# An investigation of the relation between pre-service EFL teachers' emotions and their approaches to teaching

Özkan Kırmızı [a] [1] (ID), Arif Sarıçoban [b] (ID)

*a Karabük University, Karabük, Turkey*
*b Selçuk University, Konya, Turkey*

## Abstract

Learning is as much an emotional process as a cognitive one. There is no doubt that human beings are emotional beings, which, to a large extent, determines their cognitive and social relations with their environments. Teachers are no exceptions as they can both enhance or inhibit student learning. Teacher emotion is a burgeoning area of research and has received considerable attention lately. Studies underline the role of teacher emotions in their practices. Nevertheless, although there is an abundance of research on emotions, very few studies focused on the role of emotions on beliefs about teaching approaches. Therefore, the present study aims at measuring pre-service EFL teachers' emotions and their impact on their beliefs about teaching approaches. Purposeful sampling was utilized in the study. Pre-service teachers who have gone through the process of practicum were selected to gain better insights into their emotions and approaches to teaching. Two questionnaires were used within the scope of the study. The first is *Teacher Emotion Inventory*, developed by Chen (2018). The second instrument is the *Approach to Teaching Inventory*, developed by Trigwell, Prosser, and Ginns (2005). A total of 67 EFL teachers participated in the study. Results indicate that the most common emotion among pre-service EFL teachers is "fear" and the most preferred teaching approach is "knowledge transmission approach." In addition, the findings also show that "sadnesss" is highly related to "knowledge transmission approach".

*Keywords:* teacher emotions; teaching approaches; EFL teachers; sadness; joy; love

## 1. Introduction

The past two decades in applied linguistics have witnessed the rise of sociocultural and dialogical accounts of analyzing emotions and beliefs (Barcelos & Kalaja 2011; Benesch, 2012). As a result, emotions have become a central focus in psychological studies (Chen, 2018; Taxer & Frenzel, 2015). This manifested itself after the advent of the term "affective turn", coined by Pavlenko (2013), in the social sciences and humanities materialized. A paradigm shift took place with the rise of the inclusion of affective factors as cognitive, experimental, monolingual, essentialist, and static perspectives were

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[1] Corresponding author.
*E-mail address*: ozkankirmizi@karabuk.edu.tr

challenged by a large body of research (Bigelow, 2019). Recently, Alba Juez and Mackenzie (2019) stated that "across social sciences, scholars are recognizing the essential role of emotional phenomena" (p. 3), which they named as "emotionology". Dörnyei and Ryan (2015) propose that more studies must be conducted on emotions on the premise that feelings and emotions occupy a remarkable place in our lives. As a result, affect and emotion have figured more centrally in more teacher-oriented research since the turn of the century.

According to Xu (2018), emotions are much more relevant for L2 teachers compared to teachers of other subjects like science, math or history, and the reason for this is that L2 teachers teach a language which is not their own. This is likely to cause a huge level of anxiety on the part of not only the teacher but also on students. This notion was endorsed by McRobbie (2012), who suggested that teaching is particularly emotional as it is a matter of "passionate work" to teach.

In order to understand and investigate emotions, we draw on insight from the fields of Social Psychology and Education. Most scholars stress the dynamic and complex nature of emotions and the fact that just like beliefs emotions also determine our future actions (Barcelos, 2015). They stem from our dynamic interactions with our environment triggered by our inner world. Indeed, according to Barcelos' (2015) analysis, there are five dimensions of emotions: behavioral, physiological, phenomenological, cognitive, and social. The cognitive and motivational aspect of teacher emotions has been emphasized in the literature (Golombek & Doran 2014; Uitto et al., 2015). Scholarly literature indicates that teacher emotions can influence their attention, memory, thinking, and problem solving (Neville 2013).

Several definitions of emotions are possible. Nyklíček et al. (2011), for example, define an emotion as "a basic phenomenon of human functioning, normally having an adaptive value enhancing our effectiveness in pursuing our goals in the broadest sense" (p. 1). Another comprehensive definition came from Schutz et al. (2006), who defined them as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (p. 344).

According to Pekrun (2006), emotions are dynamic and multicomponent psychological constructs. In particular, Reeve (2005) proposed that "emotions are short-lived, feeling arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events" (p. 294). As for the dynamic nature of teacher emotions, Farouk (2012) puts forward that emotions are not "internalized sensations that remain inert within the confines of their bodies but are integral to the ways in which they relate to and interact with their students, colleagues and parents" (p. 491). Therefore, the feeling component reflects the subjective experience we so often equate with emotion. This indicates that emotions have a significant influence on both learning in general, particularly on foreign language learning (MacIntyre & Gregersen, 2012; Mendez Lopez & Pea Aguilar, 2013). MacIntyre and Gregersen (2012) state that the arousal aspect receives notable attention. The next component is their being purposeful, which indicates that the goal-directedness of emotions which facilitate language learning.

There are several approaches to the emergence and regulation of emotions. Social constructionist approaches view emotion as a part of sociocultural experience. Social constructionist approaches focus on the process aspect of emotions and thus they can be investigated through narrative and interpretive methodologies. The second perspective is interactionist perspective, which stresses the role of language, discourse, and social practices in the development of emotions. Another category is neuropsychological approaches, which focus on neurological aspects of emotions. The latest trend is to approach emotions

from a dialogical perspective, in which emotions are viewed as inseparable parts of awareness and knowledge (White & Pham 2017).

The recognition of emotions in applied linguistics has taken place only in recent decades due to the fact that scholars were more preoccupied with cognitive perspectives (Sharwood Smith, 2017; Swain, 2013; Ross, 2015) and because the study of emotions was viewed as unscientific (Dewaele et al., 2019). However, this is changing. In particular, after the rise of the humanistic approach, emotions came to the fore (Mendez Lopez & Pea Aguilar, 2013). For example, in order to emphasize the role of emotions and affect in SLA, Gregg (2006) stated that "the fact that humans are humans, not zombies, is hardly news, let alone a challenge to the old cognitive science paradigm" (p. 418). What is more, taking into account this, Pekrun (2014) states that "the classroom is an emotional place" (p. 6) and that one's emotions affect his/her learning process, motivation, performance, identity development, and even health (Schutz & Pekrun, 2007). Hence, it is worthwhile to pay more detailed and meticulous attention to academic emotions.

Moreover, accentuating the tight relation between emotions and teaching and learning, Zembylas (2004) made the point that "Emotions and teaching are deeply interrelated in complex ways, both epistemologically and constitutively" (p. 198). According to Zembylas (2005a), teaching and learning are about feeling a sense of togetherness with others. He believes that the emotional dimension of learning and teaching must be incorporated in teacher knowledge owing to the major role emotions platy in the development of teacher identities. In particular, he suggests that "The critical understanding of these processes of discipline and domination in teaching is crucial, if we are to promote the possibility of creating new forms of teacher-selves" (p. 936).

Barcelos and Ruohotie-Lyhty (2018) reminded that emotional and personal sides of teaching have received considerable attention in research lately; yet, there are very few models to account for the emotional sides of learning. In a similar vein, one criticism levelled at L2 teacher education programs is that L2 teacher education programs are preoccupied with preparing teachers for the delivery of instruction, but they fail to tackle complex issues, including emotions in language classes (Lipponen & Kumpulainen, 2011; Ruohotie-Lyhty, 2011). And since beginning L2 teachers have fragmentary knowledge about affective side of learning, according to Dewaele (2015), they tend to solve problems by their insufficient authoritative methods, which they generally infer from their previous experiences (Ruohotie-Lyhty, 2011). Therefore, special attention should be paid to emotions and the role of emotions in the teaching and learning process.

## 1.1. Literature review

### 1.1.1. Emotions

Role of emotions in teaching behaviors receive attention from scholars for decades. Indeed, the role of emotions having been identified long before (Chastain, 1976; Lozanov, 1979) and one prominent researcher is Krashen (1982) with his theory of Affective Filter. Recent research on emotions made it clear that the emotional atmosphere in the classroom is highly relevant to encouraging learners and enabling a viable environment for learning (Gregersen & MacIntyre, 2014; MacIntyre & Gregersen, 2012). In a study, for example, Borg (2006) identified an important ability of teachers as the ability to communicate and to send out positive energy and feelings.

Ibrahim's (2016) phenomenological study focusing on enjoyment, directed motivational currents, and long-term engagement of foreign language (FL) learners figured out that FL learners mostly drew happiness from the transformational process of personal growth, including skills, image, and identity. Dewaele and MacIntyre (2014) worked on the significance of the classroom environment in L2 learning and found that students valued remaining positive, using humor, praising students when they performed

well, and being well-organized and respectful. A study conducted by Cowie (2011), also, indicated the complex nature of teacher emotions related to their colleagues and students.

In a Norwegian context, Jakhelln (2011) studied the experiences of three novice teachers and found that emotions do not actually get the due attention in teachers' work. Her study indicated that emotions could facilitate early career development of teachers. Another study, which focused on the importance of emotions in teachers' professional development, was conducted by Cross and Hong (2012). Their study found that teachers were face to face with unpleasant experiences at school; nevertheless, they tended to think how they could empower themselves rather than becoming demotivated. This finding, according to the authors, emphasized the pedagogical aspects of emotional regulation.

Dewaele and MacIntyre (2014) conducted an international study on 1746 foreign language learners all over the world about their foreign language and foreign language classroom anxiety. In their study, it was reported that more advanced level students have higher levels of foreign language enjoyment and lower levels of classroom anxiety. They also reported that activities that fostered learner autonomy in language classes enhanced foreign language enjoyment to a great extent. Similarly, Yükselir (2014) found that language learners have high levels of enjoyment before learning as compared to enjoyment during learning and enjoyment after learning.

Another study was conducted by Zembylas (2005a) in which emotions are defined as"…vehicles for symbolizing and affecting social relations … and emotions are practices that reveal the effects of power in the context of teaching" (p. 198). The study also came up with two important concepts: (1) emotional suffering, and (2) emotional freedom. Emotional suffering occurs when the rules impose certain roles on teachers, while emotional freedom implies freedom of choice on the part of teachers.

Teacher emotions are also studied in relation to teacher beliefs. According to Barcelos and Ruohotie-Lyhty (2018), these two concepts are part of similar developmental process as both are situated, contextual, and dynamic. According to Gill and Hardin (2014), "To ignore affective constructs such as emotions is to present an incomplete and even faulty understanding of teachers' beliefs" (p. 232). The reason for this is that emotions and beliefs play crucial roles in teachers' daily professional lives.

Loh and Liew (2016) examined the complex emotional work of English language teaching in Singapore secondary schools and highlighted that policy and localized practice should consider discipline-specific emotional labor. Song's (2016) interview-based study found that emotions played an important role in L2 teacher identity.

In another study, Toraby and Modarresi (2018) studied the links between teachers' emotions and students' perspectives and found that there was a relationship between teachers' emotions and students' views on pedagogical success. Moreover, this study also showed that enjoyment was one of the most important feelings.

Jiang et. al (2016) conducted a study on emotion regulation strategies of pre-service through Gross's process model of emotion regulation. A few insights were provided by this study. In the first place, the study found that antecedent-focused emotion regulation was more viable than response-focused emotion regulation. It was also reported found that suppression of emotions should be avoided in that it might decrease positive emotions.

In a highly relevant study, Trigwell (2012) studied the possible relations between emotions and teaching approaches. This study found important connections between teachers' emotions and the way they approach teaching. Positive emotions were found to be more related with student-centered approaches while negative emotions correlated with knowledge transmission approaches.

In short, literature on L2 teacher emotions indicate that there is a positive correlation between teacher emotions and the effectiveness of instruction. Teacher emotions have been found to play a fundamental

role in students' emotions (Meyer & Turner, 2006), students' enjoyment in classrooms, cognition (Hargreaves, 1998), and teacher-student relationships (Hamre & Pianta, 2005). What is more, emotions were also found to be related to burnout. Keller et al. (2014) linked emotions to burnout, negative ones directly leading to burnout. However, there are very few studies that focus on emotions and teaching approaches.

Zeybek and Tunçer (2020) studied emotional and psychological aspects of ELT graduates in Turkish context. The findings of this study demonstrated that ELT graduates feel a wide variety of feelings ranging from "professional satisfaction" "self-confidence", "excitement", "indecisiveness", "pressure", to "lack of satisfaction", which according to authors, are crucial for understanding the psychological development of L2 teachers.

### 1.1.2. Teaching approaches

It is possible to categorize teaching approaches under three main headings: (1) knowledge transmission (based on the transmission of the subject matter by the teacher), (2) student-teacher interaction, and (3) student focus teaching (Kikas et al., 2016; Tang et al., 2017; Trigwell, 2012). The main focus in knowledge transmission approach is the content, time and conditions of teaching, which means that teachers are in control of what is to be taught and when and what are the specific conditions of teaching. The teacher may employ different techniques to deliver the content such as lecturing or memorizing (Silinskas et al., 2016).

The second approach, student-teacher interaction, involves student engagement and assisting students in the process of learning. This approach is based on the idea that students are independent individuals and they need guidance to develop physically, psychologically, emotionally, and intellectually. Adopting this approach ensures that students are not passive recipients, but they are active participants. This depends on the realization that students' experiences are valued. Finally, student focus approach mediates the other two approaches.

## 1.2. Research questions

According to Khajavy et al. (2017), although emotions receive sufficient attention in general education studies, in SLA there is a scarcity of research that examine emotions (Dewaele & MacIntyre, 2014; Dewaele, Witney, & Saito, 2017; MacIntyre & Vincze, 2017; Xu, 2018). Therefore, researchers and scholars call for more studies into emotions in L2 learning, especially with the advent of positive psychology in SLA emphasizing the role of positive emotions in language development (MacIntyre & Gregersen, 2012). MacIntyre and Mercer (2014) state that "models of the learning and communication process are incomplete without explicit consideration of positive emotions, individual strengths, and the various institutions and contexts of learning" (p. 165). Moreover, there are very few studies that focus on teacher emotions and approaches to teaching (Chen, 2018). In addition, one important bridge between emotions and language teaching would be focusing on emotions in relation to approaches to teaching. All in all, the present study aims at answering the following research questions:

1. What are pre-service EFL teachers' perceptions about their emotions?
2. What are pre-service EFL teachers' perceptions about approaches to teaching?
3. Are there statistically significant differences between male and female participants in terms of perceptions about emotions and approaches to teaching?
4. Are there any correlations between teacher emotions and approaches to teaching?

## 2. Method

The present study is a quantitative study. It depends on descriptive, inferential, correlational statistics.

### 2.1. Sample / Participants

The study was conducted with 67 pre-service EFL teachers. The number of female participants is 47 (67,1%) and male participants is 20 (28,6%). All the participants are fourth grade students in English Language and Literature department. They have completed their teaching certificate program, so that they can be categorized as pre-service EFL teachers. Purposeful sampling was used in the selection of participants. Those who have completed their practicum process.

### 2.2. Instrument(s)

In the present study, two research tools were used. The first one is The Teacher Emotion Inventory, which was developed by Chen (2018) through extensive literature review. The second tool was Approach to Teaching Inventory, which was developed by Trigwell et al. (2005).

*1. The Teacher Emotion Inventory (TEI)* includes 31 items and is divided into five dimensions, which are joy, love, sadness, anger, and fear. Among these feelings, joy and love are positive feelings whereas sadness, anger, and fear are negative feelings. Love represents the desire or passive for the teaching profession as well as passion and affection for students (Parrott, 2001). The original reliability was calculated as (a = .84) (Chen, 2016). TEI examines five major emotions with 31 items: joy (5 items), love (5 items), sadness (5 items), anger (5 items), and fear (6 items).

*2. The Approach to Teaching Inventory (ATI)* was developed by Trigwell et al. (2005). It includes three approaches to describe teaching: (a) knowledge transmission, (b) student–teacher interaction, and (c) student focus. It is a 5-point Likert type scale.

The reliability analysis of the questionnaires has been calculated as .836, indicating a high level of reliability. The detailed results are presented in Table 1.

**Table 1.** Reliability analysis

| sub-category | number of items | Cronbach's alpha value |
|---|---|---|
| Joy | 5 | .454 |
| Love | 5 | .539 |
| Sadness | 5 | .710 |
| Anger | 5 | .677 |
| Fear | 6 | .765 |
| Knowledge transmission | 6 | .715 |
| Student- teacher interaction | 4 | .668 |
| Student focus | 5 | .519 |
| Total | 40 | .836 |

## 3. Results

In this section, first of all, the descriptive statistics regarding sub-dimensions of emotions and teaching approaches are presented.

*Pre-service EFL teachers' perceptions of their emotions*

As can be understood from Table 2, for *joy*, the participants seem to have rated themselves low (42,02%). As for *love*, the percentage for the option "high" is 37,68, indicating that the participants have a relatively high level of love to teaching. As for *sadness* and *anger*, the participants rated themselves low (40,57% and 43,47%, respectively). However, as for *anger* the high option was also opted for a big number of participants, indicating that pre-service EFL teachers have a relatively high level of anger. When it comes to the last variable, fear, it can be seen that the percentage for high is 47,82%, which demonstrates that pre-service EFL teachers have fears as to the teaching profession.

**Table 2**. Descriptive statistics regarding emotions

| Variables | Low | | Moderate | | high | |
|---|---|---|---|---|---|---|
| | *f* | *%* | *f* | *%* | *f* | *%* |
| Joy | 29 | 42,02 | 20 | 28,6 | 18 | 26,08 |
| Love | 23 | 33,33 | 19 | 27,1 | 26 | 37,68 |
| Sadness | 28 | 40,57 | 17 | 24,3 | 23 | 33,33 |
| Anger | 30 | 43,47 | 9 | 12,9 | 29 | 42,02 |
| Fear | 27 | 39,13 | 8 | 11,4 | 33 | 47,82 |

*a. Joy*

In this section, the descriptive analyses regarding *emotions and teaching approaches* are presented based on sub-categories. In the first place, the emotion *joy* is given in Table 3. The results show that pre-service EFL teachers are happy to see their students engaged (M=4,5970), feel motivated when their students apply what they taught (M=4,5735), and most importantly feel happy that their students enjoy their teaching (M=4,7206). On the other hand, the participants do not seem to be willing to get help from school leaders (M=4,19)

**Table 3.** Descriptive statistics about *joy*

| Items | N | Min. | Max. | Mean | Std |
|---|---|---|---|---|---|
| 1. I am glad to see my students engage with learning. | 67 | 1,00 | 5,00 | 4,5970 | ,65273 |
| 2. I feel motivated when my students apply what I taught. | 67 | 1,00 | 5,00 | 4,5735 | ,73943 |
| 3. I enjoy adopting innovative ideas in my teaching. | 67 | 2,00 | 5,00 | 4,3676 | ,66701 |
| 4. I am glad that students enjoy my teaching. | 67 | 1,00 | 5,00 | 4,7206 | ,66570 |
| 5. I feel motivated when obtaining support from school leaders. | 67 | 2,00 | 5,00 | 4,1912 | ,73824 |
| Total | 67 | | | 4,48 | |

*b. Love*

The results as to *love* are given in Table 4. As can be understood from the table, the participants enjoy making contributions to their teaching (M=4,6912), love to see their students' progress (M=4,5147), and love being a teacher due to the sense of success it offers (M=4,5294). Unfortunately, the participants do not believe that the teaching profession offers respect or recognition from the society (M=4,0147), not do they seem to be passionate about the nature of teaching (M=4,2647).

**Table 4.** Descriptive statistics about *love*

| Items | N | Min. | Max. | Mean | Std |
|---|---|---|---|---|---|
| 1. I love to witness my students' growth. | 67 | 3,00 | 5,00 | 4,5147 | ,53232 |
| 2. I love to make contributions to my student learning. | 67 | 3,00 | 5,00 | 4,6912 | ,49648 |
| 3. I love being a teacher since I can gain a sense of achievement. | 67 | 3,00 | 5,00 | 4,5294 | ,58515 |
| 4. I am passionate about the nature of teaching. | 67 | 1,00 | 5,00 | 4,2647 | ,76525 |
| 5. I love being a teacher because it is a profession which can obtain respect and recognition from society. | 67 | 1,00 | 5,00 | 4,0147 | ,88928 |
| Total | 67 | | | 4,40 | |

### c. Sadness

Table 5 presents the descriptive statistics about *sadness*. Based on that table, it can be said that pre-service EFL teachers feel frustrated when their activity design does not work (M=4,1029) and when students feel badly (M=4,0000). Nevertheless, pre-service EFL teachers do not seem to be worried about their students not taking responsibility of their own learning (M=3,8971), or inflexible policies (M=3,7794).

**Table 5.** Descriptive statistics about *sadness*

| items | N | Min. | Max. | Mean | Std |
|---|---|---|---|---|---|
| 1. I feel sad when my students behave badly. | 67 | 1,00 | 5,00 | 4,0000 | ,93041 |
| 2. I am frustrated if my students don't take ownership for their own learning. | 67 | 2,00 | 5,00 | 3,8971 | ,71529 |
| 3. I feel frustrated when the activity design does not work as expected. | 67 | 2,00 | 5,00 | 4,1029 | ,79438 |
| 4. I feel frustrated when my professional beliefs are conflicting with the requirements of education reforms. | 67 | 2,00 | 5,00 | 3,9265 | ,69789 |
| 5. I feel frustrated by the stiff policies and system. | 67 | 2,00 | 5,00 | 3,7794 | ,86120 |
| Total | 67 | | | 3,94 | |

### d. Anger

The descriptive statistics about *anger* are given in Table 6. The total mean score for anger is 3,99, indicating that the participants are not highly angry with issues related to teaching. In particular, what makes pre-service EFL teachers is being treated badly or unfairly (M=4,1471), their profession's being abused (M=4,2941), and teachers' being blamed without any evidence (M=4,5294). pre-service EFL teachers do not seem to be influenced by not being on good terms with their students (M=3,3088) or when they cannot optimize their students' learning (M=3,7059).

**Table 6.** Descriptive statistics about anger

| Items | N | Min. | Max. | Mean | Std |
|---|---|---|---|---|---|
| 1. I feel annoyed when I fail to optimize my students' learning attitudes. | 67 | 2,00 | 5,00 | 3,7059 | ,77380 |
| 2. I feel annoyed when my students do not get along well with me. | 67 | 1,00 | 5,00 | 3,3088 | 1,09623 |
| 3. I feel angry when I am treated unfairly (i.e., workload, salary, and appraisal). | 67 | 1,00 | 5,00 | 4,1471 | ,79672 |
| 4. I feel angry if my profession has been abused. | 67 | 2,00 | 5,00 | 4,2941 | ,81146 |
| 5. I am indignant when the society and/or public blame teachers without any evidence. | 67 | 2,00 | 5,00 | 4,5294 | ,63412 |
| Total | 67 | | | 3,99 | |

*e. Fear*

When it comes to *fear*, the findings are presented in Table 7. This table indicates that the total mean for fear is 3,62, which shows that pre-service EFL teachers do not suffer from intense fear to teaching. To be more specific, what basically makes them fearful are not being able to improve students' achievement (M=3,7059), not being able to get opportunities for improvement (M=3,6618), and for potential pressures for assessments from students (M=3,8235). pre-service EFL teachers do not seem to be very afraid of having workload (M=3,4706), having unhealthy relations with colleagues (M=3,5441), or irrational parents (M=3,5147).

**Table 7.** Descriptive statistics about fear

| Items | N | Min. | Max. | Mean | Std. |
|---|---|---|---|---|---|
| 1. I am worried to see that my students are pressurized for assessments. | 67 | 2,00 | 5,00 | 3,8235 | ,68982 |
| 2. I am worried about how to improve student achievement. | 67 | 1,00 | 5,00 | 3,7059 | 1,05178 |
| 3. I feel pressurized from heavy workload (e.g., preparation work). | 67 | 2,00 | 5,00 | 3,4706 | ,93793 |
| 4. I am worried about whether I could gain the appropriate opportunities for improvement. | 67 | 2,00 | 5,00 | 3,6618 | ,87435 |
| 5. I feel pressurized from the unhealthy competition among colleagues. | 67 | 1,00 | 5,00 | 3,5441 | 1,04287 |
| 6. I feel pressurized from irrational parents. | 67 | 1,00 | 5,00 | 3,5147 | 1,05791 |
| Total | 67 | | | 3,62 | |

*Pre-service EFL teachers' perceptions about approaches to teaching*

Descriptive statistics about teaching approaches are presented in Table 8. As can be understood from this table, the percentage for the *knowledge transmission* is high (46,37%). The percentage for *students-teacher interaction* is at low level (44,92%). A surprising result is observed for *student-focus teaching* since it is at both low and high level (33,33%). Actually, as for *student-focus*, pre-service EFL teachers do not also seem to be decided as the percentage for moderate option is 30%. The results here are not very encouraging on the premise that we would expect student-focus to be higher in accordance with constructivist learning.

**Table 8.** Descriptive statistics regarding teaching approaches

| Variables | Low | | Moderate | | high | |
|---|---|---|---|---|---|---|
| | *f* | *%* | *f* | *%* | *f* | *%* |
| Knowledge transmission | 24 | 34,78 | 11 | 15,7 | 32 | 46,37 |
| Student-teacher interaction | 31 | 44,92 | 16 | 22,9 | 20 | 28,98 |
| Student focus | 23 | 33,33 | 21 | 30 | 23 | 33,33 |

*a. Knowledge transmission*

In this part, pre-service EFL teachers' beliefs regarding approaches to teaching are presented. First of all, descriptive statistics about *knowledge transmission* are presented in Table 9. The table shows that the total mean score for *knowledge transmission* is 3,79, which shows that pre-service EFL teachers do not highly favor *knowledge transmission*. To be more particular, pre-service EFL teachers think that the primary goal of teaching is to give learners a set of notes (M=4,0746) and good presentation of information (M=3,9412). On the other hand, pre-service EFL teachers do not think that teaching should be described in terms of specific objectives that relate to formal assessment items (M=3,5294), nor do

they state that they structure their teaching to help students to pass the formal assessment items (M=3,6618).

**Table 9**. Descriptive statistics about knowledge transmission

| Items | N | Min. | Max. | Mean | Std. |
|---|---|---|---|---|---|
| 1. It is important that the subject should be completely described in terms of specific objectives that relate to formal assessment items. | 67 | 1,00 | 5,00 | 3,5294 | ,99956 |
| 2. I concentrate on covering the information that might be available from key texts and readings. | 67 | 1,00 | 5,00 | 3,8971 | ,69411 |
| 3. I structure teaching to help students to pass the formal assessment items. | 67 | 1,00 | 5,00 | 3,6618 | ,90785 |
| 4. I think an important reason for running teaching sessions is to give students a good set of notes. | 67 | 1,00 | 5,00 | 4,0746 | ,90977 |
| 5. I provide the students with the information they will need to pass the formal assessments. | 67 | 1,00 | 5,00 | 3,6618 | ,92414 |
| 6. My teaching focuses on the good presentation of information to students. | 67 | 1,00 | 5,00 | 3,9412 | ,84434 |
| Total | 67 | | | 3,79 | |

### b. Student-teacher interaction

Descriptive statistics about *student-teacher interaction* are presented in Table 10. This table indicates that the mean score for student-teacher interaction is 4,36, indicating that pre-service EFL teachers value a combination of student and teacher-based teaching. They stated that they value helping students develop new ways of thinking (M=4,4179), teaching should help students question their own understanding of the subject matter (M=4,3881), and teaching should include helping students find their own learning resources (M=4,4179). Pre-service EFL teachers seem to value learner autonomy.

**Table 10.** Descriptive statistics about student–teacher interaction

| Item | N | Min. | Max. | Mean | Std. |
|---|---|---|---|---|---|
| 1. I see teaching as helping students develop new ways of thinking. | 67 | 3,00 | 5,00 | 4,4179 | ,55457 |
| 2. In teaching it is important for me to monitor students' changed understanding of the subject matter. | 67 | 2,00 | 5,00 | 4,2537 | ,65928 |
| 3. Teaching should help students question their own understanding of the subject matter. | 67 | 1,00 | 5,00 | 4,3881 | ,67319 |
| 4. Teaching should include helping students find their own learning resources. | 67 | 3,00 | 5,00 | 4,4179 | ,55457 |
| Total | 67 | | | 4,36 | |

### c. Student-focus teaching

Finally, Table 11 presents descriptive statistics about *student-focus teaching*. Pre-service EFL teachers do not seem to favor student-focus teaching (M=3,93). They stated that they encourage students to restructure their existing knowledge in terms of the new way of thinking that they will develop (M=4,2239) and provide opportunities for students to discuss their changing understanding (M=4,1642). However, they do not assume that most teaching should focus on students' ideas (M=3,6716) or providing discussions (M=3,7015).

**Table 11.** Descriptive statistics about student focus

| Items | N | Min. | Max. | Mean | Std. |
|---|---|---|---|---|---|
| 1. I set aside some teaching time so that the students can discuss, among themselves, key concepts and ideas. | 67 | 2,00 | 5,00 | 3,9104 | ,77325 |
| 2. I encourage students to restructure their existing knowledge in terms of the new way of thinking that they will develop. | 67 | 2,00 | 5,00 | 4,2239 | ,59851 |
| 3. In teaching sessions, I deliberately provoke debate and discussion. | 67 | 1,00 | 5,00 | 3,7015 | ,96946 |
| 4. A lot of teaching time should be used to question students' ideas. | 67 | 1,00 | 5,00 | 3,6716 | ,78602 |
| 5. I make available opportunities for students to discuss their changing understanding. | 67 | 2,00 | 5,00 | 4,1642 | ,61784 |
| Total | 67 | | | 3,93 | |

*Gender Differences in terms of perceptions about emotions and approaches to teaching*

The second aim of the present study was to see *gender differences* in terms of perceptions of emotions and beliefs about teaching approaches. To see the differences, T-test was used. The findings are presented in Table 12.

**Table 12**. Gender differences in perceptions about emotions

| Emotions | gender | f | m | t | sig. |
|---|---|---|---|---|---|
| 1. I am glad to see my students engage with learning. (joy1) | female | 47 | 4,7174 | 2,157 | ,035 |
| | male | 20 | 4,3500 | | |
| 2. I enjoy adopting innovative ideas in my teaching (joy3) | female | 47 | 4,4681 | 2,120 | ,038 |
| | male | 20 | 4,1000 | | |
| 3. I love to make contributions to my student learning (love2) | female | 47 | 4,7660 | 2,045 | ,045 |
| | male | 20 | 4,5000 | | |
| 4. I love being a teacher because it is a profession which can obtain respect and recognition from society. (love5) | female | 47 | 4,1489 | 2,163 | ,034 |
| | male | 20 | 3,6500 | | |
| 5. I feel sad when my students behave badly. (sadness1) | female | 47 | 4,1702 | 2,608 | ,011 |
| | male | 20 | 3,5500 | | |
| 6. I am frustrated if my students don't take ownership for their own learning. (sadness2) | female | 47 | 4,0426 | 3,047 | ,003 |
| | male | 20 | 3,5000 | | |
| 7. I feel frustrated when the activity design does not work as expected. (sadness3) | female | 47 | 4,2128 | 1,994 | ,050 |
| | male | 20 | 3,8000 | | |
| 8. I feel annoyed when I fail to optimize my students' learning attitudes. (anger1) | female | 47 | 3,8298 | 2,442 | ,017 |
| | male | 20 | 3,3500 | | |
| 10. I am worried about how to improve student achievement. (fear 2) | female | 47 | 3,0500 | 3,513 | ,001 |
| | male | 20 | 3,6170 | | |
| 12. I am worried about whether I could gain the appropriate opportunities for improvement. (fear4) | female | 47 | 3,1500 | 2,338 | ,022 |
| | male | 20 | 3,8298 | | |
| 13. I feel pressurized from the unhealthy competition among colleagues. (fear5) | female | 47 | 3,3000 | 3,612 | 001 |
| | male | 20 | 3,8298 | | |
| 14. I feel pressurized from irrational parents. (fear6) | female | 47 | 3,7660 | 3,047 | ,003 |
| | male | 20 | 2,9500 | | |

The findings presented in Table 12 indicate that there are a number of gender differences. Female students seem to be happier to see their student engaged in learning (p<0,005). The mean score for *female participants* is 4,7174 while for *male participants* is 4,3500. Female participants adopt more innovative teaching methods for their teaching (p<0,005). Male students are more willing to contribute to their students' learning (p<0,005). Female participants tend to love being a teacher as it provides respect and recognition (M=4,1489), but they tend to become more frustrated when their students behave badly (M=4,1702) and when their students do not take control of their own learning (M=4,0426). Similarly, female pre-service EFL teachers feel more frustrating when their activities do not work in the class (M=4,2128). Female participants also seem to be more concerned about improving their students' achievement (M=3,9574) and whether they can obtain appropriate opportunities for improvement (M=3,8298). What is more, female participants do not like being under pressure from colleagues (M=3,8298) and feel more pressure from parents (M=3,7660). In general, it can be said that female participants tend to be more concerned about their students' learning. Furthermore, female participants also tend to suffer more fear and sadness compared to male counterparts.

### *Correlations between teacher emotions and approaches to teaching*

In order to see the possible correlation between emotions and approaches to teaching, correlation analysis was run. Moderate levels of positive correlations were found between the certain variables. The results are presented in Table 13.

**Table 13**. Correlation between emotions and teaching approaches

|  | joy | love | sadness | anger | fear | transmission | S-T int | student focus |
|---|---|---|---|---|---|---|---|---|
| joy | 1 | ,323** | ,372** | ,210 | ,033 | ,157 | ,227 | -,089 |
| love |  | 1 | ,379** | ,258* | ,278* | ,237 | ,183 | ,153 |
| sadness |  |  | 1 | ,446** | ,439** | ,329** | ,284* | ,080 |
| anger |  |  |  | 1 | ,238 | -,002 | ,198 | ,147 |
| fear |  |  |  |  | 1 | ,199 | ,085 | ,106 |
| transmission |  |  |  |  |  | 1 | ,371** | ,110 |
| S-T int |  |  |  |  |  |  | 1 | ,175 |
| student-focus |  |  |  |  |  |  |  | 1 |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
S-T int= student-teacher interaction

As can be understood from Table 13, there is a moderate level of positive correlation between the feeling of *sadness*, *knowledge transmission* and *interaction*. As for the correlation between *sadness* and *knowledge transmission*, there seem to be a moderate level of positive correlation *(r = .33, p < .01)*. Detailed analysis indicated that pre-service EFL teachers who are concerned about their students' learner autonomy are also concerned about neat and organized presentation of the content. In addition, a moderate level of correlation was found between *sadness* and *student-teacher interaction* approach *(r = .28, p < .01)*. Finally, a low level of correlation was observed between *joy* and *student-teacher interaction (r = .22, p < .01)*. Depending on this finding, it can be said that pre-service EFL teachers who value adopting innovative ideas in their teaching and who take enjoyment in their teaching help learners question their own understanding of the subject. This means that they can enhance their learner autonomy through innovation.

## 4. Discussion

The aim of the present study was to identify which emotions and teaching approaches are prevalent among pre-service EFL teachers and to see potential correlations between emotions and teaching approaches. In the first place, descriptive analysis indicated that the most prevalent emotion among pre-service EFL teachers is fear. This is an important insight. Pre-service EFL teachers have fears as to their prospective jobs. The pre-service teacher education programs must relieve such stress and fears. As for teaching approaches, the findings indicated that most pre-service EFL teachers opted for the knowledge transmission model, followed by student-teacher interaction. The lowest approach in the eyes of the participants was student-focus. This finding is not very favorable because pre-service EFL teachers value teacher-fronted teaching. Pre-service teacher education programs must focus on this and help learners to develop more approaches favoring student-teacher interaction.

To be more specific, the findings indicated that pre-service EFL teachers take joy in making their students engaged and helping them apply newly learned material. However, the participants do not seem to value help from school leaders. This can be attributed to their short stay at schools. The participants were at their practicum schools for three months and during this time they may not have been able to set up connection with the administration and school leaders. When it comes to love, the study found that the participants *love* contributing to student teaching, see their students' progress, and love being a teacher due to the sense of success it offers. However, unfortunately the participants do not believe that teaching brings them respects and recognition in society. In relation to sadness, the study found that pre-service EFL teachers tend to be frustrated when their activity design does not go as they planned. This is actually a perennial issue for pre-service and novice teachers. As was indicated by Sarıçoban and Kırmızı (2020), pre-service and novice EFL teachers live very frequent and intense emotional breakdowns, mostly due to disruptions in their lesson plans and disruptive behavior.

To overcome such barriers, in the first place, pre-service EFL teachers' content knowledge must be improved. Literature tells us that content knowledge is essential for effective teaching and implementation of teaching strategies like communicative pedagogy or other approaches, such as content-based instruction (Tedick, 2013). A similar idea was voiced by Ball et. al (2008), who put forward that effective teaching entail a satisfactory level of content knowledge.

When it comes to anger, the findings of the study indicate that pre-service EFL teachers become frustrated or angry when they are not treated fairly and when teachers are blamed without any evidence. Finally, as for fear, pre-service EFL teachers do not suffer from extreme anger, yet there are a few issues that make them fearful. One point that makes them fearful is not being able to provide effective instruction for students' improvement and not being able to grasp opportunities for development.

An interesting finding of the study was that there are great differences between male and female pre-service EFL teachers in terms of emotions. Female students tend to have more concerns in tailoring their instruction to students, helping learners develop learner autonomy, and female pre-service EFL teachers are more concerned about adopting innovative teaching methods. What is more, female pre-service EFL teachers tend to love being a teacher as it provides respect and recognition, tend to become more frustrated when their students behave badly, and feel frustrated when their students do not take control of their own learning. Female pre-service EFL teachers also seem to be more concerned about improving their students' achievement and whether they can obtain appropriate opportunities for improvement. In addition, female pre-service EFL teachers do not like being under pressure from colleagues and feel more pressure from parents. On the other hand, male pre-service EFL teachers have more willingness to contribute to their students' learning, and they tend to be less anxious about student learning.

One of the main aims of the current study was to see potential correlations between emotions and teaching approaches. The results indicate that there is a moderate level of positive correlation between

the feeling of sadness, knowledge transmission and interaction. Detailed analysis indicated that pre-service EFL teachers who are concerned about their students' learner autonomy are also concerned about neat and organized presentation of the content. In addition, a low level of correlation was observed between joy and student-teacher interaction, implying that pre-service EFL teachers who value adopting innovative ideas in their teaching and who take enjoyment in their teaching enable learners to question their own understanding of the subject, enhancing learner autonomy.

It is possible to draw a number of implications from the study. In the first place, the study indicated that emotions are an important component of the psychological lives of L2 teachers. Therefore, teacher education programs must pay specific attention to emotions, as was indicated by Newberry (2010). Yan et al. (2011) pointed out that emotionally sensitive classes are more conducive to educational success.

## 5. Conclusions

The ultimate aim of the present study was to measure pre-service EFL teachers' emotions, their beliefs about teaching approaches and see potential correlations among them. The results indicated that emotions are important for educational process. Surprisingly enough, one of the most striking findings of the present study was that the participants favor knowledge transmission model, which does not do justice to constructivist approach. Teacher education programs should provide guidance for pre-service teachers in terms of pros and cons of teaching approaches.

One point is that as for pre-service teacher education programs, the relation between emotions and the practice of teaching seem to receive little or no attention (Sutton et al., 2009). Therefore, L2 teacher education programs should spare more space for the inclusion of emotions in both learning and teaching. This can be done within the context of *learning psychology* courses.

In their large-scale study, Dewaele and MacIntyre (2014) found that cultural background also played a role in foreign language enjoyment and anxiety. They reported that while North American participants had more enjoyment, their Asian counterparts had more anxiety. As such, one suggestion could be to focus on the role of cultural issues on teacher emotions. Furthermore, researchers state that emotions can be determined by social, cultural and political factors (Fried et al., 2015; Zembylas, 2005b). As such, future studies can focus on the impact of the social, cultural and political factors on teacher emotions. Moreover, according to Farouk (2012), emotions reflect the mental activities of teachers, capacity of emotional regulation, and responses of these emotional activities. Thus, future studies can also focus on the relation between inner self of teachers and teacher emotions.

Another important point regarding emotions is that, as was stated by Barcelos (2015), emotions are dynamic constructs and they are complex networks that influence our future actions. Likewise, So (2005) stated that are "the psychological outcome of dynamic interactions between different layers of internal and external systems—physiological, cognitive, behavioral and social" (pp. 43–44). Thus, according to So (2005), we should focus on emotional processes rather than emotional states. The present study handled emotions as states. This can be taken as one of the limitations of the present study. Future research can focus on emotional processes to gain more insight.

## 6. Ethics Committee Approval

The authors confirm that this study does not need ethics committee approval. (Date of Confirmation: 12.05.2020)

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# İngilizce öğretmen adaylarının duygu durumları ve öğretme yaklaşımları arasındaki ilişkinin incelenmesi

## Öz

Öğrenme, bilişsel olduğu kadar duyusal bir süreçtir. İnsanların duygusal varlıklar olduklarına şüphe yoktur ve bu da belirli bir noktaya kadar çevreleriyle olan duygusal ve sosyal ilişkilerini belirlemektedir. Öğretmenler de bunun dışında değildir çünkü öğrenme sürecini kolaylaştırabilirler veya engelleyebilirler. Öğretmenlerin duygu durumları genişleyen bir araştırma alanıdır ve yakın zamanda oldukça fazla ilgi görmüştür. Yapılan çalışmalar, öğretmenlerin duygu durumlarının öneminin altını çizmektedir. Fakat, duygu durumları üzerine pek çok çalışma yapılmasına rağmen, bunların çok azı duygu durumları ile öğretme yaklaşımları arasındaki bağlantıyı irdelemiştir. Buna göre bu çalışma, İngilizce öğretmen adaylarının duygu durumlarını anlamayı ve bunların öğretme yaklaşımları üzerindeki etkisini araştırmayı hedeflemektedir. Katılımcıları seçmek için amaçlı örneklem yöntemi kullanılmıştır. Duygu durumlarını ve öğretme yaklaşımlarını daha iyi anlamak için, öğretmenlik uygulaması sürecinden geçen öğretmen adayları çalışmaya katılımcı olarak seçilmiştir. Çalışma kapsamında iki tane anket kullanılmıştır. Birincisi, Chen (2018) tarafından geliştirilen *Öğretmen Duygu Durumu Anketi*'dir. Diğeri ise, Trigwell, Prosse ve Ginns (2005) tarafından geliştirilen *Öğretme Yaklaşımı Anketi'dir*. Çalışmaya toplamda 67 kişi katılmıştır. Bulgular, İngilizce öğretmen adaylarında öne çıkan duygunun "endişe" olduğunu ve bu öğretmen adaylarının en çok tercih ettikleri öğretmen yönteminin aktarıma dayalı öğretim yaklaşımı olduğunu ortaya koymaktadır. Ayrıca, bulgulara göre "üzüntü" duygusu "aktarıma dayalı öğretim yaklaşımı" ile yakından ilgilidir.

*Anahtar sözcükler*: öğretmenlerin duygu durumları; öğretme yaklaşımları; İngilizce öğretmenleri; üzüntü; sevinç; sevgi

## AUTHOR BIODATA

Dr. Özkan Kırmızı works as an associate professor at English Language and Literature Department at Karabuk University. He completed his Ph.D at Hacettepe University, English Language and Teaching Department. His interest areas include L2 teacher education and pedagogical content knowledge.

Dr. Arif Sarıçoban has worked as an associate professor of ELT at Hacettepe University for 20 years and currently works at the Department of ELL at Selçuk University as a full professor. Dr. Sarıçoban is the editor-in-chief for an international journal.