T.C. KOCAELİ ÜNİVERSİTESİ
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YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
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REVEALING PRE-SERVICE LANGUAGE TEACHERS' CLASSROOM EMOTIONS AND THEIR EMOTION REGULATION STRATEGIES: VIGNETTE-BASED RESEARCH IN TURKIYE

(YÜKSEK LİSANS TEZİ)

Havva Dilek ÖZBAY

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Tezi Hazırlayan: Havva Dilek ÖZBAY
Tezin Kabul Edildiği Enstitü Yönetim Kurulu Karar ve No:

Jüri Başkanı: Asst. Prof. Serkan GÜRKAN

Jüri Üyesi: Assoc. Prof. Dr. Mehmet ALTAY

Jüri Üyesi: Asst. Prof. Umut Muharrem SALİHOĞLU

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ÖZET

Bu araştırma, Türkiye'deki dil öğretmeni adaylarının stresli sınıf senaryolarıyla karşılaştıklarında nasıl duygular deneyimlediklerini ve bu duyguları nasıl düzenlediklerini incelemek amacıyla yürütülmüştür. Vinyet temelli bir araştırma deseni kullanılarak, öğretmen adaylarının yaygın olarak deneyimledikleri duyguların neler olduğu, bu duyguları yönetmek için hangi stratejileri kullandıkları ve duygu tepkileri ile düzenleme tercihlerini etkileyen temel etmenlerin neler olduğu belirlenmeye çalışılmıştır. Araştırma karma yöntem yaklaşımını benimsemektedir. Nicel veriler duygu ve strateji seçimlerinden, nitel veriler ise açık uçlu yanıtlardan elde edilmiştir. Bulgular, dil öğretmeni adaylarının çoğunlukla negatif duygular yaşadıklarını göstermiştir. Duygu düzenleme stratejileri bakımından, öğretmen adaylarının duygusal deneyimlerini yönetmek için birden fazla strateji kullandıkları görülmüştür. Dil öğretmeni adaylarının duyguların düzenlerken çeşitli temel etmenlerin etkili olduğu saptanmıştır. Kişisel inançlar, mesleki beklentiler, duygusal hassasiyet ve başa çıkma alışkanlıkları, duyguların ve düzenleme stratejilerinin seçiminde önemli rol oynamıştır. Mevcut araştırma, dil öğretmeni adaylarının duygularının ve duygu düzenleme stratejilerinin grift doğasını ortaya koymuştur. Geleceğin öğretmenlerini hazırlamak için tüm paydaşların öğretmenliğin erken dönem deneyimlerinin duygusal yönlerini dikkate alması gerekmektedir.

Anahtar Kelimeler: Duygu Düzenleme, Vignette Tekniği, Dil Öğretmeni Adayları, Öğretmen Eğitimi

ABSTRACT

This research is conducted to examine how pre-service language teachers experience and regulate their emotions when they are faced with stressful classroom scenarios in Türkiye. Using a vignette methodology design, the research aims to identify which emotions are commonly experienced by teacher candidates, what strategies they employ to manage these emotions, and what underlying factors influence their emotional responses and regulation choices. The research adopts a mixed-methods approach. Quantitative data were obtained from emotion and strategy selection, while qualitative data were gathered from open-ended responses. The findings revealed that pre-service language teachers experienced unpleasant emotions. Regarding emotion regulation strategies, pre-service teachers used several strategies to manage their emotional experience. Several underlying factors were found to influence how pre-service language teachers regulated their emotions. Their personal beliefs, professional expectations, emotional sensitivity, and coping habits played an important role in emotion and regulation strategy selection. The current research presented the complex nature of pre-service language teachers' emotions and regulation strategies. All stakeholders should consider the emotional aspects of early teaching experiences to prepare future teachers.

Keywords: Emotion Regulation, Vignette Methodology, Pre-service Language Teachers, Teacher Education

LIST OF ABBREVIATIONS

ELT : English Language Teaching

ERS : Emotion Regulation Strategies

FLTE : Foreign Language Teacher Education

ERSS : The Emotion Regulation Strategy Scale

EFL : English as a Foreign Language

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CHAPTER 1

1. INTRODUCTION

This initial chapter presents the background of the research and outlines its underlying motivation. It further delineates the purpose and significance of the research. Finally, the chapter concludes by introducing the research questions.

1.1 BACKGROUND TO THE RESEARCH

Over the last three decades, teacher emotions have gained increasing attention in applied linguistics, as researchers have begun to recognise how emotions affect teacher development, classroom performance, and professional well-being (Hargreaves, 1998; Sutton & Wheatley, 2003; Chen, 2020). Teaching is no longer seen as only cognitive work; in contrast, it is widely acknowledged that emotions shape how teachers interpret classroom events, make pedagogical decisions, and interact with students (Mercer & Gregersen, 2020). For pre-service language teachers, the emotional dimension of the job can be overwhelming, as they are still developing their professional identity and coping strategies (Ataş, 2022; Tekin & Tunaz, 2023). Although emotional aspects are a part of teacher development, they remain underexplored in the context of pre-service language teacher education, especially within Türkiye.

Pre-service teachers frequently face classroom incidents that provoke a wide range of emotions, from anxiety and frustration to enjoyment and pride (Frenzel et al., 2015; Goetze, 2023a). Those emotions directly affect how teachers perceive their own readiness for the profession and how confidently they handle real-life classroom challenges (Dreer, 2021; Chang, 2013). This is where the concept of emotion regulation becomes especially relevant. Emotion regulation refers to the process individuals use to manage and respond to emotional experiences (Gross, 1998a,

1998b). In teaching, the ability to regulate emotions is often linked with resilience, motivation, and job satisfaction (Chang & Taxer, 2020; Mercer & Gregersen, 2020).

Despite the emerging body of research on emotion regulation among in-service teachers (Bielak & Mystkowska-Wiertelak, 2020b; Li & Ly, 2022), there is still a notable gap in research concerning pre-service teachers, especially in the Turkish context. Many teacher education programs may not adequately prepare them to cope with the real-time emotional challenges of teaching (Méndez López, 2022; Heng et al., 2024). Moreover, studies exploring why pre-service teachers choose certain emotional responses or regulation strategies are still emerging.

Recently, vignette methodology has gained attention as a valuable tool to explore such experiences in more depth. Vignettes are short, hypothetical scenarios that describe realistic classroom situations. They allow participants to reflect on how they would feel and act in response to specific teaching challenges (Goetze, 2023b; Hughes & Huby, 2004). In teacher education research, this method is useful and effective in eliciting emotion-related responses (Su & Guo, 2024; Poulou, 2001).

Taking all of this into account, the present research aims to investigate Turkish pre-service language teachers' emotional experiences and their emotion regulation strategies (ERS) in response to stressful classroom scenarios. By using vignette methodology, it further seeks to explore the underlying factors that shape their emotional appraisals and strategy choices. Addressing these issues can contribute to the development of teacher education programs.

1.2. PURPOSE AND SIGNIFICANCE OF THE RESEARCH

The main purpose of the present research is to examine how pre-service language teachers in Türkiye experience and regulate their emotions when confronted with stressful classroom scenarios. Through a vignette-based research design, the research aims to identify which emotions are commonly experienced by teacher candidates, what strategies they employ to manage these emotions, and what underlying factors influence their emotional responses and regulation choices. Rather

than relying on a single method of data collection, this research adopts a mixed-methods approach, combining quantitative data from emotion and strategy selection with qualitative data obtained from open-ended responses. This triangulated design adds depth and credibility to the research's findings.

One of the central goals of this research is to offer a situated understanding of how emotional experiences emerge in realistic classroom situations and how teacher candidates interpret and respond to them. Using vignettes allows the research to explore emotional reactions in a way that closely mirrors the real-life complexity of teaching, making the results highly relevant to actual classroom settings. The findings are expected to highlight patterns in how pre-service teachers manage emotional demands, as well as the rationale behind their chosen regulation strategies. This remains scarce in current literature.

While a number of studies have explored teacher emotions and regulation strategies, most focus on in-service teachers or general educational contexts. Very few studies examine these experiences from the perspective of pre-service language teachers, particularly in Türkiye. Therefore, this research aims to fill a gap in the literature by offering empirical evidence specific to a group that is still undergoing professional formation, and whose emotional competence can have a lasting impact on their teaching career.

This research hopes to contribute to the design of teacher education programs by focusing on teacher candidates' emotions and regulation strategies. Emotional awareness and regulation are often overlooked in formal training, yet they play a vital role in professional development. The perceptions gathered through this research may offer valuable recommendations for how teacher preparation programs can better support the emotional readiness of language teachers before they start the profession.

Ultimately, this research aims to contribute to the literature on language teacher emotions, providing practical implications for all stakeholders, such as educators, supervisors, and curriculum developers who are directly involved in shaping the next generation of English language teachers.

To achieve this aim, the research addresses three research questions that explore the emotions experienced by pre-service teachers, the regulation strategies they employ, and the factors influencing these responses across various classroom scenarios. These questions guide the overall structure and analysis of the research.

1.3. RESEARCH QUESTIONS

This research endeavours to address the following research questions:

1. What emotion(s) do pre-service language teachers experience in the face of classroom scenarios?

2. What strategies do pre-service language teachers employ to regulate their emotions in the face of classroom scenarios?

3. What are the underlying factors influencing pre-service language teachers' emotions and their choice of ERS in the face of classroom scenarios?

CHAPTER 2

2. REVIEW OF LITERATURE

2.1 INTRODUCTION

The second chapter comprises the relevant literature related to the present research. There are four main parts of the chapter. The first part refers to pre-service teacher training. The second part aims to clarify teachers' emotions, models of emotion regulation, and the strategies employed in the research. Then, vignette methodology is briefly explained in applied linguistics. The final part presents some of the previous works available in the related literature.

2.2 PRE-SERVICE TEACHER TRAINING

Teacher education plays a significant role in any field of education, as it is the most essential phase of preparing prospective teachers. Teachers are required to have both professional and social skills regarding what they are trained in. In today's world, teachers are expected to assist their students with subject knowledge, considering their diversity and individual needs, along with pedagogy and effectiveness (Darling-Hammond, 2006).

In the field of foreign language teacher education, Freeman and Johnson (1998) coined a definition, which is "learning to teach is a long-term complex developmental process that operates through participation in the school practices and contexts associated with learning and teaching" (p. 402). Crandall (2000) stated that foreign language teacher education programs are grounded in a blend of applied linguistics, pedagogical education, and literature, which collectively provide the theoretical and practical knowledge for teacher preparation. In addition, it has been investigated three basics in foreign language teacher education concisely; the learner on the way of teaching, schools as a social setting of development, and language teaching and

learning through pedagogy (Yılmaz-Yakışık & Aşık, 2020). In line with the educational framework, pre-service language teachers go through the practicum stage in which they can put theoretical knowledge into practice.

During the practicum, pre-service language teachers have a chance to obtain a more profound understanding of the challenges they may encounter in their future classes. Nevertheless, they don't have to confront those challenges individually, as they are observed and assisted by their supervisor teachers or teacher educators from their institution (Lawson et al., 2015). Through constructive feedback and mentorship, they gradually develop a stronger sense of professional growth while exploring the complex emotional landscape of teaching. According to Richards (2022), there is a need for the development of pre-service teachers' emotional competence to manage their emotions productively.

2.3 TEACHER EMOTIONS IN LANGUAGE EDUCATION

There has been a growing recognition of emotions and how they influence teaching practices since the 1970s, owing to increasing research in cognitive psychology (Sutton & Wheatley, 2003). Schutz et al. (2006) explain emotions with a definition:

> 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).

This description shows how complicated the socio-cultural nature of emotions could be (Schutz, 2014).

In addition, Swain (2013) states:

> Emotions are like 'the elephant in the room.' Everyone is aware of them, but they reflect an unspoken truth: that they have a significant impact on what has

> happened in the past, what is happening now, and what will happen in the future (p. 195),

drawing attention to the necessity for recognition of emotions. Along with the rising interest in emotion-related research, new concepts emerged in the literature. Those concepts can be referred to as emotional intelligence, emotional labour, and emotional regulation (Gao et al. 2024).

In the context of ELT, it is worth noting that since teachers need to have a strong relationship and interaction with their students, their practices in class are more critical compared to other subject teachers. As a result of this, their emotions have a significant impact on classroom dynamics, decision-making, and the development of professional identity (Hargreaves, 1998; Schutz & Zembylas, 2009; Zhang, 2022).

Apart from the requirements of the institution, language teachers spend most of their time in the classroom through their teaching and interaction with students. They can experience either positive or negative emotions, sometimes even feeling both simultaneously. A number of studies carried out on teachers' emotions have shown that predominant emotions are enjoyment, anxiety, and anger (Chang, 2013; Golombek & Doran, 2014; Frenzel et al., 2015). Regarding negative emotions, anger and frustration are identified, whereas love and caring are recorded among teachers as positive ones in the literature (Arıağa, 2017).

With regard to negative emotions, Şahin-Yıldırım and Toköz (2024) pointed out that studies on language teacher emotions have mostly dealt with teacher anxiety (Reves & Medgyes, 1994) and teacher burnout (Nagamine, 2018) in the early stages. In line with previous research on negative emotions, positive emotions have been researched and have resulted in teachers' well-being. For instance, teachers' professional well-being is affected by their emotions. Dreer (2021) investigated the relationship between teachers' well-being and their job satisfaction with 511 German teachers. The results suggest that the job-related well-being of teachers is linked to positive emotions in the workplace, as the most predominant predictor of teachers' job satisfaction.

Noting that emotions play a significant role for language teachers, the following section presents emotion regulation and regulation strategies discussed in the literature.

2.3.1 Emotion Regulation

Emotion regulation is the process by which people control the emotions they feel and how they encounter and articulate them (Gross, 1998). Both conscious and unconscious, these processes can take place either before or after an emotional reaction has been triggered. In educational contexts, particularly in teacher education, emotion regulation is essential in order to create a better classroom environment, handle stress, and increase student engagement (Sutton & Wheatley, 2003; Dewaele & Mercer, 2018). Regarding the importance of emotion regulation, applied linguists demanded a deeper understanding of language teacher psychology, supporting general educationists (Mercer & Kostoulas, 2018), since applied linguistics is an interdisciplinary field with psychology. For this reason, research points out the need for ERS. To better understand how these strategies function in practice, it is useful to examine the core processes involved in regulating emotions.

The process of regulation of emotions is defined in two categories: up-regulating and down-regulating (Sutton & Harper, 2009). Up-regulating an emotion involves increasing its intensity or duration, like joy or enthusiasm, to communicate a positive tone in the classroom. Down-regulating involves reducing the emotional experience, like anger, to maintain classroom activities and maintain positive relationships. These strategies allow teachers to adapt their emotional expressions. In doing so, they help create a more supportive and effective learning environment.

Teachers are supposed to act properly, refraining from displaying strong or weak emotions when they encounter a great deal of them in the classroom (Chen, 2020). Regarding their professional well-being and growth, ERS are pivotal in preventing teacher burnout and attrition. Also, learning how to manage emotions well is now considered an important skill in teacher training because it helps with classroom control and shapes how teachers see themselves. In this way, knowing how to handle

emotions can really help pre-service teachers feel more ready and confident in their future roles.

2.3.2 Models of Emotion Regulation

There are various emotion regulation models proposed in educational, psychological, and applied linguistics research. Table 1 below provides a summary of the most relevant emotion regulation models and instruments used in applied linguistics and teacher education research, with particular attention to their strategic focus and use in empirical studies.

Among these models, Gross, who has specialised in emotion regulation, introduced the Process Model (1998a), which identifies five stages of emotion regulation. Those are "situation selection, situation modification, attentional deployment, cognitive change, and response modulation". Also, Gross (1998b) categorised those stages as antecedent-focused and response-focused. The former refers to the regulation happening before or during the emotion's experience, while the latter takes place after the encounter. This model has been widely adopted in studies on teacher emotions regarding clarity and measurability.

Gross and John (2003) examined ERS, particularly cognitive reappraisal and expressive suppression, and their impact on affect, social functioning, and well-being. It has been frequently used in SLA and teacher psychology research.

Another model presented by Mercer and Gregersen (2020) aims to help teachers evaluate and improve their emotions. This model can be used to recognise positive or negative emotions and regulate them accordingly through mindfulness, resilience, and emotional balance. It contributes to teachers establishing a healthier emotional balance in their personal and professional lives. It is a useful instrument for studies examining teachers' job satisfaction, emotional burnout, work stress, and professional commitment levels.

Table 1. The Summary of Emotion Regulation Models

Model	Key Strategies	Common Uses
Gross's Process Model (1998)	5-stage process (situation selection to response modulation)	Mostly cited in emotion regulation studies involving teachers
ERQ – Gross & John (2003)	Measures cognitive reappraisal and expressive suppression	Used in SLA and teacher psychology studies
Mercer & Gregersen (2020)	Positive psychology-informed regulation: mindfulness, resilience, emotional balance	Used in studies of teacher well-being and emotional resilience
LTERI – Heydarnejad et al. (2021)	Six dimensions: situation selection, situation modification, attention deployment, reappraisal, suppression, and seeking social support	Validated in EFL contexts to assess emotion regulation strategies in educational settings
ERSS – Kneeland et al. (2024)	Nine intra- and interpersonal strategies: reappraisal, distraction, situation selection, problem solving, acceptance, calming, savouring, rumination, and suppression	Social and personal emotion regulation strategies used in educational contexts

Heydarnejad et al. (2021) created a six-dimensional model for language teachers' emotion regulation. The language teacher emotion regulation inventory (LTERI) involves "situation selection, situation modification, attention deployment, reappraisal, suppression, and seeking social support". This inventory is an important contribution to the literature since it has been designed for language teachers. Additionally, it is a validated instrument widely used in empirical studies.

Lastly, the emotion regulation strategy scale (ERSS), which was introduced by Kneeland et al. (2024), investigates how people handle their intra-personal and inter-personal emotion regulations. It is a valuable instrument as it suggests a wide range of ERS. Those strategies are "reappraisal, distraction, situation selection, problem solving, acceptance, calming, savouring, rumination, and expressive suppression." Although relatively new, it offers promising applications in language teacher education. It is applicable when researching collaborative emotion regulation or teacher support networks.

Reviewing all the scales, the present research adopted the ERSS developed by Kneeland et al. (2024) in order to explore pre-service language teachers, since it may work well with vignette methodology. Based on this, the following section outlines the strategies of the scale.

2.3.3. Emotion Regulation Strategies

Aligned with the instrument adopted in the research (ERSS), the following subsections introduce nine emotion regulation strategy constructs examined here.

2.3.3.1. Reappraisal

Reappraisal is a form of cognitive change, and it involves interpreting an emotion-eliciting situation to alter its emotional effect (Lazarus & Alfert, 1964; Gross & John, 2003). It refers to viewing an event or a challenging situation not as a threat, but as an opportunity for learning and adaptation. For instance, a pre-service teacher

is upset by a critical comment from a supervisor. They may reappraise it as guidance for practice and motivation instead of feeling discouraged.

2.3.3.2. Distraction

Distraction can be defined as moving attention away from the emotional aspects of the incident or focusing on something unrelated or desirable (Gross & Thompson, 2007). This strategy differs from reappraisal, as reappraisal changes the interpretation of the situation, whereas distraction shifts attention entirely to another focus. For example, a teacher can ignore the misbehaviour of a student, trying to recall a pleasant moment (Gross,2015).

2.3.3.3. Rumination

Rumination is a strategy that refers to constantly thinking about the reasons and consequences of negative emotions (Nolen-Hoeksema et al., 2008) rather than solving the problem. In the literature, it is often considered a maladaptive regulation strategy, as using it frequently may lead to some psychological problems (Aldao et al., 2010).

2.3.3.4. Acceptance

As a regulation strategy, acceptance refers to acknowledging emotions without attempting to control, change or avoid them (Hayes, 2004). In teaching contexts, acceptance can be seen as a helpful strategy for situations that teachers are unable to control (Aldrup et al., 2023).

2.3.3.5. Expressive Suppression

Expressive suppression involves attempting to hinder or inhibit one's emotional expression (Gross & John, 2003; Gross, 2015). In the experience of negative emotions such as anger, anxiety or unhappiness, individuals tend to control their behavioural expression through masking those emotions. For instance, a teacher may try to hide their disappointment or frustration when they see two students cheating

during an exam. However, using expressive suppression frequently may lead to adverse effects on teachers' well-being (Yin et al., 2016).

2.3.3.6. Problem Solving

Problem solving is defined as intentionally attempting to alter an emotional situation or its outcomes (Aldao et al., 2010; Kneeland et al., 2024). It is a practical strategy as it aims to resolve stressful incidents or to change the source of stress.

2.3.3.7. Calming

Calming as a regulation strategy involves self-soothing practices during the experience of intense emotions (Kneeland et al., 2024). Those practices can be exemplified by deep breathing, relaxing specific parts of the body, and visualisation techniques to provide immediate emotional relief. Since this strategy is a practical way to decrease the effect of negative emotions, it is recommended for mindfulness practices in language teaching contexts (Zeilhofer, 2020; Kuru Gönen, 2022)

2.3.3.8. Situation Selection/Creation

Situation selection or creation can be defined as the proactive choice of entering or avoiding a situation based on its potential emotional impact. (Gross,2015; Webb et al., 2017). Using this strategy, individuals make some predictions about how they will feel in certain events. For instance, a pre-service teacher may choose to work with young learners instead of adults since the teacher may not be sure how to manage a class with adults. Focusing on undesirable outcomes, the teacher may avoid being in such conditions to feel more comfortable.

2.3.3.9. Savouring

As the last strategy, savouring refers to deliberately maintaining an emotional experience due to its pleasant effect (Bryant, 2003; Tugade & Fredrickson, 2007). It can happen before (anticipating a nice event), during (thoroughly enjoying it), or after

(replaying the memory). In teaching, this strategy can help build motivation and reduce stress.

2.4. VIGNETTES IN APPLIED LINGUISTICS

Regarding vignettes, varying definitions can be found in the literature. According to Miles and Huberman (1994), a vignette refers to a set of incidents which is centred, regular and iconic. They are not the same as memos. Vignettes may be assumed as condensed data into a narrative that offers viewers a sense of what the research investigates (Copland, 2018). For Hughes and Huby, vignettes in general refer to written, visual, or digital scenarios in order to collect responses from participants (2004).

These definitions show that vignettes can serve both as a way to present research data and as a tool to gather responses. While some focus more on the narrative aspect, others see vignettes as practical tools for data collection. This variety suggests that vignettes are flexible and can be used in different ways depending on the research aim.

In recent applied linguistics research, vignettes are defined as text-based scenarios designed to help participants visualise or imagine a specific situation (Bielak & Mystkowska-Wiertelak, 2020a; Goetze, 2023a). When the definitions are reviewed, it is worth noting that they may be used for any data collection purposes, including quantitative, qualitative, and mixed-methods research, and they may be delivered either orally or in written form (Goetze, 2023b).

Additionally, since vignettes have a non-directive nature, it is more likely to reduce prejudice by letting participants respond freely, as there is no right or wrong answer. For this reason, their application to some complex constructs, such as emotion regulation, teacher well-being, or identity, works effectively. All in all, vignettes offer a creative and flexible way to explore how teachers think and feel about complex situations in their professional lives.

Depending on the recent research on vignette use, there are some limitations to be addressed. Firstly, vignettes may not be interpreted truly in cross-diverse cultural contexts. Assessing a typical scenario may result in unfamiliarity, which leads to misinterpreted results (Poulou, 2001). Another limitation is that participants may have preferred to give socially approved answers (Koçak Mat, 2023), especially in an educational context when they face a vignette-based task. Lastly, vignettes in research might be challenging. Researchers often face uncertainty about the best way to present them. Whether they are best delivered through interviews, surveys, videos, or interventions is not always straightforward, making the method's application a potential limitation in research design (Torres, 2009).

The clarification above aims to present a summary of the vignette methodology. It provides information about its characteristics and potential advantages in exploring complex constructs such as teacher emotions. Despite its strengths, the methodology also presents several limitations, such as challenges in interpretation and administration. For instance, participants may interpret scenarios differently based on their personal experiences.

Additionally, the hypothetical nature of vignettes may not fully capture the emotional intensity of real-life classroom situations. Nevertheless, when carefully designed and adapted to the specific teaching context, vignette-based instruments remain a valuable methodology for eliciting authentic emotional and cognitive reactions from participants.

2.5. RELATED RESEARCH IN LITERATURE

Sutton and Wheatley (2003) noted there was a growing recognition of emotions and their influence on teaching. This recognition has led to a rise in research on teachers' and students' emotions and emotion regulation in the literature. To date, there have been a number of studies that have investigated language teachers' ERS; a few of them have been researched through vignette methodology. Additionally, there appears to be a need for research focusing on pre-service language teachers' ERS. Given that pre-service teachers are still developing their professional identities and

coping strategies, understanding how they regulate their emotions in challenging classroom situations is especially important. Insights from such research can inform teacher education programs and help better prepare future educators for the emotional demands of teaching.

In terms of emotional needs, Golombek and Doran (2014) explored how a novice ESL teacher's emotions were closely tied to their thoughts and classroom practices. Using reflection journals, the study showed that emotions like self-doubt revealed deeper conceptual challenges. Through a scheme of a complete orienting basis of the action (SCOBA) framework, the teacher educator provided emotional and cognitive support. The study highlighted that those emotions play a key role in teacher development and should be addressed through reflective and responsive mediation.

Frenzel et al. (2015) investigated the influence of individual traits and classroom context on teacher emotions, specifically enjoyment, anger, and anxiety. Using diary data from two samples of teachers, the study found that emotions varied not only between teachers but also within the same teacher, depending on the subject taught and the group of students. Enjoyment and anger, in particular, showed strong context-based variation, while anxiety was more person-specific. The study suggests that educators should consider both personal and situational factors when assessing and supporting teachers' emotional well-being.

As an example of research conducted in general educational settings, Chang and Taxer (2020) explored how teachers regulate their emotions in response to student misbehaviour. They found that teachers use various strategies and that trait-level emotion regulation impacts their in-the-moment experiences. Teachers who practised reappraisal experienced the least negative affect and were less likely to suppress their negative emotions.

With 330 participants from preparatory schools in Turkey, Mutlu and Solhi (2024) examined how EFL instructors' cognitive flexibility is related to their foreign language teaching anxiety, focusing on the mediating role of ERS. They found out that instructors with higher cognitive flexibility experienced lower levels of teaching

anxiety. Regarding ERS, cognitive reappraisal was associated with reduced anxiety, while expressive suppression was linked to increased anxiety. Both strategies were found to mediate the relationship between cognitive flexibility and types of anxiety, such as fear of negative feedback, lack of student engagement, limited teaching experience, and concerns about language ability. Researchers concluded that cognitive flexibility and effective emotion regulation may help reduce teaching-related anxiety in EFL contexts.

Conducted in a higher education setting, Namaziandost et al. (2023) examined the impact of reflective teaching and emotion regulation on teacher work engagement among EFL university professors. The findings suggested that professors with higher reflective teaching practices were more engaged in job duties and had higher emotion regulation.

Bielak and Mystkowska-Wiertelak (2020b) carried out a study identifying language teachers' interpersonal learner-directed ERS from both learners' and teachers' perspectives. They discovered that teachers had different views on ERS frequency, but they agreed on their effectiveness. The ERS were varied, with the most effective being cognitive change. They suggested that teachers need training in ERS to improve their range and self-regulation.

Using data from 492 U.S. teachers in a P–12 school context, Chang (2013) explored how teachers' emotional responses to student misbehaviour are shaped by their appraisals and regulation strategies. The study revealed that unpleasant emotions such as anger and frustration were linked to how teachers evaluated incidents. What is more, effective emotion regulation and coping strategies played a key role in reducing emotional exhaustion and burnout.

To examine the emotional well-being and regulatory strategies, Talbot and Mercer (2018) conducted a qualitative study with 12 EFL/ESL tertiary-level teachers in Austria, Japan and the United States. Using semi-structured interviews, they investigated what supports or undermines teachers' emotional well-being. They found that even if teachers had different cultural backgrounds, the strategies they used to

manage their emotions were surprisingly similar. Those strategies were cognitive reappraisal, problem-directed action, savouring, and gratitude, and they were useful to deal with strong emotions or hold on to the positive ones a bit longer. The study proposed a perspective on how teacher emotions were not just personal but also shaped by their social and cultural surroundings.

Furthermore, Nazari et al. (2025) aimed to explore how Iranian English language teachers manage their emotions based on personal, institutional, and sociocultural reasons using the concept of Purpose-Based Emotion Labour (PBEL). Conducted through open-ended questionnaires, narrative frames, and interviews, the study revealed that teachers' emotional practices were closely tied to three dimensions, such as agency, well-being, and identity alignment. Teachers managed their emotions not only in reaction to classroom or institutional demands but as part of making sense of their professional roles. The study indicated that PBEL helped teachers grow professionally and respond to emotional demands in a way that was sensitive to their context. Teacher emotion labour is not just a way to control feelings but also a meaningful process that supports reflection, resilience, and development.

In the Chinese context, Li and Lv (2022) investigated the relationship between EFL teachers' resilience, emotion regulation, and their success. A questionnaire completed by 323 Chinese EFL teachers revealed a direct and positive correlation among these three variables. Moreover, the researchers highlighted that teacher education programs could enhance EFL teachers' success by training them with resilience strategies and emotion regulation skills.

Having reviewed studies on in-service teachers' ERS, it is also crucial to present how these strategies are employed among pre-service teachers. For instance, Heng et al. (2024) investigated the emotional experiences and ERS of seven pre-service EFL teachers in China. The participants experienced a range of emotions, including positive, negative, and complex ones. Confusion, anxiety, and frustration were the most common negative emotions. They noted that those pre-service teachers preferred response-focused strategies such as communication, self-improvement, and action-taking. Those were used more frequently than antecedent-focused ones like

cognitive change and attention deployment, while suppression was rarely reported. They also implied that personal and environmental factors influenced participants' emotion regulation. Personal traits such as agency, personality, and prior experiences played a key role, alongside external elements like supervisor support and peer relationships.

Regarding pre-service language teachers' emotional needs during their practicum, Méndez López (2022) carried out a case study with a group of 15 practicum students in a public university in Mexico. The data were gathered through teachers' reflections on their practicum and interviews. Due to their lack of motivation and confidence in their language or teaching abilities, the findings showed negative emotions. Also, those emotions had an impact on their performance in the classroom. The study emphasised that language teaching programs should implement emotional support strategies and reflection for teachers.

In the Turkish setting, Koçak Mat and Tavil (2024) used vignette cases through a questionnaire in order to investigate instructional practices of pre-service EFL teachers at a state university. In the integration of vignettes into an 8-week intervention, participants kept reflective journals. As post-intervention, the same questionnaire was given to them, in which they showed improvement in beliefs and instruction delivery. Furthermore, researchers highlighted the effectiveness of using vignettes as an instructional tool.

Goetze (2023) explored language teachers' emotional lives and the nature of their emotions in the classroom using appraisal-based emotion theory. 272 teachers from North America, Asia, and Europe completed an online questionnaire, evaluating anxiety-provoking scenarios. Results showed emotional complexity, with multiple positive emotions and rare anxiety as the sole emotion. The researcher noted that it is a fruitful method to use appraisal-based emotion theories and vignette methodology in second language acquisition research.

Taking this into consideration, the present research tries to investigate pre-service language teachers' ERS through vignette methodology. Although many studies

have explored how teachers deal with their emotions, there is still a need to better understand how pre-service language teachers manage their feelings, especially in challenging classroom situations. Using vignettes can help reveal their real emotional reactions and the strategies they use. This research hopes to find out useful insights into how future teachers handle emotions as they prepare for their professional roles.

CHAPTER 3

3. METHODOLOGY

This section includes a detailed description of the research methodology and design adopted in the present research. Firstly, the purpose and research questions are briefly explained. Secondly, the description of the setting and participants is given. Then, selected data collection instruments and procedures are presented. As the final step, the data analysis process administered in the research is explained.

3.1 RESEARCH QUESTIONS

The present research aims to investigate pre-service language teachers' emotional experiences and how they regulate them concerning a total of eight stressful classroom scenarios, as well as their evaluation of why they feel emotions and choose ERS. In this regard, the following research questions are addressed:

1. What emotion(s) do pre-service language teachers experience in the face of classroom scenarios?

2. What strategies do pre-service language teachers employ to regulate their emotions in the face of classroom scenarios?

3. What are the underlying factors influencing pre-service language teachers' emotions and their choice of ERS in the face of classroom scenarios?

3.2 SETTING & PARTICIPANTS

The participants of the present research are 30 students who are studying in the 4th grade at the ELT Department at two universities in Türkiye in the spring 2024-2025 semester. They were selected through purposive sampling, which is the most commonly used type of sampling method, especially in qualitative research (Etikan et al., 2016). In this sampling method, participants need to hold specific criteria or characteristics to meet objectives in the research (Mason, 2002; Robinson, 2013; Trost, 1986), such as ELT students in the practicum.

The participants complete the undergraduate program in four years unless they have studied in a preparatory school for two semesters. In this program, they are supposed to learn and practise courses in educational sciences, methodology, linguistics, and literature to gain experience in the field of teaching English.

In the last year of the program, which is set by the Council of Higher Education, students take an ELT practicum course (Ataş, 2022), in which they are required to put into practice what they have learned for three years. This course is a critical part of teacher education, enabling students to experience teaching in class and combine theoretical knowledge with practical application. To complete this course, they observe some classes that are assigned to them by their supervisor teachers from their universities. The classes that they observe during the practicum course are mostly at the level of primary, secondary and high schools. After they observe classes of cooperating teachers at those schools, they need to move to teaching practice. They are supposed to prepare micro and macro lesson plans that they may present, and they get feedback from their supervisors about the plans.

As the last phase of practicum, they engage in teaching with the guidance of their supervisor teachers. They teach in a real classroom setting where they can test their effectiveness, and they are provided with individualised feedback (Tekin & Tunaz, 2023) after they are observed by their supervisor teachers.

In this current research work, no demographic question is included in the survey since all participants are 4th graders and studying at the ELT department, and the information about their age, gender, or education is not investigated in the research questions. Consequently, it is more likely to enable them to effectively concentrate on the research content.

A total of 30 ELT students completed two different checklist items, and 18 of them answered the open-ended question. The number of participants is demonstrated in the following figure.

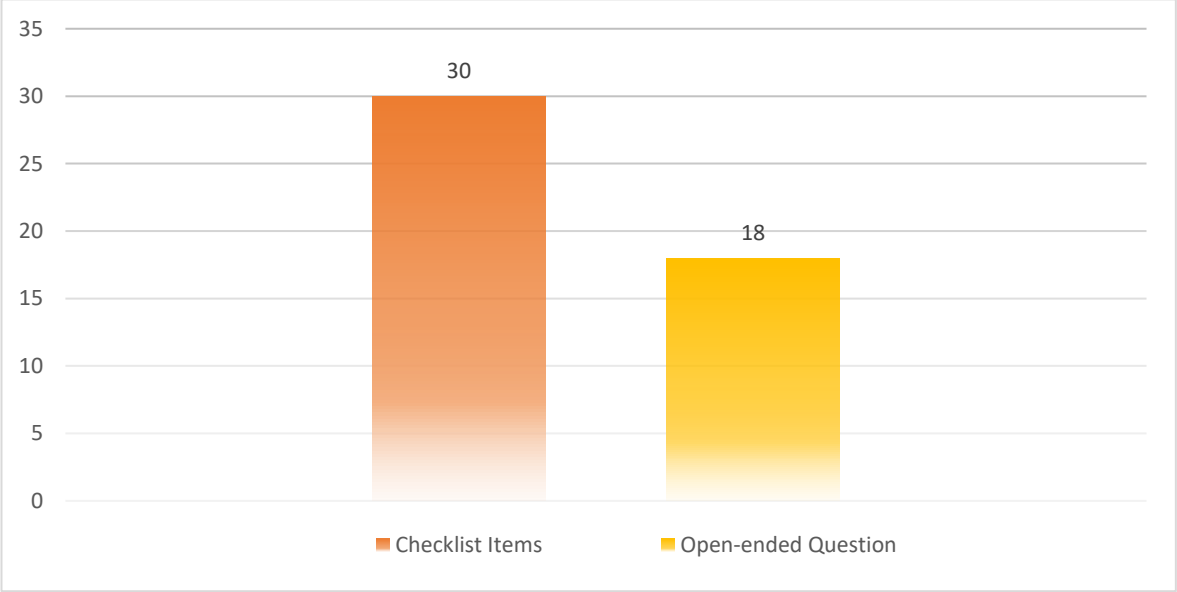


Figure 1. Number of participants

3.3. DATA COLLECTION INSTRUMENTS

3.3.1 Overall Design of the Research

The present research adopted a mixed-method design in order to obtain comprehensive data to answer the aforementioned research questions. Benefiting from both qualitative and quantitative approaches, a mixed-method research design triangulates the gathered data, showing the strengths and weaknesses (Clark &

Creswell, 2008; Creswell, 2015). To get valuable insights for each research question, it is better to avoid the possible limitations of using a single research method.

By examining statistical data alongside participants' experiences, emotions, and thoughts in depth, researchers may gain a comprehensive understanding of phenomena (Creswell, 2015). Taking the recommendation into account, two checklist items were used to be able to generalise emotion selections and ERS of participants for each of the eight vignettes for the quantitative part of this research. Through an open-ended question for each vignette, the qualitative data were obtained. The following sections will explain the data collection tools and procedures in detail.

3.3.2 Data Collection Tools

In the current research, two different data collection tools were used to gather data. The first data collection tool was two checklist items, including the emotion selection and the ERS; the second one was an open-ended question for each classroom scenario (See Appendix A).

The survey, as a whole, consisted of three main parts: A, B, and C, along with eight vignettes that describe situational classroom scenarios. As part of the vignette-based data collection tool, checklist items were employed to gather participants' emotional responses (Part A) and emotion regulation strategies (Part B). These checklists consisted of closed-ended, categorical options in order to allow participants to select one or more responses for each scenario. This format is widely used in applied linguistics research for its ability to generate quantifiable data and facilitate efficient comparative analysis (Dörnyei & Taguchi, 2009; Riazi, 2016).

Vignettes used in the current research are named as follows: “supervisor, multitasking, attitude, improvisation, incomprehensibility, technology, time management and failing a student”. Vignettes were originally adopted from Goetze (2023a), who created eight anxiety-provoking situations and tested them with 272 language teachers. These scenarios were designed to reflect realistic and challenging classroom events that teachers are likely to face in their professional lives.

For this research, the vignettes were adapted to suit the experiences of pre-service language teachers in the Turkish context, while maintaining their original structure and intent. This allowed for a more relevant data collection process. Table 2 below provides a summary of each vignette to clarify what content they include.

Table 2. The Summary of Vignettes (Goetze,2023a, p.333)

Vignette 1	Supervisor	a supervisor observing a class and taking extensive notes
Vignette 2	Multitasking	simultaneously listening to students and providing feedback while writing on the board
Vignette 3	Attitude	disrespectful and disruptive student behaviour during class
Vignette 4	Improvisation	a lack of preparation that leads to an unstructured class and improvised instructional behaviour
Vignette 5	Incomprehensibility	the inability of a student to grasp a concept in the target language despite the application of various instructional approaches
Vignette 6	Technology	failure of technology and the lack of a backup lesson plan

Vignette 7	Time management	running out of time to cover assessment-relevant class content
Vignette 8	Failing a student	encountering a hardworking student who is unable to succeed in the class despite high motivation, and seeking additional guidance

No change was made to the scenarios since they were scrutinised by two experts in the field of ELT, one of whom is an Associate Professor, and one is a Research Assistant and a doctoral candidate in the field of ELT. Both of the experts found them suitable for the Turkish setting.

For each vignette in part A, the emotion list was provided, which was taken from Su and Guo (2024), who investigated EFL learners' emotions and ERS through vignette methodology. Participants would read the related scenario and choose as many emotions as among the 15 emotions.

Moreover, they were asked to add more emotions if they experienced any in the face of eight stressful classroom scenarios. In this part, the first research question was addressed. This helped capture a broad range of emotional reactions participants might experience, ensuring both structure and flexibility in the data collection. Figure 2 below shows the emotions included.



Figure 2. The emotion list, adapted from Su and Guo (2024)

In part B, ERS were presented for the participants' choice after reading each vignette and the selection of emotions. Those strategies were originally adapted from Kneeland et al. (2024). This model was chosen for the present research as it included a wide range of ERS, and it might work well with vignette methodology in order to explore pre-service language teachers' ERS. It comprised nine intrapersonal regulation strategies, which were cognitive reappraisal, distraction, situation selection, problem solving, acceptance, calming, savouring, rumination, and expressive suppression.

After participants read the related scenario and chose emotions on the list, they selected the ERS given. Each strategy had five statements. To avoid directing or giving a clue from the strategy name, the participants were provided one statement from each strategy so they could choose what they wanted among 9 statements (see Appendices A & B). With the help of the part, items directly referred to the second research question of the research.

As the last part of the survey, an open-ended question was included from scratch in order to gather qualitative data following the A and B parts. Participants answered the question explaining why they chose the emotion and the regulation strategy for each vignette. This item was designed to explore insights for the third research question. Their answers helped reveal what influenced their emotional responses and strategy choices. These explanations were then used to identify common themes during the analysis.

3.4. PROCEDURE

In the data collection procedure, all items were presented to the participants with an online survey tool since quantitative and qualitative data were based on eight situational vignettes. Online survey tools are widely used in language research, as there is not much cost in creating an online survey, and it also gives the chance of being anonymous to participants (Dewaele, 2018; Dörnyei, 2007). Furthermore, participants may take surveys whenever they want, while researchers may reach extensive data with the help of an online survey tool. Taking into consideration those aspects, the data were gathered through an online survey.

The link to the survey was shared with pre-service language teachers during the classes. They were informed that they could continue filling it out if they agreed to the consent section of the survey. It was highlighted that the responses would be kept anonymous and solely used for academic purposes. Furthermore, no demographic question was included in the survey, as they were 4th-grade ELT students, and the information about their age, gender, or education was not investigated in the research questions.

The survey consisted of 9 pages, which included a consent section and 8 vignette situations, each featuring an emotion selection, an ERS selection, and an open-ended question. Participants had to select the emotion and ERS sections to continue next pages; however, the open-ended question was optional to write. For the reader's convenience, an excerpt from the online survey is shown in Figure 3 below.

Situation 6: Technology

"Today's lesson plan requires you to rely on the computer (or other available technology) in your classroom. During class, the computer suddenly stops working and you are unable to reach the tech support of your institution. You have not prepared a back-up plan for this lesson beforehand."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- happiness
- excitement
- interest
- gratitude
- pride
- surprise
- boredom
- anxiety
- anger
- self-blame
- contempt
- confusion
- nervousness
- embarrassment
- sadness
- Other emotion(s) (Please specify it.)

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- Think about other aspects of the event.
- Shift what I am thinking about to something different
- Repeatedly analyse the situation that made me feel this way.
- Accept that I am feeling this emotion.
- Not let others see how I feel on the inside.
- Brainstorm ways to change the situation.
- Calm myself.
- Choose to be in situations that make me feel emotions that I want to feel.
- Appreciate how I am feeling right now.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____ .

Figure 3. The excerpt from the online survey

As a limitation of the present research, a formal piloting stage couldn't be conducted due to time constraints and the limited sample size. Even though all instruments had been validated in earlier studies (Goetze, 2023a; Su & Guo, 2024; Kneeland et al., 2024), the survey needed to be piloted to ensure its clarity and suitability in the specific research context. Dörnyei and Csizér (2012) stated that "… even if we adopt most items from existing instruments, our questionnaire will still need to be piloted for the specific population that we intend to use it for." (p. 77). For this reason, two steps were followed.

Firstly, the structure was reviewed by two experts in the field of ELT for the content validity; the former is an Associate Professor and the supervisor of the present research, and the latter is a Research Assistant and a doctoral candidate in the field of ELT, having received her master's degree in the same field. Their academic and professional experience in ELT provided valuable suggestions for the content and the clarity of the instruments. Their evaluations helped ensure that the survey items were contextually relevant and methodologically sound.

Following this, the initial participants of the current research were asked to share their overall impressions of the survey orally, while the supervisor was also present during the completion process. After evaluating the initial participants' feedback, the survey items remained unchanged, and the responses gathered during this initial phase were included in the final dataset.

3.5. DATA ANALYSES

In the first phase of the data analysis, quantitative data were analysed using descriptive statistics, while qualitative data were examined through thematic analysis. The Statistical Package for the Social Sciences (SPSS) was employed to conduct the quantitative analysis, and NVivo 12 was used to support the thematic analysis of qualitative data. By using both quantitative and qualitative analysis, the researcher aimed to give a better understanding of the findings.

The following table illustrates an overview of the data analysis procedures.

Table 3. Research Questions and Corresponding Methods

Research Question	Data Collection Instrument	Type of Data Analysis
1. What emotion(s) do pre-service language teachers experience in the face of classroom scenarios?	Checklist Items	Descriptive Statistics
2. What strategies do pre-service language teachers employ to regulate their emotions in the face of classroom scenarios?	Checklist Items	Descriptive Statistics
3. What are the underlying factors influencing pre-service language teachers' emotions and their choice of ERS in the face of classroom scenarios?	Open-ended Question	Thematic Analysis

3.5.1 Quantitative Analysis

To address the first and second research questions, quantitative analysis was conducted using multiple-response checklists. This format enabled participants to select more than one emotion or strategy for each vignette, as classroom experiences might evoke overlapping feelings and responses. The data were analysed descriptively. To do this, the data were transferred to SPSS and analysed using multiple response sets for both checklists. Percentages and frequencies were used to present how often particular emotions and emotion regulation strategies (ERS) were chosen across the eight scenarios. The main aim was to capture the distribution of responses rather than to measure an underlying construct. Consequently, other statistical procedures were not applied, as the research did not employ scale-based instruments such as Likert-type or binary measures.

3.5.2 Qualitative Analysis

In this current research, qualitative data were obtained from an open-ended question to provide insights into the third research question. Participants answered the question explaining why they chose the emotion and the regulation strategy for each vignette. Those responses were evaluated using a thematic analysis grounded in the inductive method, which involves identifying patterns and themes directly from the data without using predefined themes or categories (Fereday & Muir-Cochrane, 2006).

Braun and Clarke's (2006) six-step framework was followed for systematic coding. The framework involves familiarisation with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report (Braun & Clarke, 2006).

In doing so, the written responses were read multiple times to become familiar with the data. This helped the researcher understand common patterns in participants' answers. Following this, the data were transferred into NVivo and coded to find out recurring points. A total of 35 codes were generated for the potential themes. These codes were then examined for similarities, and 7 themes were found. To verify the

trustworthiness of this research, a second researcher in ELT independently checked and coded the selected data. Then the two coders compared and discussed their results. Upon her suggestions, the codes and themes were revised. Some new codes were created, and some existing ones were merged or expanded. Finally, 28 codes were identified, and five themes were agreed upon. The interrater reliability was calculated using Cohen's kappa. It yielded a value of 0.86, reflecting strong agreement between coders (McHugh,2012).

CHAPTER 4

4. FINDINGS

This chapter will present the findings of the research by addressing the research questions. Both the quantitative and qualitative analyses were conducted following the procedures presented above.

4.1. FINDINGS RELATED TO EMOTIONS EXPERIENCED BY PRE-SERVICE LANGUAGE TEACHERS

The first research question aimed to investigate pre-service language teachers' emotion selections across eight vignette-based classroom scenarios. Related to this, the following question was addressed:

> What emotion(s) do pre-service language teachers experience in the face of classroom scenarios?

In line with the question, participants were provided a checklist including 15 emotions from which they could choose one or more. Table 4 below shows the mean scores and standard deviation for the number of emotions selected per vignette.

In order to better understand the variety of emotions for all scenarios, the average number of emotions was illustrated for each vignette. This measure reflects the breadth rather than the intensity of emotional reactions. For example, participants selected several emotions for supervisor (mean score = 2.9) and attitude (mean score = 2.87) vignettes, whereas they tended to experience one distinct emotion for failing a student (mean score = 1.4).

Table 4. Descriptive Statistics of Emotions Per Vignette (N=30)

Vignette	Mean	Std. Deviation
Supervisor	2.9	1.4
Multitasking	2.13	1.22
Attitude	2.87	1.33
Improvisation	2.67	1.27
Incomprehensibility	1.9	1.16
Technology	2.27	1.41
Time management	1.83	1.15
Failing a student	1.4	0.62
Average Mean:	2.25	

Regarding the emotional preferences of pre-service language teachers, the frequency of each emotion was calculated across all vignette scenarios. The most frequently experienced emotion was nervousness, followed by anxiety, sadness, and confusion. These findings can be interpreted that participants expressed negative emotions for the presented classroom challenges. Table 5 below presents cumulative frequencies and percentages of each emotion selected by participants across all eight vignette-based classroom scenarios.

The most frequently experienced emotion was nervousness (16.33%), followed by anxiety (14.47%), sadness (11.50%), and confusion (10.76%). These four emotions alone covered over half of all emotional selections.

Table 5. Frequencies and Percentages of Emotions

Emotion	Frequency	Percentage (%)
Nervousness	88	16.33%
Anxiety	78	14.47%
Sadness	62	11.50%
Confusion	58	10.76%
Self-blame	40	7.42%
Excitement	39	7.24%
Anger	34	6.31%
Interest	33	6.13%
Surprise	31	5.75%
Pride	17	3.15%
Embarrassment	15	2.78%
Gratitude	14	2.60%
Boredom	13	2.41%
Happiness	13	2.41%
Contempt	4	0.74%

Emotions such as self-blame (7.42%), anger (6.31%), and embarrassment (2.78%) show that many pre-service teachers felt in situations where they were being observed, evaluated, or compared with others. Surprisingly, some positive emotions were also mentioned. Those were preferred less often, such as excitement (7.24%), interest (6.13%), and pride (3.15%). It can be inferred that there were encouraging moments.

For the ease of readers, Figure 4 below illustrates the emotion distribution.

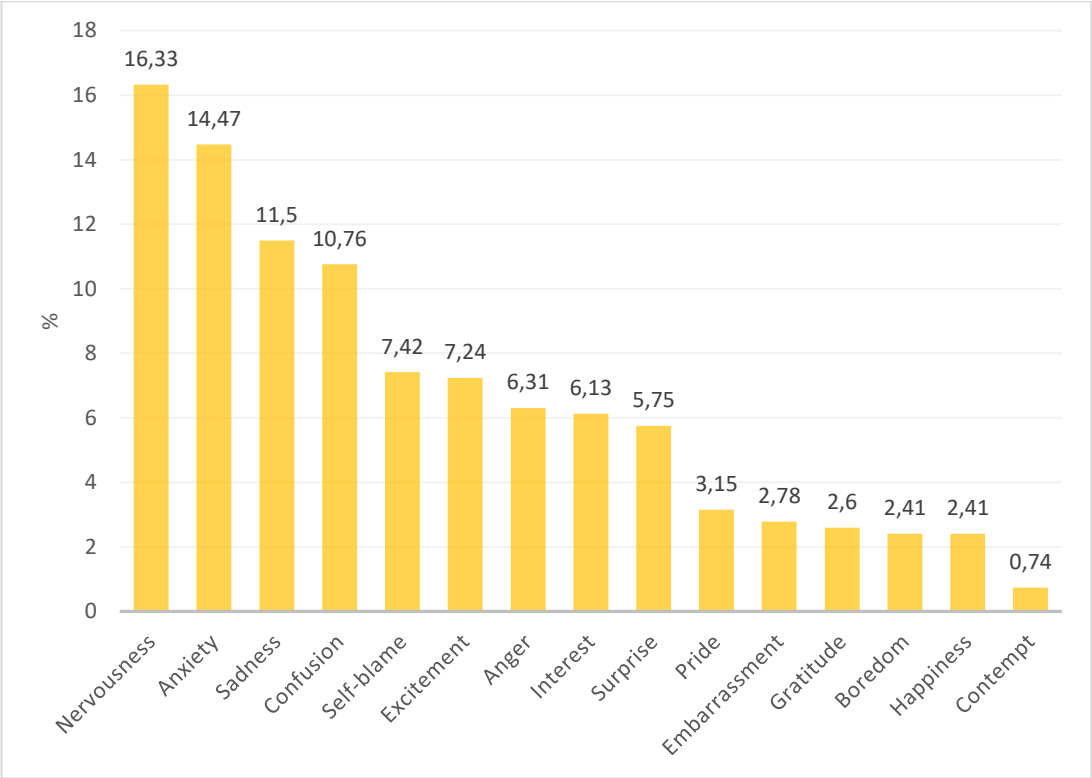


Figure 4. Distribution of emotions

After reviewing emotion selection, ERS preferences of pre-service language teachers will be presented next.

4.2. FINDINGS RELATED TO EMOTION REGULATION STRATEGIES EXPERIENCED BY PRE-SERVICE LANGUAGE TEACHERS

The second research question aimed to find out pre-service language teachers' ERS selections across eight vignette-based classroom scenarios. Related to this, the following question was addressed:

> What strategies do pre-service language teachers employ to regulate their emotions in the face of classroom scenarios?

In order to find out their selection of ERS, a checklist was included in the survey. However, each strategy was presented as a single, descriptive statement (e.g., "I would brainstorm ways to change the situation") rather than being labelled with its corresponding strategy group name (e.g., problem solving, reappraisal). This decision was intentional and rooted in the desire to avoid any influence on participants' responses. Including the names of the strategies could have led participants to make selections based on familiarity with the terminology. In order to clarify what was intended, Table 6 presents an example of the ERS selection used in the survey.

Table 6. How ERS Were Presented in the Survey

Change the way I think about the event.	Reappraisal
Think about something unrelated.	Distraction
Think a lot about how I feel and why I am feeling this way.	Rumination
Tell myself it is okay to feel this way.	Acceptance
Hide how I feel.	Expressive suppression
Think of ways to change the situation that made me feel this way.	Problem solving
Take deep breaths.	Calming
Choose to put myself in situations that I know will make me feel the way I want to feel.	Situation selection/creation
Hang on to an emotion.	Savouring

By offering only one statement per strategy, it was assumed that participants would focus on what they would actually do in each situation. Table 7 below shows the mean scores and standard deviation for the number of ERS chosen for each scenario.

Table 7. Descriptive Statistics of ERS Per Vignette (N=30)

Vignette	Mean	Std. Deviation
Supervisor	2.17	1.34
Multitasking	1.67	1.03
Attitude	1.63	0.85
Improvisation	1.77	0.82
Incomprehensibility	1.50	0.73
Technology	1.60	0.72
Time management	1.37	0.61
Failing a student	1.30	0.60
Average Mean:	1.63	

On average, participants used more than one (mean score = 1.63) emotion regulation strategy per vignette. The number of strategies changed depending on the situation. For example, "Supervisor" vignette led to the highest number of strategies (mean score = 2.17), showing that dealing with authority figures can be more emotionally challenging. On the other hand, vignettes like "Failing a student" (mean score = 1.30) and "Time management" (mean score = 1.37) involved fewer strategies, which might mean participants had a clearer or more focused way of handling those situations.

Looking at how pre-service language teachers managed their emotions, the data showed that they mostly used strategies focused on solving problems. Table 8 below presents frequencies and percentages of each ERS selected by participants across all eight vignette-based classroom scenarios.

Table 8. Frequencies and Percentages of ERS

Emotion Regulation Strategy	Frequency	Percentage (%)
Problem solving	90	23.08
Calming	76	19.49
Acceptance	67	17.18
Expressive suppression	55	14.10
Reappraisal	30	7.69
Savouring	24	6.15
Distraction	17	4.36
Rumination	14	3.59
Situation selection/creation	13	3.33

Problem solving was the most common strategy (23.08%), which means many participants preferred to deal with emotional situations by taking action or finding solutions.

This was followed by calming strategies (19.49%), like taking deep breaths or pausing, showing that many tried to calm themselves physically during stress. Acceptance (17.18%) was also used often, suggesting that some participants simply allowed themselves to feel the emotion without trying to change it.

Interestingly, some participants chose to hide how they felt through expressive suppression (14.10%), which might reflect a need to appear composed, especially in professional settings. Fewer participants used reappraisal (7.69%) and distraction (4.36%), which involve changing how they think about the situation or shifting their focus.

Strategies like savouring (6.15%), rumination (3.59%), and situation selection/creation (3.33%) were not used much, suggesting that most participants didn't rely on reflecting deeply or changing their environment.

Overall, the findings have shown that pre-service teachers tended to use practical and calming strategies to handle the emotional challenges of classroom.

4.3. FINDINGS RELATED TO UNDERLYING FACTORS INFLUENCING EMOTIONS AND STRATEGY CHOICES

As the qualitative part of the research, the third research question aimed to investigate the underlying factors that influence pre-service language teachers' emotional responses and their emotion regulation strategy (ERS) choices across eight vignette-based classroom scenarios. Related to this, the following question was addressed:

> What are the underlying factors influencing pre-service language teachers' emotions and their choice of ERS in the face of classroom scenarios?

Across all eight classroom scenarios, pre-service language teachers' emotional reactions and chosen strategies were shaped by their personal beliefs, professional expectations, emotional sensitivity, and coping habits. Several core themes emerged consistently across vignettes.

4.3.1. Self-Evaluation

Pre-service teachers frequently tied their emotional responses to their sense of competence, preparedness, or responsibility. In moments of challenge (e.g., not knowing an answer or managing time poorly), they often blamed themselves or questioned their readiness. This self-criticism influenced strategy use, such as prompting acceptance, self-talk, or problem solving. The responses given by pre-service language teachers for this can be seen below.

Student 8: I blame myself because of the incident and for not being able to prepare my class. Moreover, not being able to help my students with their questions makes me sad. For this reason, I accept what I am feeling. I do not hide it because I am a normal human being, not a robot.

Student 1: "I would think I lost so much time during the activities; that's why I would blame myself briefly, and then I would find a solution, like taking another teacher's lesson."

4.3.2. Regulation for Professionalism

Many participants highlighted the pressure to hide or regulate emotions to maintain a professional image in front of students. This was especially true in scenarios involving observation, failure, or student misbehaviour. Expressive suppression and calming strategies were common choices. The answers written by pre-service language teachers can be seen below.

Student 2: "Such a situation makes me feel anxious because it would make me feel no control over the class. I should hide how I feel during such an issue. Otherwise, students would think I'm not that knowledgeable."

Student 10: "I feel nervous and pressured because I have to rush. I mask my feelings not to stress students out, and I brainstorm to solve the problem

because I need to handle it immediately. Or else everything will be much more confusing and harder to handle."

Student 13: "If students see that I got confused, they probably would not get involved in the activity, and this affects their perspective on the teacher."

Student 17: "I have to hide my emotions to be seen as a professional."

4.3.3. Empathy and Student-Centeredness

A strong sense of empathy shaped responses in emotionally sensitive scenarios (e.g., failing a student or dealing with incomprehension). Pre-service language teachers described feeling sadness, concern, or guilt, but also emphasised supporting learners through encouragement. The responses given by pre-service language teachers for this can be seen below.

Student 11: "I feel sad because I know how hard he/she works. Knowing he/she could not pass breaks my heart... However, I hide my feelings so as not to make him/her sad and not to dishearten him/her for the future."

Student 14: "My job is to do my best all the time. I believe that they need time and will reach the level I want to see when they are ready. I repeat to myself that it is okay to feel that and hide my feelings not to discourage them."

4.3.4. Beliefs About Teaching and Learning

Participants frequently framed their emotional responses through their philosophies of teaching. Seeing failure, confusion, or unexpected events were inferred as a normal part of learning. These beliefs fostered acceptance and a calm approach to problem solving. The answers written by pre-service language teachers can be seen below.

Student 3: "This isn't my or her fault. It is ok. I failed once or twice at the university, but now I'm a teacher. You are learning by failing and trying again."

Student 12: "It is okay that they don't understand the topic, and again, it is okay to feel nervous about that kind of situation. In another lesson, I would find a different way to present the topic."

Student 9: "I try to teach them one more time, and then I say to myself, 'That's okay. Sometimes the topics can be confusing to get.' "

4.3.5. Coping Through Flexibility and Control

In scenarios that disrupted plans (e.g., technology breakdown or time pressure), many described a need to act quickly, remain flexible, and regain control through brainstorming or shifting the lesson plan. These responses often co-occurred with problem solving, reappraisal, and situation selection strategies. The responses given by pre-service language teachers for this can be seen below.

Student 7: "I would brainstorm quickly and find an activity that does not require using a computer. In my experience of teaching, I can say that even though it makes you feel confused, I can find an activity in just 30 seconds."

Student 14: "I would quickly analyse my strategies in a situation like this and shift to another way compatible with the subject."

Student 15: "Sometimes, those situations are inevitable even though we want to feel fulfilled about our teaching. I'd probably order the activities quickly in my mind in terms of their importance and drop the least important one."

4.3.6. Summary of the Underlying Factors

When looking at all the responses together, it has become clear that the emotions and strategies of pre-service language teachers have been shaped by both personal feelings and professional expectations. Many of them blamed themselves or felt anxious when things didn't go as planned, especially when they didn't feel fully prepared. At the same time, they often tried to hide their emotions in front of students to appear more professional. In situations that involved students' struggles or failure, they showed a lot of empathy and wanted to be supportive rather than discouraged.

Their ideas about teaching also played a big role, as many believed that challenges like confusion or failure are just part of the learning process. This helped them stay calm and focused on problem solving. Finally, in stressful moments like technical problems or running out of time, they often responded by staying flexible and finding quick solutions. Altogether, these themes show how their emotions and coping choices are closely connected to who they are as future teachers.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

This chapter discusses the findings of the research based on the research questions and compares them with results from previous studies. It also points out similarities and differences with the existing literature. Finally, the chapter presents pedagogical implications, mentions the research's limitations, and offers suggestions for future research.

5.1. DISCUSSION ON RESEARCH QUESTION 1

The first research question aimed to find out pre-service language teachers' emotion selections across eight vignette-based classroom scenarios. To gather clear results, participants were provided with a checklist of 15 emotions and could select one or more. They were also encouraged to add any additional emotions not included in the list so they could reflect their personal experiences better.

According to the quantitative analysis results, nervousness was the most commonly reported emotion, followed by anxiety, sadness, and confusion. These results suggest that participants primarily experienced negative emotions in response to the classroom challenges presented. This result is aligned with several previous studies existing in the literature (Chang, 2013; Golombek & Doran, 2014; Frenzel et al., 2015; Méndez López, 2022; Heng et al., 2024).

Regarding unpleasant emotions, Chang (2013) noted that anger and frustration were tied to how teachers evaluated incidents. Similarly, Golombek and Doran (2014) stated that emotions were shaped by teachers' thoughts and classroom practices. In addition, Frenzel et al. (2015) found that teachers' emotions varied by subject and student group, with enjoyment and anger depending more on context, while anxiety was more personal. In line with the present research, Méndez López (2022) reported that pre-service ELT teachers experienced various negative emotions during their practicum due to low self-concept, limited proficiency, and lack of vocation.

As the present research investigated pre-service language teachers' emotions in response to different classroom scenarios, the findings align with previous studies by showing that emotional experiences are both context-dependent and personally influenced. Similar to earlier research, emotions such as confusion, anxiety, and nervousness were shaped by how participants interpreted each scenario, supporting the idea that teacher emotions are related to situational appraisals and individual differences.

Interestingly, a few positive emotions were also reported, though less frequently. These included excitement, interest, and pride. This indicates that certain scenarios may have been perceived as encouraging or personally meaningful. To capture this in students' own words, an illustrative excerpt is given below.

> *Student 9: "I feel happy because they contribute to the class, and it shows me that they are following me. I feel excited about their answers because I do not know what they are going to say exactly. However, sometimes I feel anxious because some students speak in a low voice..."*

Similarly, Heng et al. (2024) revealed that the emotional experiences of pre-service teachers could vary, including positive, negative, and complex emotions. While most participants reported negative emotions, a few also mentioned positive ones like excitement, interest, and pride. These emotions tended to appear in scenarios where they felt a sense of achievement. For example, some participants felt this way after successfully handling a technical problem or receiving encouraging feedback. This suggests that some challenges were not only manageable but also meaningful, making them feel confident.

As Day and Qing (2009) point out, such positive moments can play an important role in shaping teacher identity and motivation. Similarly, Schutz and Zembylas (2009) highlight how positive emotions support resilience in teaching. In this context, even a small success during practicum can become a valuable emotional resource since teacher candidates stay motivated and feel more prepared for future challenges.

Overall, these findings show the multifaceted nature of pre-service language teachers' emotional experiences. It is also stressed that it is vital for teacher education programs to acknowledge and address both the emotional demands and the emotionally rewarding aspects of early teaching experiences.

5.2. DISCUSSION ON RESEARCH QUESTION 2

In addition to identifying emotional responses, the second research question aimed to find out how participants regulated these emotions for each classroom scenario. A list of 9 ERS was provided, and they could select multiple strategies per classroom situation. Depending on the scenarios, the number of the strategies employed varied. For instance, pre-service language teachers selected more strategies when they encountered the scenario about being observed by a supervisor. However, fewer strategies were also preferred regarding time management or the failure of a student.

Previous studies have shown mixed results when it comes to regulation strategies. For example, Heydarnejad et al. (2021) stated that experienced EFL teachers used problem solving and attention deployment strategies in higher education settings. These findings are in line with the present research since pre-service language teachers mostly selected problem solving strategies. It may be inferred that many participants had a tendency to overcome their emotional situations by finding solutions or taking action.

Chang and Taxer (2021) investigated how teachers used cognitive reappraisal and suppression strategies in response to student misbehaviour. They reported that teachers using cognitive reappraisal experienced fewer negative emotions. With this strategy, teachers were likely to evaluate students' behaviours from a different perspective, and they considered the underlying factors of those behaviours by showing empathy. However, in the present research, participants adopted other strategies more frequently than reappraisal. Interestingly, some participants opted for expressive suppression to hide their emotions, which may be a reflection of a desire to

appear calm, especially in professional settings. All in all, the present research is, in some ways, both consistent and inconsistent with previous research.

Similar to the findings reported by Talbot and Mercer (2018), pre-service language teachers in the present research employed varied strategies to maintain their emotional experiences. However, the specific strategies used differed entirely. While Talbot and Mercer (2018) highlighted strategies such as cognitive reappraisal, problem-directed action, savouring, and gratitude among tertiary-level teachers, pre-service teachers were likely to use practical strategies such as problem solving, calming, and acceptance. Both studies underline the value of consciously or unconsciously regulating emotions to maintain well-being in teaching. Nevertheless, there is a notable difference regarding the teaching experiences of participants. In-service teachers depended on more reflective and cognitive regulation strategies, whereas pre-service teachers demanded immediate or situational coping. This distinction demonstrates that there may be a reflection or influence of their professional growth regarding their strategy selection.

Considering the differences in the aforementioned studies, it is significant to refer to teachers who are at the same level. In the Chinese context, Heng et al. (2024) investigated the emotions, regulation strategies and influencing factors of seven preservice EFL teachers while they were conducting research, using a narrative questionnaire, semi-structured interviews and reflections. Regarding strategies, they utilised Gross's model (1998b), which classifies emotion regulation as antecedent-focused and response-focused. They found out that participants relied on response-focused strategies more often than antecedent-focused ones, which partially aligns with the findings of the present research since response-focused strategies included communication, self-improvement, action-taking, relaxation, adaptation and expressive suppression.

Although the current research adopted a different framework and the strategies weren't identified in the same way, certain strategies can be considered equivalent in practice. For instance, relaxation and adaptation are functionally similar to calming and acceptance strategies. As pre-service teachers in the current research were in

favour of calming and acceptance, the results were somewhat consistent with Heng et al.'s (2024) research. Additionally, pre-service teachers in both studies opted for expressive suppression to restrain the expression of negative feelings at some point.

In addition to the similarities mentioned above, both groups of pre-service teachers made limited use of strategies such as cognitive reappraisal and situation selection/ modification despite the benefits for teacher well-being mentioned in earlier studies (Talbot & Mercer, 2018; Chang & Taxer,2021; Mutlu & Solhi, 2024). This may suggest that gaining teaching experience may influence teachers' regulation strategies.

5.3. DISCUSSION ON RESEARCH QUESTION 3

In the qualitative phase, the research examined the underlying factors why pre-service language teachers experienced certain emotions and selected the strategies per vignette. With regard to the underlying factors, participants described their personal beliefs, professional expectations, emotional sensitivity, and coping habits through their written responses. These themes align with and diverge from earlier studies in the literature.

The first theme expressed by pre-service language teachers was self-evaluation of emotional experience. Like in Golombek and Doran's (2014) case study, a pre-service teacher reported that their emotions were closely tied to their teaching experiences and growing sense of competence. Participants in the present research sometimes blamed themselves when they encountered a sense of failure or unreadiness. This self-evaluation may be interpreted as personal expectations. Another emerging theme was the regulation for professionalism, since pre-service teachers thought hiding their emotions would maintain their professional images when they felt negative emotions in front of students. This type of regulation is supported by earlier studies (Schutz & Zembylas, 2009; Taxer & Gross, 2018; Heng et al.,2024; Nazari et al.,2025) as teachers have a natural tendency to regulate their emotions for their professional identities.

Considering emotionally sensitive scenarios, pre-service language teachers reported a strong sense of empathy with an awareness of their role in class in the present research. In line with this situation, Chang and Taxer (2021) stated that teachers demonstrated empathy using cognitive reappraisal in order to evaluate students' behaviours from a different perspective. Moreover, Zhang (2022) noted that empathy is a useful instrument to increase teacher and learner engagement. What is more, Bielak and Mystkowska-Wiertelak (2020b) explored ERS employed by language teachers from the learners' perspective, and they suggested that those strategies were found effective by students. On the teachers' side, they reported significant concern about students 'feelings. These findings suggest that when teachers manage their emotions well, it not only helps them stay calm but also makes it easier to connect with students and build a supportive classroom environment.

An interesting theme of the research was pre-service teachers' beliefs about learning. They accepted failure or confusion as a part of learning, which is in line with the findings of Sun et al.'s (2025) study. They similarly found that teachers accepted students' failures without criticism or punishment. Instead, they viewed failures as a way to students' growth.

Coping through flexibility and control was the last theme that emerged in the research. In the case of a technology breakdown or time pressure, many pre-service teachers stated that they would remain flexible and shift to another plan to cope with the inconvenience. According to Lazarus & Folkman (1984), people try to overcome stress by altering or adjusting their cognition and behaviour. Additionally, as teachers frequently face some unexpected or stressful occasions in a typical class, they have a tendency to adopt problem-focused coping strategies.

For this reason, pre-service teachers in the current research were in favour of problem solution strategies. As noted by Chang (2013), problem-focused strategies help teachers change unpleasant situations by addressing challenges directly. In fact, the more intense their negative emotions are, the more likely they are to use coping strategies. Considering the findings of previous studies, there is a need to investigate

the emotional needs and emotion regulation practices of pre-service language teachers during their undergraduate education.

5.4. CONCLUSION

The present research aimed to investigate what emotions pre-service language teachers experienced in the face of eight stressful classroom incidents. Through a mixed- method research design, it also sought to identify the regulation strategies they employed and the underlying factors influencing their choices. Data were gathered using checklists of emotions and emotion regulation strategies (ERS), as well as an open-ended question for each vignette.

The overall findings revealed that pre-service language teachers frequently reported unpleasant emotions such as nervousness, anxiety, and sadness, while positive emotions like excitement, interest, and pride were rarely mentioned. Those were shaped by how participants interpreted each scenario since teacher emotions may be related to situational appraisals and individual differences. Regarding ERS, pre-service teachers employed varied strategies to manage their emotional experience; problem solving was the most selected one. Finding solutions or taking action was seen as a valuable way to cope with their emotions, especially negative ones.

Several underlying factors were found to influence how pre-service language teachers regulated their emotions. Their personal beliefs, professional expectations, emotional sensitivity, and coping habits played a significant role in emotion and regulation strategy selection. For example, they were likely to blame themselves when something went wrong since those situations were against their self-evaluations, or they utilised expressive suppression strategy to hide their negative emotions, considering their professional role in class. Moreover, they reported that students' failure and confusion were a natural aspect of learning, so they showed empathy and support rather than discouragement. They mostly adopted coping strategies since they wanted to find quick solutions or actions to the problems they encountered.

In conclusion, pre-service language teachers were found to be aware of their emotional experiences and to employ certain strategies to manage them, even though they had limited classroom practice. The current research illustrated the complex nature of pre-service language teachers' emotions and regulation strategies. Teacher education programs and teacher educators should take into consideration the emotional aspects of early teaching experiences in order to prepare well-equipped future teachers.

5.5. PEDAGOGICAL IMPLICATIONS

The findings of the present research may have implications for the Council of Higher Education, foreign language teaching programs, teacher training policies and the Ministry of National Education in Türkiye.

The current research revealed that pre-service language teachers used different strategies compared to in-service teachers in related studies, which implies that gaining teaching experience could affect teachers' strategy selections. Therefore, the courses offered in education programs can be designed to encourage students to participate more actively in teaching experience. Stressful classroom scenarios can be added to classroom management classes to enable students to practice regulation strategies to manage their emotions in challenging situations. Moreover, adding emotion regulation workshops to programs could help students recognise their emotions effectively and develop the skills to manage them. It is recommended that teacher education programs include opportunities to support teacher candidates' personal growth and professional success.

5.6. LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Despite its contributions, this research has several limitations that may affect the overall generalizability. First, it was conducted at only two universities with a limited sample size. Consequently, the results may not be generalised. Further studies may include more participants from several institutions to explore emotional experiences and regulation strategies of pre-service language teachers in greater depth.

Secondly, a formal piloting stage could not be conducted due to time constraints and the limited sample size. Instead, the survey was reviewed by two experts in the field, and the initial participants were asked to provide oral feedback on their overall impressions. Nevertheless, a formal pilot study would have been useful to determine through written responses whether the items were fully clear and appropriate for the context of this research.

Another limitation of the current research is that, although the use of vignette-based scenarios was effective in collecting responses, they might not fully demonstrate the complexity of real classrooms. Moreover, participants may have preferred to give socially desirable answers. Consequently, the findings might be interpreted as reflections of intentions and perceptions rather than directly observed behaviour. Future research may utilise classroom observations to obtain more authentic data.

Finally, all scenarios in the current research were considered as a whole when evaluating the emotions and regulation strategies. However, each classroom situation may stimulate different emotional responses and context-specific strategies. Working on each scenario individually could offer more detailed insights. Future studies could benefit from longitudinal designs to understand how these strategies develop in real teaching contexts.

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APPENDICES

APPENDIX A: ONLINE SURVEY

Emotion Regulation Strategies of Pre-service Language Teachers

Dear participant,

The aim of this survey is to gather information about your emotion regulation experiences in EFL classes. There are a total of 8 situations and related items in this questionnaire. These questions are designed to measure your judgement of emotions, emotion regulation strategies, and collect your ideas. There is no correct or incorrect answer, and you can also choose more than one option. We are interested in your (future) personal experience.

Please read the following statements and make an evaluation of how you experience the given situations. It will take 15 minutes at most.

*Your responses will be kept anonymous and will be solely used for academic purposes.

Thank you for your participation!

Would you like to continue with the questions?

- YES
- NO

Situation 1: Supervisor

"Your supervisor announces a visit to your class to observe your teaching. During your class, your supervisor sits in the back of your classroom, continuously taking notes."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- happiness
- excitement
- interest
- gratitude
- pride
- surprise
- boredom
- anxiety
- anger
- self-blame
- contempt
- confusion
- nervousness
- embarrassment
- sadness
- Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- Change the way I think about the event.
- Think about something unrelated.
- Think a lot about how I feel and why I am feeling this way.
- Tell myself it is okay to feel this way.
- Hide how I feel.
- Think of ways to change the situation that made me feel this way.
- Take deep breaths.
- Choose to put myself in situations that I know will make me feel the way I want to feel.
- Hang on to an emotion.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 2: Multitasking

"After the completion of a task, you asked students to contribute their answers as examples to share with the class. You turn to the board to note down their answers in written form. You have to listen to the student, provide feedback, and write down their answer all at the same time."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- o happiness
- o excitement
- o interest
- o gratitude
- o pride
- o surprise
- o boredom
- o anxiety
- o anger
- o self-blame
- o contempt
- o confusion
- o nervousness
- o embarrassment
- o sadness
- o Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- o Think about other aspects of the event.
- o Shift what I am thinking about to something different.
- o Repeatedly analyse the situation that made me feel this way.
- o Accept that I am feeling this emotion.
- o Not let others see how I feel on the inside.
- o Brainstorm ways to change the situation.
- o Calm myself.
- o Choose to be in situations that make me feel emotions that I want to feel.
- o Appreciate how I am feeling right now.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 3: Attitude

"It is the first week of classes and you are still in the process of getting to know your students. This semester, you encounter a group of students in your class who give you a lot of attitude. They especially overestimate their language abilities and do not take you seriously as an instructor. Specifically, they constantly make irritated faces at you and at each other and make disrupting remarks or jokes, which are unrelated to class content."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- o happiness
- o excitement
- o interest
- o gratitude
- o pride
- o surprise
- o boredom
- o anxiety
- o anger
- o self-blame
- o contempt
- o confusion
- o nervousness
- o embarrassment
- o sadness
- o Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- o Think about the meaning of the event in a different way.
- o Distract myself.
- o Think through the event many times.

- Let myself feel the emotion.
- Mask how I feel.
- Think of things I can do to solve the problem.
- Pause momentarily and focus on my breathing.
- Leave the situation causing an unwanted feeling.
- Capture and hold on to the emotion I am feeling at the moment.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 4: Improvisation

"You are currently teaching a topic that you yourself are not very familiar with. You usually spend a lot of time preparing for potential questions and for logical, meaningful transitions between classroom activities. One day, due to a personal incident, you are not able to prepare your class as well as you would have liked and needed to. Now, you are in the classroom and the students keep asking questions you do not know the answer to and you have to jump between activities trying to fill class time."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- happiness
- excitement
- interest
- gratitude
- pride
- surprise
- boredom
- anxiety
- anger
- self-blame
- contempt
- confusion
- nervousness
- embarrassment
- sadness
- Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- Think about other aspects of the event.
- Shift what I am thinking about to something different.
- Repeatedly analyse the situation that made me feel this way.
- Accept that I am feeling this emotion.
- Not let others see how I feel on the inside.
- Brainstorm ways to change the situation.
- Calm myself.
- Choose to be in situations that make me feel emotions that I want to feel.
- Appreciate how I am feeling right now.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 5: Incomprehensibility

"You teach a beginning class. During your class, you introduce a grammatical construct that is particular to the language you are teaching. It is crucial that your students understand the particularity of the construct, as there is no equivalent in for it in their native language. You introduce the construct in isolation and in context, in the target and the students' native language, employing various examples. During your entire introduction, the students look at you with a blank face that suggests incomprehensibility."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

o happiness	o surprise	o contempt
o excitement	o boredom	o confusion

- interest
- gratitude
- pride
- anxiety
- anger
- self-blame
- nervousness
- embarrassment
- sadness
- Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- Change the way I think about the event.
- Think about something unrelated.
- Think a lot about how I feel and why I am feeling this way.
- Tell myself it is okay to feel this way.
- Hide how I feel.
- Think of ways to change the situation that made me feel this way.
- Take deep breaths.
- Choose to put myself in situations that I know will make me feel the way I want to feel.
- Hang on to an emotion.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 6: Technology

"Today's lesson plan requires you to rely on the computer (or other available technology) in your classroom. During class, the computer suddenly stops working and you are unable to reach the tech support of your institution. You have not prepared a back-up plan for this lesson beforehand."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- o happiness
- o excitement
- o interest
- o gratitude
- o pride
- o surprise
- o boredom
- o anxiety
- o anger
- o self-blame
- o contempt
- o confusion
- o nervousness
- o embarrassment
- o sadness
- o Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- o Think about other aspects of the event.
- o Shift what I am thinking about to something different
- o Repeatedly analyse the situation that made me feel this way.
- o Accept that I am feeling this emotion.
- o Not let others see how I feel on the inside.
- o Brainstorm ways to change the situation.
- o Calm myself.
- o Choose to be in situations that make me feel emotions that I want to feel.
- o Appreciate how I am feeling right now.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 7: Time Management

"You have meticulously planned your lesson, and today it is crucial that you get through all of the exercises you have planned. Half-way through the class, you look at the clock and realise that the activities are taking up too much time and you will not be able to complete everything you have planned. However, you are also aware that it is not possible to drop any of the activities, as they prepare students for an upcoming exam."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- o happiness
- o excitement
- o interest
- o gratitude
- o pride
- o surprise
- o boredom
- o anxiety
- o anger
- o self-blame
- o contempt
- o confusion
- o nervousness
- o embarrassment
- o sadness
- o Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- o Think about the meaning of the event in a different way.
- o Distract myself.
- o Think through the event many times.
- o Let myself feel the emotion.
- o Mask how I feel.
- o Think of things I can do to solve the problem.
- o Pause momentarily and focus on my breathing.
- o Leave the situation causing an unwanted feeling.
- o Capture and hold on to the emotion I am feeling at the moment.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

Situation 8: Failing student

"You have a student in your class who is very motivated to learn the language you teach. Despite his/her motivation, the student is continuously struggling to achieve passing grades in your class. The student has sought help during your office hours and you have given him/her extra guidance and help to improve his/her performance and achievement scores. In the midterm examination, the student does not achieve a passing grade and you have to give him/her an F. You are in the classroom and have to return the exam with the failing grade to the student."

A) What specific emotions (one or more) would you experience in this situation? (You can also write other emotions that are not included in this list.)

- o happiness
- o excitement
- o interest
- o gratitude
- o pride
- o surprise
- o boredom
- o anxiety
- o anger
- o self-blame
- o contempt
- o confusion
- o nervousness
- o embarrassment
- o sadness
- o Other emotion(s) (please specify)

_____

B) Please read the following strategies and choose one or more to regulate your emotion(s).

I would…

- o Change the way I think about the event.

- Think about something unrelated.
- Think a lot about how I feel and why I am feeling this way.
- Tell myself it is okay to feel this way.
- Hide how I feel.
- Think of ways to change the situation that made me feel this way.
- Take deep breaths.
- Choose to put myself in situations that I know will make me feel the way I want to feel.
- Hang on to an emotion.

C) Please, explain in detail why you would experience the emotion(s) and why you would choose the strategy(ies) above.

_____.

APPENDIX B: ERS SCALE

The Emotion Regulation Strategy Scale adapted from Kneeland et al. (2024)

Reappraisal 1. Change the way I think about the event. 2. Think about the situation differently. 3. Think about other aspects of the event. 4. See the situation in a different light. 5. Think about the meaning of the event in a different way.	Distraction 1. Think about something unrelated. 2. Shift what I am thinking about to something different. 3. Let my mind wander to a different place and time. 4. Do something to take my mind off the event. 5. Distract myself.
Rumination 1. Think a lot about how I feel and why I am feeling this way. 2. Repeatedly analyse the situation that made me feel this way. 3. Revisit the event in my mind a lot. 4. Think through the event many times.	Acceptance 1. Tell myself it is okay to feel this way. 2. Let myself feel the emotion. 3. Accept that I am feeling this emotion. 4. Accept the experience.
Expressive suppression 1. Not express how I feel. 2. Hide how I feel. 3. Not let others see how I feel on the inside. 4. Not show how I feel. 5. Mask how I feel.	Problem solving 1. Think of ways to change the situation that made me feel this way. 2. Think of solutions to the event that caused the emotion. 3. Come up with ways to change the situation. 4. Brainstorm ways to change the situation. 5. Think of things I can do to solve the problem.
Calming 1. Take deep breaths. 2. Calm myself.	Situation selection/creation 1. Participate in a different activity to change how I feel (e.g., exercise, etc.).

3. Relax my muscles. 4. Pause momentarily and focus on my breathing.	2. Choose to put myself in situations that I know will make me feel the way I want to feel. 3. Choose to be in situations that make me feel emotions that I want to feel. 4. Leave the situation causing an unwanted feeling.
Savouring 1. Hang on to an emotion. 2. Make an emotion last. 3. Savour how I am feeling. 4. Appreciate how I am feeling right now. 5. Capture and hold on to the emotion I am feeling at the moment.	

CURRICULUM VITAE

Personal Information

Name and Surname: Havva Dilek ÖZBAY

Language: Turkish / English

Educational Background

2011 – 2016	Bachelor's Degree in English Language Teaching, Marmara University
2022 – 2025	Master's Degree in English Language Teaching, Kocaeli University

Professional Background

2020 – 2022	English Instructor - Acıbadem University, İstanbul
2024 – Current	English Instructor – İstanbul Medipol University, İstanbul

Congress Presentations

Individual Differences in Language Learning: Anxiety, International Marmara Science and Social Sciences Congress *(IMASCON)* 2024 SPRING