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# Chapter 7

## Teachers' Emotions and Beliefs in Second Language Teaching: Implications for Teacher Education

Ana Maria F. Barcelos and Maria Ruohotie-Lyhty

**Abstract:** Studies on language teacher beliefs have long indicated that in order to better understand teacher beliefs, we need to look at their connections with emotions (Borg 2006). Researchers in fields such as social psychology (Frijda et al. 2000) and education (Rosiek 2003; Gill and Hardin 2014) have pointed out how emotions shape and are shaped by beliefs. These suggest also that emotions and beliefs are fundamentally interconnected in individuals' decision-making processes, with emotions providing the necessary impetus for change and beliefs deciding the course of actions. In order to have a complete view of second language teachers' beliefs, it is crucial to have a clear understanding of these fundamental connections. However, in applied linguistics, there have been only a few studies that have explored this interrelationship. In this chapter, we review studies about emotions and beliefs in second language teaching highlighting their main points, theoretical framework and main results. Our aim is to provide an overview of the ways in which emotions and beliefs are interconnected and how this understanding can be used to support language teacher development. We suggest implications for research on teachers' beliefs and emotions. We conclude with guidelines for how teacher educators can work with student teachers' beliefs and emotions.

**Key words:** Beliefs, Emotions, SL teaching, SL teachers, Language teacher education, Language teacher development

### 7.1 Introduction

According to current understandings in Applied Linguistics (AL henceforth), learning and teaching a language means primarily being in a relationship to self and others (Kubanyiova and Crookes 2016). Teaching and learning are thus recognized to be processes that involve a complex web of cognitive, relational and emotional resources. Teaching and learning also touches an individual's identity and agency (Barcelos 2015; Kubanyiova and Crookes 2016; Liddicoat and Scarino 2013). In language teachers' daily professional lives they invest in the development of their pupils' skills, beliefs and identities and must constantly respond to different pupils and different situations in a pedagogically meaningful way. Language teachers must also maintain and develop these relationships, which demand a great deal of sensitivity and, usually, emotional

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labor on their part (Gao 2008; Golombek and Doran 2014). Language teacher education, therefore, has the demanding task of revealing these fundamental relationships and making the skills needed to create and maintain those relationships learnable (Moate and Ruohotie-Lyhty 2017).

Although awareness of the emotional and personal sides of teaching has become more present in research, there are still few models with which teacher education follows (see, however, Golombek and Doran 2014). Language teacher education and teacher education have recently been criticized for focusing on preparing teachers for delivering predetermined curriculum instead of handling complex social situations in the classroom (Lipponen and Kumpulainen 2011; Ruohotie-Lyhty 2013). Although beginning language teachers possess the latest theoretical knowledge of learning a language, they struggle with these complex situations, often resorting to authoritative and emotionally deprived teaching models (Dewaele 2015) from their past personal school experiences (Ruohotie-Lyhty 2011). Studies show that this is often related to emotions of guilt and disillusionment that threaten teachers' further professional development (Sabar 2004; Kumazava 2013).

To be able to develop language teacher education in the direction of recognizing the emotionally and situationally sensitive nature of the language teacher profession, the theories of language teacher beliefs and emotions provide a useful lens (Golombek and Doran 2014; Golombek, 2015). In this chapter, we look at the latest understanding on emotions and their fundamental relationship with beliefs. Through these theorizations we then further shift our view into the emotional development of teacher beliefs and its implications for the development of language teacher education.

## **7.2 Towards an Understanding of Beliefs and Emotions as Intrinsically Related**

In this section, we discuss teacher beliefs and emotions as interrelated co-constructed concepts. We do this by first bringing to the forefront what the literature on Education and Social Psychology mentions about the relationship of these two concepts. We cite previous research on this topic to further clarify said concepts. Then, we analyze how looking at these two concepts interrelatedly can contribute to language teacher development.

### **7.2.1 *The Relationship between Beliefs and Emotions***

During the last 20 years, AL research has become interested in socioculturally and dialogically informed ways of studying emotions and beliefs (Kalaja and Barcelos 2003; Barcelos and Kalaja 2011; Benesch 2012). In this vein, beliefs and emotions have often been defined in similar terms, showing the parallel roles they hold in teaching and teacher development. Although these studies show the obvious roles of emotions and beliefs and raise the importance of understanding their interconnection, these concepts have not been studied together in AL until very recently (for exceptions see Barcelos 2015; Rodrigues 2015). In this section, we discuss this relationship and add recent developments in the field of AL.

Due to limitations of time and space, it is not our intention to review studies on language teacher beliefs and emotions separately, or to provide a lengthy discussion on

the definitions of these two concepts (for reviews on language teacher beliefs, please see Barcelos and Kalaja 2013; on language teacher emotions, please see Benesch 2012). However, it is important to briefly delineate our understandings and contemporary views of these concepts in order to arrive at a theoretically sound understanding of their interconnection.

### **7.2.1.1 Teacher Beliefs**

Although beliefs are now a common theme in the language teacher education field, it has not always been like that. Before its beginning in the mid-70s with studies on teachers' thoughts and beliefs, teaching was viewed and studied with a focus on the product or results: students' learning and behavior. Thus, teachers' thoughts did not have much emphasis. This changed when researchers started recognizing the situated and cognitive nature of teaching. Thus, the emic or insider perspective of the teacher was brought to life into research on teacher thinking, beliefs and cognition. Teacher beliefs began to be seen as important because they help: (a) teachers reflect about their practice and understand some of the conflicts and resistance that may occur in the classroom; (b) researchers understand why teachers act the way they do, how they respond to change, and how they learn how to teach. As Barcelos and Kalaja (2013) point out, "It is crucial to find out about [teacher] beliefs about language learning and teaching as these might be reflected in their practices not only in classroom contexts but also in out-of-classroom contexts with possibly far-reaching consequences." (p. 1)

Seminal books (Woods 1996) and state-of-art articles (Borg 2003) in AL contributed to the further understandings of role of beliefs in language teaching. Woods' (1996) study investigated the beliefs and decision-making process of ESL teachers in Canada through the use of ethnographic interviews, observations, and stimulated recall interviews based on videotaped lessons. Woods' results added to a view of beliefs as dynamic and in relationship with each other and with other phenomena in the world. In addition, Woods' study helped us understand the so called "contradictions" or "inconsistencies" between teachers' beliefs and practices as significant to an understanding of their beliefs. Thus, a key aspect when investigating teacher beliefs is paying attention to the tensions between their beliefs and actions, an aspect which was been taken up by research more recently (see Golombek and Doran, 2014). Another vital aspect that was mentioned by Borg as well is the role of context in teacher beliefs. According to Borg (2003), contextual factors play an important role in determining to which extent teachers teach according to their beliefs. Some of the contextual factors that shape classroom realities, cited by Borg are: demands of parents, principals, schools and society, classroom arrangement, policies, colleagues, exams, and difficult work conditions, among others. As we will also see later, these aspects also influence and trigger many teacher emotions.

Because of this complex nature of beliefs, recent work in AL (Kalaja et al. 2016; Barcelos and Kalaja 2011) emphasizes the contextual nature of beliefs, characterizing them as dynamic and emergent, socially constructed, contextually situated, potentially paradoxical and dialectical. As such, they are social and individual, shared, diverse and uniform; and constitute a complex dynamic system that is interrelated, embedded, nonlinear, multidimensional and multilayered (Kalaja and Barcelos 2011; Mercer 2011, Feryok 2010).

### 7.2.1.2 Teacher Emotions

The study of emotions has mostly focused on learners' emotions or affective factors or variables (Arnold 1999). According to Swain (2013), emotions are the elephant in the room: poorly studied and understood and "seen as inferior to rational thought" (p. 205). Some researchers (Swain, 2013; Zembylas, 2005) have criticized how emotions have been investigated. According to these authors, emotions are investigated out of context, thus neglecting their dynamic and situated nature and their relationship to ideologies and power (for an exception see Benesch 2012). Fortunately, however, things have changed and nowadays we seem to be experiencing what Pavlenko (2013) has named an *affective turn*, which not only shows how affect influences learning, but also how learning can influence emotions.

But, what are emotions? Our understanding of emotions comes from Social Psychology and Education. As stated elsewhere (Barcelos 2015), we understand emotions as dynamic constructs, a complex network which colors our perceptions and influences how we choose to act in the future. Similarly to So (2005), we understand emotions as "the psychological outcome of dynamic interactions between different layers of internal and external systems – physiological, cognitive, behavioral and social" (pp. 43-44). According to this author, we should talk more about *emotional processes* instead of *emotional states* since they are "dynamic," "self-organizing," as well as "nonlinear and constantly emerging through the causal interdependence among internal and external variables on different timescales" (p. 5). We also believe, as pointed out by Barcelos' (2015) review of emotions based on authors in Social Psychology, that we can characterize emotions as having five interwoven aspects: behavioral, physiological, phenomenological, cognitive, and social. In sum, emotions are interactive, contextual, social, embodied (Benesch 2012) and embedded in discursive and ideological practices (Zembylas 2006).

Language teacher emotions as a subject of study has had scarce attention in AL, contrary to changes in the field of Education following the seminal issues on teachers' emotions of the *Cambridge Journal of Education* (Nias 1996) and of the special issue of *Teaching and Teacher Education* (Hargreaves 1998). From this point onward, several publications in education point out the important role of emotions in teaching (Rosiek 2003; van Veen and Lasky 2006; Winograd 2003; Zembylas 2004, 2005 to cite just a few). According to Uitto et al, the study of teacher emotions had its beginning in mid-90s, reaching its peak in the 2000's (Uitto, Jokikokko and Estola 2015). These authors, in their thorough review of articles published on the journal *Teaching and Teacher Education* on emotions in teachers' work and lives from 1985-2014 (a 29-year span), found out that the highest number of articles was related to the following themes:

1. Emotions in teacher identity and professional learning
2. Emotional exhaustion among teachers
3. Teacher emotions and relationships
4. Teachers' emotions in historical, political and societal contexts and educational reforms
5. Teachers' impact on student emotions
6. Teachers' emotional intelligence, skills and knowledge

## 7. Teachers' emotions and regulation of emotions

In the field of Education, studies have emphasized how emotions are inextricably tied to teaching and their essential role in understanding teacher thinking, reasoning, learning and change. According to Zembylas (2004: 198), "Emotions and teaching are deeply interrelated in complex ways, both epistemologically and constitutively." Zembylas (2005) defines teaching as "a way of *being* and *feeling*, historically, in relation to others." (p. 469). In fact, Zembylas (2005) criticizes the fact that the concept of teacher knowledge has not incorporated the emotional dimension into it. According to him:

Emotional knowledge is also an important part of teaching and thus it is greatly needed in understanding teaching and teachers. Certain aspects of teaching can only be learned in practice through how one feels and are not easily described by cognitive schemes. Teacher knowledge is a messy kind of knowledge that involves content knowledge, learning research and teaching techniques as well as knowledge that can only be attained in social practice or by personal exploration through how a teacher feels (Zembylas 2005: 468-469).

As suggested by Zembylas, in trying to understand teachers' emotions, the studies in education inevitably link it to teacher identities and highlight the role that structures of power, context and emotional cultures play. Zembylas (2005) examines "the emotional characteristics of teaching by examining how school politics, power relations, and personal purposes affect the positive and negative emotions a teacher reports experiencing as a result of her interactions with students, colleagues, and school administrators" (p 188). He conducted an in-depth ethnographic study with elementary school teacher over 3 years. The data consisted of interview transcripts, field notes and videotapes from observations, an emotion diary. One of the assumptions of the study was that the teachers' emotions "are involved with self-evaluations based on accepted emotional rules and partly constituted perceptions of how she constructs her teacher-self." (p. 188). His study showed how the teacher responded and constantly negotiated her pedagogy, her epistemologies, and her decision making. In his view, the teacher emotions "are vehicles for symbolizing and affecting social relations". In addition, he states that "emotions are practices that reveal the effects of power in the context of teaching" (p. 198). The study also yielded two main themes: emotional suffering and emotional freedom. Emotional suffering refers to "ways in which emotional rules within the school culture function to impose certain roles on her [the teacher], and the ways in which such rules are internalized resulting in emotional suffering" (p. 473). Emotional freedom, according to (Zembylas 2005: 477), "is at the core of a teacher's capacity to act (or not to act) as one chooses or prefers, without being normalized by any external compulsion or restraint, although the existence of emotional rules or norms is clearly unavoidable".

Zembylas (2005) proposes the concept of "genealogies of emotions in teaching" which are defined as "accounts of the strategies and tactics that have taken place in various emotional practices at different moments in relation to one's teaching" (p. 936). He argues that "The place of emotion in teacher identity formation plays a central role in the circuits of power that constitute some teacher-selves while denying others. The critical understanding of these processes of discipline and domination in teaching is

crucial, if we are to promote the possibility of creating new forms of teacher-selves.” (p. 936).

In the language teaching field some studies about teachers’ emotions began to appear in the beginning of 2010 (Cowie 2011; Golombek and Dorian 2014). More recently, however, this has been changing with more articles on language teacher emotions by applied linguists or language teacher researchers, either in journals in the Education field (such as Ruohotie-Lyhty, Korppi, Moate, & Nyman 2017) or in AL journals (Wolff and De Costa 2017; Song 2016). These studies have shown several aspects that are worth considering.

First, these studies have pointed out that emotions are an important aspect of teachers’ careers and development shaping what they do in class as well as their relationship with colleagues, students and the profession itself. In this relationship, teachers feel a range of emotions including positive and negative ones related to all these different aspects that may at times influence whether they stay or leave the profession. Cowie’s study (2011), for instance, investigated nine experienced EFL teachers working in Japanese universities through the use of interviews. The results have shown the complexity of teachers’ emotions related to their colleagues and students. Whereas emotions towards their colleagues were identified as frustration, disappointment and anger in institutional terms, their emotions towards students were both of emotional warmth, caring and affection, as well as anger over short critical behavioral incidents. The author concludes his article asking why such an essential aspect of teaching had been completely ignored for so many years and stressing the importance for teacher education to include it in our development and in teaching discussions in a safe environment.

Second, research on teacher emotions should focus on what they “do” instead of what they are (Pavlenko 2013). Thus, the focus should not be on internal, inner states of teachers, but rather on their actions in the classroom. This would imply a focus on observing teachers’ practice and looking at their behavior as well. Considering teachers’ emotions in context would help putting the emphasis on the social, cultural and political aspects that influence emotions as already pointed out by Zembylas (2005). In short, the studies on teacher emotions have suggested how emotions are contextual, social, situated and dynamic. In order to study it is important to consider the role of context, ideologies, identities and their relationship with beliefs, a topic to which we now turn to.

### **7.2.1.3 Beliefs and Emotions as Interrelated**

Part of the complexity of emotions and beliefs refers to their interrelationship. Both are situated, contextual, and dynamic. Yet they are different concepts. The similar definitions and empirical results about their nature suggest that they are somehow part of the same developmental process, but what roles they play in it and what their interrelationship is an aspect that has only recently been explored. According to Gill and Hardin (2014), “To ignore affective constructs such as emotions is to present an incomplete and even faulty understanding of teachers’ beliefs” (p. 232). To more thoroughly comprehend language teachers’ development, understanding the double tie that emotions and beliefs form is important. Emotions and beliefs are involved in teachers’ experiences of their daily professional lives and in the ways they interpret these events to inform future actions. This interpretation process is both personal and

social, drawing on personal history and available discursive resources of the environment (Meijers 2002). These processes allow teachers to authenticate their pedagogical beliefs and emotions and transform them (Meijers 2002). As pointed out in Barcelos (2015), researchers in Social Psychology have looked at the relationship between beliefs and emotions and have characterized the intersection between these two constructs as interdependent and reciprocal (Hannula et al. 2004). In addition, emotions provide evidence for beliefs and guide our attention towards information that is relevant to our goals (Winograd 2003). Thus, emotions can shape, create, alter or make beliefs more resistant to change (Frijda et al. 2000). In short, the relationship between beliefs and emotions is dynamic, interactive and reciprocal, with cognitions influencing emotions and vice versa (Clore and Kasper 2000; Frijda and Mesquita 2000; Parkinson 1995).

To show how this theoretically claimed interrelationship can further our understanding of language teacher development, we next review the first pioneering studies that have researched this interconnection in the contexts of pre- and in-service language teaching. In the following section, we aim to describe the ways in which emotions and beliefs together inform language teacher development to further discuss the meaning of this understanding for teacher education. In describing the process of teacher development we draw on concepts such as “emotional spirals” (Frijda and Mesquita 2000), “indexicality of emotions” (Golombek and Doran 2014), and “teacher vulnerability” (Zembylas 2002; Song 2016) to help highlight the dynamic, interactive and reciprocal bond of emotions and beliefs in language teacher development.

## **7.2.2 *Beliefs and Emotions in Teacher Development***

When entering the language teaching profession, novice teachers encounter an interactively and intellectually challenging environment that necessitates immediate decision making and capacity to develop their own agency to reach preferred goals. This process of development often demands a lot of personal investment and is experienced as under supported and demanding (Ruohotie-Lyhty 2013). However, studies also show the possibilities that teacher education offers for helping teachers to encounter the challenge of teaching (Golombek and Doran 2014). Until recently, teacher education has counted on providing teachers with new information and tools for reflecting and developing their former beliefs without paying substantial interest in emotions (Ruohotie-Lyhty 2013). Although language teacher development is still understood to be based on experiences of cognitive dissonance, a state of imbalance between original beliefs and actual events and its positive counterpart, cognitive congruence, these processes cannot occur without emotional involvement. Recent research shows that cognitive and intellectual challenges alone have little impact on teachers’ actions, but that teacher development always also includes emotions (Golombek and Johnson 2004).

Rodrigues (2015), in a recent study, demonstrates the reciprocal relationship of beliefs and emotions and the emotional spirals they can form together in language teacher development. Rodrigues’ study set out to investigate student teachers of English in Brazil and the relationship between the beliefs and emotions they felt as language learners and as student teachers during the language teaching practicum. Interviews, open-ended questionnaires, written narratives, diaries, documents and field notes were used as data collection instruments.



Rodrigues' results showed that student teachers held beliefs about EFL learning; English classroom content; the concept of a good English teacher; the relationship between teacher-students-students; and private and public schools. As student teachers during the practicum, they revealed emotions of anxiety, insecurity, disappointment, fear, motivation, excitement and satisfaction. These emotions had three sources: a) relationships (with professors, colleagues, school teachers and students); b) context: working conditions; school structure, system, organization, school atmosphere (Zembylas 2003); and c) teaching resources. Her study also showed how emotions and beliefs interact with each other reciprocally. Thus, students who believed English teachers had to have a high proficiency, felt pressured to learn the language well. As they did not learn it quickly, they felt frustrated and demotivated, thus forming two other beliefs: a) language learning is a process and takes time and b) a good English teacher does not need to know everything. These two re-signified beliefs gave rise to emotions of acceptance and being more comfortable with one's proficiency level. On the other hand, pleasant emotions contributed to more positive beliefs, such as the case of two student-teachers. They felt excited and engaged to learn the language and thus believed that good teachers need to feel excited, engaged and attempt to make learning fun. In general, the study suggested that beliefs and the actions in line with beliefs produce positive emotions, whereas beliefs in dissonance with actions produce negative emotions. However, the situation is more complex than that and beliefs and emotions may change and transform as we interact in the world. Thus, one of the study participants, Mya, felt terrified of becoming a teacher for all the contextual problems teachers face in Brazil (see Barcelos 2016 for a review). The emotions of "sadness, disappointment, frustration, discouragement, and depression she experienced during one teaching project reinforced these beliefs and her negative view of teaching, which in turn increased her terror of becoming a teacher in an "emotion-belief spiral-like process (Frijda and Mesquita, 2000)" (Rodrigues 2015: 105). However, having successful teaching experiences in a private school context contributed to her change in these beliefs and emotions. She started believing teaching could be rewarding and she felt more motivated and excited about her profession. In short, Rodrigues' study showed that positive and negative emotional experiences helped student teachers to form new beliefs, which were modified to reduce the cognitive dissonance (Harmon-Jones 2000) between the desired outcomes and reality (Rodrigues 2015: 119). In addition, dissonance between beliefs, emotions and actions affected teacher identities.

Other studies on in-service language teacher development have shown the importance of emotions in accompanying changes in beliefs (Kubanyiova 2012; Golombek and Doran 2014; Ruohotie-Lyhty 2016). In these studies, which draw on experiences within teacher narratives, positively experienced emotions were found to signify cognitive congruence, a sense of balance between their own beliefs and the interpretation of the events; whereas negatively experienced emotions, similarly to Rodrigues' study (2015), were found to signify cognitive dissonance (Golombek and Johnson 2009, Ruohotie-Lyhty 2016; Kubanyiova 2012). For this reason, positive emotions had a straightforward relationship with belief development by strengthening teachers' sense of direction and helping them to develop their practices and their beliefs, whereas negative beliefs were connected to development in more complex ways. On the other hand, negative emotions often indicated a need to reconsider either language teachers' previous beliefs or conceptualizations of the events (Golombek and Doran 2014; Ruohotie-Lyhty et al. 2017). In this sense, negatively experienced emotions

formed opportunities for transforming practices and developing relationships with pupils and colleagues. On the other hand, negative emotions could also arouse in teachers a defensive need to solidify their original positions, finding the cause of the problem outside their own beliefs or practices (Ruohotie-Lyhty 2016).

Some studies describe the complex role that negatively experienced emotions play in the development of teachers' beliefs in terms of teacher vulnerability (Zembylas 2002, 2005; Song 2016). As emotions are both individually and socially negotiated, the existing personal life-histories and contextual resources come to the forefront in teachers' attempts to make sense of their cognitive and emotional dissonance regarding interactional and pedagogical demands. Depending on the personal resources and environmental support, an experienced gap between ideal and real can lead to either open or protective vulnerability that have different roles in teacher development (Song 2016; Zembylas 2002; Ruohotie-Lyhty 2016). This phenomenon is studied by Song (2016) in a language teaching context in Korea. Song (2016) collects teachers' interviews as data and explores the case of Korean English teachers who encounter Korean students after they return from studying English abroad. When the Korean teachers interact with the returnees, they experience a significant sense of unease because they feel the returnees challenge their authority as language experts. Song's study also shows that Korean hierarchical discourses about the teacher role easily causes teachers to interpret this dissonance negatively and resort to strengthening their authoritative and grammar related beliefs about language expertise. However, Song's study also showed cases where the situation offers possibilities for open vulnerability, through which teachers critically consider and transform their original beliefs, agency and emotions in the language classroom.

Ruohotie-Lyhty's study (2016) also shows that teachers choose to either solidify their original identities and beliefs or open them for transformation when they encounter events that destabilize their emotions and former beliefs about the teacher's role. Typically, the studies of Song (2016) and Ruohotie-Lyhty (2016) find that teachers struggled alone with their emotions, without significant support from colleagues. This isolation perhaps stressed the language teachers' need for protecting their professional beliefs and roles. Thus, a space for teachers to receive support and discuss difficult emotions caused by interactional problems, lack of time and materials, can aid teacher development (Pappa, Moate, Ruohotie-Lyhty, & Eteläpelto 2017).

In recent years revolutionary theoretically-based experiments, with the purpose of forming models which embrace the role of negative experiences in language teacher development, have appeared. Moate and Ruohotie-Lyhty (2017) and Aragão (2011) show that supportive environments and safe groups (i.e. a group where one can feel safe and appreciated and feel emotional security), in addition to facilitating development, encourage language teachers to reflect on their previous negative beliefs of themselves as language learners and to positively reconstruct their experiences as a resource for foreign language teaching. In these cases, language teacher education succeeds in offering compensatory experiences that cause student teachers to doubt their previously held negative emotions. Golombek and Doran's study (2014) also presents a model of working with emotions and beliefs in teacher education that aids teacher educators in recognizing negative beliefs in their index character to be able to mediate open vulnerability in their student teachers. This is done not only by offering emotional support by recognizing the *perezhivanie* i.e., student teachers' lived experience, but also by offering sufficient cognitive tools to resolve the conflict between ideal and real on

the level of activity (Golombek and Doran 2014). Further studies are, however, still needed to more thoroughly grasp the embeddedness of emotions and beliefs in student teacher development.

### **7.3 Conclusions**

This chapter aimed at reflecting on the relationship between beliefs and emotions of language teachers. The review provided here of studies in fields of Education, Social Psychology and AL suggests that there is a connection between beliefs and emotions. We contend that in order to have a complete picture of language teacher education, beliefs and emotions cannot be treated separately, but seen as interrelated co-constructed concepts. This is because beliefs and emotions, as discussed in this chapter, interact with each other, influencing teachers' actions and decisions in complex ways. In addition, language teacher education is seen as a process in which teachers' beliefs and emotions relate to each other and help build their professional identities.

In light of this, what are the implications for language teacher education? We would like to suggest three. First, it is necessary that language teacher education recognizes the role of beliefs and emotions in the trajectory of language teachers' identities and in their decision-making process. One can say that this is already done given the vast literature on teacher beliefs. However, what we are proposing is the inclusion of these two interrelated concepts and their role for pre-service development. In other words, if teaching is a relational and emotional process, we need to understand how beliefs and emotions relate to each other and what their role is in helping teachers learning to teach, becoming professionals and acting in the language classroom. We perceive this as essential in uncovering the complex relational processes of teaching languages and making them learnable for student teachers (Barcelos 2015; Kubanyiova and Crookes 2016; Liddicoat and Scarino 2013).

Secondly, considering the mutually constitutive role of emotions in teacher development and the role of the environment in supporting teachers' emotional labor (Son 2016), the big question for language teacher education becomes the ways in which it seeks to create an emotionally and cognitively rich environment for teacher development. As some studies show, teacher education can offer student teachers compensatory emotional experiences that can help them to reconsider their previously held negative beliefs about their language competences (Moate and Ruohotie-Lyhty 2017; Aragão 2011). Instead of seeing negatively experienced emotions as a hindrance for development, teacher education should also recognize their potential in helping pre-service teachers become aware of their relationships with beliefs and the need for reflecting on their actions. Actively helping student teachers to reflect on their own negative emotions in a particular situation could help them to turn these experiences into an opportunity to increase understanding. Further research is needed in developing practical models for teacher educators and student teachers to recognize and reflect on emotional expressions (Golombek and Doran 2014).

Third, to help student teachers to encounter their emotions and understand their significance, teacher education needs to continuously develop spaces to support open vulnerability. Song's study (2016) shows how institutional and societal discourses might inhibit teacher development by making them resort to authoritative discourses on teacher roles. In teacher education contexts, supporting open vulnerability would

demand critical consideration of structural and pedagogical factors, such as assessment and student teachers' and teacher educators' roles. Although we, as teacher educators, feel the pressure of accountability and are forced to assess our student teachers, we should, however, find ways of creating space for them to be able to address difficult emotions, such as uncertainty, fear, or irritation.

We would like to end with three questions for further research. First, what are teacher beliefs about *emotions* and how do they shape the emotional life of the classroom? In other words, what do teachers believe about their own emotions and about their students' emotions? How do these beliefs affect how they deal with their emotions and their students' emotions in the classroom? Secondly, we believe that research on language teachers' beliefs and emotions could investigate them longitudinally and in transition phases, since this could provide further understanding of the role of these two concepts in more dynamic and complex ways. And finally, methodologically, future research could benefit from the use of some innovative approaches. Until now, the studies have been based mainly on language teachers' interviews and narratives. We suggest the use of visual narratives (Kalaja et al. 2016), diaries and observation to help researchers gain a fuller perspective on the cognitive and emotional lives of language teachers.

In conclusion, although the study of the interconnection of beliefs and emotions in language teacher research is still in its infancy, it has already proved to be a prominent field of research in informing language teacher education and further language teacher professional development. For this reason, we call for more research in this field to provide a more holistic picture of language teacher profession.

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## Recommended Readings

- Benesch, S. (2012). *Considering emotions in critical English language teaching: Theories and praxis*. Abington: Routledge.
- In her book, Sarah Benesch explores the emotional dimension in critical English teaching. The volume provides a thorough review of the concept of emotions as well as a personal and practical view into language teaching practices.

-Kubanyiova, M. (2012). *Teacher development in action: Understanding language teachers' conceptual change*. Basingstoke: Palgrave Macmillan.

The book offers a perspective into change in language teachers' beliefs and actions. The book starts with a theoretical view of what constitutes language teacher change and continues with an empirical report of a longitudinal study on language teacher development and the role of cognition and emotion in development.

-Schutz, P. A., & Pekrun, R. (2007) (Eds.). *Emotion in education*. Amsterdam: Elsevier. This edited volume provides an extensive view into the role of emotions in education and the empirical research done in this field. The chapters of the book discuss the role of emotions in different contexts ranging from basic education to universities worldwide.

-Zembylas, M., & Schutz, P. A. (2016). (Eds.). *Methodological advances in research on emotion and education*. Springer International Publishing. DOI: 10.1007/978-3-319-29049-2

In this edited volume, Zembylas and Schutz explore the methodological dimension of conducting research on emotions in education. The book draws on insights from interdisciplinary fields and showcases different and innovative methods of research on emotion within different theoretical frameworks and international contexts .

## **Questions for Reflection and Discussion**

- How can teacher educators cater to teacher emotions during their pre-service education and throughout their continuing education?
- How can schools help build an emotionally literate safe space for teachers to share and work with their emotions towards the language and also towards students, colleagues, parents?
- Have you ever stopped to think about the kinds of emotions you frequently experience in your daily teaching practice? What do they tell you about your beliefs about the profession, your students and the pedagogical environment?
- Do you know the kinds of emotions that your students feel as they learn? How can you expose students, teachers, and student-teachers, to the topic of emotions in language learning? Try to create at least one classroom activity to foster discussion on this topic.