The Beliefs of Indonesian Pre-Service Teachers Emotional Strategies in the English Teaching Practicum

Ririn Pusparini[1] ID *, Sri Rachmajanti[2]* ID *, Mirjam Anugerahwatt* ID *,
Utari Praba Astutt* ID *, & Yudhi Arifani[3]* ID

Abstract

Since beliefs and emotions are involved in teachers' daily professional life, this case study aimed to reveal the beliefs of pre-service teachers (PST) emotional strategies and the reasons underlying their beliefs during teaching practicum. Six PSTs from three Indonesian universities who conducted teaching practicum in three different school areas participated in this study. Fruitful data were gained from classroom observations, in-depth interviews, and journal entries. The findings reveal that Indonesian PSTs believe designing both a lesson plan and a second one is significant in preparing the classroom situation appropriately for students. These strategies can improve their self-confidence and motivation and help them regulate down emotions to respond to spontaneous incidents. They also believe in cognitive strategies that the students' problems and the teacher's weaknesses provoke the students' misbehavior. To up-positive emotion regulation, they believe in fake strategies showing their excitement and enthusiasm in teaching through verbal and nonverbal cues. However, hiding and avoiding emotions are not suitable due to harmful impacts. Hence, teachers have to unveil their emotions in appropriate situations. Teachers'

[1] Corresponding Author, The Student of Doctorate Program in ELT, Faculty of Letters, Universitas Negeri Malang, Indonesia, Semarang street, Malang, Jatim, Indonesia;
Lecturer in the English Language Education Department, Universitas Negeri Surabaya, Surabaya, Jatim, Indonesia; ORCID ID: https://orcid.org/0000-0001-9187-2522 ; *Email: ririnpusparini@unesa.ac.id*
[2] Professor in the English Language Education Department, Faculty of Letters, Universitas Negeri Malang, Semarang street, Malang, Jatim, Indonesia; ORCID ID: https://orcid.org/0000-0002-7291-1212
[3] Lecturer in the English Language Education Department, Faculty of Letters, Universitas Negeri Malang, Semarang street, Malang, Jatim, Indonesia; ORCID ID: https://orcid.org/0000-0001-6659-3847
[4] Lecturer in the English Language Education Department, Faculty of Letters, Universitas Negeri Malang, Semarang street, Malang, Jatim, Indonesia; ORCID ID: https://orcid.org/0000-0002-5910-79162
[5] Associate Professor in the English Language Education Department, Universitas Muhammadiyah Gresik, Jl. Sumatera 101 GKB, Gresik, Indonesia; ORCID ID: https://orcid.org/0000-0003-4615-8439

attention to all students is pivotal for learning and growth. Thus, PSTs' emotional competence must be enhanced, for they have the ability to identify, analyze, regulate, and express emotions in the proper context and situation. The teacher education program must give PSTs full support by including emotional competence as one of the subjects or a part of the course contents to promote positive beliefs on emotion regulation.

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Keywords: emotional competence, teaching practicum, emotional expression, unobservable behaviors

1. Introduction

Many studies have been dedicated to enhancing the quality of language teaching and learning. In English Language Teaching (ELT), many scholars have acknowledged that foreign language teaching and learning include both observable and unobservable factors. More specifically, Barcelos and Ruohotic (2018) assert that teachers will be involved not only in observable classroom processes, like how teachers make their speech comprehensible to learners, but also in unobservable classroom interaction, including beliefs and emotions. These unobservable factors must be addressed due to their significant role in a successful study session.

Concerning unobservable factors in ELT, beliefs, and emotions are essential in understanding how languages are learned and taught (Borg, 2015; Farrell & Guz, 2019). They agree that teachers' beliefs influence classroom practices because their underlying beliefs construct interaction and classroom patterns, decision-making, student and teacher roles, materials, goals, and procedures (Borg, 2015; Farrell & Guz, 2019). Briefly, teachers' beliefs can govern their specific actions in their teaching practices.

Moreover, Mevarech and Maskit (2015) explain that teaching is emotionally loaded, and even a classroom is an emotional place (Pishghadam et al., 2016; Widiastuti et al., 2020). When teachers come to the classroom, they arrive with beliefs and expectations about what language teaching and learning should be. However, if the beliefs and expectations are not aligned with the practices, negative emotions (i.e., frustration, anger, or sadness) will be triggered (Cuéllar & Rebecca, 2018; Santihastuti et al., 2022; Pusparini & Rahmajanti, 2023). Hence, teachers' emotional reaction is essential because it is the point of reference within the classroom. How they employ emotion regulation strategies to increase or decrease certain feelings in the class is critically crucial to improve their quality of teaching performance (Khammat, 2022) and their preparation to enter the profession (Farhadiba & Anik, 2020) since their emotions can affect their decision and actions (Gill & Hardin, 2014; Zembylas et al., 2014). Thus, understanding beliefs and emotion strategies is significant for understanding language teachers' development because beliefs and emotions are involved in teachers' experience of their daily professional lives and how they interpret an event for future actions. Briefly, the relationship between beliefs and emotions is dynamic, interactive, and reciprocal (Gill & Hardin, 2014).

Some studies about teachers' beliefs and emotions have been comprehensively investigated using quantitative and qualitative approaches. Most quantitative studies

usually consider teachers' beliefs as a stable or static variable because they only perceive teachers' beliefs from the side of self-reported perception (Aragona-Young & Sawyer, 2018; Vaisman & Kahn-Horwitz, 2020), effectiveness (Chali et al., 2021), instrument development (Chen, 2019; Chang & Taxer, 2020), and the relationship between teacher beliefs and emotional factors (Jiang et al., 2019). Meanwhile, many researchers reported that beliefs and emotions are very dynamic (Çapan, 2014; Lailiyah & Cahyono, 2017; Radwan, 2019; Jones & Kessler, 2020) since the development of teachers' beliefs and emotions can be influenced by contextual factors, such as educational policy, class size, or school facilities (Nishino, 2012). In addition, the qualitative researchers have mainly explored service teachers' beliefs and emotions from the perspective of gender (Caprara et al., 2020), teaching experience (Dewaele & Mercer, 2018), and, surprisingly, the emotional strategies as part of the emotion variable as a significant aspect in teaching, shaping what teachers do in the classroom and influencing their beliefs, is still under-explored. Thus, this study aims to reveal the beliefs of pre-service teachers and teaching practicum on emotional strategies in the Indonesian EFL context and the reasons underlying their beliefs.

2. Literature Review

2.1. EFL Teacher Beliefs and Emotions: Theoretical Framework

Teachers' beliefs are considered important as Barcelos and Ruohotic (2018) assert: "It is crucial to find out about [teacher] beliefs about language learning and teaching as these might be reflected in their practices not only in classroom contexts but also in out-of-classroom contexts with possibly far-reaching consequences." As an essential issue in ELT, studies agree that teachers' underlying thoughts and beliefs construct interaction and classroom patterns, decision-making, student and teacher roles, materials, goals, and procedures (Borg, 2015; Farrell & Guz, 2019). In addition, Harendita (2017) explains that beliefs can govern teachers to do specific actions in their teaching practices. In short, teachers' beliefs have a powerful influence on classroom practices.

Several studies shed light on investigating PST themes (Borg, 2015): (1) the influence of prior language learning experience on PSTs' cognition, (2) PSTs' beliefs about language teaching, (3) cognition concerning practicum experiences, and (4) PSTs' instructional decision-making and practical knowledge. Nevertheless, a few

studies have been conducted under the themes of PSTs' beliefs about EFL teaching and teaching practicum (Borg, 2015; Radwan, 2019; Chaaban et al., 2019). Moreover, the bibliometric (lens.org) result indicates that within publications from 2011-2023, 22 out of 75 studies are mainly relevant to PSTs' beliefs about language teaching in EFL teaching practicum. However, shockingly, only 6 out of 22 studies deal with PSTs' beliefs about teaching methods and strategies. Of these six studies, no study gives attention to emotional strategies.

Barcelos and Ruohotic (2018) emphasized that beliefs and emotions are involved in teachers' professional life. Moreover, Rodrigues (2015) asserts that the relationship between beliefs and emotions is reciprocal. When student teachers believed that English teachers must have good competence in English, they forced themselves to learn the language well. They felt demotivated and frustrated because they could not use the language well. Then, two other beliefs are formed: language learning needs a process and takes time, and a good English teacher does not need to know everything. It implies that unpleasant emotions contribute to negative beliefs and vice versa.

Thus, how teacher regulates their emotions to establish positive emotions and, in a straight line, develop beliefs and teaching practices are critically crucial. In this regard, the questions of "why" and "how" point out how teachers regulate their emotions in the classroom. Five strategies for regulating emotions are proposed: situation selection, situation modification, attentional deployment, cognitive change, and response modulation (Gross, 2015; Taxer & Gross, 2018).

Situation selection refers to selecting a situation based on the anticipation of experiencing a particular emotion in a certain situation. This strategy predicts which emotions are likely to be experienced in any situation. Thus, the teacher will determine the strategy when he designs the lesson plan to avoid or enhance a particular emotion in class and decrease students' misbehavior. Another strategy is situation modification, which is applied when the teacher is in a situation that triggers undesirable emotions. In this situation, they will alter or try to alter the situation, for both teacher and students' emotions will be changed as the situation modification.

Meanwhile, attentional deployment is applied by teachers to improve their emotions by focusing on positive thoughts before class or ignoring misbehaving students during class. Regarding cognitive change, this strategy refers to changing the teacher's evaluation of the situation to alter the situation's emotional effect. Briefly, the teacher uses reevaluation to reinterpret student misbehavior. Moreover, response modulation points out the efforts to alter the emotional response's

experiential, psychological, and behavioral aspects. Three forms are included in this theory: *expressive suppression*, which refers to an effort to show the behavioral expression of felt emotion; faking, which refers to the act of behaviorally expressing an unfelt emotion; and *masking*, which refers to an effort to suppress the expression of felt emotion. Due to the power of teachers' emotions on the classroom climate, it is significant to understand the future teachers' emotions because emotions experienced while learning to become a teacher will be reflected during teacher education and their experiences in the real teaching practicum (Anttila et al., 2016).

2.2. Previous Research on Language Teacher Beliefs and Emotions

Within the last eight years, studies only see teachers' beliefs and emotions by conducting a survey (Mevarech & Maskit, 2015; Taxer & Gross, 2018; Chen, 2019; Chang & Taxer, 2020). As a result, the studies failed to picture how emotions arise because they only obtained data by distributing the questionnaire and calculating the participants' answers. For instance, Mevarech and Maskit (2015) focused on the type of teachers' positive and negative emotions and concluded by calculating the questionnaire result. Moreover, many researchers reported that beliefs and emotions are very dynamic (Çapan, 2014; Lailiyah & Cahyono, 2017; Radwan, 2019; Jones & Kessler, 2020).

On the other hand, several qualitative research has given a picture of teachers' beliefs and emotions in teaching practices from the side of verbal cues where the data were collected from interviews in capturing teachers' reflections on past emotional experiences, gaining responses, and sharing emotions through narratives (Anttila et al., 2016; Heikonen et al., 2017). Although interviews can identify teachers' initial patterns and emotional variations across different teachers' characters and school contexts, interview-based studies and narratives must provide an exact analysis process. More specifically, the qualitative methodology, whose data is obtained from teachers' narratives based on their past experiences, needs to examine moment-by-moment experiences. Moreover, this research method cannot predict future emotional responses and regulation in similar educational scenarios. Thus, field observation in the research design is completely recommended.

Nonverbal cues that tend to do the work of communicating emotions more than verbal (Leonard, 2012) are still ignored by most studies. However, many studies have a uniform opinion that nonverbal cues, like gestures, facial expressions, or vocal

intonation, have effective power in classroom interaction (Pan, 2014; Hess, 2016; Barcelos & Ruohotic, 2018; Ghiasvand, 2022). Teachers' positive nonverbal cues, which express their emotions, can influence their state of mind and the classroom climate and further improve the effectiveness of classroom instruction. These teachers' nonverbal cues in classroom practices can be captured through classroom observation (Al-Obaydi et al., 2023). By observing teachers' beliefs and emotions through their nonverbal cues applied in the classroom, supported by the data from interviews and questionnaires, a wide range of data sources will result in more justified insight into teacher beliefs and emotions.

Since experience becomes one of the factors that can influence the beliefs in classroom teaching practices, Borg (2015) asserts that the role of teachers' classroom experience has a powerful influence on their practical knowledge and further will shape their actions. More specifically, experienced teachers have fully developed their teaching competence as the basis of their beliefs in making decisions. Their experience also equips them with appropriate resources for coping with the various situations they encounter in school. Mevarech and Maskit (2015) explain that experience provides tools for coping with the situation, enabling teachers to overcome negative emotions.

Meanwhile, pre-service teachers who lack experience will face a big challenge to lessen their negative emotions since they do not have enough competencies to cope with various school situations concerning students, school mentors, friends, and supervisors. They are in a condition reflecting emotions experienced while learning to be a teacher, their learning during teacher education, and their experiences in the real teaching practicum (Anttila et al., 2016). The absence of experience gives them complex problems since they are demanded to apply appropriate beliefs and emotions for teacher and student interaction inside and outside the classroom. Mevarech & Maskit (2015) assert that pre-service teachers are often associated with confusion, stress, and anxiety. Hence, controlling and sustaining a positive atmosphere in the classroom call for pre-service teachers' ability to regulate their emotions (Anttila et al., 2016). Thus, to capture pre-service teachers' experience moment by moment for their beliefs about emotional strategies in teaching practicum, classroom observation supported by interviews and journal entries in the qualitative methodology is necessary to employ. Thus, the research questions formulated in this study are:

1. How are PSTs' beliefs about emotional strategies in English teaching practicum?

2. What reasons underlie their beliefs?

3. Methodology

3.1. Research Design

The study aims to investigate the beliefs of PSTs about emotional strategies in an EFL teaching practicum and to describe the reasons underlying the beliefs. Hence, this study applied a case study as a qualitative method where the data were collected through field observation, interviews, and journal entries. The authors employed a case study approach to reflect an in-depth analysis of participants in natural contexts with a detailed explanation of the phenomena (Yin, 2018). Interviews, observation, and teaching documents were examined to explore their emotional strategies during the teaching practicum.

3.2. Participants

Six participants from three universities in Surabaya, Indonesia, were involved in this study. These universities are considered accessible teacher education programs since they have similar characteristics in dealing with the curriculum structure. However, they have different policies for running the teaching practicum program in schools related to the time spent and preparedness, as shown in Table 1.

Table 1
The Different Policies in the Teaching Practicum Program

Institution	The Program of Teaching Practicum in Schools	
	The time spent teaching practicum in schools	The preparedness before teaching practicum in schools
A	Four months	Reviewing ELT materials on campus for two weeks
B	Two months	Teaching simulation on campus for two months
C	Two months	Field observations for two weeks

The participants were in the seventh semester and engaged for approximately two to four months of teaching practicum in several schools in East Java province. The potential participants are selected based on some criteria. First, they are undergraduate students in the English education study program and have passed some university subjects related to ELT. Second, they conducted the teaching practicum in

three different school areas: junior, senior, and vocational. Third, gender and GPA (Grade Point Average) that varied in ranges from 2.00 to 4.00 were also considered. The last, they had the willingness to participate well in the research. The participants selected can be seen in Table 2.

Table 2

Participants Selected for Case Study Analysis

Participant (pseudonym)	Danny	Angel	Laura	Kathrin	Andy	Bella
Institution Placement School	A Junior high school in Surabaya	B Junior high school in Gresik	B Vocational High School in Surabaya	A Vocational High School in Surabaya	B Senior high school in Surabaya	C Senior high school in Sidoarjo
Gender	Male	Female	Female	Female	Male	Female
GPA	3,60	3.11	3,40	3,85	3,50	3,82

3.3. Data Collection

This study used three instruments to collect data: observation sheets, an interview guide, and journal entries. The contents in observation sheets and an interview guide were adapted from emotional strategies proposed by Gross (2015) and Taxer and Gross (2018), which included five dimensions of emotional strategies: situation selection and modification, cognitive change, fake and mask, expressive suppression, and attentional deployment (Table 3, also see Table 4 for the result of field observation). Meanwhile, the participants also completed the journal entries every three weeks, in which they had to narrate or describe a brief teaching process, challenges, and decision-making or solution.

Two expert judgments with different areas of expertise, ELT and psychology, were used to verify the content and construct validity of the instruments before trying them out on a few numbers of respondents. They assessed the instruments based on the provided evaluation sheets related to content, language, and construction. Then, the revised instruments were tried out before they were employed to gain data for this research.

Two English lecturers as researcher colleagues tried out the observation sheets. The observation sheet was used to observe the beliefs on emotional strategies in classroom interaction. It was revised when any weaknesses related to the clarity of

the statements in the instrument were found. Meanwhile, the interview sheet was also tried out by interviewing 2 participants. If we found any problem related to unclear questions, the questions were revised to gain essential data for the research. Eventually, the instruments were ready to collect the data.

This study employed two kinds of interviews: interviews session for participant selection and in-depth interviews conducted after the teaching practicum is completed. The first interview session was conducted several days before they began teaching, from July to August 2022. The interview questions were about the school environment, students' characteristics, mentors' policies, and their willingness to participate in the research. It was a 10 to 15-minute online informal interview with each participant conducted in English and Indonesian.

An in-depth interview was conducted after the six participants conducted the teaching practicum from December 2022 to February 2023. It was conducted to collect data about PSTs' beliefs about emotional strategies in the EFL teaching practicum. Besides, the data related to the reasons underlying their beliefs were also obtained. To gain comprehensive data, an interview guide was used. It was fifty to sixty minutes of online and offline interviews with each participant and conducted in either English or Indonesian as long as they could provide a clear explanation (see Table 3).

The classroom observation was used to enrich the data collected through interview activities. The classroom interaction was recorded or videotaped. The observation focused on what strategies PSTs implemented during the practicum from August to December 2022 and what reasons or factors underlie the implementation of the strategies. Then, we utilized the observation checklist since it was needed to complement the classroom observation. This instrument was beneficial for the researcher to record or transcribe the classroom activities and interactions captured by the videotape. We observed the participants' classrooms two to four times for each participant (six participants) (see Table 3). Henceforth, the data obtained were cross-checked with the interview and journal entries data to validate our interpretation attributed to trustworthiness procedures to answer the research questions.

Table 3
Data Collection and Categories

Data Collection	Time Spent	Emotional Strategy Dimensions	Interviews	Frequency Field Observations	Journal Entries
Face-to-Face Interviews	1 to 2	Situation Selection and Modification	10	9	9
Zoom Interviews	2	Cognitive Change	5	7	3
Field Observation	2 to 4	Fake and Mask	8	5	5
Journal Entries	2 to 4	Expressive Suppression	11	12	3
		Attentional Deployment	7	3	1

3.4. Data Analysis

The data from an in-depth interview, classroom observation, and journal entries were analyzed to answer the two research questions. Then, the data were analyzed in several steps.

First, in-depth interview data and observation of classroom activities and interactions were transcribed. The data were filtered, meaning that the irrelevant data would be discarded, like the participants' responses and facial expressions, when students ignored their explanations instead of what strategies must be applied to deliver the materials. Then, the data obtained from the three instruments were organized into the participants' beliefs about the strategies in their teaching practicum and the reasons underlying the beliefs.

Second, the data were coded to make the data easy to use. They were highlighted in different colors or underlined to identify the essential data. Besides, we used coding to create themes to develop descriptions about the participants and the context.

Third, the results of interviews, classroom observations, and journal entries were compared and represented as qualitative findings. In other words, the findings would be represented and reported in a narrative discussion of the chronology of events and the PSTs' statements to present their beliefs and explain the underlying reasons.

Fourth, the findings were interpreted and concluded. It consisted of our personal view, comparisons between the findings, and how they supported or contradicted prior studies. Eventually, the result of the findings and discussions answered the two research questions.

4. Results

4.1. Research Question 1 (RQ1): How Are PSTs' Beliefs About Emotional Strategies in English Teaching Practicum?

To address this objective, we applied two categories of emotional strategies: emotional strategies (Taxer & Gross, 2018) and emotional expressions: emotional gestures (non-verbal cues) and utterances (verbal cues) (Zembylas, 2014), to analyze the data. The coding themes were classified into five categories: situation selection and modification, cognitive change, fake and mask, expressive suppression, and attentional deployment. The results of the participants' emotional strategies and their quotes are presented in Table 4.

Table 4

Result of Emotional Strategies Applied Based on Classroom Observation

Coding theme	Evidence	
	Emotional utterances (Verbal cues)	Emotional gestures and expressions (Non-verbal cues)
Situation selection and modification	(in the middle of her explanation) *"Time to move our body……..Stand up, please! We will do icebreaking. Pay attention to me first, then we will do it together!"* (Kathrin)	The face *looked thinking hard* before changing the activity (Angel, Laura) She *smiled while moving her body* together with the students. (Kathrin)
Cognitive change	She encouraged students to answer the questions by saying, *"There is no incorrect answer; it is a bit inappropriate"* (Kathrin) *"No problem if the answer is wrong. You have tried, and it is good"* (Kathrin) *"Okay, it is a good answer. Is there any other opinion?"* (Andy) *"Okay, thank you. It is right, but ..."* (Bella)	He *smiled* when students could not answer the question and gave it to another student. (Danny) He also *stroked the chest and smiled* when students did not follow his instructions. (Danny) She *kept smiling* when students ignored her, including when they did not respond or answer her questions. (Angel) She *smiled* while correcting the students. (Laura) She *smiled and helped* the students answer the questions or do a task. (Kathrin, Bella)

Coding theme	Evidence	
	Emotional utterances (Verbal cues)	Emotional gestures and expressions (Non-verbal cues)
Fake and mask		She *kept smiling* and allowed students to do their homework after listening to the students' reasons. (Kathrin)
	Giving compliments: "*Good, Okay, right, excellent, great,…*" (Danny, Angel, Laura, Kathrin, Andy, Bella)	He *applau*ded students who followed his instruction or answered the questions correctly. (Danny)
	Giving *advice, soft critiques, and warning* to the misbehaving students (Laura)	He *smiled* when he had to *repeat the explanation more than once*. (Danny)
		The participants *looked excited*, moving here and there to explain the materials and translate English words and sentences repeatedly. (Angel, Laura, Kathrin)
		They *smiled and kept silent*, looking at the student's misbehavior. (Danny, Angel)
Expressive suppression		She *kept quiet*, although she wanted to cry. (Kathrin)
	They quietly said, "*Silent, please,*" and continued the activities, although some students ignored them. (Danny, Angel, Andy, Bella)	He *kept silent* for several minutes, then *pulled his sleeves, smiled, bit and wet lips, wiped sweat, and put his hands on his hips.* (Danny)
	She gave a critique and warning by saying, "*I do not care if you do not want to do the task or ignore my explanations.*" (Laura)	He *only smiled and stroked his chest* when the class condition exceeded his expectation. (Danny)
	She gave a critique by saying, "*Is someone outside the class more attractive than me? Please pay attention to me! Thank you.*" (Kathrin)	She *closed her lips tightly with flat expressions, held her hands tightly, mumbled, gazed to the right and left, and looked at her wristwatch many times.* (Angel)
	She *advised* students who slammed the door. (Kathrin)	She *shook her head, gazed sharply, and had no smile*. (Laura)
	She called the students "*honey*" to get their attention. (Kathrin)	*Her face was flat, without any smile*, to a student who slammed the door. (Kathrin)
	She *warned them by calling their names and grumbled* when a	She *kept silent with sharp eyes* on students who ignored her explanations.

Coding theme	Evidence	
	Emotional utterances (Verbal cues)	Emotional gestures and expressions (Non-verbal cues)
	student did not do the task. (Bella)	(Kathrin)
Attentional deployment		He only *smiled and took a deep breath* when some students did not follow his instructions or ignored him. (Andy)
	She gave attention to all students. If a student ignored her, she *warned* him/her. (Kathrin)	She *looked sharply* at the misbehaving students. (Bella)
	She gave a warning to the misbehaving students by saying, "*What is your problem?... Please pay attention to my instructions.*" (Bella)	The participants *paid attention* only to students involved in class activities and *ignored* the ones who misbehaved. (Participants 1, 2, 3, 5)
		She *moved from one student to another, her eyes straight* to all students. (Kathrin, Bella)

Field observations revealed that the five participants, except Laura, applied the strategies where they ran classroom activities based on what they had prepared before teaching. More specifically, they designed a lesson plan to select and determine the situation for students' learning environment before teaching, as Kathrin emphasized:

"I believe that a lesson plan will help teachers in teaching. Hence, I always have high motivation while teaching because I have always prepared everything well before entering the class."

Unlike the five participants, Laura admitted that she did not design a lesson plan before teaching because the school mentor did not demand it. However, she badly believed that teachers must be well-prepared before teaching, even though only a scratch about what she would give the students. Through her scratch, she selected a situation appropriate for the students. Although, at one moment, the classroom observation caught when she kept quiet and continued her teaching when the students ignored her. She wrote in her journal that she utilized a QR code to provide her students with a warm-up video.

Furthermore, when the activities they had prepared could not run well, all participants believed that changing the classroom situation to another situation appropriate for students must be employed. Danny explained that he also changed the activities in a lesson plan when he got frustrated with students' misbehavior, like explaining the materials turned to apply games.

Additionally, Kathrin recalled her experience:

"When I felt that my teaching was boring, the simplest thing I employed was to change the activities to simple games that did not need much preparation but still under the topic discussed. Then, I got my motivation back for teaching."

Moreover, Danny, Kathrin, and Bella believe the second plan must be designed when the first plan fails. It could be seen from their calmness when they changed an activity to another instead of staying quiet and thinking hard, as other participants showed. They stated that they had prepared some games and other interesting activities as the second plan. (Danny and Bella, interview)

Besides, all participants also modified the situations due to unsuccessful activities they had prepared, like Kathrin, who employed ice-breaking in the middle of her explanation. Likely, Andy held a competition to answer the comprehension questions to involve students actively in class activities. Besides, Bella, in an interview, asserted that she modified the class activities of answering the questions with a snowball game.

To face students' misbehavior, all participants believe that students must have a reason for misbehaving. The possibilities causing the students' misbehavior guide them to believe in cognitive strategies. It is presented by Kathrin, who kept smiling and allowed students to do their homework after listening to the students' reasons. Besides, the other five participants explained that when students' behaviors were negative, they just kept smiling and helped them learn, as responded by Laura in the interview, "*When students' behaviors were negative, I just kept smiling. I believed that they misbehaved because….*"

To establish a positive environment for teaching and learning, all participants believe in fake and mask strategies. Their beliefs are reflected mostly through verbal and non-verbal cues where all participants gave applause and compliment to students

who followed their instructions. They also looked excited to explain the materials many times and repeatedly translated the English words or sentences into the student's first language. It can be seen clearly when Kathrin, Andy, and Bella always smiled and moved here and there from one student to another to monitor students' progress in completing the task. Kathrin especially tried to present her enthusiasm, which can be seen from her body movement, although she looked tired (sweating and taking a deep breath) (See Table 4). Her responses in the interview support her condition that she always tried to look happy, enthusiastic, and full of energy in teaching practices. She just hid her condition by taking a deep breath behind the students' backs. (Kathrin, Interview)

Specifically for mask strategies, the teacher's silence and smile are believed by all participants, except Laura, as effective strategies to regulate their emotions. In the classroom teaching practicum, Danny and Angel only smiled and kept silent, looking at the student's misbehavior. Andy recalled his experience below.

 "I kept silent to get fresh air and gave myself time to regulate my emotions. I also gave students time to realize their misbehavior and change it without I gave them a warning." (Andy, interview)

Unlike Laura, she believed a teacher's silence would not make the classroom environment conducive to student learning. There was an inner conflict when she tried hard to hide her negative emotions. Thus, she expressed her emotions verbally and non-verbally to respond to students' misbehavior.

"A teacher's silence will not make the class conducive for learning. I gave advice, soft critiques, and warning to misbehaving students. I often showed my anger and sadness through facial expressions."

Meanwhile, in the process of teaching practicum, the participants' strategies of being silent and smiling to hide their emotions frequently failed to veil their negative feeling, such as; upset, frustration, disappointment, or even anger. It is because their silence and smile were expressed together with their gestures and facial expressions that revealed their negative emotions. Danny, for example, kept silent for several

minutes due to the misbehaving students. Then, he pulled his sleeves, smiled, wet his lips, wiped sweat, and put his hands on his hips (See Table 4).

"I believe that teacher must hide his/her feeling. I always tried to hide my hurt feeling toward students' misbehavior deeply. However, I sometimes could not hide my negative emotions in class, like feeling disappointed, frustrated, and others, although I expressed them through humor. I also expressed my feeling through gestures, like stroking the chest and taking a deep breath, and facial expression, like looking at the student deeply." (Danny, interview)

Other participants also experienced Danny's case. Mostly, they unveiled their negative emotions through gestures and facial expressions. For example, she bit her lips tightly with flat expressions, held her hands tightly, glanced to the right and left (Angel), shook her head, looked sharply at the misbehaving students (Laura, Kathrin, Bella), smiled, and took a deep breath (Andy).

"I believe that teacher must control their emotions to keep the class in. But, I sometimes could not hide my negative emotions, like sadness, frustration, and others. I am a human, and it is normal." (Angel, interview)

"I also expressed my feelings non-verbally, like shaking my head and taking a deep breath with a flat facial expression." (Kathrin, interview)

Besides, they also uncovered their negative emotions verbally, like Laura, Kathrin, and Bella, who responded to the misbehaving students by giving advice, critique, warning, or even positive punishment. (Kathrin in her journal entries)

Moreover, Bella prefers to express their emotions verbally instead of non-verbally. She said, "*When I was angry, disappointed, or sad, I did not show through my facial expressions or gestures. However, I would speak clearly about my emotions with normal intonation.*"

In terms of attentional employment strategies, the participants have different beliefs. In the classroom activities, Danny, Angel, Laura, and Andy showed when they gave attention to students who engaged actively and ignored the ones who

misbehaved. Furthermore, they explained the materials, although some students seemed unnoticed. Angel and Laura opened their feeling below:

"Since I believe that students' misbehavior is due to getting attention from friends and teachers, I ignored them as long as they did not disturb the teaching and learning process." (Angel. interview)

"… I said "Fine" if students did not want to listen to and follow my instructions. I ignored them. …" (Angel, journal entries)

"I paid attention to students that can follow my instructions. At least, there were still students following my instructions." (Laura, interview)

For Andy, it needed to be more consistent between his response in the interview and teaching practicum. He emphasized that when the students ignored him, he would straight approach those students. In this regard, he did not want the students' misbehavior to affect other students and make studying in the class inconvenient. However, his responses are different from the teaching practicum.

Unlike the four participants, Kathrin tried to pay attention to all students. She did not want to be ignored even by one single student. Hence, she looked moving from one student to another, and her eyes were straight at all students in the classroom. If there was a student who ignored her, she gave a warning. Similarly, Bella also gave a warning to the misbehaving students while teaching. Afterward, she approached the misbehaving students and helped them solve their problems. They recalled their experiences below:

"I wanted all students to follow my instructions. Then, I would not keep silent on students' misbehavior. I approached them to help them solve their problems or give them a warning. If necessary, I gave them punishment by answering my question" (Kathrin, interview)

4.2. Research Question 2 (RQ2): What Reasons Underlie Their Beliefs?

The six participants believe they must prepare and select learning situations well by

planning a lesson before teaching to improve their self-confidence and motivation. They also feel convenient and "secure" since they know well what they must do in the classroom.

"… Hence, I always have high motivation while teaching because I have always prepared everything well before entering the class." (Kathrin, interview)

Moreover, they believed in situation selection and modification while teaching to keep the class in. They applied the strategies by changing or modifying the activities from the first planning. These spontaneous or quick responses to unexpected situations can confuse and frustrate them; as Angel recalled her experience, "*I got dizzy when the lesson plan did not run well. I just kept silent and looked at the noisy class/uncontrolled class.*" Hence, to avoid those negative emotions, the second plan is believed needed to design, as explained by Kathrin.

"What I worried about when students got bored with the class activities that I had prepared well. Thus, I also prepared the second plan." (Kathrin, interview)

Likewise, all participants believe some reasons caused students' misconduct. One of the reasons is that they get less or even excessive attention from their parents or family. As a result, these students were looking for attention from friends and teachers in school. Besides, students' conditions, characteristics, and unpleasant experiences could also trigger students' misbehavior. Danny and Kathrin elucidated the points below;

"I always did introspection for students ignored my existence in the classroom might be my inability in teaching or in establishing a convenient environment for learning." (Danny, interview)

"I believe that students who misbehaved because they do not have motivation in learning the subject. Besides, they might have had a bad experience while learning the subject." (Kathrin, interview)

Another reason is the participants' awareness of their weaknesses in teaching, as written by Angel in her journal:

"When some students did not accomplish the task, I asked students to continue to complete the task at home. I admitted that my time management was poor, and students did not have enough time to complete the task."

Kathrin, Andy, and Bella believe in fake strategies. They performed attractive, enthusiastic, and energetic in teaching practicum. Kathrin responded in the interview**,** *"...because I believe those emotions can bring a positive vibe to students, although I was exhausted."* In addition, Bella believed that teachers' positive performance is a part of their professionalism, as she asserted, "…, *my condition was that I had to show my motivation in teaching as a part of my professionalism*."

Meanwhile, several participants believe that mask strategies for hiding negative emotions are significant since teachers' negative emotions could bring a negative atmosphere and discourage student learning. They underlined, "…. Teacher's *feeling nuance can influence students' learning environment."* (Danny and Angel, interview) and *"Teacher must have a mask because I believe that teacher's positive performance plays an important role in teaching and learning process."* (Kathrin, interview)

Contrary to Laura, she believes teachers do not need to avoid their emotions, including negative emotions, due to the negative impact on their health. She said, "*I did not hide my feeling from misbehaving students since I got sick due to defeating my emotions very hard."* Kathrin experienced a similar situation to Laura. In Kathrin's case, she always covered her negative emotions because she believed that whatever she expressed would provoke the same emotions from the students. However, she changed their beliefs since she often felt tired afterward.

In Danny's case, he confessed that he was usually unaware and expressed his true feelings through gestures. The nonverbal cues are believed by all participants to make students aware of their mistakes and be willing to improve, as represented by Angel below.

"…. Thus, I believe the teacher could express her emotions as long as they will not offend students or negatively impact their psychology. I just wanted to make students realize their mistake." (Angel, interview)

In addition, Laura, Kathrin, and Bella often use verbal cues because they want students to understand well about their emotional conditions and can change their misbehavior.

"…. I would speak clearly about my emotions …. By doing that action, I believe students would understand what I like and dislike well. If I only showed my negative emotions non-verbal, I was sure students would not get understood soon, especially if I just kept quiet." (Bella, interview)

More specifically, they give their arguments about some considerations that teachers do not need to suppress their negative emotions: 1) their emotions would not offend students or negatively impact their psychology; 2) It aimed to change students' negative behavior, such as to discipline the students or made students aware about their mistakes. Two different beliefs deal with attentional deployment strategies that the participants have. Some of them believe that they should ignore the misbehaving students in classroom activities because they cannot take aside students with a great intention to study (Angel, Danny, Laura, and Andy, interview). However, Kathrin and Bella give equal attention to all students since they believe all students need their teachers' attention.

"I believe that all students want to get the teacher's attention, and I tried to give my attention to all students. Then, I looked at students who could follow my instructions, then, if I had delivered the materials, I moved to misbehaving students." (Bella, interview)

The findings of this study are summarized in the table below:

Table 5

Frequency of Emotional Strategies Applied during the Teaching Practicum

Emotional Strategy Dimensions	Sub-strategies	Frequency			Overall Frequency	Percentage (%)
		Interviews	Field Observations	Journal Entries		
Situation Selection and Modification	Preparing a lesson plan	4	5	3	37	28
	Changing activities in a lesson plan	7	4	5		
	Preparing a second plan	2	-	-		
	Modifying activities	3	3	1		
Cognitive Change	Considering less or excessive attention from parents	5	9	2	20	15
	Considering students' unpleasant experience	1	-	-		
	Considering students' characteristics/ conditions	1	-	-		
	Teachers' weaknesses	1	-	1		
Fake	Energetic and enthusiastic in teaching	9	5	8	23	17
Mask	Emotion suppression	10	1		11	8
Expressive Suppression	Verbal and nonverbal cues	11	14	3	28	21
Attentional Deployment	Ignoring the misbehaving students	2	4	1	15	11
	Giving attention to all students	6	2	-		

5. Discussion

Teachers' beliefs on emotional strategies play a significant role in emotion regulation as one of the variables in positive psychology (PP) (Derakhshan et al., 2023). Accordingly, PP pays a great attention not only on positive and negative

emotions experienced in language teaching and learning, but also on how these individual's emotions are involved for human's well-being (Derakhshan et al., 2023) and resilience (Wang et al., 2022). Then, the beliefs on emotion regulate strategies can help pre-service teachers, who lack of experience, up-regulate and down-regulate positive and negative emotions to create enjoyable learning environment.

The Indonesian pre-service teachers' beliefs about emotional strategies become the focus of this study. Among all strategies proposed by Gross (2015) and Taxer and Gross (2018), situation selection and modification strategies are most often used in class (28%, See Table 5). The six participants believe that the strategies are effective in helping them improve their self-confidence and motivation in teaching. Then, students' negative emotions and boredom can also be avoided because the teacher's positive emotions will establish a good learning environment for students to learn and develop (Zembylas et al., 2014).

By preparing the classroom activities well in the form of a lesson plan, they believed that they had selected appropriate situations for students. Then, the complication in the teaching and learning process could be avoided. The interesting finding is that two participants believe the second plan is significant when the planned classroom activities need to run better. Indirectly, it becomes a solution from Wolff et al. (2015) and Mahmood's (2020) study that has shown that pre-service teachers construct shallow interpretations and cannot process information quickly.

When the classroom activities were out of expectation, the six participants modified the activities prepared in a lesson plan with another activity appropriately. For example, Danny changed the activity in a lesson plan to playing games, and Kathrin employed ice-breaking in the middle of explaining to get the students' concentration back to her explanation. Their beliefs about the strategies of changing and modifying situations play a pivotal role in improving their teaching competencies because they learn to observe the class event, make meaning of it, and make a sudden decision for positive achievement. They must be aware of critical incidents in classroom interaction and able to respond appropriately to them. Farrell (2018) referred to this condition as a critical incident analysis that provides prospective teachers a basis for developing functional classroom practices.

To down-negative emotion regulation, expressive suppression is frequently used by the participants (21%) rather than the strategies of fake (17%) and mask (8%). They demonstrated their negative feelings mostly in the forms of nonverbal cues (see Table

4), like Denny who stroked his chest, took a deep breath, pulled his sleeves, smiled, bitted and wet lips, wiped sweat, put his hands on his hips, and asked students to keep quiet by raising his intonation. Besides, Angel closed her lips tightly with flat expressions, held her hands tightly, mumbled, gazed to the right and left, and looked at her wristwatch many times. All these nonverbal cues are believed by the participants able to avoid the uncomfortable classroom climate for learning and make students aware of their mistakes, as Kathrin said that her negative feelings could be expressed through many expressions that she believed the students could understand their teachers' condition, then, they would realize their mistake. Then, emotional understanding between teachers and students can enhance their relationship (Kimura, 2010). Concerning the use of nonverbal cues, Hull (2016) highlighted that nonverbal cues can be more powerful than what we say. However, one of the participants prefers the verbal cues to express negative emotions since she believes that students will understand well when she speaks frankly about her emotions.

Another reason that is considered a significant one of why the participants unveil their negative emotions is as Laura admitted that she got sick due to defeating her emotions very hard. Likely, Kathrin often felt tired after suppressing her genuine emotions. This research answers the question of research conducted by Cuéllar & Rebecca (2018) about whether teachers who often repress their negative emotions are less healthy. It is also opposed to research conducted by Heikonen et al. (2017) that underlined the need to enhance the student teachers' learning strategies for handling negative emotions. Angel said teachers are human and that it is normal when they cannot handle their emotions. An interesting argument comes from Kathrin, to claim that teachers must be able to regulate their emotions and properly express them to establish a convenient environment for student learning. This notion is asserted by Kimura (2010) that teachers need to disclose their genuine emotions, including the negative ones, according to the context and situation. Furthermore, as a new trend in psychology, positive psychology (PP) gives a big concern to human well-being that notably refers to one's satisfaction with life and mental health (Derakhshan, 2022). Thus, teachers must have special skills dealing with how and when they can express their emotions properly to create a positive classroom atmosphere instead of suppressing them.

Smile and silence are excellent tools for down-negative emotion regulation, as shown by Danny and Angel, who always kept smiling. However, they were frustrated, and Andy kept silent to give himself fresh air to manage his emotions.

Hence, since a smile is a professional gesture that can be used as a professional response, teachers must be able to handle stressful situations with a smile (Chauhan, 2019). Likewise, teachers use silence as a tool of classroom control (Vassilopoulos & Konstantinidis, 2012) and as a means to dominate a noisy class (Huang, 2011). From the participants' teaching, the students will keep silent after looking at the teacher's silence in the middle of their explanation. However, the participants only sometimes apply these mask strategies to press their negative emotions (8%). In Kathrin's case, she changed her beliefs from pressing to disclosing her negative emotions due to an unhealthy condition. They clearly show that the participants selected more to apply fake strategies (17%) than mask strategies.

Concerning teacher smile and silence, all participants believe that smile and silence are significant to up-positive emotion. Smiling is an effective gesture in the effective teaching and learning process because a smile is a way to not only relieve emotional tension and stress in a certain situation but also build a comfortable learning environment and improve the relationship between teachers and students (Chauhan, 2019; Jakonen & Evnitskaya, 2020). Then, this positive atmosphere will lead to student engagement and learning achievement (Shakki, 2023). Similarly, teacher silence can be used productively in the teaching and learning process as a tool of classroom control and a way of facilitating students' self-exploration. Nevertheless, Laura said differently about teachers' silence, where she believes in giving advice, inoffensive criticism, and warning instead of silence to make students aware of their inappropriate conduct. Then, teachers should refrain from using silence with students who may misunderstand it or with whom they have a poor relationship (Vassilopoulos & Konstantinidis, 2012).

Since teachers' emotions can influence students' emotions in learning, all participants believe that they must up-regulate positive emotions for students can enjoy their learning and engage actively in classroom activities. Besides, Bella emphasized that teachers' positive performance is a part of professionalism. These fake strategies are demonstrated through verbal and non-verbal cues. For verbal cues, Leonard (2012) explained that language is powerful in expressing one's thoughts, feelings, and needs. Regarding this, providing compliments (i.e., the words "good, great, correct, okay, excellent) is used to show clearly how the participants appreciate students' efforts for their active engagement in class activities. These teacher-student rapport and teacher support can strongly enhance students' classroom engagement since intimate teacher-student relationship enables the students' fundamental needs

(Shakki, 2022).

Another fake strategy shown by the participants concerns nonverbal cues. Kinesics or bodily movement, like smiling, moving here and there to approach one student to another in monitoring their progress in completing a task, and explaining the materials more than once, are exposed in the teaching practicum. They always try to look happy, excited, energetic, and enthusiastic, although exhausted (sweating and taking a deep breaths). They believe that the strategies can motivate student learning; as Ruiz (2016) asserts, teachers' joy, optimism, and enthusiasm will provide enthusiastic lessons, resulting in high student motivation in the learning process. Moreover, these nonverbal behaviors improve the relationship between the teachers and the students, establish a good image for the student (Huang, 2011; Leonard, 2012), and contribute to improving students classroom engagement (Al-Obaydi et al., 2023).

The participants applied cognitive change strategies most often after the strategies of situation selection and modification and expressive suppression (15%, see Table 5). In this regard, the six participants have positive beliefs in understanding the students' conditions of doing inappropriate behaviors. This notion aligns with Gross's (2015) cognitive change strategies. In this research, the students misbehaved because of less or excessive attention from their parents, transitioning from primary school, terrible learning experiences, and teachers' teaching performance. Angel and Danny believe that the students misbehaved because of their inability to teach and their weaknesses in classroom management, including their time management. This factor is not proposed by other previous studies (Akbari et al., 2017; Chang & Taxer, 2020), which only presented that teachers often reappraised student misbehavior by trying to see things from the student's perspective and keep that in their mind.

6. Conclusion

There are some interesting points found in this study. In situation selection and modification, Indonesian PSTs believe teachers must be well-prepared to manage classroom interaction before teaching by designing both a lesson plan and a second plan. Besides, their competence in incidental critical analysis must be enhanced. From their situation analysis, they would change and modify the situation appropriate for students. Similarly, the participants believe that in cognitive change strategies, the students' problems and the teacher's weaknesses provoke the students' misbehavior.

To up-positive emotion regulation, the prospective teachers believe in the fake strategies showing their joy, excitement, enthusiasm, and energy in teaching through verbal and nonverbal cues. Although nonverbal cues may bring many interpretations, they can facilitate teachers who get difficulties expressing their emotions verbally. Moreover, smile and silence are believed as excellent tools not only a tool of classroom control but also a way of facilitating students' self-exploration. Hence, "emotional intelligence or competence" is pivotal to be one of the subjects or a part of course contents in teacher education. Besides, the scaffolding of the university and the cooperating schools also play a significant role in helping PSTs improve their positive beliefs about emotion regulation. Moreover, since PSTs need to experience emotion regulation, they need enough time to conduct teaching practicum in schools. Four to six months can be considered a valuable time for prospective teachers to enhance teaching competencies, exclusively for emotional competencies.

The present study has some limitations. The grade level in three different areas becomes the focus of this study instead of culture and gender. Further research needs to involve two other factors since teacher emotions are influenced by culture, gender, and grade level. Moreover, the changes in PST beliefs on emotional strategies before and after teaching practicum need to explore for the negative beliefs after teaching practicum can be eliminated.

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About the Authors

Ririn Pusparini is a lecturer in the English Language Education Department, Universitas Negeri Surabaya, Surabaya, Indonesia. She is currently taking a Postgraduate (Doctoral) in the English Language Education Department, Universitas Negeri Malang, Indonesia.

Sri Rachmajanti is a Professor in the English Language Education Department, Faculty of Letters, Universitas Negeri Malang, Indonesia, Semarang street, Malang, Jatim, Indonesia. Her research interest includes teaching for young learners and teacher professional development.

Mirjam Anugerahwati is a lecturer in the English Language Education Department, Faculty of Letters, Universitas Negeri Malang, Indonesia, Semarang street, Malang, Jatim, Indonesia. Her research interest includes TEFL, CCU, and ESP.

Utari Praba Astuti is a lecturer in the English Language Education Department, Faculty of Letters, Universitas Negeri Malang, Indonesia, Semarang street, Malang, Jatim, Indonesia. Her research interest is in TEFL.

Yudhi Arifani is an Associate Professor in the English Language Education Department, Universitas Muhammadiyah Gresik, Jl. Sumatera 101 GKB, Gresik, Indonesia. His research interest includes CALL teaching and learning and teacher professional development.