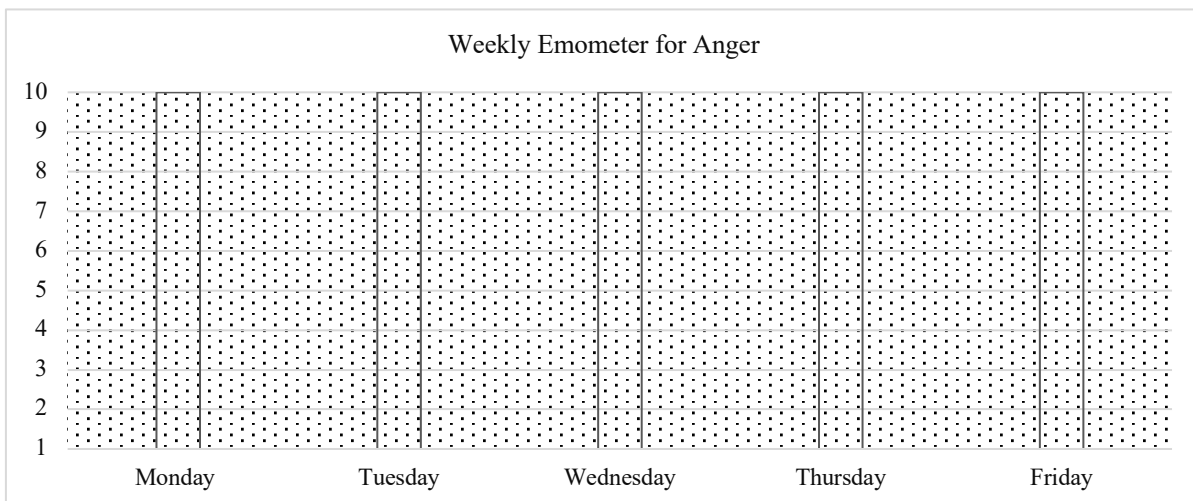
While answering the questions corresponding to the emometers, please keep your answers as detailed as possible, and

- a. reflect on the factors that explain the ups and downs in your enjoyment, anger, and anxiety throughout the week,
- b. write about the ways you managed those emotions.

Please state your perceived levels of enjoyment corresponding to each day.



Please state your perceived levels of anger corresponding to each day.



The graph is titled "Weekly Emometer for Anxiety". The vertical axis (y-axis) is labeled from 1 to 10 in increments of 1. The horizontal axis (x-axis) has labels for "Monday", "Tuesday", "Wednesday", "Thursday", and "Friday". The plotting area is covered by a grid of small dots, with vertical lines separating the days and horizontal lines separating the anxiety levels.

Considering the levels of emotions that you rated on the emometers,

1. How did your emotions regarding enjoyment, anger, and anxiety change throughout this week?
 - a. What were the factors leading to those ups and downs in your enjoyment, anger, and anxiety levels? (Please think about what kind of experiences led to those changes.)

- b. Can you provide specific examples that led to changes in your emotions?
 - c. Did those changes result from external factors such as your responsibilities, the courses you are taking, learners' or mentor's attitude during the practicum, the classroom environment, the teaching experience, etc.?
 - d. Were there any personal factors that caused those changes in your enjoyment, anger, and anxiety, such as your mood, preparedness for the courses or the teaching experience, self-confidence, etc.?
2. What did you do to manage/regulate these emotions? Please give specific examples.
3. Did you try to increase your enjoyment level? If yes, how?
4. Did you try to reduce your anger level? If yes, how?
5. Did you try to reduce your anxiety level? If yes, how?
6. Were they effective? Please explain why.

Appendix C. Semi-structured Interview Questions

Initial Semi-structured Interview Questions (For all participants):

1. Have you ever had an experience in teaching?
2. How do you generally feel about teaching in terms of enjoyment, anger, and anxiety?
3. What factors contribute to your feelings of enjoyment, anger, and anxiety while you are teaching?
4. Do you think that your levels of enjoyment, anger, and anxiety about teaching change frequently?
5. Have you ever tried to control, regulate, or mask your emotions as a student teacher?
6. (If yes), Can you share a specific experience where you tried to control, regulate, or mask your emotions?

Follow-up questions:

- a. How did you control, regulate, or mask your emotions?
 - b. Why did you try to regulate, mask, or control your emotions in that situation?
 - c. Do you believe that it was effective?
7. How do you generally try to control, mask, or regulate your emotions?
 8. Is there anything else you would like to say about your emotions and emotion regulation strategies?

Mid-point Semi-Structured Interview Questions (For Chloe):

(Individual-specific questions are italicized.)

1. Since our last meeting, have you experienced any changes in your levels of enjoyment, anger, or anxiety as a student teacher at school or during your practicum?
2. From the beginning of the academic year until now, what changes have you observed in your emotional experiences?
3. Among the emotions of anxiety, anger, and enjoyment, which one do you think has changed the most?
4. Overall, what factors have contributed to the increase in your enjoyment level over the past three weeks?
5. Overall, what factors have contributed to the increase in your anger level over the past three weeks?
6. Overall, what factors have contributed to the increase in your anxiety level over the past three weeks?

7. *In the first week, you mentioned that the exam proctor's behavior during the exam made you angry. Could you describe this situation in detail and explain what specifically caused you to feel that way?*
8. *You mentioned that some unexpected and unplanned things happened during week 1, and that these made you feel angry. Could you tell me what those were and why you felt that way?*
9. *You said that you tried to ignore the exam proctor. In such situations, do you often ignore things that make you angry, or do you use other strategies as well?*
10. *You mentioned facing challenging situations with students in class and that one of them said it was not unfair. How did you feel in that situation?*
11. *You said you became angry because students were not paying attention. How did you deal with this situation?*
12. When you encounter such negative incidents, are there any other strategies you use to control or regulate your emotions?
13. Apart from these, have there been any other events, either inside or outside the school, related to lessons, the practicum, or being a fourth-year student teacher, that have caused you to feel angry, anxious, or joyful?
14. Among the strategies you have tried so far, which one has been the most effective?

Final Semi-Structured Interview Questions (For Chloe)

1. How would you describe your overall level of enjoyment during this six-week period?
2. Were there any specific events during this period that led you to experience high levels of enjoyment?
3. How would you describe your overall level of anger during this six-week period?
4. Were there any specific events during this period that led you to experience high levels of anger?
5. How would you describe your overall level of anxiety during this six-week period?
6. Were there any specific events during this period that led you to experience high levels of anxiety?
7. Can you describe the moments when your emotions were the most intense during these six weeks?
8. Which types of events (e.g., lesson planning, student reactions, mentor feedback) do you think most often triggered changes in your emotions?

9. What kinds of strategies did you use to manage your emotions during this process? Do you think these strategies were effective?
10. Were there any situations in which you had difficulty managing your emotions? If so, what were the reasons for these situations?
11. In the past three weeks, has there been a moment when you tried to control, regulate, or hide your emotions?
 - How did you control, regulate, or hide your emotions in that moment?
 - Why did you feel the need to regulate, hide, or control your emotions in that situation?
 - Do you think it was effective?
12. Have you experienced a situation during teaching in which you were unable to control, regulate, or hide your emotions?
13. *In week 4, you mentioned that students' reactions to activities affected your emotions. Was there a specific incident related to this?*
14. *You also mentioned in the same week that your mentor arrived late to class and that students made a lot of noise. This made you angry and anxious. Could you elaborate on this? What exactly happened, how did you feel?*
 - *What did you do to cope?*
15. *You said that over time, your self-confidence increased. What was the reason for this?*
16. *You mentioned that you usually become quiet when you are angry. Was this also the case in the classroom environment, or only in your personal life?*
17. *You said you observed a professor who gave examples from students' perspectives, and this lowered your level of anger. Could you elaborate on this?*
18. *How did the demonstration and your other lesson responsibilities in the following week affect you emotionally?*
19. *In week 5, you mentioned that you put some responsibilities aside and focused on the most important ones to cope with your emotions. What was the main reason for this?*
 - *What exactly did you do?*
20. *In the final week, you were observed. Could you describe what happened and share your experience?*
21. *You mentioned coping with your emotions by convincing yourself of certain things. Can you elaborate on this?*

Appendix D. Sample Analyses on MAXQDA 2024 for Factors Leading to Emotional Trajectories

...	13	Considering the levels of emotions that you rated on the emometers,
..learner engagement ..a sense of teaching satisfaction/achievement ..learner misbehavior ..learner indifference ..concerns about teaching competence ..classroom management	14	1. I experienced different emotions at different rates throughout week. My enjoyment level increased when students actively participated in the lessons, and when they understood what I taught because this gave me a sense of success. However, students may not be able to focus on something for a long time, which led them to talk to their friends during the lessons. At those time, I felt angry because they did not pay attention to what I said. With this feeling, I also felt nervous about my teaching. Since they are so active and can get easily distracted, it is hard to control them. Therefore, I feel anxious about managing the classroom effectively. However, no matter what happens, I don't reflect my emotions to the students; otherwise, they won't see me as their teachers.
..learner misbehavior	15	1. To regulate my emotions, I applied some strategies. For example, before coming to the class, I did some breathing exercises and positive self-talks like "You are the teacher, and they like you" which helped me reduce my anxiety. In addition, when students did not listen to my warnings, I got angry, but I did not show it to my students. Instead, I stopped and avoid giving overreactions; otherwise, students may lose their trust towards me.
..activity failure ..being perceived as a real teacher ..recognition from the learners ..learner affirmation	16	1. Especially during practicum, I felt anxious when my activity did not work. However, I did not become upset. Instead, I talked to my students in the break to get to know them better. When I had a chat with them, I realized that they see me as their teachers and respect me. They said that they feel overwhelmed by all of these grammar rules and vocabulary. They were upset about the system. When I talked to them, they complimented me, so I felt happy. This increased my enjoyment level
...	20	a. What were the factors leading to those ups and downs in your enjoyment, anger, and anxiety levels? (Please think about what kind of experiences led to those changes.)
..course responsibilities	21	The major reason for ups and downs in my emotion level is that the responsibilities are sometimes like rolling snowball, becoming huge and huge.
..being observed ..perceived lack of experience ..being observed	22	a. Can you provide specific examples that led to changes in your emotions?
..being observed ..perceived lack of experience ..being observed	23	This week, we learnt that EPDAD would come to the practicum school. They would observe us while teaching and university would become accredited. We were asked to design lesson. As we have not taught anything to those students before, we were so inexperienced. Also, our teacher said that he would come and observe us. It also made me anxious and nervous. However, I was so happy when the lesson finished because it was a great lesson. Even though they are not familiar with speaking English in the class, they tried to attend activities and speak in English. It made me really happy. I thought that I could make all students speak in English without hesitation if the class was my class.
learner engagement	24	a. Did those changes result from external factors such as your responsibilities, the courses you are taking, learners' or mentor's attitude during the practicum, the classroom environment, the teaching experience, etc.?
..classroom atmosphere ..perceived lack of experience ..being observed	25	My enjoyment level increased after the day which I taught students. It was because of the positive classroom environment. Also, I got really anxious when I learnt that I would be observed because I felt like my teaching experience is not enough.
..feeling unprepared	26	a. Were there any personal factors that caused those changes in your enjoyment, anger, and anxiety, such as your mood, preparedness for the courses or the teaching experience, self-confidence, etc.?
	27	Before this week, we always went to practicum without preparation because our mentor has not informed us about the pages or topic that the students will cover that day. However, this week, we got prepared for the lesson very well, and I felt confident in front of the students. I also enjoyed the lesson because I felt good and confident.
	28	1. What did you do to manage/regulate these emotions? Please give specific examples.

Appendix E. Coding Scheme for Factors Leading to Trajectories in EFL Student Teachers' Emotions

Category	Description	Code	Examples (coded segments)
Interpersonal Factors	Includes the moments when the participants engaged in social and interpersonal activities with their friends or peers.	Engaging in social activities	"Spending time with friends, playing games, and laughing a lot [were] the highlight[s] of the week." (Emma, RJ1)
		Peer collaboration	"The practicum I attended was very beneficial, and going there with my practicum friends for the first time added new insights for me. [...] To give a specific example, before the second lesson, my friends and I designed an activity together. This was a relaxing experience for me." (Lucy, RJ2)
		A breakdown in communication	"I had an argument with my roommate on Monday and that made me angry." (Atlas, RJ2)
Learner-related Factors	Captures the participants' emotional responses triggered by interactions with students, covering both the challenges they faced and the positive emotional experiences regarding the learners' behavioral actions.	Misbehavior	"The students were too loud; they were always walking around the class." (Melisa, RJ4)
		Engagement	"There were moments of real enjoyment when I was able to engage the students effectively and see them respond positively to my efforts." (Bella, RJ4)
		Building rapport	"[...] the farewell was tough- I struggled to hold back tears when students expressed sadness about my departure. I felt a deep connection with them. (Emma, RJ6)
		Indifference	"[...] we gave the instructions. Nobody paid attention, and I knew that they would ask again. The students came to [the] stage as pairs and they asked what they were going to do again, as expected." (Melisa, RJ3)
		Disengagement	"...and clearly stated that they did not want to participate in the games." (Bella, RJ2)
		Undermining authority	"I can say that not being taken seriously can be bothersome and it makes me angry sometimes." (Chloe, Mid-point Interview)
		Learner-student teacher interactions	"[...] the practicum learners' excitement and affection, like calling me 'Teacher Emma!', asking cheerful questions, and enthusiastically engaging with me during the practicum made me feel valued and appreciated." (Emma, RJ3)
Teacher Identity Formation	Encompasses the emotional processes arising from the participants' efforts to question, identify, and construct their sense of teaching. It covers the processes of making meaning of their personal and professional beliefs about the profession, as well as their expectations regarding the profession and moments of misalignment between those expectations and their ideal teaching perspectives.	A sense of professional growth	"I felt happy and peaceful due to my friends' presentations. They were informative and focused on material development, vocabulary teaching, pronunciation, and grammar. I learned practical tips for teaching." (Emma, RJ2)
		Dual roles	"At school, I should take on the role of a teacher; at university, I should be in the role of a student. But trying to separate these roles sometimes increased my anxiety levels." (Lucy, Final Interview)
		The gap between theory and practice	"We went in believing we could apply what we had learned, but we ended up feeling a bit disappointed." (Chloe, Mid-point Interview)
		Teacher identity ambiguity	"They don't quite see us as authority figures; instead, they see us more like older siblings." (Bella, Final Interview)
		The dissonance between the expectations and the reality of the profession	"We always used to say things like 'teachers have all these holidays' or 'we just teach the lesson, not a big deal.' But I realized it's not that easy, delivering a lesson, giving your energy, being there as someone different than your usual self. These things are actually tiring." (Lucy, Final Interview)
		The mismatch with the mentor's instructional approach	"Now, we're trying to implement these ideas in the practicum, but the teachers at the school are still stuck in the GTM mindset, and they continue to teach that way." (Chloe, Mid-point Interview)
		Perceived lack of experience	"As we [had] not taught anything to those students before, we were so inexperienced." (Melisa, RJ6)

<i>(cont'd)</i>			
Authority Figures	Refers to the emotional shifts expressed to be experienced when the participants took part in interactions with their supervisor or mentors, including their behavioral actions, as well as the evaluative procedures.	Being observed	"On Monday, our supervisor came to the practicum school to observe us, and the thought of being evaluated by them, before delivering [the lesson], caused my anxiety level to rise." (Lucy, RJ6)
		Mentor support	"My mentor teacher helped me recognize my shortcomings. They also supported me in improving in those areas. They continued to offer helpful guidance, and I believe that this contributed significantly to my professional development." (Atlas, Final Interview)
		Supervisor support	"I went to talk to my mentor teacher, and their supportive attitude helped me feel more relaxed." (Lucy, RJ3)
Authority Figures		<i>Mentor interference</i>	"During my practicum on Wednesday, a student cursed twice in class, and the [mentor] teacher undermined my authority by distributing snacks and chatting in Turkish. The teacher also shared an inappropriate incident involving students, which upset me further." (Emma, RJ2)
		<i>Unsupportive mentor behavior</i>	"I wondered what she was going to say again when I went the next day. Like, what kind of ridiculous excuse she would come up with, what she would criticize, something like that." (Emma, Mid-point Interview)
		A desire to validate supervisor's efforts	"I was very anxious during this process, both because I didn't want to let my supervisor's efforts go to waste and because I wanted to show that I'm suitable for teaching." (Atlas, Final Interview)
Teaching Context	Involves the role the environmental aspects of the practicum school played in participants' emotional experiences.	<i>Teachers' room effect</i>	"In the teachers' room, there was a big noise. They were talking among themselves, but everyone was speaking loudly and shouting. We hardly heard each other. Witnessing how disrespectful people made me angry." (Chloe, RJ4)
		Classroom management	"Even though we warned them several times, they went on talking, chatting, and walking around the class." (Melisa, RJ4)
Course-related Factors	Covers the requirements and demands (assignments, exams) in their academic studies such as exams, course requirements, etc.).	Exam pressure	"I feel anxious. Because I'm a very rote learner. It's really bad. And I go into exams having memorized everything. So, then I wonder, does this mean I'm not really learning?" (Emma, Mid-point Interview)
		Course responsibilities	"But during that time [week 1] and now, with the classes, assignments, and midterms starting, things have begun to feel more intense. This has increased my anxiety levels." (Lucy, Mid-point Interview)
Intrapersonal Factors	Explores the emotional experiences the participants go through during their teaching practicum process within themselves such as their concerns regarding their level of preparedness, personal experiences or motivation for teaching.	<i>Future related concerns</i>	"...this new system called AGS [Ministry of National Education's Academy Entrance Exam] was introduced. Many of us, including [me], had already started preparing for KPSS. That all went to waste. Here's the thing: now you really can't foresee the future clearly. Things used to feel more defined, but now, because you don't know where any of this is going to lead, your anxiety levels reach the highest point." (Melisa, Mid-point Interview)
		<i>Personal issues</i>	"It was due to things I was going through in my personal life." (Lucy, Final Interview)
		Preparedness	"The lack of preparedness and teaching experience generally make me feel more anxious in practicum." (Melisa, RJ3)
		<i>Perceived lack of language proficiency</i>	"I noticed something was wrong, and when I got home, I realized that's not how it's pronounced. I was really embarrassed. And I really got stressed about it. After that, I thought, 'I need to review everything, I need to improve myself more. I need to learn better.' (Emma, Mid-point Interview)
		<i>Perfectionist tendencies</i>	"Whether it's a one-hour presentation or something longer, it makes no difference; I still end up leaving it until the last minute. But I think it comes from my perfectionism. I feel like I have to do it perfectly, so it gets bigger and bigger, and ends up being overwhelming." (Lucy, Final Interview)

Note: RJ = Reflective Journal

Appendix F. Sample Analysis on MAXQDA 2024 for Emotion Regulation

... 13 Considering the levels of emotions that you rated on the emometers,

14 1. I experienced different emotions at different rates throughout week. My enjoyment level increased when students actively participated in the lessons, and when they understood what I taught because this gave me a sense of success. However, students may not be able to focus on something for a long time, which led them to talk to their friends during the lessons. At those time, I felt angry because they did not pay attention to what I said. With this feeling, I also felt nervous about my teaching. Since they are so active and can get easily distracted, it is hard to control them. Therefore, I feel anxious about managing the classroom effectively. However, no matter what happens, I don't reflect my emotions to the students; otherwise, they won't see me as their teachers.

15 2. To regulate my emotions, I applied some strategies. For example, before coming to the class, I did some breathing exercises and positive self-talks like "You are the teacher, and they like you" which helped me reduce my anxiety. In addition, when students did not listen to my warnings, I got angry, but I did not show it to my students. Instead, I stopped and avoid giving overreactions; otherwise, students may lose their trust towards me.

16 3. Especially during practicum, I felt anxious when my activity did not work. However, I did not become upset. Instead, I talked to my students in the break to get to know them better. When I had a chat with them, I realized that they see me as their teachers and respect me. They said that they feel overwhelmed by all of these grammar rules and vocabulary. They were upset about the system. When I talked to them, they complimented me, so I felt happy. This increased my enjoyment level

17 4. Yes, I tried to reduce my anger level, particularly during moments of frustration or conflict. When I felt anger building, I practiced deep breathing exercises to calm my mind and body. When I could not manage the class, I step back and took some deep breaths to avoid unwelcoming situations.

18 5. Yes, I did. For example, before coming to the class, I often take a deep breath to focus on the moment. This helps me realize that I am prepared for this lesson, and capable enough to teach English to my students. In addition, I often talk to my mentor and my friends about the lesson, which lessens my worries about my teaching.

19 6. Yes, these strategies are highly helpful in managing my emotions effectively. The deep breathing exercises helped me stay calm and, which was helpful before teaching sessions or when I felt overwhelmed. With the help of them, I avoid overreacting to my students and take more effective decisions in the classroom.

5 ek memo

16 a. My enjoyment was boosted by positive student participation, while my anxiety was triggered by discipline issues.

17 b. For example, in 9A, when students weren't paying attention, I had to switch between Turkish and English to regain control.

18 c. The classroom environment and students' attitude were major external factors.

19 d. My preparedness and self-confidence also influenced my emotions—when I was well-prepared, I felt more in control.

20 What did you do to manage/regulate these emotions?

21 I adapted my teaching style by alternating between Turkish and English and taking a student outside when she felt unwell.

22 Did you try to increase your enjoyment level?

23 Yes, by incorporating interactive activities, I made learning fun for both myself and the students.

24 Did you try to reduce your anger level?

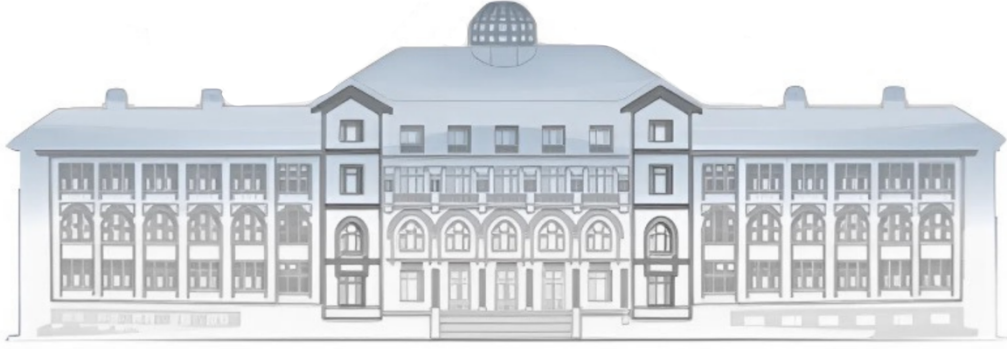
25 Yes, by focusing on problem-solving instead of frustration, such as adjusting my instructions to match student needs.

26 Did you try to reduce your anxiety level?

27 Yes, by preparing more activities in advance and practicing flexibility in my responses.

28 Were they effective?

29 Yes, because the students became more engaged, and I felt more in control.



GAZİLİ OLMAK AYRICALIKTIR..