UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

Emotions of First-year English Teachers

Presenta: Daniela Ocampo Martínez
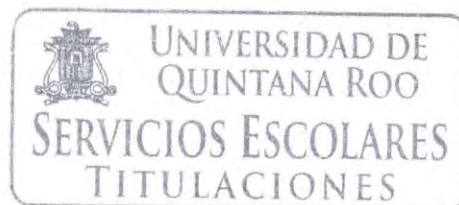
Trabajo de tesis elaborado para obtener el grado de Maestra en Educación

Directora de tesis
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Aprobado por

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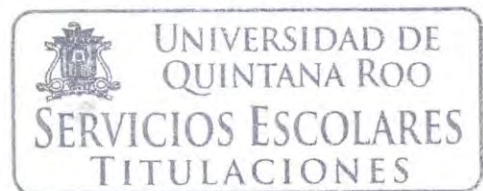PRESIDENTE: _____

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1

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TABLE OF CONTENT

Table of contents

ABSTRACT

Emotions have been widely studied; however, the emotions of first-year language teachers have not even though they should have because a percentage of novice teachers decide to leave the profession due to negative situations and experiences. Consequently, it is important to know how novice teachers feel in order for their work authorities to help them enjoy their profession and to prevent teachers from leaving their jobs. For all of the previous, the present study aimed at identifying the emotions of seven first-year English teachers during a six months period as well as the causes that made teachers experience those emotions and to understand how these emotions influenced the participants' professional development. As a result, it was found that emotions did played an essential role in the teachers' professional development since they were used as learning experiences to improve their teaching practice and motivation enhancers.

CHAPTER 1. INTRODUCTION

Emotion is the result of a complex set of interactions among subjective and objective factors, mediated by neural hormonal systems, which can give rise to affective experiences such as feelings of arousal, pleasure/displeasure (Kleinginna & Kleinginna, 1981). According to Goleman (1995), our emotions have the potential to serve us today as a delicate and sophisticated internal guidance system. They alert us when a natural human need is not being met. For example, when we feel afraid, our need for safety is unmet. Moreover, Goleman (1995) says that our emotions help us communicate with others. Our facial expressions, for instance, can convey a wide range of emotions. For example, in the case of a teacher, if he projects insecurity, it is probable that students might not take him and what he is saying seriously. Based on my personal experience, emotions affect us in all our daily activities because they have an influence on our mood and behavior and our work performance is not the exception.

That is the reason why emotions have been widely studied in many fields. In Marketing, Chaudhuri (2006) focused his study on emotions and consumer experience. In other words, how reasons and emotions combine to shape the consumption experience by influencing the analytic, hedonic, social, and moral aspects of the human condition in the marketplace. In the field of Sociology, Clay-Warner and Robinson (2008) examined the role and influence of emotion in everyday social circumstances which can be influenced by status, moral identity, job, and social structure, among others. Emotions, have been also studied in medicine as a cause that affects the functioning of some vital organs such as the heart. Gianaros, Marsland, Kuan, Schirda, Jennings, Sheu, Hariri, Gross, and Manuck (2008) showed that anger, anxiety, and depression not only affect the functioning of the heart, but also increase the risk for heart disease.

In the field of education, emotions are a relevant theme of research because they are experienced by both students and teachers. Among the studies that are focused on emotions it can be found the work of Postareff and Lindblom-Ylänne (2011) in which the aim was to explore the role of emotions and confidence within six different teacher profiles. On the other

hand, Sutton and Wheatley (2003), made a review of the limited literature on the emotional aspects of teachers' lives. They also mentioned how teachers' emotions influence teachers' and students' cognitions, motivation, and behaviors. Finally, and regarding students, Méndez and Peña (2012), explored the effects of the emotional experiences of Mexican language learners on their motivation to learn English.

This topic is important because according to Wheatley (2003), teachers' emotions might exert an influence on their own cognition and motivation, which subsequently also affect students' perception and learning. In other words, emotions are a factor that affect teachers' performance and students' learning and the influence of emotions on teaching and learning can be positive or negative. However, students are not only the ones who can be influenced by emotions. As previously mentioned, emotions are present in different people during every day social circumstances which can be influenced by the social status, moral identity, job, social structure, among others (Clay-Warner and Robinson, 2008); for example: in consumer experience (Chaudhuri, 2006) and in medicine as a cause that affects the functioning of some vital organs (Gianaros, Marsland, Kuan, Schirda, Jennings, Sheu, Hariri, Gross, and Manuck, 2008).

In addition, regarding employee initiative and innovation, Rank and Frese (2008), claimed that positive emotion facilitates creativity and it may promote employee initiative and innovation. On the other hand, negative emotions positively influence these outcomes under certain circumstances. However, those circumstances were not identified and Shalley (2004) mentioned that research should identify the entire set of conditions that need to be present if negative moods are to boost employee creativity.

In the sports field, Robazza, Pellizzari, Bertollo & Hanin (2008) examined the impact of emotions on athletic performance within the frameworks of the Individual Zones of Optimal Functioning (IZOF) model and the directional perception approach. Intensity, functional impact, and hedonic tone of trait and state anxiety, self-confidence, idiosyncratic emotions, and bodily symptoms were assessed in high-level Italian swimmers and track and field athletes. The researchers discovered that athletes tended to perceive emotional levels approximating an individual's optimal zone as facilitative and pleasant, and emotional levels approximating an individual's dysfunctional zone as debilitative and unpleasant.

Apart from that, teachers (novice or experimented) can also be affected by emotions. For novice teachers, the emotions that arise during the first year might be a factor that could affect them negatively because they might determine if a teacher decides to stay or leave the profession (Cross and Hong, 2012). In the USA, up to 25% of beginning teachers leave the teaching field before their third year, and almost 40% leave the profession within the first 5 years of teaching (Milner and Woolfolk Hoy 2003; National Center for Education Statistics 2004; National Commission on Teaching and America's Future 2003; Smith and Ingersoll 2004 in Chang, 2009). Among the reasons why teachers leave the profession can be mentioned the following: the labor and work required, student behaviors that lead to unpleasant emotions, the feeling of inefficacy about their teaching tasks, and bad relationship with students.

I believe that in order for students to learn better and to avoid teachers to leave the profession, it is necessary to have a teacher who knows how to control emotions. In this way he might project confidence and expertise in the subject. Therefore, the research of emotions can help teachers to become aware of how emotions influence them. I consider that by helping teachers become more aware of their emotions, they could be able create a better rapport, improve the way they react when they feel those emotions and not affect students' learning because of negative emotions.

Different scholars have researched teachers' emotions in different disciplines (Emmer, 1994; Erb, 2002; Godar, 1990). These studies focused on teachers' emotions throughout their teaching experience and mention the positive and negative emotions that teachers feel and what causes them. However, emotions that first-year teachers have not been widely studied. A study was done in the United States (Meanwell & Kleiner, 2014) but this study was focused on 86 first-time sociology graduate students instead of first-year English teachers. It described the emotions that those first-year teachers went through. Also, it included their discussions of emotional highs and lows, emotional surprises, connections to pedagogical strategies, and the role of formal and informal departmental support in dealing with the emotional aspects of teaching.

The research conducted by Cubukcu (2012) was focused on exploring the relationship between language teachers' emotions and students' level of engagement and motivation. It aimed at finding which academic emotions they felt in the classroom, what triggered such

emotions and how they dealt with them. The data analysis indicated that teachers tried to show positive emotions in the class especially joy and pride throughout the class time, however, there are always moments they feel frustrated, bored or angry.

The circumstances that provoked these emotions are different. Misbehaviors lead to anger but when students cannot understand the topic to be taught, this only triggers frustration. When students have a full mastery of the subject matter or they fully grasp the topic and contribute to the class, their joy increases. Pride comes when students excel or eclipse their peers or give a response or fulfil some task when teachers do not expect it.

Likewise, Cowie (2010) focused his study on language teachers. Nine experienced teachers of English as a foreign language from four countries: Britain, China, Japan and the US working in Japanese universities. It examined what contribution emotions made to the professional lives of experienced Foreign Language Teachers. The results concluded that the teachers' relations with their colleagues were often a source of satisfaction. However, these relationships were viewed negatively when the teachers felt that they were isolated from their colleagues or when they perceived differences in educational values. In addition, the teachers described using stronger terms the negative emotions of frustration, disappointment, and anger that can result from collegial relations and institutional contexts. Finally, teachers expressed negative emotions towards students, especially anger concerning predictable student behaviors such as lateness, absence, and classroom disruption. It was found that the most common two 'positive' emotions were liking and caring for students. Of the perceived negative emotions anger was the most common.

It is important to mention that the participants in the previous studies were different, in other words, they had different characteristics from the participants needed in the present study. In addition, the studies mentioned before where done in a context different from the Mexican one I intend to do my research. Consequently, there has not been found a study made in Mexico nor in Chetumal, Quintana Roo regarding teachers' emotion. Therefore, a study that identifies the emotions that first-year English teachers experienced has not been done in the state of Quintana Roo and, therefore, the emotions that local English teachers go through their first year of teaching are not known. For that reason, the focus of this study is to describe the emotions that English teachers graduated from the University of Quintana Roo, feel during their first year of teaching to understand how emotions influence teachers'

professional development and identify the causes that arise those emotions. The questions that will guide this study are the following:

1. Which emotions do novice teachers feel during their first year or teaching?
2. How do these emotions affect novice teachers' professional development during their first year of teaching?
3. What are the causes that originate those emotions?

As a study of this type has not been done at the University of Quintana Roo, I consider this research beneficial for teachers, training courses designers, school authorities, and English teaching students. This can be used as a basis for the design of training courses. In addition, it can help teachers to know that they are not the only ones who have negative or positive emotions. In other words, they might be conscious of it, they can feel identified, know that all teachers go through different emotions and that they are affected as well as other teachers are.

Also, this study may be of the interest of school authorities because they will know how teachers during their first year of teaching felt and design an intervention to help them and, consequently, improve their performance during their classes which might lead to help students to a better learning process. Furthermore, students who read this study might have a better understanding of the emotions that their teachers experience while they teach. Thus, this may help them to be more informed and comprehend why their teachers act in a certain way and do certain things. Finally, this research can be of value for future teachers as they will understand what they will go through in the upcoming years if they decide to teach. They will be more aware of the emotional demands that the profession of teaching implies and this may help them to deal with their emotions in the future and have a better performance. Develop some strategies to overcome negative emotions and decide on a plan of action to manage unpleasant emotions as well as help their students manage emotions to their benefit

CHAPTER 2. LITERATURE REVIEW

This section provides a background of the previous studies that have been done based on the positive and negative emotions of teachers (experienced and novice), students, teachers' professional development and finally, burnout. First, literature about the studies that focus on emotions of teachers throughout their teaching experience (experienced teachers) will be analyzed. Then, studies of studies that focus on the emotions that first-year teachers experience will be discussed. These studies describe the emotions that teachers feel when they teach, what their causes are and how those emotions affect teachers' performance in the classroom. In the next section, there will be included two studies of students' emotions made at the University of Quintana Roo, México. The following section will include studies related to the effect of emotions in teachers' professional development. Finally, two studies focused on burnout are included because it is a cause of constant negative emotions that teachers experience due to student behavior and other teaching tasks that may contribute significantly to teachers' repeated experience of unpleasant emotions (Chang, 2009).

Even though, the present study aims to describe the emotions that English teachers feel during their first year of teaching, a review of teachers' emotions with more than 2 years teaching will be included as well, since so far in the literature reviewed there is little research concerning the emotions of first-year teachers. In addition, as there is not much literature of first-year English teachers, it was decided to include studies of first-year teachers of different disciplines. Studies of students' emotions were decided to be included because those were the only ones made at the University of Quintana Roo regarding emotions in the English Language Training programme which make the present study even more relevant due to the absence of similar studies.

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2.1 Studies of experienced teachers

Postareff and Lindblom-Ylänne (2011) carried out a qualitative interview study on issues related to higher education teaching. It explored the role of emotions and confidence within six different teacher profiles, (systematically dissonant profiles and systematically content-focused profiles groups and learning-focused profiles, systematically learning-focused profiles and developing profiles groups) and analyses the emotions that arise during participation in courses on university pedagogy. This study had 97 participants. 95 were teachers at the University of Helsinki and two teachers came from the Helsinki School of Economics and Business Administration. The teachers represented disciplines from the faculties of Theology, Law, Arts, Medicine, Science, Behavioral Sciences, Agriculture and Forestry, Veterinary Medicine and Pharmacy. The two teachers from the Helsinki School of Economics and Business Administration represented commercial sciences. The participants attended a voluntary interview between the years 2003 and 2005. The themes of the semi structured interviews focused broadly on issues related to teaching.

This study identified a range of emotions experienced by university teachers. The most commonly mentioned positive emotions were enjoyment of teaching and enthusiasm towards teaching. The enjoyment of work was apparent when the teachers were able to live up to their pedagogical views and values. Empathy and respect towards students were also often described. Negative emotions also emerged from the data, although these were mentioned less often than the positive ones. The most commonly mentioned negative emotion was reluctance towards a certain form of teaching or towards a certain teaching method. Regarding confidence, it was very high among the teachers with consonant learning-focused profiles. They were confident about mastering the contents of their discipline, as well as about being able to teach their students well.

Sharing the same qualitative approach, Cubukcu (2012) explored the relationship between language teachers' emotions and students' level of engagement and motivation. The participants were ten female instructors working at the prep department of a western state university. To collect the data, interviews were used with the instructors in order to see which academic emotions they feel in the classroom, what triggers such emotions and how they deal with them. Then their students were observed to see their levels of engagement. The

data analysis indicated that they try to show positive emotions in the class especially joy and pride throughout the class time, however, there are always moments they feel frustrated, bored or angry. It was found a difference between more and less experienced instructors. Least experienced teachers are more likely to show positive emotions but quicker at suppressing negative emotions whereas experienced instructors are more likely to suppress the negative emotions. In addition, young teachers feel more anxious and guilty because they had not had only nice academic experiences and they have not designed their lesson plans in detail.

The circumstances that provoke these emotions are different. Misbehaviors lead to anger but when students cannot understand the topic to be taught, this only triggers frustration. When students have a full mastery of the subject matter or they fully grasp the topic and contribute to the class, their joy increases. Pride comes when students excel or eclipse their peers or give a response or fulfil some task when teachers do not expect it.

A qualitative case study was done by Cross and Hong (2012). It is a case study that discusses teachers' emotions, in particular two elementary teachers in a school serving a high-poverty, high-minority population. The school was Greenwoods elementary school and it was located in an urban, Midwestern community in the United States. The purpose of this study was to examine how these teachers' internal psychological characteristics transact with external environments to produce emotions. To collect the data there were used individual interviews (with the teachers, parents and the principal), paired interviews, classroom observations, email communications, and researcher memos. Regarding interview data, there were conducted six individual interviews with each participant (at the beginning and end of each year of the project), two paired interviews (each at the end of years 2 and 3), one interview with the principal (at the end of year 2) and one with a parent focus group (at the end of year 2). Each interview lasted between 60 and 90 min. The interviews were audiotaped and transcribed. Supplementary email communications were also used to clarify any vague meaning in the interview transcripts.

The teachers gleaned great joy from their relationships with their students, which became the major source of pleasant emotions. In general the teachers regarded the interactions within this microsystem as positive and productive. Classroom events where students struggled with understanding concepts were particularly challenging for the

teachers. Additionally, situations when the students behaved in unacceptable ways also elicited intense unpleasant emotions like disappointment and shame. The teachers' relationships with the parents tended to be stressful and frustrating. Tensions arose when parents violated the professional boundaries the teachers tried to establish and when parents did not actively support their child's learning. The teachers in this study did describe unpleasant emotional experiences, their dominant emotions were more positive than negative, and they were highly committed and satisfied in their careers. It was found that the ability to place them- selves inside the shoes of another person helped the teachers reorient their interpretative lens, which resulted in different ways of emotional reactions.

Another study of teachers' emotions is the one made by Hagenauer and Volet (2013). This study has two specific aims: to gain insight into the emotional experiences of university teachers while teaching and interacting with students in one-on-one or in small-group teaching settings and to identify factors, events or circumstances leading to pleasant or unpleasant teacher emotions. This is a small longitudinal study which explored 15 university teachers' experiences related to teaching first-year students in pre service education. The participants (six male, nine female) were from two public Australian universities. Data was collected through two in-depth, semi-structured face-to-face interviews which lasted between 50 and 75 minutes in the first round, and between 35 and 70 minutes in the second round.

The results showed that negative emotions that were most frequently mentioned in connection to students who did not fulfil their students' role or were not behaving professionally according to the future teachers' role were frustration, disappointment, annoyance, and irritation or bewilderment. Teachers experienced these emotions mostly due to students' demonstrated lack of interest and motivation or lack of engagement in class. However, many teachers reported delight in observing students who were motivated to learn, and contributed and engaged constructively in class discussions. They reported pleasure from seeing their students' progress and succeed, as well as enjoying relating and interacting with their students. Finally, it was found that situations that cannot be fully controlled can cause feelings such as anxiety, fear, nervousness or insecurity. Depending on the outcome of teaching-learning situations that are only partly controllable by them, many teachers reported experiencing either relief or happiness (if the outcome was positive), or sadness (if the outcome was negative).

Sheue Fu, Ting Lin, Han Syu, and Yu Guo (2010) focused their research on emotions of three preschool teachers working from 8:00 to 18:00 in Taiwan. The aims of this research are to understand preschool teachers' emotions at various time periods at work and to explore the causes of preschool teachers' emotional events. The participants were three currently working preschool teachers who have more than ten years of experience in preschools. To gather the data, observations were done for a month. Every day was divided into five time periods for recording what was observed. The first period for observation started at 8 am and the last finished at 6PM. During the time period observed; the three preschool teachers experienced a total of 110 anger events; 60 joy events; 30 disgust events; 11 fear events; and five sadness events. The most common emotion observed in the preschool teachers was anger; which often occurred from 10:00-14:00 and it is likely to have significant influences on children's learning and teachers should consider this during their classroom practice. The time period in which the preschool teachers showed the emotion of joy most often was after school (16:00-18:00). This is because the working hours for preschool teachers are very long; therefore they always look forward to the time when the students go home. It could be found that preschool teachers were angry with children's self-care. To combat this; and thus reduce teacher's feelings of *"anger"*; parents should take a more active role in teaching their children to take care of themselves. Finally, it was suggested that the management of schools should reduce preschool teachers' hours; so they can be good role models of emotion under reasonable working conditions.

The next study was conducted by Cowie (2010). His study examined what contribution emotions make to the professional lives of experienced English as a foreign language teachers. The participants were nine experienced teachers of English as a foreign language from four countries: Britain, China, Japan and the US working in Japanese universities. To collect the data from the participants there were interviewed three times for 90 min. These interviews were carried out using a social-constructivist approach. In the first two interviews the teachers were asked to tell their life history and to describe their current teaching context. The purpose of these two interviews was to lay a foundation of trust and acquire a context for the third. In the third interview the teachers were asked to talk about sources of satisfaction and dissatisfaction that they had in relation to students, colleagues, and others in education: this was used as an indirect device to elicit examples of the positive

and negative emotional processes that the teachers associated with teaching. The method to analyze the participant interviews was content analysis where the interview transcriptions are broken down into smaller units for coding.

The results concluded that the teachers' relations with their colleagues were often a source of satisfaction. However, these relationships were viewed negatively when the teachers felt that they were isolated from their colleagues or when they perceived differences in educational values. In addition, the teachers described using stronger terms the negative emotions of frustration, disappointment, and anger that can result from collegial relations and institutional contexts. Finally, teachers expressed negative emotions towards students, especially anger concerning predictable student behaviors such as lateness, absence, and classroom disruption. It was found that the most common two 'positive' emotions were liking and caring for students. Of the perceived negative emotions anger was the most common.

An ethnographic study was conducted by Zembylas (2003) which sought to explore the emotional characteristics of teaching. An elementary school teacher in Illinois participated in a 3-year research project investigating the role of emotions in her teaching, her relationships with the students, and the political context of the school. The data sources were field observations, in-depth interviews, an emotion diary, and a collection of teaching documents. Each interview was tape-recorded, and observations were videotaped. The results showed that the teacher's emotions and self-beliefs are influenced by social and power relations and values in the school culture she teaches.

The data revealed that the emotional characteristics of teaching and the power of emotions to transform one's experiences. The teacher was able to enhance her self-esteem upon reflection on how she felt and how using this emotional knowledge could actually help her achieve greater insight into and enriched theoretical discussions with others on her teaching. Regarding the emotions the teacher experienced, there were mentioned excitement when working with children when she is so involved and engaged in what they do and when she saw kids getting excited about something. In addition, the lack of emotional and social support from other colleagues created in her a feeling of failure, anxiety, and powerlessness. The poor communication among school staff was a serious source of frustration. Finally, the teacher acknowledged the impact of emotion in her life and tried to reduce the effects of negative emotions by focusing on positive experiences.

A different approach was used in the quantitative study of Trigwell (2012) which investigated the relations between teachers' emotions in teaching and their approaches to teaching in individual courses. There was used an on-line questionnaire which consists of two parts: an Emotions in Teaching Inventory (ETI) (Trigwell 2009) and the Approaches to Teaching Inventory (ATI-R) (Prosser and Trigwell 1999, 2006; Trigwell and Prosser 2004; Trigwell et al. 2005a). To collect the data, an invitation-to-participate letter was sent by email to a sample of over 500 full-time academic staff at one Australian university with a link directing respondents to the on-line questionnaire. Several follow-up emails were sent after the initial invitation, and 175 completed response sets were included in the study.

The data analysis shows that teachers' experiences of positive emotions (motivation and pride) are positively associated with the adoption of more of a conceptual change/ student-focused approach to teaching. Similarly, the experiences of negative emotions (anxiety and embarrassment) are positively associated with the adoption of more of an information transmission/teacher-focused approach to teaching. The results described in this study suggest that there are systematic relations between the ways teachers emotionally experience the context of teaching and the ways they approach their teaching. The teachers who describe higher levels of emotions such as pride and motivation and lower frustration are the teachers who also describe their teaching in terms of a focus more on what the student is doing and experiencing. When anxiety or nervousness are experienced at relative higher levels, teachers are more likely to report adopting approaches to teaching that are based around the safety of teaching through transmitting their knowledge to students, and when embarrassment is reported at higher levels, teachers also describe using more teacher-focused methods. When frustration is reported at lower levels, teachers report using methods that involve engagement with students. Finally, it was mentioned that finding such relations in teaching may help researchers and academic developers understand the complex reasons underlying the limited success of even well designed programs and the reasons new teaching strategies are often not adopted or even attempted (Sutton and Wheatley, 2003 in Trigwell, 2012.)

Another quantitative study was carried out by Stephanou, Gkavras, and Doulkeridou (2013) aimed at investigating teachers' job satisfaction, experienced emotions at school, self-efficacy and school collective-efficacy beliefs; the influential role of self-efficacy in the

school collective- efficacy beliefs, and in the impact of the school collective-efficacy beliefs on job satisfaction and emotions; and the effect of self- and collective-efficacy beliefs on the impact of job satisfaction on emotions. The sample consisted on 268 elementary school teachers (113 male, 155 female). The teachers individually completed the scales in a quite classroom in front of the researches during school time. The teachers completed, first, the emotion scale, then the job satisfaction teaching scale, followed by the collective-efficacy scale, and, finally, the self-efficacy scale.

The results showed that the elementary school teachers had from moderate to high self-efficacy and collective efficacy beliefs, and they were satisfied with their job. The teachers experienced positive emotions as pleasure and pride and negative emotions as anxiety and irritation. Also, they mainly felt intense context (not boredom), task (pleasure) and self (competence, pride) related to positive emotions. On the other hand, experienced more intense the self-task (anxiety) and other (irritation, nervousness)-related negative emotions than the rest of the emotions. Collective efficacy and job satisfaction reported more intense positive emotions, except of the emotion of nervousness and job satisfaction was the solo predictor of the emotion of anxiety, which is goal related, while it had no effect on the emotions of pleasure, encouragement, calmness, no anger and competence. Finally, the results revealed that although teachers gain satisfaction from their job, they experience stress.

As it could be observed, the most common design of the previous studies was qualitative and the most used instruments were interviews and observations. This is because qualitative methods allow the gaining of a deep understanding of the motives behind human behavior (Barbour, 2008). In addition, regarding the context where these studies took place, all of them were made in Europe or in The United States. That is why the present study is relevant because the emotions of first-year English teachers in Mexico have not been studied yet.

Regarding to the emotions experienced, these varied because of the diverse levels of education where teachers were working. In a university setting, the most common positive emotions were enjoyment and pride. The emotion of enjoyment or joy was caused mostly by interaction with the students as well as when students showed mastering of the subject. Pride was experienced when students excelled at doing something and when their good performance was not expected by the teacher. In addition, when teachers used a student

focused approach, pride was also experienced. The most experienced negative emotions were frustration, anger and anxiety. The first was caused when students did not understand a topic as well as when they showed a lack of interest or engagement during the class and by a certain teaching method. The second one (anger) was caused by students' misbehavior (lateness, absence and classroom disruption). The last one (anxiety) appeared when teachers were not able to control some situations inside the classroom.

Regarding elementary school, the most common positive emotion was joy which was caused by the relationship with the students. The negative emotions that were more experienced were frustration and anxiety. Frustration was caused by the relationship with the parents and a poor communication among the school staff. Anxiety was provoked by the lack of support from colleagues. The final level of education was pre-school and as there was only one study, it cannot be generalized. In that study the most common positive emotion was joy and this was experienced after school. The most common emotion observed in the preschool teachers was anger caused by children's self-care.

Even though these studies were done in different educative levels the most of the emotions were the same. The thing that sometimes varied was the causes that provoked those emotions. In general the most recurrent positive emotion was joy. In a university elementary school setting this was caused by interaction with the students; while in pre-school it was caused by the end of the working hours. The most common negative emotions were anger, frustration and anxiety. University teachers experienced these emotions when students misbehaved (lateness, absence and classroom disruption), when students did not understand a topic as well as when they showed a lack of interest or engagement during the class and by a certain teaching method, and when teachers were not able to control some situations inside the classroom. Elementary school teachers felt frustration and anxiety when they had a bad relationship with the parents, there was not a good communication among the school staff and when there was no support from their colleagues. Finally, anger was caused by children's self-care in a pre-school setting.

These studies give us an idea of what emotions teachers in other contexts feel and this information is important because Sutton and Wheatley (2003) say that teachers' emotions might exert an influence on their own cognition and motivation, which subsequently also affect students' perception and learning. Emotions not only affect their students or

themselves but also the success of even well designed programs and the reasons new teaching strategies are often not adopted or even attempted. That is why a fuller understanding of teachers' emotions in teaching may help researchers understand the complex reasons underlying those situations (Sutton and Wheatley, 2003).

2.2 Studies of first-year teachers

A qualitative study by Darby, Mihans, Gonzalez, Lyons, Goldstein and Anderson (2011) investigated the emotions teachers experienced and the situations that elicited these emotions during their first year of teaching, and related these emotions to the socioeconomic status of their schools. The sample population of this study consisted of 28 first-year teachers in North Carolina. Eighteen of the 28 participants taught at the elementary school level, four taught in middle schools, and six taught at the high school level. Individual interviews were made to each of the 28 participants. The interviews lasted one hour and they were focused on critical incidents, or major events that evoked emotions during each participant's first year of teaching. All participants were asked the same: 'Tell me about a situation in your first year of teaching that was emotional for you.' With each event described, the interviewer probed participants' for further details regarding the event and the specific emotions described.

The results showed that when teachers faced situations in which they had to deal with students who were not performing on grade level or had behavior issues often made them feel frustrated or fearful when handling these students. Teachers felt frustrated, worried, and overwhelmed when there were challenges associated with students who are academically behind. On the other hand, they were happy for the students who performed well on the high-stakes tests but worried and sad, embarrassed, and scared for their students who did not pass. When the administration was supportive, teachers felt grateful. However, when teachers experienced lack of support and disagreements from administration over students' best interests, it left them angry and frustrated. They described negative feelings such as nervousness, frustration, betrayal, and stress as the result of working for an unsupportive

administration during their first year of teaching. On the contrary, when there were situations where administrators recognized their achievements, they experienced gratitude and happiness. Negative emotions ranged from frustration to fear in their interactions with mentors and other colleagues. Teachers had pleasant interactions with their colleagues, such as planning lessons together or developing a supportive relationship with their mentor. Such interactions yielded emotions such as relief, feeling valued and included, satisfaction,

The concern over talking to parents often left teachers feeling nervous and scared. Moreover, when they mentioned negative interactions with parents, teachers related feelings of frustration and anger in response to those experiences. Pleasant interactions with parents seemed to give teachers a boost of confidence, leading to such positive feelings as elation, contentment, and excitement.

Another qualitative study of emotions of beginner teachers was made by Ria, Theureau, Durand, Sève and Saury (2003). This paper presents a framework for analyzing situated emotions and describes the evolution of two teachers' emotions during their first classroom experiences. The participants were eight volunteer beginning-teachers during their pre-service year. Only the results concerning two of them are reported here (Gaelle and Christophe, respectively 23 and 25 years, both of whom had passed their Physical Education Teaching certification exams).Thirteen physical education lessons with students ranging from 12 to 18 years were observed to collect the data. All were teaching in high schools located in towns in central France. Two types of data were collected: observational data that were recorded during teacher-students interactions, and self-confrontation interview data collected post-lesson: self-estimation of affective states.

Observation showed that teachers were convinced that the success of their lesson depended on exact and exhaustive fidelity to the plan. Gaelle took advantage of a favorable situation to anticipate the next step in her plan and Christophe spent several minutes at the beginning of his lesson trying to install the equipment. Gaelle thus experienced sentiments of discomfort and doubt; Christophe was strongly disturbed. They felt threatened in the sense that their plan was called into question and they could not come up with clear ideas of the future for their lesson. Maintaining students in activity is based on beginning teachers' shared conviction that inactive students are a threat to their lesson plan. Sentiments of unease, even helplessness, when they are waiting for students to begin working and are uncertain how long

it will take. Waiting is a threat to their plan. When the teaching situation matches their expectations, they experience comfortable sentiments. Teachers feel defensive or on alert even when students are getting involved in activity if they have already been confronted with losing control of these same students.

In conclusion, the results confirm that teaching is sometimes experienced by beginners as a crisis situation, with strong emotional tone. The dilemmas perceived by these beginners are manifest sources of destabilization, dissatisfaction, and even helplessness. They feel discomfort when their lesson plan is not respected, and they also modify their plans when negative feelings arise. They also make decisions and act in class on the basis of their emotions.

Similarly, Xu (2013) aimed to explore how beginning teachers emotionally perceive their relationships with others, and how such relationships shape their professional identities. This a multiple case study of three novice EFL teachers working in a secondary school in the People's Republic of China. The school in which the three participating teachers work is one of the top five public middle schools in Dongguan. The three participating teachers, Jun, Song, and Min, all worked in this school. They are all male teachers who have just finished their first year of teaching. To collect the data there were used two formal semi-structured interviews, both of which lasted for about two hours, the teachers' self-reflection journals the teachers had written during the year,. These journals document their understandings of and emotional responses to different situations during the year. The last source of data was the documents issued by the school and the information posted on the school website.

The results indicated that the three teachers' relations with their students were often a source of satisfaction and joy, especially when there was an emotional bonding based on care, love and friendship. The data shows that whether teachers are happy with students largely depends on whether they think they are achieving their educational/teaching purposes. In contrast, they would have a sense of failure if the students didn't follow their instructions. Jun and Min felt being appreciated and known by the students who had a chance to get to know their life outside the classroom. They got angry because they didn't know why their students were not following their instructions. The attempt to be physically closer to teachers would arouse nothing but their amenity. As Min's case indicates, he was first irritated by parents' calls at night, which might be seen as their attempts of shortening the

physical distance with the teacher. He was also annoyed when those parents asked for something ridiculous. Finally, the author mentioned that interaction strategies and mutual understanding are important because teachers who are not emotionally prepared for their jobs are bound to fail in their profession.

The final quantitative study of first-time teachers was conducted by Meanwell and Kleiner (2014). This study aims at exploring the emotional aspects of first-time college teaching of 86 first-time sociology graduate student on their first semester teaching. On average, the instructors in our sample were 27 years old; 83 percent were white, and 62 percent were female. The majority (52 percent) of instructors taught Introduction to Sociology. It was used content analysis of 86 reflection papers written by graduate student instructors in the sociology department of a large American research university over a 10-year period (1997–2006). The papers were written at the conclusion of a required course on pedagogy that in most cases was taken by graduate students during their first semester of teaching.

The results indicated that instructors described teaching for the first time as an emotional experience. The most prevalent negative emotion term used in regards to the self was fear, followed by nervousness, worry, frustration, anxiety, concern, stress, and feelings of difficulty or concern. The most common positive emotion was enjoyment, followed by feelings of comfort, confidence, excitement, reward, fun, and feelings of liking and a sense of looking forward. Many first-time teachers found comfort and reassurance in discussing their problems and finding that other first-time teachers had similar experiences. Discussing teaching issues with the course members and supervisor also led to solutions to worries and anxieties. Instructors who more frequently discussed positive self- emotions were also significantly more likely to report using group exercises. First-time instructors' reported experiences of emotional surprises and mismatches between their expectations and reality also underscores the importance of ongoing support.

Research has indicated that new teachers tend to stay in the profession when they are content with student interactions, school administrations, and opportunities for professional development (Liu, 2007; Liu & Ramsey, 2007 in Darby, Mihans, Gonzalez, Lyons, Goldstein and Anderson, 2011). In addition, retaining new teachers requires understanding the challenges they confront in the first three years. First-year teachers typically identify

inadequate support from administration, colleagues, and parents as key issues they face in their new profession (Fry, 2007; Veenman, 1984 in Darby et. al, 2011). Hargreaves (2005) emphasized that teachers who experienced unpleasant emotions early in their careers found themselves frustrated to the extent that they lost the connection to what they learned in their teacher education programs. They also lost sight of the moral purpose that led them to become teachers in the first place, causing many to leave the teaching profession altogether. To avoid beginning teachers to leave the profession and to help them know how to deal with future interactions, it is vital that teacher education programs begin to develop courses and/or workshops for their pre-service teachers that address the emotional experiences that they are likely to face as a result of interactions with parents, colleagues, students, and administrators (Darby et. al, 2001)

These studies share the same design as the previous section, 3 of them are qualitative and only one is quantitative and the most common instrument used was interviews. Results showed that the most frequent positive emotion was enjoyment and it was provoked when teachers think they are achieving their educational/teaching purposes. The most common negative emotions were fear, followed by nervousness and they were caused by a mismatch between the instructors' expectations and the realities they reported once they began teaching and when their lesson plan is not respected.

In the previous studies, there were participants from other disciplines (sociology and physical education) and only one study was focused on English teachers. This means that the emotions that teachers from other disciplines experienced might be different from the emotions that English teachers might feel. The results cannot be generalized. Another important aspect is that the education level in which those studies were made are also different. Those levels include secondary school, high school and college. However, there was not found a significant difference regarding emotions that teachers of other disciplines experienced

In addition, none of the studies of first-year teachers presented the validity or the reliability of the research but the reason could be because of the space authors had when they published their studies. Due to that, it is not known if the instruments used were design correctly or if the instrument actually measures the variable being measured.

Another characteristic that these studies of first-year teachers share is that none of them was carried out in Mexico and only one was focused on English teachers. Consequently, no study has been done at the University of Quintana Roo. That is why the present study aims to describe the emotions that English teachers graduated from the University of Quintana Roo feel during their first year of teaching.

Regarding the studies conducted at this university, there were only found two studies of students' emotions so far. Due to that, an examination of students' emotions at the University of Quintana Roo will be presented in the following section. In addition, I will include another study of students' emotions. However, this one was not conducted in the same context.

2.3 Students' emotions

In a qualitative study done by Méndez and Peña (2012) there were explored the effects of the emotional experiences of Mexican language learners on their motivation to learn English. This study was carried out in a public university in South Mexico. A group of 24 students who were starting their second year of the English Language Training programme was best suited for the purpose of the research. The group selected was chosen because the teacher in charge of the language class agreed to give them access. Data were gathered through personal narratives, an emotional reactions journal and semi-structured interviews. Participants completed these three techniques using their native language because the researchers did not want to restrict their emotional descriptions.

The results showed that emotional experiences were identified as having a significant role in Mexican students' motivational behavior during classroom instruction. It was found that experiencing both types of emotions was considered significant for students' language learning process since they helped them to regulate learning, as well as to regulate emotions. Although students experienced more negative situations than positive ones, they turned these into positive outcomes. Also, those negative emotions led them to reflect on the situation

experienced, which allowed them to re-evaluate the event and adjust their motivation accordingly. The participants of this study realized that although there were many factors influencing the way they reacted to emotional experiences, they could only change similar events in the future by improving their language level. The authors concluded that language learning is a process replete with negative and positive emotions, thus appropriate management of students' emotions is necessary for language teachers to enable them to help their students make their emotions work for them and not against them.

The other qualitative study of students' emotions was carried out by Méndez (2011) which aimed at reporting the motivational impact of the emotions experienced by second year students of an English Language Teaching programme in a South East Mexican University. This study was carried out at a South East Mexican University. A group of 24 students in the third term of the ELT programme was invited to take part in the project. Only 20 (13 female and seven male) students agreed to participate, and voluntarily kept a structured journal for 12 weeks during their second year in the programme. The data was collected through an electronic journal. Students were given an electronic format to capture their emotions and their sources for a period of 12 weeks. Students were advised to write as many journal entries as desired per week in order to keep a map of their emotional experiences. Students were not limited in terms of the type (negative or positive) of emotion to report, or in the number of journal entries to write per week. (The journals analyzed in this article are one of three instruments used in a wider qualitative study. This article only reports on the data drawn out from learners' emotional journals.)

The results showed that students reported a vast number of emotions during the term. These emotions were both negative and positive, and were originated by different sources. However, negative emotions predominated during the term. In phase I, students reported feeling more negative than positive emotions during the first month. The negative emotions reported the most were: fear, worry and sadness. They reported being afraid of being laughed at while participating in class activities, worried about not being able to understand everything the teachers were explaining, and sad about their lack of vocabulary, which restricted their participation in class. During phase II, emotions were mostly originated by exams, since it was the time of midterms. Negative emotions were originated by feeling frustrated about not being able to interact with fluency in a language task or an oral exam.

26

Students tended to get angry at themselves because of their low performance in a class activity or an oral exam. Also, some attitudes and gestures from teachers seemed to have a very negative effect on students' motivation. Another source of their negative emotions was realizing that they were in the middle of the term and that their language proficiency was increasing at a very slow pace. In phase III, negative emotions were originated by the proximity of the end of the term and the final exams students were about to take. Students were now not only comparing their oral performance but also their exam marks which led some to feel disappointed and upset. It seemed that a change had happened, as students saw their nervousness and fear as something that they had to overcome; they felt a bit more confident due to having acquired new structures and vocabulary that they could use in their class activities.

Regarding positive emotion, in phase I, students felt happy about being able to participate in a group where they felt confident. They also expressed feeling happy about obtaining good marks in written tasks or quizzes. Moreover, being in a class where the teacher made them feel confident originated in them self-efficacy feelings to be able to speak English and finish the degree. In phase II, positive emotions were experienced due to class activities that students considered fun. Realizing their language proficiency was advancing made them feel happy and confident in their abilities to be good professionals in the near future. Being able to obtain good marks in exams made some students experience feelings of self-efficacy, and their self-confidence to finish the degree increased. Most positive emotions originated in this phase due to students getting good or very good marks in the exams. In the last phase, it seemed to be more dominated by positive emotions. Being praised by a teacher in a positive way elicited happiness and confidence. A positive attitude towards their mistakes and fear developed, since they now considered mistakes and fear to be a natural step in their language learning process

Becker, Goetz, Morger and Ranellucci (2014) focused their study on the relationship between teachers' emotions, their instructional behavior and students' emotions in class. The study was conducted in the German-speaking parts of Switzerland and data was assessed in 44 different grade 9 classes in which three to four students per class were randomly selected to participate. The sample consisted of 149 students from which the majority were female. To collect the data, students were equipped with IPod Touch devices programmed with

experience-sampling-software and they were asked to record their immediate emotional experiences in class, their perceptions of their teachers' emotions and instructional behaviors over the course of two consecutive weeks.

The results indicate that teachers' and students' emotions are significantly related. Teachers' emotions explain incremental variance in students' emotions. The relationship between teachers and students emotions were consistent across subject domains, indicating that emotional crossover effects are not situation specific but rather universal processes. In addition, it was shown that students' enjoyment and students' anger are related to teachers' instructional behavior. Moreover, students' variations in emotions are highly dependent on situational factors which suggest that emotions are in fact highly dynamic and situation specific. This study shows that teachers' emotions and their instructional behavior are important situational factors that predicts students' emotions in class. Finally, another result indicates that mood influences one's own emotions in class and how the emotions of others are perceived

In these two studies of students' emotions made at the University of Quintana Roo, it was shown that students experienced positive and negative emotions but that the negatives ones were more recurrent than the positive ones. In both studies, students reached the point of turning these negative emotions into positive outcomes by considering mistakes and fear to be a natural step in their language learning process. However, one weakness of these studies is that they were focused on students in the third semester of the English Language Teaching programme and, consequently, the conclusions and results obtained cannot be generalized and think that all students feel the same emotions and that they share the same causes and that those emotions influence all students in the same way. I consider that more research should be done in order to obtain more data. To know the emotions that students experience might help teachers to be aware of them and to do something in order to minimize them and to come up with some solutions. Méndez (2012) mentioned that the creation of a positive learning environment should be the first aim language teachers strive for. This can be created through promoting group cohesion and establishing good teacher-student relationships. Teachers should know the emotions of the students, so they could create a better rapport.

Regarding the third study shows that actually, teachers' emotions influence their students. I consider that the method they used to collect the data was very innovative. However, in the study it is not said anything about the validity or reliability of their instrument which does not make the results very reliable.

2.4 Teachers' professional development studies

This study named "You choose to care: Teachers, emotions and professional identity" by O'Connor (2006) had the purpose of exploring how individual teachers use and manage emotions to care for and about students in their professional work. This study was conducted in an environment of socio-political change due to the recent implementation of teacher professional standards (NSW Institute of Teachers, 2005) in New South Wales, Australia. In order to collect the date, a series of two in-depth semi-structured interviews were conducted with a sample of three participants. The participants were at different stages in their careers, and had worked in a variety of school systems and in different geographical locations in Sydney. They were all teaching humanities subjects in secondary schools and have been in the profession for a period of more than 5 years.

The results showed that the teachers in this study had used their identities to guide and shape their professional and emotional decisions and caring for and caring about students was an important part of all the participants' work and frequently acted as both a motivation to continue teaching and a terribly exhausting professional demand. Also, it was discovered that the participants used their sense of identity as a justification for the caring behavior they demonstrate in their professional work.

In addition, the participants reported two dimensions of teachers' identities which are the philosophical and the axiological. Some schools that seek to define their teachers as service providers, whose job it is to promote the needs and values of the institution, have overlooked the personal and individual nature of teachers' work. Whereas other teachers struggle with the need to negotiate emotional closeness by managing professional boundaries

and caring for their students within sane limits. Teachers' caring behavior frequently cannot be measured or evaluated. Although the personal and intrinsic value of caring behavior lends meaning to teachers' work and acts as a justification to remain in the profession.

The following study was done by Iqbal and Abbasi (2013) and it was designed to investigate the relationship between emotional intelligence (EI) and job burnout among universities professors in Karachi. The participants of this study were a total of 100 professors teaching at different universities of Karachi. Participants ranged in age from 25 to 50 years. The population was identified to be chosen from different faculties (Faculty of Arts, Science, and Medical Science & Business/Commerce) so that the sample should cover professors of different educational background.

In order to collect the data, participants took The Schutte Self Report Emotional Intelligence Test and the Maslach Burnout Inventory which is a 22-item self-report instrument that consists of three subscales: Emotional Exhaustion (EE) (9 items), Depersonalization (DP) (5 items), and Personal accomplishment (UA) (8 items). Participants respond on a seven-point Likert-type scale, ranging from "never" (0) to "every day" (6). High scores on the EE and DP subscales and low scores on the PA subscale are characteristics of burnout.

The results showed that there was a significant negative association between emotional intelligence and job burnout. In addition, almost all constructs of emotional intelligence (stress management, adaptability, and general mood, intrapersonal and interpersonal competencies) were related to burnout. The degree to which participants emotionally responded to stressful events and how satisfied they were as a consequence, as well as how they coped with stress, had a strong influence on the level of burnout they experience. Thus, it was indicated that emotional intelligence was a very important factor for prediction of teachers' psychological well-being, and also the correlation of the emotional intelligence and burnout was significant. It was concluded that the ability to effectively deal with emotions and emotional information in the universities helped professors in controlling burnout. Consequently, if professors are given adequate training and are exposed to an environment to develop high level of emotional intelligence, burnout would be reduced if not completely eliminated among them. That is why the Ministries of Education in collaboration

with each university should have a well-planned training program and social and emotional learning should be introduced to professors in universities.

This qualitative study done by Mahmoodi-Shahrebabaki (2015) aimed at recognizing sources of emotional problems of nine English language teachers and proposing strategies to obviate the potential contributors. The participants were nine Iranian English language teachers between the ages of 26 and 43. They were chosen from a sample of 79 teachers with high scores on emotional exhaustion sub-scale of Maslach Burnout Inventory. In order to collect the data, unstructured interviews were used. The results indicated that the main sources of language teachers' emotional affliction were identified as follows: excessive workload, teaching capabilities, poor working conditions, demotion of self-esteem and status, income and, personal traits. In addition, participants felt that their efforts were underappreciated, and that their inadequate salary is a decisive incentive for their feeling lack of respect. They also complained that no matter how hard they struggled to grow professionally, job stressors continued to increase while their incomes remained unchanged. Unfortunately, six of the participants were considering leaving the profession at the nearest opportune chance.

Moreover, the participants complained about their current workload with reference to the daily duties, assigned tasks, professional demands, regulations, administration policies, learners' behavior, and the general pressures that come with being an English language teacher. As it can be observed language teachers mostly attribute their emotional problems to external agents and this might imply that teachers with external attributions that are less controllable and more stable are more likely to building on negative attitudes toward students, their parents, administration and their profession as a whole. Finally, as possible remedies, the following were chosen: resorting to self-reflection strategies, consulting with more experienced colleagues, salary increase, autonomy increase, autonomy empowerment, administrator emotional support intervention, workload balance.

Yin, Lee, Zhang, and Jin's study (2013) had as a purpose to explore the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. A sample of 1281 primary and secondary teachers from Beijing and Chongqing was chosen. This sample comprised 338 males (26.4%) and 943 females (73.6%), with 673 teachers in primary schools (52.5%) and 608 teachers in secondary schools (47.5%). In order to collect

the data a questionnaire with three scales was employed. The three scales were: Wong and Law Emotional Intelligence Scale (WLEIS), Teacher Emotional Labor Strategy Scale (TELSS) and the Teaching Satisfaction Scale (TSS). All items in the questionnaire were scored on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

The results indicated that teachers' emotional intelligence had a significant impact on their sense of teaching satisfaction. As a high level of teachers' EI is found to increase teaching satisfaction, this study supported the importance of emotional intelligence, as an element of positive psychology, in facilitating individuals' sense of happiness and subjective well-being. In addition, the results of this study suggested that among the three emotional labor strategies, only expression of naturally felt emotion significantly influences teachers' sense of teaching satisfaction, whereas neither surface acting nor deep acting significantly predicts teaching satisfaction.

It was shown that deep acting was not a significant predictor of school teachers' teaching satisfaction, and this result indicates that although deep acting can be seen as faking in good faith, it may not lead to an increase of teaching satisfaction because, as a laborious rather than pleasant work, teachers are required to make great efforts to closely monitor their inner feelings and to modify their emotional expressions by means of various cognitive techniques. On the contrary, expression of naturally felt emotion meant authenticity of emotional expression and a consistency between emotional experience and its display. The positive and significant influence of expression of naturally felt emotion on teaching satisfaction highlighted the importance of showing real feelings and emotions in school teachers' work

The results of the present study have the following implications for the practice of teaching and teacher education: teachers should be encouraged to be aware of the strategy of expression of naturally felt emotion in teaching. Moreover, teacher educators are encouraged to facilitate pre-service and in-service teachers to accept and internalize the professional norms of the teaching profession, by which they could be more likely to perform emotional labor in a spontaneous way. Finally, it is advisable for a teacher training program to make in-service as well as pre-service teachers clear about the job demands of teaching on teachers' emotions.

The study made by Uitto, Jokikokko & Estola (2015) aimed at searching researches for teachers and emotions published in TATE (Teaching and Teacher Education) from 1985 to 2014 and 70 articles were found. These articles were classified into seven main themes: 1) emotions in teacher identity and professional learning, 2) emotional exhaustion among teachers, 3) teachers, emotions and relationships, 4) teachers' emotions in historical, political and societal contexts and educational reforms, 5) teachers' impact on students' emotions, 6) teachers' emotional intelligence, skills and knowledge, and 7) teachers' emotions and regulation of emotions. This review concentrated on articles that were related to emotions in teachers' work and lives. It analyzed the diversity and significance of the research that TATE has published on teachers and emotions, described the changes that had taken place in the field and illustrated the trends and gaps, in addition of describing future directions for research on the topic.

The writing of this review began by searching for articles published in Teaching and Teacher Education that included the terms emotion, feeling, affective, or mood in the title, abstract or keywords. The authors used these theoretically differing concepts to ensure they found all the articles discussing the multifaceted phenomena of emotions. They used the Science Direct search engine, with the help of a library information specialist, and they located 149 articles. After examining their abstracts, or in unclear cases the entire article, the authors excluded 79 articles because emotions played only a marginal role, or the article did not discuss teachers as such. This process yielded a total of 70 articles that included emotions in the title, abstract or keywords, which indicated emotions occupy a significant position in the article.

Regarding to emotions in teacher identity and professional learning, the articles were loosely related to the significance of emotions for teachers' identities and professional learning and they shared a common understanding of teachers' work as holistic and emotional by nature. The diversity within this main theme is visible in the different theoretical perspectives, such as: caring, professional growth, professional development, emotional identity, a sense of belonging to the teaching community, power relationships, teacher resilience, classroom motivation, teachers' professional goals, and emotional burnout, its relation to teacher identity and teachers dropping out of teaching

Concerning emotional exhaustion among teachers, the emphasis of the articles in this main theme was to study emotional exhaustion among teachers related to burnout or wellbeing. In addition, concepts such as job satisfaction, stress, motivation, self-efficacy, depression and engagement were employed. The articles approach emotional exhaustion and factors related to it from different viewpoints: some focus on social factors related to the working environment, including interpersonal relationships, school climatic factors, the social working environment and workload. Other articles emphasized more the individual factors, such as cognitive self-regulation, hardiness, teachers' goal orientation and coping behavior, hierarchy of strengths, and job satisfaction. A few articles investigate both social/organizational and individual factors and their relation to burnout.

With reference to teachers, emotions and relationships, the articles of this main theme discussed the role and significance of relationships in teachers' work, understanding that relationships involve emotions. Most articles concentrated on teacher-student relationships, but some articles studied other relationships, such as relationships and emotions associated with parents, colleagues and the work in general, and with principals and local educational authorities

On the topic of teachers' emotions in historical, political and societal contexts and educational reforms, the articles were connected with broader historical, political and social discourses and contexts. These articles focused on how school reforms influenced teachers' emotions, identities, learning and professional development from different perspectives. Several articles in this main theme discussed teachers' emotional reactions to educational change, such as reforms or other policy initiatives, or emphasized the significance of the historical and political context, as well as discussing the impact of power relationships within schools on teachers' emotions and identities

With regard to teachers' impact on student emotions, the articles discussed the kinds of impact teachers may have on students' emotions. The articles viewed the impact teachers had on students' emotions from various perspectives, such as teacher feedback, teachers' emotions and instructional behavior, boredom among students and error management. The impact of teachers' beliefs and perceptions related to students' emotional engagement is also studied

Relating to teachers' emotional intelligence, skills and knowledge, the articles focused on teachers' emotional intelligence, in addition to dealing with teachers' emotional skills or emotional knowledge. Emotional intelligence was studied in relation to the components of teacher burnout and the impact of teachers' emotional intelligence on teaching satisfaction and teachers' use of emotional labor strategies, particularly the expression of naturally felt emotions.

Pertaining to teachers' emotions and regulation of emotions, the articles were related to teachers' emotions or how teachers regulate their own emotions. In the articles focused on teachers' emotions in various educational settings, the theoretical frameworks dealt with discomforting emotions, guilt and guilt traps, and uncertainty. In the articles focused on the regulation of emotions, the emphasis was on teachers' emotional competences related to their interactions with children, the emotional rules of teachers' work, and the transaction of teachers' internal psychological characteristics with the external environment.

The review showed that emotions play a significant role in relationships related to teachers' work and their professional identity, learning and wellbeing, but also in emotional exhaustion among teachers and teacher attrition. Furthermore, the articles point out that emotions play a huge role in educational changes and reforms: without addressing emotional aspects, it is possible that changes will not succeed.

Finally, this last study was made by Golombek and Doran (2014). This study aimed to guide language teacher educators to address novice teacher emotion systematically in the learning-to-teach experience by detailing the indexing role of emotions.

The participants were eleven interns (three males and eight females) of the fourteen agreed to participate, and six females agreed to follow-up interviews. In order to collect the data, the teacher learners were asked to write a journal each week and email it to the teacher educator, who replied to mediate their thinking and feeling about this initial teaching experience, and to encourage reflection and dialog. The teacher educator gave the topic for the first journal, written before actual teaching began, in order to capture what interns considered their expectations of the internship and their strengths and concerns as they embarked on their teaching experience. In subsequent journals, the interns wrote descriptions of what they were doing in their classes, and their reactions to their teaching. The results

indicated that emotional content was pervasive in one novice teacher's journals, and that her emotions were tied to her thinking about and activity/outcomes of her teaching.

In addition, it was shown that novice teachers need mediation to enable them to feel confident enough to teach and that the novice language teacher is in a vulnerable position, facing teaching for the first time knowing that she or he lacks the expertise and experiential knowledge base to teach to her or his expectations. The previous is likely to produce an emotional response. As a solution for this, teacher educators can use their expertise to mine the inevitable emotionality of novice teachers in purposeful and systematic ways that respond to the individual concerns of each teacher. By recognizing the professional self as both a thinking and feeling actor engaged in the goal-oriented activity of teaching, the field of language teacher education can more thoughtfully support the professional growth of novice teachers.

2.5 Burnout studies

According to Maslach (1999) the term burnout is often described as a concept with three separate dimensions: emotional exhaustion, depersonalization (lack of empathy), and reduced accomplishments at work. Teacher burnout affects the teacher workforce externally as well as internally. In the USA, up to 25% of beginning teachers leave the teaching field before their third year, and almost 40% leave the profession within the first 5 years of teaching (Milner and Woolfolk Hoy 2003; National Center for Education Statistics 2004; National Commission on Teaching and America's Future 2003; Smith and Ingersoll 2004 in Chang, 2009). Internally, for some teachers who remain in the profession, fatigue may lead to ineffectiveness and burnout that inadvertently harms classrooms and the school (Olivier and Venter 2003 in Chang, 2009). For all the previous, the researcher considers that burnout and emotions are strongly related and studies of burnout were included to show that relation.

In a study made by Chang (2009), he mentions the relation that exists between teachers' unpleasant emotions and burnout. Chang reviewed articles written over the past 30

years specifically on teacher burnout and teacher emotions in order to synthesize and bridge the literature on teacher burnout and the unpleasant emotions involved in teaching. He concluded that in order to help teachers in emotion management, teacher educators can focus on increasing four understandings: acknowledging that teaching is an emotional profession, identifying and reflecting on emotions and the underlying cognitive appraisals, regulating their emotions appropriately, and coping with emotions effectively. If teachers do the previous, they may be more accepting of their emotions and thus more neutral in labeling their emotional experiences. In addition, Chang mentions that this is not only of help for experienced teachers but for beginner teachers because they should understand the dramatic range of intense emotions they will experience so they may enter the profession with a realistic view instead of an overoptimistic view of teaching.

Another study related to burnout is the one made by Brackett, Palomera, Mojsa-Kaja, Reyes and Salovey (2010). This study examined the relationship between emotion-regulation ability (ERA) and both job satisfaction and burnout among secondary-school teachers. The participants were 123 teachers in total. They only had to complete a battery of assessments and surveys on a secure web site. The results were that ERA was associated positively with job satisfaction and greater personal accomplishment, but not with depersonalization and emotional exhaustion. This is because teachers with higher ERA may be less likely to lose control of their emotions and be more knowledgeable about the appropriate display of emotion, they are likely to have better relationships with principals and colleagues. In turn, they may be more satisfied with their jobs and less prone to stress and its consequences, such as burnout. The conclusion was that teacher-training programs focusing on developing emotion-regulation skills might result in a number of favorable outcomes for teachers (Brackett & Caruso, 2007), including increases in positive affect and greater support from principals. In turn, teachers may experience less burnout and greater job satisfaction, remain in the profession longer, and be more effective in the classroom.

The last study was made by Aldrete, Pando, Aranda and Balcazar (2003) and it aimed at identifying the prevalence of the burnout syndrome in primary school teachers in Guadalajara and its relation to the characteristics of their teaching activities. The sample consisted of 300 teachers and the collection of data was made by means of a structured document in two parts: one containing the variables related to employment history and

activities performed. This part was piloted with teachers who work in that were not selected for this study elementary schools. Another part of the instrument was the Maslach Burnout Inventory (Maslach and Jackson, 1984). Reliability has been validated and found to emotional exhaustion a Cronbach's alpha of .90, .76 for depersonalization alpha and alpha of .76 for personal fulfillment at work. The results showed that perhaps the teaching profession is a very demanding job. In addition, teachers have too many activities to perform and they have to use part of their free time to complete their work obligations. In the gender analysis it was found that female teachers have higher rates of both emotional exhaustion and low achievement at work compared to those females who are not married.

The studies reviewed related burnout with negative emotions which can be reduced with emotion management. These studies shared the same results which were that if teachers learn to control their emotions, they would be less prone to experience negative emotions which may lead them to burnout. In addition, they will stay in the profession for a longer time. In other words, if teachers could control their emotions and use them in their benefit, they would not experience burnout and they might be able to continue with their job. In addition, these studies were made in a different context from Mexico which indicates that the results found in a different context cannot be considered better.

In Chetumal, it is not know anything about first-year English teachers in that city. Consequently, the reasons and causes why they decide to stop teaching or to do something different from teaching are not known. This study can be of great help to understand why those teachers take that decision and, in future studies, find a possible solution to teach them to deal with their emotions and use them in their favor. This might bring as a result that teachers might feel more comfortable in profession and they may not experience emotional exhaustion, lack of empathy, and reduced accomplishments at work, all of them burnout symptoms.

CHAPTER 3. METHOD

This chapter introduces-the research approach chosen for the present study according to the objective and research questions. Also, the operational definitions will be provided. Moreover, a description of the context in which the study will be conducted is presented. Afterwards, the characteristics of the participants will be given and a description of the instrument, data collection and the analysis will be provided. Finally, the validity and reliability process will be explained.

3.1 Myself as a researcher

I started to do research when I was studying my English Language major as a requisite for a subject but at that time, I was not familiarized at all with it and I thought it was very difficult to do. During that time, I was doing research on beliefs; however, I was not very passionate for the topic. Now, I am studying my master's degree and I consider I have more experience in conducting research because I have taken subjects that have helped me to improve my abilities and knowledge research procedures.

Regarding the selection of this research topic, I think that my interest to do this research emerged from the experiences I had while I was studying the English language mayor because I took two subjects in which I had to teach English. Those subjects made me find out how emotional is the teaching profession and all of the situation that might cause them. In my case, I consider that it happened mostly because of the constant interaction with students, their behaviors, attitudes in the classroom, responses and reactions. All of the previous generated in me a mixture of positive and negative emotions which at times, helped

me to be more motivated and do my best but also, made me feel tired and made me question if that was the profession I wanted for me.

Moreover, I had the chance to talk with my classmates and most of the time, when they talked about their practice, they mentioned emotions. Thank to that, I confirmed that emotions are always present in the teaching profession and, due to that, the curiosity of knowing the role of emotions in the teaching profession came up. I wanted to know how emotions affect teachers or if emotions were related to teachers' decisions, activities, activities and attitude in general.

Because of all of my previous experiences, I feel identified with this topic and another reason is that consider myself a novice teacher and I think that is an advantage that because it helps me to understand more the participants of my study.

They and I have almost the same experience, however, this does not mean that they are going to feel the same way I do nor will their emotions be caused by the same situations. In other words, although my participants and I share the same experience in ELT, this does not mean that I should believe that they will answer the way I would. Rajendran (2001), said that all the researchers are affected by observer's bias even in the design of the instrument, but in this case, I disagree with that because I did not design my instrument thinking in myself, but in what I had read previously. To avoid my own biases influence the process regarding the data collection and analysis, I will confront my opinions and prejudices with the data collected because it is not correct to think that my participants have the same way of thinking and feelings.

3.2 Qualitative design

Due to the fact that this study is focused on emotions, I believe that the best perspective for it is qualitative. The reason is that it was necessary to identify the emotions and their causes and in order to do this, I needed to understand the participants' reality and their personal

experience as English teachers because they can give different meanings to different situations (Méndez, 2012).

Another reason is that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible and sometimes helps to transform it. Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005, p. 3 in Creswell, 2007).

In addition, in the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers from the literature. They also conduct qualitative research because they need a complex, detailed understanding of the issue. To obtain a detailed understanding, this design is adopted and it empowers participants to express themselves through sharing their experiences or stories (Creswell, 2007). This detail can only be established by talking directly with people, going to their homes or places of work, and allowing researchers to tell the stories unencumbered by what they expect to find or what we have read in the literature (Creswell, 2007). According to Méndez (2012), since emotions are not always observable, the best way to get into people's feelings and emotions is to let them narrate these to us. Participants can narrate their emotions through interviews that allow the interviewer to take notes about the tone of voice or facial expressions considered important to the understanding of the views expressed by the interviewee.

My study aim was to describe the emotions felt by first year English teachers, describe the situations originating these and understanding the effects if any, of these emotions in their teaching practice. Due to the nature of this enquiry a qualitative design was the most suitable one.

3.3 Descriptive approach

The descriptive research approach is a basic research method that examines the situation, as it exists in its current state (Williams, 2007). The objective of this study is to describe the emotions of the first-year English teachers and find the causes of those emotions and since no intervention is going to be done, the approach of this study is descriptive.

3.4 Participants

As the objective of the present study is to describe the emotions of the first-year English teachers, the sample of this study is English teachers graduated from the University of Quintana Roo who are in their first year of teaching. For the reason I had contact with some first-year English teachers, the sample of this study was purposeful.

Creswell (2007) says that the concept of purposeful sampling is used in qualitative research. This means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. Decisions need to be made about who or what should be sampled, what form the sampling will take, and how many people or sites need to be sampled. This sample occurs when the researcher chooses individuals who voluntarily accept to participate in the project and accurately represent the characteristics that will be studied (Reyes, Hernández & Yeladaqui, 2011).

In order to collect the data for this study, first-year English teachers were invited to participate. I contacted 13 first-year English teachers and only 7 agreed to participate. Those first-year English teachers graduated from the University of Quintana Roo and they age ranged from 22 to 27 years old. The participants of this study were working in Chetumal,

Quintana Roo. However, they worked in different institutions and they worked with students of different levels (kindergarten, primary, secondary and high school).

3.5 Context

This study was done in Chetumal, Quintana Roo which is a touristic area in constant contact with the English language because it is a border city near to Belize where there is a rich variety of languages. In addition to that, according to the English language curriculum of the University of Quintana Roo (1995) English is one of the most important languages in the world which is used for communication, business, to transmit the necessary knowledge of higher education, and is an essential factor in scientific and technological advancement. Therefore, teaching English as a second language is indispensable. For the previous mentioned, the majority of public primary schools in Chetumal participate in an English teaching program named Programa Nacional de Inglés en Educación Básica (PNIEB) in which , English is being taught to students from an early age.

> According to the PNIEB's curricular foundations (2010), this program was created because the Secretaría de Educación Básica recognized the need to incorporate English to the curricula of preschool and primary education, and to make the appropriate adjustments regarding English for secondary school in order to articulate the teaching of this language in the three levels of basic education and to achieve the multilingual and multicultural skills secondary education students need to successfully meet the communication challenges of the globalized world, to build a broad view of linguistic and cultural diversity globally and to respect their own culture and that of others.

3.6 Instrument

Based on the objective of this study, the best instrument to collect data from the first-year teachers was face-to-face semi-structured interviews because they allowed me to be flexible during the interview. The interview is a meeting to exchange information between a person (the interviewer) and another (the respondent) or other (respondents). In an interview, questions and answers from a communication and joint construction of meaning is reached on an issue (Janesick, 1998 in Hernández, Fernández-Collado and Baptista, 2006). In addition, as it was essential to gain insight and understand deeply what the participants say, this instrument was very useful because the interviews allowed participants to express their ideas freely. Hernández, Fernández-Collado and Baptista (2006), mentioned that interviews are used when the study problem cannot be observed or is very difficult to do so for ethical or complexity. That is the case of emotions because they are not something that can easily be detected and their interpretations can vary depending on each person. I considered interviews as the best option because I obtained the data directly from the participants which helped me not to misinterpret it when I collected it.

In addition, as it was essential to gain insight and understand deeply what the participants were saying, I think that interviews provided me the opportunity to generate rich data because, as a previously mentioned, I believe that interviews encouraged the participants to talk freely and it was easier for the teachers to respond and express themselves which led to obtain more information.

Westat (2002), mentioned that interviews are particularly appropriate to use in situations that involve a complex subject matter and obtaining detailed information and that is why I consider that using interviews helped to get a deeper understanding of participants' emotions, reality and experience.

This method of data collection was selected because it has many advantages. Westat (2002), said that the use of interviews usually yields richest data, details, new insights, permits face-to-face contact with the participants, provides the opportunity to explore topics in depth, allows interviewer to experience the affective as well as cognitive aspects of responses, allows interviewer to explain or help clarify questions, increasing the likelihood

of useful responses, and allows interviewer to be flexible in administering interview to particular individuals or in particular circumstances.

On the other hand, Westat (2002) also mentioned some disadvantages of the use of this instrument. He said that interviews are expensive and time-consuming, they need well qualified, highly trained interviewers. Also, the interviewee may distort information through recall error, selective perceptions, desire to please interviewer and the volume of the information can be very large and may be difficult to transcribe and reduce data.

As it was mentioned before, it is an advantage that the interviewer can be flexible during the interview and this is a characteristic of semi structured interview which were used in this study. These interviews are based on a guide to issues or questions and the interviewer is free to introduce additional questions to clarify concepts or to obtain more information on desired topics. That is, not all the questions are predetermined (Hernández et al. 2006).

In this study, the interviews were structure to focus on one emotion at a time. In other words, first, I obtained all the emotions that the participants remembered they experienced in a certain period of time and, after that, I asked specific questions to identify the reasons that provoked their emotions and the way those emotions affected them, their practice and professional development. (See appendix 2)

This type of interview was chosen because I believed that it was going to be probable that during the interviews, information that was not expected was going to be given and I wanted to have the option to be able to ask questions about it because it might be helpful to have a deeper understanding of what the participants say. This allowed me to comprehend better the participants' experiences and to obtain more information and details.

After collecting all the data, I now know that interviews consume a lot of time and the process of transcribing the interviews too. Although I am not such an experienced interviewer, did my best in order to overcome any difficulties that I encounter during the process of the interview such as trying to encourage participants to give more details when they were tired or to give them examples when they did not understand a question.

It is important to mention that the questions were written is Spanish to help the participants to express their ideas and emotions easier not worrying about saying their answers correctly in another language.

3.7 Interview protocol piloting

According to Teijlingen and Hundley (2001), piloting can be defined as the specific pre-testing of a particular research instrument which is done to develop and test the adequacy of research instruments. In this study, the instrument was piloted with two students in the tenth semester of the English Language major of the University of Quintana Roo. I chose those students because they are similar to my participants, they attended to the same university and studied the same major. In addition, those students are about to finish the major and when they start working, they will be English teachers in their first year of practice.

After doing the first piloting, I realized that the first five questions were not related to the information I wanted to obtain. In addition, some of the questions were similar and they needed to be more specific in order to obtain the answers for my research questions. Due to that, I made some modifications. I eliminated the first five questions because they did not provide needed information and I added new ones. Moreover, I changed the order of the questions to make the conversation more fluent. Furthermore, I decided to use a chart to help the participants in question number three in case that they did not remember clearly which emotions they had experienced.

After the second piloting, the answers were clear and focused. The questions were not repetitive and they provided the answers this study needs. However, I did realized that I needed to ask the questions differently in order for my participants to understand them easily. Based on the piloting, I decided to ask the participants' questions from five to ten individually for each emotion they identified because I wanted to take my time and to focus on each emotion to obtain its influence and causes. After making those corrections, the interview guide was finished (see appendix 3).

3.8 Data collection procedure

I gave participants a consent form in which I explained the purpose of the study. In addition, I included the steps for the data collections in which they were involved and finally, it was indicated that they could decide to stop cooperating in the study if wanted to (see appendix 1)

The participants were contacted a week before doing the interviews in order for them to choose the day and hour in which they are free. It is important to mention that if for some reason the participants could not attend to the interview, it was rescheduled.

The participants were interviewed 3 times in different times during one semester in order to know the emotions they experience throughout that period. The interviews were done one at the beginning of the semester, the second one in the middle and the third at the end of the semester. The questions that were asked included themes regarding the emotions that arise when they are teaching, what causes those emotions and how they affect their performance.

The interviews were tape-recorded and then transcribed. It was necessary to use a tape recorder in order to collect the data and to have in detail everything that was said during the interview. In addition, I took notes during the interview because I believed it might help me to identify aspects that could not be found in the interview recording. For example, a face expression or the tone of voice can help to understand better the views expressed by the interviewee (Méndez, 2012). Moreover, I consider that, as it does not affect the responses of the first-year teachers, I answered some questions and gave examples in order to make them feel more comfortable and to avoid them to think that I am judging them.

3.9 Data analysis procedure

In one hand, according to Cresswell (2007), the researcher needs to review all of the data and to make sense of them, organize them into categories or themes that cut across all of the data

sources. Qualitative researchers build their patterns, categories, and themes from the "bottom-up," by organizing the data into increasingly more abstract units of information. This inductive process involves researchers working back and forth between the themes and the database until they establish a comprehensive set of themes. It may also involve collaborating with the participants interactively, so that they have a chance to shape the themes or abstractions that emerge from the process.

On the other hand, Braun and Clarke (2006) thematic analysis is a method for identifying, analyzing, and reporting themes within data. It minimally organizes and describes your data set in detail. In this study, I will use the thematic analysis proposed by Braun and Clarke (2006).

The first step to start the analysis of the data was to transcribe all the interviews. I had to listen to the recordings three times in order to ensure that no relevant aspect had been omitted when I was doing the transcriptions. In addition, I did this to confirm that what the participants said was exactly what I had written. After that, I became familiar with the content of the transcriptions by repeatedly reading the data. The next thing to do was to look for meanings and patterns in the transcriptions. Then, I started the production of initial codes from the data. In this stage, I was completing a chart, using Microsoft Word, with the codes and the extracts that were included in the code. However, when I finished the chart, I noticed that I had too many codes and most of them were very specific and also, they were repetitive. Consequently, I had to make the codes more general and eliminate the ones that were repeated in order to reduce the number of codes.

The next step was to sort the different codes into potential themes, and organizing all the codes within the identified themes. When I finished that, I read again the entire data to determine whether the themes work in relation to the data set and to code any additional data within themes that has been missed in earlier coding stages. Afterwards, I defined the themes for my analysis, and I analyzed the data within them.

3.10 Ethical issues

Regardless of the approach to qualitative inquiry added, a qualitative researcher faces many ethical issues that surface during data collection and in analysis and dissemination of qualitative reports. Lipson (1994) groups ethical issues into informed consent procedures; deception or covert activities; confidentiality toward participants, sponsors, and colleagues; benefits of research to participants over risks; and participant requests that go beyond social norms.

Berg (2001) said that in most qualitative research because subjects are known to the investigators, anonymity is virtually nonexistent. Thus, it is important to provide subjects with a high degree of confidentiality. He claimed that researchers must ensure the rights, privacy, and welfare of the people and communities that form the focus of their studies and Creswell (2007) shared the same idea by saying that the researcher protects the confidentiality of the informants, for example, by assigning numbers or aliases to individuals. In this study, the identity of the participants was kept confidential in order to protect my participants. Each participant was assigned a number to maintain their identity unknown.

Furthermore, to gain support from participants, a qualitative researcher conveys to participants that they are participating in a study, explains the purpose of the study, and does not engage in deception about the nature of the study (Creswell, 2007). According to Fritz (2008), all researchers are responsible for ensuring that participants are well informed about the purpose of the research they are being asked to participate in, they have to understand the risks they may face as a result of being part of the research and the benefits that might accrue to them as a result of participating. Thus, the participants of this study were made aware of the objective and they were told that that might be benefited by knowing how emotions can influence them. In order to ensure this, I gave participants a consent form to make them know the purpose of the study, how data was going to be collected and how the data was going to be used. (Appendix 1)

Another issue likely to develop is participants sharing information "off the record." Although in most instances this information is deleted from analysis by the researcher, the issue becomes problematic when the information, if reported, harms individuals. To prevent this to happen, the participants were sent the transcriptions of the interviews in order for them to read them and decide if they wanted to delete any part of the transcription

3.11 Credibility

According to Bloomberg and Volpe (2008), the credibility of a qualitative study refers to whether the participants' perceptions match up with the researcher's portrayal of them. The researcher has to represent accurately what the participants think, feel and do.

To support the credibility of this study and in order to ensure that my own biases do not influence how participants' perspectives are portrayed, member checks were used. I sent the participants the transcription of their interviews and I asked the participants to revise them. This was done with the purpose of determining the accuracy of the findings and to confirm that what the participants said during the interview is exactly what was included in the study.

As suggested by Shenton (2004), each person approached for this study was given the opportunity to refuse to participate in the project so as to ensure that the data collection sessions involved only those who are genuinely willing to take part and prepared to offer data freely.

Moreover, opportunities to scrutiny the project by colleagues, peers and academics were welcomed and asked over the duration of the project. The fresh perspective that such individuals brought allowed me to challenge assumptions I made. Shenton (2004) claims that the closeness to the project frequently inhibits the researcher's ability to view it with real detachment. That is why questions and observations enabled me to refine my methods, develop a greater explanation of the research design and strengthen my arguments in the light of the comments made.

3.12 Dependability

Dependability refers to whether one can track the processes and procedures used to collect and interpret the data (Bloomberg and Volpe, 2008). According to Creswell (2007), dependability refers to the stability of responses to multiple coders of data sets which can be enhanced if the researcher obtains detailed field notes by employing a tape for recording and by transcribing the tape. To ensure the dependability of the current study, I provided an audit trail, which are detailed and thorough explanations of how data were collected and analyzed. Furthermore, the data was available for review by other researchers.

3.13 Transferability

Merriam (1998 in Shenton 2004) defined the term transferability as the extent to which the findings of one study can be applied to other situations. On the other hand, Shenton (2004) argued that since the findings of a qualitative project are specific to a small number of particular environments and individuals, it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations. In my opinion, this may not be true because the results of one study might be parallel to the results of another one if the participants and context are similar in both studies.

Bassey (1981) agrees with the previous and proposes that if practitioners believe their situations to be similar to that described in the study, they may relate the findings to their own positions. However, it is the responsibility of the investigator to ensure that sufficient contextual information about the fieldwork sites is provided to enable the reader to make such a transfer. (Lincoln and Guba, 1985 and Firestone, 1993). Shenton (2004) explains that after perusing the description within the research report of the context in which the work was undertaken, readers must determine how far they can be confident in transferring to other situations the results and conclusions presented.

Consequently, to support the transferability of the present study, I provided a sufficient thick description of the phenomenon under investigation in order to allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations.

3.14 Confirmability

Confirmability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997 in Anney 2014). To ensure the confirmability of this study, I admitted my own predispositions and beliefs underpinning decisions made and methods adopted, I expressed the reasons for favoring one approach when others could have been taken and I explained the weaknesses in the techniques employed. Also, I provided a detailed methodological description enables the reader to determine how far the data and constructs emerging from it may be accepted.

3.15 Limitations and Delimitations

In order for this study to be done and, consequently, to be beneficial for all the people involved, it needs the cooperation of the participants. A possible limitation could be that some first-year teachers accept to be a part of this study and that in the future, they regret it and stop cooperating. In addition, at times, the interviews were delayed and the participants could have forgotten some details. Moreover, during the interviews, I noticed that the participants were tired and they did not give me much details. This could have affected in the quality and quantity of information the participants provided.

It is important to clarify that this study was done in the city of Chetumal, Quintana Roo. The sample used in this study was selective, focusing exclusively on teachers graduated

from the University of Quintana Roo who studied the English Language major and who are currently in their first year of teaching. Due to this, it is possible first-year teachers' emotions are different from other different groups of teachers; for example: experienced teachers, teachers in distance education and teachers who teach a subject different than English.

CHAPTER 4. RESULTS

The data was gathered in February, 2015 and at that time, the participants only had a maximum of six months teaching. They all were working in different schools which in most cases were public but in two cases they were private. In addition, the level in which they were working varied; some were working in kindergarten, primary school, secondary school, high school. The results of this study are divided into three themes. The first theme is related to emotions expressed because of interaction with students. This interaction includes students' disruptive behavior, students' low level of English, and students' positive performance in class. The second theme is emotions expressed because of teachers' administrative duties. Finally, the last theme is emotions expressed due to lack of classroom management skills. This last theme includes teachers' lack of teaching skills and teachers' motivation to teach. (See table 1)

Table 1. *Emotions expressed by teachers.*

Themes	Emotions expressed because of interaction with students	Emotions expressed because of teacher's administrative duties	Emotions expressed due to teacher's lack of classroom management skills
	-Students' disruptive behavior. -Students' low level of English. -Students' positive performance in class.		-Teachers' lack of confidence. -Teachers' lack of teaching skills. -Teachers' motivation to teach.

4.1 Emotions expressed because of interaction with students

4.1.1 Emotions expressed in relation to students' disruptive behavior

Students' disruptive behavior in class was a main source of negative emotions and effects in teachers. This disruptive behavior involved students being disrespectful with their classmates and the teacher, not following teachers' instructions, and talking to their classmates when teachers were explaining something. In the three interview sessions, all the participants mentioned this bad behavior as a source of negative emotions and effects in their teaching practice, consequently, it can be understood that this was constant in their classes. In my opinion this can be due to two factors: a) students do not behave correctly or, b) as the participants are first-year teachers, they may not have the appropriate group control abilities to prevent this to happen. This is similar to what Mahmoodi-Shahrebabaki (2015) found in his study. His participants reported that the beginning periods of their career teaching was very strenuous; however, their self-management competence gradually increased. In addition, the setbacks were mostly attributed to a lack of self-confidence and knowledge of classroom management skills such as maintaining discipline and managing time.

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However, no matter the cause behind this bad behavior, the important aspect is that it was constant and it affected teachers in the classrooms.

> "Students were screaming, hitting one another with rugs, they were playing with things that are property of the school which I told them not to touch, they were playing with screw rolls that are now, forbidden in the school." (Participant 4, interview 2)

> "That a student bother or shouts to one of his classmates. Also, that a student tells a joke and the rest of the class laugh." (Participant 7, interview 2)
> "Students are very restless, they run everywhere in the classroom and even if you scold them, they will not listen." (Participant 5, interview 2)

This disruptive behavior provoked teachers to feel anger, frustration and even nervousness which resulted in negative effects in the teachers' performance. This is similar to the findings of Cowie (2010). He discovered that teachers expressed negative emotions towards students, especially anger concerning predictable behaviors such as lateness, absence and classroom disruption. Xu (2013) mentioned that teachers experienced anger when their students did not follow teachers' instructions and they did not know the reason why students did not do it. In addition, Cubukcu (2012) found that students' misbehaviors lead teachers to experience anger.

As a consequence, students' bad behavior made teachers raised their voice in order to make students do what they wanted to, their face expressions change and they looked angry or frustrated. Also, students' behavior led to teachers' fatigue or health problems which made teachers' job more difficult because they did not feel in the mood nor in the conditions to plan their next class or to continue with the class. Olivier and Venter (2003) in Chang (2009), mentioned that this teachers' fatigue affects teachers internally and it may lead to ineffectiveness and burnout and inadvertently harms classrooms and the school. Fortunately, as the participants of this study were novice teachers it is impossible for them to suffer symptoms of burnout. Additionally, they did not show signs of harming the classrooms and schools. What they did show was that fatigue affected their efficiency and motivation.

> "The tone of voice I used with them, I did not shout to them but I did raise my tone of voice. I scolded them but with a different tone. In addition, I felt that I had my brow furrowed all day." (Participant 1, interview 2)

"When I get home, I feel very stressed and sleepy and I have to take a nap" (Participant 7, interview 1)

"Sometimes it has affected my health; I have been having a sore throat constantly because I have to raise my voice. At times, I do feel bad but it goes away." (Participant 4, interview 1)

However, most of the time, teachers tried to hide and control their emotions and to pretend nothing happened in order to continue with the class.

"I have wanted to get out of the classroom, but, as I am the teacher, I have to stay there to make them see I am the authority. I have also raised my voice and I have thought that I do not want to teach a specific group, but I try not to show it. (Participant 7, interview 1)

A similar finding mentions that emotional labor primarily involves an individual inducing or suppressing different feelings at work to maintain an appropriate public and professional identity (Hochschild in O'Connor, 2006). The previous strategy is called deep acting and she claimed that demonstrating emotions as a professional always involves acting, and that this acting is essentially an unnatural performance of self. This is what all the participants did when they hid their emotions in order to continue with the class and maintain their professional identity as teachers.

However, it is important to mention that participant 4 experienced more negative effects as a teacher due to students' disruptive behavior and this participant could not hide her emotions or use the deep acting strategy. The reason of mentioning that this participant suffered of more negative effects is due to the fact that as the situation generated by this bad behavior was not solved at all, instead the authorities decided to ignore it, the participant changed her attitude and mood with the students and her classes were different. In short, the way in which the class was normally carried was modified as the teacher had to be stricter and her attitude changed.

The problem described by the participant was a situation in which students were supposed to do an experiment but she had to leave them alone for a few minutes in order to get the experiment material. When she came back, she realized students did everything she told them not to do.

"What happens is that I have a very problematic group. Since the first day I started to work, I had problems with them and this time, I tried to do an experiment with them outside the classroom and I left for two minutes to get the material and when I came back, everything I told them not to do, they were doing it. Students were screaming, hitting one another with rugs, they were playing with things that are property of the school which I told them not to touch, they were playing with screw rolls that are now, forbidden in the school." (Participant 4, interview 2)

I believe this is because the participant was working in a private school and it may be the case that some students are spoiled at home. The participant agreed with the previous in a conversation we had after the interview was finished. Regarding the effects this had on her and her teaching, she told me she felt impotent because the school authorities did not do anything when she reported the problem.

"The day I tried to talk to students' parents, I got angrier because it cannot be possible that nothing is done here either. Why? Because they are the ones that give the money? Well, no. I got angry, I was angry the whole day. I felt very bad because one of the solutions of the school principal was to make teach another group and I told her my point of view. I said that if she did that, students would know that when another teacher came to teach them and they did not like her, they could get her out of the school by behaving like that. That was not the solution" (Participant 4, interview 2)

Also, she felt angry because she was not allowed to talk to her students' parents in order to make them know what was happening in the classroom. In addition, as a consequence of that behavior, she had some health problems such as fever, a sore throat, and severe headaches.

"I spoke to the coordinator in order to talk to the students' parents and the principal of the school did not let me because she said they were going to bombard me because as the children are students of a particular school, they are more protected by their parents (Participant 4, interview 2)

Moreover, her attitude with that group changed. She was stricter and she did not care anymore of students who did not wanted to learn.

"Only with them (the problematic group) I am serious because with other groups I am easy-going or I say funny comments. However, with that groups

58

I do not do that; the class has to be very serious and if I do not do that, I lose the class. With them, I always have to be strict. I try not to worry about them a lot, I only care about the students who want to learn." (Participant 4, interview 2)

This is strongly related to what O'Connor (2006) mentioned in her study. She said that there are three types of behavior that teachers can experience which are the following:

Performative, professional and philosophical/humanistic. In the performative teachers motivate students in order to reach pedagogical goals. In the professional, teachers manage and maintain appropriate relationships with students in order to keep a professional role. Whereas in the philosophical/humanistic teachers can make the personal decision to care about students in adherence with a personal and individual philosophy or code of ethics.

In this case, the participant showed characteristics of the philosophical/humanistic because the participant decided not to care anymore about the problematic students and the ones who were not interested in learning. On the contrary, she expressed that she only cared about the students who show interest for the class and for learning. As O'Connor' participant (2006) mentioned:

"There is always going to be one [student] who looks at you, and you know that what you're saying is important to them. So you keep on at it—because of, I suppose, this very real shared importance" (p. 122)

On the other hand, this behavior also caused an effect that, in my opinion, is positive. After experiencing that disruptive behavior, two of the teachers reflected about their teaching and students.

"Maybe it helps me to improve mi teaching practice and to reflect about how I am as a teacher and the way I project myself to my students." (Participant 1, interview 1,)

"When I arrived home, I tried to calm down and not to think of the negative and the next day, I come back to the classroom and yes, I use some strategies in order for my students to behave better so I would not feel stressed." (Participant 2, interview 2)

This means that the negative emotions experienced can be enhancers for the teaching profession. In other words, teachers can learn something from a negative experience and

make changes in order to improve. This teacher used this situation as a learning experience because it helped her to see what she was doing wrong and to decide to change some aspects of her teaching practice in order to be a better teacher. A clear example of this was found in Méndez and Peña's study (2013). Even though this study was focused on students of the English Language Teaching program, I believe that these results can apply to the present study as the participants of it are graduated students from the same university and major. They discovered that although students experienced more negative emotions tan positive ones, they turned these into positive outcomes. Those negative emotions led them to reflect on the situation experienced, which allowed them to re-evaluate the event and adjust their motivation accordingly (p.120).

4.1.2 Emotions expressed in relation to students' low level of English.

Low level of English was an external cause of emotions among some participants which affected their students and consequently, their performance in class and its results. The participants reported that this was caused by the lack of interest students showed in the classroom. This provoked teachers to feel angry and frustrated because this lack of interest caused that some students had to keep up with the class and the teachers had to explain again some topics and also, they could not move to the next one because some students were not learning. In his study, Cubucku (2012) found something similar, he discovered that situations in which students did not understand the topic triggered frustration in teachers. And this could be caused because of students' level of the language or the interest or attention they have in the class.

This was something unexpected because I would have thought that students with low level of English would be characteristic of public schools but, as the results show, students of public and private school have this problem because teachers from both type of schools complained about it. As a consequence of students' low level of the language, teachers told me that they had to improvise and change some of their activities because some students were not performing as expected.

"It is very frustrating that even though you explain, students do not understand and you have to explain it all over again because it is not their fault that it is so difficult for them (Participant 2, interview 1)

Surprisingly, for participant 1, this type of situations in which she had to make changes in the lesson plan, improvise, or to think of a wider variation of activities to do in class was not seen as something negative for her teaching practice, but the opposite.

"It affects me a lot because I have to be looking for activities because if I use the same, my students get bored. Maybe, I helps me to improve my teaching practice and to reflect on how I am as a teacher and in the way I show myself to my students." (Participant 1, interview 1)

Even though most teachers mentioned problems with students' level of the language, one participant in specific told me that this was caused by students' bad attendance to the English classes. She said that students do not go to her classes and this causes her problems because she cannot move forward and explain the next topic.

"There are some students who miss the class very often and when the month ends and it's time to do more difficult activities, I feel they are left behind. I get mad and I ask myself why they do not come more to class. Those students are the ones that do not let me move forward with the rest of the class because, sometimes, I have to focus more on them, so they can keep up with the activities we are doing." (Participant 5, interview 1)

This problem was found in a public primary school. However, it is interesting to realize that this participant experienced it and the other teachers who work in public primary schools did not. On the contrary, regarding students' low level of the language, participant 3 did not attributed it to students' bad attendance to the class, as he did not had that problem. Instead, he mentioned that it was caused by the lack of interest that students showed regarding the English classes and this was also detected in their parents.

"To my students but also to their parents because, according to what is stated in education, nowadays, students' parents are very important in their children's education to make sure they do their homework or study. There are times in which students say that they had to stay with their grandmother and they did not take their school material with them. It is like their parents do not care." (Participant 7, interview 3)

4.1.3 Emotions expressed in relation to students' positive performance in class.

Students not only misbehave in class but also, they can have a positive performance in class by participating or showing interest in the class and learning. In addition, as it was described before, teachers' confidence had a positive influence in students because it led students to have a better performance in class. This influence on students was observed by Wheatley (2003), he said that teachers' emotions might exert an influence on their own cognition and motivation, which subsequently also affects students' perception and learning. In other words, emotions are a factor that affects teachers' performance and students' learning.

The previous was reported by some participants. They mentioned that students can perceive the emotional state the teachers have when they entered the class or during the class and that this is a factor that influence students for good or bad.

"Students perceive the way you are and express yourself so, if you are calm in your classes and everything else, they work better" (Participant 1, interview 3)

When teachers felt more confident of their teaching skills, this resulted in better lesson planning and design of activities. Consequently, when applying the lesson plan in classes, teachers observed that students enjoyed activities more and that resulted in higher students' motivation to learn, interest and participation in class. Thus, students learning was better. These positive changes observed in students provoked joy, enthusiasm, and satisfaction in teachers.

"Students respond in a positive way and they are very enthusiastic towards the class, all the group integrates, they do their homework and participate" (Participant 1, interview 1)

"At the end of the class, I saw that my students learned what I taught them" (Participant 6, interview 3)

Participant 3, in particular mentioned that he observed that his students were learning when he noticed that they were singing the songs they practiced in the classroom.

"The children started singing several songs and suddenly, I started to laugh. After that, I entered to another classroom and the same thing happened and the other teachers started to laugh because the children were singing in English." (Participant 3, interview 2)

In addition, participant 1 experienced positive emotions when her students sent her text messages using what they learned in the class and when they talked to her in English.

"I feel satisfied when my students approach me and they talk with me in English. Also, there are times in which my students text me in English with the structures we have been learning." (Participant 1, interview 1)

Similarly, Hagenauer and Volet (2013) observed that teachers experienced delight when observing students who were motivated to learn and contributed and were engaged constructively in class discussions. In addition, they found that teachers felt pleasure when their students progressed and succeeded. The last extract shares the same idea in Xu's study (2013). It was mentioned that teachers experience enjoyment when they think that they have achieved their educational/teaching purposes. In this case, their educational or teaching purpose is to make students learn and as it was accomplished, the teacher experienced those positive emotions.

As it can be observed, the findings of other studies are similar to the present study as they showed that teachers experience positive emotions when students had a positive performance in class (Hagenauer and Volet, 2013 and Xu, 2013). Even though the causes of those emotions were similar, the emotions teachers experienced varied.

4.2 Emotions expressed in relation to teachers' administrative duties.

Administrative duties are extra work that teachers have to do besides their classroom responsibilities such as planning, designing materials, grading, etc. In addition, teachers have to organize their time very well in order to be able to complete everything they had to do as they may feel they have high demands and little time to fulfill their tasks (Mukundan and Khandehroo`s, 2010)

The first-year English teachers of this study had administrative duties which were considered extra work for them. They told me that they already felt stressed with their lesson and material design responsibilities, and they still had to make time and do the effort to hand in all the documents they were asked to. As a result, teachers had a bad attitude and they do not feel motivated to teach as they are overloaded with work.

> "Work overload and lack of time. It generated me many negative emotions and it came to the point that I did not want to go to work, I did not want to get up the bed because I had too much to do". (Participant 1, interview 2)

> "Is there an external factor that causes you frustration? Regarding the PNIEB (Programa Nacional de Inglés en Educación Basica) and that type of things that we are asked for. They make us go to a lot of places, they demand the lesson plans, they tell us to do things in a certain way and then they change them in the last minute". (Participant 1, interview 1)

In addition, one of the participants reported fatigue and anxiety because she had been working to have all her documents done and still she had to complete her teaching responsibilities. However, she attributed it not only to the work overload she had but to her bad organization as she mentioned that she left everything to the last minute.

> "I could not rest until I knew I has everything already done and that took me a while. Once I handed in all my documents, I felt anxiety-free and that was only three days ago". (Participant 1, interview 2)

4.3 Emotions expressed in relation to teachers' lack of classroom management skills

4.3.1 Lack of confidence

Lack of confidence was a very common cause of emotions among all participants because they were just starting to teach for the first time and they realized that they were not fully

prepared to teach. Cameron (2003) discovered that most EFL teachers are not adequately prepared to teach students where English is the not the mother tongue of neither the pupils nor the teachers. Added to it, not having the knowledge of the methodology needed such as maintaining classroom discipline and manage classroom time (Mahmoodi-Shahrebabaki, 2015), the results cannot be very positive regarding confidence in teaching skills since teachers might not know what to do in a certain moment.

In this study, when First-year English teachers encountered some difficulties in their teaching practice, most of them mentioned that they asked more experienced teachers for advice in order to improve their teaching practice and when they did what experienced teachers advised them to do, there was an observable improvement in their teaching skills that was noticed by colleagues and students' parents and made teachers feel more confident.

> "When I talked with my colleagues, they advised me things I could do in class.
> I followed the advices of colleagues that have more time teaching"
> (Participant 4, interview 1)

> "I felt satisfied of knowing that my work is paying off because several
> colleagues and parents have told me that" (Participant 1, interview 1)

As mentioned before, some teachers asked more experienced teachers for advice in order to improve. Nevertheless, some teachers did not mention they asked for advice and they still observed improvement in their teaching practice. They attributed this to their adjustment to the group and they know the activities that work for them and which ones do not.

> "I already know how I can work with my students in the future, I know which
> strategy works (to have positive results). Definitely, mi work has a better
> quality, the homework and the activities are more dynamic and more creative,
> and I achieve the objective of the class." (Participant 1, interview 3)

As can be observed, this extract was taken from the last session of interviews and at this time, the participants already knew how to work better with their students. In other words, their teaching skills improved. This finding is similar to the one in Mahmoodi-Shahrebabaki's study (2015) where it was found that the participants voiced during their interviews that at the beginning periods of their career teaching was very strenuous; however,

their self-management competence gradually increased. They mainly attributed this improvement to resorting to time-management skills, metacognitive strategies and self-reflection. Finally, it was mentioned that setbacks were mostly attributed to a lack of self-confidence and knowledge in their methodology such as maintaining classroom discipline and manage classroom time. The previous coincided with the results of the current study as the participants reported lack of teaching skills which involved the methodological and group control strategies.

Regardless of the cause of the teachers' practice improvement, that confidence that teachers experienced when they saw improvement, led them to experience joy and satisfaction because they noticed a progress in their teaching skills that caused as a result being better teachers, to control their students better and to think of better activities to do in class.

> "It made me feel more confident because I saw that an activity was working and that my students were learning and liked the class. That made me want to keep teaching and to use a similar activity again" (Participant 6, interview 3)

As I mentioned before, in some cases, this improvement in their teaching practice was noticed by colleagues, parents and even job authorities and ended up in positive comments that made them feel more confident in themselves.

> "The supervisor praised my class, she liked the way I carried out the activities with the children. She told me that I achieved the objectives, that the children worked very well and she even offered me to work with her." (Participant 1, interview 2)

These positive commentaries were a cause of joy and satisfaction for the participants as it was a way of knowing that their classes were being effective.

> "The satisfaction I have experienced is related to my teaching practice in general when I receive positive comments of my supervisor or my colleagues, I realize that I am doing things right… Satisfaction of knowing that my work is paying off because I have been told so by some colleagues and students' parents" (Participant 1, interview 1)

4.3.2 Lack of teaching skills.

Lack of teaching skills is very common in novice teachers as they are starting to teach for the first time and they have no experience in the area. In addition, it is said that most EFL teachers are not well prepared to teach the language (Mahmoodi-Shahrebabaki, 2015) and this can possibly be the reason why their classes do not go as they wanted or the results they obtain are not the ones they expected.

In this study, the participants reported that a factor that provoked negative emotions and affected them was the fact that, as they are novice teachers they do not have the necessary teaching skills. In other words, they have not developed the necessary teaching skills yet because they are working as teachers for the first time.

> "It was the first time I taught and the first time I worked with children. Consequently, I did not know how to control them, I did not know the strategies". (Participant 1, interview 1)

> "At the beginning I felt nervous because I did not know how the group was and I thought what I was going to do next class because I did not know the group". (Participant 5, interview 1)

However, it might not be only because the participants are novice teachers but because most EFL (English as a Foreign Language) teachers are not prepared to teach students where English is not the mother tongue of neither the pupils nor the teachers (Cameron, 2003). This lack of skills, according to Mahmoodi-Shahrebabaki (2015), is considered an internal factor. He defined the previous term as internal attributions that are person-oriented, i.e. the cause of the success or failure is assigned to the individual's characteristics such as competence or personality. Additionally, these internal attributions were divided in two categories: teaching capability and personal traits. In this study, the factor that affected teachers was the teaching capability they had when the data was collected as they had no much experience teaching.

Regarding the effects that this lack of teaching skills caused in the participants, they mentioned that this led them to feel incompetent and to cause that their plans did not always go as they expected or, in other words, the lesson plan is not followed. Ria, Theureau, Durand,

Seve and Saury (2003) obtained similar results in their study. They found that teachers experienced discomfort when their lesson plan is not respected.

> "I felt fear when I started to teach because I did not feel that I was prepared to teach. I was afraid of being incompetent. It affected me in the way I felt as a teacher, in my esteem as a teacher, I felt very incapable, shy, I was afraid and in the way I approached my students". (Participant 1, interview 1)

Moreover the activities they planned for the class were not interesting for students and the material designed was not attractive or useful.

> "I see that the activities I do in the classroom are repetitive or that I do not use enough visual material or attractive material for them". (Participant 1, interview 1)

In addition, sometimes, they had a bad performance when teaching and this had as a result that they forgot the class sequence and they had to improvise and, in some occasions, the classes could not be finished. Ria et al., (2003) had similar results, they discovered that teachers modified their plans when negative feelings arise and that they make decisions and act in class on the basis of their emotions. When those situations happened, teachers asked more experienced colleagues for advice in order to improve and change some things.

> "I feel that I do not do the activities well, I get stuck and even I do not even know what I am doing". (Participant 5, interview 1)

> "My classes did not go as I wanted to, my students did not do what I expected from the class which I really think I did not teach correctly… There was a moment in which I was so blocked that I did not know what was next in my lesson plan, so I had to improvise". (Participant 1, interview 2)

> "When I say that an activity will be done in ten minutes, it will not be finished in ten minutes but it will take longer and I will not be able to finish the class". (Participant 5, interview 2)

4.3.3 Low motivation for teaching.

Teachers naturally act as key social figures who affect the motivational quality of the learning process in positive or negative ways (Dörnyei & Ushioda, 2013). Consequently, if teachers have a low motivation to teach, or if in the worst case, they are not motivated at all, this might be transmitted to students and their learning process can be affected. According to Dörnyei & Ushioda (2013), the factors that can affect teachers' motivation are the following: teacher's personality, attitudes, enthusiasm, distance or immediacy professional knowledge/skills, and classroom management style.

In the current study, teachers' motivation for teaching was affected by students' bad behavior. Teachers did not want to continue teaching or felt demotivated in a certain moment because they thought that students did not appreciate all the efforts they did to plan the classes and design all the materials they take to the class (Mahmoodi-Shahrebabaki, 2015).

> "I think that it takes away the enthusiasm to go back to the classroom. You design an activity for them and I do not know why they are like this. You do things for them and they do not appreciate it". (Participant 2, interview 3)

On the contrary, Hargreaves (2005) found out that it is not students' bad behavior what causes teachers' low motivation for teaching, but the negative emotions that teachers experience as a result of their job are what caused teachers to lose sight of the moral purpose that led them to become teachers in the first place.

Related to the previous, Participant 4 reported that the fear she experienced as a result of being a teacher for the first time mixed with frustration caused by students' bad behavior led her to quit her previous job as an English teacher. She decided not to work in an institution any longer as a consequence of an impulsive reaction**.**

> "I think that I experienced fear at the beginning because I did not know what I was facing. Indeed, that fear mixed with frustration, led me to quit my first job. Now, I am more used to work on my emotions and I am not very impulsive when something happens. Instead, I try to find a solution." (Participant 4, interview 1)

However, quitting her job had a positive effect on her. It helped her to change the way she used to see things; she is now conscious of the economic pressure.

> "What helped me was that, in a moment of impulse, I quit my job and it took me a month to find another job and I realized how hard it is to find one. It was a wakeup call to know that I had to change my way to see things and not to be impulsive." (Participant 4, interview 4)

This is not the only cause for low teaching motivation. Participant 1 expressed that having a class routine was a factor that caused students to get used to certain activities an when she tried to do something new, students did not react as she expected.

> "The children were already used to the textbooks and maybe, they had that same attitude and I had come with something different for them waiting for it to work the first days, and when I saw that they were with the same attitude, made me feel frustrated." (Participant 1, interview 3)

Fortunately, the previous was not completely negative. This was a learning experience for her that made her realize of what she can and cannot do and the results her actions can have in the classroom and her students.

> "It made me think of everything I should not do. In this case, it would be not to fall into routine, not to spend a lot of time with the same strategy, alternate not to take everything to the extreme; instead, find the equilibrium." (Participant 1, interview 3)

Class observations by work authorities have the same effect on teachers because they make teachers feel very nervous and they want that moment to end.

> "I was told that supervisions have already started and I had never been supervised, so I felt that if something went wrong, the teachers would say: all this time teaching and she failed at something. That is why I felt nervous". (Participant 6, interview 2)

Nevertheless, in some occasions, teachers receive positive comments from their supervisors and that makes them be more confident in themselves.

Another cause of low motivation is the unreal expectations and demands from work authorities. As expressed by participants 1, 2 and 6, teachers are expected to teach many

topics in a short period of time and sometimes that is not possible because teachers have their classes interrupted by different situations like students' rehearsals or school events.

> "There was a British teacher who is working with my job authorities and she asks for other things that go beyond of what you can actually do with the group and that is the reason, because I know what they are going to grade." (Participant 6, interview 2)

> "I am very intimidated by the authorities, my bosses and additionally, because this person (British supervisor) is very serious, strict and demands a lot from the teachers' work." (Participant 1, interview 2)

> "If there is something that pisses me off is that someone comes to my classroom and interrupt my class for a homage, rehearsals or for anything. Maybe I should not be like that but that bothers me because everything that I have prepared cannot be done because they have to attend the homage. When they come back, I only have ten minutes left and I cannot do much". (Participant 2, interview 2)

Consequently, teachers cannot finish their classes, they lose time and they cannot cover all the topics. Similar to this cause, there is another one expressed by participant 1. She expressed that she felt overloaded with work and with not enough time to complete her responsibilities because she had a lot of things to do. Unfortunately, this participant said that this caused her fatigue and loss of sleep.

> "I just remember another cause of my anger, it was not inside the classroom but it affected me in terms of my work and it was the loss of sleep caused by not sleeping. These two weeks I used to sleep at 2 or 3 am and it made me angry not being able to rest even though I worked all day long, during the night and in the wee hours. I could not rest, I had swollen feet, and that made me feel extremely angry." (Participant 1, interview 2)

Mahmoodi-Shahrebabaki (2015) classified this excessive workload as an external cause which was not a controllable situation for the participants. In other words, external causes were defined as uncontrollable sources of emotional difficulties in situations where teachers were. Included in the excessive workload, Mahmoodi-Shahrebabaki mentioned not only the amount of work teachers had, but also, the pressure and time limitation imposed by the administration or employer. This is similar to the results presented previously when the

participants expressed the short time they had in order to complete their academic goals due to the interruptions and the unrealistic demands of their work authorities.

Additionally, Mahmoodi-Shahrebabaki (2015) included the poor conditions of the work place as another external cause that cannot be controlled. This author defined working conditions as the physical environment wherein employers are required to do their job, in this case, the schools and more specifically, classrooms. Mahmoodi-Shahrebabaki (2015) also mentioned in his study that these bad working conditions were a consequence of the poor administration policy which results in unhealthy working conditions and caused negative consequences for educators (emotional fatigue) and the students they instruct.

In the current study, the poor working conditions that participant 6 had in her working place did not allow her to complete the activities she had designed for the class. In addition, it affected students' performance and learning as there was a lot of noise and students could not do the activities.

> "Another thing was that there was not electricity in all the classrooms because someone got into the school to steal. I could not use the recording I had planned to… In the other classroom, as it is next to the street, there was a lot of noise and on the other side, there was the music teacher and the children could not listen." (Participant 6, interview 3)

In short, and as it could have been observed, there were internal and external causes that made teachers experience positive and negative emotions being the most mentioned the ones related to students and the teaching abilities of the first-year English teachers. These two causes provoked anger, frustration and nervousness when the situations were negative; however, they also made teachers feel joy, confidence and motivation when they saw that their students were learning and when their noticed their teaching practice was better.

CHAPTER 5. CONCLUSIONS

The purpose of this study was to identify with a sample of 7 first-year English teachers the emotions they experienced during their first year of teaching as the causes that provoked those emotions and the effects they had on their professional development. The conclusions from this study follow the subsequent research questions:

1. - Which emotions do novice teachers feel during their first year or teaching?

2. - How do these emotions affect novice teachers' professional development during their first year of teaching?

3. - What are the causes that originate those emotions?

Additionally, the conclusions address the following three themes: 1. - emotions expressed because of interaction with students which is composed by three sub-themes: a) students' disruptive behavior, b) students' low level of English, and c) students' positive performance in class. The second theme is emotions expressed because teachers' administrative duties and the third one is emotions expressed due to teachers' lack of classroom management skills which includes teachers' high and low motivation and teachers' lack of teaching skills. Following is a discussion of the major findings and conclusions of this study, and finally, my recommendations.

According to the results of this study, emotions play a very important role in the first-year English teachers' practice since they influence their mood, attitudes towards the class and their students, their decisions, and their motivation regarding their profession. This is similar to what Chang (2009) discovered in his study; he mentioned that teaching is an emotional profession and in this case, this is true because emotions were present in the participants.

5.1 Emotions expressed because of interaction with students

The teachers of this study experienced both positive and negative emotions which were caused principally by the constant contact they had with the people around them in their work place. In other words, the interpersonal relationships that teachers had to have as a consequence of their job originated positive and negative emotions. As teachers interacted more frequently with students, these relationships originated more emotions.

5.1.1 Students' disruptive behavior

Regarding students, they were the main source of emotions which could be negative or positive and these were caused by their behavior, performance in class and their learning. On the subject of students' bad behavior it was found as one of the principal sources of negative emotions (principally anger and frustration) which made teachers' job more difficult as they were not in the mood nor in the condition to continue with the class or plan the following one. Even though students' bad behavior caused negative emotions, some teachers turned this into an opportunity to improve by reflecting about their practice. Consequently, it can be concluded that a negative experience can be used as a learning opportunity in which teachers can improve their practice by reflecting on the aspects observed in their classes.

5.1.2 Students' low level of English

Concerning students' low level of English, the participants expressed that some of their students had a low level of the language and they attributed this to the lack of interest students showed in class and, in cases, to their bad attendance. Due to the previous, teachers could not teach the next topic and move forward. Teachers plan their lessons and when they put it to practice they realize their students cannot keep up with the class since they had not attended

to the class and their notorious lack of interest. A conclusion that can be drawn from this finding is that in order to learn English it is not enough to attend occasionally or to go and not paying attention. In short, students must be genuinely interested in order to learn a language; otherwise, they might only make the teacher waste time and they may impede their classmates to move forward.

5.1.3 Students' positive performance

However, it is important to mention that not every aspect of the students was negative. The participants expressed that they observed students' positive performance in class which provoked positive emotions as joy, enthusiasm and satisfaction. This positive performance occurred when the participants improved their teaching practice and consequently, they were more confident in themselves as teachers and highly motivated. A conclusion to be drawn from this is that students can perceive teachers' emotional state and they are influenced by it. Additionally, when teachers improved their teaching skills, students were benefited since the participants reported they observed their students had a better performance in class.

5.1.4 Teachers' high motivation to teach

It was found that when students had a positive performance in class and when teachers saw they were learning what they were teaching, their motivation to teach increased. Then, I think this means that teachers' motivation was higher since they knew their efforts were showing results which pushed them to work harder. For that reason, I conclude that achieving the educational goals and having engaged students are factors that made teachers more motivated and committed with their job.

5.1.5 Relationships with supervisors and colleagues

With reference to the relationship with the supervisors and job authorities, the participants stated that this caused also, positive and negative emotions. This emotions were provoked by observations (nervousness) and by the positive comments teachers received regarding their teaching practice (joy and satisfaction). This positive comments from colleagues and job authorities, showed an improvement on the participants teaching practice and helped them to see the progress they had made from the day they started teaching. In addition, this improvement reduced the amount of negative emotions that teachers experienced in the beginning due to their lack of teaching skills and experience. A conclusion to be drawn from this finding is that positive comments from colleagues and job authorities had positive effects on teachers' confidence which consequently, influenced positively their teaching performance. Therefore, I conclude that the acknowledgment of the participants teaching improvement made them overcome the nervousness of being a novice teacher, improve and help their students in the learning process by having a better performance in class.

5.2 Emotions expressed due to administrative duties

Concerning administrative duties, the first-year English teachers considered them as extra work and provoked negative emotions such as fatigue and anxiety. The participants reported they had to organize themselves correctly to prevent them from losing time to complete their teaching responsibilities. Then, I think this means that teachers had to spend their free time working in order to complete and hand in all the documents they were asked for. Therefore, I conclude that the teaching profession requires teachers to work more than they should have which can make teachers have a bad attitude and feel tired or stressed.

5.3 Emotions expressed because of the lack of classroom management skills

5.3.1 Lack of teaching skills

Another finding was that all the participants reported their lack of teaching skills as a factor that did not allow them have a good performance in their classes and made them feel incompetent. As a result, first-year teachers resorted to more experienced colleagues to ask for advice. A conclusion to be drawn from this is that friendly dialogue with colleagues can work as an informal teacher development or teacher education in which novice teachers can learn strategies from teachers with more experience is the field. Additionally, through dialog, teachers can share experiences, emotions, perspectives, ideas, or to work collaboratively in order to fulfill their potential.

5.3.2 Teachers' low motivation to teach

Moreover, this lack of preparation caused novice teachers to feel demotivated since they considered they did not have the necessary skills to teach. Even though first-year teachers did not have all the skills to teach, they made an effort to design their classes as good as they could and, at times, students' bad behavior made teachers felt the time they spend looking for ideas and material for them is not appreciated. Therefore, I conclude that teachers need their efforts to be noticed and valued by their students in order to have the willingness and attitude to work harder to fulfill their students' needs and expectations.

These emotions had effects on the participants which were beneficial or completely the opposite. However, even though teachers experienced unpleasant emotions and went through difficult situations, some of them turned the negative into positive outcomes. Some teachers reported that they saw negative experiences as a learning experiences because those situations allowed teachers to see what worked in the class and what did not. In addition, some of the participants encouraged themselves to reflect on those negative emotions and

situations in order to know more of themselves as teachers and to discover their strengths and mistakes in order to make the necessary changes to improve and be better teachers.

The previous was also observed in a different study conducted by Mendez and Peña (2013); even though this study was focused on students of the English Language Training program, they discovered that although students experienced more negative emotions tan positive ones, they turned these into positive outcomes. Those negative emotions led them to reflect on the situation experienced, which allowed them to re-evaluate the event and adjust their motivation accordingly. This was what the participants of this study did, they did not allow the negative experiences demotivate them, instead they used them to learn and improve which helped them to develop professionally and become better teachers.

5.4 Recommendations

The following section provides recommendations based on the analysis and conclusions of the present study. The recommendations that follow are for a) the first-year English teachers' faculty, b) the working place administration, and c) for further research.

5.4.1 Recommendation for the first-year English teachers' faculty

Given the fact that all the participants reported a lack of classroom management skills, which include teaching skills, planning skills and material design skills, that affected negatively their performance in class, the recommendations put forward for the first-year English teachers' faculty should be considered as an option to implement.

1. Change the program of the English Language Training major in order to include subjects in which the future teachers could learn more classroom management skills that can help them be more prepared to deal with the challenges of being a novice teacher.

2. At the same time, future teachers need to put in practice the classroom management skills they will be learning. Consequently, it is necessary to start their professional practices since an early stage of the major in order for them to get familiar to the teaching profession and develop their skills.

3. Finally, the institution must create a course in which future teachers receive information related to emotional intelligence in order to know how to deal with their emotions and use them in their favor to create learning opportunities.

5.4.2 Recommendations for the teachers' working place administration

The administration of the teachers' working place should help their teachers in order for them to have a positive performance and, as a result, benefit their students by providing a high-quality education. The recommendations are the following:

1. Teachers should be offered professional training every year or six months in order to be up-to-date with the new trends in language teaching and to learn new strategies or reinforce known ones.

2. The working place has to provide teachers appropriate facilities in order for them to do their work correctly. In other words, the classroom must be in suitable conditions and have a projector, speakers, a computer, and internet connection.

3. Teachers should be given more time to hand in all the documents that their working place administration asks for in order not to affect their teaching responsibilities and to overload them with work.

4. Meetings to share experiences, problems and questions should be arranged in order to promote a more collaborative work in which colleagues help each other and provide advice and ideas to improve and be better teachers.

5.4.3 Recommendations for further research

I recommend further research studies to be conducted to have a larger database of information in order to have a better understanding of the emotions that first-year English teachers experience during their first year of teaching, what causes them and how they influence their professional development. In view of the previous, the following should be considered:

1. Due to the limitation of the present study, a different instrument to collect data should be used. In this case I recommend observations since researchers could triangulate the data they obtain from the interviews with what they observe. Additionally, it can help researcher to assure that what the participants is true or not.
2. A further similar study using the same criteria, but instead of focusing it on first-year English teachers, it should be focused on experienced teachers in order to find out the differences regarding their emotions, causes and their influence on their professional development.
3. A comparison study must be undertaken to discover the difference regarding those two groups of teachers.

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Appendix

Appendix 1

<div align="center">

Consent Form

Project title: Emotions of first-year English teachers
Principal Investigator: Daniela Ocampo Martínez

</div>

BACKGROUND
Emotions are an essential aspect of the teaching profession because it is believed that they influence every action teachers decide to do in and outside the classroom. For the previous mentioned, the purpose of this study is to describe the emotions that first-year English teachers feel, to comprehend their influence in teachers' performance and to identify the causes that originate those emotions.

What will the study involve?
The study will involve three sessions of interviews of an approximated duration of 45 minutes.

Why have you been asked to take part?
You have been asked because you are an English teacher graduated from the Universidad de Quintana Roo in your first year of practice and that is why you are specifically suitable to provide data for my study.

Do you have to take part?
The answer is no because your participation is voluntary and you have the option of withdrawing before the study starts or discontinuing after data collection has started.

Will your participation in the study be kept confidential?
Yes. I will ensure that no clues to your identity appear in the thesis. Any extracts from what you say that are quoted in the thesis will be entirely anonymous.

What will happen to the information which you give?
The data will be kept confidential for the duration of the study. Just I and my dissertation supervisor will be the only ones who will have access to read that information.

Participant Declaration:

Tick yes or no as appropriate   *Yes   No*

I have read or have had the information sheet read to me and that I understand the contents.

I have been given an opportunity to ask questions and am satisfied with answers.

I consent to take part in the study.

I understand that participation is voluntary and that I can withdraw at any time.

I understand that withdrawal will not affect my access to services or legal rights.

I consent to possible publication of results.

I give my permission to the researcher to: Yes   No

Use the data obtained from you in other future studies without the
need for additional consent.

Researcher Declaration:

Tick yes or no as appropriate   Yes   No

I have explained the study to the participant Yes

I have answered questions put to me by the participant about the
research

I believe that the participant understands and is freely giving
consent

Participant's Statement:

I have read this consent form. I have had the opportunity to ask
questions and all my questions have been answered to my satisfaction. I freely and
voluntarily agree to be part of this research study, though without prejudice to my
legal and ethical rights. I understand I may withdraw from the study at any time. I
have received a copy of this consent form.

Participant's Name:
Contact Details:
Participant Signature:

Date:

Researcher's Statement:

I have explained the nature and purpose of this research study, the procedures to be
undertaken and any risks that may be involved. I have offered to answer any questions
and fully answered such questions. I believe that the participant understands my
explanation and has freely given informed consent.

Signature:
Date

This consent form was created based on Swain R.; (2005) *Informed Consent and Other Hazards for the Professional.*

Appendix 2

1.- ¿Considera que las emociones son una parte importante de su labor docente? ¿Por qué? Do you consider emotions as an important aspect of your teaching work? Why?

2. - ¿Le es fácil o difícil identificar sus emociones? / Is it easy or difficult for you to identify your emotions? Why?

3. - ¿Qué emociones ha experimentado en su labor docente? / Which emotions have you experienced when you teach?

4. - ¿Qué emociones de las que mencionó anteriormente son las más recurrentes? / Which of the emotions previously mentioned are more frequently experienced?

5.- ¿Qué es lo que hace cuando siente (enojo, felicidad, miedo, etc.)? / What do you do when you experience (anger, happiness, fear, etc.)?

6.- ¿Esta emoción le dura mucho tiempo? ¿Por qué? / Does this emotion last a long time? Why?

7.- ¿Utiliza alguna estrategia para controlar esta emoción? Do you use a strategy to control your emotion?

8.- ¿Cómo influencia esta emoción su práctica docente? / How your emotion influence your teaching work?

9.- ¿Qué situaciones causan esa emoción? / Which situations cause that emotion?

10- ¿A qué o a quién le atribuye esta emoción? / To whom or what you attribute that emotion? (Institution, colleagues, students or authorities of the institution)

11. - En general, ¿qué influencia tienen en su práctica docente las emociones positivas? / In general, which influence positive emotions have in your teaching practice?

12. - En general, ¿qué influencia tienen en su práctica docente las emociones negativas? / In general, which influence negative emotions have in your teaching practice?

Emotions
Alegría/ Happiness
Frustración/ Frustration
Placer/ Enjoyment
Miedo/ Fear
Orgullo/ Pride
Nerviosismo/ Nervousness
Entusiasmo/ Enthusiasm
Tristeza/ Sadness
Satisfacción/ Satisfaction
Ansiedad/ Anxiety
Enojo/ Anger

Emotion Table