



UNIVERSIDAD AUTÓNOMA DEL
ESTADO DE QUINTANA ROO

DIVISIÓN DE HUMANIDADES Y LENGUAS

Preservice Teachers' Emotions in Teaching English to Speakers
of Other Languages: A Documentary Research

**Monografía en la modalidad de investigación
documental**

Para obtener el grado de
Licenciado en Lengua Inglesa

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INDEX

1. Introduction	1
1.1 Background	1
1.2 Rationale and significance.....	4
1.3 Emotions in teaching.....	6
Positive emotions	7
Negative emotions.....	8
Teacher identity.....	9
Practicum.....	9
Emotion regulation.....	10
1.4 Objective.....	12
1.5 Methodology	12
1.5.1 Selection of the documents	12
Search Terminology	13
Topic.....	13
Types of documents	14
Time frame	14
1.5.2 Document validity and reliability.....	14
Authenticity of the documents	15
Credibility of the documents	15
Representativeness of the documents:.....	16
Meaning derived from the documents:.....	16
1.5.3 Analysis of the documents	17
CHAPTER 2: ANALYSIS AND CRITIQUE OF DOCUMENTS.....	18

2.1	Comparison of years.....	18
2.2	Comparison of location.....	19
2.3	Methodology employed.....	20
2.4	Data reduction.....	22
	Themes.....	22
2.5	Data display.....	22
2.6	Data drawing and verifying conclusions.....	38
CHAPTER 3: CONCLUSIONS.....		41
3.1	Limitations.....	42
REFERENCES.....		44

LIST OF FIGURES

Figure 1.	Comparison of years.....	18
Figure 2.	Comparison of location.....	19
Figure 3.	Positive emotions experienced by preservice teachers.....	25
Figure 4.	Negative emotions experienced by preservice teachers.....	26

LIST OF TABLES

Table 1.	Methodology employed in previous studies.....	20
Table 2.	Identities from preservice teachers in the different studies.....	23
Table 3.	Emotion regulation strategies used by preservice teachers.....	27
Table 4.	Situations in which preservice teachers were involved in practicum.....	28
Table 5.	Attitudes that preservice teachers had prior to their practicum.....	29

Table 6. Attitudes that preservice teachers had during their practicum.....	30
Table 7. Attitudes that preservice teachers had after their practicum.....	30
Table 8. Preservice teachers' beliefs of teaching and practicum	32
Table 9. Description of curriculum in which preservice teachers were involved.....	34

ABSTRACT

This monographic work aims to analyze previous research conducted between the years of 2015 to 2020 regarding preservice teachers' emotions in Teaching English to Speakers of Other Languages (TESOL). In order to gather the documents, the four criteria proposed by John Scott (as cited in Ahmed, 2010) were used: authenticity of the documents, credibility of the documents, representativeness of the documents, and meaning derived from the documents. The data analysis was carried out through three steps: data reduction, data display, and data drawing and verifying conclusions (Ahmed, 2010). The results showed that most of the studies used a qualitative approach along with instruments such as questionnaires, reflective journals, and semi-structure interviews. Furthermore, the outcomes revealed that the most common emotions among preservice teachers were love, joy, hope, gratitude, and pride (from the positive emotions); while the negative emotions were frustration, nervousness, anxiety, sadness, anger, and fear. Some implications that emerged from this work include the implementation of reflection as an essential part of language education programs as well as teaching preservice teachers different emotion regulation strategies.

Key words: preservice teachers, emotions, English teaching, identity, practicum.

1. Introduction

1.1 Background

Preservice teachers are the students in the process of becoming a teacher; they start developing and gaining experience through actual teaching. During this time, they start doing their practicum in a real environment instead of a controlled one. Morales Cortés (2016) defines a preservice teacher as “the person who is studying to be a teacher and also someone who starts sharing knowledge with others” (p. 49). He also comments that being a preservice teacher involves acquiring content (teaching theories) and practical knowledge (experiences from practicum). A practicum is a crucial component for professional growth since it provides preservice teachers the opportunity to increase teaching skills and enrich their knowledge. Most importantly, they gain experience within a natural teaching environment (Morales Cortés, 2016).

In this sense, a practicum shapes preservice teachers’ perceptions of teaching and their own identities. Fajardo Castañeda and Miranda Montenegro (2015) state that “what student teachers experience during the practicum has a great impact on their sense of professional engagement” (p. 332). Along with it, preservice teachers face a variety of emotions that influence the previously mentioned aspects. Teachers and preservice teachers face stressful situations, “including those associated with classroom management such as handling large classes or working with limited materials” (Sánchez-Solarte, 2019, p. 179). Nguyen (2014) stated that “student teaching during the school-based practicum can be a highly emotional process that can generate positive and negative emotions” (p. 63).

An emotion is usually defined as a state of mind or, using a synonym, as a feeling. Collins Online Dictionary defines emotion as any complex reaction that involves physical and mental manifestations (Houghton Mifflin Harcourt, 2010). At the same time, the Merriam-Webster Online dictionary defines it as “a conscious mental reaction (such as anger or fear) subjectively experienced as strong feeling usually directed toward a specific object and typically accompanied by physiological and behavioral changes in the body” (n.d.). In other words, emotion is any reaction or strong feeling such as love, anger, or fear, derived from a specific situation resulting in physical and mental changes in the person who experiences it. As cited in Gündüz (2013),

“emotions play a crucial role in understanding humans and making sense of thoughts and behaviors” (p. 1048).

Feng Teng (2017) states that “emotions are part of the very fabric that constitutes the teacherself” (p. 118), which means that teachers, as well as preservice teachers, can get angry, feel joyful, or become irritable at any point. Arizmendi Tejada, Gillings de González, and López Martínez (2016) argue that because teaching is a highly demanding profession, “it involves creating relationships with students and having the ability to recognize and interpret their emotions, but most of all, it involves caring” (p. 35). Similarly, Koschmieder and Neubauer (2021) recognize that “especially in education teachers have to deal with emotional situations (inter- & intrapersonal) in their everyday work life. This job with high emotional labor demands can be overwhelming and result in emotional exhaustion” (p. 1), and that emotional exhaustion turns into burnout. Also, Koschmieder and Neubauer (2021) argue that this is because of a lack of coping strategies.

Nguyen (2014) indicates that “while some emotional processes can motivate more effective teacher learning, others negatively influence it, which results in undesirable outcomes of teacher education” (p. 64). This means that different situations can trigger different emotions in teaching and vice versa. Therefore, emotions are essential for education and for understanding preservice teachers’ professional development and experiences. This is especially important because Pop (2015) claims that “it is the teacher’s responsibility to make sure that the emotional climate in the classroom is conducive to efficient learning” (p. 380).

To create an adequate emotional climate in the classroom, teachers and preservice teachers must first regulate their own emotions. Hagenauer and Volet (2014) emphasize that emotion regulation is critical because “across all educational contexts, including university, a teacher’s ability to regulate his or her emotions can be as significant to teaching and learning as the experienced emotions themselves are” (p. 263). Hagenauer and Volet (2014) also believe that “if a teacher is capable of managing his/her emotions, emotion display can be applied instrumentally to achieve specific (teaching) goals [...] as the shown or hidden emotions serve as contextual social information for students” (p. 262).

Méndez López (2020) states that preservice teachers commonly have negative experiences in their practicums. Likewise, according to Feng Teng (2017), student-teachers often face anxiety due to the complexity of learning-to-teach and are uncertain of reaching the expected

goals. Gülru Yüksel and Kavanoz (2015) acknowledge that “teaching anxiety usually causes classroom ineffectiveness that would result in lower student performance and discipline problems” (p.779).

Méndez López (2020) also points to the need for socioemotional support for preservice teachers in shaping their identity through reflection. According to Castañeda-Trujillo and Aguirre-Hernández (2018), “not having reflection activities where they can bring out their real perceptions about their pupils, the context where they are teaching, their fears and problems in the classroom, could become a negative issue when they are facing their classes” (p. 169). Ubaidillah, Mutmainnah, Khusnul, Febti, Anwar, and Rahmawati (2020) suggest “reflection on the learning experiences serve as a source for pedagogical decision in teaching the students” (p. 49). Pop (2015) states that self-evaluation (reflection activities), when performed honestly, “can offer the teacher useful insights into the aspects he/she needs to rethink, to adapt and improve in order to become a professional” (p. 379).

Furthermore, Arizmendi Tejada et al. (2016) advocate teaching trainees the emotional dimensions that teaching encompasses. As cited in Rădulescu and Iucu (2014), “teaching the preservice teachers the capacity to be reflective at earlier points of their teacher development becomes an important issue for teacher training programmes and influences their ability to respond effectively to changes required by their continuous education” (p. 402). Likewise, Mahmoudi and Özkan (2016) suggest that “in practicum the attention is paid more on methodology and less on preparing preservice language teachers to cope with the inevitable anxieties and stresses related to learners’ roles, relationships, and responsibilities of teaching” (p. 496). Furthermore, Gkonou and Miller (2021) point out that reflective processes enable teachers, and consequently preservice teachers, to control their emotions “to project the emotional equipoise expected from them in their professional roles” (p. 140). Therefore, reflecting on teaching practices becomes an important aspect of a teacher’s habit in order to identify challenges (negative emotions or stress factors) and how to cope with them, which benefits professional identities and roles.

In the earlier semesters of the BA in English Language we learnt about self-regulation, autonomy, affective filters, and even carrying out reflection activities. I was fascinated when I learnt this since I have always been interested in emotions (either my own or those of others) and

how to regulate them. My primary motivation for conducting this research is because of my attraction to this topic and all what it involves, including creating reflection habits.

Reflecting on my feelings has been helpful, not only as a preservice teacher (and a university student), but also as an individual that is part of society. I have thought about my learning strategies and how I can improve my skills. I have reflected on the activities I have designed and adapted, and I even have thought about how frustrating teaching can be at some point. Nevertheless, I have also considered how these emotional processes affect my life and, in general, my environment. All in all, I have pondered about how to control these thoughts and regulate them to have a better performance during my daily life.

The previously mentioned activities and knowledge, however, were more focused on the learning process. We might have talked about what teaching involves in terms of the emotional processes, but it is at this point that I understand it more. As I am currently a preservice teacher, I have been questioning if my performance could be better or whether the students would like the activities or not, or if the activities are motivating and effective.

Currently, with the pandemic caused by COVID-19, we were forced to transition from face-to-face classes to online teaching. I think this affects our mental and physical state, which also influences our performance. I am intrigued about how emotions can influence my teaching or how others' emotions affect their teaching practicums. Since there are some uncertainties in myself, I also want to know how to cope with those emotions and the situations that might influence my own emotions. By conducting this research, I consider will be able to identify and understand my emotions when conducting my practicums. I will reflect on what the literature states, comparing it with my own experience, which I am confident will translate into a better teaching performance without feeling overwhelmed.

1.2 Rationale and significance

Emotions are a broad topic to address, but as it has been shown, it is essential to understand our emotions. Knowing preservice teachers' emotions when teaching a foreign language can allow them to tackle the various situations they might face. Therefore, this documentary research aims to analyze international and national studies that have been conducted on this subject.

There has been a vast amount of research regarding teachers' and preservice teachers' perceptions, identities, and emotions. According to Soykurt (2010), "Teaching is a highly emotional process which requires certain kind of expertise in understanding what students need and finding out better techniques to meet their needs, and realizing how they feel when they succeed or fail" (p. 5313). As cited in Garza, Werner, and Wendler (2016), preservice teachers come with preconceived notions about teaching, which are influenced by their previous experiences. Their performance is also influenced by their teacher identity (Ubaidillah et al., 2020).

Egloff and Souvignier (2020) add that when preservice teachers encounter disproof of their beliefs, that is, when preservice teachers face situations that are different from what they expected, there is a cognitive conflict between their perceptions and expectations. This is considered "a potential threat to their professional identity (negative primary appraisal)" (p. 164). Teaching, which involves "classroom management; and interactions with students, school mentors, and students' parents," (Feng Teng, 2017, p. 117) is then influenced when preservice teachers face these emotional processes.

Previous literature reveals a few gaps that need to be addressed in further research. Garza et al. (2016) suggest that further research is needed to understand preservice 'teachers' self-perceptions as professionals, besides more diverse research in terms of gender, age, or ethnicity that could influence their perceptions along with a larger sample. Similarly, Aspelin (2019) remarks that his study was based on a small sample; therefore, "the findings may not be generalizable to other populations of preservice teachers" (p. 165).

This study will be helpful for preservice teachers, especially those who teach foreign languages, in identifying emotions or situations they might face in their teaching practicums. As this research analyses other studies on preservice teachers, student-teachers who read it might feel closely related to the situations and emotions of teaching, especially those entailed in teaching practicums. Moreover, it benefits scholars who study emotions in the educational field. Scholars will also be able to identify the gaps in recent research regarding preservice teachers' emotions in language teaching during the past five years.

Other benefits include that institutions that offer a BA in language teaching can take advantage of the findings obtained from this study to consider changing or enhancing their curriculum. Previous literature suggests a need for improving teacher preparation programs, not

only in theory but also in the reflection strategies for preservice teachers and the emotional component that teaching involves. Knowing preservice teachers' concerns will allow for developing strategies to reduce those concerns and to cope with these challenges (Gülru Yüksel & Kavanoz, 2015).

1.3 Emotions in teaching

According to Gkonou and Mercer (2017), "Teaching is inherently and fundamentally a social activity based upon relationships, necessitating teachers' attention to the relational aspects of classroom life and in particular how relationships among classroom members are shaped, mediated and enacted" (p. 6). Since teachers establish relationships with other teachers and students, and because teachers interpret behaviors from these interactions, emotions are part of teaching—as it has been stated earlier in this work. Because of this, teachers and preservice teachers are exposed to a wide range of emotions. Gkonou and Mercer (2017) state that it is important that teachers center their teaching practice in socio emotional learning as it benefits the relationships in classroom and teachers are able to identify emotions and reactions from themselves and their students (p. 7).

Regarding preservice teachers' emotions, there have been some studies on this topic. For example, Méndez López (2020) conducted a qualitative study that aimed to understand the emotions experienced by ELT preservice teachers during their practicums in a Mexican university. The data was collected through semi-structured interviews and teaching journal entries, where the preservice teachers explained their emotions and what they attributed them to, and practicum session observations. Méndez López (2020) used the attribution theory. Individuals attribute a specific event to someone or something since they are motivated to know what caused it, for analyzing the preservice teachers' attributions of their emotions. The findings showed that both positive and negative emotions were experienced by the student-teachers. Those emotions were attributed to the students' behavior, the preservice teachers' lack of specific teaching skills, and their teaching and learning beliefs. Moreover, she concluded that it is necessary to include socio-emotional support so that preservice teachers can develop their teacher identity.

Similarly, Pop (2015) conducted a study with a group of preservice teachers in their third year of the BA in English teaching at the University of Cluj-Napoca, in Romania. A qualitative approach was used collecting data through questionnaires with open-ended questions and surveys. The results showed that preservice teachers could identify, among other aspects of teaching, their feelings. Negative and positive emotions were identified by preservice teachers during their practicums.

Another author that researched preservice EFL teachers' emotions is Alhebaishi (2019). Her research aimed at studying the emotional responses and coping strategies from 70 EFL female preservice teachers when facing different affective situations during their practicums. A mixed methods design was used, including a quantitative approach to describe the frequency of their responses and a qualitative approach for analyzing their reflections about the situations. Data were collected using two instruments, emotional reflective diaries, and semi-structured interviews. The findings showed that student teachers had both pleasant and unpleasant situations but described their experience as emotionally positive. Furthermore, the study suggests that “teacher emotionality” and emotion regulation should be included in teacher preparation programs to help preservice teachers form a professional identity.

Positive emotions

Among the positive emotions preservice teachers usually experience, we find happiness, optimism, love, enthusiasm, confidence, and influence (Alhebaishi, 2019). When student teachers felt happy and loved, it was because they felt accepted by the school staff or when they established rapport with the students. Optimism and enthusiasm occurred when their expectations matched their practicum experiences. They were confident when they received feedback from their supervisor or even from their students. Student-teachers were “influential”– meaning that they influenced others– when they were asked for help or when they were recognized for having an impact on others. Pop (2015) remarks that preservice teachers were motivated and reflected on their qualities, which included empathy, patience, and caring.

Negative emotions

Pop (2015) outlined a few negative emotions as his participants were anxious or worried about the activities or building rapport. Likewise, Alhebaishi (2019) reported that the unpleasant situations which the student-teachers faced derived from negative responses from them. The emotions identified were stress, anger, sadness, shame, and a sense of being lost. These responses were triggered by technical problems, students' behavior, emergency problems where they did not know how to react, feeling ignored, when they made mistakes or could not cover the content, and finally when they felt overwhelmed due to other responsibilities.

In addition, Ke Lomi and Laos Mbato (2020) conducted a study with three EFL novice teachers in Indonesia. It aimed to reveal the struggles faced by novice teachers in their first year of teaching. In this qualitative research, the data was collected through in-depth semi-structured interviews. The main findings showed that preservice teachers faced internal and external struggles, the latter being classroom management, students' behavior, school facilities, and their relationship with other teachers. As for the negative internal struggles, the novice teachers experienced an influence of their personal problems or their language ability with their practice, which affected the class they gave.

Furthermore, Kerem Kobul and Naz Saraçoğlu (2020) inquired about preservice teachers' anxiety level in Turkey. This correlational study aimed to explore both in-service and preservice teachers' levels of language teaching anxiety and if there was any difference in variables, that is, gender or status (in-service or preservice). In addition, another goal was to find out if there was a correlation between teaching anxiety level, age, and years of experience. A total of 90 EFL teachers were selected through convenience sampling, 30 in-service teachers and 60 preservice teachers, and the Foreign Language Teaching Anxiety Scale (FLTA) was used as an instrument. The main findings indicated that there was no difference between gender. However, it was significantly different when it was about the years of experience since they learned how to deal with stressful situations.

Teacher identity

As cited in Garza, Werner, and Wendler (2016), preservice teachers come with preconceived notions about teaching, which is influenced by their previous experiences. Their performance is also influenced by their teacher identity (as cited in Ubaidillah, Mutmainnah, Khusnul, Febti, Anwar, and Rahmawati, 2020).

Deng, Zhu, Li, Xu, Rutter, and Rivera (2018) inquired preservice teacher's identity through the lenses of emotion. Framed in a qualitative approach, they use grounded theory to examine six Chinese student-teachers' experiences of their practicum. Data were collected through in-depth interviews, practicum reflections, and emotional journals. All of the participants were female, aged 21-22; four focused on ELT, one on Chinese, and the other taught mathematics. The study's main results were that preservice teachers experienced mixed emotions (positive and negative) that contributed to their identity, specifically, to their identity construction. Furthermore, the authors suggested including a "pedagogy of identity" in the curriculum.

In addition, Prabjandee (2019) researched two preservice teachers' identity development during teaching practicums in a university in Thailand. The approach selected for this inquiry was a narrative case study. The data were collected by conducting semi-structured interviews and shadowing observations. The findings demonstrated that emotional responses shaped student teachers' identity since "the emotion arisen after teaching was used to reflect about the kind of teacher they wanted to be and what they could do better to help their students" (p. 1289).

Finally, Feng Teng (2017) explored how six preservice teachers' emotions in a BA of English teacher education influenced their identity in the mainland China. This study was qualitative and used a narrative interaction approach, as it allowed preservice teachers the freedom of choosing the "content of conversation." The findings revealed that preservice teachers' identities are influenced and directly related to their emotions.

Practicum

Mahmoudi and Özkan (2016) conducted an exploratory case study with 16 preservice teachers enrolled in a BA of language teaching in Turkey. This research aimed to study the stress

experienced and strategies used by student teachers during their practicum. Being a qualitative study, they used convenient sampling to select the participants. Semi-structured interviews and classroom observations were conducted to collect the data. The main findings showed that most of the stress generated in practicums was due to supervisor and mentor teaching since they did not receive feedback or “any support from the expert as well as any training about coping with their practicum stress” (Mahmoudi and Özkan, 2016, p. 499). Classroom management and school resources were also identified as aspects that triggered preservice language teachers’ high stress levels. In addition, the student-teachers’ lack of training in speaking and coping strategies made them use wrong grammar or forget words, which made them feel pressured.

Furthermore, Morales Cortés (2016) carried out research on the role of practicums, and their impact on novice teachers enrolled in the ninth semester of the Modern Languages (Spanish-English) program at the Universidad Pedagógica y Tecnológica de Colombia (UPTC). In this qualitative research, 10 student teachers were selected, and their practicum experiences were analyzed. The data was gathered through semi-structured interviews, questionnaires, verbal reports, and students’ artifacts (reflective essay). The main findings indicate that practicums play an essential role in shaping preservice teachers’ attitudes, and enabling students’ opportunity for reflection, teaching awareness, and professional identity construction.

Morales Cortés (2016) states that preservice teachers have different attitudes about teaching. He describes that student-teachers in this study were in a nest (their practicums) and that it was a “birthplace for good and bad feelings regarding the teaching profession” (p. 52). This means that novice teachers’ attitudes—and emotions— are related to their experience in their practicum. As stated above, the preservice teachers in Morales Cortés’ study developed teaching awareness because, even though they faced circumstances that made them feel bad — like students’ behavior or lack of commitment—they understood the students’ situations. Also, they were able to reflect on the classroom setting or their practice.

Emotion regulation

Arizmendi Tejada et al. (2016) studied five EFL student-teachers at a university in the southeast of Mexico to discover how they regulated their emotions during their practice. In this qualitative research, the data were collected through semi-structured interviews, class observations, and field

notes. Furthermore, the participants were selected by convenience sampling due to their accessibility. The results showed that four regulation strategies were used, selection of situations, cognitive change, modification of emotional experience, and modification of emotional expression. The first two were classified as antecedent-focused since the preservice teachers acknowledged students' backgrounds, and the other two were classified as responsive because the students acted (and reacted) towards the situations.

Similarly, Akbari, Ghafar Samar, Reza Kiany, and Tahernia (2017) carried out a study with 18 ELT teachers' regarding their emotional regulation at a university in private language institutes and public schools in Iran. Among the participants, twelve were experienced teachers (with more than three years), and the remaining six were novice teachers (with less than three years of experience). In this qualitative study, data were collected using semi-structured interviews in both public and private institutions. Five strategies were identified, teaching context preference/avoidance, teaching context adjustments, teaching context adjustments, reappraisal strategies, and reactive strategies. The main findings report that, even though the preservice teachers did not have the option to choose where they wanted to teach, they preferred specific teaching contexts over others because avoiding them would not trigger negative emotions, which meant that the strategy most used was the first one.

Mahmoudi and Özkan (2016) identified that technology in the classroom, rewarding, making lesson plans, and asking for feedback were used to cope with stressful teaching. One participant used the rewarding strategy to control students' behavior; however, it was not adequate for her time and class management. Other participants failed at using technology as a strategy to cope with stress since they were not prepared for it. Additionally, games, songs, and videos, along with technology, were the most frequently used strategies to cope with the classroom tensions. These strategies helped most of the preservice teachers in managing students' participation and controlling time; it also benefited student engagement as they were motivated during classes.

Other authors focusing on coping strategies are Raharjo and Iswandari (2019), who researched 9 preservice teachers at Sanata Dharma University. The study aimed to describe the student-teachers' tensions and how they coped with them. This qualitative study used in-depth interviews and surveys to collect the data. They found that one of the most frequently used strategies was problem-focus, where the participants took action to solve the tensions. The other

type of strategy that was identified was the emotional-focused, in which they avoided or minimized the situations they faced but did not solve the problems directly.

1.4 Objective

This monographic work is framed in a documentary research methodology. Thus, it aims to analyze research conducted in the last five years regarding preservice 'teachers' emotions in Teaching English to Speakers of Other Languages (TESOL). It is expected that an in-depth revision of the existing literature will provide an accurate, broad, and up to date understanding and projection of the phenomena under study, namely preservice teachers' emotions in teaching English to speakers of other languages.

1.5 Methodology

According to Iowa State University (2020), documentary research is carried out to evaluate documents for two purposes, analyze a historical or social event, or build a more extensive narrative concerning a particular subject's study. In this case, this study aims to create a larger narrative regarding preservice teachers' emotions. Ahmed (2010) declares that this type of research "is just as good as and sometimes even more cost effective than the social surveys, in-depth interview or participant observation" (p. 2). More and more frequently, scholars are producing research and publishing manuscripts about the results of their research. However, it is equally important to revise the existing body of literature surrounding a topic to help understand the theoretical and methodological procedures of research conducted and the future directions of research in a field.

1.5.1 Selection of the documents

This section outlines the criteria followed to select the documents for this study.

Search Terminology

For this research, various terms were used to obtain results according to the study's topic and objective. The following list of keywords were employed: preservice teacher, novice, training, trainee, emotion, perception, language, foreign language, language teaching, ELT, EFL. The Northcentral University (2020) suggests keeping a keyword list helps the researcher remember the terms used, the possible combinations, and any new keywords. In addition, Boolean operators (AND, OR, NOT) were used to narrow, expand, and reduce the results (Nova Southeastern University, 2020). Therefore, this involves combining the terms to have better results, which were each registered.

Then, to keep a record of the data, the documents were registered in an excel spreadsheet with the following information: database, date of research, keywords, articles retrieved, and authors with the year of publication. This spreadsheet was adapted from a log search provided by Heffington (2019). Merriam (2009) defines this procedure as an audit trail, in which the researcher keeps a record of the process of data collection of the study that is being conducted (p. 223). Carcary (2009) states that audit trails provide the decisions and activities made during the study (p. 15). Likewise, Pandey and Patnaik (2014) add that audit trails offer a straightforward description of the steps in the study, from the beginning “to the development and reporting of findings” (p. 5751). According to Bowen (2009), audit trails establish the dependability and confirmability of the research by offering “visible evidence – from process and product – that the researcher did not simply find what he or she set out to find” (p. 307).

Topic

This criterion was applied for the studies that inquire on the topic of interest for the study. Thus, the research, which focuses on perceptions about teaching or learning and that does not investigate language teaching (EFL or ESL) was not considered. Furthermore, regarding the participants in the research, those who aim at studying only in-service teachers and not the preservice teachers were not taken into account.

Types of documents

For this research, primary sources were handled, that is, “eye-witness accounts produced by people who experienced the particular event or the behaviour we want to study” (Mogalakwe, 2006, p. 222). This study analyzed sources resulting from empirical research studies regarding preservice teachers’ emotions on language teaching. This includes theses, dissertations, and articles that report on empirical studies related to the subject. However, books or other documents (i.e. videos or reports) were not considered for the analysis. This exclusion criterion was established to narrow the data collection and focus on documents shorter in length and directly reporting the results of empirical studies.

Time frame

To provide a current state of the art on the subject matter of this research, the time span for selecting the documents was limited to the last five years. This ensures that the current documentary research includes the most recent studies on preservice teachers’ emotions on language teaching.

1.5.2 Document validity and reliability

In 1990, John Scott, a sociologist, posed four criteria to handle documentary sources (as cited in Ahmed, 2010). These criteria are authenticity, credibility, representativeness, and meaning. Authenticity refers to whether the evidence is genuine and from an implacable source. As described in more detail below, credibility refers to whether the evidence is typical of its kind. Representativeness refers to whether the documents consulted are representative of the totality of the relevant documents. Finally, meaning refers to whether the evidence is clear and comprehensible (Ahmed, 2010).

Authenticity of the documents

This criterion describes if the evidence is genuine and from a reliable origin (Mogalakwe, 2006; Ahmed, 2010). Mogalakwe (2006) states that the research “has a duty and a responsibility to ensure that the document consulted is genuine and has integrity” (p. 225). For this research, the documents were gathered from various databases (SpringerLink, SAGE, Redalyc, Dialnet, Science Direct, ERIC, and PROQUEST–focusing on articles). QuestionPro (n.d.) remarks on the importance of considering “the quality of the documents while using it as evidence on social relations and social meanings.” Also, the American Educational Research Association (AERA) states that “the researcher must assess and analyze the documents themselves before extracting content” (n.d.).

Credibility of the documents

Related to the first criterion, the credibility of the documents can be found. According to Mogalakwe (2006): “Credibility refers to whether the evidence is free from error and distortion” (p. 226). Furthermore, Ahmed (2010) adds that the researcher must ensure that “the documents are not produced for the benefit of the researcher, or deliberately altered to mislead the researcher” (p. 4). This step can be ensured by accessing manuscripts through databases that contain “curated content.” According to the Digital Curation Centre, digital curation is a process that “involves maintaining, preserving and adding value to digital research data throughout its lifecycle” (DCC, n.d.). Liu (2010) states that: “Curation has become a constructive model and metaphor for offering a solution to the information overload issue online” (p. 2).

In addition, Shamina and Starodubtsev (2015) indicate that the goal of a content curator is not to replicate the information but to structure and organize it in order to “give ’author’s interpretation and commentary of “scattered” information in specific areas of social and educational activities” (Shamina and Starodubtsev, 2015, p. 1092). Hence, curated content is the information that has been revised prior to its inclusion in a database. Along with it, the blind peer review processes, the impact factor of the journals, and their registration in a national and/or international index was revised to establish the credibility of the journals where the data were extracted.

Representativeness of the documents:

Mogalakwe (2006) states that this criterion indicates if “the evidence is typical of its kind” (p. 227). Hence, purposive or purposeful sampling was used for this step since it “is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 2009, p. 77). Thus, specific criteria were established to ensure the representativeness of the document to other documents of their kind. Once the criteria were established, procedures followed for inclusion and exclusion of the articles.

Meaning derived from the documents:

Mogalakwe (2006) describes this criterion as “whether the evidence is clear and comprehensible” (p. 227). Therefore, triangulation of data from various manuscripts and member checking (Merriam, 2009) was implemented to ensure the trustworthiness in the interpretations of meanings. According to Merriam (2009), there are four types of triangulation in qualitative research: using multiple methods, multiple sources of data, multiple investigators, or multiple theories to confirm the finds that come up. For this research, the use of multiple sources of data and theories was used. According to Merriam (2009) the use of multiple sources of data implies “comparing and cross-checking data collected through observations at different times or in different places” (p. 216). Similarly, Abdalla, Oliveira, Azevedo, and Gonzalez (2018) point out that data triangulation allows the researcher to “obtain a richer and more detailed description of the phenomena” (p. 72).

Merriam (2009) states that peer examination ensures the internal validity or credibility of the research as well. According to Abdalla et al. (2018), having “diverse researchers in the same study allows to obtain multiple observations in a given field” (p. 73). In this study—which does not analyze participants but rather documents—peer examination was conducted along with the

supervising committee of this work to ensure that the analysis is not biased and that it is trustworthy.

1.5.3 Analysis of the documents

According to Ahmed (2010), there are three main components for data analysis in documentary research, “these processes occur in three different time phases - before data collection, during data collection as interim and early analyses are carried out; and after data collection as final products are approached and completed” (p. 6). Therefore, the documents were analyzed as follows:

1. Data reduction: The data was “de-contextualized” and “re-contextualized,” meaning that the information was reduced to themes and patterns so that it could be interpreted into a schema. It involved an ongoing process during the analysis. Data reduction occurred in three main stages: in the early stage, it implied editing, summarizing, and segmenting the unstructured data. Then, in the middle stages, coding and memoing were employed. Finally, in the later stages, conceptualizing and explaining were used to reduce the data.

2. Data display: The data is displayed through charts or diagrams for aiding organization and summarizing it. According to Ahmed (2010), by displaying the data, researchers are forced “to consider what was known and not known about the phenomenon in question, and could suggest new relationships, propositions, and explanations for further analysis” (p. 7).

3. Data drawing and verifying conclusions: Conclusions have been performed along with the two previous processes; however, they were revised once the data had been collected and analyzed. This aligns with Ahmed (2010), who states that “the conclusions would become more explicit as they were verified by the data in increasingly grounded analyses” (p. 8).

CHAPTER 2: ANALYSIS AND CRITIQUE OF DOCUMENTS

In this section, the analysis of the data is presented. First, it includes a comparison of years between the studies. Then, the similar or different methodologies are discussed and critiqued. Finally, the themes that emerged from the literature are analyzed. In order to reach these goals, the three steps for document analysis suggested by Ahmed (2010) were followed, that is, data reduction, data display and data drawing, and verifying conclusions.

2.1 Comparison of years

It is important to compare the years in which these studies were conducted since it offers a general perspective of the relevance of this topic. Moreover, as this documentary research analyzes international and national studies, the period of time can reflect when this topic has been more predominant.

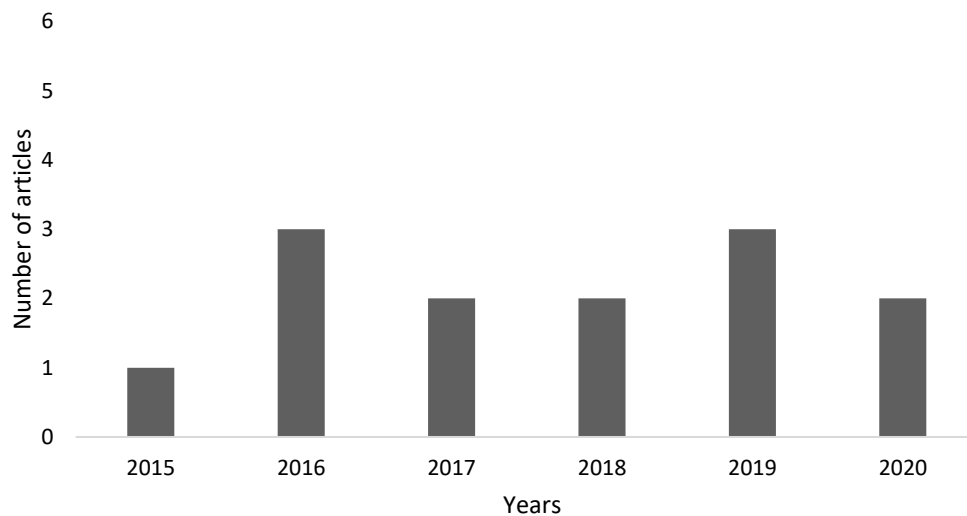


Figure 1. Comparison of years

Figure 1 shows the variation of articles from 2015 to 2020 on research in preservice teachers' emotions in TESOL. Only one publication was available in 2015, but in the subsequent years more scholars started carrying out diverse studies on this topic. In 2018, the studies found slightly decreased; however, it was still higher than in 2015. By 2019, three inquiries regarding preservice teachers' emotions in language teaching were found. The increasing interest could be explained in the institutions' need for improving their preservice teachers' program as pointed out from different authors. However, in the last year only two relevant studies were found. The graph might also predict that this topic will be under more study in the next years. Therefore, there could be more articles and an extended research toward the subject matter. This graph also demonstrates that research on preservice teachers' emotions is still very limited, as only 1-3 studies can be found on average per year in the last 5 years.

2.2 Comparison of location

As stated above, this documentary research aims to analyze international and national documents, which means the context of the studies will vary. This is important to have a broader perspective on the subject since they might vary in terms of participants and methodology. Additionally, comparing the location will show the relevance of this topic across different contexts.

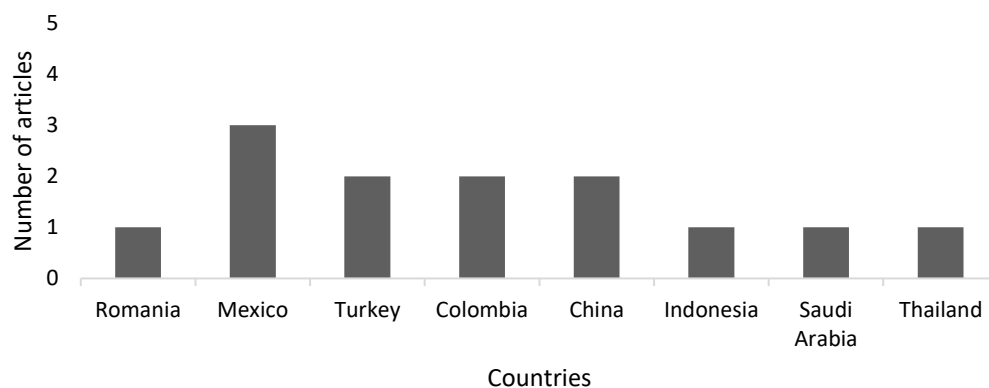


Figure 2. Comparison of location

In total, 13 articles were found and analyzed for this research. As shown in figure 2, in four countries, there has been only one study focused on preservice teachers' emotions in teaching English. Meanwhile, other countries (e.g., Turkey, Colombia, and China) have studied this topic at least twice. On the other hand, this topic is more popular in Mexico since they have carried out three studies related to the topic. The popularity of the topic in this country might be due to the educational system and a need for changing preservice teachers' curriculum. It is important to state that because of the limitations and the criteria for selecting documents, some studies were excluded. However, research on emotions in language teaching has increased during the last 5 years.

2.3 Methodology employed

The methodology used to conduct previous research is analyzed to identify differences or similarities. Table 1 offers a summary to describe and analyze them in detail.

Table 1

Methodology employed in previous studies

Author	Year	Method	Theoretical lenses	Instruments
Pop	2015	Qualitative	Reflection	Surveys, open-ended questionnaires, reflective journal
Arizmendi Tejeda et al.	2016	Qualitative	Emotion regulation	Semi-structure interviews, classroom observations and field notes
Mahmoudi & Özkan	2016	Qualitative	Teacher stress	Semi-structured interviews and classroom observation notes.
Morales- Cortés	2016	Qualitative	Attitudes	Semi-structured interviews, questionnaires, verbal reports, and reflective essays

Yeladaqui	2017	Qualitative	Transactional model of stress	Semi-structured interviews, observations
Feng Teng	2017	Qualitative	Teacher identity and emotions	Narrative stories
Castañeda-Trujillo & Aguirre-Hernández	2018	Qualitative	Reflection	Interventions, reflective writings
Deng et al.	2018	Qualitative	Emotions and dilemmas	In-depth interviews, practicum reflections, emotional journals
Raharjo et al.	2019	Qualitative	Professional identity	In-depth interviews, surveys
Alhebaishi	2019	Mixed method	Emotions	Semi-structured interviews, emotional reflective journals
Prabjandee	2019	Qualitative, narrative case study	Teacher identity	Semi-structured interviews, shadowing observations
Kerem Kobul & Naz Saraçoğlu	2020	Quantitative, correlational study	Teaching anxiety	Foreign Language Teaching Anxiety Scale (FLTA)
Méndez López	2020	Qualitative	Attribution theory	Semi-structured interviews, classroom observation, reflection journals

Authors in these studies conducted their studies mostly with a qualitative type of research. Kerem Kobul and Naz Saraçoğlu (2020) was the only study found that used a quantitative correlational study employing the Foreign Language Teaching Anxiety Scale (FLTA). As for the instruments, the most frequently used was the semi-structured interviews, classroom observations, reflective writings (essays, journal entries), questionnaires, surveys and interventions. Feng Teng (2017) and Prabjandee (2019) conducted narrative case studies but differ in their instruments. Feng Teng

(2017) only used narrative stories as the instrument for his study, while Prabjandee (2019) applied semi-structured interviews and shadowing observations. As for the theoretical lenses, most of the studies commonly are based on emotions theory, teacher stress, anxiety or identity, attitudes, and reflection. Other authors go further and used more specific theories, such as the Transactional model of stress used by Yeladaqui (2017) and the Attribution theory used by Méndez López (2020).

2.4 Data reduction

For the current study, the data was reduced and simplified to analyze it more in-depth and facilitate its interpretation and the critique of the documents. According to Ahmed (2010), this ongoing process has three main stages. The first stage includes editing, summarizing, and segmentation of the unstructured data. The second stage implies coding and memoing. Lastly, the data is reduced through conceptualizing and explaining concepts. Therefore, the common patterns from the literature were checked and summarized. Afterward, they were coded into themes. The following section explains the themes that emerged from the analysis and are examined in the data display step.

Themes

The themes are important since they reflect common aspects of the preservice teachers' emotions while teaching a foreign language. This allows to understand what has been happening with research in recent years. It explains preservice teachers' emotions during their practice in different aspects. Thus, allowing to develop future research on who to tackle with the problems that these particular aspects might cause. The themes that emerged in the data analysis are presented in the following section.

2.5 Data display

As stated by Rogers and Goodrick (2010):

Initial versions of displays can be useful for documenting emerging understandings and noting interpretations that need to be checked. Sometimes the same displays can be subsequently included in evaluation reports, to enhance readers' understanding and enable them to track your interpretations. (p. 450)

In this step, the themes are grouped and presented in graphs and charts so that data can be organized visually. In this way, connections between the studies were made to demonstrate common themes. The graphs show the commonalities of themes among the articles. As for the charts, they present how the themes were covered.

Identity

The importance of this theme in previous literature lies in that preservice teachers develop a professional identity during their practicums. In fact, they already have their own identity prior to the immersion experience. This identity is created when learning about the aspects of teaching in their initial teacher training. Then, it is shaped as the preservice teachers get involved in their teaching practicums. This theme describes how the preservice teachers' identities were constructed and developed during their practicum.

Table 2

Identities from preservice teachers in the different studies

Author, year	Participants	Identities
Morales-Cortés (2016)	10 preservice teachers from ninth semester, four men and six women, ages 21 to 27.	The preservice teachers stated that the practicum experience helped them to grow professionally and understand teaching.

Arizmendi Tejada et al. (2016)	5 preservice teachers, ages 21 to 22.	The preservice teachers' identities were shaped during their practicum as they selected their educational level preference.
Feng Teng (2017)	6 preservice teachers, ages 21 to 23	The preservice teachers were limited by the institution and their mentors, which had a negative impact in their identity as they were seen as "outsiders".
Castañeda-Trujillo & Aguirre-Hernández (2018)	10 preservice teachers from seventh semester.	Identities in the preservice teachers were formed when reflecting about their teaching practice.
Deng et al. (2018)	6 preservice teachers, ages 21 to 22	The preservice teachers' identities were similar but varied between them. For example: being seen as a mentor vs an authority or being seen as an "outsider".
Raharjo et al. (2019)	9 preservice teachers	The preservice teachers' identities were in conflict for several reasons, such as the limitations of the practicum or their English proficiency.
Alhebaishi (2019)	70 EFL graduates preservice teachers in the Educational Diploma Program, ages 23 to 27	Identities of the preservice teachers arose when they felt accepted by the institution or when they were involved in academic activities.
Prabjandee (2019)	2 preservice teachers in their one-year teaching practicum	Prior to their immersions, the preservice teachers had an established identity of being a teacher. Although they doubted it while conducting their classes, they reaffirmed their identities at the end.
Méndez-López (2020)	15 preservice teachers, ages 20 to 23	By reflecting on the positive and negative emotions, preservice teachers developed their identities from managing the class to reflecting on their strategies.

The preservice teachers in these studies shaped their identities in similar and different ways. Prior their practicum, only two preservice teachers (Prabjandee, 2019) perceived

themselves as future teachers, which was due to their contexts. The other preservice teachers formed their identities throughout the practicum. On the one hand, some preservice teachers felt as “outsiders” (Deng et al., 2018; Feng Teng, 2017) because their students did not see them as their real teachers or because the school staff did not accept them; others were in conflict for some limitations during the practicum (Prabjandee, 2019; Raharjo, et al., 2019). On the other hand, some preservice teachers developed their identity when they reflected about their experiences (Castañeda-Trujillo & Aguirre-Hernández, 2018; Méndez-López, 2020; Prabjandee, 2019).

Emotions

As preservice teachers develop their identity, they face situations that trigger different emotions. It is, then, evident that negative and positive emotions are present throughout their practice experience. They also come with preconceptions, which influence their emotions prior and during their practicum. In this part, I include an analysis of the contrast of these emotions. Moreover, there I compare the different strategies that were employed by the preservice teachers in the research.

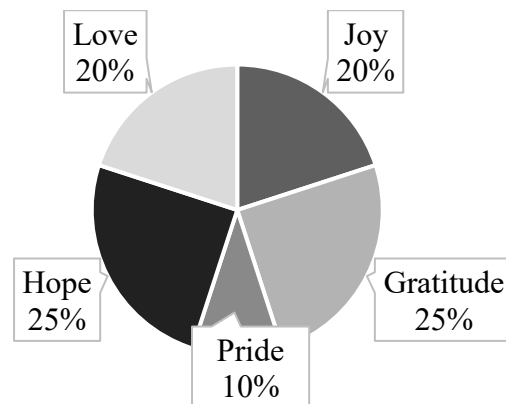


Figure 3. Positive emotions experienced by preservice teachers

As demonstrated in Figure 3, preservice teachers experienced feelings of gratitude and hope at the same levels when they received positive comments from their mentors, school staff, or from their students. These emotions also emerged when they realized they did a good job or when they noticed improvement in their skills. Preservice teachers experienced love and joy when they felt accepted by the school and their students by receiving small gifts or when they

were involved in academic activities, besides their own classes. Finally, they felt pride for their efforts or their educational background.

Conversely, the most negative emotion that preservice teachers experienced was frustration either for school limitations, such as technology, their mentors' suggestions, or their lack of certain skills (Figure 4). Fear and sadness were the second negative emotions that students showed during their practicum. This was because they were afraid that their activities were not engaging or because they were not perceived as the real teachers. Anxiety and nervousness appeared when preservice teachers faced for the first time a real experience and realized that it was different from their preconceptions. Preservice teachers stated that they were angry when some students did not follow the rules or for the amount of work they had to do.

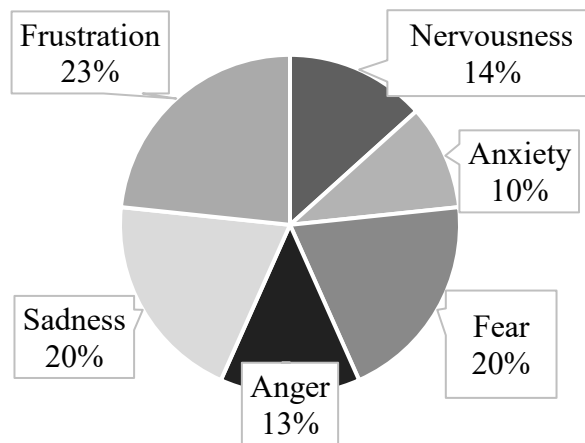


Figure 4. Negative emotions experienced by preservice teachers

Despite not being trained in emotion regulation, preservice teachers were able to cope with their insecurities or emotions using different strategies (Table 3). The most common strategies were avoiding situations or people so they could not experience negative situations. This could be seen when they chose a particular setting to teach or avoid some school staff. Another way they could cope was to ask for feedback or advice from their mentors, other school members, their colleagues, or from a family member. Some preservice teachers applied behaviorism through rewarding, or threatening students with low grades. Moreover, preservice teachers considered that preparing lesson plans was a good strategy that helped them through their classes. Some strategies are more introspective, for example, preservice teachers preferred to apply self-talk, breathing and relaxation techniques, they decided to take some breaks from

their tasks, they did exercise or tried to maintain a balance lifestyle, or they considered the positive aspects of teaching.

Table 3

Emotion regulation strategies used by preservice teachers

Emotion regulation strategies	Encounters
Avoiding situations/people	3
Breathing and relaxation	2
Masking emotions	2
Applying behaviorism	3
Seeking advice or feedback	3
Preparing lesson plans	3
Problem-solving	2
Self-talk	1
Using ludic activities	1
Using technology	1
Suppressing emotions	1
Taking breaks	1
Exercising	1
Considering the positive aspects of teaching	1
Establishing interpersonal relationships with the school staff	1
Maintaining a balanced lifestyle	1

Practicums

Because preservice teachers’ emotions influence their identity and perspectives, they also influence their performance. This theme describes how their practicums were influenced by emotions. It also points to the situations that the participants faced. This theme allows for identifying challenges and opportunities for improving teaching practicums.

Preservice teachers faced numerous situations during their practicum. Table 4 shows the negative situations they encountered. The most common challenge faced by preservice teachers

was classroom management, as they had unruly students that did not pay attention, or that did not participate in the class. Preservice teachers stated that they felt unable to control them, despite trying different strategies such as rewarding or bringing interesting activities to class. Therefore, they also had problems with misbehavior and noisy classrooms. Preservice teachers also faced problems when teaching grammar and vocabulary as they did not have enough knowledge to explain these topics regarding students' level. Finally, they had some issues with their mentors, such as lack of communication and feedback from them, interruptions from them, or they asked them to be strict when preservice teachers did not want to.

Table 4

Situations in which preservice teachers were involved in practicum

Situations that preservice teachers faced	Frequency
Inability to manage the class	7
Problems with misbehavior in classroom	4
Not knowing how to explain grammar and vocabulary	3
Performing many tasks (checking students' attendance, checking that students stay in their rooms, or doing office job)	3
Students with lower level of English	3
Inability to plan engaging activities	2
Listening student's personal problems	2
Interruptions from mentors	2
Noisy classrooms	2
Forgetting the plan	2
Students who did not like or with no interest in English	2
Using native language in class	2
Students with special needs	2
Nervous for students' questions	1
Forgetting words or using incorrect grammar	1
Not having technology in class	1

Lack of feedback from mentors	1
Lack of stress coping strategies	1
Coping with self-esteem due to mentor's feedback	1
Modifying activities at the moment	1
Lack of communication between their mentors	1
Lack of corrective feedback strategies	1
Realized that they have to understand students' contexts	1
Students with higher level of English	1
Students doing other tasks	1
Mentor asking to be strict	1
Noticing improvement in the students	1
Sleeping problems	1
Lack of time management	1
Unable to deal with individual differences	1
Receiving bad comments/critics	1

Attitudes

Within their practicums, preservice teachers adopted attitudes towards teaching a foreign language. Just as their identities, they had attitudes prior to their practice, which then could change depending on their experience. This theme describes the attitudes prior (Table 6), during (Table 7), and after (Table 8) their practice.

Table 5

Attitudes that preservice teachers had prior to their practicum

Attitudes prior to the practicum	
Positive	Negative
Willing to face a real view of teaching	Not wanting/not sure to be a teacher
Willing to be engaged in the environment (teaching, grading, etc.)	Not being self-confident in English
Wanting to be a teacher	Not feeling confident in teaching

Table 6*Attitudes that preservice teachers had during their practicum*

Attitudes during the practicum	
Positive	Negative
Mask emotions to be perceived as a confident teacher	Worried if the activities are engaging
Commitment in engaging students in the lesson.	Feeling unaccepted/ as an outsider
Feeling happy for students' motivation	Not feeling in control of the class
Teaching awareness	Feeling pressured for their activities as students
Determined to adapt to the situation	Afraid of giving feedback to not discourage students
Demonstrate care for the materials for students	Confused when students did not participate
Realizing of the importance of lesson planning	Feeling tired of trivial tasks
Willing to change the traditional methods	Overwhelmed for the methods or teaching style
Sharing experiences with their colleagues	Overwhelmed for students' higher/lower level of English
Willing to use the target language in class	Doubtful of being a competent teacher
Using their strengths to self-development/ as a motivation	
Trying to establish rapport	
Understanding students' attitudes	

Table 7*Attitudes that preservice teachers had after their practicum*

Attitudes after the practicum

Positive	Negative
Willing to improve different skills to become a good teacher	
Embracing the positive and negative aspects of the practicum	
Feeling prepared as a teacher	

Attitudes from preservice teachers were classified as positive and negative, and they were divided according to the stage they were in. Preservice teachers expressed that practicums would offer them a real view of teaching in which they would gain experience. Some of them stated that they wanted to be a teacher since the beginning of their major, so they were willing to be involved in different activities, such as grading or teaching English. On the contrary, few preservice teachers were not sure they wanted to be a teacher. Both groups, those who wanted to be a teacher and those who did not, expressed that they were not fully confident in the target language and in teaching.

During practicums, their attitudes were mainly positive and were more teacher related, which contributed to their identity. For example, preservice teachers developed attitudes proper from a teacher, such as determination for engaging students in the lesson, which was also reflected in the materials they created, teaching awareness (realizing about methods/strategies and their implementation), establishing rapport between students, adapting to situations (changing/modifying activities), using the target language, and understanding students' attitudes and motivations. Other positive attitudes were more personal, for instance, wanting to be perceived as a confident teacher, feeling happy for students' interest, or sharing experiences with their preservice teacher colleagues, which helped them throughout their practicum.

As for the negative attitudes, those are more related to preservice teachers' skills and competences, such as developing engaging activities, classroom management, corrective feedback, not knowing which methods to use or which teaching style to adopt, dealing with students' level of English, or not feeling competent in teaching. They also felt as outsiders— that is, their students did not consider them as their real teachers—, and they were stressed due to their duties as students as well as their practicum tasks.

By the end of their practicum, preservice teachers reinforced their attitudes toward teaching. For example, preservice teachers stated that they would continue enhancing their different skills in order to become a better teacher, they accepted that both positive and negative situations are part of the practicum and that these helped them to grow as a teacher. Finally, some preservice teachers expressed that they felt prepared to be a teacher as they learned from their mentors, students, and their partners and because they increased their teaching skills.

Beliefs

Similar to the theme of attitudes, preservice teachers have beliefs that were developed during their learning, and they changed or were modified as the preservice teachers were involved in the teaching practice. Thus, it seems that beliefs shaped the preservice teachers' attitudes and identities. This theme describes the role of beliefs of the preservice teachers and how they are modified.

Because beliefs are more subjective, they were not classified as positive and negative. Instead, they were listed with the most common beliefs and some specific ones (Table 8). In general, preservice teachers considered teaching as a demanding and frustrating job with a lot of responsibility, and that teaching English requires knowledge in the language and how to teach it. Moreover, they perceived teaching as a reciprocal act since both the teacher and student learns from each other, which is similar to their view that teaching is forming humans. There were also some preservice teachers who perceived teaching as rewarding because they felt happy when students participated and understood their lessons.

Table 8

Preservice teachers' beliefs of teaching and practicum

Preservice teachers' beliefs
Teaching is a demanding job which requires a lot of responsibility
Teaching is reciprocal (sharing and acquiring knowledge)
Teaching is sharing/transmitting knowledge
Students will "attack" the teacher if he/she looks nervous
Using technology is important in the class

Practicum offers a real experience
Theory is different from practice
The teacher is the authority
A good teacher has a good lesson plan with order and reaches an objective.
Working in teams is a good strategy for a large group.
Teaching is a rewarding job
Teaching is frustrating
Designing lesson plans is not an easy task
Giving feedback should be done with extreme care.
The school should provide the necessary materials.
Preschoolers are hard to teach
Being dynamic makes classes more interesting
It is important to consider students' needs
Students are mischievous
Scolding students hurt their feelings
After graduation it is difficult to become a teacher
Teachers should be prepared for every situation
Teaching is forming human beings
Teaching English requires pedagogy and language knowledge
Negative aspects are a natural part of practice
Teaching grammar requires being well prepared
A teacher makes sacrifices for students
Patient and tolerant teachers have effective classes

Preservice teachers conceived a teacher as an authority and as someone that should be prepared for different situations. In addition, they also see a teacher as someone who cares about his/her students. Accordingly, they pointed out the qualities of a good teacher, such as being patient, tolerant, confident, and organized. Previous studies suggest that these beliefs shaped their perspective of teaching and of a teacher, which also influenced their identity. Regarding their beliefs about students, preservice teachers stated that students tend to be mischievous as they do not follow orders or do not care about studying a language; however, they acknowledged that

students should be treated with care by considering their needs, their feelings, and their motivations.

As for the practicum, preservice teachers expressed that it offered them a real experience, which reflects their interest in teaching, and coincides with their belief that theory is different from practice. Moreover, some preservice teachers expressed that assigned schools should provide them with the necessary materials to conduct their classes, which includes technology—something a few considered important to make classes more interesting. Finally, one student claimed that being a teacher after graduation is difficult as there are limited vacancies.

Curriculum

The last theme that emerged was the curriculum in which the participants were involved. The suggestions made by the researchers allow for understanding how curricula shaped preservice teachers’ experiences in practicums. In this case, the context played a major role. Table 9 offers a comparison among the different studies.

Table 9

Description of curriculum in which preservice teachers were involved

Authors	Curriculum	Authors’ suggestions/comments
Pop, 2015	Students took courses of the didactics of the English language and pre-service teacher training practice in English, among others. Preservice teachers conducted their practicum in their third year.	The reflective journal provided feedback to mentors and teacher trainers regarding the teaching practice so they can identify areas of improvement.
Arizmendi Tejada, et al. 2016	Some of the courses that preservice teachers took prior to their immersion included teaching learning in English, methods and approaches of teaching English, teaching English to children, and planning the teaching practice.	Teach preservice teachers the emotional dimensions, and emotion regulation strategies

Mahmoudi and Özkan, 2016	English language teaching program where preservice teachers undertook their practicum in their fourth year.	Teach preservice teachers to identify stress generating factors in their initial education program. Teacher education programs should emphasize the "practical side of practicum" (Mahmoudi and Özkan, 2016, p. 500).
Morales Cortés, 2016	Undergraduate modern languages (Spanish English) program which is focus on training teachers for high school. "The pedagogical component of the program is centered on the articulation of theory and practice. The methodology of the program centers on an English component constructed under the principles of the communicative approach" (Morales Cortés, 2016, p. 50). The students conduct their practicum in their ninth semester.	Teacher training program should include and reinforce reflection and action processes as part of teaching.
Yeladaqui, 2017	Preservice teachers conducted their practicum in their ninth semester in the Practica Docente I subject.	Teaching practice programs could benefit from teaching preservice teachers coping strategies to decrease stress levels during their practicum.
Feng Teng, 2017	A four-year program which prepared EFL preservice teachers for primary and secondary school. Before their practicum, preservice teachers took English learning courses in the first three years. They conducted their practicum in their last year for ten weeks.	Expose preservice teachers to possible challenges for their practicum allows students to share their emotional experiences from their teaching practice, bearing in mind preservice teachers' interest of classroom settings, "engaging them in group learning projects, and seeking their assistance

Castañeda-Trujillo, and Aguirre-Hernández, 2018	<p>Ten semester undergraduate program where "pre-service language teachers had taken some courses regarding methodology and didactics in which they received some instructions on how to prepare a language class and how to manage the classroom" (Castañeda-Trujillo, and Aguirre-Hernández, 2018, p. 160). The 7th, 8th, and 9th semesters are set for their practicum.</p>	<p>in designing and organizing extracurricular activities" (Feng Teng, 2017, p. 132).</p>
Deng et al., 2018	<p>A 4-year university-based teacher education program, where students conducted their practicum in their last year for four months. "University supervisors in China mainly address the logistical issues regarding the teaching practicums, such as arranging the field placements and sharing the safety guidelines. Accordingly, the university supervisors seldom visit the placement schools, and the student teachers normally have limited contacts with the university supervisors" (Deng et al., 2018, p. 443).</p>	<p>Listen to preservice teachers' perspectives regarding teaching, which "could contribute to having more critical students who could propose methodologies within a local perspective" (Castañeda-Trujillo, and Aguirre-Hernández, 2018, p. 169).</p>
Alhebaishi, 2019	<p>Educational diploma program. Preservice teachers were immersed in their teaching practice for 16 weeks. In addition, "the teacher education</p>	<p>Include or develop a "pedagogy of identity", foster ethical professionalism of teaching, and lastly "teacher educators should be attentive to student teachers' emotional vicissitude and a multitude of dilemmas (e.g., pedagogical, political, and ethical) throughout the practicums, since emotions and ethics play essential roles in student teachers' professional identity formation" (Deng et al., 2018, p. 451).</p> <p>Teacher emotionality should be included in teacher preparation program as well as emotion regulation.</p>

	programme courses did not prepare them emotionally to cope with the demands of the teaching profession" (Alhebaishi, 2019, p. 1210).	
Prabjandee, 2019	Pre-service teacher education program in which four years were assigned to classes and one year of teaching practicum.	Teacher educators should pay special attention to the practicum as it contributes to teacher identity development.
Méndez López, 2020	Undergraduate ELT program in which the preservice teachers undertook their practicum in their last year in the <i>Práctica Docente I</i> and <i>Práctica Docente II</i> subjects. Preservice teachers had to complete their practicum between 8 to 12 weeks for three hours per week, where they designed lesson plans individually and in pairs.	Provide the pre-service teachers support so they can deal with the different situations they face, help them in shaping their identity, "as some may not have a clear teaching philosophy at this stage" (Méndez López, 2020, p. 26). Teacher trainers should teach classroom management aspects and make sure pre-service teachers' needs are met by the end of their teaching practice.

Out of 13 studies for this analysis, only 11 of them had information about the curriculum in which preservice teachers were involved and the authors' suggestions regarding the program. These undergraduate programs are focused on teaching English in which students learn about the theories of teaching and language knowledge, besides including a practical component. The students were involved in these programs between 4 years (Deng, et al., 2018; Feng Teng, 2017; Mahmoudi and Özkan, 2016) and five years (Castañeda-Trujillo, and Aguirre-Hernández, 2018; Morales Cortés, 2016; Prabjandee, 2019; Yeladaqui, 2017). Prior to the practicum, the preservice teachers learned about teaching. Some of the subjects that were mentioned in the studies are the following: the didactics of the English language, pre-service teacher training practice in English, teaching and learning in English, methods and approaches of teaching English, teaching English to children, and planning of the teaching practicum. In these programs, preservice teachers

undertook their practicum usually in their last year, that is, in two semesters. Conversely, in Castañeda-Trujillo and Aguirre-Hernández's study (2018), preservice teachers conducted their practicum from their 7th semester to the 9th. Preservice teachers' immersions are typically between 8 to 16 weeks, time in which they plan lessons, create materials, and conduct their classes in an assigned school. The most common suggestions from the authors were related to teaching preservice teachers about emotions, their triggers, and how to cope with them (Alhebaishi, 2019; Arizmendi Tejeda et al. 2016; Deng et al., 2018; Feng Teng, 2017; Mahmoudi and Özkan, 2016; Yeladaqui, 2017). Feng Teng (2017) suggests exposing preservice teachers to possible challenges that they might face in their practicum as well as keeping in mind their interests, which is similar to Méndez López's suggestion (2020) about making sure their needs are met. Moreover, the authors emphasize reflection in teaching practice and listening to students' perspectives and concerns before, during, and after the practicum as it provides feedback to mentors and institutions for future practicums. Finally, according to the comments provided by the authors, all of these aspects are important as they contribute to constructing preservice teachers' identity.

2.6 Data drawing and verifying conclusions

Once the data was thoroughly analyzed, meaning that resulted from the organization of the charts and graphs were examined in detail. The findings are provided in this section. According to Miles, Huberman, and Saldaña (2014):

Conclusions about data displays normally appear in what we call an analytic text or narrative. Analytic narrative draws attention to the features of the displayed data and makes sense of them, knitting them together and permitting the analyst to draw conclusions and add interpretations. (p. 117)

As the nature of this research implies analyzing documents, –which means that there are no research questions for analyzing participants per se—a discussion is included with the main trends and implications for further research.

The themes that emerged from the analysis were the following: Identity, Emotions, Practicums, Attitudes, Beliefs, and Curriculum. They were organized inductively, meaning the analysis is structured from specific to broader and more general aspects. Previous literature suggests that preservice teachers' identities are formed before their practicum and are shaped during and after the practicum. These identities are also related to emotions as they are constantly changing, increasing, or decreasing. Emotions are triggered from different situations or people, in this case, the preservice teachers' practicum, which includes interactions with teachers and students and their reactions, their performance, or the different tasks that preservice teachers carry out. Preservice teachers' attitudes and beliefs are similar to the identity aspect since they are shaped throughout different stages of their major. Finally, these elements are within the curriculum in which preservice teachers are immersed because, depending on how the curriculum is structured, they have conceptions about teaching and language that might or might not be influenced by the curriculum.

One common aspect of identity was being perceived as an outsider. Preservice teachers did not feel as the real teachers since their students did not pay attention to them or because they did not feel accepted by school staff. Therefore, these situations made them feel sad and affected their attitudes and beliefs during their practicum. This finding suggests that emotions, identity, attitudes, and beliefs are closely related, which means that one will affect the others. Another relevant finding regarding identity was reflection. Because of all of the situations in which preservice teachers were involved in their practicum, they could reflect on their strategies and approaches to teach and how to solve the problems they faced. Thus, reflection contributes to identity development along the previous aspects.

As expected, preservice teachers experienced both positive and negative emotions during their practice, which also applies for their attitudes. Hope and gratitude were the most common positive emotions (both 25 %) while frustration was mostly reported as a negative emotion (23%) by preservice teachers in the studies. These emotions can also be reflected in their attitudes since preservice teachers demonstrate positive attitudes such as commitment in engaging students in the activities, wanting to be a teacher, or willingness to improve different skills to become a good teacher. This finding implies that if preservice teachers encounter positive situations during the practicum, they will likely show attitudes that will lead them to improve their teaching, besides being motivated—which is an important factor in teaching English. Regarding the attitudes that

show frustration, preservice teachers were pressured for their activities as students, they were tired of trivial tasks (checking attendance or office jobs), and they were overwhelmed with teaching methods and students' different levels of English. This would appear to indicate that preservice teachers—despite their knowledge—are not prepared to deal with unexpected situations, which makes them feel frustrated. It may also be related to their beliefs, as some preservice teachers perceived teaching as frustrating and demanding.

Other beliefs regarding teaching were that it is reciprocal, rewarding, it requires to be well prepared in knowledge and methods, teaching is educating human beings, and that the teacher is an authority. It is very likely that these beliefs are influenced by the curriculum since they are exposed to different theories and each preservice teacher perceives teaching in a different way, besides that their experience may also influence their beliefs.

The curriculum in which preservice teachers were in was focused on teaching English. The subjects that they had were similar as they learned the language and how to teach it; however, as the studies do not offer a major insight regarding the subjects and the curriculum in general, it would not be possible to make a comparison about how the different curriculum managed these subjects. Nonetheless, the authors proposed implementing reflecting tasks and teaching emotion regulation strategies because preservice teachers lack these aspects.

CHAPTER 3: CONCLUSIONS

The objective of this monographic work was to analyze the state of the art regarding empirical studies of preservice teachers' emotions in teaching English to speakers of other languages during the last five years. This documentary research analyzed 13 available manuscripts that met the inclusion criteria for it. One study was found in 2015, two in 2017, 2018, and 2020; in 2016 and 2019, there were three relevant studies for this analysis. From these 13 studies, three were from Mexico, two from Turkey, Colombia, and China; only one study each was found Romania, Indonesia, Saudi Arabia, and Thailand.

Regarding the methodology, most of the studies used a qualitative approach, except for Alhebaishi (2019), who used mixed methods, and Kerem Kobul and Naz Saraçoğlu (2020) that chose a quantitative method using the Foreign Language Teaching Anxiety Scale (FLTA) as their instrument. The most frequently used instruments were surveys, questionnaires, reflective journal/essays, semi-structured interviews, classroom observations, and field notes. The theoretical lenses varied, including reflection (Castañeda Trujillo, & Aguirre-Hernández, 2018; Pop, 2015), emotion regulation (Arizmendi Tejeda et al., 2016), stress (Mahmoudi & Özkanm, 2016; Yeladaqui, 2017), attitudes (Morales-Cortés, 2016), identity (Feng Teng, 2017; Prabjandee, 2019; Raharjo et al., 2019), emotions (Alhebaishi, 2019; Deng et al., 2018), anxiety (Kerem Kobul & Naz Saraçoğlu, 2020), and the attribution theory (Méndez López, 2020).

The evidence from this study indicates that preservice teachers are subject to feeling a variety of emotions before, during, and after their practicum. The analysis shows that preservice teachers' positive emotions were love, joy, hope, gratitude, and pride; the negative emotions were frustration, nervousness, anxiety, sadness, anger, and fear. These emotions, along with beliefs and attitudes are constantly fluctuating during the different stages and they depend on the situations that preservice teachers face. For instance, in Prabjandee (2019), two preservice teachers were motivated in the beginning as they wanted to be language teachers. However, as they undertook their classes, they did not feel confident until they changed their teaching approach. However, by the end of their practicum, they acknowledged being prepared to be teachers.

The findings also indicate that teaching practicums offer preservice teachers a real experience in which they can reflect and apply different strategies. However, according to researchers, the curriculum does not include emotion regulation strategies and reflection

activities. Therefore, preservice teachers tend to struggle when they face their practicum. It is important, then, to support preservice teachers when facing these problems.

An implication of this is the possibility that language education programs implement reflection as an essential part of teaching. This may include reflective sessions, reflective writings, or teaching and guiding students in how to reflect; not only in their strategies and methods, but also as a whole person. In this way, preservice teachers would develop an identity as teachers even before their practicum. Another major suggestion is teaching preservice teachers different emotion regulation strategies, so they can deal with their emotions. As the findings have shown, stress, anxiety, and frustration are common negative emotions in preservice teachers, which affect their performance and attitudes towards teaching. Since it is important to have prepared and well-trained teachers, these situations need to be tackled.

A final suggestion is related to the interactions between preservice teachers and their mentors. As the analysis points out, preservice teachers tend not to share their insecurities or doubts with their mentors, either because preservice teachers do not feel confident as their mentors are strict, or because the mentors are not available. Therefore, it is important to encourage preservice teachers to share their experiences and feelings with their mentors, and train mentors in order to create a better experience for both parts. Supervisors also play a fundamental role as well as mentors, so they need to make sure that preservice teachers' expectations or needs are met during and after their practicum, as suggested by Méndez López (2020).

Further studies should be conducted in preservice teachers' emotions and how they deal with the different situations they encounter. It would also be relevant to investigate how identities are shaped through emotions, and how these are related to beliefs and attitudes. Finally, another possible suggestion for inquiry in preservice teachers is regarding their conceptualization of emotions and if it affects their emotions or/and their performance in their practicum.

3.1 Limitations

Some of the limitations of this research include a large number of documents regarding preservice teachers' emotions. Another limitation was the availability and access to the manuscripts. One of the things I have noticed is that a large number of articles are not open

access or the databases do not store research on this topic, which impeded the task of finding relevant articles for this documentary research. Furthermore, most of the studies found on emotions in language teaching were focused on in-service teachers rather than preservice teachers. Moreover, these research study teachers' identity or preservice teachers' attitudes towards teaching, which are related to this research, but they are not the main core of it. Finally, another limitation was the fact that some studies regarding preservice teachers were not about language teaching, but they inquired into other subjects. Besides, they lack the emotional component of teaching. With all these factors, only thirteen studies were selected as they met the inclusion criteria for the analysis of the documents. According to Norris and Ortega (2000), "the lower the sample size, the larger the influence of sampling error" (p. 451). Therefore, this small sample can affect the findings and should not be generalize.

There were two limitations regarding the analysis of the documents. First, since there was not previous documentary research on preservice teachers' emotions, there could not be a comparison of the findings. This may not affect the results of this work, however, as the nature of this research is analyzing data, there should be a reference to compare and understand how this subject matter has developed across the years. Moreover, it offers a different perspective than the author. The second limitation was in the theme "curriculum." Because there was little information regarding the subjects that preservice teachers have to take, an analysis and comparison of the previous knowledge of preservice teachers could not be conducted. Furthermore, not all of the studies reported how much time the preservice teachers were involved in their practicum. This factor is important to analyze how time in practicum and in their programs can influence preservice teachers' emotions, and in general their experience in their practicum.

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