An Investigation on Instructional Emotions of English Language Teaching Students

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Article Info

Abstract

The aim of this study is to examine the instructional emotions of English Language Teaching Department students studying at Amasya University in Turkey. In this context, the sample of the study was composed of the 3rd and 4th year students who were studying in the 2018-2019 academic year. Quantitative research methods were used during the data collection and data analysis processes. "Achievement Emotions Questionnaire-Teachers/AEQ-T" Scale and consisting of 27 items and 6 dimensions named as Sense of Anxiety, Sense of Pride, Sense of Pleasure, Sense of Anger, Sense of Hope, Sense of Frustration was used as data collection instrument. The results obtained from the study presented that there were differences among the prospective English Language Teachers' opinions regarding their emotional states which should be implemented and provided basis for the further studies of English Language Teacher Education.

İngiliz Dili Eğitimi Öğrencilerinin Öğretim Duygularına Yönelik Bir Araştırma

Makale Bilgisi

Öz

Bu çalışmanın amacı, Amasya Üniversitesinde öğrenim görmekte olan İngilizce Öğretmenliği Bölümü öğrencilerinin öğretim duygularını incelemektir. Bu bağlamda araştırmanın örneklemini 2018-2019 eğitim-öğretim yılında öğrenim gören 3. ve 4. sınıf öğrencileri oluşturmaktadır. Veri toplama ve analizi sürecinde nicel araştırma yöntemleri kullanılmıştır ''Kaygı Duygusu, Gurur Duygusu, Zevk Duygusu, Öfke Duygusu, Umut Duygusu, Hayal kırıklığı duygusu'' olmak üzere toplamda 6 boyut ve 27 maddeden oluşan "Duygu Durumları Ölçeği-Öğretmenler / AEQ-T" bu çalışmada veri toplama aracı olarak kullanılmıştır. Araştırmadan elde edilen sonuçlar, İngilizce Öğretmen adaylarının, İngilizce öğretmeni yetiştirmeye yönelik gelecek çalışmalarda uygulanması ve temel oluşturması gereken duygusal durumları ile ilgili görüşleri arasında farklılıklar olduğunu göstermiştir.

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Introduction

Affective factors such as attitude, manner, mood, feeling, and emotion are accepted among the most important factors in foreign language learning and teaching. In addition to them, the concepts of motivation, self-confidence, and autonomy are some kinds of reflective affective factors suggesting and providing for the researchers to make meticulous examination on them. In many studies, aforementioned affective factors placed as a scope of content, and they are believed having crucial roles in language teaching and learning process, because they have functions of improving the quality of teaching the teachers perform and cultivating the learning process of the learners (Ni, 2012).

The concepts of affect and emotion overlap with each other and have essential place in language teaching process (Arnold & Brown, 1999). Especially in psychology, emotions are accepted as one of the fundamental components of affect besides feeling and mood (Forgas, 2001). The belief that foreign language learners have natural inclinations to experience different kinds of emotions during the complex process of language learning agrees with the acknowledgement that emotions lie behind the motivation to learn a foreign language (Dörnyei, 2005; Bown & White, 2010). However, the studies including emotions do not share a salient place in English language teaching field. Furthermore, these limited studies deal with the emotions that the English language learners feel in their learning process instead of investigating how the teachers and/or the student teachers feel when they teach English to their learners. In this aspect, the concept of emotions and their role in language learning have recently begun to be noticed by the researchers working on individual differences (MacIntyre, Gregersen & Mercer, 2016). Thus, there has been a more concrete emphasis on different emotions emerging in real classrooms, particularly for decades (Dewaele, 2005, 2010; MacIntyre, 2002). There has been a tremendous increase in the studies including affective studies in which positive emotions are experienced in classroom settings. Therefore, positive psychology gives rise to positive emotions-focused studies as a primary source of its researches (Seligman & Csíkszentmihályi, 2000).

The literature contains great amounts of studies dealing with the emotions which are connected with academic achievement or issues (Pekrun & Linnenbrink-Garcia, 2014; Schutz & Pekrun, 2007). The same subject has gained attention in language-related and applied linguistics areas recently (Dewaele & MacIntyre, 2014, 2016); however, the studies which aim to focus on many emotions the students, the student teachers or the teachers experience and how they use these emotions in their language learning or teaching contexts seem very limited (Shirvan & Talebzadeh, 2018).

Thus, it would be appropriate to start with giving the definition of emotions. It is difficult to perceive and understand the emotions scientifically, such as many other concepts in psychology in which emotions play an indispensable role. Nevertheless, if the people around us were asked whether they knew the meaning of emotions or not, without hesitating most of them would give a definite answer ''yes'', and express that they of course know the answer and they can easily explain them by samples. Does it mean that they could give a comprehensive definition of the emotions? It is hard for people to define the emotions in spite of their explanations overlapping with them. There has been still some controversy over the definition of emotions even in psychology, because reaching at an accepted definition that is also scientific and common for everyone has not been an easy attempt. In order to find out the clear definition of emotions Izard (2010), asked 34 distinguished scientists about how they define the emotion as a term or concept. In that study, although there had been some agreements on the structures and roles of emotions, he could not manage to arrive at a complete scientific definition of emotion(s). In this aspect, all the definitions reflected the disagreement that the emotions had multi-componential nature, and many of them "gave a definition of emotion that recognized (a) neural circuits and neurobiological processes, (b) phenomenal experience or feeling, and (c) perceptual-cognitive processes as aspects of emotion" (p. 368). Therefore, "Multifaceted responses to events that we see as challenges or opportunities in our inner or outer world, events that are important to our goals" (Keltner, Oatley, & Jenkins, 2014, p. 27) is finally accepted as the definition of emotions in this study. Besides definitional problems, emotions also pose problems of classification and another important question concerns the functions of emotions.

Although emotions that take place great importance and roles in behaviors of individuals in institutions have been ignored for a long time, recent scientific researches reached the agreement on that they can no longer be neglected (Akçay & Çoruk, 2012; Burić et al., 2017; Cross & Hong, 2009; Hong et al., 2016). Since emotions are regarded as one of the significant variables of ''human life, internal life, daily life and business life'' (as cited in

Dilekçi & Nartgün, 2019, p. 56). However, emotions received little attention by the educational institutions, policy makers and practitioners, and researches dealing with scientific developments in education so far (Hargreaves, 2000). When the working conditions and environments of teachers are taken into consideration, it is seen that educational institutions differ from other institutions in that teaching practices are directly and indirectly related to the productivity of individuals who receive and take education for several reasons. Nartgün and Dilekçi (2016) lined up these reasons such as ''self-sufficient, successful, adaptability to social life, sensitive and ultimately happiness. Parallel to aforementioned information, the review of literature mentions two frameworks as positive and negative emotions accepted as basic and general in observing the emotions of teachers performing the teaching activities and practices. However, the recent studies underline the importance of dimensions of emotions (as cited in Keller, Frenzel, Goetz, Pekrun & Hensley, 2014b). Thus, this current study has vital importance in displaying a sample among the studies that include the dimensions of emotions rather than positive or negative frameworks.

Based on the general definitions of emotion, in this study the instructional emotions are taken into consideration specifically. Thus, instructional emotions refer to the emotional experiences of teachers related to the practices they have during their act of teaching. Though the importance of instructional emotions, emotions have been accepted as irrational and foolish for a long time (as cited in Dilekçi & Nartgün, 2019, p. 58-59). As known, because the teachers are in relation with different and many individuals when they perform their job, they experience several emotions in the atmosphere of institutions. Also, in the institutional atmosphere, their performances during the teaching activities are shaped by many different emotions (Sutton, 2007). In fact, the emotional experiences that address the instructional emotions of teachers, are shaped by the teachers' interaction with individuals around them and the environment itself rather than individually or independently (Dilekçi & Nartgün, 2019). As Prosen et al. (2014) states the instructional emotions may affected by different sources such as ''the learning processes of students, the behaviors they exhibited in these processes, their achievements and the disciplinary problems''. Furthermore, the emotional tendencies of teachers are determined by positive or negative experiences they have during their teaching activities and performances (Frenzel et al., 2009b). In this aspect, there are many studies indicating the importance of the relation between emotions and the teachers' interaction with the students (Becker et al., 2014; Frenzel et al., 2009a; Golby, 1996; Hargreaves, 1998, 2000, 2001; Intrator, 2006; Meyer & Turner, 2006), which are importance signs of creating more powerful classroom atmosphere and environment.

Based on the notion "all learning is a powerful combination of cognition and emotion" (Oxford, 2015, p. 371), and emotions' also serving a social role in that they lead to and help people to communicate with each other, develop the interaction, and assist people in building, retaining, and clearing up the relations (Manstead, 1991), this study aims to examine the instructional emotions of an English Language Teaching (ELT) department at a public university in Turkey. Accordingly, the research questions of the study as follows:

- What emotions do ELT students experience in their teaching process?

- Do the emotions of ELT students differ significantly in terms of the gender, and year they study at the university?

- Are there any differences among the emotions that ELT students experience in terms of their own school preference (the stage in the Ministry of National Education where they would like to be in-service) to teach English?

Due to the emotions' fundamental role and their expressive association with cognition, emotions, which also shape the behaviors of the individuals both in private and in professional life, affect the decisions making mechanism and take great importance for individuals, organizations or institutions. Despite this, it is quite remarkable that the studies dealing with emotions have largely been neglected in the context of education so far. This is the reason that the current study takes place as vital importance in detecting the demands of a huge teacher education system in terms of ELT students who have teaching experiences to some extent.

Method

Research Design

This study was designed in a survey model, which can be used as a quantitative method by offering the participants standardized questionnaires, scales or structured questions. By this way, survey model provides the researchers with qualitative and quantitative information. Moreover, the survey model has the advantage of reporting the opinions and perspectives of the participants, which will help to illustrate the misunderstandings of specific issues and break the barriers to make the change or development possible (Karasar, 2006; Creswell, 2014). The following part of the study continues with the details of demographic information about the participants, data collection, and data analysis.

Participants

65 English as a Foreign Language (EFL) 3rd (f=33, 50.8%) and 4th (f=32, 49.2%) class students, ranging in age from 20-24 (3rd grade) and 21-24 (4th grade), and studying in an ELT department at a public university in Turkey participated in this study in the Spring Semester of 2018-2019 academic year voluntarily. Due to the limited number of the participants, all of the students were included in the study. In this aspect, purposeful and convenient sampling which are among the non-probability sampling methods relying on the perception of the researchers when selecting and who to request to take part in the study, were followed as the representative sample types in this study (Etikan, Musa, & Alkassim 2016).

Data Collection Tools

Despite the several instruments aiming to measure the different aspects of teachers' emotions such as Teacher Emotional Labour Strategy Scale (TELSS) by Yin (2012), Emotion Regulation Ability (ERA) Scale by Brackett, Palomera, Mosja-Kaja, Reyes, & Salovey (2010), Emotional Intelligence Scale (EIS) by Chan (2006), the Achievement Emotions Questionnaire – Teachers (AEQ-T) is the only instrument that focuses on determining the various emotions the teachers experience during their teaching practices in the classrooms. Initially, Achievement Emotions Questionnaire-Teachers/AEQ-T composing of *enjoyment, anger,* and *anxiety* emotions was developed by Frenzel and her colleagues (2010). Afterwards, the scale was adapted involving the dimensions of *anxiety, pride, enjoyment*, and *anger* by Hong et al. (2016). However, the last updated and adapted version of the scale was accomplished by adding *hope* and *frustration* dimensions of emotions by Dilekçi and Sezgin-Nartgün (2019) in order to provide a revised scale regarding the Turkish culture and apply some descriptive analysis.

In this study, the adapted version of the scale to Turkish culture including additional dimensions of hope and frustration emotions (Dilekçi, 2018; Dilekçi, & Sezgin-Nartgün, 2019) was used as data collection instrument. Hence, Achievement Emotions Questionnaire-Teachers/AEQ-T" scale consisting of 27 items and 6 dimensions named as: ''Sense of Anxiety''/ 4 items, ''Sense of Pride''/ 4 items, ''Sense of Pleasure''/4 items, ''Sense of Anger''/ 3 items, ''Sense of Hope''/ 7 items, ''Sense of Frustration''/ 5 items, provide basis for the gathered data of this target study. As the original version of the scale suggested, the adapted version was applied by offering a 4-point Likert-type scale ranging from: 1= ''Totally disagree'', 2= ''Disagree'', 3= ''Agree'', 4= ''Totally agree''. The adapted Turkish version of the scale was utilized in the study. Since the language adaptation of the scale was completed with 6 English teachers as experts, their recommendations were taken into account by reviewing the scale before reaching at Turkish version. Moreover, the linguistic equivalence of the scale via back-translation method was found as highly related because it was found as (r=.849, p<.01) which means that the English and Turkish versions of the scale seem very parallel to each other. For this reason, the participants are given the chance of filling the scale in Turkish which will increase the reflection of their sincere opinions better than another language. Reliability of the scale according to Cronbach Alpha is seen as demonstrating the required reliability perfectly since the sections of the scale enjoy the reliability at >.70 level and presented in the following table.

Table 1. Cronbach's Alpha Levels of Dimensions of the Scale

Dimensions	Number of Items	Item Numbers	Cronbach's Alpha
Sense of Anxiety	4	1, 2, 3, 4	.74
Sense of Pride	4	5, 6, 7, 8	.77
Sense of Pleasure	4	9, 10, 11, 12	.85
Sense of Anger	3	13, 14, 15	.73
Sense of Hope	7	16, 17, 18, 19, 20, 21, 22	.83
Sense of Frustration	5	23, 24, 25, 26, 27	.79

As shown in Table 1, the reliability levels of the dimensions are lined up as Sense of Anger/3 items with .73, Sense of Anxiety/4 items with .74, Sense of Pride/4 items with .77, Sense of Frustration/5 items with .79, Sense of Hope/7 items with .83, and Sense of Pleasure/4 items with .85, which respond to the expected reliability level for the scales used in the social sciences in that they can be accepted as applicable.

Data Collection

Firstly, the collected data, founding basis for the current study, was supported and sampled by the voluntary participation of the students. In addition, the reason for the selection of the 3rd and 4th grade students to the study group is to think that they have more knowledge about the area they are studying in these class levels. The adapted version, which includes ''Sense of Hope'' and ''Sense of Frustration dimensions'' (Dilekçi, 2018), developed by Hong et al. (2016) with 4 dimensions constitute source for the data collection procedure of the study. The scale was applied to the participants after they experienced micro-teaching practices related to their language teaching courses in the faculty of education. By the way, the participants' own insights of micro-teaching practices were accepted as a strong precondition for data collection. The scale was applied by the researcher face to face with participants in order to clarify detailed information for the questions in it.

Data Analysis

SPSS 20.00 the package program for social sciences was used in the data analysis process of this study. The collected data was coded, and statistical procedures were applied to the gathered data via this program. Due to the limited number of the participants, parametric and non-parametric methods were applied to the gathered data in the inter-group statistical parts of the research regarding n>30, n<30.Hence, since the distribution of data for the total sample of 65 participants (32 and 33 of whom were 3rd and 4th graders) was calculated as normal, parametric methods of one sample t-test and independent samples t-tests were applied to reach findings addressing the significant differences of the emotions the student teachers experience. However, one of the non-parametric methods of Kruskal Wallis H Test was laid on in order to find out how the participants' instructional emotions differ in terms of their school preferences because the distribution of data referring to this calculation does not satisfy the normality level.

Findings

In this part of the study, the findings associated with the emotions type of ELT students, the difference of the emotions they experience regarding their genders, grades, and school preference they would like to be in-service are presented.

Table 2. One Sample T-Test Results for What Kind of Emotions ELT Students Experience in Their Teaching Process

Emotions	N	Mean	Std. Dev.	t	df	p
Anxiety	65	1.91	.54	28.55	64	.000
Pride	65	3.18	.53	48.71		.000
Pleasure	65	3.35	.63	42.88		.000
Anger	65	1.77	.62	23.09		.000
Hope	65	3.37	.45	60.05		.000
Frustration	65	1.95	.56	27.91		.000

Table 2 displays one sample t-test results for what kind of emotions ELT students experience in their teaching process. According to the findings, each dimensions of the scale differs from the other dimensions significantly. Notwithstanding, 3.18, 3.35 and 3.37 mean values of positive emotions of pride, pleasure and hope, in addition to 1.91 and 1.95 mean values of negative emotions of anxiety and frustration are parallel to each other statistically, t(64)= 48.71, 42.88, 60.05, 28.55, 27.91, p<.01.

Table 3. Independent Samples T-Test Results for the Differences ELT Students Experience in Terms of Their Gender

Emotions	Gender	N	Mean	Std. Deviation	t	df	p
Anxiety	Female	46	1.84	.53	1.67	63	.100
	Male	19	2.08	.54			
Pride	Female	46	3.27	.50	2.13		.037
	Male	19	2.97	.54			
Pleasure	Female	46	3.57	.48	5.36		.000
	Male	19	2.80	.63			
Anger	Female	46	1.62	.53	3.35		.001
	Male	19	2.14	.68			
Hope	Female	46	3.51	.40	4.22		.000
	Male	19	3.05	.40			
Frustration	Female	46	1.83	.52	-2.78		.007

Male	19	2.24	.59	

Table 3 illustrates the independent samples t-test results for the differences ELT students experience in terms of their gender. When the numbers of the participants are considered at first sight, it may seem that the non-parametric alternative for this statistic should be applied to the gathered data. However, the number of the females and males had influence on the researcher to use the parametric statistics despite the disadvantages it might have in the discussion of these findings. Apart from the emotion of anxiety of which mean values for females and males range in 1.84, 2.08; t(63)= 1.67, p>.05., the emotions of pride, pleasure, anger, hope, and frustration reveal significant differences in terms of the female and male participants with the mean values of 3.27, 2.97; 3.57, 2.80; 1.62, 2.14; 3.51, 3.05; 1.83, 2.24; t(63)= 2.13, 5.36, 3.35, 4.22, -2.78, p<.05.

Table 4. Independent Samples T-Test Results for the Differences ELT Students Experience in Terms of Their Grades

Emotions	Grade	N	Mean	Std. Deviation	t	df	p
Anxiety	3rd	33	2.05	.52	2.28	63	.026
	4th	32	1.76	.53			
Pride	3rd	33	3.04	.56	2.36		.021
	4th	32	3.34	.46			
Pleasure	3rd	33	3.14	.64	2.76		.007
	4th	32	3.55	.55			
Anger	3rd	33	1.92	.67	2.04		.046
	4th	32	1.61	.52			
Hope	3rd	33	3.29	.48	1.61		.113
	4th	32	3.46	.41			
Frustration	3rd	33	2.01	.59	844.00		.402
	4th	32	1.89	.54			

Table 4 describes independent samples t-test results for the differences ELT students experience in terms of their grades. The emotions of hope and frustration with the mean values of 3.29, 3.46; 2.01, 1.89 for the 3rd and 4th grades t(63)= 1.61, 844.00, p>.05., have the exception of showing no significant difference. Nevertheless, the emotions of anxiety, pride, pleasure, and anger with the mean values of 2.05, 1.76; 3.04, 3.34; 3.14, 3.55; 1.92, 1.61 for the 3rd and 4th grades satisfy the significant differences, t(63)=2.28, 2.36, 2.76, 2.04, p<.05.

Table 5. Kruskal Wallis H Test Results for the Differences ELT Students Experience in Terms of Their School Preference

Emotions	School preference	N	Mean Rank	df	p
Anxiety	Pre-school	2	28.25	5	.142
	Primary	26	38.02		
	Secondary	19	27.37		
	High school	8	22.94		
	College/Faculty	8	42.50		
	None	2	28.25		
	Total	65			
Pride	Pre-school	2	42.00		.261
	Primary	26	31.31		
	Secondary	19	39.89		
	High school	8	31.31		
	College/Faculty	8	21.38		
	None	2	33.75		
	Total	65			
Pleasure	Pre-school	2	49.25		.013
	Primary	26	34.46		
	Secondary	19	37.37		
	High school	8	38.00		
	College/Faculty	8	15.00		
	None	2	8.25		
	Total	65			
Anger	Pre-school	2	7.50		.018
	Primary	26	26.31		
	Secondary	19	38.18		
	High school	8	33.75		
	College/Faculty	8	47.75		
	None	2	34.25		
	Total	65			
Hope	Pre-school	2	61.50		.084
	Primary	26	35.65		
	Secondary	19	33.74		
	High school	8	31.19		
	College/Faculty	8	21.00		
	None	2	18.25		
	Total	65			
Frustration	Pre-school	2	8.75		.412
	Primary	26	35.77		
	Secondary	19	32.26		
	High school	8	27.38		
	College/Faculty	8	36.25		
	None	2	37.75		
	Total	65			

Kruskal Wallis H test was preferred in order to find out the differences ELT students experience in terms of their school preference. Since the number of the participants for each school preference of pre-school, primary, secondary, high school, college/faculty, and none of them options range under 30, the non-parametric statistics of

Kruskal Wallis H test was utilized as the equivalent of one-way ANOVA parametric statistics. Accordingly, the emotions of anxiety, pride, hope, and frustration do not meet the significant difference because of .142, .261, .084, .412 p>.05. However, the emotions of pleasure and anger with .013, .018 p<.05 significance levels, declare meaningful difference of the participants' school preference on these emotions. In this aspect, the mean ranks of the emotion of pleasure almost range from pre-school (the highest) to none of them (lowest) options though the mean ranks of the anger emotion almost range from pre-school (the lowest) to none of them (the highest) options.

Discussion and Conclusion

The present study sets out to explore the type of emotions ELT students experience in connection with their teaching practices during their faculty education. The results of this study unearthed that the emotions related studies or researches can be used to reflect the needs of prospective EFL teachers' after or during their teacher education process concerning the emotional state of teaching. In accordance with the gender variable it was addressed that the male ELT students have tendency in experiencing and feeling emotions such as anxiety, anger, and frustration more than the male students who show inclination to positive emotions of pride, pleasure, and hope during their teaching practices. This supports the findings presented by Demetriou, Wilson and Winterbottom (2009) in that they declared female and male teachers take hold of teaching in different ways. In other words, their small sample study supports the finding of male and female teachers sense the emotions of teaching in that female teachers use diverse strategies to struggle with the difficulties they meet in their practices than the males. Moreover, this could be ''collaborated by the results, which revealed that men felt more controlled generally by the system, and that women attributed more effort and importance to teaching than men did'' (p. 461). Therefore, the real educational reforms, changes, and developments require giving importance to the concept of emotions in terms of student teachers and in-service teachers. The better understanding of emotions or emotional states of student teachers or/and teachers may result in effective and prospective teaching and learning situations (Frenzel et al., 2016). In other words, the quality of teaching is interrelated with the emotional state of teachers, which affect the quality of learning as well (Šarić, 2015). Because, they direct the whole teaching and learning process, the interaction between the teacher and student, and finally the classroom setting.

Moreover, primarily quantitative approach to explore the variety and frequency of learners' feelings was chosen. In data analysis, a deductive approach was embraced, and the findings were interpreted via the data within Pekrun's (2014) framework of academic emotions. Pekrun's framework focuses on contemporary and leading theories of ''achievement emotions'' nominated as *control-value theory* (Pekrun, 2006) and defines achievement emotions *as emotions tied directly to achievement activities or achievement outcomes* (p. 317), which validates the reason of basing on the framework in this current study. Hence, positive and negative feelings were associated with the taxonomy of achievement emotions suggested by this framework. In agreement with the findings, the students of ELT department experience both positive and negative feelings in different degrees linked to the parameters such as gender, grade, and teaching preferences. Hence, the different techniques that will also furnish them with studying habits, may have the effects of decreasing and overcoming the negative feelings such as stress they experience in language education contexts (Yüce, 2019).

Regarding the overall emotions, it is seen that the mean values of pride, pleasure, and hope are higher than the anxiety, anger, and frustration emotions which is promising for the language teachers of the future in terms of their positive inclination to teaching profession. This study also showed that the female students' mean values of the positive emotions of pride, pleasure, and hope are higher than the male ones while the situation is vice versa for the negative emotions of anxiety, anger, and frustration for the male students. On this basis, it can be concluded that the initial teacher training and micro teaching practices carry positive stance towards developing the autonomy both for student teachers and the learners they are responsible for, which will enhance and feed the qualifications of learning and teaching situations (Balçıkanlı, 2010). On the other hand, situational factors that can be ''attributed to the dimensions of direct inputs (e.g., teaching styles), environmental factors (e.g., school composition and resources), and policy levers (e.g., curriculum and recruitment) as proposed by the OECD'' (cited in Ng & Bull, 2018, p. 339) should be taken into account in that they have significant influences on the emotions the teachers or the student teachers practice in their teaching roles and deciding on the strategies they need to apply during the

teaching activities. Thus, regarding the situational factors in terms of instructional emotions could pave the way for further researches as well.

In terms of the participants' grades, this study reveals that the 3rd grade students' mean values are higher in the negative emotions of anxiety, anger, and frustration even though the mean values of the 4th grade students are higher in the positive emotions of pride, pleasure, and hope which indicates the importance of the practice in teaching as the more they practice, the more positive insights they would have about their instructions/teaching. This is parallel with what Little (1995, p.180) points out in that "a first-hand experience" facilitates the student teachers' earlier teaching practices and by this way they can be equipped with strategies for better teaching experiences.

Regarding the teaching preferences of the students, it is determined that mean ranks of the teaching levels range from pre-school to none in positive emotion of pleasure; however, the contrary range (from none/college to pre-school) takes place for the negative emotion of anger, which underlines the importance of taking into consideration the emotional state of individuals in vocational placement or planning. In addition to putting emphasis on the curriculum knowledge and the teaching skills of student teachers, they should be regarded with their emotional welfare because the variably placement of the teachers may result in negative emotions or burn out feelings in time, which will also shape some aspects of their teaching and teacher roles in a way that they may put barriers to progress professionally (Hayes, 2003).

Consequently, this study unearthed and reinforce the idea that emotions play a significant role for the designation and placement of ELT students' before/during/after their teacher education process. Thus, emotions of teacher candidates should be regarded in teacher education programs nationwide, which will also direct the teaching preferences of the candidates appropriate to their personal desires and inclination of which gains are observable in future not only for themselves but also for the other stakeholders such as the learners.

This study can be replicated with different universities or countries with a larger sample or population including also a control group to generalize the findings. Furthermore, the reliability of the scale for the prospective teachers may be the scope of another study, since the scale can be accepted more reliable and valid for the teachers who are actually performing their professions at schools or in their daily lives. These points could be inspiring for the other researchers and elicit practical results for the prospective EFL teachers in the further studies.

Limitations

The limitations that affect the interpretation and the discussions of the findings related to the current study are presented as follows. Following this, the suggestions for the further studies and researchers are given.

1. The sample of the study consists of two groups of English Language Teaching students who have teaching experiences and studying at a state university in Turkey.
2. The "Achievement Emotions Questionnaire-Teachers/AEQ-T" scale consisting of 27 items is given to the participants once a while in their native language. (It may be given for several times.)
3. 6 dimensions of (Sense of Anxiety/4 items, Sense of Pride/4 items, Sense of Pleasure/4 items, Sense of Anger/3 items, Sense of Hope/7 items, Sense of Frustration/5 items) are under the scope of this research.
4. In order to get statistical data, the adapted version of the scale designed as a 4-point Likert-type format (From *Totally disagree* to *Totally agree*) was taken into consideration.

Acknowledgments

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