

ON BECOMING A PROFESSIONAL ENGLISH TEACHER: THE PROFESSIONAL IDENTITY CONSTRUCTION THROUGH EMOTIONS

Sitti Syakira¹, Fuad Abdullah*², M. Rifqi Romdon Anwari³, Agis Andriani⁴,
Arini Nurul Hidayati⁵, and Dede Anwar⁶
^{1,2,3,4,5,6}Universitas Siliwangi

* Corresponding Author: fuadabdullah@unsil.ac.id

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ABSTRACT

In teacher identity studies, limited attention has been generally paid to how the pre-service teachers constructed their identity by conveying various emotions in their practices. Most scholars identified the pre-service teacher's emotions during the teaching practices program. However, identifying these emotions during online teaching practices remains under-researched. Given this fact, this study probed how an English pre-service teacher's emotions constructed his professional identity during online teaching practices. This study employed a narrative inquiry of an English pre-service teacher during online teaching practices in one of the senior high schools in Tasikmalaya, West Java, Indonesia. The data were collected from an English pre-service teacher's reflective journals and analysed with narrative analysis (Labov, 1972). The findings revealed that the English pre-service teacher met various emotions manifested in his professional identity construction. There were five emotions experienced during online teaching practices, namely worrying, challenging, empathetic, enjoyable, and determined explored in seven critical activities of the professional practice process. During learning to teach, he could manage his negative emotions (i.e., worrying, challenging, empathetic) into positive emotions (i.e., enjoyable, determined). Therefore, his emotions experienced during online teaching practices implied that his professional identity commenced constructing in the seven activities of his professional construction process.

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INTRODUCTION

Pre-service teachers are the student teachers who gained experience in the practicalities of teaching practices in schools. As a college student from the education department, the subject of this study was required to join teaching practices in one of the university programs in his seventh semester. It is widely acknowledged that one of the

most important aspects of a teacher's education is their approach to teaching (Ferrier-Kerr, 2009; Huang & Waxman, 2009; Kiggundu & Nayimuli, 2009; Yuan & Lee, 2014; Hascher & Hagenauer, 2016; Kamila, 2020; Gustine, 2021). Ferrier-Kerr (2009) argued that teaching practices offer the experience to the pre-service teachers to gain knowledge of how they go about many complicated tasks in actual classroom practices. Processing information, interpreting the school realities, and internalizing the field experiences are some of the pre-service teachers' activities in the teaching practices (Huang & Waxman, 2009). Before entering the real world of the teaching profession, pre-service teachers are allowed to practice the art of teaching during these sessions (Kiggundu & Nayimuli, 2009; Andriani & Abdullah, 2017). In the case of this study, the teaching practices allowed the subject to put theory into practice and take part in teaching lessons. Thus, the teaching practices program would prepare him to be a professional English teacher in his future career by having some teacher's activities.

In addition, he, as an English pre-service teacher, improved his teaching skills by engaging in teaching and being guided through reflection and receiving feedback from his university supervisors and school mentors. The school mentors play a significant role in guiding the pre-service teachers during teaching practices. Deng et al. (2018) stated that engaging with a variety of stakeholders (e.g., school mentors) primarily through emotional interactions is how teachers develop their identities in their teaching practices in specific contexts. The school mentors support a pre-service teacher with lesson planning, administrative tasks, student evaluation, lesson delivery strategies, classroom management, discipline upkeep, and professional development (Heeralal, 2014). Thus, pre-service teachers have a chance to exercise reflection and (re)construct their identities as teacher practitioners by addressing the professional practice process that they engage in daily with the assistance of mentors. However, in 2020, the implementation of online education became a challenge for him and his school mentor in conducting teaching practices. Online education represents a pedagogical transition away from old approaches and toward a more contemporary style of teaching and learning, from personal to virtual, seminars to webinars, and the classroom to Zoom (Mishra et al., 2020). Hence, in keeping up with the perceived importance of the teaching practices, these circumstances required him to construct his professional identity in the online teaching practices. Furthermore, online education offered an opportunity for pre-service teachers to discuss and learn different ways of teaching (Green et al., 2020; Fauziah, Dewi, Hidayati, & Abdullah, 2022).

Eventually, the integration of digital technology into educational practices is neither novel nor limited to the current global pandemic; distance learning and networked learning have been for a long time (Green et al., 2020). Nevertheless, during the pre-research interview, he admitted that he typically enjoys direct interaction more than using online platforms. He would interact online if only needed. He rarely initiated interactions with other people except those who began it. As a result, conducting online teaching practices would be a challenge for him. He had not fully adapted to the online education system; hence, he encountered difficulties in his online teaching practices. Shwu-yong and Waxman (2009) stated that many pre-service teachers often encountered problems, reporting frustration in teaching practices. As experienced by him, as an English pre-service teacher in one of the senior high schools in Tasikmalaya, he encountered difficulties and met with various emotions during his online teaching practices. These emotions could be positive (e.g., happiness, enjoyment and pride) and negative (e.g., concern, worry and frustration). Thus, identifying his professional identity construction in the online teaching practices was interesting to be investigated.

To recognize his professional identity development, this study attempted to identify the various emotions during his online teaching practices. Researchers increasingly recognized the dynamics between teachers' emotions and the development of their professional identities (e.g., Day & Leitch, 2001; Zembylas, 2003; O'Connor, 2008; Lee & Yin, 2011; Karlsson, 2013; Yuan & Lee, 2015; Yuan & Lee, 2016; Teng, 2017; Deng et al., 2018). Day and Qing (2009) claimed that teachers' identities, well-being, and emotional control in the classroom are all intimately correlated with their emotions. Teachers' feelings are linked to their "self-understanding," or their changing sense of who they are (Kelchtermans, 2005). Emotions ostensibly clashed with the traditional perspective of identity construction (Zhu et al., 2019). Furthermore, Deng et al. (2018) stated that actions, in turn, can create an identity since emotions are a potent stimulus for them. As a result, emphasizing emotional experiences helps pre-service teachers gain a deeper grasp of how teaching works and how to become a teacher.

As the importance of professional development, identity has an integral role in the teaching profession context. Identity includes what individuals do, believe, value, and want to become (Kier & Lee, 2017; Abdullah, et. al. 2022). Sachs (2005, p. 15) situates teacher identity at the halfway of the teaching profession because it "provides a framework for teachers to construct their concepts of 'how to be', 'how to act', and 'how to understand their work and their place in society'". This paradigm informs how instructors

approach every aspect of their job, supporting their decision to become educators (Yazan, 2014). In the same case, Danielewicz (2001, p. 3) points out that being a competent teacher "requires engagement with identity, the way individuals conceive themselves so that teaching is a state of being, not merely ways of acting or behaving". She considers how to incorporate this idea into official teacher education programs, compares the process of becoming a teacher to creating one's own identity, and describes her interactions with teachers. For those in charge of preparing the next generation of teachers, Beijaard et al. (2004) emphasize the need for research on the formation of teachers' identities. For those in charge of preparing the next generation of teachers, Beijaard et al. (2004) emphasize the need for research on the formation of teachers' identities. In other words, there hasn't been much focus in the discipline on "understanding the processes of identity development, the interplay between these processes, and the identities generated when teachers position themselves" (Tsui, 2007, p. 658).

Emotion plays a crucial part in language learning and teaching for both students and teachers. In learning in general and learning a foreign language in particular, emotions are important (Pishghadam et al., 2016). In both the experiences of in-service teachers completing course work and pre-service teachers participating in a teaching practicum, emotions play a crucial role in the development of teachers (Richards, 2020). The pre-service teachers experience various emotions during their teaching practice depending on the learning context and their activity. These emotions can impact their academic and teaching performance (Anttila et al., 2017). In this case, a comprehensive investigation of how teachers develop their identities also requires an inspection of their emotions and how they learn to handle them (Yazan, 2014). In the same vein, Lasky (2005, p. 901) describes teachers' emotions as "a heightened state of being those changes" as a result of their reflections on their past and present teaching practices and interactions with the dynamics of their teaching context as well as with their coworkers, students, and student's parents. As a result, teachers respond to a variety of instructional and non-instructional events they encounter and handle in their teaching environments with a range of emotions (Day & Leitch, 2001; Lasky, 2005; Ainussamsi, Hidayati, Pertamina, & Abdullah, 2021).

As revealed in the research, teachers' emotions interplay with teachers' identities (Day & Leitch, 2001; Lasky, 2005). Teachers' emotions are interrelated with their professional identities (Yuan & Lee, 2015). In this case, there is an inseparable dynamic between emotion and identity (Zhu et al., 2019). Teachers' emotions guide their identity

formation (O'Connor, 2008). As Hargreaves (2000, p. 812) defined that even though "teaching, learning and leading may not be solely emotional practices... they are always irretrievably emotional in character, in a good way or a bad way, by design or default." Therefore, it is crucial to explore how pre-service teachers develop their professional identity, which is closely related to their professional activities, by looking at the emotional dimension of teaching practices.

In teachers' education study, teachers' professional identities have been increasingly explored from multiple perspectives in China. In the context of curricular reform, Lee et al. (2013) examined Chinese teachers' response to a central agency-imposed policy that reflects either a conflict or an accommodation between their self-perceived professional identities and their identity image as integrated into the changes in educational and curriculum policy. The findings revealed that Frontline teachers' responses to external reforms that required them to adjust their professional responsibilities and identities as teachers brought about a range of emotional shifts and emotions, such as happiness and anxiety, helplessness and pain, and other mixed emotions. In addition, Yuan and Lee (2016) explored how a student-teacher dealt with conflicting emotions during the teaching practices context. The findings indicated that the policy of the school, cultural emotional rules, and professional agency of the participant play an important role in mediating and shaping the emotional experience and identity construction. The findings also suggest that the student-professional teacher's agency had an emotional component that is related to the concept of emotional intelligence in managing and controlling his own emotions and those of his students as well as guiding his thoughts and behaviour.

Another study about emotions and identity construction was conducted by G. Zhu (2017) who identified the ethical and emotional facets of identity construction in the instructional methods of teaching practices. This study identified four specific dilemmas that the participants were caught in (1) Disputed pedagogies about teaching multiple student tracks; (2) functioning as a community member or an "outsider"; (3) working as an office assistant or a "genuine teacher"; and (4) difficulties between classroom control and the ethic of caring. Furthermore, regarding the emotional process of developing a professional identity, the subjects of this study experienced excitement and nervousness at the start of the teaching practicum, astonishment and shame while teaching, and guilt and regret near the finish.

We discovered that, in general, teacher identity studies have given little attention to how pre-service teachers develop their identities through expressing diverse emotions in their practices (O'Connor, 2008; Lee & Yin, 2011; Karlsson, 2013; Yuan & Lee, 2015; Yuan & Lee, 2016; Zhu, 2017; Teng, 2017; Deng et al., 2018, especially during online teaching practices. Given this fact, we investigated how the emotions and feelings of an English pre-service teacher constructed his professional identity during online teaching practices.

RESEARCH METHODOLOGY

Research Design

This study applied narrative inquiry as the research design. It was deployed since narrative structures generate recursive chain events directed at a particular goal (Labov, 2006). It is a method of assessing the extent to which an event fits into the experienter's life and reality. It utilised storytelling to communicate an individual's experience to a large audience (Conelly & Clandinin, 2006). In brief, in areas of inquiry where it is crucial to take into account phenomena from the viewpoint of those who experienced those stories, Barkhuizen, Benson, and Chik (2014) concluded that the main point of narrative inquiry lies in an emphasis on how people use stories to make sense of their experiences.

Setting and Participant

This study investigated a pre-service teacher's professional identity construction during approximately two months of online teaching practices in one of the senior high schools in Tasikmalaya, West Java, Indonesia. Through a combination of academics and teaching experiences, the four-year program's goal was to train certified language teachers for teaching. A series of courses on language proficiency were offered to student teachers during the first three years of the curriculum (e.g., Intensive Reading and Intensive Listening) and language teacher education courses (e.g., Methodology in English Language Teaching, Instructional Design, and Language Assessment). In the fourth year, the preservice teachers were assigned to field school for about two months of teaching practices to prepare them to be professional English teachers in the future. During the program, each student teacher was assigned a mentor from the school where the teaching practices were conducted. The school mentor was in charge of guiding, supporting, and evaluating the preservice teacher's learning during the practicum, in accordance with the program's arrangements (Heeralal, 2014). Additionally, each preservice teacher was

allocated a university supervisor who collaborates with the school mentor to provide the required support. However, due to the COVID-19 outbreak, the teaching practices were shifted from face-to-face interaction to synchronous and asynchronous interaction.

The participant of this study was a 22 years old male student, named Donny (Pseudonym), a fourth-year student majoring in the English Education Study Program in one of the State Universities in West Java, Indonesia. Having finished his first three-year study in the program, he started his two-months online teaching practice in a senior high school in Tasikmalaya. During the online teaching practices, he taught two classes, Grade XI majoring in social and language, as recommended by his school mentor. In accordance with the school policy, the teaching and learning process was conducted asynchronous using Learning Management System (LMS) developed by the school and WhatsApp.

Data Collection and Analysis

Concerning Donny's learning during the online teaching practices, this study drew on diary entries in the form of reflective journals to collect Donny's storied experiences. In the reflective journal, Donny recorded his thoughts and feelings about what was happening during the program. A total of 19 reflective journals were collected during several activities of the teaching and learning process, and five journals after the teaching and learning session were conducted. According to him, these reflective journals best captured his feelings and thoughts throughout the teaching practicum. Barkhuizen et al. (2014) stated that a journal is to reflect on experiences of teaching and to learn to teach. The reflective journal format was adopted from the reflection template of Elder and Paul (1994), Valli (1997), and Minott (2008).

From the reflective journals mentioned above, the researchers applied four reflective journals after conducting the teaching and learning session (i.e., reflections A, B, C and D) and eight reflective journals after several program activities (i.e., reflections 1, 5, 6, 7, 8, 15, 16, 17). In addition, to strengthen the objectivity of the data, a semi-structured interview was performed with the school mentor at the end of the teaching practices program. While the reflective journals were utilised as primary sources of the data to acknowledge the meaning-construction of Donny's experience in which he naturally and specifically shared his emotions and stories, the interview was addressed to dig more deeply into Donny's emotional resonance and impacts on his teaching practices based on the school mentor's view. The interview was operationalised in Indonesian as he felt easier to express his ideas and thoughts in his first tongue.

The interview data were subsequently transcribed and translated into English and resubmitted to the school mentor to clarify their' validity. Regarding the reflective journals, since all of them were written in English, the researchers only clarified some ambiguous statements to avoid misunderstanding and misinterpretation. To analyse both such narrativization of Donny's stories and the interview results, Labov's narrative structure was adopted. Based on the theoretical framework of teacher identities and emotions, the narrative analysis of the data was conducted to interpret and (re)construct his feelings and identities as the study's units of analysis. (e.g., Zembylas, 2003; Bloomfield, 2010). There are three basic steps in the data interpretation process. First, we carefully read and classified Donny's journals and the interview transcripts, paying close attention to the varied positive emotions (e.g., happy, enjoyable and proud) and negative emotions (e.g., concerned, worried and frustrated). As suggested by Labov (1972), these narrative structures are characterized by the following categories:

- a. Abstract (the essence of the story being summed up)
- b. Orientation (a context to orient the reader)
- c. Evaluation (the importance and meaning of the incident, as well as the narrator's attitude)
- d. Result of resolution (things finally happened)
- e. Coda (the perspective returning to the present)
- f. Complicating action (the event sequence)

The second step was identifying the theme in which we categorized the coded data into some themes. To avoid miscategorized themes, we then thoroughly reviewed the themes by reviewing the source data. Lastly, triangulation was achieved through in-depth talks and data suited to the interview result. Donny was also given access to the produced narratives to enrich the stories and comment on our data interpretation as well as validate the outcomes of the data analysis (Barkhuizen et al., 2014).

FINDINGS AND DISCUSSION

The subject did not carry out teaching practices as usual during the COVID-19 outbreak. As the COVID-19 pandemic spreads, there has been an increasing move toward online teaching because of schools' closure indefinitely. Usually, the pre-service teachers taught with direct interaction in the schools. However, as a current pre-service teacher, Donny conducted his teaching practices online. Briefly stated, the condition was denoted in the following excerpt:

Excerpt 1 #

This year's teaching practices are not carried out as usual. Usually, pre-service teachers conducted teaching practice directly to the schools, but now my friends and I are doing it online from our houses. (Reflection 1, 5th October 2020)

In 2020, as an English pre-service teacher, Donny conducted online teaching practices in one of the senior high schools in Tasikmalaya, West Java, Indonesia. He was ready to conduct teaching practices at school. It could be identified from the A⁺ score he gained in the Reflective Micro Teaching course. However, online field school became a challenge for him. He could not fully adapt to this condition because he preferred to interact directly rather than through online media. Therefore, he experienced various emotions during online teaching practices.

From negative emotions (i.e., worried, challenged, pressured, concerned) to positive emotions (i.e., happy, joyful, proud). It happened because Donny mingled in a new teaching environment. Hence, he met different emotions (i.e., worried, challenged, empathetic, enjoyable, determined) when constructing my professional practices during an online teaching program. **Worrying emotions** occurred in the lesson preparation activity. It happened when he had not prepared the lesson plan properly. Here, he was pressured because the materials and learning videos were late to make. Hence, he worried that he could not give the best performance. **Challenging emotions** occurred in administration matters activity. It happened when Donny could not consult with the school mentor directly for guidance, support, and evaluation. Here, he was frustrated in writing this administration because the lack of monitoring from the school mentor burdened the teacher's responsibilities. Hence, this activity became a challenge for Donny during online teaching practices. **Empathetic emotion** occurred in the assessment of learners' activity. It happened when he would assess the students. Here, Donny was concerned about the current students' abilities. He thought that during online learning, they were only measured from the cognitive aspect. Meanwhile, their affective and psychomotor aspects were not paid attention to when the online teaching practices. As a result, Donny was empathetic about his current learning condition.

In addition, **worrying emotions** also occurred in the methods of presenting lessons activity. Donny worried about being unable to give the best teaching performances because he preferred to interact personally rather than virtually. But upon contemplation, he realized that when he tried to innovate kids' language acquisition, the delight of seeing students become more motivated. Further, the pride of seeing them succeed overcame his reservations about students' abilities. Hence, **enjoyable emotions** occurred in the

classroom management activity. It happened when the students could engage in his online teaching practices. In this condition, Donny always felt enjoyable because students considered his existence as a teacher. Furthermore, **challenging emotions** also occurred in the maintenance of discipline. It took place when he could not build the students' characters to be better using online media. Thus, it became a challenge for Donny as a future practitioner of education. In the end, **determined emotion** occurred in the professional development activity. It took place when he had the determination to adapt to the current learning condition. Donny thought that these online teaching practices were not an obstacle to growth and developing myself to become a professional teacher in the future.

Eventually, to construct his professional identity, Donny should manage his emotions to give this online education program the best. As a form of learning, teaching practices were centred on the idea that he learned by doing, getting ready for, and reflecting on his activities (Chen & Russell, 2019). It was a chance for Donny to link theory with practice in an online classroom setting. Online education offered an opportunity for him to discuss and learn different ways of teaching (Green et al., 2020). With this in mind, it was necessary to adapt to the current teaching-learning condition fully.

At first, He is worried that he could not give the best performance

In October 2020, as one of the fourth-year university programs, Donny was required to conduct teaching practices in one of the senior high schools in Tasikmalaya, West Java, Indonesia, to prepare for being a qualified English teacher. In the first three years of the program, he was exposed to a series of language proficiency courses (e.g., Intensive Reading and Intensive Listening) and language teacher education courses (e.g., Methodology in English Language Teaching, Instructional Design, and Language Assessment). Donny had been noted as a good student. The scores he gained in those courses, which were dominated by A and B, could be seen. In addition, in the Reflective Micro Teaching course, Donny achieved an A score when he tried to simulate teaching performance in the school. Therefore, Donny was supposed to be ready to conduct teaching practices this year.

As an English education department student, Donny was passionate when he taught the students directly. He was always glad when having social interaction. During college, Donny had some teaching experiences in different opportunities: (1) He taught the students of the Islamic boarding school of Ibnu Siena for several months, (2) He

became an English tutor in Rumah Bahasa Tasikmalaya for about six months, and (3) He was chosen to be a tutor of English Camp in the PPKM EDSA 2019 program. However, during the COVID-19 outbreak, Donny did not have teaching experience in an online education platform. In addition, this pandemic made him rarely have any interaction with others. The depiction was shown in the following excerpt:

Excerpt 2 #

To be honest, during this pandemic, I feel lonely. Whatever I do, both concerning assignments and so on are always done by myself. I rarely discuss with others because I prefer to interact directly compared to online media. (Reflection 6, 24th October 2020)

Grounded in excerpt 2 above, it showed that Donny was a sociable person. However, he preferred to interact directly compared to online media. When he stayed in Tasikmalaya, Donny could discuss with his colleagues in person when he got obstacles. But since the pandemic, he decided to stay at his house in Garut. Here, Donny was required to fully maximize the online platform as a tool of discussion with others and also as a learning platform. Subsequently, Donny also entailed using online platforms as teaching media in his online teaching practices. Donny should conduct these teaching practices from Garut for about one and a half months. Unfortunately, he had not been able to adapt well to current teaching practices circumstances. It is examined within the following excerpt:

Excerpt 3 #

However, everything has changed to an online platform that I have not adapted well to online teaching practices like this. I prefer to interact in person rather than with online media. (Reflection 1, 5th October 2020)

From excerpt 3 above, online teaching practices became a pedagogical shift from the traditional method to the modern teaching-learning approach. In post-COVID-19 circumstances, Mishra et al. (2020) stated that some of the most online education platforms that would change the destination of the whole education system across the world are Classtime, Classwize, Neo, Start.me, Ted-Ed, Coursera, Google Classroom, Edmodo, Canvas, G Suite, Floop, Future Learn, Blackboard Learn, Adobe Captivate, Shift, Lectora Inspire, and many more. These online teaching practices demanded that Donny applied online media optimally to prepare him to be a professional English teacher in his future career.

Online teaching practices were essential to help him in constructing his professionalism. In building a professional identity, Donny was assisted by a school mentor in lesson preparation, administration matters, assessment of learners, methods of

presenting lessons, classroom management, maintenance of discipline, and professional development (Heeralal, 2014). The school mentor stated that he should conduct online teaching practices as a teaching experience in the school field (Interview of school mentor, 31st May 2021). These teaching practices offered Donny the experience to learn how he went about the complicated tasks in actual classroom practices (Ferrier-Kerr, 2009). The school mentor also described how online teaching practices becomes one of the most important things in shaping his professional identity as described below:

Excerpt 4 #

So, you have to go directly (teaching practices). So that (you know), what it is like to be a teacher, what the work of being a teacher is, what should be prepared before teaching. There is planning, right? There is organizing, planning and evaluating, and so on. So, you have to implement them in the teaching practices because we are educators. Maybe that's all. It's essential. (Interview of school mentor, 31st May 2021)

The above narrative shows how important conducting online teaching practices were. Unfortunately, Donny could not meet the school mentor in person intensively. Consequently, he encountered difficulties and met with various emotions while conducting online teaching practices. These emotions could be positive and negative, which were a result of interactions between Donny's instructional situations, and maybe both pleasant and bad. They covered his thoughts on himself, his colleagues, his students, classroom activities, the teaching environment, teaching materials, and the advantages and pleasures of teaching (Richards, 2020). As a result, emphasizing his emotional experience could improve his knowledge of the complexity of teaching methods and the teacher-training process (Sutton & Wheatley, 2003).

At the beginning of conducting online teaching practices, he needed to prepare a lesson plan before teaching. Donny's school mentor asked him to submit the lesson plan as his preparation for this online teaching practice. She proposed to him to make a lesson plan in an online education format. Therefore, Donny should prepare all online components before teaching. Briefly stated, the instruction was denoted in the following excerpt:

Excerpt 5 #

But before practising, you have to make plans, lesson plans, and so on. After the lesson plan is fixed, you have to go directly to the class to practice teaching. (Interview of school mentor, 31st May 2021)

At the same time, accordingly, Donny did not prepare the lesson plan properly in the first online teaching practices. He was late in submitting it to the school mentor for

getting review and revision. Donny did not fix the lesson on time. Hence, he did not have enough time to prepare all the components of the instructional processes. Consequently, negative emotions hampered him before conducting online teaching practices. This emotion was noticed in the following excerpt:

Excerpt 6 #

*Today was my first-day doing teaching practices in MAN 1 Kota Tasikmalaya. Honestly, I **have not prepared the materials, tools, and learning videos properly** because I received the submitted lesson plans last night. Consequently, **everything is felt chaotic** before learning time began. (Reflection A, 19th October 2020).*

Excerpt 6 above indicated that Donny should prepare everything well before teaching for better teaching performance. Here, the core of teaching preparation was a lesson plan. Hence, all the instructional process components, including the materials, tools, and learning videos, could be prepared well before online teaching practices. In addition, during online teaching practices, learning video was one of the learning media that he should make. Donny should take, edit, export and upload the video before teaching. In this preparation, he always met with negative emotions when he was late in making a lesson plan. Consequently, Donny also demanded to complete the learning video immediately. It was cited in the excerpt below:

Excerpt 7 #

*The **most challenging moment today** is when I was required to finish the video as soon as possible. **So, I felt pressured** when editing the video because it was demanded to be completed immediately. (Reflection 15, 18th November 2020)*

Excerpt 7 above showed that Donny's tardiness in making a lesson plan caused a range of emotions he obtained before teaching practices. In this case, **worrying emotions** occurred in the lesson preparation activity. It happened when Donny did not prepare the lesson plan properly. Here, he was pressured because the materials and learning videos were late to make. This emotion hampered him because he worried that he could not give the best in his teaching performance. Excerpt 7 above, despite pressured feelings, showcased his worries before conducting online teaching practices, which testified to his building identity as a language teacher. English Language Teaching (ELT) context and lesson plan evidenced his methodology orientation on teaching a language, guiding his decisions and classroom actions (Chaves & Hernández, 2013). In this phase, Donny articulated the components of instructional processes, such as learning objectives, contents, resources, assessment, and classroom interactions, through lesson planning (Riddell, 2014). Donny was additionally required to self-manage and self-regulate any

adverse emotions experienced during the online instructional procedures (e.g., chaotic and pressured). Consistent with Isenbarger and Zembylas (2006), this is a demoralizing and daunting challenge that forces Donny to put in a lot of "emotional labour" - the act of controlling emotions and outward expressions - to meet the emotional demands of being a teacher.

During the program, he was challenged in tidying administration matters

Subsequently, conducting online teaching practices had been a challenge for him. Donny was unable to adapt to the online education system fully. Briefly stated, the experience was denoted in the following excerpt:

Excerpt 8 #

*In addition, with online teaching practices like this, **everything has changed to an online platform that I have not adapted to it well.** I prefer to interact in person rather than with online media. So, **this online teaching practice is a challenge for me** as a pre-service teacher to be professional in any situation and condition. (Reflection 1, 5th October 2020)*

Current teaching practices became a challenge for him, who preferred to interact in person rather than using online media. In this condition, Donny could not consult with the school mentor intensively for guidance, support, and evaluation. Thus, this challenge sometimes frustrated him in carrying out one of his duties as a pre-service teacher. This condition was noticed in the following excerpt:

Excerpt 9 #

*I finished writing Books I, II, and III. This book was about the teacher's administration. Sometimes, **I was frustrated in writing this administration** because I could not consult with the school mentor directly. (Reflection 17, 26th November 2020)*

Excerpt 9 above showed that a lack of monitoring from the school mentor burden the teacher faced caused negative emotion in the pre-service teacher. As one of the teacher's responsibilities, Donny should fulfil the administration as a pre-service teacher's learning activities during teaching practices. Educational administration referred to a service, action, or tool that helped to achieve the educational process's core goals more thoroughly and efficiently (Ololube, 2007). It was the activities of educational organizations aimed to achieve teaching and learning objectives for teachers and students. However, Donny could not do it optimally because he could not consult with the school mentor directly when encountering a challenge. Consequently, he was demotivated in tidying up this responsibility. It made him challenged and emotionally triggered by negative emotions. The emotions were noticed in the excerpt below:

Excerpt 10 #

The most challenging moment I faced today is when I tidied up the administration listed in books 1, 2, and 3 in the evening. I like to feel less enthusiastic when doing administrative matters. (Reflection 7, 29th October 2020)

The above emotions Donny obtained in doing administration matters were caused by him, it was rare to consult the school mentor when getting an obstacle. Hence, the negative emotions hampered him. In this case, the school mentor suggested that Donny should communicate although using online media. It was cited in the following excerpt:

Excerpt 11 #

Ee... maybe even though it was difficult to do face-to-face but ee. at least when there was a meeting, it might be attempted to have a face-to-face meeting with the school mentor, communication, and so on. Maybe it was. So, because yesterday we rarely met face-to-face, we met at school, giving directions rarely. Even though we could circumvent it, there was a zoom meeting or something like that to communicate directly. (Interview of school mentor, 31st May 2021)

Furthermore, **challenging emotions** occurred in administration matters. It happened when Donny could not consult with the school mentor directly for guidance, support, and evaluation. Here, he was frustrated in writing this administration because the lack of monitoring from the school mentor burdens the teacher's responsibilities. Hence, this activity became a challenge for Donny during online teaching practices.

When it comes to administrative issues, the various emotional codes that come from his interactions with the school mentor and which pose a real obstacle to his ability to carry out his responsibilities during online teaching practices have had a detrimental effect on the development of his identity. Previous research has shown the importance of school mentors in the development of pre-service teachers' professional identities (e.g., Timoštšuk & Ugaste, 2010). It was supported by Yuan and Lee's (2015) finding that pre-service teachers mostly benefited from the mentoring and scaffolding provided by their school mentors as they learned how to become instructors. It attested to earlier research findings that the socialization process of learning to teach might construct and reconstruct the identity development of instructors (Flores & Day, 2006; Williams, 2010). Therefore, in constructing Donny's professional development, he should communicate well with the school mentor to become a professional teacher in an online education program.

He was empathetic about the current learning condition

Despite those challenges, Donny tried to manage his negative emotions to give the best in this online teaching practices program. Moreover, he was empathetic about the

student's abilities. In assessing the students, it was challenging for him to evaluate them in all three domains of learning (i.e., cognitive, affective, and psychomotor) during these online teaching practices. During online teaching practices, Donny could only perceive the students' changes from their cognitive aspect. The statement was noticed below:

Excerpt 12 #

I am concerned with the students, especially about their affective and psychomotor aspects during this online learning. Hopefully, the learning process could be implemented in the school again as usual. (Reflection 17, 26th November 2020)

Donny presumed that he only measured the students from their cognitive (knowledge) ability during online learning. Meanwhile, their affective (attitudes) and psychomotor (skills) abilities were not paid attention to when the online education program. In this case, Donny could measure their cognitive ability from their examination result. However, their honesty in the examination was challenging to measure. The issue was denoted in the following excerpt:

Excerpt 13 #

I am concerned about the current learning conditions because I could only see student changes from a cognitive side, while affective and psychomotor are very difficult to measure. However, I don't know whether the students answered the CBT honestly or cheated on their friends. There are many obstacles faced to produce the best in this online teaching practices activity. (Reflection 16, 19th November 2020)

From excerpt 13 above, measuring students' affective ability was not easy in current learning conditions. Donny found it difficult to communicate his intentions clearly and give suitable responses in online learning, where there was no direct face-to-face (F2F) connection so that students could reach the intended learning goals. To further elicit the case, the school mentor stated in concrete:

Excerpt 14 #

Psychomotor, affective, cognitive. Yes, very difficult. The difficulties, if cognitive, were tasks. Ee.. but the problem was in affective was attitude. Hard to measure attitude. (Interview of school mentor, 31st May 2021)

Empathetic emotion occurred in the **assessment of learners' activity**. It happened when Donny would assess the students. Here, he was concerned about the current students' abilities. He thought that during online learning, they were only measured from the cognitive aspect. Meanwhile, their affective and psychomotor aspects were not paid attention to when the online teaching practices. Hence, Donny was empathetic about the current learning condition.

The concern emanating from this incident, therefore, presented difficulties to his ideal teacher identity. In the **assessment of learners**, despite his empathy and concerns for

students' abilities, Donny felt inadequate as a language instructor in the online learning environment. A sense of helplessness in achieving his educational objectives and creating his ideal relationships with pupils is also at the heart of these feelings (Shapiro, 2010). In line with Hoque (2016), these students' cognitive, affective, and psychomotor skills require practice and are measured by the speed, accuracy, range, or tactics used in their execution. Consequently, as a future language teacher, Donny was required to fully adapt to the current condition to get better student development. It was noticed in a subsequent excerpt:

Excerpt 15 #

*So in the field of education, it has to be adapted to existing technological advances. That's why I, as a **prospective teacher, have to master technology to educate students well.** It is a moment full of challenges, but I learn a lot, too. (Reflection 5, 22nd October 2020)*

Excerpt 15 above showed that changing perspective for a better future was essential for a prospective teacher. This change reflected represented his professional agency's and identity's propensity to look beyond the here and now and seek changes in the future (Beauchamp & Thomas, 2009). Therefore, even though practical limitations and negative emotions caused obstacles to the formation of his teacher identity, Donny's experience with online teaching practices gave him a dose of realism that prompted his contemplation. (Yuan & Lee, 2016).

He was proud of himself for his students' attitude toward his existence as a teacher

For Donny, the beginning of conducting online teaching practices constituted a period of worry, pressure, and concern, which affected his growing identity as a language teacher. In this case, **worrying emotions** also occurred in the **methods of presenting lesson activity**. He worried about being unable to give the best teaching performances because Donny preferred to interact in person rather than using online media. However, after reflection, when he sought to innovate kids' language acquisition, Donny's worries regarding students' abilities were dispelled by the joy obtained from students' growing drive and the pride derived from their acknowledgement.

While Donny tried to manage his negative feelings (i.e., worrying, challenging, empathetic) during learning to teach, he learned that the problems (e.g., his teaching preparation) partly be attributed to his point of view about online teaching practices, which he preferred to interact in person rather than using an online platform. As a prospective teacher, although in an online learning condition, Donny realized that making

the students more active and responsive was essential. Class activity always made him have more spirit and motivation to teach when the students were active and responsive. It was noticed in the following excerpt:

Excerpt 16 #

*For my class, active and responsive students during the group activities are my most positive teaching moment of the day. **The class activity has made me have more spirit and motivation to teach this class.** (Reflection C, 27th October 2020)*

To make the class more active and responsive, Donny was required to prepare the lesson plan properly. Henceforth, all components of instructional processes, such as learning objectives, contents, resources, assessment, and classroom interactions, would be conducted well in this online learning practice. Therefore, it would be the way for him to give the best in his online teaching. The statement was denoted in the following excerpt:

Excerpt 17 #

*So, I wanted to give the best for them, **and make them happier and more enjoyable in this online learning.** For the future, **I had to conceptualize and prepare well for all aspects of this online learning.** (Reflection A, 19th October 2020)*

Excerpt 17 above indicated that lesson preparation would determine the method of presenting the lesson and classroom management. Hence, in the method of presenting a lesson, Donny prepared to integrate mobile learning (i.e., quiz) in his subsequent online teaching practices. It was conducted because he wanted to make his students happy. His students, Generation Z, were connected through social media 24/7 and carried mobile devices everywhere they went. According to a recent study, mobile learning might be both intrinsically and extrinsically motivating, as well as increase collaboration and collaborative work (Alvarado et al., 2016). Therefore, to make their learning more relevant and meaningful, he needed to interact with them in their connected, collaborative environment (Sippel & Jackson, 2015). This engaged involvement in language learning and instruction suggests that students took greater responsibility for their learning. Consequently, Donny's further online teaching performance was better than the previous one. It was cited in the excerpt below:

Excerpt 18 #

*The most positive teaching moment for his students was **when they could have fun taking quizzes on Quizizz.** They asked for it again next week. **I felt proud of myself that I could make them happy, although in online learning.** I should prepare again and again to make them happier. (Reflection B, 20th October 2020)*

Therefore, Donny tried to reflect on his practice and exercise his sense of agency to positively change the students' learning with a better understanding of the method of

presenting a lesson in online teaching and driven by the negative emotions Donny encountered, particularly his sense of pressure.

Excerpt 19 #

*ee... I think you are good and could adjust a little to the current online learning conditions. Yes, by **making** learning videos, **and quizzes**, then there was a task to measure the extent of student's understanding, **so students were not too bored**, it's different if it's only limited to sending material slides, without any further explanation (Interview of school mentor, 31st May 2021)*

As he attempted to introduce certain innovations to students' language learning, the satisfaction he felt from students' increasing motivation and the pride from their acknowledgement removed the worry he had previously felt about students' ability. More importantly, they provided strong support for the development of his identity as a "caring and supporting teacher" by helping Donny deal with the negative emotions (e.g., worrying, challenging, empathetic) he initially experienced in the online teaching practices (Yuan & Lee, 2016). In line with the previous finding, Donny could build up his self-identification as a teacher by gaining recognition from the students through his interaction with them (Yuan & Lee, 2015). Therefore, as a prospective teacher, Donny attempted to introduce new approaches to students' language acquisition.

In addition, in managing the classroom, Donny tried to use E-learning Madrasah and WhatsApp as learning media in the subsequent teaching practices. Fundamentally, control, authority, discipline, a set of rules and procedures, the safety of the students, relationships and interactions in the classroom, and curriculum-related difficulties are all part of classroom management (Heeralal, 2014). Here, he asked for permission from the school mentor to have better relationships and interactions with the students. The school mentor stated in the following excerpt:

Excerpt 20 #

*Besides, the learning is also combined with WhatsApp, **so the class could be better conditioned than using E-learning only**. (Interview of school mentor, 31st May 2021)*

Thus, by integrating these learning media, the students could be invited to be more active and responsive. Donny felt a *positive* feeling when the students responded to him using the Indonesian language. It was denoted in the excerpt below:

Excerpt 21 #

*In addition, the most positive teaching moment for my students is when they responded to me immediately. To be honest, **it always feels enjoyable and happy** when **my students respond me, although they mostly use Bahasa Indonesia**. I appreciate myself when I could invite my students to be more active and responsive. (Reflection D, 2nd November 2020)*

Excerpt 21 above showed that students' response during online learning was the seriousness of students taking part in education. In this condition, Donny always felt enjoyable and happy because they considered his existence as a teacher. Hence, **enjoyable emotions** occurred in the **classroom management activity**. It happened when the students could engage in his online teaching practices. In this condition, Donny always felt enjoyable and happy because they considered his existence as a teacher.

Furthermore, based on his emotion in classroom management, his professional identity could be seen in his attempts to reflect on his practice. They started making improvements to pupils' learning that were consistent with his own educational beliefs (Sexton et al., 2008), influenced by his prior learning experience as a pre-service teacher in an online teaching practices program. Therefore, Donny improved his teaching by using the learning media during online teaching practices, which gave him a new perspective on his teaching in the classroom and his intended career as a student-centred teacher.

CONCLUSION AND SUGGESTION

During online teaching practices, Donny met with various emotions that manifested in the professional identity construction. There were five emotions experienced during online teaching practices, namely worried, challenged, empathetic, enjoyable, and determined. These emotions were explored in the seven activities of the professional construction process, such as lesson preparation, administration matters, assessment of learners, methods of presenting lessons, classroom management, maintenance of discipline, and professional development. It insinuates that Donny delineated a variety of emotions experienced in constructing professional practice during online education programs.

During learning to teach, he could manage his negative emotions (i.e., worrying, challenging, empathetic) into positive emotions (i.e., enjoyable, determination). Hence, understanding and managing emotions were an essential dimension of a pre-service teacher's knowledge and the ability for being a qualified teacher. Therefore, the finding of his emotions experienced during online teaching practices showed that his professional identity was starting to construct in the seven activities of his professional construction process. With this in mind, it was depicted that he had to adapt to the current teaching condition.

This study demonstrated how an English pre-service teacher's emotions and identities were intricately intertwined and mutually informed in his activities during

online teaching practices, adding to his understanding of the emotional aspect of learning to teach. This was done through the lens of narrative inquiry. It only depicted a context or phenomenon based on the participant's story of the investigated issue, for instance, an English pre-service teacher's emotions during online teaching practices in one of the senior high schools in Tasikmalaya. Future studies are expected to utilize alternative research methods (e.g., exploratory or explanatory case study, survey, ethnography, critical discourse analysis, etc.) to obtain broader, deeper, and more critical investigative findings.

In addition, this small-scale study could be improved in another way. In collecting data, the transfer document, which was in reflective journals, was used to capture narrative data for this study. Document as the primary data source was compelling as narratives, but it did not help cover multiple aspects of the phenomena. As empirical and theoretical evidence directly links emotion to teachers, teaching, and students (Sutton & Wheatley, 2003), further study into this area would be helpful at many levels. The researcher could adopt observations, asking teachers to report the emotional incident (Sutton & Wheatley, 2003), interviews (Anttila et al., 2017), and depth conversation (Teng, 2017) to gain a deeper understanding of the emotional aspect.

Furthermore, while this study merely gathered the data from one participant, there was a limitation regarding the collected data and its implication. Hence, upcoming studies should encompass more participants to apprehend a more comprehensive depiction of identity construction. Further researchers are suggested to involve students, school mentors, university supervisors, and pre-service teachers' colleagues.

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