



UNIVERSIDAD NACIONAL DE RÍO CUARTO

SECRETARIA DE POSGRADO Y COOPERACIÓN INTERNACIONAL

FACULTAD DE CIENCIAS HUMANAS

MAESTRÍA EN LENGUA INGLESA

MENCIÓN LINGÜÍSTICA APLICADA

TESIS FINAL DE MAESTRÍA

Hacia la Educación Emocional en la Formación Docente: un Estudio sobre Creencias y Estrategias para la Regulación Emocional de Futuros Profesores de Inglés como Lengua

Extranjera

de

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Directora: Mgter. María Celina Barbeito

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**Exploring Emotional Experiences in EFL Teacher Training: A Multiple-Case Study of
Beliefs, Emotions, and Regulation Strategies Across an Intervention and the Final
Practicum**

de

Cecilia L. Ambrosetti

Directora: Mgter. María Celina Barbeito

2024

To Emilia, Antonela, and Sarah, whose openness illuminated this research journey.

Informo que, de acuerdo a lo que prescribe la **Ley N° 26.899^(*)** (2013), su Reglamento Operativo (Resolución 753-E/2016) y la Política Institucional de Acceso Abierto de la Universidad Nacional de Río Cuarto (Resolución del Consejo Superior N° 202/2021), ***este documento es resultado del financiamiento total o parcial otorgado por el Estado Nacional, por lo tanto queda sujeto al cumplimiento de la Ley N° 26.899 y la Política Institucional de Acceso Abierto de la Universidad Nacional de Río Cuarto***".

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Abbreviations

COEDI	Comité de Ética de la Investigación
E.E.S.O.P.I. 3095	Escuela de Enseñanza Secundaria Orientada Particular Incorporada N° 3095
EFL	English as a Foreign Language
ISP7	Instituto Superior de Profesorado N° 7
L2	Second language
POS.	Position
SLA	Second Language Acquisition
TEFL	Teaching of English as a Foreign Language
TESOL	Teaching of English to Speakers of Other Languages
TP4	Trayecto de Práctica IV
UNRC	Universidad Nacional de Río Cuarto

Abstract

This qualitative multiple-case study explored the beliefs towards teachers' emotions and emotion regulation as well as the emotions and regulation strategies of three EFL student teachers across an intervention and their final practicum at a teacher training college in Venado Tuerto, Argentina, in 2022. Drawing on key theories of beliefs (Barcelos & Kalaja, 2013; Barcelos & Ruohotie-Lyhty, 2018), emotions (Russell, 1980), and emotion regulation (Gross, 1998, 2015), the study examined the interplay between these aspects through a novel intervention that served both as a data collection tool and a means of supporting student teachers' development of socio-emotional competence. The 15-week intervention (September-December 2022) combined traditional data collection methods with innovative approaches to reflection. Data were collected through surveys, classroom observations, interviews, visual narrative descriptions, and autoethnographic writing. Results revealed a dynamic evolution in participants' beliefs about the role of emotions in teaching, progressing from a primarily technical focus to a more nuanced understanding of emotions' role in professional identity. Participants experienced predominantly activated emotions, both pleasant (happiness, joy) and unpleasant (anxiety, nervousness), with deactivated emotions emerging mainly post-practicum. The study identified cognitive change as a pivotal regulation strategy, facilitated by reflective practices such as autoethnographic writing. All participants reported high value in the intervention, citing increased emotional awareness, better theory-practice integration, and personal growth beyond teaching. The study's implications extend to EFL teacher education program design, highlighting the need to systematically embed emotion regulation into teacher training to enhance educator's socio-emotional competence.

Keywords: EFL teacher education, teacher beliefs, emotions, emotion regulation, emotional competence, teaching practicum, qualitative research, autoethnographic writing

Chapter 1: Introduction

What is this terror? [W]hat is this ecstasy?... What is it that fills me with extraordinary excitement?

— Virginia Woolf, *Mrs. Dalloway* (1925)

The emotional dimension of teaching a second language (L2) is increasingly developing as a critical area of research in the field of Second Language Acquisition (SLA) (Prior, 2019). As the 2010s introduced a new interest in emotions within language learning and teaching, mostly influenced by Positive Psychology (MacIntyre, 2016), the importance of recognizing teachers' emotional experiences was emphasized as a central aspect of teacher cognition (Barcelos, 2015; Dörnyei & Ryan, 2015; Cuéllar & Oxford, 2018; Martínez Agudo, 2018). It was recognized that overlooking emotions hinders a comprehensive understanding of L2 teaching as it fails to consider the inseparability of cognition and emotion, and consequently overlooks the central role emotions play in shaping teaching practices (Johnson & Worden, 2014; Swain, 2013). Golombek and Doran (2014) further argued that validating language teachers' emotions would benefit their cognitive growth.

Despite this growing research recognition, emotions in the learning-to-teach experience of an L2 have often been ignored by teacher educators (Martínez Agudo & Azzaro, 2018). Additionally, the majority of studies focusing on affective concerns rarely address L2 teachers, more specifically teachers of English, as “the independent, vital entities they are in English language teaching” (Martínez-Alba, G. et al., 2023, p. 37).

This is particularly concerning given that the well-being of L2 teachers is central to their pedagogical competence. Teachers' emotional experiences wield substantial influence

over classroom environment, instructional decisions, and, consequently, teachers' comfort levels and students' learning achievements (Gabryś-Barker's 2014; Mercer & Gregersen, 2020).

This oversight is particularly problematic because teachers of English face unique emotional challenges. They must not only manage their own emotions but also support their students through the psychological complexities of learning a new language (Pentón Herrera et al., 2023). This dual responsibility underscores the critical need for emotional competence in EFL teacher training. However, the current gap in training leaves future teachers of English poorly equipped to handle the diverse and changing emotional challenges that their profession entails. As a result, they often experience elevated levels of stress, burnout, or emotion labor (Benesch, 2012, 2017; Barkhuizen, 2017; Gkonou & Miller, 2019; Miller & Gkonou, 2018).

This study departs from the notion that our brain operates as an emotional brain (Cuéllar & Oxford, 2018) and proposes that a more comprehensive understanding of emotions can be achieved by viewing them in a reciprocal interplay with beliefs (Barcelos, 2015; Barcelos & Ruohotie-Lyhty, 2018; Mercer et al., 2016). The sociocultural perspective taken in the present work allows for consideration of how beliefs and emotions are co-constructed as an event progresses. It will be argued that emotions are socially and culturally derived, and along with cognition, they mediate learning and teaching.

Emotional experiences in this study encompass participants' ongoing beliefs and emotions, as well as the regulation strategies they employed as these beliefs and emotions unfolded over time. Thus, the term can refer to emotions (in connection with beliefs), regulation strategies, or both within the dynamic process of their emotional journey. The conceptualization of L2 teacher beliefs draws on Barcelos and Kalaja (2013) and Barcelos

and Ruohotie-Lyhty (2018). Emotions are interpreted using Russell's (1980) circumplex model of affect, chosen for its current validity and clear classification of valence (a pleasure–displeasure continuum) and arousal (activation–deactivation). Similarly, Gross's model of emotion regulation (1998, 2015) was applied to identify and name emotion regulation strategies. These theories form the cornerstone for categorizing and interpreting the gathered data.

This research responds to the call for more qualitative approaches within the field of SLA (Duff, 2020), adopting a qualitative case study. It also addresses the need for a deeper understanding of L2 teachers' perspectives in language learning, particularly regarding the interconnection between their emotions and beliefs (Mercer et al., 2016). Vivid, complex, and theoretically informed, the case studies in this work will be a valuable means of illustrating the participants' emotional inner landscapes within a natural context. Towards this end, this study seeks to explore the beliefs towards emotions and emotion regulation, the emotions themselves, and the strategies for emotion regulation of three EFL student teachers who completed the course "Trayecto de Práctica IV" (hereinafter, TP) in 2022 at Instituto Superior de Profesorado N°7 (hereinafter, ISP7) from Venado Tuerto and had their final practicum at Escuela de Educación Secundaria Orientada Particular Incorporada N° 3095 (E.E.S.O.P.I. 3095)¹

¹ ISP7 is the sole institution providing a teaching of English as a foreign language (TEFL) course in Venado Tuerto. Annually, student teachers of English at ISP7 undergo their final practicum at E.E.S.O.P.I. 3095, where the researcher coordinates such activities as teacher of English and Assistant Head. As a former student at ISP7 and through conversations with student teachers during the practicum and teacher trainers at ISP7, the researcher has identified the absence of a systematic approach to emotional competence development for L2 student teachers at ISP7.

This study is based on the surveys, observations, descriptions, narratives and one-on-one interviews that were analyzed for all three participants. In employing diverse instruments, this study introduces a novel approach in recounting personal experiences: the autoethnographic narrative, with the researcher providing detailed guidance on writing it. This narrative form, drawn from the field of Sociology, intends to add a distinctive layer to the study's methodological framework, demonstrating a commitment to methodological diversity in exploring the intricate domain of L2 teacher emotions.

An intervention was also implemented during TP class hours, starting before and concluding after the weeks the participants had their final practicum. This intervention was designed as a methodological strategy to create an opportunity for authentic exchange. As Peña-Cuanda and Bolaños-Gordillo (2009) explain: "[w]hen ... one directly enters the realm of reciprocity... the intervened and the intervener are erased, and two subjects in a dialogical situation emerge" (p.184, as translated by Ambrosetti, 2024). From an emic perspective, the potential bond between researcher and participant was not considered as a source of bias but as a central choice to collect honest responses and facilitate a mutually beneficial outcome, as the intervention aimed to offer perspectives and tools that could potentially enhance the participants' final practicum and foster their professional development² (this also explains the selection of TP classes for its implementation).

² The intervention drew upon psychological concepts and encouraged reflection; however, it was not designed to duplicate or replace any form of psychological treatment.

Confidentiality is of utmost importance in this study. Participants were made aware that their mentor teachers would access the collected information only after the analysis of results and the allocation of marks for the subject (a decision that did not involve the researcher in any manner). Participants used pseudonyms to ensure anonymity.

It is important to underline from the outset that beliefs and emotions in this work are not considered undesirable or eradicable, but, rather, inherent to our human condition and an integral aspect of L2 teaching that should therefore be acknowledged and studied. This study supports the view that disregarding the emotional facet of language teaching (which is closely linked to beliefs) equates to neglecting a key element in the teaching and learning continuum. If emotions were openly discussed in teacher education, they could become a valuable asset for both mentor teachers and student teachers, enriching pedagogical practices and nurturing professional growth.

In light of the above, the following section will outline the objectives and research questions pursued in this work.

Objectives and Research Questions

General Objective

To explore the beliefs towards teachers' emotions and emotion regulation as well as the emotions and emotion regulation strategies of a group of EFL student teachers at ISP7 within the context of an intervention in emotion regulation and their final practicum.

Specific Objectives

1. To identify, describe, and interpret the beliefs regarding teachers' emotions and emotion regulation strategies of three EFL student teachers at ISP7 across an intervention in emotion regulation and their final practicum.

2. To identify, describe, and interpret the emotions and emotion regulation strategies of three EFL student teachers at ISP7 across an intervention in emotion regulation and their final practicum.
3. To analyze the relationships among the beliefs, emotions, and emotion regulation strategies identified in three EFL student teachers at ISP7 across an intervention in emotion regulation and their final practicum.
4. To describe the value attributed by three EFL student teachers at ISP7 to an intervention in emotion regulation.

Research Questions.

The questions below were aligned to each specific objective to guide the research process.

1. What beliefs do three EFL student teachers at ISP7 hold regarding teachers' emotions and emotion regulation strategies across an intervention in emotion regulation and their final practicum?
2. What are the emotions and emotion regulation strategies of three EFL student teachers at ISP7 across an intervention in emotion regulation and their final practicum?
3. How do the stated beliefs regarding teacher emotions and emotion regulation strategies relate to observed emotions and emotion regulation strategies experienced by three EFL student teachers at ISP7 across an intervention in emotion regulation and their final practicum?
4. How do three EFL student teachers at ISP7 evaluate an intervention on emotion regulation?

Organization

This study is presented in chapters. Below, there is an overview of the contents that will be covered in the subsequent pages.

Chapter 2 outlines key theories of beliefs (Barcelos & Kalaja, 2013; Barcelos & Ruohotie-Lyhty, 2018), emotions (Russell, 1980) and emotion regulation (Gross, 1998, 2015), explaining the interplay between beliefs, emotions, and emotion regulation on EFL student teachers. This chapter presents emotions as integral to the teaching process, influencing pedagogical practices and classroom dynamics. It also reviews literature on EFL student teachers' beliefs and emotions, highlighting how emotional awareness and regulation can enhance teacher well-being and student engagement (e.g., King & Ng, 2018; Olivero et al., 2023)

Chapter 3 covers the methodology for the case studies, detailing the instruments for data collection, the use of MAXQDA 2024 (VERBI Software, 2024) for data analysis, and the structure and content of the intervention. It also addresses validity, reliability, and ethical considerations.

Chapter 4 presents a thorough analysis of the three case studies in relation to the research questions. Each participant's findings are detailed through descriptive and narrative accounts, guided by a coding system specifically developed for this study (Appendix I).

Chapter 5 summarizes key findings from each case study, identifying patterns in the beliefs, emotions, and emotion regulation strategies of the three EFL student teachers. It also discusses methodological limitations and practical implications for teacher training programs and stakeholders in the field, concluding with suggestions for future research.

Significance of the Study

Identifying and exploring the relationships among beliefs about teachers' emotions, the emotions themselves, and the emotion regulation strategies of EFL student teachers across their final practicum can help elucidate the intricate connections among these variables, offering a deep understanding of their interplay. Additionally, examining the perceived value of emotion regulation interventions in EFL teacher training may provide valuable insights into the efficacy and reception of these interventions, offering tools for educators and institutions to support EFL student teachers' emotional well-being and pedagogical practices. Overall, this study aspires to contribute a multifaceted perspective on the emotional landscape of EFL student teachers, aiming to advance pedagogical practices in teacher training programs and broader EFL contexts.

Chapter 2: Theoretical Framework and Literature Review

This chapter is organized into two main sections. The first section outlines the theoretical foundations that support the study's objectives and methodological choices, providing a framework for the subsequent chapters. It begins by conceptualizing beliefs and emotions, emphasizing how these constructs are shaped by the broader teaching and learning environment. Emotions are further explored through Russell's (1980) model, followed by an introduction to emotion regulation strategies based on Gross's (1998, 2015) model. The section concludes by explaining the relationship between beliefs and emotions and highlighting the crucial role of developing socio-emotional competence during the teaching practicum.

The second main section provides an overview of existing research on emotions within the broader field of SLA. It highlights contributions on L2 teachers' emotions to contextualize this study, offering a comprehensive review of the current state of knowledge in this area. This literature review serves to position the present research within the existing body of work and to identify gaps that this study aims to address.

By combining theoretical foundations with a thorough examination of existing research, this chapter aims to provide a solid framework for exploring the beliefs towards emotions and emotion regulation as well as the emotions and emotion regulation strategies of three EFL student teachers depicted in the case studies of this work.

Defining L2 Teacher Beliefs

The conceptualization of L2 teacher beliefs has evolved significantly over the past few decades. Early research characterized beliefs as "elusive" (Barcelos, 2003) and "messy" (Pajares, 1992), while contemporary perspectives have advanced the understanding of their

complex nature. However, challenges persist in reaching a consensus on their fundamental characteristics. This work aligns with current theoretical frameworks that position beliefs as dynamic, non-linear, multidimensional, and interconnected systems operating at both social and individual levels (Barcelos, 2015; Barcelos & Ruohotie-Lyhty, 2018).

The evolution of L2 teacher beliefs reflects broader paradigm shifts in educational research. While earlier approaches predominantly focused on observable teacher behavior and quantifiable learning outcomes, contemporary scholarship has embraced a more comprehensive understanding that acknowledges the crucial role of teacher cognition, emotional intelligence, and metacognitive awareness (Golombek & Doran, 2014; Yuan & Lee, 2024). The present study specifically explores student teachers' beliefs about the role of emotions and emotion regulation, with particular attention to how these beliefs emerge and evolve during an intervention and the practicum period. Rather than viewing beliefs as static constructs, emergent beliefs are duly considered throughout this developmental process. This focus on belief development is especially pertinent given Barcelos and Kalaja's (2013) finding that teacher beliefs directly influence their actions, decision-making, reflections on practice, responses to changes and innovations, and potential resistance to new approaches.

Kubanyiova and Feryok (2015) discuss the "cognitive turn" in language teacher education research as a shift in focus toward understanding the cognitive processes that influence teaching practices. They argue that this turn emphasizes the importance of teacher beliefs, knowledge, and cognition in shaping pedagogical approaches and outcomes. This perspective highlights how teachers' beliefs play a crucial role in their decision-making and teaching. This cognitive turn thus encourages researchers and educators to explore the

interplay between teacher cognition and practice, fostering a deeper understanding of how teachers navigate their professional contexts.

Overall, the cognitive turn marks a significant advancement in language teacher education research, prompting a reevaluation of how teacher beliefs are integrated into training and professional development programs. There seems to be the need for new pedagogical proposals which incorporate belief inquiry into foreign language practices (Barbeito et al., 2021, p.17). Understanding these beliefs, particularly their dynamic and multidimensional nature, is crucial for developing more effective teacher education programs that acknowledge the complex interplay between cognition, emotion, and practice (Barcelos & Ruohotie-Lyhty, 2018).

L2 (Student) Teachers' Emotions: Conceptualization

The human brain is an emotional brain (Cuéllar & Oxford, 2018). Emotions “function as an amplifier, providing the intensity, urgency, and energy to propel our behavior” in “everything we do” (MacIntyre, 2002, p. 61). Given the complexity of emotions, reaching a consensus on the definition of teacher emotions seems elusive (Cheng, 2021). To navigate this complexity, this research adopts an integral perspective, considering multiple facets of emotions in the teaching context. Through this lens, teacher emotions are understood 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" (Schutz et al., 2006, p. 344). This definition of teacher emotions goes beyond the individual level, incorporating social and contextual factors, thereby providing a comprehensive framework that accounts for the multifaceted nature of emotions in educational settings.

In line with Benesch (2017), this study moves away from interpreting emotions as positive or negative, as such distinction suggests that certain emotions are preferable while others are downplayed in teaching contexts. Instead, emotions are interpreted following Russell's (1980) model, which categorizes them as more or less pleasant and as either activated or deactivated. None of these states is considered inherently preferable, as less pleasant emotions can sometimes lead to better learning outcomes. For instance, shame may motivate individuals to work harder in order to avoid feeling it in the future (Walker, 2017). Likewise, certain uplifting emotions may require regulation to maintain emotional balance (Gross, 1998, 2015). This nuanced understanding of emotions is particularly important when considering the complex emotional landscape of L2 teaching.

However, the profound impact of L2 teachers' emotions is frequently understated (Martínez Agudo, 2018, Pentón Herrera et al., 2023). According to King & Ng (2018), while emotion factors (e.g., emotions associated with workload) might be universal to all type of teaching, the "culture-laden nature of L2 teaching... engender[s] a higher frequency and a greater range of emotions" (p.147). This heightened emotional intensity is attributed to the substantial stakes in teacher and student identities. In particular, teachers of English encounter "emotional instability, mental fatigue, compassion fatigue, and/or secondary traumatic stress as a result of indirectly experiencing the traumatic events faced by their learners" (Pentón Herrera et al., 2023, p. 1). This increased demand for emotional attunement requires L2 teachers to have greater levels of emotion regulation. Consequently, their emotions can materialize as what Hochschild (1979) termed "emotional labor".

From a poststructuralist view, this emotion(al) labor encapsulates the myriad emotions experienced by L2 teachers, encompassing both macro (teaching in an L2 within a specific society) and micro (being an L2 teacher in a particular institution) contexts.

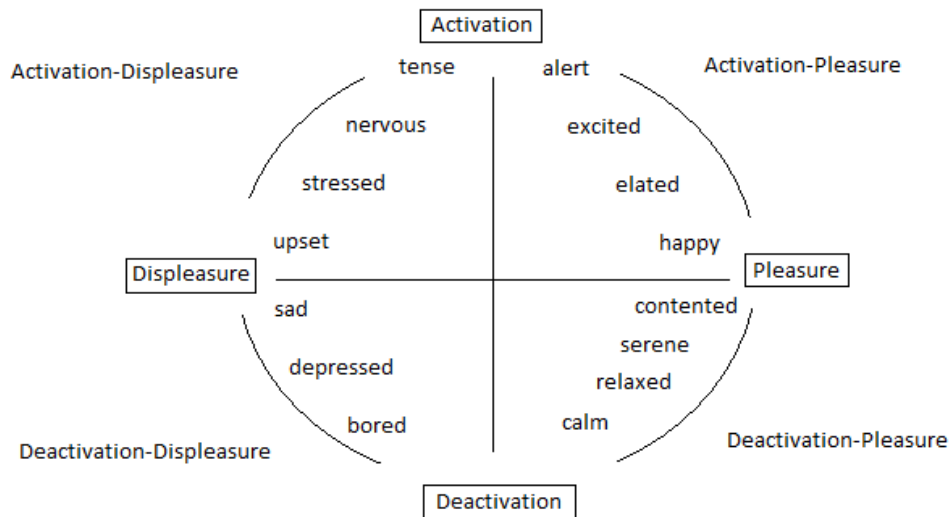
These experiences can potentially lead to conflicts and tensions (Barkhuizen, 2017; Benesch, 2017; De Costa & Nazari, 2024; Gkonou & Miller, 2019; Golombek & Doran, 2014). This phenomenon is equally applicable in L2 teacher training, particularly during the practicum (Zhang, 2023). Thus, understanding and addressing emotions becomes crucial for the well-being of both (student) teachers and students.

Russell's Circumplex Model of Affect

This dimensional approach, termed the circumplex model of affect (Russell, 1980), posits that all affective states stem from cognitive interpretations of core neural sensations. These sensations arise from two independent neurophysiological systems: one related to valence (a pleasure–displeasure continuum) and the other to arousal or alertness (Posner et al., 2005). Within this framework, each emotion can be understood as a linear combination of these two dimensions, reflecting varying degrees of both valence and arousal- see Figure 1. The circular representation suggests that affective states (or emotions) fall in a circular order around the perimeter of the space, with affective states of moderate intensity closer to the middle. The proximity of words indicates their similarity, with opposite emotions positioned on opposite sides of the circle. Joy, for example, is conceptualized as an emotional state that is the product of strong activation in the neural systems associated with pleasure together with moderate activation in the neural systems associated with arousal. All emotional states, aside from joy, stem from the same two neurophysiological systems. The difference lies in the degree or extent of activation within these systems. Therefore, specific emotions arise from unique patterns of activation within these neurophysiological systems, combined with our cognitive interpretations, and labelling of these core physiological experiences.

Figure 1

A Graphical Representation of the Circumplex Model of Affect³



Note. The horizontal axis represents the valence dimension, which can be thought of as a spectrum ranging from pleasure to displeasure. The vertical axis represents the arousal or activation dimension, indicating the level of alertness or stimulation associated with an emotion. This model suggests that emotions can be mapped onto a circular structure, with emotions of moderate intensity closer to the center.

While the model itself does not prescribe a fixed list or taxonomy of emotions, it often includes representative emotions to illustrate the framework, which guides the analysis in this study. For example, emotions commonly associated with the different regions of the circumplex include:

-
1. This graphical representation is based on the figure proposed by Posner, Russell, and Peterson (2005, p.716).

- Activation- Pleasure Quadrant:
 - Excitement
 - Elation
 - Happiness
- Activation, Displeasure Quadrant:
 - Anger
 - Anxiety
 - Distress
- Deactivation, Pleasure Quadrant:
 - Calm
 - Contentment
 - Relaxation
- Deactivation, Displeasure:
 - Sadness
 - Depression
 - Boredom

In conclusion, Russell's (1980) model proposes that the two neurophysiological systems of valence and arousal underlie all affective states. These systems form the foundation for various cognitive processes, enabling us to interpret and shape our emotional experiences in response to situational and historical contexts. As our cognitive abilities develop and mature, so does our capacity for nuanced emotional experiences (Posner et al., 2005). This conceptualization reinforces the intrinsic link between cognition and emotions, emphasizing that beliefs and emotions are interconnected aspects of cognitive activity.

The Relationship Between L2 (student) Teacher Emotions and Beliefs

Emotions in this work are seen as closely related to beliefs, mutually influencing one another. Beliefs, both social and individual, diverse yet uniform, form a dynamic, non-linear, multidimensional, and interconnected system (Barcelos, 2015; Barcelos & Ruohotie-Lyhty, 2018). Similarly, emotions, rooted in social and cultural contexts, permeate learning and teaching experiences alongside cognition (Dewaele, 2015; Pavlenko, 2013; Swain, 2013). Thus, the interconnected dynamics of emotions and beliefs are key to unraveling the complexities of education.

This dynamic shapes teachers' actions, identities, and social interactions in the teaching context. When dissonance occurs between emotions and beliefs, i.e. when teachers experience conflicts between their cognitive understanding and emotional experiences, it may lead to the formation of new beliefs and emotional patterns (Johnson & Worden, 2014, Rodrigues 2015). This dynamic interplay suggests that beliefs and emotions cannot be examined in isolation, as they form an integrated system that influences teachers' professional development and practice. According to Gill and Hardin (2015), ignoring affective constructs such as emotions results in an "incomplete and even faulty understanding of teachers' beliefs" (p. 232). This aspect holds significance in the context of teacher education, as it not only sheds light on how student teachers conduct themselves in their professional practices but also delves into the underlying motivations driving their behavior (Olivero & Oxford, 2019).

Emotion Regulation: Gross' Process

The field of emotion regulation emerged in the mid-1990s, and research in this domain has significantly expanded, particularly in the last decade. Emotion regulation is now recognized as a critical subject across diverse fields, resulting in varied definitions.

This study is grounded in the seminal work of psychologist Gross (1998, 2015), who continues to contribute through ongoing research extending to teachers' emotions (Taxer & Gross, 2018).

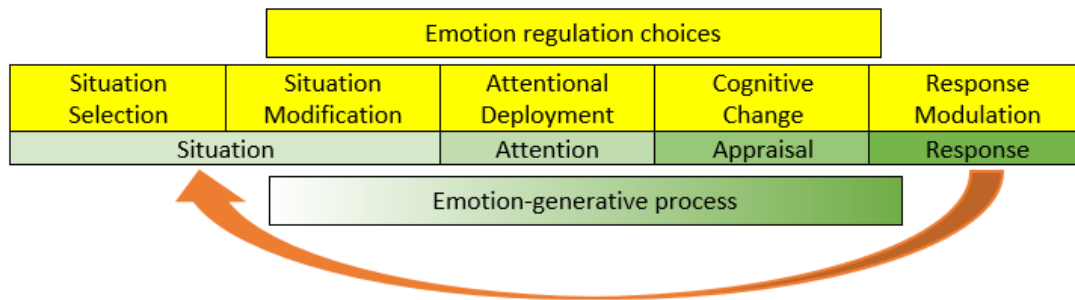
Gross (1998) defines emotion regulation as “the attempts to influence which emotions one has, when one has them, and how one experiences or expresses these emotions” (p.275). He puts forward the process model of emotion regulation, which outlines the strategies individuals use to regulate their emotions; namely, situation selection, situation modification, attentional deployment, cognitive change, and response modulation. To gain a comprehensive understanding of these strategies, it is imperative to identify the key stages in the emotion-generative process where attempts at modifying an emotion trajectory can be made. In other words, the emotion regulation process should be understood in relation to the emotion-generative process.

To clarify, emotions unfold when we pay attention to and evaluate external or internal situations based on our current goals. This contextually-based evaluation triggers the changes in the experiential, behavioral and physiological response systems that characterize emotions. This process can be simplified into a sequence: situation-attention-appraisal-response. Throughout these stages, the different strategies can be employed.

Figure 2 illustrates how these strategies are linked to each stage.

Figure 2

The Process Model of Emotion Regulation in a Linear Format⁴



Note. The process model of emotion regulation identifies each of the major moments at which the emotion-generative process might be altered (these moments have been gradually shaded in green to indicate the transition between a situation and its response). Importantly, an emotional response might change the situation that initially triggered the emotion, hence the arrow indicating this potential change.

The model consists of five major stages:

Situation Selection

This initial stage involves choosing situations or environments based on their emotional impact. Individuals may opt to approach or avoid certain situations to regulate their emotional experiences. For example, someone might choose to attend a joyful event to enhance pleasurable emotions or avoid a stressful situation to prevent less pleasant emotions.

-
2. For the sake of clarity, figure 2 represents the model in a linear format; however, Gross's emphasizes the dynamic and interactive nature of emotion regulation, highlighting that individuals may employ multiple strategies across these stages to effectively manage their emotions

Situation Modification

In this stage, individuals may actively attempt to alter aspects of a situation to influence their emotional response. This could involve changing the environment, adjusting the circumstances, or modifying the conditions to make them more conducive to the desired emotional outcome.

Attentional Deployment

Attentional deployment refers to the redirection of focus and concentration. Individuals can choose where to direct their attention, influencing their emotional experience. For instance, someone might deliberately shift their attention away from distressing thoughts or memories to a more neutral or positive aspect of the situation.

Cognitive Change (also identified as cognitive reappraisal):

This stage involves modifying the cognitive appraisal or interpretation of a situation to regulate emotions. Individuals may reframe their thoughts, challenge beliefs, or adopt a different perspective to alter the emotional impact of a situation.

Response Modulation

The final stage focuses on influencing emotional responses through physiological, expressive, or behavioral changes. This includes efforts to regulate facial expressions, vocal tone, or bodily reactions. For example, someone might suppress or amplify emotional expressions or engage in relaxation techniques to modulate physiological responses.

In conclusion, the proposed model outlines a comprehensive framework for understanding the intricate process of emotion regulation. The five distinct stages - situation selection, situation modification, attentional deployment, cognitive change or reappraisal, and response modulation - collectively illustrate the varied strategies individuals employ to navigate and regulate their emotional experiences. Different

situations may call for different regulatory strategies, and individuals vary in their preferred methods of emotion regulation based on factors such as personality and context.

Taxer and Gross's (2018) examination of fifty-six teachers with varying levels of expertise across diverse contexts revealed that teachers employ a variety of emotion regulation strategies to achieve their goals. However, response modulation—particularly suppression—was reported most frequently. The authors expressed concern about the prevalence of suppression, noting: “[t]his is alarming, as previous research has shown that suppressing emotions is associated with increased strain and emotional exhaustion for teachers” (p. 186). Other commonly reported strategies included situation modification, attentional deployment, and cognitive change, particularly in response to student misbehavior and classroom activities or lesson plans.

This study uncovers the complexity of emotional regulation in teaching, suggesting that the frequent use of suppression may have lasting implications for teacher performance and well-being. Understanding these patterns provides valuable knowledge about the challenges teachers face, which can inform support structures aimed at fostering healthier emotional regulation practices.

The Role of Socio-Emotional Learning and Emotion Regulation in Teacher Training

Socio-emotional competence plays a pivotal role in shaping educational environments, fostering classroom spaces characterized by mutual respect and meaningful engagement between teachers and students (Lozano et al., 2021). Devoting time to socio-emotional learning (SEL) during teacher training can thus open a gateway for student teachers to understand the intricate dynamics that shape their emotions.

At its core, SEL aims to develop a wide range of skills, including understanding and managing emotions, fostering empathy, and building capabilities for appropriate responses

in complex social interactions. SEL encompasses specific competencies: self-awareness, self-management, social awareness, social skills, and decision-making skills (CASEL, 2024). Within this framework, the present study focuses on emotion regulation, a component of the broader concept of self-management.

The implications of these propositions are that EFL teacher education should prioritize the development of reflective skills (Cinaglia & Coss, 2024). This focus will enable student teachers to thoroughly explore and critically examine their beliefs (Farrell, 2015) while cultivating emotional competence to enhance both their well-being and teaching performance (De Costa & Nazari, 2024). Such understanding can elevate student teachers' self-awareness and improve their teaching experiences. Indeed, Palmer (2017) asserts that there are three essential paths teachers must take to fully navigate their inner landscapes: intellectual, emotional, and spiritual. He further supports this view by stating that through exploring their lives and gaining self-knowledge, teachers can teach beyond mere technique, ultimately fostering a more authentic and impactful educational experience for their students

The Teaching Practicum: Bridging Theory and Practice Through Emotional Development

The practicum teaching experience places student teachers in a dual role, acting as both prospective teachers and learners. This dual responsibility creates a situation of uncertainty and stress (Abou Assali, 2015) where student teachers must simultaneously navigate the challenges of real teaching environments and learn the art of teaching itself.

Primary concerns and challenges for student teachers revolve around aligning theoretical knowledge with practical application, teaching ability, and performance. A central issue in practicum is the mismatch between formal university training and the

reality of classrooms. This mismatch often leads to emotional dissonance (Johnson & Worden, 2014). Importantly, these instances of dissonance can serve as growth points in novice teacher development if they learn to capitalize on such experiences. For example, Korthagen & Nuijten (2022) point out that when student teachers confront the gap between their expectations and the complexities of classroom realities, they engage in reflective practice, which can lead to deeper insights and adaptive teaching strategies.

Ultimately, while the practicum presents significant challenges, it offers invaluable opportunities for personal and professional growth as student teachers learn to align their emotional and cognitive responses within the complexities of real-world teaching (Malkoç et al., 2024). Consequently, teacher education programs should assist student teachers in comprehending the emotional dimension of their jobs (Molyneux, 2021). This involves:

moving beyond content and pedagogical knowledge and educating the whole [student] teacher by providing them with the time and space to develop a teacher identity, to understand the emotional work of teaching, and to gain the soci[o]-emotional competence needed to handle the stress and challenges of teaching. (p. 51)

Research Approaches to EFL Student Teachers' Beliefs, Emotions and Emotion Regulation during practicum

Early emotion research in SLA primarily adhered to the etic perspective, as seen in the broader field of Applied Linguistics, which heavily relied on quantitative data and statistical analysis (Dewaele, 2019). In the early years of the twenty-first century, more researchers began adopting the emic perspective, using qualitative data to capture participants' voices (Dewaele, 2019). Postmodernist researchers, notably Pavlenko (2013), led this transition.

The exploration of emotions in EFL teaching and their inherent relationship with beliefs in identity construction has therefore expanded to offer more detailed examination, more sophisticated research designs, and more rigorous processes of data collection and analysis. Nevertheless, qualitative methods have been underused (Dewaele, 2019; Dewaele & Chening, 2020). Indeed, MacIntyre (2016) has called for more methodological diversity including “longitudinal qualitative interview designs, qualitative interviews on multiple timescales, qualitative comparative analysis [..], as addressed in L2 motivation studies (p.13). Yet, this call remains largely unanswered.

Studies focusing on EFL student teachers during practicum have explored these themes through predominantly quantitative methods using standardized inventories to examine the emotions towards teaching (e.g., Eren, 2014; Parker, T., 2011) or the impact of emotions on beliefs about teaching approaches (Kirmizi & Sariçiban, 2020). Mixed methods using questionnaires and interviews (e.g., Chen et al., 2022; Tashma Baum, 2014) have provided broader insights, though still with limited qualitative depth. Purely qualitative designs, while less common, have offered richer explorations (e.g., Golombek & Doran, 2014; Nagamine et al., 2018; Rodrigues, 2015; Yuan & Lee, 2015; Zhang, 2023). To address the call for more qualitative research, this study builds on the insights from the latter group, which will be examined in depth to contextualize the relevance and contribution of the present work. These case studies share important methodological and thematic features relevant to the present research.

Yuan and Lee (2015) examined how emotional experiences intersect with cognitive and social processes during the EFL practicum to shape teacher identity construction, emphasizing the critical role of both emotions and underlying beliefs in professional identity development, which aligns with this study's focus. Similarly, Zhang (2023) studied

how emotion(al) labor at multiple levels influences teacher identity formation, further supporting the connection between emotion(al) labor, beliefs, and professional identity development in student teachers.

In their 2014 case study, Golombek and Doran examine the experiences of an EFL student teacher focusing on the emotion(al) dissonance that arises when her classroom practices conflict with her personal beliefs about effective teaching. The study emphasizes the critical role of reflective practice in helping the student teacher navigate these emotional challenges, ultimately influencing her professional identity and sense of agency.

Additionally, it highlights the importance of supportive contexts in shaping teachers' beliefs and emotional experiences, suggesting that teacher education programs should prioritize emotional awareness and reflection to facilitate teaching practices. Rodrigues (2015) further illuminated the complex relationship between emotions and beliefs, showing how dissonance can create new beliefs. For instance, their findings revealed that those student teachers who believed English teachers must possess high proficiency experienced pressure and frustration when progress was slow, leading to revised beliefs about language learning as a gradual process and teaching proficiency requirements. The results support this study's framework, showing that emotions and beliefs interact in complex, reciprocal relationships, shaping actions, identities, and social interactions, with dissonance potentially creating new beliefs and emotions.

In a similar vein, Nagamine, Fujieda, and Iida (2018) investigated how an EFL teacher in Japan acquired and transformed practical knowledge, examining the relationship between teacher emotions and reflective teaching. They highlighted that changes in teaching practices often stem from shifts in beliefs, which can be generated and transformed through various emotional experiences both within and beyond the classroom

in social interactive systems. In a related study, Padula (2016) explored an EFL teacher's emotions during practicum at a Brazilian private school, specifically examining how instructional coaching could help the teacher understand and manage their emotions.

The above studies all employed case-study designs that prioritized in-depth exploration of the interconnection between beliefs and emotions in the context of the EFL teaching practicum. Their methodological approaches included written narratives (such as autobiographical narratives and L2 poetry writing), interviews, and classroom observations, demonstrating the value of using multiple data sources to capture emotional experiences. The findings highlighted the importance of recognizing and addressing the relationship between beliefs and emotions in teacher education; however, these studies do not explicitly explore or propose the provision of emotional management support. The closest they come to this is acknowledging the significance of reflection (Golombek & Doran, 2014; Nagamine et al., 2018) and some form of instructional coaching, as noted in Padula's (2016) work. In fact, research on emotion regulation strategies in L2 student teaching contexts remains largely descriptive and lacks depth in analyzing actual regulation processes.

Rahmawati et al. (2020) specifically delve into the strategies employed by student teachers to manage the emotional challenges they encountered during practicum amid the COVID-19 pandemic. While the emphasis is on emotional regulation strategies, the study is predominantly descriptive, and does not document specific instances of how emotion regulation occurred. Similarly, Gabryś-Barker (2014) presents a compilation of non-verbal strategies utilized by fifty L2 student teachers to navigate potential challenges in the classroom and enhance their enthusiasm. However, the research lacks direct interaction with participants to discuss these strategies and facilitate regulation.

More directly related to the emotion regulation mechanisms explored in this study, King and Ng (2018) review King's (2016) work on how five expatriate instructors teaching English at a Japanese university managed emotion(al) labor during interactions with students. Although the participants were in-service teachers, the relevant takeaway from the study is their conclusion that one effective "coping measure" for managing emotion(al) labor is for teachers to become familiar with Gross' (1998) modal model of emotion regulation. They suggest it as "a good starting point from which educators can begin to consider what strategies may be most suitable for both themselves and their own teaching situation" (p. 154).

The literature reviewed here demonstrates the complex interplay between teacher emotions, beliefs, and professional development during practicum experiences. The studies examined highlight both the importance of emotional experiences in teacher development (Yuan & Lee, 2015; Rodrigues, 2015; Zhang, 2023) and the need for systematic support in emotion regulation (Gabryś-Barker, 2014; Nagamine et al., 2018; King and Ng, 2018; Padula, 2016; Rahmawati et al., 2020).

Supporting Emotion Regulation: Innovations

Emotional and social competences are core for language teachers, yet they are rarely addressed in teacher training programs and remain notably absent from SLA research (Mercer & Gkonou, 2017). Among recent studies answering the call for more systematic support in developing student teachers' emotional competence, several focus specifically on promoting well-being. For example, Helgensen (2017) proposes an approach that incorporates positive psychology-based language learning activities into micro-teaching, aiming to help teachers craft their own jobs. Through this approach, he suggests that

teacher educators can support student teachers in finding and creating their callings—which he views as a profound innovation in teacher education.

Building on these innovations in teacher well-being, several initiatives have emerged in Argentine EFL teaching programs. Olivero & Oxford (2019) emphasize the importance of integrating peace activities into L2 teacher education, encouraging student teachers to incorporate these practices into their own teaching. Their practicum approach in an Argentine setting drew on contemplative, holistic, and experiential learning modes, using multidimensional peace language activities to inspire student teachers to become peacebuilders in their classrooms. Similarly, Olivero et al. (2023) advocate for incorporating positive psychology activities based on holistic learning approaches into language teacher education programs. This approach aims to enhance teachers' emotion regulation and wellbeing. They argue that focusing on wellbeing in language teacher education programs is paramount for student teachers to both experience wellbeing throughout their careers, and effectively support their language learners' wellbeing. Their work offers concrete positive psychology-based activities that have been implemented in language teacher education courses, specifically designed to help future teachers regulate their emotions and enhance their wellbeing while learning to teach a foreign language.

While recent innovations in teacher education have expanded into well-being and peacebuilding, the need to further understand and support emotion regulation specifically within the practicum experience remains critical. Addressing this gap, the present study focuses on understanding and supporting emotion regulation processes during the EFL practicum. This research: (1) examines the ways in which student teachers experience their beliefs and emotions during their practicum, (2) analyzes the complex relationship between these beliefs and emotions, (3) documents the process through which participants

implement emotion regulation strategies, and (4) evaluates the impact of an intervention designed to foster emotional awareness and reflective practice. Through this comprehensive examination, this study seeks to contribute to the understanding of both the emotional dimensions of EFL student teachers and how emotion regulation can be effectively supported within teacher education programs.

Chapter 3: Methodology

The objective of this chapter is to outline the research methodology employed in this study. It covers the research design, including the description of the research context, participant characteristics and selection criteria, development of the research instruments and procedures for data collection, as well the techniques for data processing and analysis. Strategies to enhance validity and reliability and ethical considerations are also addressed.

Research Design: Nature and Overview

This research adopts a qualitative approach, specifically an exploratory cross-sectional multiple-case study design (Hernández Sampieri et al., 2014), presenting its findings in narrative form. To facilitate analysis, MAXQDA 2024 (VERBI Software, 2024) was employed to extract relevant passages, identify recurring themes, and create visual representations for enhanced interpretation.

An intervention was designed to facilitate meaningful, authentic exchange beyond mere data collection. By creating a supportive environment that encouraged deeper engagement, the intervention aimed to transform the research process from a transactional interaction to a relational experience. In doing so, it simultaneously sought to support participants' emotional development. Therefore, case study methodology was deemed most appropriate, drawing on its strengths in providing detailed analysis (Stake, 1995), practical applications (Thomas, 2011), and uncovering emergent patterns (Yin, 2018).

In this multiple-case study, the units of analysis are three student teachers from the TEFL program at ISP7, who completed their final practicum at E.E.S.O.P.I. 3095 in 2022, fulfilling the TP 4 requirements necessary for graduation. Analysis occurred at both individual (case-by-case) and collective levels (Hernández Sampieri et al., 2014). To understand participants' experiences from an emic perspective (Patton, 2015), the study

employed multiple data collection instruments: open-ended surveys, observations, visual narrative descriptions, autoethnographic narratives, and open-ended interviews. Data analysis followed both predetermined and emerging categories (Creswell & Creswell, 2018). A taxonomy of emotions was allowed to emerge to capture and categorize the range of emotional experiences expressed by participants.

This research design's flexibility and multiple data sources allowed for a deep, contextually sensitive examination of participants' experiences, prioritizing their subjective perspectives and the intricate emotional dynamics of their teaching practicum.

Context

This study was conducted across two locations:

- ISP7 in Venado Tuerto, within the context of TP, the final-year subject of the TEFL program where the intervention took place.
- E.E.S.O.P.I. 3095, also in Venado Tuerto, one of ISP7's partner schools, which provided the setting for participants' six-week teaching practicum.

Notably, ISP7 is the sole educational institution in Venado Tuerto offering a TEFL program, while E.E.S.O.P.I. 3095 is one of only two schools in the town with an intensive English program. Each year, a significant number of EFL student teachers from ISP7 complete their final practicum at E.E.S.O.P.I. 3095. This collaboration fosters regular communication between teachers from both institutions and enables direct interaction and mentorship between E.E.S.O.P.I. 3095 teachers and ISP7 student teachers during the practicum. Through these ongoing exchanges, direct observations during practicum supervision, discussions with student teachers and faculty members, and my own experience as a former student of the program, a gap was identified in the systematic integration of beliefs, emotions and emotional management within the TEFL curriculum at

ISP7. Consequently, an intervention was designed as a strategic response to address this identified need and gather valuable insights (see Intervention section).

Participants

The participants in this study comprise all three EFL student teachers from the ISP7 TEFL program who completed their final practicum in 2022 at E.E.S.O.P.I. 3095: Emilia (23), Antonela (24), and Sarah (24). All identified themselves as female and preferred the pronouns she/her. To ensure anonymity, participants opted for pseudonyms to safeguard their identities.

Convenience sampling was employed for participant selection (Hernández Sampieri et al., 2014), as participants represented readily accessible cases for the researcher. By focusing on these cases, the study aims to gather rich and relevant data pertaining to the participants' unique perspectives and experiences during their teaching practicum.

Authorization from ISP7 and participants' voluntary consent were obtained (see Ethical Considerations section), as outlined in Appendices A and B. This process aligns with the requirements of the UNRC's ethical committee.

Instruments

A diverse set of instruments was strategically selected to address the research questions comprehensively. According to Patton (2015), qualitative methods generally resort to three types of data collection: 1) in-depth interviews; 2) direct observation; and 3) written documents (p. 72). This study employed open-ended surveys, visual narrative descriptions, autoethnographic narratives, classroom observations, semi-structured interviews to capture an integral understanding of the participants' beliefs experiences. Initial surveys provided a glimpse into participants' pre-existing perspectives, while visual narrative descriptions and more comprehensive autoethnographic narratives offered

reflective accounts of their journeys throughout the practicum experience. Classroom observations shed light on non-verbal cues and interactions, and interviews (post-observation and final) served as a crucial component of the research design, facilitating the confirmation and validation of data. Thus, the integration of interviews in the study served to enrich and reinforce the overall robustness of the research findings. Additionally, the initial survey was re-administered (with extra questions) towards the intervention end and after the practicum to gauge any shifts in perspectives. By triangulating data from these diverse sources, the research aimed to uncover nuanced insights and enhance the credibility of the findings.

Open-Ended Survey

An open-ended survey (see Appendix C) was designed in two versions (Version 1 and Version 2) to inquire about the participants' beliefs about teacher emotions and regulation, their personal emotions and regulation strategies before and after practicum, and their views on the intervention's value. Questions about emotion regulation strategies followed the format of the TRUST test (Aldrup et al., 2020), using situational judgment questions that present classroom scenarios. In this study, these questions were tailored to teaching contexts that student teachers could encounter at E.E.S.O.P.I. 3095. For example:

Situación 1. Has preparado con dedicación una clase para el segundo año. Sin embargo, los estudiantes vuelven a mostrarse poco interesados.

¿Qué emoción/es experimentás ante esta situación?

Menciona a continuación las acciones que llevarías adelante para regular tu emoción o emociones de una manera efectiva a largo plazo:

Version 1, consisting of eleven questions, was administered at the start of the intervention. Version 2, which included four additional questions (such as participants'

perceived value of the intervention), was given post-practicum and after the completion of the autoethnographic narratives. Prior to the study, the survey was pilot tested with a group of third-year TEFL student teachers at ISP7 who were not part of the study.

Semi-Structured Classroom Observation Grid and Post-Observation Interview

Recognizing the multifaceted nature of belief and emotions, systematic observations were conducted with the researcher adopting the role of a complete observer (Creswell & Creswell, 2018). These classroom observations aimed to provide contextualized, real-time data to complement and deepen the subjective insights gathered through surveys, descriptions, and narratives.

As part of their practicum at E.E.S.O.P.I. 3095, participants delivered one lesson per week for six weeks, with each lesson lasting eighty minutes. Observations were conducted during weeks one, three, and six, covering fifty percent of all practicum classes.

To avoid standardized, homogeneous results, a semi-structured classroom observation grid (see Appendix D) was used, followed by a post-observation interview. This grid included demographic information and comprised three categories: classroom circumstances (a brief description of the observed situation, including time), reactions (yes/no), and associated verbal and/or non-verbal cues. Notes on potential emotions accompanied each reaction entry and were validated or adjusted through the brief interview (Creswell & Creswell, 2018) conducted immediately after the lesson (member checking). Prior to data collection, trial observations were completed across multiple courses at E.E.S.O.P.I. 3095 to refine the note-taking process.

Visual Narrative Description

As part of the intervention activities, participants were tasked with coloring a heart in the third week of their practicum, using any colors or patterns they desired. They were also

asked to label the different patterns or colors with emotion-related words, such as love, fear, and anxiety. To minimize interpretation errors, participants provided a brief descriptive explanation of their choices, which was later used as data input. The suggested layout was as follows:

Figure 3

What's in your heart: Visual Narrative Template

WHAT'S IN YOUR HEART?

_____ IS LOVED.

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

5

Autoethnographic Narrative

The autoethnographic narrative instrument serves as a central tenet of this study, proposed as a novel approach to data collection for its comprehensive nature and potential to yield transformative insights. Autoethnographic narratives are valuable for capturing the depth and complexity of lived experiences, blending descriptive elements with theoretical perspectives to enhance understanding of participants' views and contexts (Adams et al.,

⁵ This image was downloaded for free from <https://www.teacherspayteachers.com/Product/Whats-in-Your-Heart-5982917>

2017). The inclusion of this narrative form as an instrument is intended to serve a dual purpose: first, to gather extensive, detailed information from participants, and second, to encourage theoretical reflection.

Autoethnographic narratives are rooted in Ethnography, where evocative autoethnographic writing is recognized as a powerful mode of conveying research. Such writing emphasizes the researcher's voice in qualitative analysis. As Poulos (2020) describes, autoethnographic writing "extends thick description to construct [...] texts that evoke vivid images, deep meanings, and intense emotions, portraying the world and its actors in a richer and more immersive way" (p. 20).

It should be noted that in this study, participants were not directed to act as autoethnographers but were encouraged to engage deeply with their lived experiences. The aim was to integrate their personal narratives with theoretical frameworks and reflections, enriching the collection of data on emotions and beliefs. Therefore, participants were introduced to the development and writing style of autoethnographic research (Bochner & Ellis, 2016; Peynado et al., 2022; Poulos, 2020). They also received guidelines in the form of an instructional worksheet (Appendix E) to help structure their autoethnographic texts, prompting them to document their emotional journeys throughout the teaching practicum before, during, and after their six-week experience at E.E.S.O.P.I. 3095.

Participants were encouraged to reflect on the potential impact of their narratives, considering how their stories could generate insights, prompt questions, and inspire readers. They were invited to include photographs, audio recordings, and other multimedia to enhance their narratives and could select either first, second, or third-person narration. Recognizing the role of emotional expression, participants could choose to narrate in English, Spanish, or both, as using one's first language often deepens emotional

conveyance (Dewaele, 2015). Additionally, from the beginning of the intervention, participants were advised to keep journals to record thoughts, emotions and circumstances related to each lesson, providing a rich source for their narratives. While sharing these journals was optional, they all submitted them through a cloud-based document platform and received non-evaluative feedback, including reading suggestions to help link their experiences to relevant theories.

Semi-Structured Interview

As a final step in the data collection process, a semi-structured interview was conducted with each participant (see Appendix F) to verify consistency (Yin, 2018), clarify ambiguities (Kvale & Brinkmann, 2015), identify and fill gaps (Patton, 2015), and deepen understanding of interpretations (Seidman, 2019). In other words, the final interview acted as a validation tool, ensuring that the initial conclusions were well-supported by triangulated evidence. The interviews were conducted one-on-one via videoconference and were recorded with the participants' permission.

Furthermore, the semi-structured nature of the interviews offered a flexible framework that guided the conversation allowing for individual narratives to unfold naturally. This approach, as supported by Silverman (2022), strikes a balance between focused topics and the spontaneity of personal storytelling.

The table below provides a summary of the instruments selected for each research question in accordance with the research design.

Table 1*Overview of Instruments for Each Research Question*

Research Question	Instrument
1. What beliefs do three EFL student teachers at ISP7 hold regarding teacher emotions and emotion regulation strategies across an intervention on emotion regulation and their final practicum?	Open-ended survey (version 1 and 2) Autoethnographic narrative Semi- structured interview (member checking)
2. What are the emotions and emotion regulation strategies of three EFL student teachers at ISP7 across an intervention on emotion regulation and their final practicum?	Open-ended survey (version 1 and 2) Autoethnographic narrative Visual narrative description Semi-structured classroom observation grid: verbalization of thoughts and/or body language + post-observation interview (member checking) Semi- structured interview (member checking)
3. How do the stated beliefs regarding teacher emotions and emotion regulation strategies relate to observed emotions and emotion regulation strategies of three EFL student teachers at ISP7 across an intervention on emotion regulation and their final practicum?	Open-ended survey (version 1 and 2) Autoethnographic narrative Semi-structured classroom observation grid: verbalization of thoughts and/or body language + follow-up interview (member checking) Semi- structured interview (member checking)
4. How do three EFL student teachers at ISP7 evaluate an intervention on emotion regulation?	Survey (version 2) Semi- structured interview

Note. Multiple data sources were chosen to acquire reliable qualitative data that could be triangulated to address issues of validity and reliability (Creswell & Creswell, 2018).

Intervention: Significance and Rationale

It is important to clarify that while an intervention was implemented, this study design differs from experimental intervention research (Hernández Sampieri, et al, 2014). From an emic perspective, the intervention was designed as a strategic means of facilitating data collection by creating a dynamic and interactive environment for participants to engage and reflect upon their experiences. This study intends to describe and relate participants' beliefs, emotions and emotion regulation strategies- rather than tracing direct causal relationships between the intervention and potential observed changes.

Moreover, the intervention seeks a mutually beneficial outcome, where both the researcher and the participants can gain valuable insights from their interaction. Therefore, the potential bond between researcher and participant was not viewed as a bias but as a facilitator of a reciprocal honest exchange (Peña-Cuanda & Bolaños-Gordillo, 2009).

Furthermore, although one of the research questions addresses the intervention, it does not aim to determine whether participants were changed by it. Instead, it explores their interest or openness toward the introduction of emotion-related content, considering the TEFL program at ISP7 currently lacks this focus. Consequently, when changes were observed, the reasons for those changes were not attributed to the intervention's influence, although it may have been a contributing factor.

The intervention included both synchronous and asynchronous activities, beginning on September 13, when the researcher introduced herself in the TP class, and ending on December 30, with a farewell message that included a reflective teaching excerpt (see

Appendix G). This message was shared via a WhatsApp group created to offer support and facilitate exchanges among participants.

The table below provides a complete timeline of the intervention process, specifying its components and the implementation of each instrument.

Table 2

Timeline of Activities and Instrument Administration During the Intervention

Sep 13 START OF INTERVENTION

TP Meeting 1. With the agreement of the researcher, the authorities of ISP7 (see Appendix A), and the teachers of TP, the researcher introduced herself in a TP class, explained the research purpose, and assured the confidentiality and anonymity of the data. Participants' consent was requested (see Appendix B). The objectives and implementation methods of the intervention were explained.

Instrument: Open-ended survey (version 1) was handed in in paper format and completed that day (see Appendix C).

Sep 20 Teachers' Strike- TP meeting two was postponed.

TEACHING PRACTICUM STARTED for all three participants on this week Week 1

Participants were encouraged to keep a journal of their experiences during practicum

Instrument: First round of classroom observations

Sep 27 TP Meeting 2 (synchronous) Theoretical framework, including Gross (1998; Taxer and Gross, 2015) and an activity based on a video presentation by Gross (2014) Week 2

Assigned activity: Collaborative Task (due date: Oct 9)

Oct 4 TP Meeting 3 (asynchronous) Off time for reading purposes of selected material (e.g. Cuéllar & Oxford, 2018; Dewaele, 2015; Swain 2013) and completion of a collaborative task through Google docs. Week 3

Instrument: Second round of classroom observations

Oct 11 **TP Meeting 4** (synchronous). Classroom scenarios analysis (through a compilation of videos created by the researcher) and an experiential learning activity

Week
4

Assigned activity: What's in your heart? Visual Narrative + description

Instrument: What's in your heart? Visual narrative (plus brief written description)

Oct 18 **TP Meeting 5** (synchronous). Basics of Autoethnography. This introduced: (a) contemporary theory, such as Poulos (2020); (b) seminal works (Bochner & Ellis, 1992; Ellis, 1995); (c) an excerpt from an insightful interview with Ellis and Bochner (2010); (d) reflective activities; and (e) a selection of sample narratives, including: Donnelly (2015), Lemberger (2017), Liu et al., (2021), Mascaró Osorio (2014), and Peynado et al (2022). Assigned activity: Writing an autoethnographic narrative (due date was agreed upon completion of practicum)

Week
5

Instrument: Autoethnographic Narrative (see Appendix E)

TEACHING PRACTICUM ENDED for all three participants on the last week of Oct

Week
6

Note: It was originally planned to extend over 5 weeks but was later extended to six upon request of TP teacher trainers

Instrument: Third (and last) round of classroom observations

Nov Participants wrote and uploaded their autoethnographic narratives onto their journal entries doc in a Google folder under their name.

Instrument: Open-ended survey (version 2) was shared to participants through a google Doc upon submission of narratives (see Appendix C).

Wed 30 Antonela submitted Survey 2 answers

Dec Mon 5 Emilia submitted Survey 2 answers

 Fri 9 Sarah submitted Survey 2 answers

 Thurs 15 Interview with Emilia..... Duration: 49 minutes

 Mon 19 Interview with Sarah..... Duration: 50 minutes

 Wed 21 Interview with Antonela.....Duration: 57 minutes

 Fri 30 A passage on reflective teaching (see Appendix G) was sent via instant message, and gratitude to participants was expressed.

END OF INTERVENTION

Note. This table presents a detailed chronology of the activities that took place as part of the intervention, highlighting the specific moments for the administration of each instrument.

Data Analysis Procedures

Given the nature of this study, a primarily qualitative analytical approach was chosen for the dataset, relying on thematic analysis and interpretative methods to understand participants' experiences and perspectives. The qualitative analysis was enhanced using MAXQDA 2024 (VERBI Software, 2024), which facilitated the identification of relevant excerpts, analysis of recurring themes and their prominence, and the creation of tables and figures to break down complex findings into simpler components. This section outlines the qualitative techniques implemented for data analysis, including the development of the coding system, the approaches to enhancing the validity and reliability of this research, and ethical considerations.

Data Preparation and Coding Approach

The analysis began by organizing the dataset into separate documents for each participant and instrument (i.e., open-ended surveys, observation grid notes, visual narrative descriptions, autoethnographic narratives, and semi-structured interviews) before

uploading them into the qualitative data analysis software MAXQDA 2024 (VERBI Software, 2024). These files included interview audio recordings, which were automatically transcribed by the software and then edited by the researcher (see Appendix H for all documents from the dataset).

Predetermined categories were established to examine (a) beliefs, (b) emotion regulation strategies, (c) the interplay between beliefs and emotions, (d) the intervention evaluation, (e) observed changes, and (f) theoretical references. Within these categories, emerging patterns were also allowed, enabling an inductive, participant-centered approach to data interpretation (Creswell & Creswell, 2018). For emotions specifically, codes were developed solely based on emerging information across the dataset. As Nowell et al. (2017) describe, this open coding approach provides a flexible and accessible method for identifying and analyzing patterns within qualitative data.

MAXQDA 2024 (VERBI Software, 2024) facilitated multiple rounds of data review and segment coding. The software also allowed selecting data fragments and assigning colors to each code (see Figure 3), as well as creating sub-codes to build hierarchical coding structures.

Codes Development

Once main category codes were created, sub codes for each category were added. In the case of beliefs three broad categories were established, stemming from the survey questions: (b) the importance of teachers' emotions, the relationship between teachers' emotional and cognitive processes, and (c) the need to address student teachers' emotional experiences in EFL training programs. These categories reflected participants' views on these key topics included in both Version 1 and Version 2 of the survey, allowing for a comparison of perspectives over time.

Emotion regulation categories were assigned following Gross' (1998) model, as outlined in the theoretical framework, namely: situation selection, situation modification, cognitive change, attentional deployment, response modulation.

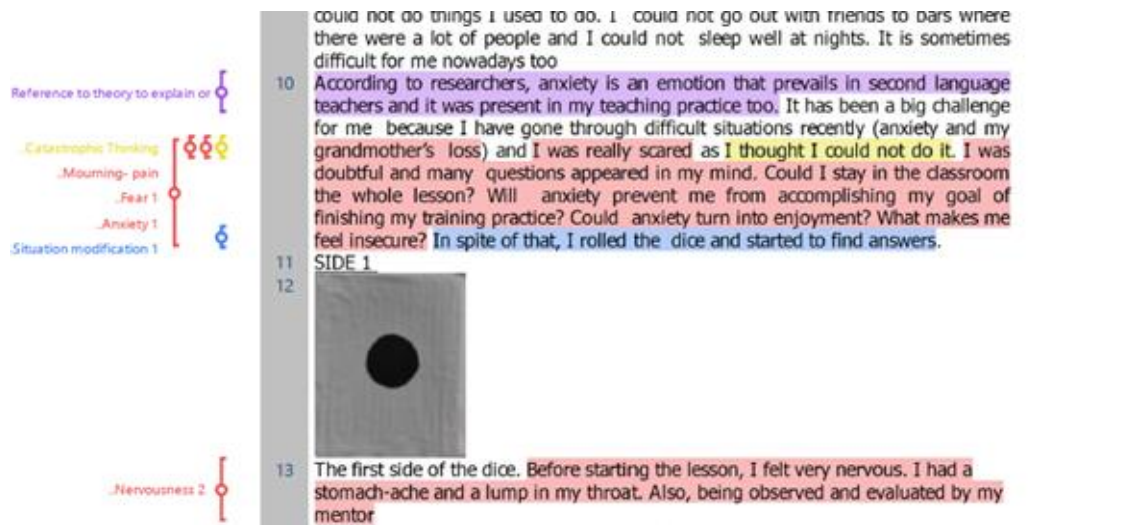
While a taxonomy of emotions was allowed to emerge from the data rather than imposing a predefined list, emergent emotions were coded including a number (1, 2 or 3) to represent the different moments participants experienced them: (1) at the beginning of the intervention before the practicum started, (2) during the intervention and the practicum, and (3) towards the end of the intervention and after the practicum.

Once the initial list of emotions was created, using the online version of the APA Dictionary of Psychology (2024) for definitions when needed, it was refined by grouping similar emotions into categories based on the circumplex model of emotions (Russell, 1980; Posner et al., 2005): activation-displeasure, activation-pleasure, deactivation-displeasure, and deactivation-pleasure. For example, for the segment: *Before starting the lesson, I felt nervous. I had a stomachache and a lump in my throat.* (Emilia, Autoethnographic Narrative, Pos. 13), the code hierarchy was: Emotions> Activation-Displeasure> Nervousness.

This approach ensured that the unique emotional experiences of participants were accurately captured and systematically analyzed, that way the richness of the qualitative data was maintained while providing a structured framework for analysis- for a complete list of all codes, see Appendix I).

Figure 4

Distribution of Codes in a Document Generated in MAXQDA 2024 (VERBI Software, 2024).



Note. This document shows the distribution of segments (or “positions” [Pos.], as identified in the software and later referenced in the analysis of results) across documents, numbered in chronological order. Relevant fragments within each position are color-coded and linked to a specific code.

Enhancing Validity and Reliability

Ensuring the rigor and trustworthiness of the findings has been of paramount importance. To achieve this, various strategies recommended by Creswell and Creswell (2018) were employed to enhance both the validity and reliability of the study. According to Creswell and Creswell (2018), validity pertains to the accuracy and truthfulness of the findings, while reliability concerns the consistency and repeatability of the results. This section outlines the specific methods used in this study to enhance these aspects, thereby ensuring that the research findings are robust and credible.

Validity

Triangulation. Diverse data sources, including surveys, observations, descriptions, narratives, and interviews were used to cross-check information and ensure consistency. This approach helped to provide a comprehensive understanding of the research topic and verify the accuracy of the findings.

Member Checking. Participants were involved in the process of verifying the accuracy of the data and the interpretations derived from it. This was done by sharing the findings with participants and inviting their feedback to ensure that their perspectives were accurately represented. This was done at three specific moments: after classroom observations, during final interviews, and following the writing of their narrative accounts.

Peer Review. Colleagues or peers reviewed the analysis and provided feedback, challenging potential biases, and enhancing the rigor of interpretations.

Rich, thick descriptions. Detailed descriptions of the context, participants, and phenomena studied were provided guided by the principles of thick description (Geertz, 1973; Tracy, 2019) to allow readers to make informed judgments about the transferability of the findings to other settings.

Clarifying Researcher Bias. The researcher's own experiences, perspectives, and interpretations play a significant role in shaping the analysis. As Barkhuizen (2014) posits, the researcher is an active participant in the research process, who should embrace personal interpretations, subjectivity, and reflection, as they contribute valuable insights to their work. Following Barkhuizen's advocacy for reflexivity, this study maintained a reflexive stance throughout the research process by examining potential biases while acknowledging the researcher's interpretations as valuable contributions to understanding the phenomenon under study.

Reliability

Detailed Documentation. Thorough and detailed records of all research processes, including data collection and analysis steps, were kept to provide transparency and ensure the research process could be followed.

Code-Recode Strategy. After initial coding, the researcher took a break, and then recoded after a period of time. This process was repeated several times across days to ensure the stability and consistency of the coding.

Use of MAXQDA 2024 (VERBI Software, 2024). To enhance the reliability of the data analysis process, MAXQDA 2024 (VERBI Software, 2024), a qualitative data analysis software, was employed. This facilitated systematic and consistent data coding by allowing for the organization, retrieval, and comparison of coded segments across different data sources. The software's advanced features, such as code matrices, enabled the identification and resolution of coding discrepancies, thus ensuring a high level of consistency in the analysis. Additionally, the use of MAXQDA 2024 (VERBI Software, 2024), allowed for thorough documentation of the coding process, providing a transparent and replicable audit trail that further strengthens the reliability of the study.

External Audits. An external auditor, independent of the study, was engaged to review the entire research process, including data collection, analysis, and interpretation. The auditor examined the raw data, and codes to ensure that the findings were consistent with the data collected and to identify any potential biases or errors. Feedback from the auditor was used to refine the study and enhance its reliability.

By employing these strategies, this study aimed to achieve validity and reliability. The methods used aimed to ensure that the findings are accurate and consistent, enhancing the overall trustworthiness of the research. Triangulation, member checking, rich

descriptions, and clarifying researcher bias helped to strengthen the validity of the study. Similarly, the use of the code-recode strategy, a software tool, and an external audit contributed to the reliability of the findings. These efforts collectively aimed to ensure that the research outcomes are robust, credible, and dependable.

Ethical Considerations

Conducting ethical research is fundamental to ensuring the protection of participants and the integrity of the research process. Creswell and Creswell (2018) provide comprehensive guidelines outlining the ethical responsibilities of researchers. These guidelines were used as a reference in this study to maintain high ethical standards. This section details how ethical considerations were addressed.

Identification of the Research Topic

As mentioned earlier, the research topic was identified by considering a gap in the participants' training regarding the integration of beliefs, emotions and emotion regulation. Following Punch's (2014) criterion, the topic was chosen based on its potential to benefit the individuals being studied and its meaningfulness to others beyond the researcher.

Informed Consent and Permissions

Informed consent was obtained from all participants (see Appendix B). This involved providing clear and comprehensive information about the study's purpose, procedures, potential risks and benefits, and the rights of participants—including their right to withdraw from the study at any time. Authorization to join TP lesson at ISP7 was also requested (see Appendix A).

Ethical Approval

To ensure that the study meets ethical standards, approval from Comité de Ética de la Investigación (COEDI) review board at UNRC was obtained.

Confidentiality and Anonymity

The confidentiality of all participants was strictly maintained. Data was securely stored, and participants chose pseudonyms that were used in all reports and presentations to protect participant privacy.

Respect for Persons

All participants were treated with dignity and respect. Their autonomy was recognized, ensuring that participation was voluntary and free from coercion. Additionally, participants were asked about their gender identification and preferred pronouns in the initial survey.

Respect for the Site

To minimize disruption and intrude as little as possible on the flow of activities of participants in the subject TP, synchronous meetings with participants were held in agreement with course tutors on the time and day allocated. The number of live meetings and activities was informed prior to the start of the intervention.

Avoiding Harm

Careful consideration was given to the selection of activities and the use of information to avoid causing any emotional harm to participants. Although this study addresses participants' emotional experiences, it did not aim to provide or substitute any form of therapy, and participants were informed of this at the beginning of the intervention.

Transparency

The study was conducted with honesty and integrity. All data collection, analysis, and reporting were performed transparently, and any limitations were openly acknowledged to maintain the integrity of the research.

Debriefing

Participants accessed interpretation of results information about the study after classroom observations, during final interviews, and following the writing of their narrative accounts; and their questions were answered to ensure a clear understanding of the research they contributed to.

By adhering to these ethical guidelines, this study aimed to protect the rights and well-being of participants and uphold the integrity of the research process. These ethical considerations were integral to conducting responsible and credible research, ensuring that the findings are both trustworthy and respectful of the participants' contributions.

Conclusion

This chapter has outlined the research design of this study and the systematic approach adopted to explore the research questions. The nature and overview of the research design were first introduced, providing a foundational understanding of the study's structure. The context and participants were then detailed, giving insight into the environment and individuals involved in the research.

A variety of instruments were employed to gather rich and multifaceted data. These included an open-ended survey (in two versions), semi-structured classroom observations followed by a post-observation interview, visual narrative descriptions, autoethnographic narratives, and semi-structured interviews. Each instrument was carefully selected to capture different dimensions of the research topic and ensure a thorough exploration of the research questions.

The significance and rationale of the intervention were discussed, highlighting its role in the research process. Data analysis procedures were meticulously presented, including predetermined and emergent coding for thematic analysis, the development of a

taxonomy of emotions, and the mapping of findings to the circumplex model (Russell, 1980). The use of the MAXQDA 2024 (VERBI Software, 2024) facilitated efficient and rigorous data analysis.

To enhance the validity and reliability of the findings, multiple strategies were implemented: triangulation, member checking, rich, thick descriptions, and clarifying researcher bias. Reliability was ensured through detailed documentation, a code-recode strategy, the use of MAXQDA 2024 (VERBI Software, 2024), and external audits.

Ethical considerations were rigorously adhered to throughout the research process. This included obtaining informed consent, ensuring confidentiality and anonymity, respecting participants and the research site, avoiding harm, and maintaining transparency and ethical approval. Debriefing procedures were also followed to ensure participants were fully informed and comfortable with their involvement in the study.

Overall, this methodology chapter has provided a detailed and transparent account of the research process, ensuring that the study's findings are robust, credible, and ethically sound. This thorough approach underscores the commitment to high standards of research integrity and the generation of meaningful and trustworthy insights.

Chapter 4: Results

This chapter presents the findings of the study, offering a descriptive and narrative account for each participant informed by the system of codes developed (Appendix I). This approach aligns with the qualitative nature of the research and aims to provide readers with a comprehensive understanding of each case (Creswell & Poth, 2018).

Throughout this chapter, the presentation of participants' stories is guided by the principles of thick description (Geertz, 1973; Tracy, 2020), albeit in a more focused form. Clear, non-technical language is used, yet stories remain sufficiently detailed to capture the complexity of the phenomena under investigation (Merriam & Tisdell, 2016). The narrative style is intended to engage readers and allow for multiple interpretations of the data, while also offering the researcher's analysis (Leavy, 2020). In presenting the results this way, this chapter strives to balance depth with accessibility, offering both clear data presentation and informed perspectives (Braun & Clarke, 2021).

In the following sections, results for each EFL student teacher will be outlined, organized according to the four research questions:

- **Beliefs Towards the Role of Teachers' Emotions and Emotion regulation.** This category is key as it allows for an exploration of how participants conceptualize the role of emotions and emotion regulation in their professional practice. This includes their understanding of the impact of teacher emotions on their practice as well as their views on what (student) teachers could do to regulate their emotions.
- **Emotions Experienced and Emotion Regulation Strategies Employed.** This category is central as it provides a direct look at the affective experiences of teachers and how they manage these experiences across the practicum and the intervention on emotion regulation. It allows for a detailed examination of both the

types of emotions experienced and the strategies used to regulate them (Gross, 1998; Taxer & Gross, 2018), which is essential to understanding teacher emotion labor. Emotions will be described in three moments: at the start of the intervention and before the practicum, during the intervention and the practicum, and towards the end of the intervention and after the practicum so as to provide detailed analysis of the emotional landscape of each participant at key stages of the process.

- **The Observed Relationship Between Beliefs and Emotions.** This category is particularly valuable as it addresses the cognitive aspect of emotions in teaching by exploring the interplay between cognition (beliefs) and affect (emotions). It can provide insights into how teachers' beliefs about emotions (or any other emerging belief) influence their emotions and vice versa.
- **The Value Ascribed to the Intervention.** This category evaluates the intervention's role in fostering reciprocal and honest exchanges that both facilitate data collection and support student teachers' emotional competence.

Changes across categories, if observed, will also be included. The participants' stories intend to narrate unique aspects of individual experiences, as well as patterns or themes that emerged across cases (Smith et al., 2022). This approach provides a foundation for the discussion and conclusions presented in Chapter 5.

The lines in italics below are direct quotes from the participants' responses in the dataset, presented either in English or Spanish. This bilingual approach aligns with Dewaele's (2015) research, which suggests that individuals often prefer their mother tongue when describing emotions, as it allows for more nuanced and authentic expressions of emotional experiences. Hence, allowing participants to use both languages ensured a richer and more accurate representation of their emotional experiences. Plain, unitalicized lines

summarize parts of their stories, and the abbreviation **RC** indicates “Researcher's comment.” The researcher's voice intends to offer a guide on the participants' narratives, ensuring transparency in the reasoning behind the narrative construction. These comments are deliberately minimal and explicitly marked to acknowledge the researcher's role in analyzing the complex experiential data from this study, while reserving theoretical discussion for Chapter 5. Additionally, figures generated using MAXQDA 2024 (VERBI Software, 2024) have been included to support and clarify the textual descriptions, enhancing the reliability and comprehension of findings.

Emilia's Story

Emilia underwent a transformative emotional journey during her teaching practicum and the intervention period. Initially burdened by anxiety stemming from past personal losses and professional uncertainties, she experienced a wide range of emotions throughout her practicum. As the intervention and her practicum progressed, Emilia showed greater emotional awareness and increasingly diverse regulation skills. By engaging with various emotion regulation strategies and reflecting on her experiences, Emilia gradually shifted towards more pleasant emotional states and increased confidence in her teaching abilities. Her story exemplifies the complex interconnection between personal history, beliefs, emotions, and professional development in the context of (EFL) teacher education.

Beliefs Towards the Role of Teacher Emotions and Emotion regulation

At the Beginning of the Intervention and Before the Practicum. Emilia acknowledged the interconnected nature of cognitive and emotional processes for teachers. *Creo que están relacionados ambos procesos ...y que también influyen en nuestro accionar como docentes* (Emilia, Survey, Pos. 5). Additionally, she strongly believed in the importance of addressing emotions in teacher education, emphasizing that this would help

future teachers develop tools to manage classroom situations effectively. *Sí, creo que es fundamental visibilizar las emociones experimentadas por los docentes en formación y trabajar en la autorregulación de las mismas* (Emilia, Survey, Pos. 11). Furthermore, she viewed student teachers' emotions as being just as important as those of their students. *Creo que las emociones de los docentes y de los estudiantes son igual de importantes... como docentes, es importante conocer qué emociones nos atraviesan como punto de partida para poder desarrollar nuestro trabajo de la mejor manera. En cuanto a los estudiantes, se deben considerar sus emociones, ya que influyen en el proceso de aprendizaje de los mismos* (Emilia, Survey, Pos. 7).

As her practicum approached, concerns about the potential challenges of classes emerged. *I thought I was going to deal with behavior problems* (Emilia, Autoethnographic Narrative, Pos. 40). *Mis ideas previas se resumían en: caos y mal comportamiento* (Emilia, Survey, Pos. 41).

This anticipation of classroom management challenges led Emilia to see emotion regulation as crucial for maintaining professionalism. She reflected on how her own anxiety might hinder her ability to successfully complete her training practicum. *Will anxiety prevent me from accomplishing my goal of finishing my training practice?* (Emilia, Autoethnographic Narrative, Pos. 10).

Reflecting on her past experiences, such as mourning the loss of her father, she expressed how she learned to cope with that pain by focusing on academics. *I 'paused' the mourning because it was too painful for me. I concentrated on my academic [training]* (Emilia, Autoethnographic Narrative, Pos. 3).

In situational judgment scenarios, Emilia envisioned herself actively engaged in modifying circumstances: *Ante su desinterés, intentaría brindar otro tipo de actividad que*

llame su interés e interesarme en sus emociones (por qué le genera desinterés, por ejemplo) (Emilia, Survey, Pos. 26); or reappraising situations: *Sentiría que no me respetan, por otro lado, entendería su situación porque también pasé por lo mismo a su edad* (Emilia, Survey, Pos. 26).

During the Intervention and the Practicum. Emilia reinforced her view that the emotions experienced in interpersonal relationships, including those with students, play a critical role in the teaching and learning process. *I think building good rapport with students is something very important... [it] can be a significant factor in the overall learning and success of individual students* (Emilia, Autoethnographic Narrative, Pos. 37). With these ideas in mind, she planned a warm-up game for her students where they would roll a die and respond to questions about themselves, such as describing their interests. She was surprised when students asked her to roll the die herself. *The students asked me to roll the [die] and answer a question. The question I got was “How do you feel at school?”. That day, I could put my feelings into words and the result was very good. I felt less nervous and relieved because they [learnt] how I was feeling and I did not have to hide it* (Emilia, Autoethnographic Narrative, Pos. 18). This way, she began to change her initial beliefs regarding classroom environment. *I often think negatively, which is something that influences my self-esteem. It is important to know that although it can be difficult, we can always reflect on our thoughts, think from different perspectives and find good things* (Emilia, Autoethnographic Narrative, Pos. 22).

Towards the End of the Intervention and After the Practicum. Emilia's final reflections reveal a significant transformation in her beliefs. She came to value being observed and receiving feedback as a means to improve her teaching practices and emotional management. *Being observed is useful because you can realize different aspects*

of your teaching and emotional responses (Emilia, Autoethnographic Narrative, Pos. 45).

Further reflecting on receiving feedback, particularly when she found a sad face on her report and discussed it with her mentor teachers, Emilia emphasizes the importance of constructive guidance. *[S]chool mentors' feedback is essential in the practicum experience in providing student teachers with constructive feedback focused on changing teaching behaviors as well as continuous positive reinforcement and ongoing encouragement* (Emilia, Autoethnographic Narrative, Pos. 48).

Her understanding of managing emotional challenges also evolved. Emilia expressed her conviction in achieving *an equilibrium* between anxiety and enjoyment. *I think I could find an equilibrium, a balance between those emotions* (Emilia, Autoethnographic Narrative, Pos. 58). The evolution of her beliefs is further illustrated by her positive reflections on the practicum, where she valued the opportunity to establish meaningful connections. *I met very nice people, participative students, kind and helpful teachers* (Emilia, Autoethnographic Narrative, Pos. 53-54). The experience also instilled in her a deeper sense of personal development, as her beliefs about teaching expanded to encompass both personal and professional growth. *I have grown as a person and as a future teacher* (Emilia, Autoethnographic Narrative, Pos. 54-55).

Additionally, Emilia developed strong beliefs in the importance of emotional awareness and regulation. She expressed confidence in her ability to identify, accept, and regulate her emotions. *The practicum made me feel a lot of emotions in and out of the classroom, but firstly, it helped me to identify my emotions and to learn how to regulate them* (Emilia, Autoethnographic Narrative, Pos. 55-57). She also began to question her tendency to imagine fearful scenarios before they occurred. *[P]ensar tanto una situación que todavía no pasó, no ponerme tantas presiones y dejar que la situación me sorprenda,*

ver qué emociones me genera la situación en sí misma y no mis ideas (Emilia, Survey, Pos. 21).

Emilia's metaphorical references to a calming wave and the rolling of a die [she titled her narrative "The six sides of the [die]"] symbolize her belief in both the attainability of emotional stability and the continuous nature of professional development. Notably, she came to see her teaching journey as both complete in its current phase and open-ended. *I feel that the "wave" I mentioned at the beginning has calmed down because I learnt to identify my emotions, accept them and regulate them too. After rolling the dice and moving forward, I reached the finish line with plenty of answers and the possibility to roll it again and find new ones in the future* (Emilia_Autoethnographic_narrative, Pos. 60-61). This reflects her belief that teaching is a profession requiring ongoing learning and adaptation.

[RC: Emilia's initial beliefs show an awareness of the importance of emotions in teaching, but her perspective seems to deepen through experience, moving from abstract acknowledgment to seeing concrete professional implications].

Emotions Experienced and Emotion Regulation Strategies Implemented

Emotions.

At the Beginning of the Intervention and Before the Practicum: Emotional Turbulence. Initially, Emilia primarily experienced intense anxiety, nervousness, and stress, as evidenced by the prevalence of these codes across the dataset. Emilia's anxiety had deep roots; as she noted, it began before the practicum started when her deceased father appeared in her dreams for the first time in fourteen years. *That day was a turning point in my year because that evening I fainted and suffered from a "syncope vasovagal," which can occur when the body reacts in the presence of so much emotional suffering. I could not regulate my emotions after 14 years and my body reacted. Furthermore, after that episode I*

started suffering from anxiety (Emilia, Autoethnographic Narrative, Pos. 7). Her grandmother's more recent passing also contributed to her emotional state.

In addition to anxiety, Emilia expressed fear and distress, closely connected to her tendency towards catastrophic thinking, exemplified in statements like, *I thought I could not do it* (Emilia, Autoethnographic Narrative, Pos. 10). Indeed, joy was the only pleasant emotion she described. The table below summarizes the matrix of codes across the dataset for emotions at the start of the intervention period and before the practicum. The number one serves to illustrate this initial moment. Emotions are grouped following Russell's (1980) categories: deactivation-displeasure, deactivation-pleasure, activation- displeasure, activation-pleasure. It should be noted that all the emotions included in the table correspond to an activated emotional state (no deactivated state is present, neither pleasant or unpleasant), signaling it was an intense period for Emilia.

Table 3

Emilia's Matrix of Emotion Codes at the Beginning of the Intervention and Before the Practicum.

	Emilia_ Survey	Emilia_ Observation Notes	Emilia_ Heart Description	Emilia_ Autoethnographic_ Narrative	Emilia_ Interview	Total Number of Codes
Deactivation-displeasure>	0	0	0	0	0	0
Deactivation-pleasure>	0	0	0	0	0	0
Activation-Displeasure >						
Stress 1	0	0	1	0	0	1
Nervousness 1	1	0	0	0	1	2
Fear 1	0	0	0	1	0	1
Anxiety 1	1	0	1	2	1	5
Distress 1	0	0	0	1	0	1
Activation-Pleasure >						
Joy 1	0	0	0	0	1	1
Instrument Total	3	0	2	3	3	11

During the Intervention and the Practicum: Navigating Emotions. During her practicum, Emilia experienced a diverse range of emotions, from joy and excitement to tension and sadness.

Emilia's emotional landscape evolved to include more activated-pleasant emotions alongside activated-unpleasant ones. Notably, several moments of serenity were also registered in classroom observations, indicating a growing sense of confidence. This development is particularly significant given her self-acknowledged struggle with self-esteem. *The truth is that for me, feeling proud about what I do is sometimes difficult because I [have a] low... self-esteem* (Emilia, Autoethnographic Narrative, Pos.36).

One poignant moment of sadness occurred when her mentor teacher provided her with feedback, pointedly conveyed through a written comment accompanied by a sad face. *My mentor teacher has always provided me with written formal feedback during practicum. She gave me her opinion and made suggestions about classroom management and feedback in the classroom. We have a respectful and good relationship and I took into account everything she suggested me. However, the last day I felt sad and uncomfortable because of the way she expressed herself and the content of her feedback. She wrote a comment and added a sad face which I think it was not necessary. Perhaps, her final feedback did not match my expectations* (Emilia, Autoethnographic Narrative, Pos.46-48). This feedback, delivered in a manner that she felt emotionally charged and somewhat unexpected, momentarily disrupted Emilia's emotional equilibrium. However, this moment of discomfort was promptly regulated through a situation modification strategy (see *Emotion Regulation Strategies* section).

Table 4 presents a summary of Emilia's emotions across all dataset during the intervention and the practicum (hence, the number two next to each emotion type) organized into Russell's categories (1980).

Table 4

Emilia's Matrix of Emotions Across Dataset During the Intervention and the practicum

	Emilia_ Survey_	Emilia_ Observation Notes	Emilia_ Heart description	Emilia_ Autoethnographic_ Narrative	Emilia_ Interview__	Total number of codes
Deactivation- Displeasure >						
Sadness 2	0	1	0	1	0	2
Deactivation- Pleasure >						
Relief 2	0	1	0	0	0	1
Relaxation 2	0	2	0	3	0	5
Serenity 2	0	11	0	0	0	11
Activation- Displeasure >						
Annoyance 2	0	1	0	0	0	1
Stress 2	1	0	0	0	0	1
Nervousness 2	1	1	1	1	0	4
Anxiety 2	0	11	0	0	0	11
Uneasiness 2	1	0	0	1	0	2
Insecurity 2	2	0	0	0	0	2
Tension 2	0	1	0	0	0	1
Distress	0	0	0	3	0	3
Activation- Pleasure >						
Pride 2	0	1	0	1	0	2
Satisfaction 2	0	1	0	1	0	2
Happiness 2	0	1	1	4	0	6
Optimism 2	0	0	1	0	0	1
Joy 2	1	8	0	1	0	10
Moved 2	0	1	0	1	0	2
Excitement 2	0	0	0	1	0	1
Instrument total	6	41	3	18	0	68

As the intervention period and the practicum drew to a close, Emilia reported experiencing fewer and also more pleasant emotions, a significant shift from her earlier affective experience. Remarkably, the absence of the tutor teacher in class four, but the

presence of the other EFL student teachers observing, helped her feel more comfortable. *I was so happy because I felt relaxed 100% of the class. I think it was because my mentor teacher was not there, so there was not so much pressure on me. My classmates were also there and that made me feel more comfortable (Emilia, Autoethnographic Narrative, Pos. 31).*

Towards the End of the Intervention and After the practicum: Unveiling Change.

Once the practicum was over, only anxiety persisted among all the activated-displeasure emotions, reflecting her long-standing struggle. However, pleasant emotions had become more prominent in her emotional landscape. *Siento alivio y tranquilidad porque terminaron [las prácticas], fue una etapa de mucho esfuerzo, trabajo y estrés. Siento orgullo luego de saber que las aprobé, con una muy buena nota que no esperaba y que fue como un mimo a mi autoestima y corazón.* (Emilia, Survey, Pos. 9). Her reflection captured not only the release of tension but also the emergence of pride and self-validation that came with successfully completing this challenging phase of her professional preparation. Table 5 provides a summary of the matrix of Emilia's emotions across the dataset towards the end of the intervention and after the practicum. The table illustrates how deactivated emotions such as relief and calmness, alongside activated pleasant emotions like pride and happiness, became more prominent.

Table 5

Emilia's Matrix of Emotions Across Dataset Towards the End of the Intervention After the Practicum.

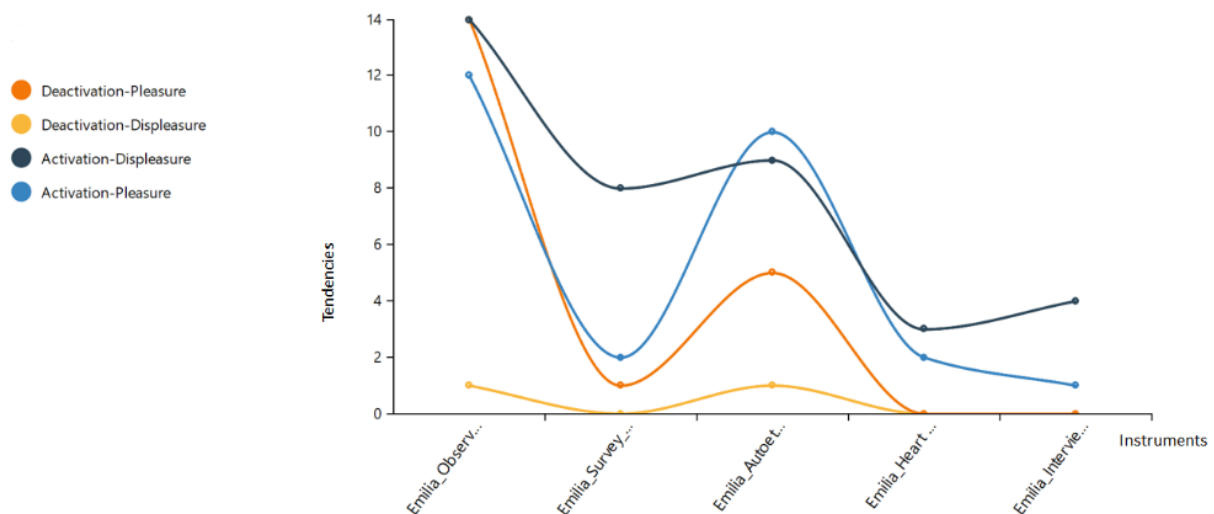
	Emilia_ Survey	Emilia_ Observation Notes	Emilia_ Heart Description	Emilia_ Autoethnographic Narrative	Emilia_ Heart Description	Emilia_ Interview	Total number of codes
Deactivation-Displeasure>	0	0	0	0	0	0	0

Deactivation-Pleasure >							
Relief 3	0	0	0	1	0	0	1
Relaxation 3	0	0	0	1	0	0	1
Calmness	1	0	0	0	0	0	1
Activation-Displeasure >							
Anxiety 3	0	0	0	0	0	2	2
Activation-Pleasure >							
Pride 3	1	0	0	0	0	0	1
Happiness 3	0	0	0	1	0	0	1
Instrument Total	2	0	0	3	0	2	7

Summary of Emilia's Emotions: Dynamic Shifts. Throughout the intervention and the practicum, Emilia experienced a spectrum of intense emotions that ranged from challenging to pleasant. Less intense or deactivated emotions were infrequent and not dominant, highlighting the critical role of emotional regulation in her teaching development- see Figure 5.

Figure 5.

Distribution of Emilia's Emotions Across Dataset Organized by Categories.



Note. The x-axis represents the various data sources while the y-axis shows the tendency of reported emotions for all four categories (Russell's, 1980).

A thorough examination of Figure 5 provides the following insights:

1. The activation-displeasure category (dark blue line), representing emotions such as anxiety, stress, and nervousness, shows the highest overall presence across all datasets.
2. The activation-pleasure category (light blue line), representing high-energy positive emotions (e.g., excitement, joy), also shows high presence across datasets.
3. The deactivation-pleasure group (orange line), which represents low-arousal positive emotions (e.g., calmness, contentment), shows a similar pattern to the activation-pleasure category, but with lower overall frequencies.
4. The deactivation-displeasure category (light orange line), representing low-energy unpleasant emotions like sadness or disappointment, has the lowest overall presence.

All in all, Emilia's emotional account unfolds as a complex process. Initially, anxiety permeated her experience, casting a shadow over her anticipation of the practicum. However, as the intervention and her teaching practice progressed, a gradual shift emerged. The frequency of pleasant emotion reports increased, painting her days with brighter hues of confidence and satisfaction. Concurrently, instances of unpleasant emotions diminished, suggesting a growing adaptation to the challenges of the classroom. This evolution in Emilia's emotional state reveals the dynamic nature of the EFL teaching practicum and hints at the potential impact of targeted interventions in supporting novice teachers' emotional well-being.

Emotion Regulation Strategies. The lines below present the evolution of Emilia's experiences, from initial anxiety and nervousness to the attainment of more pleasant

and balanced emotional states through various regulation strategies, as summarized in Table 6 below. It also hints at the impact of reflection on her emotional journey.

Table 6

Summary of Emilia's Repertoire of Emotion Regulation Strategies Across Dataset

	Emilia_ Survey_	Emilia_ Observation Notes_	Emilia_ Heart Description	Emilia_ Autoethnographic_ Narrative	Emilia_ Interview	Total Number of Codes
Situation Selection 1	0	0	0	0	0	0
Situation Selection 2	0	0	0	0	0	0
Situation Selection 3	0	0	0	0	0	0
Situation modification 1	5	0	0	1	0	6
Situation modification 2	1	0	0	3	2	6
Situation modification 3	6	0	0	1	0	7
Cognitive Change 1	2	0	0	0	0	2
Cognitive Change 2	0	0	0	2	2	4
Cognitive change 3	0	0	0	3	3	6
Attentional Deployment 1	0	0	0	0	0	0
Attentional Deployment 2	0	5	0	0	0	5
Attentional deployment 3	0	0	0	0	0	0
Response modulation 1	0	0	0	0	0	0
Response modulation 2	0	0	0	1	0	1
Response modulation 3	0	0	0	0	0	0
SUM	14	5	0	11	7	37
N = Documents	1	1	1	1	1	5

At the Beginning of the Intervention and Before the Practicum: Navigating Anxiety and Nervousness. At this stage, Emilia's emotion regulation strategies were primarily based on her initial beliefs and anticipations about teaching. Her responses reveal anxiety and nervousness as predominant emotions. However, Emilia mentioned some initial strategies to manage her emotions, such as focusing on her academic work (situation

modification). *I concentrated on my academic [training]*. (Emilia, Autoethnographic Narrative, Pos. 3). By focusing on her studies, she was able to channel her energy into her preparation, thereby reducing her anxiety about performance. This approach helped her maintain a sense of control over her situation, ultimately supporting her transition into the teaching role.

During the Practicum and the Intervention: Emerging Strategies. While her initial survey responses emphasized situation modification and cognitive change as the mostly used strategies for classroom scenarios, actual classroom observations unveiled a different set of strategies. Notably, attentional deployment emerged as a key strategy during her teaching. For instance, when faced with potential distractions, such as students from other classes entering the room or the classroom teacher pointing out disruptive behaviors, Emilia demonstrated an ability to maintain her focus. Observation notes denote her "serenity" and "joy", suggesting a successful deployment of attention to sustain positive emotional states while teaching. Also, Emilia began to experiment with response modulation. A pivotal moment occurred midway through the practicum when she decided to relax, demonstrating her emerging ability to directly influence her emotional responses and apply the theory from the intervention to reflect on and regulate her emotions. *The days before the third lesson, I tried to relax [response modulation], to avoid pressuring myself and to think positively* (Emilia, Autoethnographic Narrative, Pos. 26). Interestingly, strategies to modify or reassess a situation were not implemented during class hours as activities unfolded, coinciding with the pleasant emotions Emilia experienced with students.

Instances of self-regulation in the form of situation modification or cognitive change were observed, particularly when Emilia sought to regulate anxiety, distress, or sadness in connection to her mentor teacher(s). *Luckily, I took into account my mentor*

teacher's corrections without feeling overwhelmed [situation modification] (Emilia, Autoethnographic Narrative, Pos. 36). She concluded: *As students, we sometimes fear being questioned because it is a new experience for us but after the whole process I would say that being observed is useful because you can realize about different perspectives or techniques which can help you to improve your teaching* [cognitive change] (Emilia, Autoethnographic Narrative, Pos. 45). This shows her reframing the experience of being observed from a potential stressor to a valuable learning opportunity.

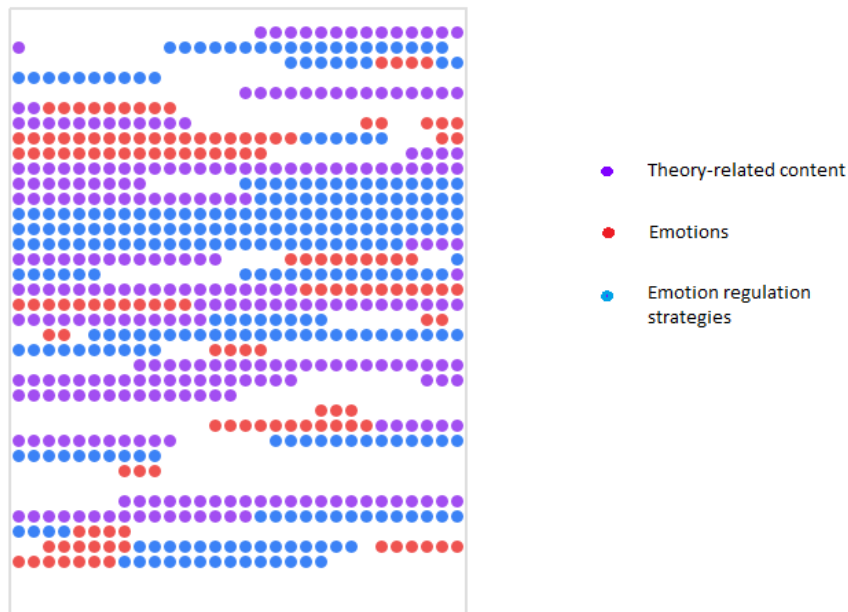
Towards the End of the Intervention and After the Practicum: Reflection and Growth. At this moment, more internalized emotion regulation strategies were registered. Emilia's survey responses indicated more proactive approaches to managing teaching situations; for instance, for the same situational judgement scenarios, she suggested a wider range of actions to modify a situation. Emilia and her classmates engaged in a discussion with their mentor teachers, which provided clarity and emotional support. ...[M/y] *classmates and I had a discussion with our mentor teachers that helped me to understand her last feedback [a sad face on her report] and to share with them how I have felt during the practicum* (Emilia, Autoethnographic Narrative, Pos. 49). [RC: This discussion helped Emilia process her mentor teacher's feedback, reinforcing the importance of a supportive practicum environment in developing student teachers' emotional strength and professional growth].

Furthermore, Emilia's reflections in the autoethnographic narrative and the final interview reveal a meta-cognitive awareness of her emotional growth. She recognized how her beliefs and thoughts influence her emotions. *Trato de modificar mis creencias* (Emilia, Interview, Pos.9).

Moreover, the autoethnographic narrative (Appendix H) played a crucial role in encouraging and capturing Emilia's reflective process throughout the intervention. Figure 6 illustrates the close proximity between theory (lilac) and emotions (red) or emotion regulation codes (blue) in Emilia's narrative. This visual representation highlights the interplay between Emilia's practical experiences and her engagement with reflection.

Figure 6

The Proximity of Theory-Related Content to Emotion Codes in Emilia's Autoethnographic Narrative.



This reflective practice allowed Emilia to deeply analyze her emotional experiences and regulation strategies, contributing to her growing metacognitive awareness. She decided to title it: The six sides of the [die], each side symbolizing a class. This image of the die also portrays her self-regulation intents to modify situations. *I was doubtful and many questions appeared in my mind. Could I stay in the classroom the whole lesson? Will anxiety prevent me from accomplishing my goal of finishing my training practice? Could*

anxiety turn into enjoyment? What makes me feel insecure? In spite of that, I rolled the [die] and started to find answers (Emilia, Autoethnographic Narrative, Pos. 10). The image of rolling the die conveys a sense of taking a chance, embracing uncertainty, and stepping into the unknown. Emilia, faced with doubts and questions swirling in her mind, decided to take action and seek answers. The die represents the unknown outcomes and the risks she was willing to take to gain clarity and move forward. It suggests a sense of courage, and a willingness to confront her fears and insecurities (situation modification).

All in all, Emilia's emotional journey throughout the intervention and her practicum reveals a progression from anxiety and nervousness to more balanced and pleasant emotional states. *This year (2022) has been a tsunami of emotions for me and I learnt a lot from them too. It has been like a wave of emotions in and out of the classroom, which I had to learn how to regulate and not hide anymore* (Emilia, Autoethnographic Narrative, Pos.6). She attributed this change to her experiences, the start of psychotherapy and the intervention (see *The Value Ascribed to the Intervention*). This suggests that Emilia's emotion regulation strategies became over time, with the reflective process playing a key role in this development.

The Observed Relationship Between Beliefs, Emotions, and Emotion Regulation Strategies

The observed relation between beliefs, emotions, and emotion regulation in Emilia's case reflects an evolving interaction. From the outset, Emilia believed in the importance of acknowledging and working on emotion regulation for EFL student teachers. This belief was not just theoretical but actively guided her approach to her own emotional challenges.

Emilia began facing intense emotions like anxiety, nervousness and even fear, driven partly by her apprehensions about potential classroom challenges and unresolved personal

grief. These emotions were initially destabilizing, but they highlighted the practical necessity of emotion regulation in her teaching role. Despite experiencing intense anxiety and nervousness, Emilia did not allow these emotions to paralyze her. Instead, consistent with her beliefs, she actively worked towards improving her situation and regulating her emotions. For instance, when faced with anxiety, Emilia employed a situation modification strategy: focusing on her academic training. This action directly aligns with her belief in the importance of working on emotional self-regulation.

During the intervention and the practicum, anxiety remained prominent, but it did not escalate to the level of fear she had initially experienced due to the *caos y mal comportamiento* she anticipated in the classroom—*algo que finalmente no me encontré* (Emilia, Survey, Pos. 41). This statement reveals a significant contrast between her initial fears and actual experiences, suggesting a reevaluation of her preconceived notions.

Emilia's use of emotion regulation strategies developed alongside her beliefs. She employed cognitive reappraisal quite frequently, aiming to channel her focus away from distressing thoughts toward positive engagement with her students. For instance, when she decides to relax midway through the practicum, she explains: *The week before, I had felt very good so, that motivated me to think that everything would be fine. That is to say, I could change my thoughts about the situation (delivering the lessons) in order to change the emotion itself (feeling worried like in the previous lessons). This is what Gross [1998] called **cognitive change and appraisal*** (Emilia, Autoethnographic Narrative, Pos.28).

Her initial belief that teachers should regulate their emotions evolved into a conviction grounded in her experiences, realizing that effective emotional management contributed to her professional growth and strengthened her self-esteem. This was evident when she re-

evaluated feedback from her mentor, transforming it from a source of sadness to a constructive opportunity for growth.

Towards the end of the intervention and the practicum, Emilia showed a more balanced emotional state, marked by fewer unpleasant emotions and increased pleasant ones, including pride and satisfaction. These emotional shifts signified her personal and professional development as she internalized beliefs about ongoing reflection and adaptation as key to her teaching journey.

Emilia's journey illustrates how personal beliefs about the value of acknowledging emotions and their regulation can guide emotional responses and coping strategies in teaching. It also shows how experiences can reshape beliefs, which can also evolve through reflective experiences, leading to more adaptive practices. Indeed, Emilia's openness to the intervention and her willingness to reflect on her emotions demonstrate her commitment to putting her beliefs into practice.

[RC: Emilia's story shows a strong congruence between her beliefs about the importance of emotional awareness and regulation and her active efforts to manage her own emotions, even when those emotions were challenging for her. This alignment provided a solid foundation that contributed to her emotional growth throughout the intervention and the practicum].

The Value Ascribed to the Intervention

Emilia found significant value in the intervention. She specifically credited it with helping her identify emotional processes. *Esta intervención me ha servido mucho para conocer e identificar mis emociones dentro y fuera del salón. Lo más importante, conocer y aprender como regular aquellas emociones que no me hacen tanto bien y destacar aquellas que son positivas. Me ayudó mucho a ganar confianza en mí, como docente y persona. Me*

ayudó a relajarme de a poco y llegar a sentirme 100% tranquila en la clase (3er clase si no recuerdo mal). Me gustó mucho el material que compartió Ceci, me pareció muy interesante... Un ejemplo [,] el momento en el que leo la devolución de la profesora y encuentro una :(En ese momento pude regular mi emoción de confusión e incomodidad para poder continuar la clase y terminar con las actividades propuestas para esa última clase (Emilia, Survey, Pos. 48).

This increased awareness seemed to facilitate Emilia's emotion regulation and provide her with tools to navigate the complex emotional landscape of EFL teaching. Also, the intervention seemed to have created a space for Emilia to process her past experiences, including the profound loss of her father. By revisiting these experiences in the context of her teaching practice, Emilia was able to gain new insights and integrate these emotions into her professional identity.

The intervention, particularly through the autoethnographic narrative component, fostered metacognitive awareness in Emilia. She became more adept at analyzing her own emotional processes and their impact on her teaching. *Before starting the lesson, I felt very nervous... This happens because I have a high level of internal pressure, expectations and I want to do my best in what I do... research has found that teachers typically regulate their emotions to improve their teaching effectiveness (Emilia, Autoethnographic Narrative, Pos. 13-16)*

In conclusion, Emilia's narrative reveals how an EFL student teacher's emotional landscape profoundly shapes their professional identity. Her journey demonstrates that teaching is not merely about acquiring pedagogical skills, but also navigating complex emotional terrain. The analysis identified three key phases in her emotional development: initial uncertainty, gradual confidence building, and emergence of a distinct professional

identity. Both the resolution of her classroom management fears and her handling of a challenging mentorship experience became catalysts for emotional growth and professional identity formation.

The findings highlight the integral role of emotional competence in effective teaching practice, with data showing direct links between emotional awareness and classroom management success. Additionally, the results indicate that structured reflection and peer support can significantly accelerate emotional development in the EFL teaching context.

Antonela's Story

Antonela's story is a compelling illustration of the power that self-reflection and emotional awareness can have on a teacher's development. Her journey reveals the dynamic interplay between her evolving understanding of teacher emotions and her personal experiences in the classroom. This narrative captures her transformation as she gains profound insights into the significance of beliefs, emotions, and emotion regulation, ultimately shaping a more effective learning environment for her students.

Beliefs Towards the Role of Teacher Emotions and Emotion Regulation

At the Beginning of the Intervention and Before the Practicum. Antonela held some beliefs about the role of teacher emotions and emotion regulation. She recognized a connection between teachers' emotional and cognitive processes. *Los procesos emocionales y cognitivos de un docente, o de cualquier persona, están conectados. Pienso que cuando uno se siente agitado emocionalmente o abrumado por diferentes situaciones se hace más difícil sobrellevar el día a día en el aula* (Antonela, Survey, Pos. 3). Initially, her conceptualization placed emphasis on the emotions of the students. The teacher's responsibility was framed around addressing student emotions to manage the class

effectively. *Creo que los docentes deben prestar atención a las emociones de los alumnos para saber cómo llevar adelante una clase, para saber cómo tratarlos y cómo ayudarlos. Pero a su vez, es importante que los docentes tengan un momento de introspección emocional para poder canalizar las emociones negativas. En mi opinión, esto no solo sirve para sentirnos relajadas y sin cargas al dar clases sino también para cualquier situación en la vida* (Antonela, Survey, Pos. 5). Antonela's statement also underscores the significance she places on emotional introspection for teachers, allowing them to feel relaxed and unburdened not only during teaching but also in various life situations. Indeed, this reflective disposition is characteristic of Antonela, as evidenced by her reassessment of an earlier failure in the subject Trayecto de Práctica 3 (TP3). She seized TP 4 as a new opportunity to confront her fears and improve, showcasing her characteristic willingness to learn from experiences and continually develop as a teacher. *Since then, I have tried to change my attitude in the classroom. I started to work in a private institute, and I've learned a lot... I felt really frustrated and sad. I knew I had done my best, but it wasn't enough. I thought of giving up the [teaching] and doing something new. But after some time of reflection, I decided to go on. I wanted to improve myself* (Antonela_Autoethnographic Narrative, Pos. 3). She later reflects on this change saying: *Creo que fue mi cambio de actitud. Más allá del profesor [de prácticas] ...Yo iba a hacer todo lo posible para aprobar la materia... Sí, ... un cambio de actitud o de pensamiento* (Antonela_Interview, Pos. 79-84).

Antonela's trust in the possibility of improvement and building rapport with her students extended to her approach to lesson planning and classroom management. *I decided to prepare activities that [could] engage [students] in speaking English. My purpose was to help them improve their communicative skill[s] (speaking)* (Antonela, Autoethnographic

Narrative, Pos. 4). *Al momento de comenzar la [primera] clase... quería que realmente al grupo les gustara las actividades y se sintieran cómodos conmigo (Antonela, Observation Notes, Pos. 2).*

During the Intervention and the Practicum. As the intervention and the practicum progressed, Antonela developed a deeper appreciation for the importance of teacher emotions. *Creo que los docentes deben prestar atención a sus emociones, tratar de regularlas y luego fijarse en las emociones/estados de sus estudiantes. Los dos son importantes por igual (Antonela, Survey, Pos. 5).* This statement demonstrates a growing awareness of the dual importance of teacher and student emotions in the classroom context. *Podemos hacer nuestras clases más divertidas o “motivating” si nos sentimos bien con nosotras mismas o podemos hacer nuestras clases aburridas o con una atmósfera tensa si nos estamos sintiendo mal. Esto influye también en nuestros estudiantes (Antonela, Survey, Pos. 3).* [RC: It seems that Antonela began to see her own emotional state as a powerful tool in shaping the classroom atmosphere and student engagement. This realization likely contributed to her more intentional use of emotional regulation strategies, as she recognized the potential impact of her emotions on her classroom performance and student outcomes.]

It became evident that Antonela's thoughts significantly influenced her teaching decisions. After finishing her first lesson, she realized she was prioritizing the completion of activities and time management over enjoying time with her students. She reflected that this might stem from a desire to maintain control: *Quizá el querer tener todo bajo control (Antonela, Observation Notes, Pos. 2).* This classroom experience, in turn, could have led her to modify her beliefs. She concluded: *I could have exploited the activities more, done less, and exploited them more (Antonela, Observation Notes, Pos. 2).* As Antonela progressed further into her practicum, she began to recognize her need for greater creative

freedom and decided to design her own lessons that extended beyond the course book activities. This shift allowed her to better cater to the students' needs and interests.

Towards the End of the Intervention and after the Practicum. Antonela's beliefs had solidified around the critical role of emotions in teaching. *El profesor es el que condiciona el aula....si el profesor no está bien, mucho menos va a poder fijarse en lo demás, en los alumnos* (Antonela, Interview, Pos. 10). Also, she emphatically stated: *Sí, creo que se deben visibilizar más las emociones durante la formación docente porque estas influyen en lo cognitivo, en el aprendizaje. Es importante saber regular[las] para tener un mayor aprendizaje y provecho de la experiencia de prácticas docentes* (Antonela, Survey, Pos. 9). Having initially expressed the importance of training in emotion regulation for student teachers, Antonela's experiences during the intervention and practicum reinforced and deepened her understanding of how crucial emotional awareness and regulation are for effective teaching and learning (see section, *The Value Ascribed to the Intervention*).

In a moment of introspection, Antonela came to a crucial realization: *Clearly, I learnt something really important... How would I expect the students to do activities willingly and with enthusiasm if I am feeling nervous, shy or even not liking what I want them to do?* (Antonela, Autoethnographic Narrative, Pos. 21). This insight demonstrates a shift from her initial thoughts primarily focusing on time management to recognizing the profound impact of her own emotional state on classroom dynamics. Indeed, students noticed and responded to Antonela's emotions, which led to an improved classroom climate and learning experience. These encouraging outcomes deepened her commitment to emotional awareness. Antonela's natural tendency for reflection shone through, along with her openness to learn from both experience and the intervention materials. [RC: This newfound understanding shows how the practicum marked a significant step in her journey.

It prompted her to reconsider and refine her beliefs about teaching, emphasizing the interwoven connection between teacher and student emotions].

Emotions Experienced and emotion regulation strategies implemented

Emotions

At the Beginning of the Intervention and Before the Practicum: Nervous

Anticipation and the Weight of Past Failures. Antonela primarily experienced activated, negative emotions (nervousness, anxiety, fear, insecurity). Pleasant emotions were less frequently identified, but did include both deactivated (security) and activated (optimism) instances (see Table 7). *Ante la cercanía de mis prácticas docentes me siento ansiosa por comenzar. A su vez me siento nerviosa con la preparación de las clases y conocer mi grupo. Por otro lado, me siento segura. Voy a ser capaz de llevar a cabo las clases y aprender de mis errores (Antonela, Survey, Pos. 7).* She also expressed: *I remember the night before starting my teaching practice. I wanted to make sure I had everything for the lesson. I was afraid of forgetting something important. At the same time, I felt insecure by the idea of not knowing the students. Would they be nice to me? Would they like and engage in the activities? I didn't know how they would react to their new teacher (Antonela, Autoethnographic Narrative, Pos. 2).* These emotions were compounded by her previous negative experience in TP3, as she recalled, *[t]he whole situation and feelings brought me back to my very first teaching practice during my 3rd year of the course. It was [three] years ago, I was younger and without any experience of being in front of a group. I was also unconfident and shy. I couldn't pass the subject because my teachers told me that I wasn't able to create rapport [with students]. That was my fear (Antonela, Autoethnographic Narrative, Pos. 3).*

Table 7

Antonela's Matrix of Emotion Codes at the Beginning of the Intervention and Before the Practicum.

	Antonela_ Survey	Antonela_ Observation Notes	Antonela_ Heart Description	Antonela_ Autoethnographic Narrative	Antonela_ Interv	Total number of codes
Deactivation-Displeasure >	0	0	0	0	0	0
Deactivation-Pleasure > Security 1	1	0	0	0	0	1
Activation-Displeasure > Nervousness 1	3	0	0	0	0	3
Fear 1	1	0	0	1	0	2
Anxiety 1	2	0	0	0	0	2
Insecurity 1	1	0	0	1	0	2
Activation-Pleasure > Optimism 1	1	0	0	0	0	1
Instrument Total	9	0	0	2	0	11

During the Intervention and the Practicum: A Tapestry of Emotions. Antonela's initial worries extended over the first lessons. She vividly described: *When the first lesson started I felt terribly nervous. I tried to manage that but it was clear I didn't feel comfortable. I wanted to be friendly and show confidence. At the beginning, I introduced myself and asked the students to introduce themselves and talk about one of the topics I had written on the board. This was [done] as an ice breaking activity. However, I noticed that the students were a bit nervous too. I rushed the whole lesson (Antonela, Autoethnographic Narrative, Pos. 5).*

Antonela's emotional landscape during this period became a vibrant tapestry of intense and rapidly shifting emotions. She experienced a complex mix of feelings, with anticipation, joy, and optimism weaving through her anxiety and fear (see Table 8). *En este comienzo de mis prácticas docentes me siento con un poco de miedo y ansiedad... son dos*

emociones frecuentes pero que no predominan... creo que dentro de la ansiedad me surge el miedo. También me siento con esperanza de que todo va a salir bien. Puedo disfrutar de las clases y de las charlas con mis compañeras y otros profesores. Y por último siento que puedo aceptar cada situación y anticiparme a las próximas clases y experiencias.

(Antonela, Heart Description, Pos. 1).

While Antonela grappled with the emotional complexities of her teaching practicum, her personal life added another layer to this moment. Antonela's upcoming nuptials filled her days with excitement and anticipation, casting a warm glow on her academic responsibilities. Nevertheless, the joy was tinged with an underlying current of nervousness as she juggled wedding preparations and her studies. *I was living a really important event in my life. In a few days it was going to be my wedding day. I had a lot of things in my mind, my personal life, in this case my marriage, moving house[s] and my honeymoon. On the one hand, I was extremely happy with what I was experiencing, but on the other hand, I was thinking about my responsibilities like finishing my studies and work. In the middle of all this, I was trying to enjoy it the most and not let my nervousness overcome me* (Antonela, Autoethnographic Narrative, Pos. 6).

In the classroom, moments of increased relaxation, joy, and pride became more frequent as students engaged enthusiastically with her self-designed activities, as opposed to those from the course book. Waves of satisfaction washed over her as she witnessed her own growth as a teacher. Antonela pondered upon this notable change. *I felt more confident, relaxed and I started to enjoy teaching. There was a shift. Why? Maybe because I felt more cheerful when I worked with the material I had prepared, with my own activities and resources and not only with the book. The students played games, described pictures, discussed specific topics, watched videos/recordings, worked in pairs and in groups,*

among others... I wanted all of them to feel free to [take] risk[s] and participate. I wanted to create that atmosphere in the classroom. It seems clear that I was able to do so.

(Antonela, Autoethnographic narrative, Pos. 18). Moreover, Antonela also felt relieved when she started to explore her creative freedom: *At last, I felt free to be myself. I think the book limited me a bit. I noticed this change of attitude and feelings not only on me but also on the students. They seemed happier, relaxed and participated more, even the ones who were shy.* (Antonela, Autoethnographic narrative, Pos. 20). These excerpts illustrate how Antonela's growing confidence and the positive response to her teaching strategies contributed to a more enjoyable teaching experience. [RC: This complex emotional dynamic was not merely a backdrop to her practicum experience, but an integral part of it, influencing her teaching strategies and personal development in profound ways].

Table 8

Antonela's Matrix of Emotion Codes During the Intervention and the Practicum

	Antonela_ Surveys	Antonela_ Observation notes	Antonela_ Heartdescription	Antonela_ Autoethnographic narrative	Antonela_ Interview	Total Number of Codes
Deactivation- Displeasure >	0	0	0	0	0	0
Deactivation- Pleasure >						
Acceptance 2	0	0	1	0	0	1
Relief 2	0	0	0	1	0	1
Relaxation 2	0	5	0	1	1	7
Serenity 2	0	1	0	0	0	1
Activation- Displeasure >						
Stress 2	1	0	0	0	0	1
Nervousness 2	1	5	0	2	3	11
Fear 2	0	0	1	0	0	1
Anxiety 2	0	8	0	2	1	11
Frustration 2	0	2	0	0	0	2
Annoyance 2	0	1	0	0	0	1
Tension	0	1	0	0	0	1

Activation- Pleasure >						
Anticipation 2	0	0	1	0	0	1
Pride 2	0	1	0	0	0	1
Delight 2	0	1	0	0	0	1
Satisfaction 2	0	1	0	3	0	4
Joy 2	1	6	1	1	0	9
Pleasure 2	0	0	0	0	1	1
Moved 2	0	1	0	0	0	1
Hope 2	0	0	1	0	1	2
Instrument Total	3	37	5	10	7	58

Towards the End of the Intervention and After the Practicum: Pride and

Satisfaction. Antonela's emotions were marked by a deep sense of satisfaction and pride in what she had accomplished (see Table 9), particularly in how she managed to overcome her initial fears, nerves, and anxieties to address challenges. *Me siento muy satisfecha por mis logros, la experiencia en general, el haber trabajado con un grupo muy lindo y el haber aprendido de ellos también* (Antonela, Survey, Pos. 7). *I think it was a fulfilling experience on the whole. I was able to enjoy and learn from my decisions and mistakes. I felt proud of having been able to engage the students to speak English, even the ones who didn't usually participate. They sometimes felt shy to answer the questions and to interact with their classmates but I was pleased to see their progress* (Antonela, Autoethnographic narrative, Pos. 22-23). [**RC:** These emotions correspond to a marked improvement from her earlier teaching experience where she struggled to connect with students in TP3.]

Overall, Antonela's emotions at this stage were fewer and more stable, indicating a notable emotional transformation. Specifically, the presence of only activation-pleasure emotions (pride and satisfaction) suggests that Antonela eventually found fulfillment in her practicum.

Table 9

Antonela's Matrix of Emotion Codes Towards the End of the Intervention and After the Practicum.

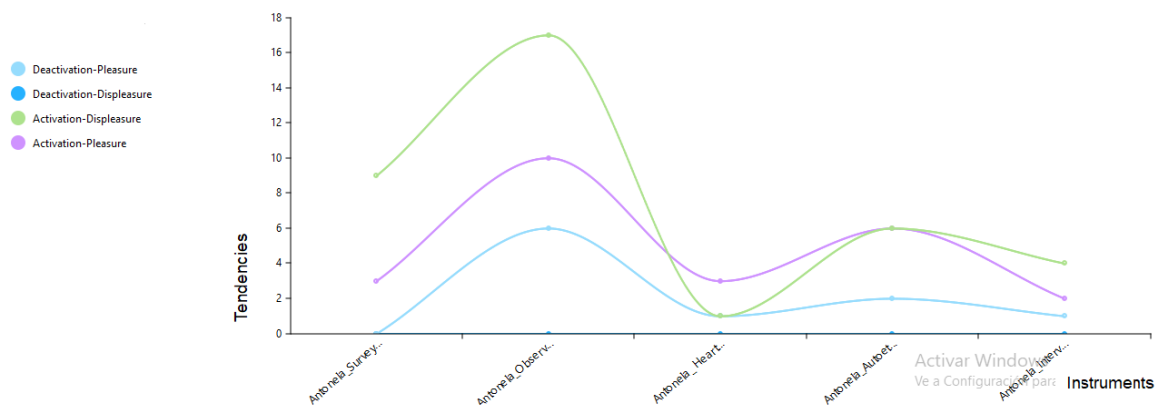
	Antonela_Surveys	Antonela_Observation Notes	Antonela_Heart_Description	Antonela_Autoethnographic Narrative	Antonela_Interview	Total number of codes
Deactivation-Displeasure>	0	0	0	0	0	0
Deactivation-Pleasure>	0	0	0	0	0	0
Activation-Displeasure>	0	0	0	0	0	0
Activation-Pleasure > Pride 3	0	0	0	1	0	1
Satisfaction 3	1	0	0	1	0	2
Instrument Total	1	0	0	2	0	3

Summary of Antonela's Emotions: Dynamic shifts

Figure 7 offers a comprehensive overview Antonela's emotional fluctuations, offering a perspective on the intensity and variation of her emotions across dataset.

Figure 7

Distribution of Antonela's Emotions Across Dataset Organized by Categories



Note. The x-axis represents the various data sources while the y-axis shows the tendency of reported emotions for all four categories (Russell's, 1980).

A thorough examination of figure 7 provides the following insights:

- Deactivation-Displeasure, usually related to emotions such as sadness, tiredness or boredom, has no instances, suggesting that Antonela's less pleasant emotions were high-energy ones demanding great regulation, like nervousness and anxiety. It should be noted, however, that this does not necessarily indicate suppression, as in situational-based scenarios she expressed potential tiredness or sadness.
- Deactivation-Pleasure (blue line), which in Antonela's case represents mainly relaxation, remains relatively stable but shows a slight increase across her practicum lessons and later in the autoethnographic narrative. This confirms earlier results suggesting that despite her nervousness, she could also relax while teaching.
- Activation-Displeasure (green line) shows the most pronounced fluctuations, indicating that Antonela experienced heightened unpleasant emotions (such as nervousness and anxiety), especially during the observation phase, but these emotions subsided in other moments, suggesting classes were particularly intense.
- Activation-Pleasure (purple line), representing emotions like joy, satisfaction or pride, increases steadily and peaks during the autoethnographic narrative phase, suggesting a rise in positive, energized emotions over time.

This summary reveals Antonela's complex emotional journey, characterized by significant fluctuations in both pleasant and unpleasant activation-related emotions. The high peaks in activation-displeasure during the observation phase indicate her emotional response to initial challenges, while the subsequent rise in activation-pleasure suggests successful adaptation. [RC: This shift from stress and anxiety to more pleasant, energized emotions points to personal growth and adaptation. The varying emotional patterns across

different data collection instruments paint a picture of a challenging yet ultimately rewarding experience for Antonela.]

Emotion Regulation Strategies. The following lines trace how, through the application of various regulation strategies (outlined in Table 10), Antonela's experiences revealed a marked progression from early states of anxiety, nervousness, and fear toward achieving relaxed and joyful emotional states. The role of reflection in enhancing her strategic management of emotions is also examined.

Table 10

Summary of Antonela's Repertoire of Emotion Regulation Strategies Across Dataset

	Antonela_ Surveys	Antonela_ Observation Notes_	Antonela_ Heart Description	Antonela_ Autoethnographic Narrative	Antonela_ Interview	Total number of codes
Situation Selection 1	0	0	0	0	0	0
Situation Selection 2	0	0	0	0	0	0
Situation Selection 3	0	0	0	0	0	0
Situation modification 1	4	0	0	2	2	8
Situation modification 2	1	3	0	3	4	11
Situation modification 3	6	0	0	0	1	7
Cognitive Change 1	1	0	0	0	0	1
Cognitive Change 2	0	0	0	2	2	4
Cognitive change 3	0	0	0	0	0	0
Attentional Deployment 1	1	0	0	0	1	2
Attentional Deployment 2	0	3	0	0	0	3
Attentional deployment 3	0	0	0	0	0	0
Response modulation 1	2	0	0	0	0	2
Response modulation 2	0	4	0	1	1	6
Response modulation 3	1	0	0	0	0	1
SUM	16	10	0	8	11	45

At the Beginning of the Intervention and Before the Practicum. Antonela primarily relied on situation modification and response modulation strategies to manage her emotions. She was experiencing a mix of anxiety and nervousness combined with moments of fear and insecurity as her upcoming practice loomed.

In employing situation modification strategies, Antonela reflected on her past experiences, recalling her unsuccessful teaching attempt in TP3. This memory fueled her determination to improve. *Since then, I have tried to change my attitude in the classroom. I started to work in a private institute and I've learnt a lot up to now* (Antonela, Autoethnographic Narrative, Pos. 3). It also informed her approach to the upcoming practicum. In preparation for this, her tendency towards trying to modify situations became clearer. For example, she observed her future class and noted, *[t]here were only 3 or 4 students who spoke fluently and without problems but the rest of the class felt a bit reluctant to speak. As a result, I decided to prepare activities that [could] engage them in speaking English.* (Antonela, Autoethnographic narrative, Pos. 4-5). [RC: This proactive approach demonstrates her attempt to modify the potential teaching situation to address perceived challenges].

Antonela's response modulation came to the fore. She shared her thoughts on regulating her emotions: *Para regular esas emociones trataría de pensar en positivo, de estar relajada y trataría de tener un trato natural con ellos a pesar de sentirme incómoda... Trataría de estar tranquila y disfrutar de la clase por más que no me sienta del todo cómoda* (Antonela, Survey, Pos. 22). [RC: By adopting a positive mindset, relaxing, and maintaining a natural demeanor, Antonela actively worked to manage her emotional responses].

During the Intervention and the Practicum. Antonela's repertoire of emotion regulation strategies expanded during this period. She skillfully employed situation modification, cognitive change, attentional deployment, and response modulation. Among these, situation modification remained a central strategy in her toolkit. The classroom teacher's advice had a notable impact on Antonela, especially after the first lesson. Her feedback included suggestions to work with the whole group when introducing new vocabulary, write answers on the board or repeat them for comprehension, and check understanding of instructions. The teacher also encouraged Antonela not to rush and to relax, assuring her that the lesson was nice and needed only minor adjustments. These observations empowered Antonela to plan and modify her future lessons effectively, helping her feel more prepared and confident in her teaching role. She expressed: *I really appreciated her advice because then I was able to plan and modify my future lessons with the group.* (Antonela, Autoethnographic narrative, Pos. 7-15). In subsequent lessons, Antonela deliberately crafted a positive classroom environment, leading to increased enjoyment for herself and her students

Cognitive change emerged as a significant strategy during this period. Antonela described her thought process to manage her nervousness and anxiety. *I knew that [these] feeling[s] would not interrupt my teaching practice. I just had to know how to control them.* Gross (2015) once asked 'What degree of control do we actually have on our emotions?' (p.1). He illustrated this idea with a light. *Can our emotions be turned on and off like a light? This made me think about the different moments during the lesson in which I had to regulate my emotions by trying to change my thoughts. Thoughts such as, "it's normal to feel nervous on the first day of a class"; "try to enjoy as much as possible because time flies"; "you're still learning so it's ok if [you] make a mistake". It's like I talked to myself*

positively in order to improve what I was doing (Antonela, Autoethnographic Narrative, Pos. 5) [RC: This internal dialogue nourished by the theory presented as part of the intervention represents a clear example of cognitive reappraisal and of Antonela's growing ability to regulate her emotions as they unfolded.]

Attentional deployment was revealed during observations, in instances where she chose to focus on the task at hand rather than intervening when a student arrived late or when the class became loud. Response modulation continued to play a role, especially when trying to calm herself. She explains: *I wanted to escape from my emotions, to avoid them and do as if 'nervousness' didn't exist. In fact, it was like an internal emotional war. I wanted to change that feeling so there were some minutes I relaxed and calmed myself but then anxiety flourished again* (Antonela, Autoethnographic narrative, Pos. 5). She also started to remain silent or smile, patiently awaiting answers, to avoid rushing through activities and to allow thinking time

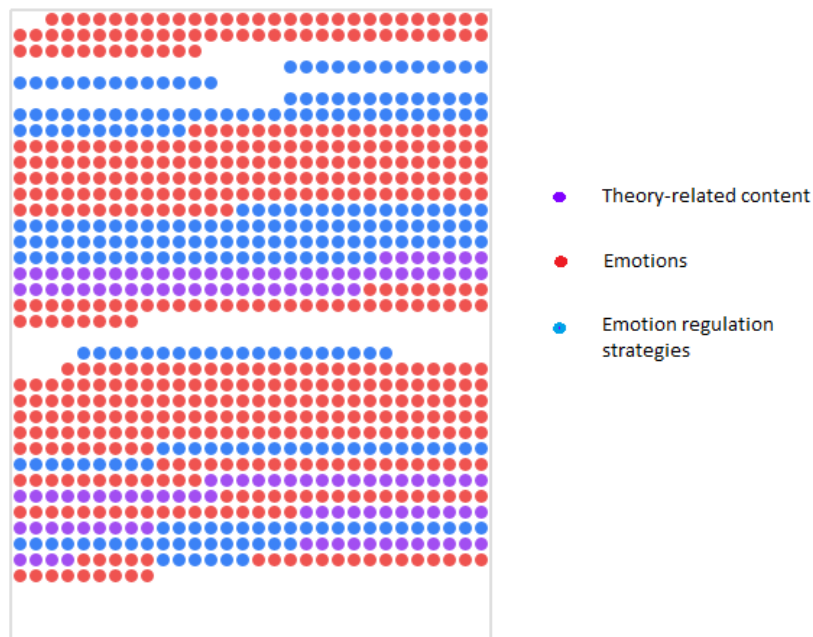
Towards the End of the Intervention and After the Practicum. Antonela's natural inclination towards situation modification became more pronounced by the end of her practicum. This is evident in her expanded repertoire of adaptive strategies in various classroom scenarios, including her willingness to negotiate with students. For example, she noted: *Creo que otra cosa que haría es negociar "hoy hacemos esto, pero la próxima clase haremos tal actividad."* (Antonela, Survey, Pos. 15) [RC: She recognized the importance of adapting her approach based on the situation, which is a key aspect of situation modification. This negotiation strategy demonstrates her active effort to modify potentially challenging situations to manage emotions more effectively].

Antonela associated her increased relaxation and confidence with her capacity for cognitive change. *I believe that what happened to me has to do with the concept of*

‘cognitive change’ or ‘reappraisal’ which refers to modifying ‘one’s appraisal of a situation or ‘how one’s think about one’s capacity’ in order to ‘manage situational demands’. (Antonela, Autoethnographic Narrative, Pos. 5) [RC: This awareness of cognitive change highlights her evolving emotional regulation skills and understanding of the underlying principles]. Notably, Antonela's autoethnographic narrative, titled 'Is it a Question of Attitude?', seamlessly weaves theory with her emotional experiences, transforming her predisposition to reflect into a new and insightful dimension. See Figure 8 below for a visual representation of the theory-related content intertwined with emotion codes in her narrative. [RC: This visual representation highlights her capacity for reflection and her ability to integrate concepts with personal insights].

Figure 8

The Proximity of Theory-Related Content to Emotion Codes in Emilia’s Autoethnographic Narrative.



In conclusion, Antonela underwent a significant emotional transformation, evolving from experiencing activated-unpleasant emotions, such as anxiety and nervousness, to a more balanced and positive emotional state marked by pride and satisfaction. Her initial reliance on situation modification and response modulation strategies expanded, incorporating cognitive change and attentional deployment. These strategies enabled her to manage and adapt to the emotional challenges she faced. Ultimately, Antonela's development in emotion regulation not only improved her teaching but also facilitated a deeper connection between her academic learning and personal realizations, leading to a more fulfilling practicum experience.

The Observed Relationship Between Beliefs and Emotions

From the beginning, Antonela made a concerted effort to integrate her understanding of the importance of regulating her emotions and the impact of her beliefs into her teaching practice. Her belief in the necessity of building strong emotional connections with students, shaped by her previous failure in TP3, heightened her anxiety. This anxiety was further intensified by her doubts about how students would react to working with a new teacher. She worried about whether they would welcome her approach, which she feared could jeopardize the rapport she valued so highly. [RC: This illustrates how Antonela's beliefs about the importance of rapport amplified her emotional response as she approached her practicum.]

As Antonela progressed through her practicum, the development of more comforting beliefs gradually softened the intensity of her initial emotional discomfort. Her growing confidence in her ability to succeed, coupled with a reassessment of the role of the course book material in lesson planning, positively impacted her own emotional state and teaching satisfaction. This shift in beliefs had a noticeable impact on how she managed her emotions

in the classroom. Antonela's evolving understanding of the role of teacher emotions began to influence not only her emotional responses but also her behavior in classroom situations. Recognizing the potential impact of her emotions on her students, she actively sought to display more joy and relaxation. This conscious effort to project pleasant emotions appeared to benefit both her own emotional state and that of her students. She later reflected on this experience, noting its alignment with Benesch's (2017) findings on the correlation between teachers' and students' enjoyment in classrooms. *According to her, "enthusiasm mediates the transmission of enjoyment from teacher to students..."*. (Antonela, Autoethnographic Narrative, Pos. 20)

By the end of the intervention and her practicum, Antonela's strong conviction in the importance of addressing teacher emotions in training was clearly reflected in her more pleasant emotional state. Her increased confidence in her ability to regulate her emotions further reinforced this positive outlook. She emphasized the value of emotion regulation in her survey responses. *Es importante saber regular [nuestras emociones] para tener un mayor aprendizaje y provecho de la experiencia de prácticas docentes* (Antonela, Survey, Pos. 9). [RC: This statement underscores her belief that effective emotion regulation is essential for maximizing the learning and overall experience during teaching practice].

The Value Ascribed to the Intervention

From the outset, Antonela appeared open to exploring her beliefs, emotions and the concept of emotion regulation. The intervention seems to have had significant positive effects in several key areas.

The intervention prompted Antonela's college professors to place greater emphasis on the emotional well-being of their students as future TEFL professionals. *A partir de este trabajo de investigación mis profesoras empezaron a darle más importancia a nuestras*

emociones como futuras profesoras de inglés, lo cual antes no pasaba (Antonela, Survey, Pos. 9). Previously, the emphasis was primarily on academic performance, but the intervention broadened this perspective to include the emotional experiences of student-teachers during their practicum. This shift is illustrated by Antonela's observation: *Ellas [college professors] se enfocaban más en nuestro rendimiento académico, pero no tanto en cómo nos sentíamos durante el trayecto de prácticas* (Antonela, Survey, Pos. 9). The intervention led to more comprehensive feedback sessions where students could reflect on their experiences, strengths, and areas for improvement. *Gracias a esto, en nuestra última clase de trayecto nuestras profes nos preguntaron cómo nos habíamos sentido, en que cosas nos dimos cuenta que nos destacamos en la enseñanza y en qué otras deberíamos mejorar* (Antonela, Survey, Pos. 9).

Antonela became more self-aware of her teaching style and made necessary improvements. *Me fue útil cuando me di cuenta de que no disfrutaba las clases y que iba muy apurada con las actividades. Eso me pasaba en las primeras clases, que luego lo pude modificar* (Antonela, Survey, Pos. 55). Indeed, Antonela appeared to have gained a framework for understanding and managing her emotions, which she began to actively apply in her teaching practice. Reflecting on her experience, she shared: *It's like I talked to myself positively in order to improve what I was doing. Maybe it is related to the concept developed by Gross (2015) about 'the process model of emotion regulation'... I believe that what happened to me has to do with the concept of 'cognitive change' or 'reappraisal'* (Antonela, Autoethnographic narrative, Pos. 5). [RC: This reflection demonstrates her increasing ability to link abstract theoretical concepts from the intervention with her practical experiences, highlighting a more advanced level of learning and the intervention's deeper impact on her professional development].

Overall, Antonela seems to have highly valued the intervention. Her comments suggest that it prompted her to adopt a more holistic approach to teacher training, integrating emotional well-being with academic performance. The intervention also encouraged her self-reflection, led to improved feedback mechanisms, and facilitated her personal growth and improvement in teaching practices. These outcomes indicate that the intervention had a positive impact on both her practicum and her development as a student-teacher.

In conclusion, Antonela's journey through the intervention and practicum illustrates a transformative process marked by evolving beliefs, emotions, and strategies. Her experience underscores the intricate connection between aspects of her emotional well-being and professional growth in teaching. What began as initial anxiety evolved into a more sophisticated understanding of emotional dynamics. This case study points to the essential role of addressing emotions in teacher education and demonstrates how changes in beliefs, emotions, and practices can have a significant ripple effect.

Sarah's Story

This narrative aims to contextualize the experiences of Sarah. From her initial days of anxiety-ridden preparation to her final reflections on growth and achievement, her story illuminates the transformative potential of emotional awareness and regulation in teacher development. Sarah's insights paint a rich picture of the emotional landscape navigated by novice teachers, offering a unique perspective on how emotions and beliefs shape teacher identity and practice.

Beliefs towards the role of teacher emotions and emotion regulation.

At the Beginning of the Intervention and Before the Practicum. Sarah acknowledged the profound impact of emotions on our decisions or actions: *Actuamos*

siguiendo nuestras emociones. Nuestros procesos emocionales son la base de nuestros procesos cognitivos (Sarah, Survey Pos. 3). Furthermore, she emphasized the crucial role of emotional balance in creating an enjoyable learning environment. *Desde mi punto de vista, se debe buscar un equilibrio entre las emociones de los estudiantes y del docente. Creo y considero que es de suma importancia sentirse a gusto en el aula tanto para aprender como para enseñar* (Sarah, Survey, Pos. 5).

As she stood on the threshold of her teaching practicum, her mind buzzed with lesson plans and teaching strategies. The technical aspects of teaching consumed her thoughts, leaving little room for consideration of the emotional landscape she was about to enter or how to regulate it. In other words, Sarah's initial focus was on the tangible, measurable aspects of teaching - the what and how of lesson delivery. As the first day of her practicum approached, the emotional reality of teaching began to assert itself as she found it hard to sleep. *Ya había impreso y leído los planes, practi[cado] cada step de la clase, pero, aun así, los sentimientos a flor de piel.* (Sarah, Autoethnographic Narrative, Pos. 5). [RC: This experience served as Sarah's first real encounter with the powerful role emotions play in teaching].

During the Intervention and the Practicum. As Sarah immersed herself in the daily realities of classroom teaching, the neat, orderly world of lesson plans and teaching theories gave way to a more complex, emotionally charged environment. This newfound awareness marked a significant evolution in Sarah's beliefs. By the midpoint of her practicum, Sarah had already begun to view her challenges as a pathway for professional development. *Tercera clase y cuánto aprendizaje desde que empezó este camino. Intentando mejorar mis debilidades para así poder crecer a nivel personal y profesional* (Sarah, Autoethnographic Narrative, Pos. 12). [RC: This statement reveals Sarah's growing

awareness of the practicum as a transformative process. She seems to recognize it not just as a series of classes to be taught, but as a process of continuous learning]. Her focus on improving her weaknesses demonstrates a proactive approach to her development, acknowledging that growth occurs both on a personal and professional level.

Little by little, she began to see emotions not as obstacles to effective teaching, but as integral components of the teaching process. *Un camino un poco estresante..., un proceso necesario* (Sarah, Autoethnographic Narrative, Pos. 17). [RC: This reflection marks a significant step in Sarah's evolving understanding of the teaching profession and her place within it]. Significantly, Sarah's beliefs about her own emotional responses were challenged when she encountered unexpected physical reactions related to her emotional state - manifestations she had neither anticipated nor believed she could easily control. *[M]e pasaron cosas que no las viví nunca en mi vida...ir al médico tres veces, una vez... me había salido un honguito en la uña, que jamás en la vida...después me salieron herpes, después me salieron... No, no, de todo.* (Sarah, Interview, Pos. 13). This visceral experience served to reinforce and expand her beliefs about the integral role of emotions in the teaching profession.

Towards the End of the Intervention and After the Practicum. As Sarah's practicum drew to a close, her appreciation of teacher emotions had undergone a profound transformation. The anxious novice who had once lain awake worrying about her performance had evolved into a reflective practitioner who recognized the courage required to engage honestly with one's emotional experiences. *[To] reflect requires courage and a willingness to look at one's experience honestly and to be open to the lesson it teaches...* (Sarah, Autoethnographic Narrative, Pos. 18). This insight reveals a mature understanding of the role of emotions in teaching. Sarah saw emotional reflection not just as a useful tool,

but as an act of professional courage. She had come to believe that engaging with emotions was a crucial part of her growth as a teacher.

Sarah's broadened beliefs about the importance of emotions in teaching are further evidenced in the following conceptualization: *A pesar de que socialmente se da mucha importancia a nuestros procesos cognitivos, creo que deberíamos considerar la importancia de los procesos emocionales y estar preparados para afrontarlos/resolverlos* (Sarah, Survey, Pos. 3). While Sarah had initially recognized the importance of both teachers' and students' emotions, she later elaborated on this point. *Las emociones de los docentes son tan importantes como la de los estudiantes. Todos somos seres humanos y nuestras emociones son muy importantes, y más aún, tener las herramientas para internalizar esas emociones y hacernos cargo de lo que nos sucede* (Sarah, Survey, Pos. 5). These statements demonstrate Sarah's expanding understanding of the role of emotions in education. She advocates for the significance of emotional awareness and regulation, emphasizing that this applies not only to students but equally to teachers. Sarah's focus on the need for tools to internalize and manage emotions underscores her belief in the critical role of emotional competence in the teaching profession.

[RC: Initially focused on the technical aspects of teaching, Sarah's growing awareness of the emotional complexities in the classroom marks a significant developmental milestone. Her reflections demonstrate a deepening belief that teaching is not only a cognitive task but an emotional one as well].

Emotions Experienced and Emotion Regulation Strategies Implemented

Emotions

At the Beginning of the Intervention and Before the Practicum: Love, Fear and Between. As the first day of her practicum approached, Sarah found herself caught in a

whirlwind of emotions. The anticipation she had felt throughout her teacher training program had reached a fever pitch, manifesting in a complex mix of both pleasant and unpleasant emotions. Sarah's emotional state was predominantly characterized by activation-displeasure emotions. Anxiety and fear were the most prominent, see Table 11. She also experienced nervousness and insecurity. These emotions manifested intensely, as she described lying awake at night or repeatedly waking up with the fear of oversleeping. *No podía dormir, me desperté muchas veces pensando que me quedaría dormida. La ansiedad se apoderaba de mí y el insomnio se hacía amigo de mi ser.* (Sarah, Autoethnographic Narrative, Pos. 5). The vivid metaphor of insomnia "becoming a friend" beautifully captures the deep emotional struggle she faced, where anxiety had taken control of her mind and body, affecting her ability to rest.

However, Sarah's emotional landscape was not entirely challenging, as she also experienced several activation-pleasure emotions, with love being the most recurrent, followed by joy, though these were less frequent. She also felt moved, curious, and optimistic about her upcoming practicum experience. These emotions suggest that despite her anxieties, she maintained some excitement and positive anticipation for her teaching practicum. Interestingly, the data shows no presence of deactivated emotions, either pleasant or unpleasant. This suggests that Sarah's emotional state was highly charged and active, rather than subdued or passive.

As the momentous first day arrived, Sarah's emotional state continued to be a complex blend of anxiety and anticipation, fear and optimism. *[L]legó el día que tanto esperé, el día de comenzar mis prácticas. Aunque tenía mucha confianza en mí, el miedo se interponía en mis objetivos* (Sarah, Autoethnographic Narrative, Pos. 6). This quote reveals the internal struggle Sarah faced - her confidence and excitement about finally putting her

training into practice warring with her fears and self-doubt. Figure 9, which Sarah included in her autoethnographic narrative, offers a visual depiction of herself at this moment.

Figure 9⁶

Sarah's Visual Representation of Herself at the Beginning of the Intervention and Before the Practicum.



Adding to her emotional turmoil was an unexpected personal issue. As Sarah noted: *Un dato no menor, la discusión con mi padre el día anterior a comenzar las prácticas, algo que pensé que no me afectaría, pero evidentemente sí* (Sarah, Autoethnographic Narrative, Pos. 5). This personal conflict likely intensified her already complex emotional state, demonstrating how personal life events can unexpectedly impact professional experiences. [RC: Sarah's fluctuating emotions, from fear to optimism, reflect the intensity of her anticipation, further complicated by external personal stressors].

Table 11

Sarah's Matrix of Emotion Codes at the Beginning of the Intervention and Before the Practicum.

	Sarah_ Survey	Sarah_ Observation Notes	Sarah_ Heart Description	Sarah_ Autoethnographic Narrative	Sarah_ Interview	Total Number of Codes
Deactivation- Displeasure>	0	0	0	0	0	0
Deactivation- Pleasure>	0	0	0	0	0	0
Activation-Displeasure >						

⁶ Image downloaded from Shutterstock (URL: <https://www.shutterstock.com/es/image-vector/young-woman-worried-thinking-have-question-2082604561>), used under a free-use license.

Nervousness 1	0	0	0	0	1	1
Fear 1	1	0	0	1	1	3
Anxiety 1	0	0	0	1	1	2
Insecurity 1	1	0	0	0	0	1
Activation- Pleasure>						
Love 1	1	0	0	0	1	2
Joy 1	1	0	0	0	0	1
Moved 1	1	0	0	0	0	1
Curiosity 1	1	0	0	0	0	1
Optimism 1	1	0	0	0	0	1
Admiration 1	1	0	0	0	0	1
Instrument Total	8	0	0	2	4	14

During the Intervention and the Practicum: A Rollercoaster of Emotions. As

Sarah progressed through her practicum, she experienced a wide range of emotions that ebbed and flowed with the daily challenges and triumphs of classroom teaching (see Table 12). This included a mix of pleasant emotions, primarily joy and trust, balanced against unpleasant emotions such as fear, nervousness, insecurity, and sadness. Notably, anxiety was a persistent presence throughout her experience, which reflects the complex reality of her teaching practicum.

Reflecting on this emotional rollercoaster, Sarah identified five key emotions that had become prominent in her experience. Joy, for the significant personal and professional milestones she was achieving; trust, in her abilities and decision-making; fear, tied to the ambitious goals she was striving to meet; sadness, stemming from unresolved personal matters; and anticipation, fueled by her excitement and anxiety about the future. *En mi corazón predominan varias emociones. Elegí las 5 que habitan actualmente en él... Joy porque estoy viviendo uno de los mejores momentos de mi vida a nivel personal y profesional... estoy a un paso de graduarme..., tengo a mi familia con salud y estoy por*

mudarme con mi pareja. Trust porque confío mucho en mí y en las decisiones que tomo... Fear porque esas metas/objetivos, van acompañadas de ese 'miedo' que es un reflejo que we care about those aims... Sadness está dibujado con puntitos porque considero que hay algunos asuntos/situaciones que no sané y habitan en mi corazón... Por último, anticipation ... Soy muy ansiosa. (Sarah, Heart Description, Pos. 1)

Along with this emotional depth, Sarah's narrative highlights the physical toll that anxiety and stress can take, even when not fully recognized at a conscious level. She described how stress began to manifest in her body, leading to physical symptoms that required medical attention. *Comenzaron a aparecer en mi cuerpo signos de estrés y ansiedad... Nunca he ido al médico más de dos veces por año, o para algún control, y estas últimas dos semanas, habían aparecido 3 reacciones diferentes en mi cuerpo..., debí consultar con 3 profesionales diferentes [she includes theoretical information to explain how anxiety can have unwanted effects on a teachers' ability to teach] ... No me sentía tan estresada, pero quizás la mente me ganaba. Planificar, chequear que todo esté bien, esperar con nervios la devolución de la profe, luego enviar el plan a la profe regular para ver si está de acuerdo, no olvidarme nada en cada clase. (Sarah_Autoethnographic Writing, Pos. 17).*

Furthermore, Sarah acknowledged one of the most challenging aspects of her practicum: being observed by multiple people while teaching. She had never experienced this level of scrutiny before, which added another layer of stress to her practicum. *Creo que la situación desafiante fue tener tantas personas observándome, ya que nunca lo había vivenciado antes. En una clase llegué a tener 4 personas, no es algo que me influyó de mala manera, sino que considero que fue desafiante para mí (Sarah, Survey, Pos. 53).*

Amidst these challenges, Sarah acknowledged how the encouragement of her mother before each class contributed to her growing confidence and enjoyment of teaching. This support helped her shift her focus away from self-imposed pressure and toward the joy of teaching. *El saludo de mi mamá antes de cada clase, me parece oírla, pero en realidad la estaba leyendo [:] “¡Exitos hija!,” hacía que me sienta más segura de mi misma. En esta clase [number three], cobra más fortaleza el disfrute y el gozo de lo que estaba haciendo, enseñando. Olvidándome un poco de la auto-exigencia (Sarah, Autoethnographic Narrative, Pos. 12).*

Sarah also experienced moments of validation, particularly when her efforts were recognized by her mentors. She recounts one such instance: *Un poco sorprendida, me preguntó: ¿La prueba la has planificado vos? Y cerró su mensaje con la frase: “Congrats, you have contextualised it really well”. Durante la clase [number four], me sentí segura (Sarah, Autoethnographic Narrative, Pos. 13-14).* This moment of surprise and implicit praise from her mentor teacher sparked a sense of accomplishment in Sarah. Similarly, the positive rapport she built with her students contributed to increased levels of trust and happiness. Sarah describes this experience: *La demostración de cariño de los chicos a través de diferentes acciones [:] Pidiéndome que les siga dando clases, que no me vaya, escribiendo mi nombre en su calendario de cumpleaños, invitándome a sus actos. Me sentí muy incluida y bendecida de que me haya tocado un grupo así. La emoción que predominó en estas situaciones fue felicidad y confianza conmigo misma, ya que sentía que estaba haciendo las cosas bien (Sarah, Survey, Pos. 51).*

Sarah vividly captures the culmination of her practicum, expressing excitement, happiness, and a newfound sense of trust and pride in herself despite her nervousness. *Y por fin, llegó el gran día, el día de terminar mi trayecto de prácticas.*

[;]AAAAAAAAAAAAHHHHHHHHHHHH, *QUE EMOCIÓN!* Era “la Sarah” del primer día pero mucho más segura de mí” (Sarah, Autoethnographic Narrative, Pos. 18)... Cuando miré el reloj, y la clase había llegado a su fin, quería gritar de felicidad, me sentí muy orgullosa de mí. (Sarah, Autoethnographic Narrative, Pos. 20). She includes a picture in her autoethnographic narrative to reflect her emotions- see figure 10.

Figure 10⁷

Sarah’s Visual Representation of her Emotions on the Last Day of Practicum.



[RC: Sarah's reflections on her practicum experience vividly illustrate the rollercoaster nature of her emotions, highlighting the rapid shifts between moments of doubt and trust, anxiety and joy].

Table 12

Sarah’s Matrix of Emotion Codes During the Intervention and the Practicum

	Sarah_Surveys	Sarah_Observation Notes	Sarah_Heart Description	Sarah_Autoethnographic Writing	Sarah_Interview	Total Number of Codes
Deactivation-Displeasure						
> Sadness 2	0	0	1	0	0	1
Deactivation-Pleasure >						
Relaxation 2	0	4	0	0	0	4
Serenity 2	0	3	0	0	0	3
Calmness 2	0	2	0	3	0	5

⁷ Image downloaded from PNGTree (https://es.pngtree.com/freepng/cartoon-hand-drawn-character-jumping-happy-girl_5471555.html), available for free use.

Activation-Displeasure >						
Stress 2	0	0	0	2	1	3
Nervousness 2	2	2	0	3	4	11
Fear 2	0	0	1	2	1	4
Anxiety 2	0	25	1	3	2	31
Uneasiness 2	0	0	0	3	0	3
Insecurity 2	0	1	0	2	2	5
Annoyance 2	0	2	0	0	0	2
Activation-Pleasure >	2	1	1	1	7	12
Trust 2						
Excitement 2	0	0	0	1	0	1
Pride 2	0	1	0	1	0	2
Satisfaction 2	0	0	0	1	0	1
Happiness 2	1	2	0	1	1	5
Joy 2	0	5	1	1	3	10
Pleasure 2	0	0	0	1	1	2
Instrument Total	5	48	5	25	22	105

Towards the end of the intervention and after the practicum: Happiness, Pleasure and Relaxation. As Sarah's practicum came to an end, she reflected on the emotional journey she had experienced. The intense anxiety and fear that marked her early days gradually transformed into a sense of accomplishment and growth as she confronted what she once viewed as daunting. She identified three key emotions: *happiness, pleasure, and relaxation* (Sarah, Survey, Pos. 7) ... *Por haber logrado lo que veía muy complicado* (Sarah, Autoethnographic Narrative, Pos. 20). Table 13 represents Sarah's emotions at this moment. Perhaps most striking was the complete disappearance of the physical symptoms that had plagued her at the beginning of her practicum. *Terminé la práctica y desapareció todo.* (Sarah, Interview, Pos. 15). This dramatic change in her physical state seems to mirror her emotional metamorphosis, suggesting the integral impact of the practicum. The disappearance of her physical symptoms, coupled with the prevalence of positive emotions,

reveals the deep impact that this teaching experience had on Sarah, both emotionally and physically.

Table 13

Sarah's Matrix of Emotion Codes Towards the End of the Intervention and After the Practicum

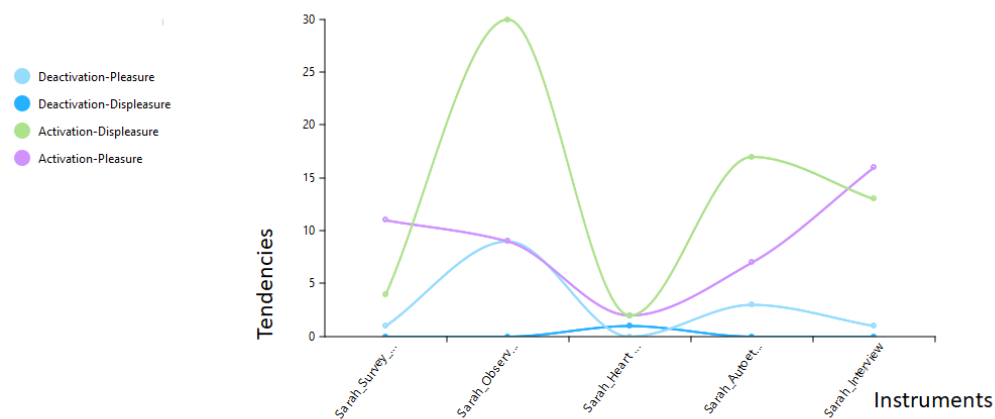
	Sarah_Survey	Sarah_Observation Notes	Sarah_Heart Description	Sarah_Autoethnographic Writing	Sarah_Interview	Total Number of Codes
Deactivation-Displeasure>	0	0	0	0	0	0
Deactivation-Pleasure > Relaxation 3	1	0	0	0	1	2
Activation-Pleasure > Happiness 3	1	0	0	0	1	2
Pleasure 3 Gratitude 3	1	0	0	0	1	2
Instrument Total	3	0	0	0	3	6

Summary of Sarah's Emotions: Dynamic shifts

Figure 11 offers a comprehensive overview of Sarah's emotional fluctuations, offering a perspective on the intensity and variation of her emotions across dataset.

Figure 11

Distribution of Sarah's Emotions Across Dataset Organized by Categories.



Note. The x-axis represents the various data sources while the y-axis shows the tendency of reported emotions for all four categories (Russell's, 1980).

A thorough examination of figure 11 provides the following insights:

- Deactivation-Pleasure (light blue): This category, which in Sarah's case represents calmness, serenity and relaxation, maintains relatively low values across most instruments, with a modest peak during the observation of classes period.
- Deactivation-Displeasure (blue): This category, representing sadness in a healing process, remains consistently low, showing minimal variation throughout all instruments.
- Activation-Displeasure (green): This category shows the highest and most pronounced peaks, particularly during class observations and in the autoethnographic narrative. This indicates that Sarah not only experienced significant displeasure, primarily in the form of anxiety and fear, but also vividly recalled these emotions in her narrative.
- Activation-Pleasure (purple): This category, which in Sarah's case represents trust, joy, pride love or happiness, begins at a moderate level and shows a general upward trend over time.

Overall, the figure reveals that activated emotions (both pleasure and displeasure) are more prominent than deactivated emotions throughout the study.

[**RC:** Sarah's emotional transformation throughout her practicum vividly illustrates the intense and varied emotional experiences that characterized her progression from overwhelming anxiety to a more balanced emotional state, particularly towards the end of her practicum, punctuated by moments of joy and pride.]

Emotion Regulation Strategies. Through her reflective practice, Sarah developed a deeper understanding of the interconnection between beliefs, emotions and emotion regulation, demonstrating the power of emotional awareness in teacher development — see Table 14 for a detailed report of her strategies.

In Sarah's transformative process, she relied initially on preparation and visualization to manage her intense emotions, particularly anxiety. As she immersed herself in classroom teaching, her approach evolved, incorporating cognitive reappraisal and situation modification. Visualization remained a key strategy, especially during observations. Her ability to modulate her responses to personal challenges also played a significant role. By the end of her practicum, Sarah's emotional regulation had become more sophisticated and introspective, adapting to the complexities of teaching. Indeed, her autoethnographic narrative showcased the integration of theory and lived experience.

Table 14

Summary of Sarah's Repertoire of Emotion Regulation Strategies Across Dataset.

	Sarah_ Survey_		Sarah_ Observation Notes	Sarah_ Heart Description	Sarah_ Autoethnographic Narrative	Sarah_ Interview	Total Number of Codes
Situation Selection 1	0	0		0	0	0	0
Situation Selection 2	0	0		0	0	0	0
Situation Selection 3	0	0		0	0	0	0
Situation modification 1	8	0		0	0	1	9
Situation modification 2	3	0		0	3	6	12
Situation modification 3	6	0		0	0	0	6
Cognitive Change 1	1	0		0	0	0	1
Cognitive Change 2	0	0		1	3	3	7
Cognitive change 3	1	0		0	0	1	2
Attentional Deployment 1	0	0		0	0	0	0

Attentional Deployment 2	0	2	0	0	0	2
Attentional deployment 3	0	0	0	0	0	0
Response modulation 1	1	0	0	0	2	3
Response modulation 2	0	1	1	3	3	8
Response modulation 3	0	0	0	0	0	0
SUM	20	3	2	8	17	50

At the Beginning of the Intervention and Before the Practicum. As Sarah stood at the beginning of her practicum, her toolkit for managing the intense emotions she was experiencing was still developing. She initially relied on thorough preparation as a means of managing her anxiety. However, as the prospect of leading a class drew nearer, Sarah intuitively reached for a more sophisticated strategy – visualization. *Soy muy ansiosa y a veces me autocontrolo en ciertas situaciones mir[ando] a una estrella, para calmarme frente a esa situación y poder disfrutarla o simplemente pasarla* (Sarah, Heart Description, Pos. 1). This strategy showed an early awareness of the need to manage her internal emotional state. Nevertheless, her behavior during her first class – checking the time repeatedly and rushing through activities – signaled some room for improvement in her regulation skills.

In the situational-based scenarios, Sarah demonstrated an active approach to emotion management. She sought to modify situations both inside and outside the classroom, for example by changing activities, talking to partners or coordinators, and providing assistance to students. These actions hint at an active disposition towards creating a favorable classroom environment and managing her emotions in a proactive manner.

During the Intervention and the Practicum. As Sarah immersed herself in the daily realities of classroom teaching and engaged with the intervention, her approach to emotion

regulation became more varied and sophisticated. She began to use cognitive reappraisal, reframing potentially threatening situations as challenges to overcome. *Miedos, que estaban ahí para molestar, pero que no debían ganarles a mis ganas de demostrar todo lo aprendido de mi paso por el profesorado* (Sarah, Autoethnographic Narrative, Pos. 6).

After her first lesson, she reflected: *Me volví a casa con un sabor amargo, porque a pesar de que la clase había salido bien y el reporte de mi supervising teacher estaba bien, culpa de los nervios, el estrés por situaciones personales y el miedo, no pude dar mi 100%. Pero, supongo será algo 'normal' de los primeros días* (Sarah, Autoethnographic Narrative, Pos. 9). These statements reveal Sarah's conscious effort to reinterpret her fears, viewing them not as insurmountable obstacles but as hurdles in her quest to apply her learning. This cognitive shift allowed her to approach challenging situations with a more positive mindset.

As she gained more experience, Sarah also began to use situation modification strategies, actively shaping her environment to manage her emotional responses. This aligns with the strategies identified in the survey administered prior to her practicum. Visualization remained a key technique. A clear example is how she handled the challenge of being observed. *Lo que solía hacer era visualizar la clase y las personas que me observaban, antes de ir a dar mi clase. Me ayudaba mucho ese ejercicio* (Sarah, Survey, Pos. 53).

Response modulation also played an important role. Reflecting on an argument she had with her father the night before starting her practicum, Sarah shared: *Honestamente, haber contado y charlado sobre la discusión con mi padre, me ayudó de alguna forma a que ese 'problema' ya no pese tanto. Intenté que mi energía se enfoque en disfrutar la clase.* (Sarah, Autoethnographic Narrative, Pos. 10-11).

By the time her last practicum class arrived, Sarah's ability to reframe and modify potentially anxiety-inducing situations had become more evident to her. *Reflexioné mucho acerca de todas las clases, y traté de imitar las cosas positivas para así poder brindar mi 100% y estar emocionalmente equilibrada* (Sarah, Autoethnographic Narrative, Pos. 18).

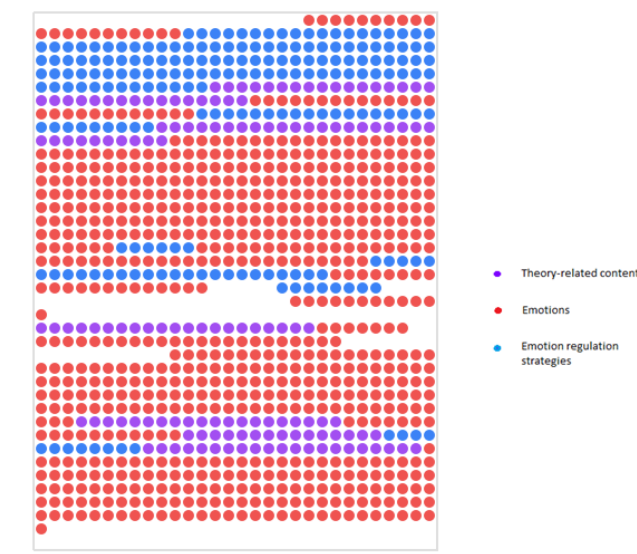
Towards the End of the Intervention and After the Practicum. By the end of her practicum, Sarah's natural tendency to modify or reappraise unpleasant situations became even more evident in situational-based scenarios. Also, her approach to emotion regulation had become more nuanced and reflective, adapting to the complexities of classroom dynamics and personal challenges. Indeed, theory and lived experience were closely interwoven in her autoethnographic narrative, as evidenced in Figure 12. Tellingly, Sarah titled it: *Discovering my emotions... or taking charge of them?* This title itself suggests her growing recognition of the active, deliberate process that regulating emotions demands. Journaling and reading scholarly articles became essential tools for Sarah—allowing her to confront, process, and manage her emotions. *A mí de verdad que me interesa y de hecho si no estudiaba profesorado de inglés iba a estudiar psicología porque me encanta leer sobre esas cosas y bueno, está muy conectado lo que estamos trabajando también con todo eso* (Sarah, Interview, Pos. 34).

Through this reflective practice, Sarah found a way to 'unload' her emotional burdens, creating a space where she could safely explore and acknowledge her feelings. For instance, writing about a disagreement she had with her father not only helped her manage her emotions in the moment but also allowed her to discuss the incident more calmly afterwards and reframe the situation with a clearer perspective after the practicum. She reflected: *"[F]ue una pelea, yo te digo, tonta... pero viste que afectan mucho nuestra vida profesional"* (Sarah, Interview, Pos. 23-25). This ability to use both reflection and theory to

navigate her emotional landscape demonstrates her evolving emotional intelligence, which had been steadily shaped by her personal and professional experiences during the practicum.

Figure 12

The Proximity of Theory-Related Content to Emotion Codes in Sarah's Autoethnographic Narrative.



[RC: Sarah's development of emotion regulation strategies throughout her practicum reflects a growing emotional intelligence and adaptability. Her progression from basic preparation and visualization techniques (as forms of situation selection or attentional deployment) to incorporating cognitive reappraisal or situation modification more frequently underscores her potential for developing a diverse approach to emotion regulation, enabling her to navigate the intricate emotional landscape of teaching.]

The Observed Relationship Between Beliefs and Emotions

At the outset of the intervention and before her practicum, Sarah's beliefs about teaching primarily focused on the technical aspects of lesson delivery, seemingly

amplifying her anxiety, fear, and nervousness about performance- as evidenced by her meticulous preparation. Although her early beliefs aligned with the idea that emotion regulation is critical for successful teaching, her initial activated-unpleasant emotions reflected a strong connection between her emotional state and her anticipated challenges. This suggests that her initial belief system, which in practice emphasized technical proficiency, was insufficient to manage the emotional demands of teaching.

Nevertheless, this early acknowledgment of emotion regulation's importance paved the way for Sarah's evolved emotional experience as she progressed through the intervention and her practicum. While nervousness and anxiety remained prominent, she increasingly developed a stronger belief in her ability to feel confident and find enjoyment while teaching. *Sentí que por más emociones que conlleva cualquier experiencia, lo importante es disfrutar de ella* (Sarah, Autoethnographic Narrative, Pos. 11). This shift was further supported by her belief that visualization is an effective tool for emotion regulation, a strategy she used to mitigate anxiety, fear, and nervousness. Also, during stressful moments in class, such as when students were disengaged, Sarah increasingly relied on emotion self-regulation strategies such as situation modification or cognitive change. She also demonstrated this adaptability when dressing up as a paisana during spring celebrations. *Ah, sí porque eso también lo aprendí en las prácticas, me sumé con los chicos que no los conocía [ríe]* (Sarah, Interview, Pos. 85-86). This reflected her growing belief that adaptability and flexibility are key components of successful teaching.

As Sarah experienced moments of joy and satisfaction, especially as her connection with students deepened, her belief in the importance of authentic teacher-student relationships was reinforced. *Todos, docentes y alumnos deben buscar un equilibrio para así llevar a cabo cualquier objetivo académico y/o personal* (Sarah, Survey, Pos. 5).

Progressively, Sarah's understanding of teaching expanded to include the actual realization of the profession's emotional dimensions, leading to a more balanced approach to challenging situations. *[C]omo que ahora me di cuenta que está bueno tener herramientas para poder regular esas emociones.* (Sarah, Interview, Pos. 59). This statement reflects a new belief that challenges are opportunities for growth rather than threats, demonstrating a growing alignment between her beliefs about teaching and her emotional responses to classroom situations.

By the end of the intervention and after her practicum, Sarah had internalized the belief that effective teaching balances emotional and cognitive engagement, feeling more confident in her ability to regulate both aspects. Her awareness of how emotions interrelate with belief systems and actions became pronounced. *Recién ahora hago la conexión.* (Sarah, Interview, Pos. 65). This reflection demonstrates how Sarah's belief in the importance of emotional growth had become central to her understanding of professional development. Her sense of achievement encompassed not just mastering teaching techniques, but also overcoming emotional challenges, questioning beliefs, and analyzing actions, indicating a much closer alignment between her beliefs about teaching and her emotional experiences.

[**RC:** The evolution of the relationship between Sarah's beliefs and emotions throughout her practicum reflects the interconnected nature of cognition and emotion in teaching. Initially, her belief system, which focused primarily on technical aspects, was misaligned with the emotional realities of classroom teaching. As her beliefs evolved to incorporate the emotional dimensions of teaching, there was a corresponding change in her emotional experiences and her ability to manage them].

The Value Ascribed to the Intervention

As Sarah embarked on her practicum, she carried with her a sense of unpreparedness when it came to managing the emotional aspects of teaching. This feeling stemmed from a perceived gap in her formal education. *This process of development [capacity to develop agency] often demands a lot of personal investment and is experienced as under supported* (Sarah, Autoethnographic Narrative, Pos. 6). *Fuera del aula, sentiría inseguridad porque en el profesorado no nos preparan para trabajar con niños con alguna dificultad para realizar actividades* (Sarah, Survey, Pos. 40). Sarah's comments suggest that her teaching education program viewed emotion regulation as separate from the core skills of teaching.

As Sarah engaged with the intervention, she developed a growing appreciation for it. She particularly recalls a moment when the intervention helped her: *Cuando discutí con mi papá la noche anterior y tuve que hacerme cargo de esas emociones para regularlas y poder dar mi primera clase. Una acción que tomé al respecto fue charlar lo que me pasaba en ese momento y cuando lo hice me sentí como aliviada y relajada. Ese fue mi ejemplo claro, de cuán importante es la autorregulación de nuestras emociones* (Sarah, Survey, Pos. 55). Indeed, Sarah recognized that the benefits of the intervention extended beyond her teaching practice. *Capaz que también me di cuenta cuán importante es regular las emociones en todo ámbito de la vida. Bueno, ahora más que nada nos enfocamos en esto del proceso de prácticas, pero como que uno no tiene tanto en cuenta, o me pasaba a mí personalmente, que bueno son problemas [que tiene] todo el mundo o lo que sea.* (Sarah, Interview, Pos. 59). These insights demonstrate a broadening perspective on the value of the intervention, as Sarah came to view working on her emotions not just as a coping mechanism but as an integral part of her development both as a teacher and an individual. She recognized emotion regulation as a crucial teaching skill that the intervention had helped her develop.

[**RC:** Sarah's opinion reflects a growing recognition of the central role emotions play in teaching. She found value in the intervention both professionally and personally]

All in all, Sarah's journey through the intervention and her teaching practicum offers a compelling narrative of emotional growth and professional development. From her initial focus on technical preparedness to her eventual recognition of the integral role of emotions in teaching, Sarah's experience highlights the transformative power of self-reflection and emotional competence in shaping effective educators.

The analysis of Emilia, Antonela, and Sarah's experiences throughout the intervention and their practicum reveals key insights into the evolving beliefs, emotions and emotional regulation strategies of EFL student teachers. Across all three cases, participants began with varying degrees of anxiety and uncertainty about their ability to manage classroom emotions, reflecting initial beliefs that prioritized the technical aspects of teaching. However, through the intervention and their practicum, they developed a deeper awareness of the critical role beliefs and emotions play in teaching. This shift was accompanied by a growing repertoire of emotion regulation strategies, such as cognitive reappraisal and situation modification, which helped them navigate the emotional complexities of teaching more effectively.

While each participant's emotional journey was unique, common patterns emerged, such as initial anxiety followed by increased confidence and emotional balance toward the end of their practicum. All three valued the intervention, as it provided crucial tools to recognize, regulate, and reflect on their emotions—skills they recognized as essential for both personal and professional growth. These findings highlight the importance of integrating emotional awareness and regulation into EFL teacher training, as it directly influences student teachers' development and performance in the classroom.

Chapter 5: Discussion

Be patient toward all that is unsolved in your heart and try to love the questions themselves.

— Rilke, *Letters to a young poet* (1929/2022)

The aim of this chapter is to synthesize and discuss the major findings from the case studies of Emilia, Antonela, and Sarah, in relation to the four guiding research questions that underpinned this study. These questions focused on: 1) beliefs towards emotions and emotion regulation, 2) emotions and emotion regulation strategies, 3) the relationship between beliefs, emotions and strategies, and 4) the value ascribed to the intervention. All questions were examined across both the intervention and practicum phases.

This discussion connects the findings to the theoretical framework and literature review, offering insights into the emotional landscape and professional development of the three EFL student teachers, while emphasizing shared themes and individual variations. In doing so, this chapter aims to deepen the understanding of emotional competence development in EFL student teachers.

Additionally, this chapter will outline the practical implications of this study for the field of EFL, particularly the potential benefits of addressing emotions in EFL teacher training and future research directions. Lastly, a critical evaluation of the study's limitations will be presented. By acknowledging and discussing these limitations, this study aims to contribute to the ongoing dialogue and advancement of research in the field. The potential biases, generalizability, and methodological choices will be assessed, providing a

transparent account of the strengths and weaknesses of this study's research design. This chapter thus aims to provide an integrative analysis and synthesis of findings, offering concluding insights for both practitioners and researchers in the field of EFL teacher education.

Research question 1: Beliefs Towards Emotions and Emotion Regulation

The case studies reveal a dynamic evolution in the participants' beliefs about the role of emotions in teaching. Initially, all three participants—Emilia, Antonela, and Sarah—acknowledged the important role of emotions but focused primarily on the technical aspects of teaching. These findings support Abou Assali's (2015) assertion that primary concerns for student teachers involve aligning theoretical knowledge with practical performance.

Through the intervention and practicum participants gradually realized how their beliefs fundamentally shaped their emotional experiences, a connection that mirrors Gill and Hardin's (2015) findings that teachers' beliefs act as a lens through which they interpret and emotionally respond to classroom situations.

Emilia demonstrated consistent beliefs about the importance of teacher emotions, which deepened as she reflected on the provided reading material. Antonela's beliefs evolved from primarily emphasizing student emotions to fully realizing the interplay between teacher emotions and cognitive processes during her practicum. She came to discern the importance of integrating emotion regulation strategies for smooth classroom management and for building the strong student rapport she deeply valued. Sarah's beliefs underwent a similar significant transformation, from initially focusing on classroom performance to understanding her emotions better (and their relationship with beliefs) as central to professional identity and growth.

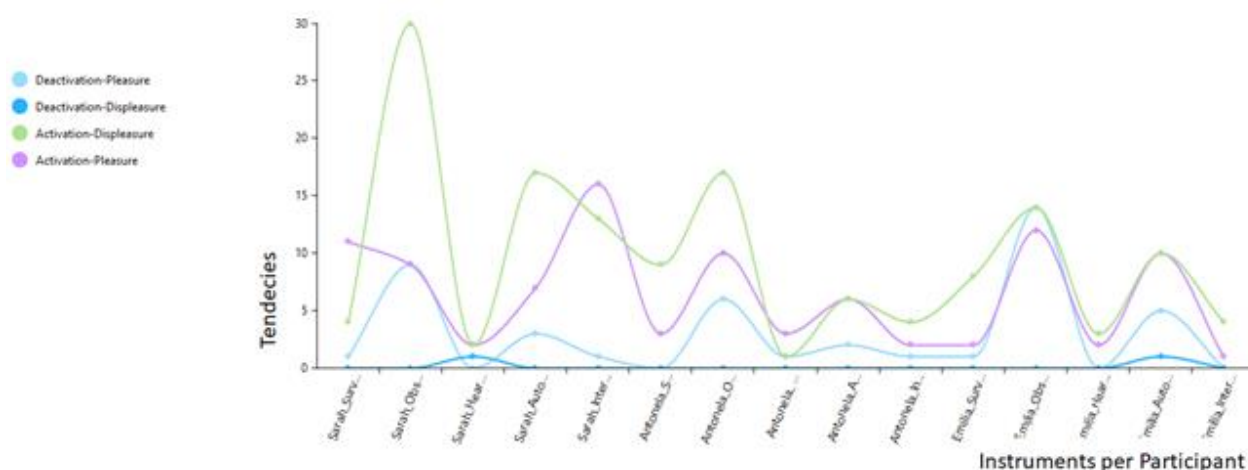
These results align with existing literature that emphasize the need to address beliefs in EFL teacher education (Barbeito et al., 2021), and reinforce Golombek and Doran's (2014) call to unify cognition, emotion, and activity in language teachers professional development.

Research Question 2: Emotions and Emotion Regulation Strategies

Each participant experienced intense emotions across the intervention and their practicum, especially activated- unpleasant emotions (mainly anxiety, nervousness and insecurity), and activated-pleasant ones (particularly happiness, joy and satisfaction). Moments of deactivated emotions (primarily relaxation and serenity) were present only after the practicum period ended, suggesting that the heightened emotional demands of the teaching practicum subsided, allowing for a state of emotional recovery and reflection. This shift points to the practicum as a period of emotional intensity (before and during it), followed by a phase of stabilization- as evidenced in figure 13 below.

Figure 13

Distribution of All Three Participants' Emotions Across Dataset Organized by Categories.



Emilia's primary emotion strategies included situation modification and cognitive change, helping her regulate her pronounced anxiety (a natural tendency of her personality) to more balanced emotional states. Antonela's initial nervousness transitioned into more pleasant emotions like pride and satisfaction. She employed strategies such as situation modification, response modulation, attentional deployment, and cognitive change. Sarah initially relied on visualization (a form of attentional deployment) to manage intense anxiety and fear. As she progressed, she also incorporated response modulation and cognitive change, which helped her transition to a more confident and reflective stance, leading her to a sense of accomplishment and growth.

The consistent reflection observed in all participants emphasized the pivotal role of cognitive change in emotion regulation. This ability to reinterpret challenging situations was facilitated by the journals and autoethnographic writing, which helped them develop a more favorable perspective on these challenges. By exploring their teacher's life and gaining self-knowledge, they were able to teach beyond mere technique, coinciding with Palmer's (2017) assertion on the inextricable connection between personal identity and teaching practice.

These findings reinforce the dynamic nature of emotions in teaching as psychological, interactional, and social processes, as described by Cuéllar and Oxford (2018) and King and Ng (2018). Furthermore, the results match Gabryś-Barker's (2014) emphasis on emotion regulation as crucial for maintaining teachers' professional well-being and fostering a positive learning environment. The participants' experiences also echo the work of Taxer and Gross (2018), who refer to how teachers simultaneously try to regulate their emotions and those of their students, often attempting to suppress less pleasant experiences. Interestingly, suppression (a typical form of response modulation) was not

evidenced across participants, unlike in Taxer and Gross' (2018) study. This may suggest that the space given to emotions during the intervention contributed to their open expression.

Research Question 3: Relationship Between Beliefs, Emotions and Strategies

The case studies illuminate the intricate relationship between the participants' beliefs and emotions, which strongly influenced their experiences and use of strategies in the classroom, reinforcing Rodrigues (2015) assertion regarding how EFL beliefs and emotions interact in a spiral manner during practicum, shaping teachers' professional identities (Barcelos & Ruohotie-Lyhty, 2018; Barkhuizen, 2017; Benesch, 2017).

Emilia's belief in the significance of emotion regulation from the outset guided her consistent use of strategies, such as cognitive change, ultimately leading her to experience more pleasant emotions. Antonela's evolving beliefs about the role of teacher emotions influenced her emotions and regulation strategies, resulting in more varied emotion regulation strategies and the experience of more pleasant emotions herself.

Sarah's beliefs and emotions were in constant dialogue, with each influencing the other and shaping her emotional responses to teaching situations. Her initial anxiety and fear transformed into a sense of accomplishment as she developed a more nuanced understanding of the role of emotions and gave room to enjoyment and relaxation.

The participants' transformation reflects the principles of cognitive-emotional dissonance (Johnson & Worden, 2014), which occurs when teachers experience conflicts between their cognitive understanding and emotional experiences. These moments of dissonance create opportunities for deeper reflection and learning, enabling teachers to better align their emotions and cognition when handling classroom challenges. The cognitive-emotional balance that participants developed was crucial for fostering emotional

strength and developing adaptive teaching practices. This finding supports previous research by Yuan and Lee (2015), Barcelos (2015), Gill and Hardin (2015), and Dörnyei and Ryan (2015), all of whom emphasize the importance of cognitive, social and emotional aspects in teacher identity and professional growth, focusing on the complex interplay between these dimensions in shaping their teaching experiences. It also supports Palmer's (2017) conceptualization of the three essential paths that teachers must take to fully chart their inner landscapes: intellectual, emotional and spiritual. Together, these studies highlight the transformative power of emotional awareness in teacher development. By recognizing and integrating their emotional experiences with their beliefs and practices, teachers can better adapt to challenges and promote a supportive learning environment for their students. This emotional awareness is essential for developing emotional intelligence (Lozano-Peña et al., 2021), as it helps student teachers harmonize their responses in the face of the challenges inherent in real-world teaching (Malkoç, et al., 2024).

Research Question 4: Value Ascribed to the Intervention

All participants expressed high regard for the intervention, attributing it to the enhancement of their emotion regulation skills. Their rich responses indicate a deep level of engagement and learning, reflecting not only an appreciation for the intervention but also a significant transformation in their approach to managing emotions. The following lines synthesize the key themes and values identified.

Increased Emotional Awareness

All participants reported increased emotional awareness as a key benefit. This aligns with research highlighting the importance of emotional awareness development in teacher training (e.g., Olivero, et al., 2023) further validating the work of Mercer et al. (2016), who advocate for a positive psychology perspective in language teacher education.

Bridge Between Theory and Practice

Findings suggest that the intervention was effective in making emotion regulation theory more accessible and applicable. By integrating emotion regulation theory with hands-on strategies, the intervention appeared to deepen participants' understanding of the role of emotions in language teaching while also equipping them with practical tools. As Gkonou & Miller (2019) reckon, this integration can help teachers better navigate the emotional aspects of teaching, potentially enhancing both their professional well-being and classroom practice. Findings in this respect also support the idea that it is crucial for teacher educators to provide sufficient reflection-type exercises and activities in which student teachers can thoroughly explore and critically examine their beliefs, helping narrow the gap between theory and practice (Farrell, 2015).

Holistic Approach to Teacher Education

The intervention prompted a shift towards a more comprehensive approach to teacher training. Results indicated that the intervention led TP college professors to place greater emphasis on the emotions of the three EFL student teachers, a shift that had not occurred before. This addresses a gap identified in traditional teacher education programs, which have focused primarily on academic performance while neglecting emotional aspects (Martínez Agudo, 2018).

Personal Growth Beyond Teaching

Participants found value that extended beyond their teaching practice, suggesting that the intervention had a transformative effect on their personal lives as well. They experienced improvements in general emotional well-being. This broader impact aligns with Nguyen's (2018) findings, which highlight how addressing student teachers' emotions not only strengthens their professional abilities but also contributes to personal growth.

Implications

On a general level, this study intended to highlight the critical importance of incorporating emotions into EFL teacher education and to illustrate how changes in beliefs, emotions, and practices can create a profound ripple effect with far-reaching impacts. The discussion above leads to these main implications; therefore, this subsection aims to synthesize and further elaborate on them, enhancing clarity and emphasizing their significance for teacher education programs and the broader field of emotions in EFL teaching.

Emotion regulation should be treated as a central component of EFL teacher training, as it directly impacts both (student) teacher performance and student engagement. This aligns with the recommendations regarding the importance of teachers' social-emotional competence and the implementation of frameworks (Lozano-Peña et al., 2021; Martínez Agudo & Azzaro, 2018; Molyneux, 2021, Olivero et al., 2023) and research efforts (Martínez-Alba, G. et al., 2023) to support its development. Integrating reflective practices and emotion regulation training, as seen in this study, can foster emotional resilience and promote more adaptive teaching strategies. This supports the findings of Golombek and Doran (2014) on the unification of cognition, emotion, and activity in teacher development.

In addition, encouraging EFL student teachers to explore the relationship between their beliefs and emotions can lead to deeper professional growth and improved classroom outcomes, as suggested by Gill and Hardin (2015). Consequently, teacher education programs should place a stronger emphasis on emotional regulation as an integral part of professional development, echoing the arguments of Martínez Agudo (2018).

The findings highlight the need for ongoing support and reflection on emotional experiences throughout teacher training and early career stages, aligning with the work by Chen and Cheng's (2021) research, which demonstrates how structured reflection on emotional experiences significantly impacts on teachers' well-being and classroom effectiveness. Similarly, Rodrigues and Mogarro (2019) found that consistent emotional support mechanisms during teacher training correlated with improved emotional competence and professional adaptation. As noted by Aldrup et al. (2020), teachers who possess emotional competence can better respond to classroom situations, a realization mirrored in all three participants as they progressed through their teaching experiences.

This study opens up new avenues for investigation, encouraging a deeper understanding of the emotional dimensions of language learning and teaching. As Mercer (2020) emphasizes, well-being in ELT contexts is both individually experienced and socially situated. Meaningful interventions must therefore address both individual development and systemic change, promoting personal emotional strategies while ensuring structural support. Therefore, the implications of this extend to researchers, teacher educators, student and practicing EFL teachers, and administrators.

Researchers could focus on a variety of targeted studies and methodologies to deepen the exploration of the emotional dimensions in language teaching by:

- Examining how emotion regulation skills evolve over the course of a teaching career in longitudinal studies, contributing to teachers' long-term professional development.
- Exploring how different types of emotion regulation strategies vary across diverse cultural contexts and teaching environments in cross-cultural studies.

- Incorporating quantitative measures of emotional competence and teaching effectiveness alongside qualitative data in mixed-methods approaches to provide a more comprehensive understanding of the relationship between emotions and teaching practice
- Designing and evaluating specific interventions in an experimental design aimed at developing emotional awareness and regulation skills in student teachers.
- Investigating the role of peer support and mentorship in emotion regulation, as these were the salient emergent themes across all participants.
- Exploring the potential of digital tools and platforms in supporting teachers' emotion regulation and professional development, considering the increasing role of technology in education. Apps and online communities can provide teachers with resources for managing stress, promoting emotional well-being and creating a support network for teachers.

Teacher educators can integrate emotion-focused training into their curricula. By helping student teachers develop emotional intelligence and regulation skills, teacher educators can better prepare them to navigate the emotional demands of the classroom, ultimately enhancing their teaching practices.

Student teachers can reflect on their own emotions in an empowering way, allowing them to navigate the ups and downs of the learning-to-teach process. This reflection can help them understand that these fluctuations may mirror the challenges they will face in real classroom situations as they transition into their teaching careers. Through this awareness, both student and practicing teachers can develop a deeper understanding of how their emotional states impact the classroom dynamics. By effectively implementing emotion

regulation strategies, they can encourage a more supportive learning environment that promotes student engagement and academic performance.

Administrators, too, can play a crucial role in supporting teachers' emotional well-being and professional development. By providing resources and training focused on emotion regulation and by fostering a culture that values emotional intelligence, administrators can contribute to a more effective and sustainable teaching force.

The implications of this study thus extend beyond the classroom, suggesting strategies that can transform approaches to teacher education and support in EFL contexts. Recognizing and addressing the vital role of emotions in EFL teaching can enhance not only teacher development but also the overall quality of language education, leading to more fulfilling experiences for both teachers and learners.

Limitations

While this study provides valuable insights into student teachers' emotional experiences, it is important to acknowledge its methodological boundaries. These limitations reflect deliberate choices rather than oversights, strategically implemented during the study design phase to enhance focus and rigor:

The small sample size of three participants limits the generalizability of the findings, as is common in qualitative research (Patton, 2015). Qualitative research typically aims for depth rather than breadth, but future studies could expand the sample size to include a larger and more diverse group of student teachers to increase representativeness.

The study relied heavily on self-reported data, which may be subject to bias or an incomplete reflection of the participants' experiences. To address this, the researcher's interpretive voice, in line with Barkhuizen's (2021) perspective, was integral to the analysis. Also, additional data sources such as classroom observations and participant

feedback were included, providing a more comprehensive picture of the participants' emotional experiences and teaching practices.

The data collection process faced certain methodological constraints. First, observations were documented using observation grids, which inherently incorporated researcher subjectivity. To mitigate this limitation, immediate post-observation interviews were conducted with participants. Second, while video recordings could have enabled more detailed data collection and facilitated repeated analysis of observed behaviors, they were intentionally omitted. This decision prioritized maintaining an authentic, non-intrusive environment for participants. Third, the observation of three out of six lessons might raise questions regarding comprehensiveness. However, this sampling approach was strategically chosen for three main reasons:

- To maintain a non-intrusive research environment.
- To prevent participant fatigue from excessive post-observation interviews.
- To align with the study's primary objective of supporting participants' narratives rather than evaluating them.

It seems important to clarify that the participants' personal representations were considered valid data points for this research, and the observations served to complement rather than verify these narratives.

The temporal scope of this study was confined to the intervention and practicum period, a boundary established to maintain focused and manageable data collection. While this time frame allowed for detailed examination of immediate impacts, it necessarily precluded investigation of long-term outcomes. Longitudinal studies could provide valuable information into the sustainability and evolution of emotion regulation skills over extended periods, potentially revealing how these competencies integrate into established teaching

practices or adapt to varying professional contexts. This temporal limitation, however, aligned with the study's primary objectives of examining immediate responses and experiences during the critical practicum phase.

The study was purposefully centered within a specific cultural and educational context. While this focus enabled a deep understanding of the phenomenon within one setting, it necessarily limited the generalizability of findings across diverse cultural landscapes. Cultural factors can significantly shape both emotional experiences and the selection and implementation of regulation strategies in teaching contexts. This cultural embeddedness extends to both broader societal norms and specific school cultures, each potentially influencing how student teachers perceive, express, and regulate their emotions. Future research directions could productively explore:

- The manifestation of emotional experiences and regulation strategies across diverse cultural settings.
- The impact of different school cultures (e.g., urban vs. rural, public vs. private, traditional vs. progressive) on emotional dimensions of teaching.
- How cultural variations in emotional display rules and acceptable regulation strategies might influence teacher preparation and practice.

Conclusion

The emotional journeys of Emilia, Antonela, and Sarah vividly portrayed the interplay between beliefs, emotions, and emotion regulation in the context of EFL teacher education. This study provided valuable insights into how student teachers may experience transformations in their beliefs about emotions in teaching, as well as in their own emotional experiences. The findings suggest that as they navigate the challenges of their practicum, student teachers can develop more sophisticated emotion regulation strategies.

The intervention proved invaluable in helping the participants navigate these challenges, ultimately leading to greater emotional competence and professional growth.

While this study's observations are derived from a small sample, they offer potential pathways for understanding broader trends in EFL teacher development across diverse contexts. The findings point to the need for teacher education programs to emphasize emotion regulation as an integral part of professional development, fostering both cognitive and emotional awareness. EFL student teachers are not merely lesson facilitators; they are individuals deeply influenced by their personal histories, socio-cultural contexts, and relationships with students, peers, mentors, and school administrators. This reminds us that emotions play a vital role in shaping students teachers' daily interactions and professional identities.

This study contributes to the growing body of research recognizing emotions as fundamental to teaching practice, rather than peripheral concerns. The participants' experiences highlight the transformative potential of emotional awareness and regulation in teacher education. By examining the intricate relationship between emotions and teaching practice, this research contributed to advance our understanding of how emotional competence develops and its impact on teacher identity formation.

As the field of EFL education increasingly acknowledges the crucial role of emotions in teaching, ongoing research will be vital for shaping best practices and supporting the emotional well-being of teachers. Future studies might explore how emotional awareness training can be systematically integrated into EFL programs and broader teacher education, potentially leading to more emotionally intelligent and resilient educators. This study reinforces the notion that addressing the emotional dimensions of teaching is not just beneficial but essential for cultivating self-aware and emotionally

balanced educators. By focusing on teachers' emotional development from early training stages, we can support their professional growth and equip them with the tools to navigate the complexities of teaching, ultimately strengthening their capacity to thrive in challenging educational environments.

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Appendix A

Authorization Letter form ISP7

Venado Tuerto, 27 de Mayo de 2022

Al Sr. Daniel Guzmán
Director de
Instituto Superior de Profesorado N° 7, Brigadier Estanislao López

De mi mayor consideración:

En mi carácter de tesista de maestría de la Universidad Nacional de Río Cuarto, me dirijo a usted a fin de solicitar autorización para la realización de una investigación en el cuarto año del programa de formación docente en inglés.

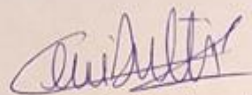
Esta investigación tiene como principal objetivo indagar sobre las emociones de docentes en formación y las estrategias de regulación de las mismas en el marco de una propuesta pedagógica dentro de la asignatura Trayecto de Práctica IV.

Como parte de esta investigación, todos los estudiantes de la mencionada materia completarán una encuesta y participarán de la propuesta teórico-práctica que se llevará adelante. Además, tres de ellos serán seleccionados para realizar reflexiones escritas sobre la temática de investigación, repetirán la encuesta y participarán de una entrevista individual.

En mi carácter de coordinadora del departamento de inglés y vicedirectora de la Escuela de Enseñanza Secundaria Orientada Particular Incorporada N° 3095 Cultura Inglesa, trabajaré como co-formadora de los tres estudiantes seleccionados, quienes observarán mis clases. Asimismo, en mi rol de tesista investigador, observaré las prácticas de los tres estudiantes seleccionados en tres momentos a fin de registrar emociones y estrategias de regulación emocional de los tres estudiantes. Cabe aclarar, hemos expresado conformidad en recibir diversos estudiantes del Instituto en nuestra escuela, tal lo hicieramos en años anteriores.

Se solicitará a los estudiantes expresión de consentimiento para participar en el proyecto de investigación que se desarrollará en ambas instituciones. La información recabada será de carácter confidencial y anónima y la participación será voluntaria. Además, los estudiantes podrán dejar de participar en cualquier momento. Al finalizar la investigación, haremos llegar a la Institución un informe con los resultados obtenidos. Si fuese de su interés, le puedo hacer llegar mi proyecto de investigación para su lectura.

Sin otro particular, y a la espera de una respuesta favorable, lo saludo a Ud. muy atentamente,


Prof. Lic. Cecilia Ambrosetti

Autorizado




DANIEL GUZMÁN
DIRECTOR
I.E. 3095

Appendix B

Consent Form from Participants

FORMULARIO DE CONSENTIMIENTO PARA PARTICIPAR EN INVESTIGACIÓN

Yo,, presto mi conformidad para participar en un estudio de investigación llevado a cabo por la profesora licenciada Cecilia Ambrosetti (D.N.I.29.977.252) en su carácter de tesista dentro del programa de Maestría en Lengua Inglesa de la Universidad Nacional de Río Cuarto. Dicho estudio busca indagar acerca de las creencias y emociones de docentes en formación y las estrategias de autorregulación de las mismas dentro de la asignatura Trayecto de Práctica IV.

Como parte de este estudio, responderé dos encuestas. También participaré en una intervención en regulación emocional implementada por la tesista en cuatro encuentros dentro de las clases del Trayecto de Práctica IV, donde se trabajará en estrategias para la regulación emocional en situaciones áulicas y registraré mis percepciones y emociones durante mi práctica en breves registros de reflexión para elaborar una narrativa evocativa final. Recibiré retroalimentación de mi narrativa autoetnográfica y experiencias durante la intervención y también en una sesión final de devolución de los resultados de la investigación obtenidos. También presto mi consentimiento para que se observen tres mis clases en la Escuela de Enseñanza Secundaria Orientada Particular Incorporada N° 3095 y participaré de una entrevista breve tras esas clases y de otra final para que la tesista confirme los datos recolectados.

Se me ha informado sobre los objetivos de esta investigación y comprendo que mi participación es de carácter voluntario. También entiendo que podré dejar de participar en el estudio en cualquier momento, que se resguardará la confidencialidad de los datos recolectados y que los mismos serán utilizados con fines académicos-científicos.

Firma del participante:

Aclaración:

DNI:

Fecha:

Appendix C

Open-Ended Survey Template

Fecha: _____ **Pseudónimo:** _____ **Edad** _____
Género con el que te identificas _____
Pronombre que deseás que se utilice para nombrarte: he/ she/ him/ her/ other. En caso de preferir otro, especificar cuál. _____

A continuación, encontrarás algunas preguntas que buscan identificar tus creencias respecto al rol de la cognición y las emociones en el aula y la regulación emocional docente. Podrás responderlas en español o inglés según prefieras. No hay respuestas correctas o incorrectas. Te alentamos a expresarte con creatividad.

1. ¿Creés que los procesos emocionales y cognitivos de un docente son independientes los unos de los otros? Por favor, fundamenta tu respuesta.

2. Reacciona a la siguiente afirmación: los docentes deben prestar más atención a las emociones de sus estudiantes que a las propias.

3. ¿Cuáles son tus emociones luego de un mes de finalizar tus prácticas docentes?

4. ¿Creés que en la formación docente se deben visibilizar las emociones experimentadas por los docentes en formación y trabajar en la autorregulación de las mismas? ¿Por qué?

5. La regulación emocional se refiere a los “intentos de influenciar qué emociones uno tiene, cuándo las tiene y cómo las experimenta o las expresa” (Gross, 1998, 2015).

Teniendo presente esta definición y considerando tu rol como docente en formación en sus prácticas, mencioná qué emoción o emociones te generan las siguientes situaciones y qué harías para regularla/s. Piensa en la efectividad de tus decisiones a largo plazo, es decir, intenta proponer acciones que puedan conducir a una armoniosa relación docente-estudiante.

Situación 1. Has preparado con dedicación una clase para el segundo año del secundario. Sin embargo, los estudiantes vuelven a mostrarse poco interesados.

¿Cómo te sientes ante esta situación?

Mencioná a continuación qué acciones serían efectivas para regular esas emociones dentro o fuera del aula.

Situación 2. Hoy es tu primer día de prácticas y conocerás un grupo de tercer año de la secundaria. Te preguntas sobre el tipo de vínculo que podrás establecer.

Mencioná a continuación qué acciones serían efectivas para regular esas emociones dentro o fuera del aula:

Situación 3. Juan es un estudiante que se muestra poco interesado en tus clases. En la clase de hoy mira a través de la ventana en lugar de trabajar en la actividad propuesta. Te acercas y Juan dice, “no tengo lápiz.”

¿Cómo te sientes ante esta situación?

Mencioná a continuación qué acciones serían efectivas para regular tu emoción dentro o fuera del aula:

Situación 4. Hoy es el día anterior a la fiesta de la primavera. Tus estudiantes se encuentran muy ruidosos y disruptivos (hablan, gritan y cantan mientras intentas llevar adelante la clase).

¿Cómo te sientes ante esta situación?

Mencioná a continuación qué acciones serían efectivas para regular esa emoción dentro o fuera del aula:

Situación 5. En el transcurso de tus prácticas observas que la estudiante María presenta cierta dificultad para realizar las actividades propuestas. Consultas a la profesora responsable del curso, y te comenta que trabaja con adecuaciones de acceso en un proyecto de acompañamiento. Piensas qué proponer y cómo distribuir el tiempo dentro del aula para trabajar con ella.

Mencioná a continuación qué acciones serían efectivas para regular esa emoción dentro o fuera del aula:

Situación 6. Llegás puntual a tu clase y te organizas para comenzar. En ese momento, un grupo de estudiantes ingresa tarde interrumpiendo (no piden permiso ni se disculpan). Es la tercera vez que esto sucede. ¿Cómo te sentís ante la situación?

Mencioná a continuación qué acciones serían efectivas para regular esa emoción dentro o fuera del aula:

For Version 2

6. ¿Has experimentado alguna de las situaciones (1 a 6) de la pregunta 5?

Te pediré que para responder las preguntas 7 y 8 no releas ni tus journals o narrativa final.

7. ¿Podrías dar un ejemplo de una situación placentera que vivenciaste con mayor frecuencia (aclarando qué emoción/es experimentaste) y qué acciones implementaste en ese momento o luego de la clase para regular esa emoción/es en caso de haber sido necesario?

8. ¿Podrías dar un ejemplo de una situación desafiante que vivenciaste con mayor frecuencia (aclarando qué emoción/es experimentaste) y qué acciones implementaste en ese momento o luego de la clase para regular esa emoción/es en caso de haber sido necesario?

9. ¿En qué medida la intervención en autorregulación emocional te ha sido de utilidad?
Menciona algún ejemplo en concreto.

Appendix D

Classroom Observation Grid

Date: ----- -----year-old students Number of students: -----			
Trainee's name: -----			Lesson Number: ----
Classroom circumstance	Reaction (Yes/No)	Verbal or non-verbal cues or actions observed I= Interpretation	Post- Observation Interview comments

Appendix E

Autoethnographic Narrative Guidelines



⁸Assignment: Writing an Autoethnographic Narrative of your Emotions Throughout Practicum at Secondary School

Date: _____

Submission Date: _____

Just as autoethnographers do, I invite you to work from a reflexive standpoint to seek to write a text describing your emotions throughout practicum (before, during, and after your six-week teaching experience at secondary school) and how you handled them. Try as much as possible to make your text accessible, engaging, compelling, clarifying, evocative, and open - ended. Please strive to draw out implications, spark insights, raise questions, open conversations and inspire (or even move) any potential reader.

In the process, relate your ideas to either the theory or reading materials suggested in the intervention or any other relevant information from articles, books or book chapters that you may have read at college or in your personal life.

You might decide to tell your story as a first person narrator, second or third. You can use a fictional character (the alias you selected for instance). Take into consideration,

⁸ Kent Centre for European and Comparative Law. (n.d.). News. University of Kent.

Retrieved October 25, 2022, from <https://research.kent.ac.uk/cer/news/>

this will be a personal account but it should have the twists of any gripping story.

Nevertheless, it is up to you to decide which narrative style or plot organization suits your best.

Please bear in mind the following recommendations:

1. Go through your journal entries and heart pattern description. Dive into your lesson plans, conversations with (and reports from) your mentor teachers. Think about your students' or the class teacher's feedback. Search for pictures, realia, or any other object that may help you trace your emotions as your teaching practicum unfolded. Are there any actions you implemented to regulate them?
2. Try to draw back and see your experiences from outside. Revisit your prevailing and secondary emotions (inside or outside the classroom).
3. Consider writing as a method of inquiry as you engage in introspection. This means that your text will describe your emotions but it will also refer to your actions, beliefs, questions, variations, possibilities, interpretations, theory, and openings to new ways of seeing and experiencing.
4. Engage in your writing, as you continue to engage in systematic reflexive introspection, driven by the writing process and your search for insights derived from action and encounter.
5. Aim at coming to grips with your emotional labor (Benesch, 2017) throughout practicum.
6. Think of a title for your narrative.
7. Write your story in Spanish, English or both.

8. Try to develop your narrative over two A4-pages (minimum) formatted in Word, font Times New Roman or Arial 12, double spaced. Please copy your narrative onto your Journal Entries doc and tag me @ ceciliaambrosetti@gmail.com.

9. Use APA 7th edition to format your story. Please refer to APA 7th quick guide in our shared folder or follow the link below to find essential information on in text citations or reference lists. [insert link]

Before analyzing some sample evocative autoethnographic narratives, you might as well consider reading (from our reading materials folder) the article from Steiner (2018) about how autoethnography improved her teaching; and Richieri's (2019) on the role of reflection in L2 teacher education. Now, refer to the different examples of autoethnographic narrative in our shared folder. Here's a reading guideline⁹:

Please do not hesitate to contact me. Hope you enjoy this journey ☺. Love,
Cecilia

⁹ Reading guideline for the eight samples is available upon request.

Appendix F

Researcher's Semi-Structured Interview Guide (for a complete transcription of interviews see Appendix H)

The following guidelines were designed by the researcher specifically for this study to support a meaningful exploration of participants' beliefs, emotions, regulation strategies, relationships, and the value ascribed to the intervention. These steps do not represent a standardized interview protocol but instead reflect a flexible framework tailored to facilitate in-depth discussion in alignment with the study's objectives. Each step was crafted to encourage participants' natural storytelling and reflection, providing the structure needed to explore core themes in a semi-structured, responsive interview format.

Purpose

- Confirm participants' beliefs, emotions and regulation strategies as well as the value ascribed to the intervention.
- Allow participants to express their experiences while the interviewer probes for depth in relevant themes.

Sequence and Logic of Interview Themes

Initial reflections

Start by revisiting previous answers or reflections to establish a baseline of participants' views on beliefs towards emotions and emotions regulations as well as their emotions and regulation strategies, signaling relationships or changes (e.g., personal experiences impacting practice).

Role of Beliefs

Discuss participants' beliefs about teaching and how these intersect with their professional identities and personal experiences.

Emotional Insights

Explore participants' connections between emotions and actions in the classroom, delving into how their emotional responses affect their teaching and interactions with students.

Cognitive and Reflective Connections

Encourage participants to elaborate on cognitive changes or reflections, such as modifications in their self-perception or teaching practices over time.

Emotion Regulation Strategies

Invite explanations of specific emotion regulation strategies (e.g., cognitive reappraisal, attentional deployment), asking participants to reflect on their efficacy and evolution.

Value ascribed to the intervention

Confirm participants' perspectives on the intervention's impact, specifically how it may have facilitated personal insights, self-reflection, or growth in emotional regulation. Encourage participants to reflect on the perceived usefulness of the intervention and its influence on their engagement with the study's themes.

Conducting the Interview

Creating a Safe Environment

Ensure participants feel comfortable sharing beliefs, emotions, and personal circumstances (inside or outside the classroom) emphasizing confidentiality and openness.

Probing Techniques

Use open-ended questions and probes that encourage elaboration without leading, such as "Can you tell me more about that experience?" or "How did that make you feel in the classroom?"

Flow Management

Maintain a flexible order for topics, allowing for natural transitions based on participant responses, while ensuring all core themes are covered.

Appendix G

Passage on Reflective Teaching¹⁰



Imagine that there is a great field stretching before you of white, untouched snow. You walk across it enjoying the apple-crunching sound underneath your boots. Sometimes your boots dig further into the snow than you expect, sometimes the snow is softer or harder than you anticipate; each time, you adjust your steps to account for the variations. You are now on the other side of the field, you turn around to look at the footprints that you have made and the path you have taken. At first glance, your path appears straight and your footprints look similar. However, under further scrutiny, you notice that some prints are deeper than others. Your path is not as straight as you had first thought and the prints are not made of white snow but dark and muddied. What happened here? Well, your observations of the footprints changed, the longer that you looked at them.

¹⁰ Excerpt on Reflective Teaching from *Lessons Learned: First Steps Towards Reflective Teaching in ELT* (Maggioli & Painter Farrell, 2016, p. 45), reprinted with authorization from Richmond Uruguay.

At the beginning, you based your interpretations largely on expectations and then slowly you recalibrated your thoughts as your scrutiny intensified. Once you had noticed one deviation from an expectation, you began to look more critically for other variations and additionally began to hypothesize about what had caused them. This thought process is similar to what occurs when we reflect on our lessons.

Initially, we make general observations based predominantly on what our expectations of the lesson had been and the impression of the lesson. We then look more closely and maybe see things more clearly, we see or recall more details. We begin to consider why the things that happened actually happened. Additionally, we try to consider how we might do things differently. In short, we reflect, and as we do so, we grow.

Appendix H

Complete Dataset Documents

This appendix contains all documents used in the dataset, organized by participant and data collection instrument. For ease of access, these materials are available through the provided drive link, where files are organized systematically for each participant.

https://drive.google.com/drive/folders/11u6ko96pBt7NGn1WWGrZ8a4eT5rbnwqP?usp=drive_link

Appendix I

Complete MAXQDA Coding Framework¹¹

	Frequency
Codes System	658
Emergent Themes	
Role of Regular Classroom Teacher	3
Lack of Training In College	3
Peer Observation Impact	1
Picture Representing the Participant's Emotions Before the Start of Practicum	1
Picture Representing the Participant's Emotions at The End of the Practicum	1
Catastrophic Thinking	12
Low Self-Esteem	2
The Practicum's Influence	9
Somatic Symptoms	4
The Impact of the Intervention	6
Mentor Teachers' Influence	16
Coursebook Constraints vs. Creative Freedom	1
Rapport with Students	8
Favorable Student Response	9
Reflective Disposition	35
Situations Surrounding the Intervention and the Practicum	
Getting Married/Moving Houses/Honeymoon	3
Having a Job as an EFL Teacher	2
Family Member Support	2
Argument with a Family Member- Father	3

¹¹ Codes generated using MAXQDA (VERBI Software, 2024)

Anxiety as a Pre-Condition	1
Past Emotional Experiences in a Healing Process	2
Journal Writing to Help Regulate Emotions During Practicum	1
Mourning- Pain	3
Failing TP 3	1
Beliefs	
The Importance of Teachers' Emotions	6
Relationship Between Teacher's Emotional and Cognitive Processes	7
The Need to Address Students' Teachers Emotional Experiences During Training	3
Changes in Beliefs	6
Reasons for Changes in Beliefs	2
No Changes in Beliefs	5
Reference to Theory to Explain or Reflect	24
Emotions Across the Practicum and the Intervention	
Deactivation-Pleasure	
Acceptance 2	1
Relief 2	2
Relief 3	1
Relaxation 2	16
Relaxation 3	3
Serenity 2	15
Calmness 2	5
Calmness 3	1
Deactivation-Displeasure	
Sadness 2	2
Activation-Displeasure	
Stress 1	1
Stress 2	5
Nervousness 1	6

Nervousness 2	26
Fear 1	6
Fear 2	5
Anxiety 1	9
Anxiety 2	53
Anxiety 3	2
Uneasiness 2	5
Insecurity 1	3
Insecurity 2	8
Tension 2	1
Frustration 2	3
Distress 1	1
Distress 2	3
Annoyance 2	4
Activation-Pleasure	
Anticipation 2	1
Trust 2	12
Pride 2	5
Pride 3	2
Satisfaction 2	7
Satisfaction 3	2
Happiness 2	11
Happiness 3	3
Hope 1	1
Hope 2	3
Love 1	2
Joy 1	3
Joy 2	29
Moved 1	1
Moved 2	3

Excitement 2	2
Admiration 1	1
Cursiosity 1	1
Optimism 1	1
Delight 2	1
Pleasure 2	3
Pleasure 3	2
Changes in Emotions	16
Reasons for Changes in Emotions	12
No Changes in Emotions	1
Similar Emotional Experience in Primary School Practicum_Emiliana	1
Emotion Regulation Strategies Across the Intervention and the Practicum	
Situation Selection 1	0
Situation Selection 2	0
Situation Selection 3	0
Situation Modification 1	23
Situation Modification 2	27
Situation Modification 3	20
Cognitive Change 1	4
Cognitive Change 2	15
Cognitive Change 3	8
Attentional Deployment 1	2
Attentional Deployment 2	10
Attentional Deployment 3	0
Response Modulation 1	5
Response Modulation 2	16
Response Modulation 3	1
Changes in Strategies	8
Reasons for Changes in Strategies	1

No Changes in Strategies	6
Learning to Manage Emotions	9
Relationship Between Beliefs and Emotions/Strategies	2
Intervention Evaluation	6