Emotional Experiences on Teacher Identity Construction of EFL Novice Teachers

Fika Nurul Fadilah[1✉], Abdul Halim [2]

[1] English Education Department, Institut Agama Islam Negeri Parepare, South Sulawesi, Indonesia

[2] English Education Department, Institut Agama Islam Negeri Kendari, South East Sulawesi, Indonesia

✉email: fikanurulfadillah691@gmail.com[1]

ABSTRACT

The objective of this study is to portray novice teachers' emotional experiences contributing to their teacher identity construction during their first years of teaching at school. This narrative study focuses on three EFL novice teachers' narratives of the negative and positive emotional experiences they encountered as new teachers. Using a narrative framework in analyzing the data, three main themes emerge from the narrative, i.e., emotional experiences during being pre-service teachers, emotional experiences after being novice teachers, and the contrast before and after being novice teachers. This study implies that teacher educators should raise the student teachers' awareness of their teacher identity construction before the new teachers enter the real teaching field.

Keywords: *Emotional experiences, Narrative study, Novice teachers, Teacher identity.*

INTRODUCTION

Over the last decade, teacher identity has been intensely discussed in educational research for years to develop teachers to define themselves as teachers (Gonzales-Calvo & Carballal, 2017; Karlsson, 2013; Sahin & Copur, 2020; Yazan, 2018). Furthermore, teacher identity construction has received considerable attention in language teaching education (Salinas & Ayala, 2018; Trent, 20115), because teacher identity is imperative in the world of education, especially for teachers to understand themself. In the global context, the researchers focus mostly concerns on teacher identity, teacher identity construction, improve understanding of teacher identity, how teacher identity is built, the challenges to building teacher identity, the factor of teacher identity, the characteristics of teacher identity (see Uitto, Kaunisto, Syrjala & Estola, 2015; Aktekin & Celebi, 2020; Dogutas, 2021; Gonzales-Calvo & Arias-Carballal, 2017;

Trent, 2015; Aykac, Yildirim, Altinkurt, & Marsh, 2017; Mockler, 2017; Gedik & Ortactepe, 2017).

Related to teacher identity, there are variously internal and external factors that construct teacher identity. The internal factors that construct teacher identities, such as self-image (Salinas & Ayala, 2018), awareness of inner feelings (Soodmand Afshar & Donyaie, 2019), emotions (Esmaeili, Modirkhamene & Alavinia, 2019; Florest & Day, 2006), teacher knowledge and teacher beliefs (Djoub, 2018), the maturation of biological and psychological development (Siswanto & Paulus, 2020). Furthermore, the external factors that construct teacher identity are learning environment, practicum experiences (Salinas & Ayala, 2018), students' condition (Goktepe & Kunt, 2020), peers' feedback in a teaching practicum (Kasmiran, 2018), life experiences (Menon & Azam, 2021), social-context (Chien, 2016), school's micropolitical context (Uitto, Kaunisto, Syrjala & Eila, 2015), social aspect (Djoub, 2018), workplace (Li, 2020), and the point of view from society (Dogutas, 2021).

However, the investigation of the role of emotions in constructing teacher identity, especially among EFL novice teachers is still very limited. The studies that have been done by several researchers only mention a little about the role of emotions, in other words, does not focus on the role of emotions as a factor in constructing teacher identity, especially for EFL novice teachers. For this reason, this study explores in-depth related to emotional experiences as the crucial factor that constructs teacher identity. To examine more deeply the role of emotions in building teacher identity, this study looks at and compares the emotional experiences of novice teachers before and after they become novice teachers. This research exists to address the research gaps from previous researchers.

METHOD

This study used a narrative approach (Clandinin & Connelly, 2000) to explore how the emotional experiences in the teacher identity construction of EFL novice teachers. The narrative approach becomes a crucial area in this qualitative study to elicit the emotional experiences in the teacher identity construction of novice teachers through the participants' reflections. This study involved three EFL novice teachers (three females) from alumni at one Islamic University in Kendari, Southeast Sulawesi. All participants teach at the school after they graduate from the Islamic university. Related to the statement by Jensen, Hernandes, Knoll, and Gonzales (2012), that novice teachers are who have teaching experience in two years or less.

To obtain the data in this study, the researcher used reflection and interview to get the data from participants. The data was gathered through several procedures. First, the researcher provided reflection guidelines in Google forms. Once it was validated by the supervisors, the form was distributed to all of the participants via personal chat on WhatsApp. The participants were expected to submit their reflections about two weeks after the participants agreed to fill them out. After the participants had finished filling out the reflections, the researcher understood and translated the results of the reflection into English. After seeing and analyzing all the answers from the participants, it turned out that more answers were needed from the participants, so the researcher decided to take the data back through open-ended questions. All data collection processes are conducted through interviews, both one-on-one questions and telephone interviews. After getting data from the participants, the researcher began to type the answers obtained from the participants through recordings and notes that had been recorded by the researcher during the interview process.

To analyze the data, this study used a thematic analysis method for identifying, analyzing, and reporting patterns (themes) based on the discussion by Braun and Clarke (2006). The researcher followed the six steps based on the research that had been described by Braun and Clarke (2006). First, the researcher familiarized the data through repeated reading the data, looking for meaning, and understanding data from repeated reading processes. Second, the researcher generated the initial code. Third, after finding some interesting and important points, the researcher started to look for themes. With the guidance from the previous step (generate the initial code), it is easier for the researcher to choose research themes. Each theme that the researcher got was coded using six colors. Fourth, the researcher's supervisors help the researcher in reviewing the theme. All the themes are too complicated and it is feared that it will make it difficult for the researcher in the process of understanding and even writing this paper. Fifth, after the theme reviewing process, the researcher defined and named the theme according to the instructions from supervisors. The researcher decided to write down three themes.

FINDINGS AND DISCUSSION

This section focuses on the emotional experiences of all participants during their being pre-service teachers or before they were novice teachers.

Negative emotions before being novice teachers

This part described the research findings showed the negative emotions before becoming a novice teacher. Two of the three participants showed several negative emotions, namely anxiety, and skittishness. The following were several statements in direct quotations mentioned by the two participants in their reflections and interview answers. This is illustrated in their answers:

> "I was a little tense because I was afraid that I could not succeed to teach in the class. Then, sometimes I was also afraid to respond to the naughty students because I was afraid that I would act wrong and make my students hate me and also dislike the English lesson." (Risa)

Risa had negative thoughts about her teaching. She felt afraid that she would fail in the teaching process. However, it did not make her lose enthusiasm to teach. It is illustrated in Risa's answers:

> "At the beginning of the teaching process, even though I was afraid that I would fail, that feeling did not reduce my enthusiasm for teaching. I even thought about and tried to be a successful teacher. I usually prepared games and also brainstormed for my students before teaching, with the hope that my students could understand my explanations and I hope they could be active in my class. However, I also gave limits for the games section, because usually if they do many games, they become lazy to learn. So, I gave games for distraction when I saw my students were feeling bored in the class. Then, sometimes I was also afraid to respond to the naughty students because I was afraid that I would act wrong and make my students hate me and also dislike the English lessons. However, I shouldn't continue to be afraid. And I usually do to overcome my fear by being a friendly teacher. I usually talked with my students and asked them to do small things like "can you help me please, to erase the blackboard", "can you help me to share the question sheets" and so on." (Risa)

Based on Risa's statement above, showed that her negative feelings (afraid to fail), not made her lose enthusiasm to be a good teacher. She resisted her negative feelings and also her negative thinking into positive ones. She thought that she should be successful to teach her students. She solved her negative thinking and her negative feelings by preparing games and also brainstorming with the hope that she can give clear explanations to her students and can be made her students understand her explanations. She also felt that she should be a friendly teacher to overcome her fear. And she thought that strategy was worth it. As stated by Risa in her reflections and also the interview answers:

> "I thought through that approach method my students will feel closer to me, so they would not be shy and afraid of me. And I thought this approach method is very good because I thought that when they feel close to me, they like me, they would also easily accept material explanations from me so they can understand the material that I teach." (Risa)

The other participant, Novi also felt afraid like Risa to respond to her students. In addition, Novi also felt nervous, when she taught in her class. It is illustrated in Novi's statements, as follows as:

> "I felt very nervous because that was the first time I taught in the Superior X MIA class. I was nervous because it was the first time I taught in a real class and the students I taught at that time 'said' the superior students were the best choices. Therefore, I felt afraid of being wrong, afraid of not being on the same level as them where I was just someone who grew up and was educated at a school in the countryside. I felt very inferior and worried when I first started teaching." (Novi)

Novi was very nervous and afraid because she taught students who have a fairly high level of knowledge. Her negative feelings did not make her lose her goals in teaching. Is illustrated by her statements:

> "However, my feelings of nervousness and fear did not make me lose my aims in teaching. I fought my fears by preparing perfect teaching materials, such as preparing some games, songs, and ice breakings that I could use in my class. Besides that, I also prepared interesting reading materials for my students, because I wanted my students to become skilled and diligent readers and have extensive knowledge. I wanted my students to win many medals in the Olympics and competitions, and in that way, I hope I can become a successful teacher in educating my students. And ya, I thought I had become the teacher that I hoped because I was finally succeeding to give what I had prepared for my students." (Novi)

Novi hoped that her students can become successful people. She did not want to fail in teaching her students. From her fears, she fought to prepare the materials well. Overall, the negative emotions that all the participants felt did not make them lose their goals as teachers, even made them challenging to be successful teachers.

Positive emotions before being novice teachers

Two of the participants showed several positive emotions, namely enthusiasm, pride, happiness, excitement, and hope. The following were several statements in direct quotations mentioned by all participants. This is illustrated in the reflections and also the interview answers:

> "I was also happy and proud to be an English teacher, because being a teacher is my dream, and I wanted my students to like the way of my teaching so that they were interested in learning English." (Risa)

Risa stated happy and proud to be an English teacher and it made her want to be an interesting teacher to make her students interested to learn English. To reach her aims, she did some strategies or methods. This is contained in her reflection and interview answers, as follows:

"I thought I to be an interesting teacher by giving some games during class and also being a friendly teacher, and I thought I had become that kind of teacher, a fun teacher for my students. Besides that, I also wanted my students to be motivated to learn during class. To be a teacher who motivates students, I usually gave short pieces of advice or told them how important English is for life. One example of advice that I gave was "English is very important and needed in the world of work. So, very lucky people who can get English lessons. So, for you, because at school we learn English, you must learn, you can also make use of me as your teacher to learn." Furthermore, I wanted my students to be active and collaborate with their classmates. Usually, I gave games in groups, so they were active to interact with each other. I wanted them to understand what I was saying and they could catch it. I wanted them to pay attention to me while I was explaining and doing the assignments that I gave. And the effort that I usually did by giving brainstorming and explaining to my students." (Risa)

From the statement by Risa, she was happy and gave some games and brainstorming to her students. And based on her feeling (pride), she is proud to be an English teacher, and she usually gave some motivations about the importance of English. And also, has several aims to become a good teacher, namely can be an interesting teacher, and can be motivating teacher, and she felt that she had to be the teacher that she hopes for.

"I felt happy to teach because the students were very cooperative. They were very compact and active, and that made me very happy to teach. The students that I taught during PPL and the research project were very cooperative and did not make me traumatize or made me not want to be a teacher and because of them I like to be a teacher." (Ika)

The second participant felt happy to teach in the class because of the students. She had active students that make her happy to be an English teacher. And to make her students always active and to defend her feelings, she did some activities. This is illustrated in Ika's statement, as follows:

"I usually make games for my students in the class. I was really happy playing games with my students in the class and they were also very enthusiastic in my class. And indeed, I wanted to be a fun teacher for students. And I thought that I had reached my aims in teaching, namely, I would be a fun teacher and I would my students like me." (Ika)

Based on the statement of the second participant above, she felt that the students greatly influenced her to become what kind of teacher. She revealed that her students were very enthusiastic about learning English, and this had an effect on her positive feelings, namely excitement, and from that emotion, she liked being a teacher. She tried to always be a cheerful and fun teacher such as by giving games to her students.

Negative emotions after being novice teachers

Two of three participants showed several negative emotions, namely skittish, peevish, and lost enthusiasm. The following were several statements in direct quotations mentioned by the two participants in their reflection writings and also from interview answers. This is illustrated in the reflections and interviews answers:

> "I was very tense because this was my first meeting (as a real teacher) with students, especially since I had never taught students at the junior high school level. I was afraid that they were more ignorant than the high school level." (Risa)

Risa stated that she felt nervous and tense when she met new students at the junior high school level. She was afraid that her students would be ignorant of her. However, her negative feelings did not impact her teaching. Instead, she felt challenged to become a better teacher and she could manage her negative emotions into positive ones. This is illustrated in her statement, as follow:

> "However, my tension and fear made me feel challenged to become a better teacher. I usually managed my emotions by preparing teaching materials as well as possible and I had to master and understand what I would teach to my students in class so that I felt confident that I had become a good teacher." (Risa)

The other participant, Ika, also felt negative feelings. She got annoyed and felt a loss of enthusiasm when the first time she was a novice teacher. This is illustrated in the following data:

> "Sometimes I got annoyed when I saw my students' responses when studying because they did not seem enthusiastic. sometimes they don't want to learn English. It was affecting my feelings when teaching. When I first entered the school where I teach now, sometimes I became less enthusiastic, but I also felt challenged and thought how to make these students have a little enthusiasm for learning..." (Ika)

Ika felt challenged when she saw her students did not enthusiasm to teach. So, she applied some strategies in her teaching. This is illustrated by her statements in her reflections and from her interview answers:

> "I often changed my teaching strategy and applied the knowledge that I got in the college and Alhamdulillah it is worth it. Usually, when I felt my students were less enthusiastic to learn, I did not give them materials. I only provided games or songs that can be sung together. My goal was not only to make my students smart but also wanted them to like my English class because I believe that if my students like my class, they will quickly understand what I teach. For that reason, my hope was I want to be a teacher who is always cheerful, and not always depending on the moods of my students. Because I want to be professional in teaching." (Ika)

Ika said that she should be a professional teacher and not depend on students' conditions. She tried to be a cheerful and interesting teacher by giving some games or songs.

Positive emotions after being novice teachers

All participants showed several positive emotions namely pride, hope, enjoyment, confidence, and unworried. The following were several statements in direct quotations mentioned by the three participants in their reflections and interview answers. This is illustrated in the reflections and interviews answers:

> "I also felt happy because I could teach English to junior high school students. I could apply some of the teaching methods that I got from campus, such as giving understanding through brainstorming and then explaining them one by one. I was happy and satisfied because I can be useful for my students because of my knowledge" (Risa)

From the response of Risa, she felt happy and satisfied because can be useful to her students and could apply the lesson that she got from her college in a real class. She thought that teacher should share their knowledge so that it can be useful for their students. And she thought that she had become a useful teacher for her students because of her knowledge that she has. Different from Risa, Ika felt happy because of the response of her students. This is illustrated in Ika's statements:

> "Sometimes I enjoy it because my students feel excited to learn. Therefore, when I saw my students excited to learn, I gave them full materials. And gave a few games and songs to make the class atmosphere not boring. I always tried to make my students and also me in a good mood." (Ika)

Ika felt enjoyed while in the teaching process because her students felt excited to learn. To make her students and her feelings still positive (enjoy and happy), she tried to give a few games and also songs to her students. Ika made her class always funny because she wanted her students like her class. It is illustrated in Ika's statements:

> "My goal was not only to make my students smart but I also wanted them to like my English class because I believe that if my students like my class, they will quickly understand what I teach." (Ika)

The third participant, Novi, felt strongly confident and sufficient to be an English teacher. She also felt unworried after she was a novice teacher. All of the answers Novi illustrated are as follow:

> "I was very confident in terms of teaching skills, knowledge of teaching materials, class management abilities, and learning applications (because at that time blended learning was being done). I felt like I have nothing to worry about because I believe that I can and I have enough skills to be their teacher. In addition, I

thought I can control these emotions because I have gone through a lot of teaching practices during my college and internships (I and II) or PLP. I have the strength that I can handle that class." (Novi)

Novi said she did not have anything to worry about because she had enough skills to be a teacher. To maintain her confidence, she always learns to have extensive knowledge and can be an amazing teacher who deserves to teach. This is illustrated in her answer as follows:

"I want to be a teacher who is always learning all the time and has extensive knowledge. Do not stop studying only at S1, but continue my education as high as possible even if just be an elementary school teacher, which people say "only needs a little knowledge". I want to be an amazing teacher and at least deserve to teach." (Novi)

The Contrast before and after being Novice Teachers

Only one out of the three participant felt that he had not experienced any change at all, both from his emotional experience to the teaching strategy he used. The participant is Ika, along with the illustration for Ika's answer:

"Nothing. Just like when I was a college student (pre-service teacher). The influence of students greatly impacts my emotions or feelings when teaching. For example, I was happy and excited to teach when my students were interested in the subject that I was explaining. However, I was sad and unenthusiastic while teaching when my students did not pay attention and did not listen to me when I taught. The behavior of my students greatly gave impacted me. However, I always tried to make the class atmosphere and conditions cheerful, because from the beginning when I was a pre-service teacher I always thought of being professional. And that is the obligation of a teacher in my opinion, wherein teaching should not be influenced by anything. The strategy that I used was still the same when I was still a pre-service teacher and after becoming a novice teacher. I always gave songs or games to make the class atmosphere more cheerful." (Ika)

Ika said that she felt happy dan excited to teach when her students were interested and excited to learn. But, she felt sad and unenthusiastic when her students did not give pay attention when she taught. However, it did not make her lose her enthusiasm to teach or did not make her lose her aim to teach. She instilled in her mind to be professional and always cheerful to teach. Ika's statement is different from the answers from Risa and Novi. Both of them felt the difference, where they felt they had more positive emotions after becoming novice teachers. This is illustrated in the reflections and interviews answer:

"There were differences in emotions, I thought that I had taught before so I felt less tense and less afraid than when I was a pre-service teacher. When I was still a pre-service teacher, I was afraid and thought that a teacher must be able to master

the materials, a teacher must be very smart, and must be able to make students smart and understand one hundred percent of the materials being taught. But when I became a novice teacher, I felt that all of that takes time, it doesn't have to be all at once, and also as a teacher, we don't have to be very smart. What I felt when I became a novice teacher was not to be afraid and feel calmer, where my goal was to teach how can I understand my students, such as seeing their level of English and their background, and I did not want to force them to understand one hundred percent of the materials. When I was still a pre-service, I didn't pay much attention to it, but when I became a novice teacher, it turned out to be very important, where being a good teacher not only makes students smart but how can I as a teacher understand students." (Risa)

Risa admitted that she was not afraid and felt calmer in dealing with students after she being a novice teacher. When she was still a pre-service teacher, she felt that she was required to be smart, but after becoming a novice teacher, she felt that she didn't have to be smart and had to be a teacher who could understand students. In another answer, Risa also said that when she was a pre-service teacher, she must be perfect in running the lesson plan. This is illustrated in her statements below:

"Besides that, the difference that I felt when I was still a pre-service and after becoming a novice teacher was that I had to be perfect in teaching, namely by carrying out the lesson plan that I had previously made. However, after I taught the real class (novice teacher), I felt that I didn't have to be a perfect teacher by running the lesson plan. I felt that the most important thing in teaching is how my students can understand and like my way of teaching. For that reason, I did not always run to the lesson plan. However, that doesn't mean I did not make lesson plans. I still made them, but sometimes there are things that I suddenly change according to the situation and condition of the class when I taught." (Risa)

Besides that, Risa felt happier and more satisfied after being a novice teacher because she could teach tahfidz students and could teach English related to the Islamic context. It is illustrated in her reflection and interview answers:

"Then, when I became a novice teacher, I felt happier, because I could meet and observe junior high school level students and imagine how far I could handle their class compared to the high school level. I felt happier to be a teacher because the students that I taught were tahfidz students and I could also teach English by relating a few examples in learning to Islamic contexts in everyday life as they mastered. It gave the satisfaction feeling to me, in my heart." (Risa)

Similar to Risa, Novi also has different emotions, one could even say the emotions experienced by Novi are inversely proportional to when she was still a pre-service and after she became a novice teacher. That is illustrated in her answers below:

> "The most difference is in anxiety. When I was a pre-service teacher, I felt a lot insecure and nervous during teaching in class. I was afraid to appear inadequate as a teacher. Fear of being wrong and afraid of being labeled "stupid" by students. When I became a novice teacher, I felt not afraid of being wrong. I became more able to manage my emotions. If I doubt about something, for example about the pronunciation of a word. I don't hesitate to say "I'll check again because I don't make a mistake" to students. The mindset of the teacher is always right, it had changed. I apply the principle of "seeking the truth of knowledge together" after becoming a teacher. It made me more relaxed explaining the materials, not nervous anymore, and not worrying too much anymore. I also did not stammer again because I did not feel nervous throughout the class." (Novi)

Novi experienced a very drastic emotional change. When she was still in pre-service, she had lots of negative feelings, such as fear, nervousness, and doubt. However, after she became a novice teacher she became more relaxed and wasn't afraid of being wrong. She defined a teacher as a discussion partner for students. And from that, her thoughts of an always-right teacher that made her afraid to teach had changed. It is illustrated in her reflection and interview answers:

> "The mindset of "seeking the truth of knowledge together" opens opportunities for students to correct, discuss, and refute ideas in class. Communicating with students can also build relatedness between us so that a comfortable class is built. Besides asking questions, what I did to build students' awareness was by giving them reading materials. The reading would be completed at home and each student gets one paragraph. My hope is these activities can provide awareness to students about the importance of learning." (Novi).

In emotional experiences during being pre-service teachers or before being novice teachers, two of the three participants experienced feelings of fear, anxiety, and skittishness, but they were able to manage their emotions in several ways, such as made brainstorming, games, and singing songs. They also tried to fight her negative feelings and thinking and define them as successful teachers. The research did by Timotsuk & Ugaste (2012) also showed that the pre-service teachers felt some negative emotions such as fear, insecurity, disappointment, confusion, anxiety, sorrow, reluctance, and hopelessness, and the factors were similar, it was from the participants' thoughts. Based on the findings in this study, as well as the findings from Timotsuk and Ugaste (2012), mostly negative emotional experiences arise due to self-factors that have negative thoughts, such as fear of failing as a teacher, fear of acting wrong, and others. In other findings, the participants felt positive feelings and they did many ways to make their feelings still positive. They tried to maintain their positive emotions by doing fun activities in class. The same thing can be seen in the research

conducted by Timotsuk & Ugaste (2012) that positive emotions support pre-service teachers to see situations and conditions and be more creative in the choice of multiple strategies for teaching.

In emotional experiences after being novice teachers, two of the participants felt negative feelings, namely skittishness, peevishness, and loss of enthusiasm. However, their negative feeling did not obstruct the construction of their identity as teachers. This is the same as research conducted by Lomi & Mbato (2020). One of the participants had negative emotions and the way to deal with those emotions was by providing games and songs. Another finding showed that all participants felt positive feelings after they were novice teachers, such as pride, hope, enjoyment, confidence, and unworried. One of the participants felt happy and satisfied because can apply the lesson that she got from campus to the real class. This is in line with a study conducted by Tsang & Jiang (2018) showed that one of the participants felt satisfied because he had taught history subjects to his students, and one of his students felt that because of his teaching, he liked and applied and chose a history major because of him. In the contrast before and after they being novice teachers, there were differences that participants felt. Two of three participants said that they felt negative feelings and also had negative thoughts about teachers, but after being novice teachers, both of them felt brave and happy because they had teaching experiences that they got from their college and they could apply the teaching experiences in their real class. This is in line with a study conducted by Salinas and Ayala (2018) which shows that teaching practice is very helpful for student-teacher in teaching and also in constructing their teacher identity.

CONCLUSION

The teachers' emotions during being pre-service teachers or before being novice teachers. Two of the three participants felt negative emotions, namely afraid, anxiety skittishness, and peevishness. from the negative feelings experienced by participants, they have ways to manage their emotions, such as made brainstorming, preparing games, ice breaking, preparing interesting reading materials, and preparing the materials well. Even though they had different ways, they had a similar thought, that they should fight their negative feelings and their negative thinking. They define themselves as the person who can guide their students. Furthermore, two of three participants felt positive emotions, namely enthusiasm, pride, happiness, excitement, and hope. The positive feelings they feel, they try to maintain their positive feelings in several ways such as by giving games and giving motivation to students. The positive

feelings they feel, they then provide several ways to maintain the positive feelings they feel to be a good teacher, to be an interesting teacher, to be a motivating teacher, and to be a fun teacher for their students. The teachers' emotions after being novice teachers. two of the participants felt negative feelings, namely skittishness, peevishness, and loss of enthusiasm. After they are novice teachers, they still can manage their emotions by preparing the materials well and giving games and songs. Through preparing the materials well, the participant felt confident that she classified herself as a good teacher because she could master the materials well. The other participant felt a loss of enthusiasm when she saw her students seem unenthusiasm to learn, so she tried to do some games and songs to make the class fun, and she said she wanted to be a professional teacher, who was not affected by the mood of the students. The contrast before and after they were novice teachers. Two participants experienced emotional differences during pre-service and after being novice teachers. They both experience the fear of failing and not being able to perfect. However, after becoming a novice educator and going through the teaching process from time to time, they are not afraid anymore and have a new definition as a teacher, that one does not have to be perfect, and one doesn't have to be right all the time and one doesn't have to be very smart to be a teacher.

This study focused on emotional experiences in the teacher identity construction of novice teachers. But, the emotions that arise, both negative emotions and positive emotions, only come from the students and teachers themselves. In other words, there are other factors, such as the other teachers at school, the school environment, school rules, and so on. further studies can explore the emotions that novice teachers felt about the facility of school, the salary, etc. This study also only targets three participants who qualify as EFL novice teachers. At first, the researcher wanted to increase the number of participants, but several other participants were busy so this would hinder the data collection process. Further research can improve the number of participants to get more data about the how ways to manage emotions. Furthermore, this research can be capable used as a reference to support some of the necessary sources for other researchers.

REFERENCES

Aktekin, N. C., & Celebi, H. (2020). ELT Student Teacher Identity Construction: Exploring Teacher Roles and Domains of Expertise. International Journal of Language Education, 4(1), 113-128.
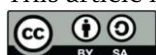
Aykac, N., Yildirim, K., Altinkurt, Y., & Marsh, M. M. (2017). Understanding the underlying factors affecting the perception of pre-service teachers' teacher identity: A new instrument to support teacher education. Üniversitepark Bülten, 6(1), 67.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. Cambridge Journal of Education, 39(2), 175-189.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Teaching and Teacher Education, 20, 107–128.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Chien, C. W. (2016). Pre-service English teachers' professional identity construction through lesson design and delivery of English remedial education. Shi ZI Pei Yu Yu Jiao Shi Zuan Ye Fa Zhan Gi Kan, 9(1), 1-26.

Clandinin, D. J., & Connelly, F. M. (2000). Narrative inquiry: Experience and story in qualitative research. San Francisco, CA: Jossey-Bass.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. Pedagogy, culture & society, 16(1), 7-23.

Djoub, Z. (2018). Exploring teachers' identity: Reflections and implications. Arab World English Journal (AWEJ), 9(1), 108-120.

Dogutas, A. (2021). Perceptions of in-service teachers on teacher identity. Electronic Journal of Education Science, 10(19), 1-16.

Duru, S. (2006). Teacher identities and the ways to create new possibilities for professional teacher identity. Eurasian Journal of Educational Research, 22, 121-131.

Esmaeili, F., Modirkhamene, S., & Alavinia, P. (2019). EFL teachers' emotions, their identity development and teaching strategies: A constant-comparative approach. International Journal of English Language & Translation Studies, 7(4), 1-12.

Flores, M. A., & Day, C. (2006). Context which shape and reshape new teachers' identities: A multi-perspective study. Teaching and Teacher Education, 22(2), 219-232.

Gedik, P. K., & Ortactepe, D. (2017). Teacher identity (re) construction within professional learning communities: The role of emotions and tensions. In Facilitating in-service teacher training for professional development, 86-97.

Goktepe, F.T., & Kunt, N. (2020). "I'll do it in my own class": Novice language teacher identity construction in Turkey. Asia Pacific Journal of Education, 41(3), 472-487.

González-Calvo, G., & Arias-Carballal, M. (2017). A teacher's personal-emotional identity and its reflection upon the development of his professional identity. The Qualitative Report, 22(6), 1693.

Harding, J. (2019). Qualitative data analysis: From start to finish (2nd ed.). SAGE.

Huang, J., Wang, Y., & Teng, F. (2021). Understanding changes in teacher beliefs and identity formation: A case study of three novice teachers in Hong Kong. Teaching Education, 32(2), 193-207.

Intrator, S. M. (2006). Beginning teachers and the emotional drama of the classroom. Journal of Teacher Education, 57(3), 232-239.

Jensen, B., Hernandez, A. S., Knoll, S., & Gonzales, E. J. (2012). The experience of new teachers: Results from TALIS 2008. OECD Publishing.

Karlsson, M. (2013). Emotional identification with teacher identities in student teachers' narrative interaction. Europan Journal of Teacher Education, 36(2), 133-146.

Kasmiran, M. S. (2018). Narrative inquiry: Peers' feedbacks effect to identity construction of Indonesian pre-service teachers. Journal of English Teaching, Applied Linguistics and Literatures (JETALL), 1(2), 59-77.

Lankveld, T. V., Thampy, H., Cantillon, P., Horsburgh, J., & Kluijtmans, M. (2021). Supporting a teacher identity in health professions education: AMEE guide no. 132. Medical Teacher, 43(2), 124-136.

Li, L. (2020). Novice teachers' discursive construction of their identity: insights from foreign language classrooms. Iranian Journal of Language Teaching Research, 8(3), 57-76.

Lomi, A. N. K., & Mbato, C. L. (2020). Struggles and strategies in constructing professional identity: The first-year teaching experiences of Indonesian EFL novice teachers. Journal of English Education and Teaching (JEET), 4(1), 1-19.

Menon, D., & Azam, S. (2021). Preservice elementary teachers' identity development in learning to teach science: A multi-site case study. Journal of Science Teacher Education, 32(1), 1-20.

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. Teachers and teaching, 17(5), 517-528.

Pekrun , R., Goetz, T., & Titz, W. (2002). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. Educational Psychologist, 37(2), 91–105.

Pekrun, R., & Stephens, E. J. (2012). Academic emotions. In APA educational psychology handvook, Vol 2: Individual differences and cultural and contextual factors. (pp. 3-31). American Psychological Association.

Sahin, M. B., & Copur, D. S. (2020). Pre-service EFL teachers' professional identity construction experiences in a dual diploma program. Yildiz Journal od Educational Research, 5(1), 27-54.

Saleem, A., Muhammad, D. Y., & Masood, S. (2020). Negative emotions and self-created challenges of novice public-school teachers in managing classroom. Journal of Elementary Education, 29(2), 178-195.

Salinas, D., & Ayala, M. (2018). EFL student-teachers' identity construction: A case study in Chile. HOW, 25(1), 33-49.

Schutz, P. A., & Lee, M. (2014). Teacher emotion, emotional labor and teacher identity. In English as a foreign language teacher education (pp. 167-186). Brill.

Siswanto, I. L., & Kuswandono, P. (2020). Understanding teacher identity construction: Professional experiences of becoming Indonesian Montessori teachers. Indonesian Journal of English Language Teaching and Applied Linguistics, 5(1), 1-16.

Soodmand Afshar, H., & Donyaie, S. (2019). EFL teachers' identity construction through a reflection consciousness-raising interactive workshop. International Journal of Society, Culture & Language, 7(2 (Special Issue on Iranians Views of Cultural Issues)), 80-93.

Teng, F. (2017). Emotional development and construction of teacher identity: Narrative interactions about the pre-service teachers' practicum experiences. Australian Journal of Teacher Education, 42(11), 116-134.

Timostsuk, I., & Ugaste, A. (2012). The role of emotions in student teachers' professional identity. European Journal of Teacher Education, 35(4).

Trent, J. (2015). The identity construction experiences of early career English language teachers in Hong Kong. Great expectations and practical realities. Research Papers in Education, 31(3), 316-336.

Tsang, K. K., & Jiang, L. (2018). Positive emotional experiences in teaching, teacher identity, and student behaviors: A symbolic interactionist perspective. Schools: Studies in Education, 15(2), 228-246.

Uitto, M., Kaunisto, S. L., Syrjälä, L., & Estola, E. (2015). Silenced truths: Relational and emotional dimensions of a beginning teacher's identity as part of the micropolitical context of school. Scandinavian Journal of Educational Research, 59(2), 162-176.

Yazan, B. (2018). A conceptual framework to understand language teacher identities. Journal of Second Language Teacher Education, 1(1), 21-48.

Yuan, R., & Lee, I. (2015). The cognitive, social and emotional processes of teacher identity construction in a pre-service teacher education programme. Research Paper in Education, 30(4), 469-491.

Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': A narrative inquiry of a student-teacher's emotions and identities in teaching practicum. Teachers and Teaching: Theory and Practice, 22(7), 819-841 .

Zembylas, M. (2005). Teaching with emotions: A postmodern enactment. Greenwich: Information Age.