TEACHER EMOTIONS REVEALED THROUGH TEACHER-RESEARCHERS' WRITTEN ACCOUNTS ON THEIR ACTION RESEARCH EXPERIENCES

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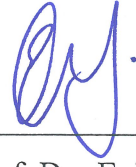GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

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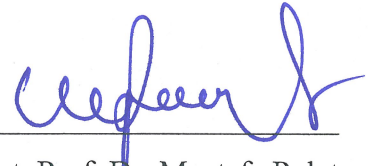
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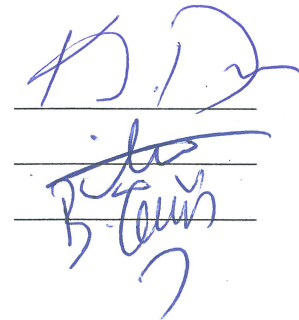
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ABSTRACT

TEACHER EMOTIONS REVEALED THROUGH TEACHER-RESEARCHERS'
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This thesis aims to provide insight into the relationship between language teachers' emotions and engaging in action research. For this purpose, the distribution of emotions through the stages of action research are investigated in relation to the focus of emotion and the context. Adopting the grounded theory view, the study presents the emotion concepts revealed in the action research accounts of 50 teacher-researchers from K-12 and university contexts and the shifts in their emotions. Findings indicate that action research contributes to language teachers' wellbeing and professional development by transforming the negative emotions felt before the action research process into empowering positive emotions. Pedagogical implications, possible benefits of using action research as a professional development tool, and future research are discussed.

Keywords: Teacher Emotion, Action Research, Teacher Wellbeing, Professional Development

ÖZ

ÖĞRETMEN ARAŞTIRMACILARIN EYLEM ARAŞTIRMALARI RAPORLARINDA ORTAYA ÇIKARILAN DUYGULARI

İner, Nilgün

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Bu çalışma, dil öğretmenlerinin duyguları ile eylem araştırmasında yer alma arasındaki ilişkiye ışık tutmayı amaçlamaktadır. Bu amaçla, duyguların eylem araştırmasının basamaklarındaki dağılımı, duyguların odak noktası ve bağlamlarına göre incelenmektedir. Bu çalışma gömülü teori bakış açısı ile K-12 ve üniversite bağlamlarından 50 öğretmen-araştırmacının eylem araştırması raporlarında ortaya çıkarılan duygularını ve bu duygulardaki değişimi sunmaktadır. Bulgular eylem araştırmasının, eylem araştırması sürecinden önce hissedilen olumsuz duygularını öğretmeni güçlendiren olumlu duygulara çevirerek, dil öğretmenlerinin refahına ve mesleki gelişimlerine katkı sağladığını göstermektedir. Pedagojik çıkarımlar, eylem araştırmasının bir mesleki gelişim aracı olarak kullanılmasının muhtemel faydaları ve gelecek araştırmaları tartışılmaktadır.

Anahtar Kelimeler: Öğretmen Duygusu, Eylem Araştırması, Öğretmen Refahı, Mesleki Gelişim

To My Son, Ediz

ACKNOWLEDGMENTS

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AR	Action Research
EFL	English as a Foreign Language
ESL	English as a Second Language
PD	Professional Development

Chapter 1

Introduction

The terrain of emotions has been studied from various points of view such as physiological, psychological and behavioural aspects of emotions (Benesch, 2017; Cross & Hong, 2012; Schutz, Hong, Cross & Osbon, 2006) and through various approaches such as symbolism (Shweder, Haidt, Horton & Joseph, 2008) and social-constructivism (Schutz et al., 2006). Specifically, contrary to the former belief that emotions are impediment, teacher emotions have been of great interest to researchers in the education and sociology fields for the last decade (Golombek & Doran, 2014; Sutton & Wheatley, 2003; Zembylas, 2003a, b) as teacher emotions have an influence on all entities in the pedagogic process (Nias, 1996).

There are plenty of studies which investigate the antecedents or the effects of teacher emotions, emotion labour and emotion regulation techniques of teachers in the literature (e.g. Becker, Keller, Goetz, Frenzel & Taxer, 2015; Cross & Hong, 2012; Hagenauer, Hascher & Volet, 2015; Golombek & Doran, 2014; Schutz, Aultman & Williams-Johnson, 2009; Taxer & Gross, 2018). However, most of these studies are conducted in the classroom or educational reform contexts (e.g. Darby, 2008; Hargreaves, 2000a, b, 2005; Stephanou & Oikonomou, 2018; van Veen, Sleegers and van de Ven, 2005; Yuu, 2010; Zembylas, 2004) while there are a few studies which relate teacher emotions to professional development activities (e.g. Edwards, 2018; Gaines, Osman, Meddocks, Warner, Freeman & Schallert, 2018; Saunders, 2012; Yoo & Carter, 2017).

This study is specifically suggestive of the promising impact of action research on teacher emotions with regard to teachers' wellbeing, and teacher emotions are regarded as socially-constructed notions as they are experiences which emerge from the interdependence between individual and social agencies (Schutz et al., 2006; Hong & Cross, 2012). Action research is found to be highly beneficial for

professional growth (Burns, 1999, 2010; Dikilitaş, 2018; Dikilitaş & Yaylı, 2018; Edwards & Burns, 2015). Although action research has been gaining importance in the professional development field, the significance of teacher-researchers' emotions experienced through their engagement in action research has not been of particular interest to be investigated. However, there are a few studies which explore the emotions felt during PD activities such as workshops (Gaines et al., 2018; Saunders, 2012; Yoo & Carter, 2017). Edwards (2018) also interviews five teachers to investigate their emotions within an action research program in her study. Not only does this study focus on the action research process itself, but it also investigates the emotions felt before and after the process analyzing the teacher-researchers' written action research accounts, which makes this study distinguishable from the existing studies. The stages of the emotions were identified regarding the retrospective statements of the teacher-researchers as the emotions were experienced earlier and expressed retrospectively. Adopting a social-constructivist point of view, the study also aims at identifying the focus of English language teachers' emotions and comparing the emotion expressions in K-12 and university contexts analyzing their action research accounts. The emotion expressions of the teacher-researchers are analyzed through the grounded theory as it allows the researcher to develop a theory when existing theories do not apply to the focus of the current study (Creswell, 2012). Therefore, the emotion concepts were coded, categorized and, finally, thematized according to their expressional function (Corbin & Strauss, 1990; Strauss & Corbin, 1998).

This study first presents the aspects which emotions and specifically teacher emotions are investigated from in the literature, and points out the relationship between action research and written emotion expressions. Following the literature review, it informs about the methods used trough the research and demonstrates the results. After the results, the impact that engaging in action research has on teacher-researchers' wellbeing and professional growth via emotion expressions is discussed at greater length. Finally, pedagogical implications, conclusions and suggestions for further research are addressed in the end of the study.

1.1. Statement of the problem

Teacher emotion has a determining effect on teachers' understanding, interactions and character regarding students, colleagues and other entities in education (Shapiro, 2010). However, there is disagreement over the way it affects teachers. While some studies show that negative emotions produce negative results (e.g. Sutton & Wheatley, 2003), Izard (2007) and Rodrigo-Ruiz (2016) claim that negative emotions may bear favourable outcomes. Gallo and Tassinari (2017) also suggest that conflicts which teachers experience in their classrooms may be seen as an opportunity to develop professionally. In addition to the effects of negative emotions, positive emotions can be influential on the wellbeing of teachers and students, which indirectly affects the instructional practices in the classroom as well (Hagenauer et al., 2015). Golombek & Doran (2014) suggest that helping language teachers be aware of their emotions thoughts, beliefs and practices is possible with the use of reflecting journals. On the other hand, there is growing evidence that presents the benefits of using action research as a professional development tool (Burns, 1999, 2010; Dikilitaş, 2018; Dikilitaş & Yaylı, 2018; Edwards & Burns, 2015). Moreover, Dikilitaş and Griffiths (2017) states that writing up the study can help teachers to produce new ideas. With these in mind, written action research accounts of the language teachers can also help find out emotion expressions, and it may be beneficial to look for the ways of transforming language teachers by turning their negative emotions into positive ones.

1.2. Purpose of the study

This study aims at identifying what emotions are revealed through English language teachers' action research accounts and how they are distributed through the stages of action research in relation to the focus of emotion and the context which teachers teach in. The study also attempts to find out what effects engaging in action research produces on English language teachers.

1.3. Research Questions

The analysis addressed the following main research question:

RQ: How are language teachers' emotion expressions distributed through the stages of action research?

In relation to the main research question, I also investigated (1) what teacher emotions emerged according to the focus of the emotions, and (2) how the emotions were expressed with regards to the context that the teacher-researchers conducted action research in so as to see the effects of these two variables (foci of emotions and the context).

1.4. Significance of the study

This current study is distinguished from the existing literature by its focus on the relationship between language teachers' emotions and engaging in action research. Although there are a few studies about teacher emotions in professional development activities (e.g. Edwards, 2018; Gaines et al., 2018; Saunders, 2012; Yoo & Carter, 2017), the use of teacher-researchers' written action research accounts in order to investigate teacher emotion has not been of interest so far. The study is also suggestive of the positive impact that the action research has on teachers' wellbeing in terms of the transformation in their emotions.

1.5. Definitions

Teacher Wellbeing: It is "an individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students" (Acton & Glasgow, 2015, p. 101).

Chapter 2

Literature Review

2.1. Emotions

Hargreaves (1998a) states that "[w]hen people are emotional, they are moved by their feelings" (p.835). Emotions are intricate and can hardly be separated from cognition and motivation (Hascher, 2010) as "emotions emerge from the interplay between several components (cognitive, motivational, and physiological) rather than being unitary entities" (Boiger & Mesquita, 2012, p.221). Similarly, Hargreaves (2000) states that emotion, cognition and action are integrated. In the same line, Goleman (1995) claims that cognitive reflection may let individuals manage and control their emotions and can arouse another emotion. In other words, cognitive theories of emotion expect an individual's appraisal of the situation to coordinate the other components of emotion (Boiger & Mesquita, 2012). These components, however, are regarded differently in multicomponential and constructionist orientations (Frijda, 2009). Multicomponentialists argue that emotional reactions are composed of several components (behaviours, motive states, feelings etc.) and each of them can take various values because of different feelings or autonomic patterns while constructionist view claims that these components can vary independently as each of them is formed depending on the individual's experience, knowledge or the individual's self (Frijda, 2009).

Emotion can be described from three different aspects which are physiological, psychological and behavioural aspects (Schutz et.al, 2006) as literature does not offer a general agreement on a certain definition of emotion (Izard, 2018). Researchers who take a biological/psychological approach view emotions as innate and disregard persons' cultural and social identities while cognitive approaches focus on appraisals of situations regarding the relationship between physiological and mental processes (Benesch, 2017). Koestler, for instance, defines emotion as a mental condition

characterized by a strong feeling and a change of an extensive character (as cited in Hargreaves, 1998a) by mentioning the physiological aspect. Similarly, Cross and Hong (2012) state that "occurrence depends on the outcome of the interplay among several psychological constructs, namely beliefs, goals, and identity" (p.958). On the other hand, Shweder et al., (2008) call emotion *the whole story* in the view of symbolic approach. They describe it as the whole experience of a bodily and/or affective event related to some antecedent situations and their results, to the perceptions of the social life or to retaining one's confidence. Although there is not one true definition for emotion, it can clearly be concluded from the literature that "[it] is a significant part of the inscription of the body and of the possibility of self-transformation" (Zembylas, 2003, p.227) and it cannot be composed into its components (Shweder et al, 2008). In this study, emotions will be regarded as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (Schutz et al., 2006, p.344) since emotional experiences are not individually or socially independent (Schutz et al., 2006; Hong & Cross, 2012).

2.2. Teacher Emotions

2.2.1.   Theoretical background. Although emotions in the field of education has been a popular terrain to be investigated for decades, most of the researchers used to believe that emotions are illogical, primitive, feminine and naive (Sutton & Wheatley, 2003; Golombek & Doran, 2014). To state it differently, emotion was considered impediment. However, emotion and logic are interdependent since logic assumes emotion as it depends on inclinations; and emotion assumes logic as emotions need to be interpreted reasonably (Fricker, 1991). Another reason for neglecting teacher emotions in the past was that researchers would refer to teaching practice as a cognitive activity which made the researchers refuse the idea of teacher emotion's being a social and cultural phenomenon (Zembylas, 2003). Nias (1989, 1993, 1996, 1999a, b), and Hargreaves (1998a, b, 2000a, b) are two of the pioneers of the studies on the centrality of teacher emotions. Nias (1996) takes attention to

teacher emotions by stating that they occur depending on particular situations which can be diagnosed and interpreted in a collective way although they are experienced by individuals; therefore, they can be altered, and teacher emotions have an impact on each individual taking part in the educational process. Hargreaves (2000a) brings in the term *emotional geographies of schooling* highlighting the effects of proximity and space in interactions of teachers and students within the school. He claims that "[t]he concept of emotional geographies helps us identify the supports for and threats to the basic emotional bonds and understandings of schooling that arise from forms of distance or closeness in people's interactions or relationships" (Hargreaves, 2000b, p.815).

Understanding of the nature of teachers and learners' emotions is crucial (Schutz & Lanehart, 2002) as both "[t]eaching and learning involve emotional understanding" (Hargreaves, 1998a, p.838). This emotional understanding may occur when the feelings are shared in common; when these shared feelings repeat; or when we empathize (Denzin, as cited in Hargreaves, 1998a). Additionally, "the way individual teachers perceive their controllability and exercise their agency in relation to different layers of the environment can provide informative resources to understand teachers' emotions" (Cross & Hong, 2012). Therefore, understanding teacher emotions would be possible when they are expressed and/or observed in social interaction. In school context, understanding teachers' emotions is of capital importance since emotions can disclose effective meanings about teachers' inner state (Yoo & Carter, 2017). That is, emotional experience reflects the individual's character, thinking, beliefs and motivation with respect to social principles and culture that the individual belongs to (Lazarus, as cited in Cross & Hong, 2012). "The way individual teachers perceive their controllability and exercise their agency in relation to different layers of the environment can provide informative resources to understand teachers' emotions" (Cross & Hong, 2012, p.958). Hochschild (1983), on the other hand, argues that "[i]t is from feelings that we learn the self-relevance of what we see, remember, or imagine" (p.196). In other words, emotion is a vital medium which both brings teachers' intrinsic properties into view and induces identity development. Zembylas (2003b) relates emotions to teacher identity and teacher agency by stating that creating a teacher identity starts with emotions as they

reveal the insights to interpret and react to teachers' experiences, and emotions make experiences more meaningful as they relate our opinions, perceptions and beliefs while "[t]he connection between emotion and teacher identity can be largely associated with the viability of teacher agency" (Zembylas, 2003b, p.224). Similarly, Shapiro (2010) states that "[e]motion and professional identity are both dynamic and interrelated, they represent a multidisciplinary point of entry toward understanding teachers' behaviors" (p.619). Hence, identifying and interpreting teachers' emotions are fundamental processes to understand teachers as "[t]he conceptualization of emotions as a functional component of language teacher professional development normalizes emotions as a valuable resource ... to be incorporated into each teacher's professional development" (Golombek & Doran, 2014, p.110). Nevertheless, what insights emotions reveal about a teacher may not be construed in a certain way for the reason that the occurrence of emotions is determined by the way individuals perceive and interpret the stimuli (Cross and Hong, 2012).

2.2.1.1 Teacher emotion as social construction and appraisal theories **.**Literature goes into division about the theorization of emotion as the contention which supports the idea of social construction on emotions contradicts the arguments which consider emotions as a personal psychological matter (Zembylas, 2004). Considering emotion as social construction which stems from the idea that social contexts create or form emotions is not new (e.g. Averill, 1980; Harré, 1986; Hochschild, 1983; Lutz, 1988; Ratner, 1989). However, the investigation of the social construction process of teacher emotion started to take attention in the 1990s with the educational reforms which aimed to restructure schools in terms of democracy and the power relations amongst teachers, parents, students and administration were reshaped after these educational changes (Blase, 2005; Tsang, 2016).Zembylas (2003a, 2003b, 2004, 2005), for example, suggests that teacher emotions do not only stem from their personal temperament or psychological condition but from social and political experiences constructed by the way their teaching takes place. With a view to social constructionism, Cross and Hong (2012) state that "emotional experiences do not exist within an individual or within an environment independently, rather it involves person-environmental transactions"

(p.958). Moreover, "[t]he unfolding of feelings and behaviours is contingent on actual developments in the interaction", which points to the social construction of emotions in the context of *moment-to-moment interactions* (Boiger, 2012, p.221). The approaches under social constructionist view also assume that culture determines the ways of appraisal, feeling and acting when a specific emotion is experienced (Weber, 2012). From the sociocultural constructivists' point of view, the ways emotions are experienced and communicated vary depending on cultures because these ways are learnt opinions or principles (Cornelius, 1996). Hargreaves (2000a, 2000b) uses a social constructionist approach to explain how teacher emotions are determined and points to sociocultural geographies mentioning Bernhard's study (1999) which shows differences of culture and class alienate teachers and students/parents from each other. Besides interpersonal relations, Zembylas (2005) emphasizes the important role of culture, language and power relations in school context and calls emotion as a *discursive practice* by claiming that emotional expression produces socially and culturally peculiar individuals involved in multiplex power relations.

"The emotional process consists of a network of changes in a variety of subsystems of the organism" such as "*appraisal, subjective experience, physiological change, emotional expression* and *action tendencies*" (Sutton and Wheatley, 2003, p.329). Schutz et al., (2009) argue that emotional episodes are affected by teachers' *affective tendencies* which are stable inclinations towards particular ways of expressing emotions, *core affect* which is "how teachers feel at any particular point in time", and the judgments of teachers through the classroom activities (p.200). They also state that the processes that take place in *affective experiences* are confined by social historical contexts. Schutz at al.'s study (2009) on teacher emotions involved five teachers from primary, secondary and high schools whose experiences ranged from two to six years. Through oral interviews, they came up with the results that revealed "[t]he classroom is a place where commingling of teachers' and students' emotional influences has the potential, based on individual appraisals and attributions, to create emotional episodes" (p.208). Accordingly, "[b]ecause the various appraisals can interact with each other in numerous possible combinations, a large variety of emotions is possible" (Tong & Lia, 2017, p.40). Appraisal theories

and many other emotion theories regard appraisal as a component of the emotional episode; however, what differs appraisal theories from other theories is that appraisal plays a key role starting or altering emotional episodes even though it is a component (Moors, Phoebe, Ellsworth, Scherer & Frijda, 2013). According to *appraisal theory*, teachers may not react in the same way even if they encounter the same behaviour by the same student (Sutton and Wheatley, 2003). Nevertheless, appraisal theories are explained in two major different aspects. With a social constructionist view, "the stimulus that triggers the emotion can vary depending on context and the subjective appraisal of the situation (Bower and Carroll, 2017), which may stem from the cultural differences in understanding the same situation (Mesquita & Ellsworth, 2001). Therefore, emotions are exposed as a result of the interaction between the individuals and social life and they derive from the *appraisal* of the social actions which are considered as the most relevant aims and prosperity of the individuals (Oatley, as cited in van Veen et al., 2005).According to Schutz (2014), however, "appraisals emerge from teachers' goals, standards, and beliefs about the world and are directed toward making comparisons among teachers' goals, standards, and beliefs and ... they perceive themselves to be in relation to those goals, standards, and beliefs" (p.4).In line with Schutz (2014), Frenzel (2014) claims that "[a]ppraisals are general cognitive judgments about situations and events, such as whether they are considered benign (positive) or harmful (negative)" (p.18).

2.2.2. Categorization of teacher emotions. Knowledge about emotions can be concluded from existing sociological and psychological studies such as Bullough, Knowles and Crow (1991), Nias (1989), and Reyna and Weiner (2001). In terms of their quality, emotions are mostly classified as positive and negative emotions (e.g. Sutton & Wheatley, 2003;). For a systematic analysis, eight indicators can be derived from the existing research: "the valance of an emotion", "the arousal level", "its intensity", "its duration", "the frequency of its occurrence", "the time dimension", "the point of reference", and "the context of an emotion" (Pekrun; Hascher; Edlinger & Hascher, as cited in Hascher, 2010, p.14). Schutz et al. (2009), on the other hand, suggest a dimensional model to conceptualize emotions as *pleasant* or *unpleasant*, and *active* or *passive* according to the forms of emotional experiences. Another

approach to categorizing emotions suggested by Taxer and Frenzel (2015) refers them as *genuine and regulated emotions*. Genuine emotions are "expressed without trying to alter or hide them in any way" (Taxer & Frenzel, 2015, p.79). Nevertheless, regulated emotions are either not authentic any more as they are masked when an individual expresses an unfelt emotion or completely artificial due to the lack of emotion (Pugmire, as cited in Taxer & Frenzel, 2015). Although teacher emotions have mostly been categorized according to the valance of emotions, what triggers them varies in each study. Frenzel (2014) expresses this variety by stating that "[g]enerally, goal consistency and goal conduciveness appraisals should determine the valence of the emotions experienced (positive vs. negative) (p.21).

2.2.2.1. Positive emotions. Love and caring are the most frequently mentioned positive emotions in the literature (Sutton & Wheatley, 2003). Other emotions to be listed in this category are joy, happiness, enthusiasm, satisfaction, pleasure, excitement, enjoyment, pride, affection (Emmer, Hargreaves, Hatch, Jackson, Lortie, Nias, Sutton, Tickle, as cited in Sutton & Wheatley, 2003; Hargreaves, 1998; Oatley, as cited in Hargreaves, 1998; Schutz et al., 2009). When there is "a primary appraisal match between [teachers'] goals and standards and what [they] perceive to be occurring in the classroom", teachers may feel happy and enthusiastic (Schutz et al., 2009). Happiness may also be the result of the fulfilment of teachers goals or their being exempt from these goals; teachers are often happy due to their successful experiences, though (Oatley, as cited in Hargreaves, 1998). Teachers may feel excited when they collaborate with their colleagues who are engaged in the planning process (Hargreaves, 1998), or because their students' answers and actions are unpredictable (Sutton & Wheatley, 2003). Izard (2007) states that interest and joy are *basic positive emotions* and the emotion of interest is experienced "in response to novelty, change, and the opportunity to acquire new knowledge and skills" (p.264).According to Tong and Lia (2017) several positive emotions can be experienced simultaneously since "appraisal overlap can potentially account for positive emotion co-occurrence" (p.41).

2.2.2.2. Negative emotions. Negative emotions, on the other hand, mostly include anger and frustration (Sutton & Wheatley, 2003). Other negative emotions reported in the literature are anxiety, helplessness, sadness, shame, bereavement, guilt, (Bullough et al., Erb, Emmer, Jackson, Nias, as cited in Sutton & Wheatley, 2003; Hargreaves, 1998; Hargreaves, 2000; Schutz et al., 2009). Teachers experience anxiety when their purposes are not achieved (Hargreaves, 1998), and feel angry when students opposed their teachers, embarrassed them in front of others, or ignore the value of their efforts (Hargreaves, 2000). According to Schutz et al. (2009), however, anger may occur simultaneously with disillusionment when teachers compare their own student identity with their current students' actions. Izard (2007), on the other hand, suggests that anger can be motivating although it is usually regarded as a negative emotion.

Tsang (2015) notes that "teachers' positive emotions are aroused by the fulfilment of the meanings teachers give to teaching, while teachers' negative emotions are aroused by the failure to fulfil the meanings" and remind social constraints faced in this process (p.162).

2.3. The Effects of Teacher Emotions

"Emotion is a significant factor in teachers' perceptions, interactions, and identities in relation to students, colleagues, and other stakeholders" (Shapiro, 2010, p.619). Sutton and Wheatley (2003), more specifically, suggest that teacher emotions have an impact on teachers' cognitive functions such as attention, memory, problem-solving and categorizing, their intrinsic motivation and their students even though their emotions are implied involuntarily. Becker et al., (2014) investigate the relationship between teachers' emotions and students' emotion and their study indicates that the effects of their emotions vary from lesson to lesson. Hagenauer et al., (2015) suggest that positive teacher emotions may be vital both for the wellbeing of teachers and students, which indirectly affects the learning process in class. Similarly, Rodrigo-Ruiz's study (2016) shows that teachers' positive emotions

generally have a positive impact and their negative emotions have a negative impact on students except for a few emotions. The study also revealed that some negative emotions such as anger may produce positive effects while positive emotions such as sympathy can produce negative effects.

Fredrickson (2001) explains the impact of positive emotions on individuals by stating that positive emotions lead to individual growth and social connection; therefore, they "transform people for the better, giving them better lives in the future" (p.224). Saunders (2012) finds out in his study that teachers' implementation of instructions may be affected by emotions they experienced. In line with Saunders (2012), Frenzel, Goetz, Stephens and Jacob (2009) suggest that "*recurrent* pleasant and unpleasant emotional experiences during teaching should influence teachers' behavioral tendencies pertaining to teaching" (p.135). Additionally, teachers may feel emotions intensely as they devote themselves to their job and their achievement or failure may also affect their self-confidence (Yoo & Carter, 2017).

Nias (1996) claims that teachers' classroom and management skills cannot be developed unless their reactions determined by their emotions and attitudes, values and beliefs that lie behind these reactions are taken into consideration. Teachers can separate their experiences and their emotions and how to benefit them in terms of development, as Zembylas (2003b) suggests, and he also mentions several collective strategies to heighten awareness about the significance of emotions in teaching which are spreading mentoring among teachers, creating teacher-teams to develop an emotional and professional bond, and encouraging teachers to do action research. Zembylas (2003b) also emphasizes the importance of teachers' determining how their emotions affect the possibilities in their teaching both positively and negatively, and how these emotions change their actions or thoughts by also stating that reflection may create a sensitive atmosphere for teachers; they are always supposed to come over feeling inadequate at work, though. Considering the effects of emotions, expression of emotions may have a facilitative role such as a strong tool to enhance and inhibit learning (Greenleaf, as cited in Fried, Mansfield & Dobozy, 2015). Similarly, Beck and Kosnik (1995) suggests that teachers cannot deal with their emotions if they do not communicate them.

2.4 Existing Research on Teacher Emotions

There have been several studies related to teacher emotions (e.g. Cross & Hong, 2012; Darby, 2008; Golombek & Doran, 2014; Schutz et al., 2009; Stephanou and Oikonomou, 2018; Taxer and Frenzel, 2015; van Veen et al., 2005; Zembylas, 2004); however, they all differ in the aspect they investigate them in (see Table 1 and Table 2).

Hargreaves (1998a), one of the pioneers of researchers interested in teacher emotion, claims that gender is not an effective factor which could result in considerable emotional differences despite what various studies in literature suggest on the contrary.

Another study by Hargreaves (2000) reveals that primary school teachers show both more positive and more negative emotions than the secondary school teachers do, and therefore their classrooms have emotionally sharper atmospheres.
Sutton reports that 70% of the secondary school teachers in the USA associates themselves with love which was listen in a written list although only 10% of them mentioned this emotion in the oral interview (as cited in Sutton and Wheatley, 2003). However, each of the participants in his study stated they felt frustration, anger or both.

Zembylas's study (2004) investigated the presence and absence of a primary school teacher's emotions for three years. The results of the study showed that the teacher's emotions comprised evaluations of all parties involved in her profession such as classroom, students, teaching and learning; that the teacher's emotions as to interactions in the classroom changed in the process; and that the teacher's emotions emerging with self-evaluation were based on learnt emotional principles whereas some of these emotions were constructed by the teacher on her own.; which is in line with what sociocultural constructivist view suggests about emotions.

Table 1

Overview of Existing Qualitative Research on Teacher Emotions

Study	Sample Size	Sample Description	School Type	Phenomena of Interest	Design/ Methods	Relevant Findings	Statement of Purpose/Research Question
Hargreaves (2000)	53 teachers	From several ethnocultural minorities, gender mixed, in Ontario, Canada.	Elementary, secondary schools	Key differences in the emotional geographies of elementary and secondary teaching	Qualitative: oral interview	The capacity to use emotions depend on teachers' emotional competence, what their profession demand emotionally, and interactions in their workplaces.	to investigate the key differences in the emotional geographies of elementary and secondary teaching
Zembylas (2004)	1 teacher	An experienced early childhood educator having taught for 25 years.	Kindergarten, primary school (1st and 2nd grades)	The emotional characteristics of teaching	Qualitative (ethnographic): field observation, interviews, teaching documents, videos, an emotion diary	The emotions experienced in interactions with students, colleagues and administrators at school were shaped by the emotional rules and discourses considered appropriate within the culture of teaching.	to investigate the emotional characteristics of teaching
van Veen, Sleegers & van de Ven (2005)	1 teacher	An experienced teacher having taught Dutch language and literature for 25 years	High school	Teacher emotions in a context of reforms	Qualitative: semi-structured interviews	The emotions of a reform-enthusiast teacher with a true educational concern are affected negatively by lack of time, number of portfolios and lack of support from colleagues, administrators and the government.	to explore one teacher's emotions to gain more insight into what important concerns of teachers may be affected in the context of reforms
Hargreaves (2005)	32 teachers	Grade 7 and 8 teachers in four school boards (districts), in Ontario, Canada	Secondary school	Teacher emotions within the educational change process	Qualitative: oral interview	Teachers' emotional commitments and connections to students energized and articulated their teaching actions	to describe how teachers' emotional goals and bonds with their students permeate teachers' orientations and responses to all other aspects of educational change
Darby (2008)	19 teachers	Teachers who have worked in the school for more than one year	Elementary school	Teachers' specific emotions and the reconstruction of teachers' professional self-understanding	Qualitative (ethnographic): critical incident interviews and archival data	Blamed by the administration, teachers felt negative emotions. However, they welcomed the reform with positive emotions when they were involved in the problem-solving process.	to examine teachers' specific emotions during critical incidents during the period of reform and to explore the reconstruction of their professional self-understanding
Schutz, Aultman, & Williams-Johnson (2009)	5 teachers	Teachers teaching for 2, 3, 5 and 6 years.	Primary, secondary, high schools	Emotional episodes/teacher emotion from an educational psychology lens	Qualitative: oral interview	The classroom is a place where commingling of teachers' and students' emotional influences has the potential to create emotional episodes.	to understand teachers' emotions
Yuu (2010)	3 teachers	Experienced secondary school teachers working in different public schools in Tokyo	Secondary school	Teachers' emotion expression during classroom discourse	Qualitative: observation, semi-structured interviews	The teachers expressed their enjoyment of classes to motivate students' learning. Negative emotions were evoked by students acting passively and by their impolite attitudes.	to clarify the practical functions served by teachers' management of overt expressions of emotion in the classroom

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Table 1 (cont.d)

Study	Sample Size	Sample Description	School Type	Phenomena of Interest	Design/ Methods	Relevant Findings	Statement of Purpose/Research Question
Cross & Hong (2012)	2 teachers	Two experienced female teachers (African-American, Latina) who work in high-needs schools	Elementary school	Teachers' emotional experiences as they negotiate the tensions between their internal and external worlds	Qualitative: interviews, classroom observations, email communications, researcher memos	Instead of using emotion words to refer to the emotions they experiences, teachers used them to describe the situation than the self or they simply gave an opinion about the event.	to examine how teachers' internal psychological characteristics transact with external environments to produce emotions
Saunders (2012)	27 teachers	Eight males and 19 females teachers in the vocational training and education sector across diverse content areas.	VET colleges	teacher emotions in the context of educational reform	Mixed methods: questionnaires, semi- structured interviews, field observations	Emotions mediated teachers' behaviours and interactions with others. Different emotions were experienced at different times and were influenced by context, situations and relationships.	to understand the role of emotions in mediating teachers' new instructional practices gained through PD; to identify discernible patterns of emotions experienced in PD
Golombek & Doran (2014)	11 interns (teacher learners)	Three males, eight females attending an undergraduate TESL certificate program	-	Forms of emotive content	Qualitative: reflection journals, follow-up interviews	Emotional content is pervasive in the participant's journal and her emotions are tied to her *perezhivanie* and her thinking about activity/outcomes of her teaching.	to identify the forms of emotive content present in teacher learners' journals
Liu (2016)	1 teacher	An immigrant ESL teacher in England with eight years of teaching experience	University	Emotional geography	Qualitative (narrative case study): emotion diaries, interviews	The social structure and the constitutive rules of the community have a regulative and shaping effect on teachers' emotions.	to reveal understandings/misunderstandings of teaching in the narratives of the ESL teachers
Yoo & Carter (2017)	8 teachers	In Sydney, NSW. Involved in full-day writing workshops	Primary, secondary schools	The emotional context of a PD workshop	Qualitative (ethnographic case study): field observation, a survey	Emotions can convey powerful messages about a teacher's inner state. Emotions can be felt intensely as teachers are dedicated to their work.	to investigate the emotions surfacing within the space of a teacher PD workshop where teachers engaged in writing as 'praxis'
Taxer & Gross (2018)	56 teachers	In the USA, predominantly Caucasian and female.	Elementary, secondary schools	Why and how teachers regulate emotions while in the classroom	Qualitative: online survey (open-ended questions)	For both intrinsic and extrinsic emotion regulation efforts, qualitative changes focused on changing negative emotions to positive more than positive to negative.	to use the process model of emotion regulation (Gross, 2015) to gain a better understanding of teachers' emotion regulation goals and strategies
Shahri (2018)	1 teacher	An ESL teacher in an MA TESOL program, graduate assistantship at the university.	University	The development of language teacher identity and emotions	Qualitative: interviews, lesson plans, observations, stimulated recalls	The participant's persistent use of critical pedagogy as a teacher identity, supported by her emotions, allowed her to develop as a critically-engaged teacher.	to explore how an ESL teacher's identity and emotions interacted with her classroom practice over time at a large university
Gaines, Osman, Maddocks, Warner, Freeman & Schallert (2018)	11 teachers	10 females, one male experienced English teachers	secondary school	Teachers' emotional experiences during PD	Qualitative: semi-structured interviews	Excitement and joy were the most frequently recalled pleasant emotions. Frustration was the unpleasant emotion most commonly reported.	to describe the antecedents of emotions teachers reported experiencing in various PD settings, and their impact on teachers' instruction and engagement in future PD.

Table 2

Overview of Existing Quantitative Research on Teacher Emotions

Study	Sample Size	Sample Description	School Type	Phenomena of Interest	Design/ Methods	Relevant Findings	Statement of Purpose/Research Question
Becker, Götz, Morger & Ranellucci (2014)	149 students	55% female, from eight different schools in the German-speaking parts of Switzerland	High school	Teachers' emotions, their instructional behaviour, and students' emotions from the students' perspective	Quantitative: questionnaires	Teachers' and students' emotions are significantly related, above and beyond teachers' instructional behaviour.	to investigate the relationship between teachers' emotions, their instructional behaviour, and students' emotions in class
Becker, Keller, Goetz, Frenzel & Taxer (2015)	39 teachers 758 students	Mathematics teachers from the highest track of the German school system	Secondary school	Antecedents of teachers' emotions in the classroom	Quantitative: scales	Teachers' emotions change from lesson to lesson. Classroom motivation and discipline are important antecedents of teachers' experiences of enjoyment and anger.	to examine the relationship between classroom conditions and teachers' experiences of enjoyment and anger
Taxer & Frenzel (2015)	266 teachers	65,9% female, from both rural and urban Oklahoma, USA.	Secondary school	The frequency teachers express, fake and hide emotions	Quantitative: scales	Teachers' discrete emotions are differentially related to teachers' self-efficacy beliefs, relationship with students, and well-being.	to investigate the frequency teachers express, fake and hide various emotions
Hagenauer, Hascher & Volet (2015)	132 teachers	65.6% female, 34.4% male.	Secondary school	The antecedents of teacher emotions	Quantitative: questionnaires	The quality of the relationship between teachers and students affect teachers' emotional experiences. Closeness was particularly important for teachers' experience of joy, but was also a significant predictor of teachers' anger and anxiety.	to explore the predictors of teacher emotions in the classroom
Chen (2016)	254 teachers	Teaching in Hong Kong and Mainland China	Primary school	Emotions experienced by primary teachers	Quantitative: survey	Primary teachers enjoy positive interactions with students and colleagues, recognition from school, family and public, but they feel negative emotions in relation to unfair treatment, competition among colleagues, imbalance of work lives, and pressure from society, policy, and educational change.	to investigate how primary teachers perceive their emotions
Bower & Carroll (2017)	11 teachers	Two males, nine females in Queensland, Australia.	Junior high school	Emotions and emotional states specific to teachers and the triggers to those emotions	Quantitative: scales	Student behaviour, workload and staffroom cause various emotional states that teachers experience in the classroom.	to develop a new tool to study teacher emotions in situ, in order to research teacher emotions and the triggers to those emotions
Stephanou & Oikonomou (2018)	256 teachers	92 males and 164 females in Greece	Primary and secondary schools	Teachers' self-reported emotions experienced at school, problem-solving appraisal, self-efficacy and school collective-efficacy	Quantitative: scales, inventories	Teachers experienced positive emotions of moderate to high intensity, and negative emotions moderate to low intensity.	to examine teachers' self-reported emotions experienced at school, problem-solving appraisal, self-efficacy and school collective-efficacy and the effects of efficacy beliefs

van Veen et al. (2005) conducted a study with a high school teacher of Dutch language and literature to reveal what important issues a teacher might have in a context of reforms and how the teacher's personal and professional identity are influenced by the reforms. The data was collected via three semi-structured interviews in eight months. The results show that environment (i.e. working conditions, school administration, colleagues, students etc.) affects the way the teacher experiences a reform, and that emotions are triggered and regulated by the co-action of circumstantial requirements and *cognitive-affective processes*.

Hargreaves (2005) focuses on teacher emotions within the educational change process interviewing 32 secondary school teachers. The study reveals that teachers' emotional commitments and their relationship with their students reinforce their instruction styles, their lesson planning and the structures they would like to teach.

Darby (2008) undertook research to identify specific teacher emotions, the circumstances which result in these emotions and teachers' feedback on their emotions and the circumstances in terms of their self-understanding. This longitudinal study involved 19 critical incident interviews held with experienced elementary school teachers and 19 documents of archival data. The teachers initially talked about the fear to make changes in their instruction. However, they felt ecstatic after they had improved their task perception and confidence and they were excited and proud of both their students' and their own success. Darby (2008) also claims that the importance of research on teachers' emotions related to their professional self-understanding lies in the purpose of educational reform which aims at improving instruction and students' success.

Schutz et al. (2009) examine emotional episodes of teachers in relation to how they manage relationship boundaries with students, how they create beneficial emotional atmosphere in the classroom and how they cope with emotional labor regarding their teacher identity. The study was conducted with five teachers from primary, secondary and high schools and the data were collected via oral interview. The findings reveal that "[t]he classroom is a place where commingling of teachers' and students' emotional influences has the potential, based on individual appraisals and attributions, to create emotional episodes" (p.209). Yuu (2010) observed three experienced secondary school teachers working in different public schools in Tokyo

and conducted semi-structured interviews in order to clarify practical functions of teachers' emotion expression during classroom discourse. The study showed that the teachers enjoyed their classes and expressed their feelings to their students so as to create a friendly environment and encourage the students to learn. The results also revealed the reasons of some of the emotions experienced by the teachers. Their negative emotions were caused by students' passive acts and unkind behaviours. However, the teachers regulated their negative emotions and only showed displeasure, instead.

The case study of two elementary teachers who attended a three-year-long professional development program conducted by Cross and Hong (2012) revealed that teachers had difficulty in expressing their emotions in words, but they preferred to state their opinions about the situation. As reflection is an important instrument in teaching, it is crucial to identify, express and discover teachers' emotions in order to improve teaching practices and regulate emotions (Cross & Hong, 2012). The researchers also suggest that professional development programs should provide teachers with experience opportunities which can help them investigate their values, beliefs and emotions.

Saunders (2012) conducted a study with 27 teachers from VET colleges to investigate teacher emotions in the context of educational reform. She collected data via questionnaires, semi-structured interviews, classroom observations and short reflective interviews. The study suggests that emotions are effective on teachers' professional development experiences and have a central role in their interactions with others. The teachers who participated in the study expressed that their emotions were *cyclical* and affected by context, situations and relationships.

Golombek and Doran (2014) analyzed journals of eleven pre-service teachers, one of whom was the focal participant, to understand their developmental process. The analysis showed that the focal participant's journal included numerous positive and negative emotions which were related to her *perezhivanie* and her thoughts about her teaching and the outcomes of her teaching activities. The researchers claim that reflection journals "mediate a growth point", but the way learners receive mediation varies (p.110).

Becker et al. (2014) conducted a quantitative study with 149 high school students in Switzerland to examine the relationship between teachers' emotions, their instructional behaviour and their students' emotions within the class context. The results show that there is a significant relation between teachers' and students' emotions beyond their instructional behaviour.

The study conducted by Becker, Keller, Goetz, Frenzel and Taxer (2015) investigates antecedents of teachers' emotions such as classroom conditions, and teachers' experiences of enjoyment and anger. The data were collected with scales responded by 39 teachers and 758 students. It was found out that each teacher's emotions varied significantly in each lesson. The researchers claim motivation and discipline as significant antecedents of teachers' enjoyment and anger emotions.

One of the studies with a large sample was made by Taxer and Frenzel (2015). The research involved 266 secondary school teachers asking them to complete a questionnaire which aimed at to reveal the positive and negative emotions teachers expressed genuinely, faked or hid. The results show that the expression of positive emotions cause teaching self-efficacy; therefore, it can be concluded that more pleasant teachers may teach better (Taxer & Frenzel, 2015).

Hagenauer et al.'s study (2015) aims to explore the antecedents of teacher emotions in the classroom. They conducted a quantitative study with 132 secondary school teachers by collecting data with questionnaires. The study revealed that there is a significant relation between teachers' emotional experiences and the quality of the relationship between teachers and students. closeness, which can be seen as a sign of positive relationship between students and teachers, had a significant impact on teachers' experience of joy while it was also an important antecedent of teachers' anger and anxiety.

Chen (2016) investigated how primary school teachers perceive their emotions. The study involved 254 primary school teachers in Hong Kong and Mainland China. Data collection was carried out via surveys for a quantitative analysis. The study revealed that primary school teachers liked positive interactions with their students and colleagues, recognition from school, parents and society while their negative emotions were related to unfair treatment, rivalry amongst colleagues, imbalance of work life, social and political pressure and educational reforms.

Liu (2016) conducted a narrative case study with an ESL teacher with an immigrant background. The study focused on emotional geography. The researcher looked for the emotional understandings and misunderstandings in the teacher's narratives and investigated what challenges might arise from them. The findings show that teachers' emotions are regulated and shaped by the social structure and the fundamental rules of the society, and new members of the society should identify and follow the institutional rules as misunderstanding these rules may give rise to negative emotions both for the teacher and the other parties.

Yoo and Carter's ethnographic study (2017) investigated the emotional context of a teacher development workshop. The workshop where the teachers engaged in writing as 'praxis' was a part of a professional development program. The study involved eight primary and secondary school teachers in Sydney. The study suggest that emotions may give clues about teachers' inner state.

Bower and Carroll (2017) conducted a study with 11 junior high school students in Australia. The study aimed at developing a new tool to investigate teacher emotions in order to find the stimuli of those emotions more accurately. The data were collected via scales. They identified five stimuli and associated three of them (student behaviour, workload and staffroom) with several emotional states experienced in the classroom by the teachers.

Taxer and Gross (2018) used the process model of emotion regulation which was developed by Gross (2015) in order to understand teachers' emotion regulation aims and strategies. They sent collected the data from 56 teachers from primary and secondary schools by sending online surveys with open-ended questions. They explain the question why teachers regulate their emotions with the purpose of decreasing the experience or expression of negative emotions and increasing their teaching effectiveness, acting professionally or managing students' misbehaviour. Regulation strategies were found to be both extrinsic and intrinsic.

Stephanou and Oikonomou (2018) investigated teachers' emotions that they experience at school, their understanding of their ability in problem-solving, self-efficacy and school collective-efficacy beliefs with a sample comprising 256 teachers from primary and high schools in Greece by collecting data from emotion and collective-efficacy scales. The researchers claim that teachers should acquire a

positive perspective to various school-oriented events, and learn how to regulate their emotions. Teachers use specific emotion regulation strategies in response to a particular classroom situation; "there are occasions when teachers use multiple emotion regulation strategies" (Taxer & Gross, 2018, p.186). Stephanou and Oikonomou (2018) also state that efficacy beliefs and problem-solving appraisal are prior to teacher emotions and they might allow emotion regulation.

Lohbeck, Hagenauer and Frenzel (2018) studied teachers' self-concepts and emotions related to teaching by investigating their conceptual separability. They focused on the six dimensions of teachers' self-concept which are pedagogical skills, subject content knowledge, consulting, innovation, media use and diagnostics on teachers' emotions of enjoyment, anxiety, anger. The sample included 248 primary and secondary school teachers. The data were collected via questionnaires and scales. The results reveal that there is a differential relation between teachers' self-concept and their emotions of enjoyment, anxiety and anger. According to the study, self-concept of teaching skills has an essential role as it is in relation to enjoyment positively and anger negatively, while self-concept of subject content knowledge was related to anxiety negatively.

Shahri (2018) conducted a case study with an ESL teacher who started an MA TESOL program and was a graduate assistant at the university. The study aimed to explore how this teacher's identity and emotions interacted with her classroom practice over time. The findings showed that the teacher's determination to maintain the use of critical pedagogy as a teacher identity which was supported by her emotions transformed her into a critically-engaged teacher.

Gaines et al. (2018) carried out a study which aimed at describing the antecedents of emotions experienced and expressed by teachers in various professional development contexts and the effects of these emotions. The study involved 11 teachers from secondary school English/language art departments. The data were collected via semi-structured interviews. It was reported that the most commonly mentioned pleasant emotions were excitement and joy while the most frequently mentioned unpleasant emotion was frustration.

2.5   Language   Teacher   Emotions,   Action   Research   and   Written Reflection

The synthesis of language teacher cognition is defined as "what language teachers think, know, believe and do" by Borg (as cited in Golombek & Doran, 2014, p.103). Therefore, Golombek and Doran (2014) draw attention to a gap which indicates the absence of teachers' emotions about what they think, know, believe and do. The researchers suggest the use of reflection journals of a teacher learner who has to deal with the requirements of the early teaching experiences by stating that the necessity and the way of reacting to intense and contradictory emotions which are written in the reflection journals may be investigated. Fook (2010, p.45) questions "whether we may need some more sophisticated understanding of the complex interplay of personally and organizationally experienced emotions incorporated into critically reflective practice", which points to another lack in the literature. Although "there has been an increasing interest in the role of emotions in teaching and teachers' lives", there is little research about the significance of emotions in reflective practice (Zembylas, 2014, p.210). Zembylas (2014) specially suggests the use of "critical emotional reflexivity as both a theoretical and practical tool that creates openings to integrate more critically the emotional and the political, and the personal and the social, dimensions of reflective experience" (p.219). Postholm and Skrøvset (2013) draws the attention to the researchers' whole presence in the action research by stating that the researchers conduct research both cognitively and emotionally; therefore, action research has an impact on the researcher as well as the field, which gives reflexivity a key role in research. Likewise, Dikilitaş and Yaylı (2018) state that the process of developing a teacher identity is complicated and lifelong besides being influenced by social life, yet teachers can become more emotional and empathetic as they will probably become knowledgeable about the challenges that both they and their students face when they are given a chance to conduct an action research and have self-reflection on their research experience. Conducting an action research may make the teacher-researchers think that it helped them out with the problem in the classroom and they may feel pleased with the process and the result

however, writing up the study, especially the discussion section which requires reflection, may help them generate new ideas (Dikilitaş &Griffiths, 2017).

Edwards's study (2018) brings the teacher emotions terrain and action research together. She collected the data at five strategic points through oral interviews with five teachers with different years of experience who worked on action research projects within the same action research program. Teachers' emotions are reported to shift at each phase of the program; however, these shifts varied for each teacher. One of the teachers, for example, began the program feeling overwhelmed and stated that she felt energized and confident in the end. Another teacher felt both positive and negative emotions at the same phases like alone and excited, or proud and disappointed. The research reveals that in-service teachers may feel complicated emotions while carrying out action research and right after the research, and that negative emotions experienced during the action research process can initiate promising identity development. Contrastingly, Gaines et al., (2018) claim that "the benefits of unpleasant emotions may not apply in practice- and competency-based PD concepts that focus on superficial skills" (p.63). Nevertheless, teachers' emotions that they experience in professional development activities may be different from their emotional experiences in the classroom (Choi et al.; Saunders; Spillane; Reiser & Reimer, as cited in Gaines et al., 2018). Regarding the *appraisal theory* (Sutton and Weathley, 2003), teachers' emotions may differ from their previous teaching experiences while conducting action research.

With the recent advancements in Vygotshian sociocultural theory, applied linguistics, discourse analysis and positive psychology, the interest in investigating language teachers' emotions has remarkably increased (de Dios Martinez Agudo, 2018). In order to conduct such a study, De Costa, Li and Rawal (2019) suggest that the data on language teacher emotions can be collected via "underexplored methodologies such as autoethnography and narrative" (p.4) Therefore, examining written accounts of teacher-researchers and their mentors on action research can make a significant contribution both to educational and psychological fields.

Chapter 3

Methodology

The current research focused on teacher emotions which were expressed by teacher-researchers who had conducted action research. The special interest was put in the distribution of teacher emotions through the stages of action research while the foci of teacher emotions regarding the teachers' self, students, colleagues, workplace, teaching and action research and the contexts they emerged in were also taken into account. Data analysis incorporated the implicit and explicit emotions that were expressed in the action research accounts written by pre-service and in-service teachers who had conducted action research in K-12 and university contexts.

3.1. Research Design

To explore teachers' emotions that they experienced before, during and after AR, I employed grounded theory approach as grounded theory designs allow the researcher to produce a theoretical understanding when existing theories do not apply to the focus of the current study (Creswell, 2012). The analytic induction approach was taken to conceptualize the data and develop a theory as the final output (Strauss & Corbin, 1998). On the grounds that this study serves to the educational research, the systematic design for the grounded theory was adopted with reference to Strauss and Corbin (1998). The other reason for favouring the systematic design in this study was that the systematic design is more structured as the procedures are rigorously described (Creswell, 2012).

The current study was carried out through the analysis of a total of 66 action research accounts of 75 pre-service and in-service ESL/EFL teachers in K-12 and university contexts. The accounts were all published in edited volumes (see Dikilitaş, Smith & Trotman, 2015; Dikilitaş, Wyatt, Hanks & Bullock, 2016; Burns, Dikilitaş, Smith & Wyatt, 2017; Barkhuizen, Burns, Dikilitaş & Wyatt, 2018; Dikilitaş, Wyatt,

Burns & Barkhuizen, 2019). The published accounts written by the teacher-researchers were used as the sole source of data as they were regarded as valid representation of the teacher-researchers' emotions revealed through conducting action research. The texts provided sufficient data to ensure an adequate research process. I followed the open coding, axial coding and selective coding processes (Corbin & Strauss, 1990; Strauss & Corbin, 1998) which allowed me to examine the data more than once and to perpetuate relevancy between the concepts and categories.

3.2. Setting and Participants

The teacher-researchers comprised of 75 English teachers (16% male, 84% female) of whom 11 (14.7%) were pre-service teachers and 64 (85.3%) were in-service teachers while 15 (20%) worked in K-12 context and 60 (80%) taught university students. All the teacher-researchers were engaged in writing action research accounts which were published between 2015-2019. The teacher-researchers were primarily employed in Turkey (93.3%) while eight of the teacher-researchers (6.7%) worked in the USA (Arizona), the UK (London), Greece (Thiva and Cretewhich) and TRNC (Famagusta). The sample from Turkey were distributed over 11 cities (41.4% İzmir, 10% Ankara, 15.7% Adana, 7.2% İstanbul, 12.9% Mersin, 1.4% Konya, 2,9% Denizli, 4.3% Çanakkale, 1.4% Balıkesir, 1.4% Kahramanmaraş, 1.4% Bursa). However, before the data analysis process, it was revealed that 25 teacher-researchers (33.3%) did not express any emotions in their action research accounts. Therefore, out of total, 50 teacher-researchers (66.7%) were involved in the data analysis. The final sample comprised of nine pre-service teachers and 41 in-service teachers, out of whom three in-service teachers worked in K-12 contexts and three in-service teachers acted as mentors in action research programs at their universities. Demographic information for the 50 teacher-researchers (12% male, 88% female) is presented in Table 3. The total sample was chosen via criterion sampling; it provided adequate data collection from different regions and contexts, though.

3.3. Procedures

In this section, the procedures followed in the current study will be discussed in detail.

Table 3

The Teacher-Researchers

Teacher-researchers	Experience	Context	Gender	Total
Büyükgümüş, Mor, Özgür, Okur, Barlak, Ak, Delibalta, Günsür, Baş	pre-service	K-12	1 male, 8 female	9
Uluköy, Büyükiskender, Kordia	in-service	K-12	3 female	3
Yörüdü, Küçükoğlu, Balcı, Torlaklı, Kabadayı, Önal, Kurtulmuş, Buğra, Özünlü, Sucak, Işık, Çetin, Demirel, Tercan, Güneş-Coşardemir, Gümüş, Özdemir, Akyazı, Geylanioğlu, Değirmenci-Mutlu, Karaulutaş, Eryılmaz, Eraldemir-Tuyan, Altunkol, Yusufoviç, Sakarkaya, Aksel, Özmen, Doğan, Kaçar, Uştuk, Çomoğlu, Sofu, Günbay, Aydemir, Fenik , Velde, Gülbahar	in-service	university	5 male, 33 female	38

3.3.1.   Data collection instruments. Action research accounts written jointly or individually by teacher-researchers were used to collect data. All the data source can be found in edited volumes (see Dikilitaş, Smith & Trotman, 2015; Dikilitaş, Wyatt, Hanks & Bullock, 2016; Burns, Dikilitaş, Smith & Wyatt, 2017; Barkhuizen, Burns, Dikilitaş & Wyatt, 2018; Dikilitaş, Wyatt, Burns & Barkhuizen, 2019).

3.3.2.   Data collection procedures. Corbin and Strauss (1990) state that one of the data collection procedures is coding books as long as they shed light on the research questions. The written verbal data investigated in this study were collected according to criterion sampling in order to examine the action research accounts which included emotion expressions. The accounts were closely examined through scanning explicit and implicit emotion expressions. Therefore, data was collected from 45 action research accounts written by a total of 50 pre-service and in-service

ESL/EFL teachers since 21 action research accounts out of 66 accounts written by a total of 25 teacher-researchers did not contain any emotion expressions.

3.3.3. Data analysis procedures. As data collection and analysis are interrelated in grounded theory (Corbin & Strauss, 1990), analysis of the teacher emotions expressed in teachers' AR accounts started right after the first bit of data was collected in order not to miss any notable indication. Therefore, incorporating data analysis into data collection process allowed me to investigate all the potential data systematically (see Corbin & Strauss, 1990; Strauss & Corbin, 1998).

The action research accounts of the teacher-researchers were analyzed via MAXQDA 2018 to keep memos of all the relevant concepts and their sources as the first step of the coding process with regard to Creswell's suggestion to examine each word and sentence closely (2012). The memos were also simultaneously gathered in a Microsoft Excel file as computer programmes help make the data stay immaculate by keeping the connection between the data and the memo (Dey, 1993).

3.3.3.1. Coding scheme. A bottom-up approach was adopted for the coding process since the process starts with collecting and preparing the data, and continues with data analysis which both lets the researcher develop a general sense of data and generate concepts and themes about the core phenomenon (Creswell, 2012). Additionally, the systematic design for the grounded theory was preferred to conduct the analysis process (see Corbin & Strauss, 1990; Strauss & Corbin, 1998). The coding process can be seen in Figure 1. Therefore, I started with open coding phase by coding the teacher-researchers' statements which indicated emotion expressions. I kept memos and diagrams in order to provide a consistent basis to be able to develop satisfying implications and detailed results (Corbin & Strauss, 1990) while coding all the emotions expressed by the teachers. The data was analyzed via MAXQDA 2018 while memos were both kept in MAXQDA 2018 and Microsoft Excel. I collected the quotations which explicitly indicate an emotion or imply them implicitly in order to reveal the sources. These explicit and implicit expressions were coded with emotion concepts which were drawn from common usage as the potential indicators of phenomena (Corbin &Strauss, 1990). After all the concepts were noted, the

quotations were sent to a colleague who held a Master's degree and had experience in studying teacher emotions as "[o]pening up one's analysis to the scrutiny of othershelps guard against bias" (Corbin & Strauss, 1990, p.11). He coded the quotations independently and 24 concepts out of 30 were subsequently confirmed. Other six concepts were negotiated and revealed after the confirmation of the both sides. At the end of the open coding phase, there were 30 different concepts that were revealed in varied frequencies through the quotations of the teacher-researchers. Following open coding, axial coding session was conducted. In this phase, a systematic conceptualization with a focus on the function of the emotion expressions was carried out to make linkages between the emotion concepts. The concepts which were titled in the open coding phase were categorized into six descriptive codes which were generated with regard to the patterns that were presumably clear (Cope, 2010). Through peer-debriefing (Lincoln & Guba, 1985), these categories were negotiated and confirmed again. The aim of these descriptive codes was to label what these emotion expressions represented with a focus on teacher emotions. In the final phase of coding, selective coding was carried out to find out the core phenomena. The six categories previously labelled were thematized under two analytic codes which emerged from the analysis (Cope, 2010). These two themes were negotiated via peer-debriefing and were given the final form following further discussions. Finally, the themes were titled with regard to the effects they had on teachers' emotional states.

3.3.4. Trustworthiness and credibility. To ensure credibility of the findings, an external audit process and two different modes of triangulation were adopted throughout the research (see Creswell, 2012; Denzin, 1978; Lincoln & Guba, 1985). The trustworthiness and credibility of the study were assured via an external audit (Creswell, 2012). The methods and the findings of the study were externally checked by the supervisor of the current study who was a well-known assistant professor and researcher specialized in qualitative methods in educational. The data collection, data analysis and interpretation processes were all confirmed by the audit. Contextual validation was provided by the triangulation of plenty of different sources (see Denzin, 1978). The data was collected from 45 action research

accounts written by teacher-researchers from different contexts. The data sources reflected action research experiences of pre-service and in-service teachers from eight different countries. The second triangulation mode was applied through peer-debriefing. An EFL teacher who held a Master's degree externally checked all the research process in order to ensure that the analysis process and the clarification of the concepts were credible (Lincoln & Guba, 1985). Before the peer-debriefing sessions, the investigators analysed the data individually and, then, negotiated on the coding scheme and the concepts through debriefing. The final form of the research was reached after further discussions and the revision of the concepts and categories.

The data was collected from edited volumes which were open access (see Dikilitaş, Smith & Trotman, 2015; Dikilitaş, Wyatt, Hanks & Bullock, 2016; Burns, Dikilitaş, Smith & Wyatt, 2017; Barkhuizen, Burns, Dikilitaş & Wyatt, 2018; Dikilitaş, Wyatt, Burns & Barkhuizen, 2019). Quotes from the teacher-researchers' action research accounts were cited so as to validate the accuracy of the categories and the themes, and the teacher-researchers were referred by their surnames along with their quotations.

3.4.   Limitations

It should be acknowledged that there are several limitations related to the data collection instrument and the data analysis process. The data was obtained from the published action research accounts of the teacher-researchers; however, they had not written them with a specific aim to express their emotions. Therefore, they mostly described the situation, expressed how the students felt or wrote about the students' attitude throughout the action research process. Cross and Hong's study (2012) supports teachers' tendency to avoid using emotion language although they may have experienced emotions. Further interviews with the teacher-researchers might have been conducted after the data analysis procedure. The emotions mentioned in the data of this current study also solely pertain to the teacher-researchers' action research experiences. Finally, gender was not considered as a variable in this study as majority of the teacher-researchers was female; it represents the reality with regards to   the   population   of   female   language   teachers,   though.

Chapter 4

Findings

This section presents findings for the main research question and the sub-questions regarding the variables (foci of teacher emotions and context) in the current study.

4.1. The Distribution of Teacher Emotions through the Stages of Action Research

During the data analysis session, a total of 30 different emotion concepts which were induced from 94 emotion expressions in the teacher-researchers' action research accounts were clustered under six categories (see Figure 1). The two themes which were further narrowed down from these categories were separately found to emerge more frequently at certain stages of action research.

As seen in Figure 2, the emotion concepts in *'expressing emotional response'*, *'expressing self-conflict'* and *'expressing dissatisfaction'* categories (*concern, anxiety, nervousness, fear, overstress, worry, confusion, uncertainty, hesitation, disappointment, anger, unhappiness, shock*) were intensely mentioned while the teacher-researchers' were reporting their experiences prior to action research, whereas empowering emotions (*enthusiasm, interest, inspiration, energy, curiosity, excitement, pleasure, happiness, satisfaction, belonging, safety, empathy, proud, surprise*) which express *'professional affiliation and optimism'* and *'commitment and determination'* were less expressed at this stage. However, the number of the transforming emotions expressed in the accounts decreases as they are gradually replaced by empowering emotions during the action research process. It was revealed that empowering emotions were relatively more frequently mentioned than transforming emotions were, and emotions expressing *'initiation and resolution' (courage, certainty, confidence)* also began to appear at this stage. However, none of the transforming emotions were reported subsequent to action research process. In other words, it was found that all the teacher-researchers expressed only empowering emotions after they conducted action research.

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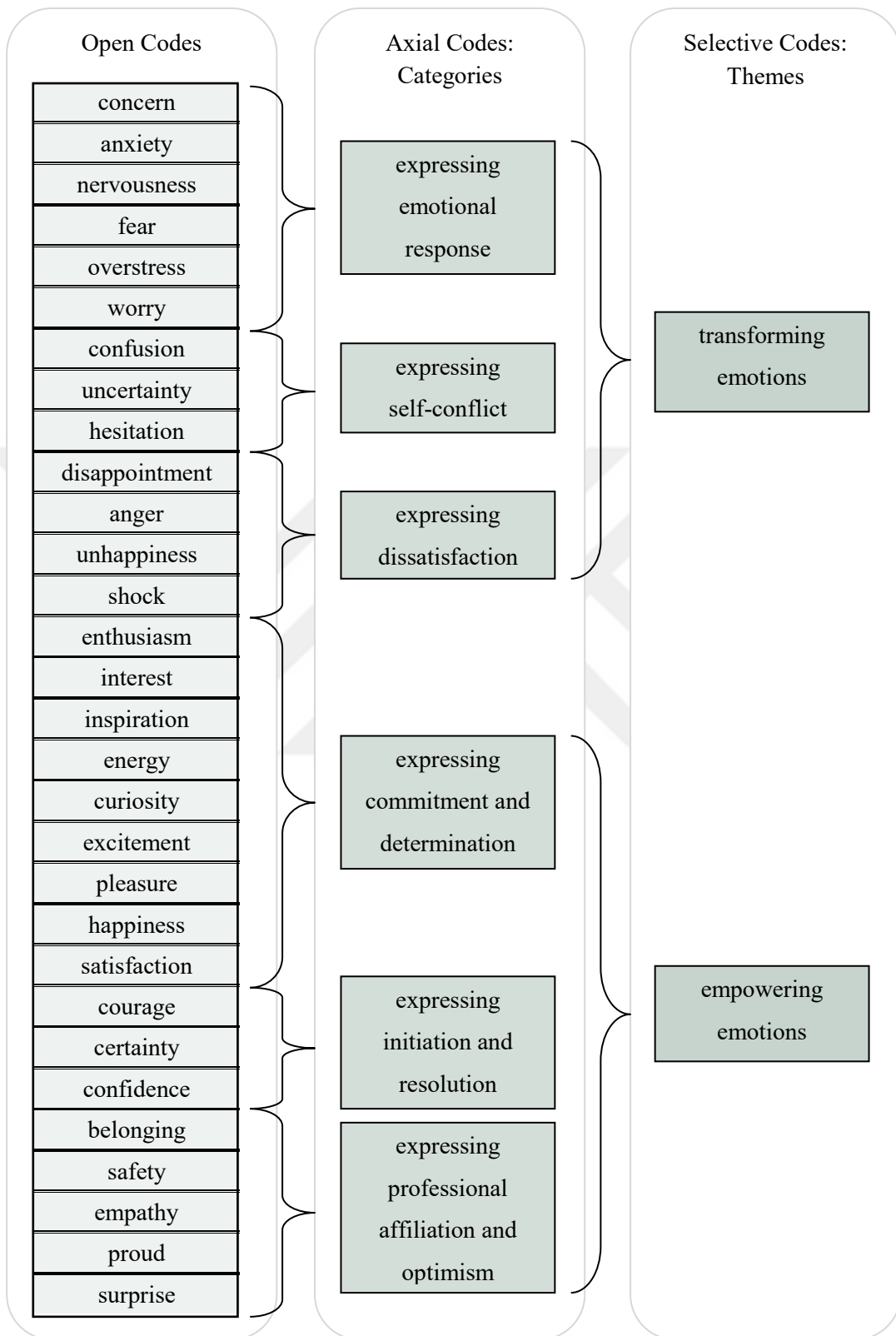
Figure 1. Emerging themes

Legend:
- expressing professional affiliation and optimism
- expressing initiation and resolution
- expressing commitment and determination
- expressing dissatisfaction
- expressing self-conflict
- expressing emotional response

X-axis: before AR, during AR, after AR
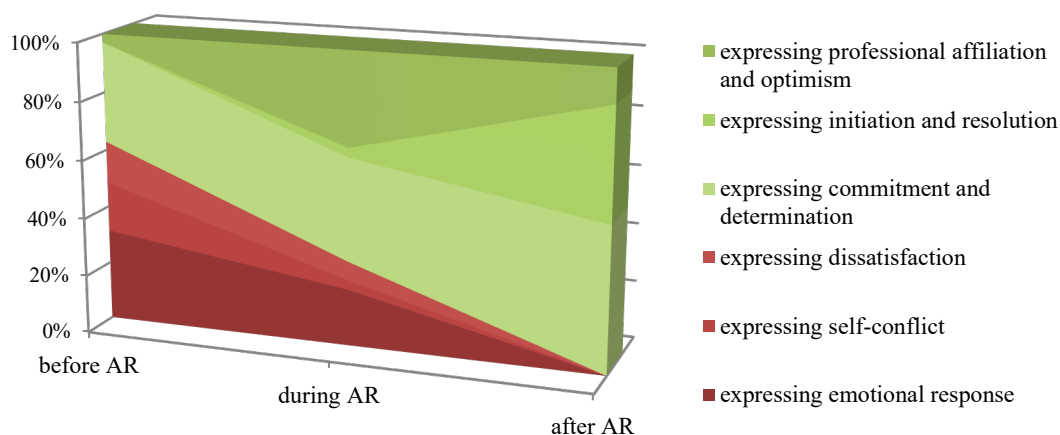
*Figure 2.*Distribution of teacher emotions through the stages of action research

4.1.1.   Emotions emerged according to the focus of the emotions and their distribution. During the data collection and data analysis sessions, six different foci of emotions were found in the teacher-researchers' action research accounts. The emotions revealed through action research were student-related, self-related, action research (AR)-related, colleague-related, teaching-related and workplace-related. Student-related emotions concerned emotions felt for students' attitude, learning and development while self-related emotions concerned their internal experiences such as needs and expectations as a teacher or a researcher. AR-related emotions originated from their experiences about conducting action research while colleague-related emotions stemmed from the quality of the interaction between teachers who were involved in a joint work. Teaching-related emotions occurred in relation to teachers' instructional actions, and workplace-related emotions were the result of the strength of the connection between the teachers and their workplaces.

As seen in Figure 3, almost half of the emotion expressions were in relation to students. Student-related emotions were reported 42 times while self-related, AR-related, colleague-related, teaching-related and workplace-related emotions were reported 23, 14, nine, four and two times, respectively. The most dominant emotion
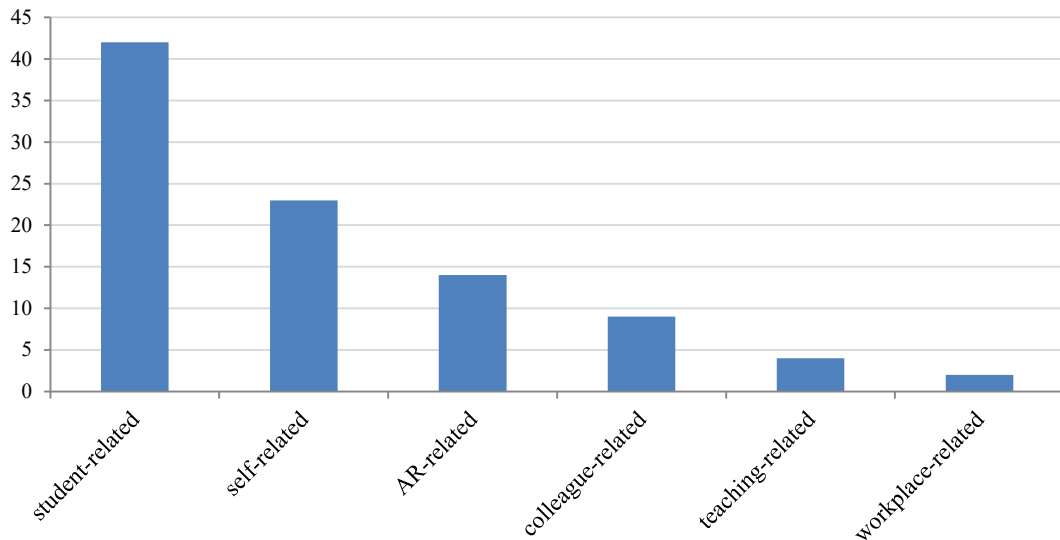
Figure 3. Number of emotion expressions according to the focus of the emotions

category in relation to the foci of the emotions was found as *'expressing commitment and determination'*; however, the dominant category varied when it was separately examined. Moreover, the emotion categories in relation to the foci of the emotions were also found to differ in number (see Figure 4).
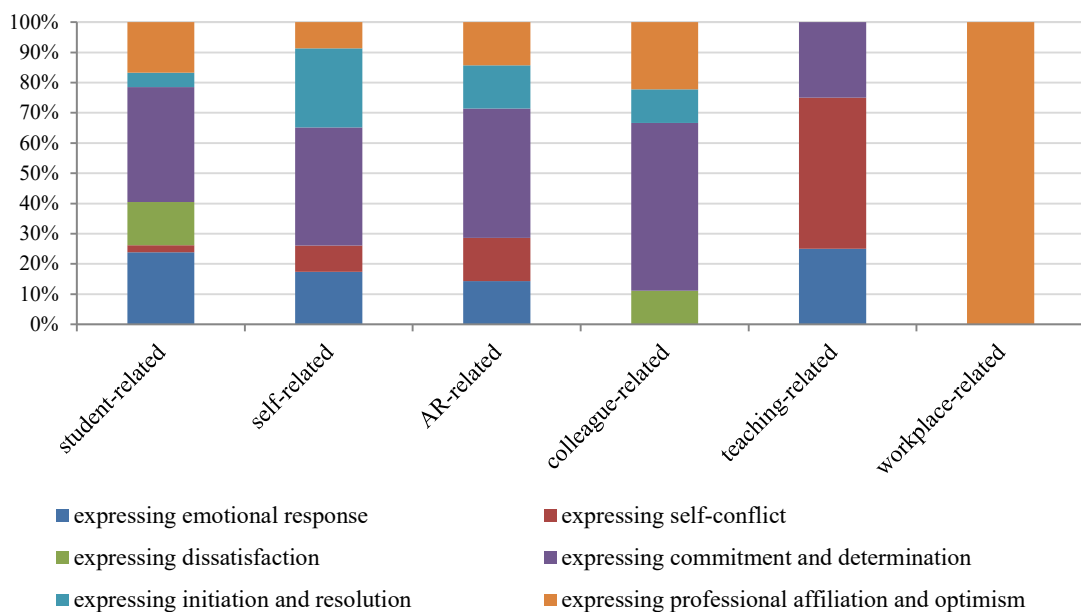
Figure 4. Distribution of the categories among the foci of the emotions

Another notable finding after the examination of the emotions expressed in the action research accounts shows that distribution of the emotions varies in relation to their focus (see Figure 5). 21 out of 42 student-related teacher emotions were felt before the teacher-researchers' conducted action research and the number of the student-related emotions gradually decreased towards the post-AR process whereas self-related emotions were felt more often after the action research process. AR-related emotions, however, were experienced almost equally at each stage. On the other hand, colleague-related, teaching-related and workplace-related emotions were not expressed at certain stages. While colleague-related emotions were experienced almost equally during and after action research, teaching-related emotions were felt only before action research and workplace-related emotions were felt only during action research.
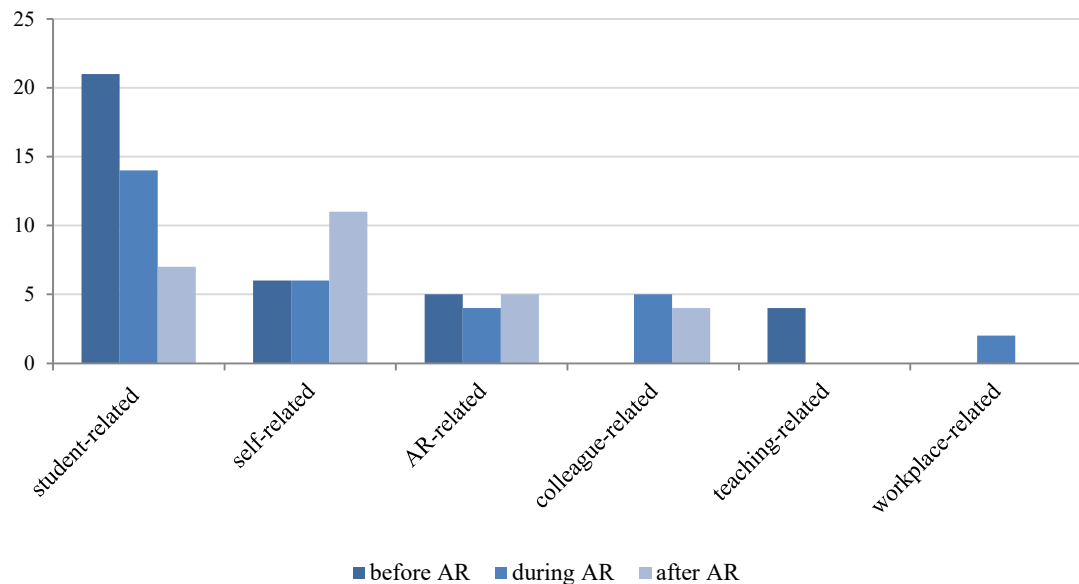
Figure 5. Distribution of emotion expressions according to the focus of the emotions through the stages of action research

4.1.1.1. Student-related emotions. The focus of emotions with the highest number of emotion expressions was found to be the students involved in the action research process. As seen in Figure 6, student-related emotions that were expressed about the teacher-researchers' emotional states related to students before conducting action research included *concern*, *worry*, *anxiety*, *unhappiness*, *disappointment*, *anger*, *curiosity* and *empathy*.

At this stage curiosity, concern and disappointment were mentioned six, three and seven times, respectively while the others were mentioned once. The student-related emotions experienced before action research belong to four categories which are expressing emotional response, expressing dissatisfaction, expressing commitment and determination, and expressing professional affiliation and optimism. The student-related emotions revealed during action research included *concern*, *fear*, *confusion*, *anger*, *happiness*, *pleasure*, *curiosity*, *certainty* and *surprise*. Happiness and surprise were mentioned three and four times, respectively while the others were mentioned once. The student-related emotions experienced during action research pertain to all six categories. Therefore, both transforming and empowering emotions were expressed regarding these two stages.
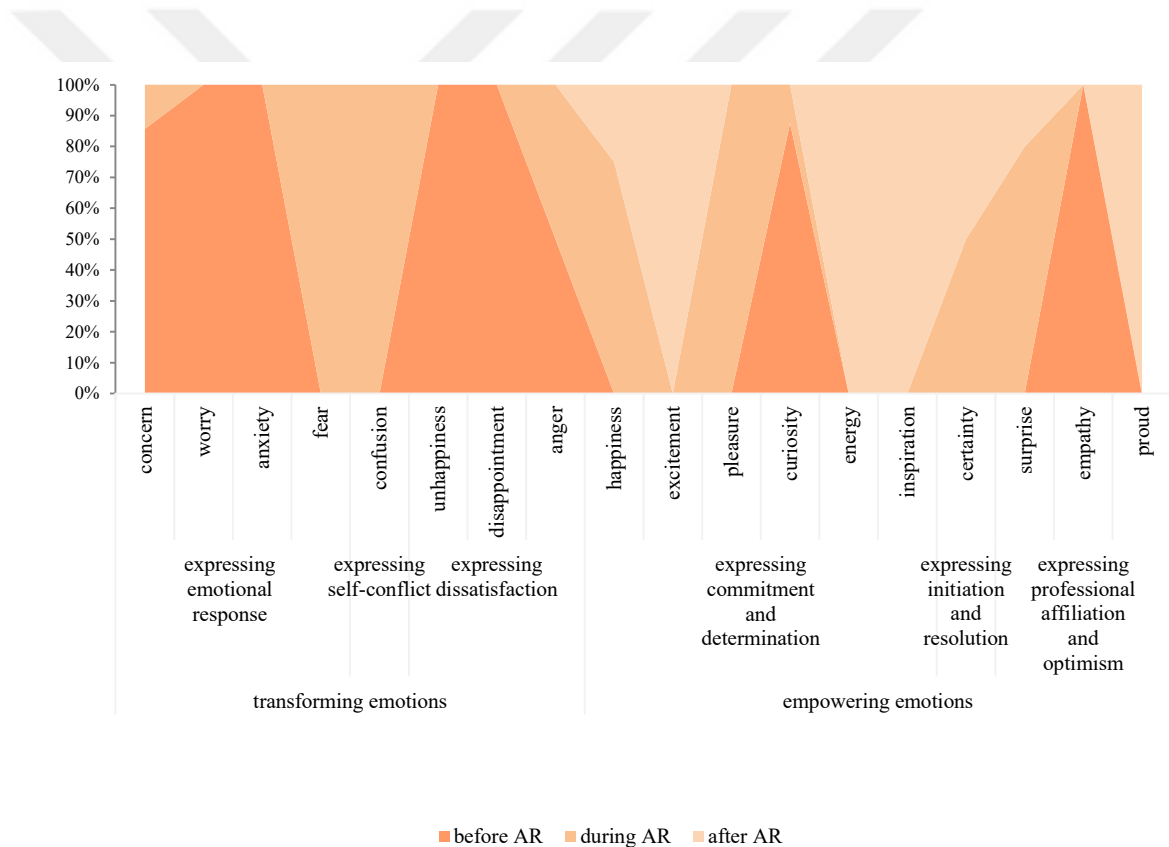
Figure 6. Distribution of student-related emotions through the stages of action research

However, it was revealed that only empowering emotions were expressed after the action research process in relation to students. All three categories under this

theme were found to be expressed at this stage. The student-related emotions which were revealed after action search included *happiness*, *excitement*, *energy*, *inspiration*, *certainty*, *surprise*, and *proud*, each of which was mentioned once.

4.1.1.2. Self-related emotions. The self-related emotions were expressed in all three stages (see Figure 7). These emotions which were put into words at the beginning of the action research process included *uncertainty* and *curiosity* which were mentioned twice, and *anxiety, enthusiasm* which were mentioned once. The self-related emotions in this stage belong to three categories which are expressing emotional response, expressing self-conflict and expressing commitment and determination. In the data source, the teacher-researchers expressed that they felt *anxious, overstressed, nervous, enthusiastic, satisfied* and *surprised* once in relation to their selves during their action research process. The self-related emotions felt during action research pertain to three categories which are expressing emotional response, expressing commitment and determination, and expressing professional affiliation and optimism. Therefore, both transforming and empowering emotions were felt in
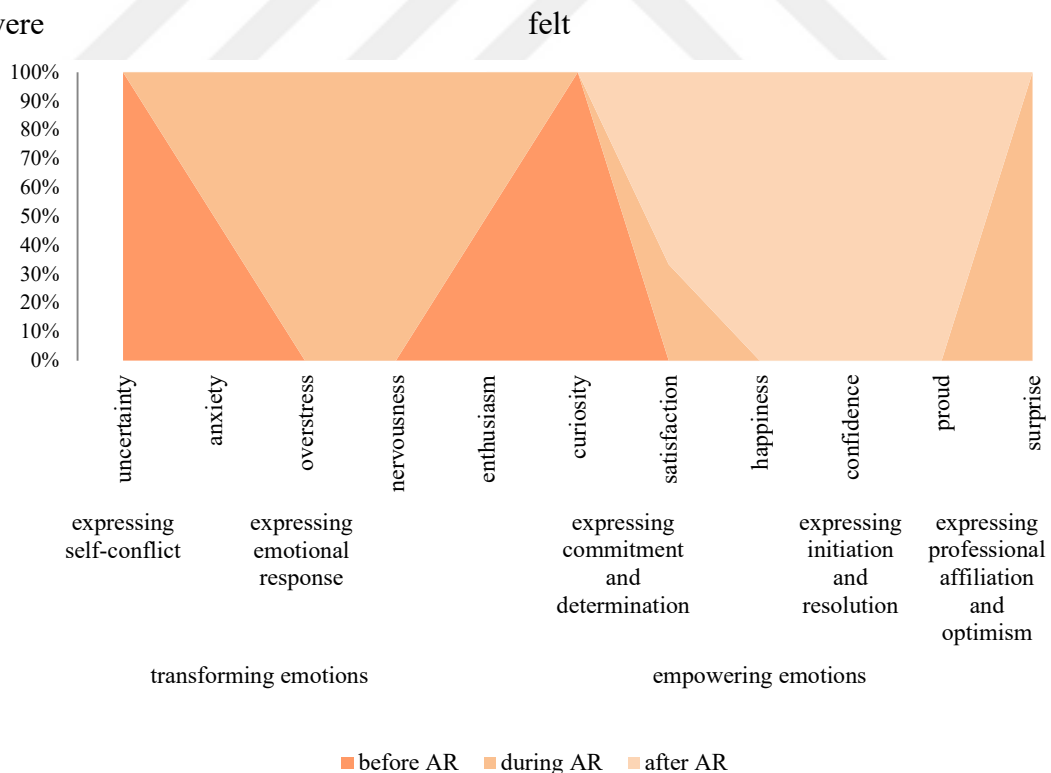
Figure 7. Self-related emotions and their distribution through the stages of action research

these two stages; however, emotions expressing initiation and resolution were not revealed either before or during action research. The self-related emotions revealed after action research included *satisfaction, happiness, confidence* and *proud*, of which *satisfaction* and *happiness* were mentioned twice while the others were expressed six times and once, respectively. Only empowering emotions were experienced in relation to teacher-researchers' selves after action research.

4.1.1.3 AR-related emotions. The teacher-researchers' AR-related emotions were revealed in all three stages of action research (see Figure 8). The AR-related emotions found before action research was conducted included *concern, hesitation, uncertainty, excitement* and *enthusiasm*, each of which was expressed once. These emotions pertain to three categories which are expressing emotional response, expressing self-conflict and expressing commitment and determination. The AR-related emotions experienced during action research included *concern, curiosity, happiness* and *surprise*, each of which was mentioned once.
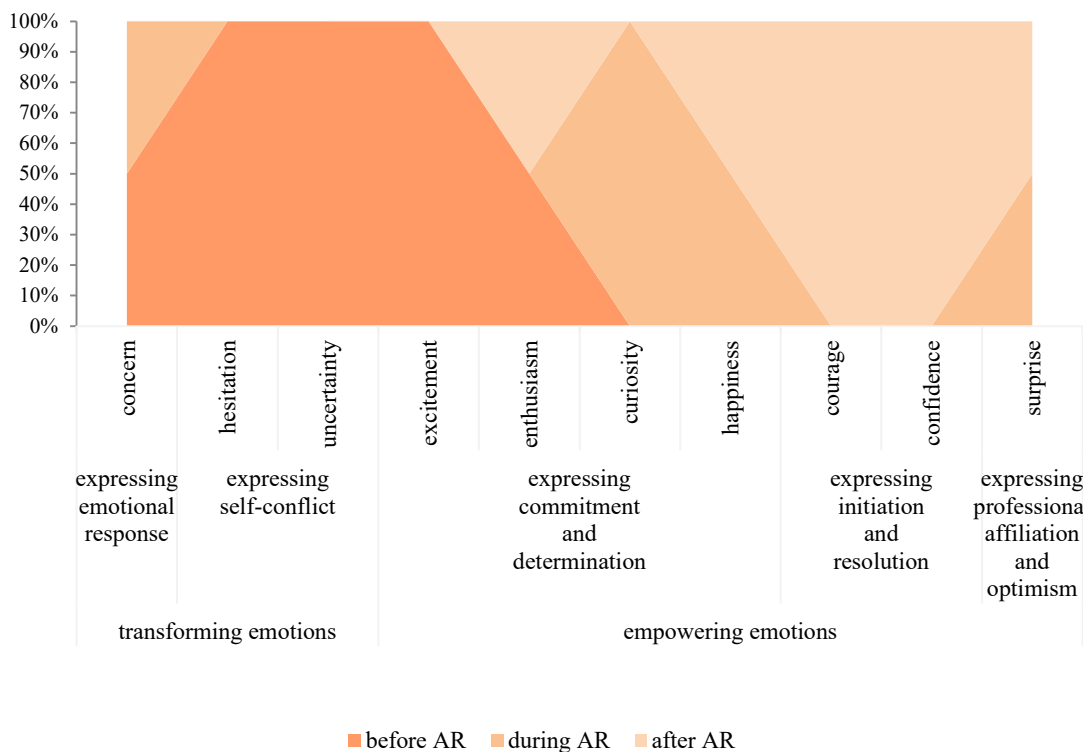
Figure 8. AR-related emotions and their distribution through the stages of action research

Therefore, both transforming and empowering emotions were revealed at these two stages. However, the AR-related emotions experienced after action research pertain to only empowering emotions. The emotions experienced in relation to action research at this stage included *happiness*, *energy*, *courage*, *confidence* and *surprise*, each of which was expressed once.

       4.1.1.4. Colleague-related emotions. As seen in Figure 9, no emotion was expressed in relation to the colleagues regarding their experiences before the action research process. However, during action research, they expressed *shock*, *satisfaction*, *happiness*, *safety* and *empathy*, each of which was mentioned once. The colleague-related emotions expressed for this stage belong to three categories which include expressing dissatisfaction, expressing commitment and determination, and expressing professional affiliation and optimism. Therefore, both transforming and empowering emotions were expressed at this stage. The colleague-related emotions expressed after action research included *happiness*, *enthusiasm*, *energy* and *courage*, each of which was expressed once. Only empowering emotions were found at this stage and they are included in two categories which include expressing commitment and determination, and expressing initiation and resolution.
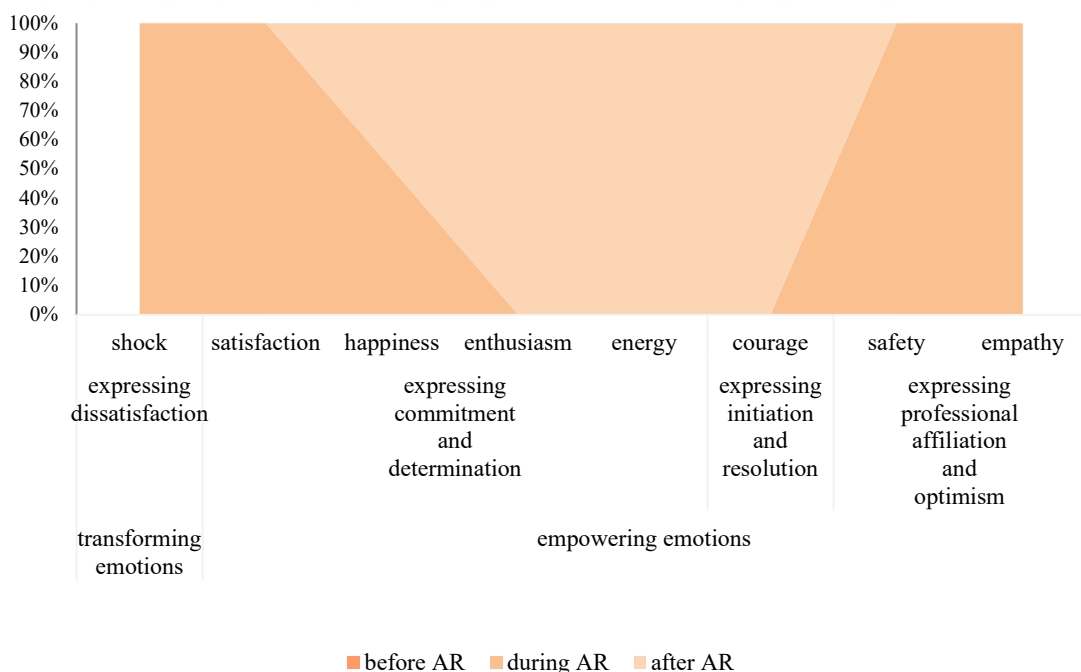
Figure 9. Colleague-related emotions and their distribution through the stages of action research

4.1.1.5. Teaching-related emotions. As seen in Figure 10, the teacher-researchers' teaching-related emotions were experienced only prior to the action research process while no emotion was expressed for the other two stages. The emotions in relation to teaching before the action research process were *anxiety*, *confusion*, *hesitation* and *interest*, each of which were expressed once. These teaching-related emotions experienced by the teacher-researchers belong to three categories which are expressing emotional response, expressing self-conflict, and expressing commitment and determination. Therefore, both transforming and empowering emotions were expressed at this stage.

Figure 10. Teaching-related emotions and their distribution through the stages of action research

4.1.1.6. Workplace-related emotions. As seen in Figure 11, the teacher-researchers' workplace-related emotion was experienced only during the action research process while no emotion was found to be experienced before or after action research. The only workplace-related emotion during the action research process was *belonging* and it was mentioned twice. *Belonging* is regarded to express professional affiliation

and optimism. Therefore, only one of the empowering emotions was expressed at this stage.

Figure 11. Workplace-related emotions and their distribution through the stages of action research

4.1.2.   Emotions emerged with regard to the context the action research was conducted in and their distribution. The emotion expressions of the teacher-researchers who taught EFL in K-12 context and the teacher-researchers in university context were examined separately. It was revealed that there were both similarities and differences regarding the target of the emotions. The emotions were deducted after the examination of the total of findings in each context. Specific findings of five focal teacher-researchers are also included in this section.

4.1.2.1. Teacher emotions expressed in K-12 context. The teacher-researchers who taught EFL in K-12 schools expressed emotional response, and commitment and determination for their experiences before conducting action research. It was revealed that their emotions emerged during action research also belong to these two
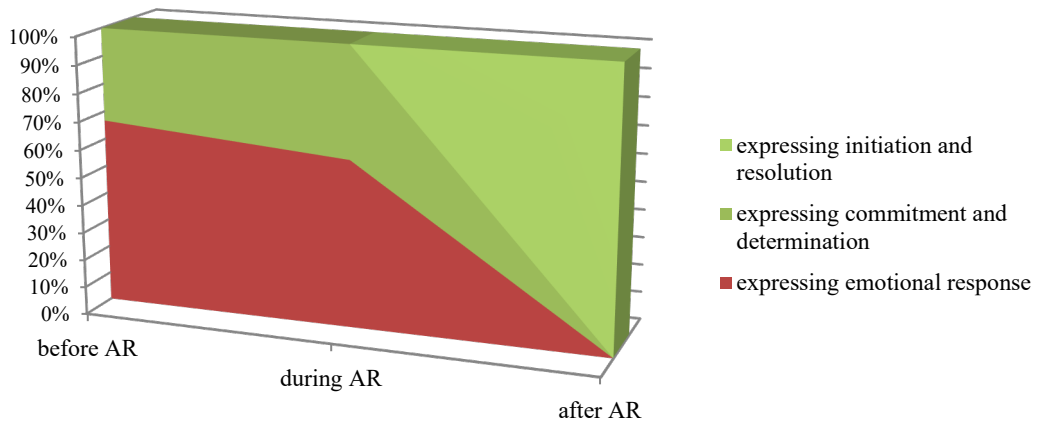
*Figure 12.*Distribution of emotion categories through the stages of AR with regard to K-12 context

categories (expressing emotional response, expressing commitment and determination). As seen in Figure 12, although both transforming and empowering emotions were expressed, former appeared more than the latter in both stages. However, no transforming emotions were experienced after action research. As seen in Table 4, the teacher-researchers were found to feel confident, certain and encouraged after

Table 4

Emotions Revealed in K-12 Context

	Teacher emotions through the stages of AR		
Researcher	before AR	during AR	after AR
Akcan, Büyükgümüş, Mor & Çoban (2019)	concern curiosity		confidence
Özgür (2019)	uncertainty	happiness	
Barlak (2019)			certainty
Okur (2019)	worry		
Ak (2019)	anxiety	anxiety overstress nervousness	confidence
Delibalta (2019)			courage
Günsür (2019)	concern		
Baş (2019)	concern		
Uluköy& Büyükiskender (2019)	curiosity		
Kordia (2015)		happiness	

conducting action research. All three emotions at this stage (*confidence, certainty, courage*) expressed initiation and resolution. Therefore, only empowering emotions were revealed after action research.

As seen in Table 4, the teacher-researchers did not express their emotions for all three stages except for Ak (2019). Ak's emotions distributed through the stages of action research are given in Figure 13. Although she experienced only similar transforming emotions before and during the action research process, she expressed initiation and resolution after she completed the process.
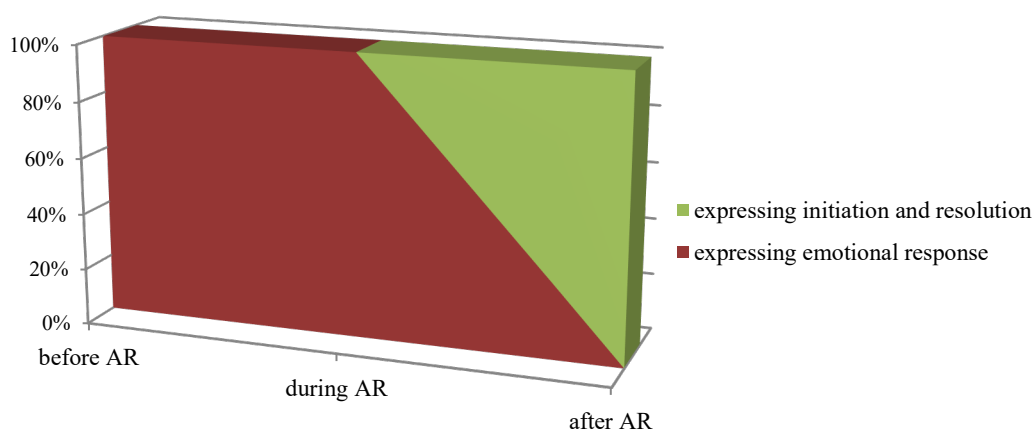
Figure 13. Distribution of Ak's emotion categories through the stages of AR

4.1.2.2. Teacher emotions expressed in university context. The teacher-researchers who conducted action research in universities expressed emotional response, self-conflict, dissatisfaction, commitment and determination, and professional affiliation and optimism for their experiences before conducting action research. The majority of the empowering emotions expressed commitment and determination while the teacher-researchers in university context did not express initiation and resolution at this stage. During action research, emotions from all categories defined during the data analysis process were revealed, and the most intense category of the emotions was found to be expressing proffesional affiliation and optimism as seen in Figure 14. Therefore, both transforming and empowering emotions were expressed at these two stages. After the action research, however, only empowering emotions were found in the teacher-researchers action research accounts.

In addition to expressing initiation and resolution, and expressing professional affiliation and optimism, the teacher-researchers mostly expressed commitment and determination after they conducted action research in university context.
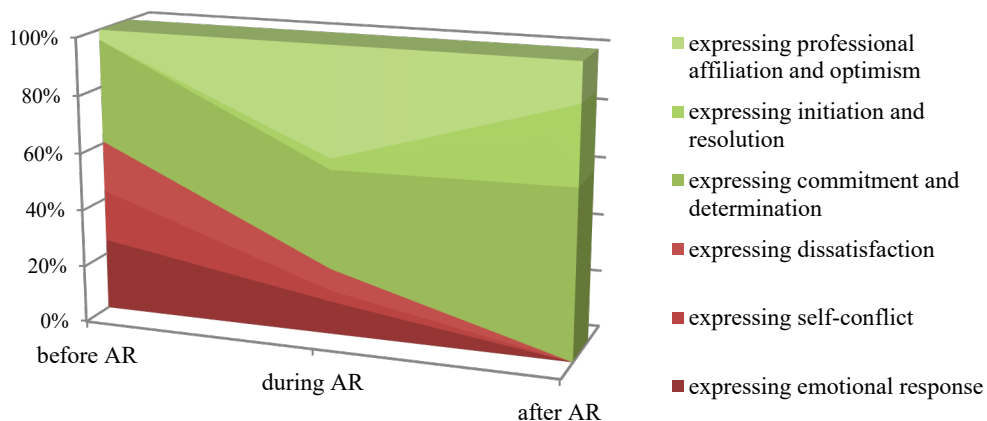
*Figure 14.*Distribution of emotion categories through the stages of AR with regard to university context

As seen in Table 5, most of the teacher-researchers expressed their emotions only for one or two of the stages. Three of the teacher-researchers who experienced emotions in all three stages were also examined separately (see Figure 15, 16 and 17). Akyazı (2016), Eraldemir-Tuyan (2016, 2019), and Evin-Yörüdü and Küçükoğlu (2019) expressed their emotions five, six and seven times respectively. As seen in Figure 15and 16,Akyazı (2016) was found to have experienced both transforming and empowering emotions both prior to and during the action research process while Eraldemir-Tuyan (2016, 2019) expressed transforming emotions only before action research. For example, Eraldemir-Tuyan (2016) stated her disappointment by writing "At the beginning of the school year when I was assigned to teach this class and met my new students, honestly, I felt a bit disappointed not to have the most motivated and well-behaving students." (p.132). Similarly, Akyazı (2016) expressed his self-conflict by stating "I was really shocked as I thought that teachers would have made use of TED talks to some extent in previous quarters of the prep school programme"

Table 5

Emotions Revealed in University Context

	Teacher emotions through the stages of AR		
Researcher	before AR	during AR	after AR
Evin-Yörüdü & Küçükoğlu (2019)	excitement enthusiasm	belonging enthusiasm safety happiness satisfaction	happiness enthusiasm
Balcı (2016)	concern	concern	
Torlaklı (2019)	concern	surprise satisfaction	satisfaction
Kabadayı (2016, 2017)	unhappiness anxiety	happiness confusion certainty	
Kurtulmuş & Önal (2015)	disappointment		satisfaction
Buğra (2016)			excitement happiness
Özünlü (2016)		anger pleasure surprise	
Sucak (2016)		surprise	
Işık (2015)	anger		
Çetin (2015)			happiness
Demirel (2016)			confidence
Tercan (2016)	uncertainty		
Güneş-Coşardemir (2015)	curiosity	curiosity	
Gümüş & Yaylı (2017)		curiosity	
Özdemir (2015)		surprise	confidence
Akyazı (2016)	uncertainty empathy curiosity	surprise shock	confidence
Akyazı & Geylanioğlu (2015)	curiosity		
Değirmencioğlu-Mutlu, Akyazı & Karaulutaş (2016)			happiness
Eryılmaz (2015, 2016)	hesitation anxiety confusion	fear	surprise
Eraldemir-Tuyan (2016, 2019)	disappointment enthusiasm	happiness empathy	proud confidence
Eraldemir & Altunkol (2017)		concern	
Yusufoviç (2015)			happiness

Table 5 (cont.d)

Researcher	Teacher emotions through the stages of AR		
	before AR	during AR	after AR
Sakarkaya (2015)	curiosity		surprise
Aksel & Özmen (2015)	concern	surprise	
Doğan (2018)	curiosity	proud	energy
Kaçar (2019)			inspiration
Uştuk & Çomoğlu (2019)		surprise	
Sofu (2017)	concern		courage energy enthusiasm
Günbay & Aydemir (2015)	curiosity disappointment		
Fenik (2015)			confidence
Velde (2015)	interest		
Gülbahar (2015)	curiosity		

(p.192). Eraldemir-Tuyan (2016, 2019) expressed only commitment and determination, and professional affiliation and initiation during action research while Akyazı (2016) expressed both dissatisfaction and professional affiliation and optimism. However, both researchers stated they experienced only empowering emotions at the end. On the other hand, Evin-Yörüdü and Küçükoğlu (2019) expressed that they experienced only empowering emotions throughout the action research process (see Figure 17). It was stated that they felt enthusiastic before,
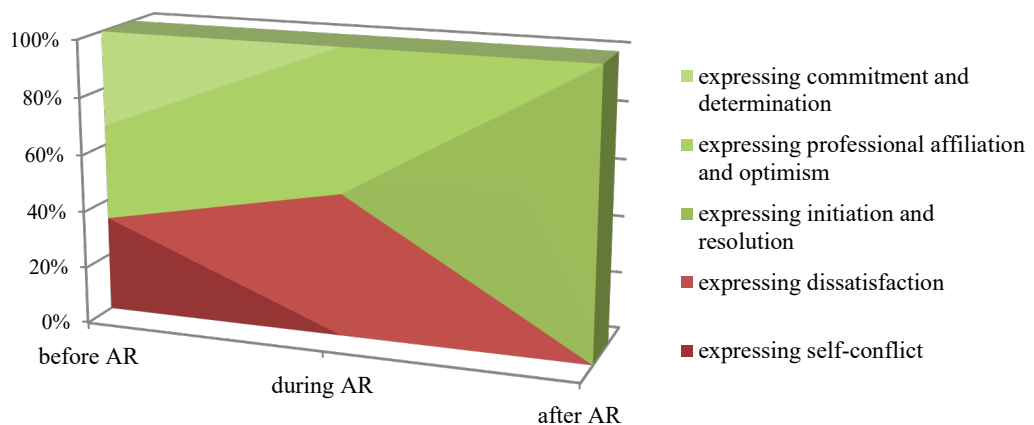
Figure 15. Distribution of Akyazı's (2016) emotion categories through the stages of AR
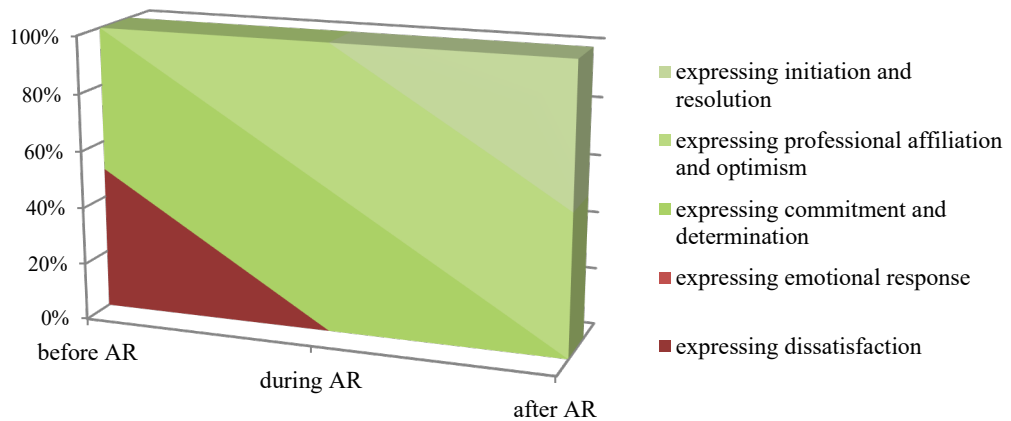
Figure 16. Distribution of Eraldemir-Tuyan's (2016, 2019) emotion categories through the stages of AR

during and after the action research process. For their experiences prior to action research, for example, they wrote "[W]e have different research interests but the same enthusiasm for learning" referring to her colleague(Yörüdü & Küçükoğlu, 2019, p.81). Then, it was added "If I am still in this field and going into class happily and with enthusiasm, I can say that we have achieved this together with collaboration."(Yörüdü & Küçükoğlu, 2019, p.84).
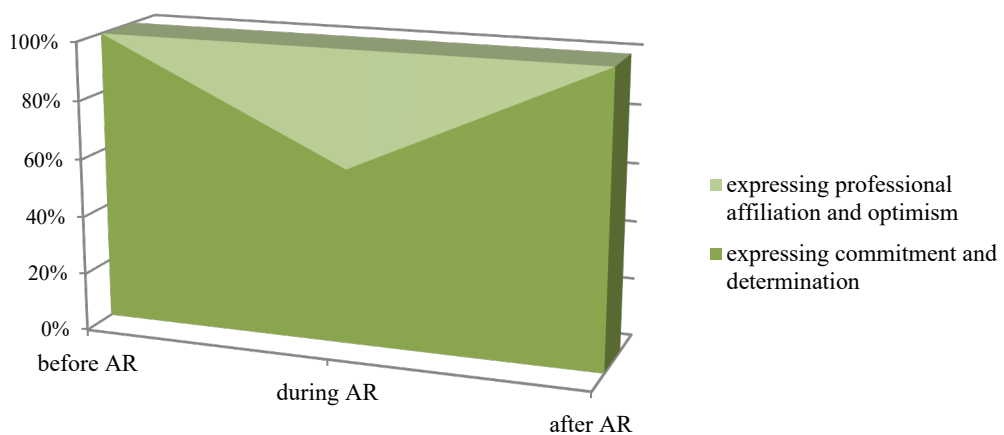
Figure 17. Distribution of Evin-Yörüdü and Küçükoğlu's emotion categories through the stages of AR

4.2. Teacher Emotions Expressed Explicitly and Implicitly

Except for unhappiness, all of the emotions were expressed explicitly while half of the emotions were also expressed implicitly. As seen in Figure 18, emotions of anxiety, nervousness, fear, overstress, worry, hesitation, anger, shock, interest, inspiration, energy, pleasure, courage, belonging and proud were stated only explicitly whereas unhappiness was expressed only implicitly. Out of the emotions which were expressed in both ways, happiness, enthusiasm, confidence and concern were mostly expressed with explicit statements. For example, out of ten happiness expressions, nine are explicit as in the following example, "I was so happy to see that they were highly motivated while speaking in English, even if they spoke little" (Özgür, 2019, p.56). Most frequently implied emotion, on the other hand, is curiosity. Out of eleven curiosity expressions, seven are implicit as in the following example, "Therefore, I wondered whether these students were aware of learning
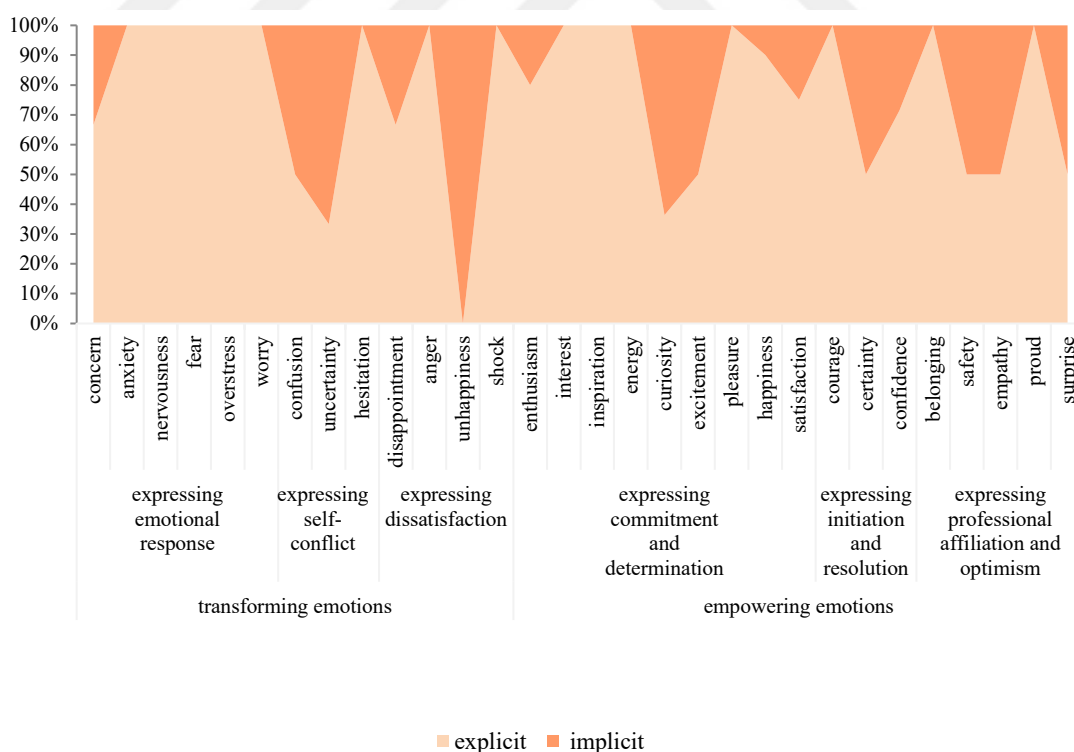
Figure 18. Distribution of teacher emotions expressed explicitly and implicitly

strategies and if using these strategies could be a solution to their problem" (Güneş-Coşardemir, 2015, p.225). The phrases accepted to determine specific implicitly expressed emotions are given in Table 6.

Table 6

The Patterns Used for Implicit Emotion Expressions

Implicit emotions	Patterns
curiosity	I always wondered, I wanted to see, I wanted to discover
surprise	... was surprising to me/us, not expected, surprisingly, ... surprised me/us
empathy	I put myself in the shoes of...
safety	... made me feel better, collaboration, ... always there for me
confidence	... improved me, ... made me feel ready
certainty	I do not have any worries
satisfaction	I was very contented to see...
happiness	... going into class happily
excitement	I/We liked the adrenalin
enthusiasm	... with enthusiasm
unhappiness	I was not happy
disappointment	I/We had not expected that I/we...
uncertainty	I thought that perhaps..., ... felt like a lost traveller, I was unsure,
confusion	the dilemma of ...
concern	with this concern in mind, I started questioning, ... led me conduct this study, to help my students overcome ...,

Chapter 5

Discussion and Conclusions

In this chapter, the findings from the study are discussed in relation to the existing literature. Discussion section is followed by pedagogical implications for future research and further suggestions for researchers. Finally, conclusion which are drawn from the findings are included in the end of the chapter.

5.1. Discussion of Findings for Research Questions

5.1.1.   The distribution of teacher emotions through the stages of action research. The teacher-researchers who conducted action research in K-12 and university contexts mostly expressed unpleasant emotions while they were reporting about the process prior to their action research experiences. These unpleasant emotions mostly included concern, anxiety, uncertainty and disappointment. In other words, the teacher-researchers substantially expressed emotional response, self-conflict and dissatisfaction regarding their prior experiences. In addition to these transforming emotions, they also expressed empowering emotions. Almost all these empowering emotions which included relatively more pleasant emotions pertain to teacher-researchers' expressing commitment and determination. When all these findings are evaluated from the top to the bottom again, it is found that concern and curiosity were the most frequently mentioned emotions which were felt prior to action research, and they were mostly related to students. Consequently, these relatively negative emotions especially along with *curiosity* seem to prompt the teachers to engage in action research as a professional development activity in order to achieve a solution, which justifies that action research is prompted by a problem.

There are several arguments about the effects of emotions on human behaviours. Weiner (1985) states that "causal ascriptions influence emotions, and ... emotional reactions play a role in motivated behavior" (p.559). Golombek and Doran

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(2014) also claims that emotions play a significant role in language teachers' professional development. In this case, the teacher emotions which were caused especially by students motivated the teachers to take a step for resolution as well as their professional growth. In line with the findings, Gallo and Tassinari (2017) suggest that negative emotions which result from the inconsistency between teachers' expectations, students' attitudes or working conditions can be seen as an opportunity by teachers to make a change in their practices as they allow teachers to criticise themselves and seek for ways of professional development. Similarly, Burns (2010) states "as teachers, we see gaps between what is actually happening in our teaching situation and what we would ideally like to see happening" and action research helps teachers solve the problematic situation caused by these gaps in a systematic and deliberate way to make changes and improvements in their profession (p.2). Dikilitaş and Yaylı (2018) also confirm these suggestions by indicating that the teachers in their study who felt dissatisfied with their teaching practices also expressed "a need to develop these through collaborating with students, colleagues, and mentors through their research" (p.7). Another confirming suggestion in the literature is that negative emotions such as anger can motivate teachers by producing positive effects (Izard, 2007; Rodrigo-Ruiz, 2016). Therefore, contrary to Sutton and Wheatley (2003) who suggest that negative emotions have a negative impact on teachers' intrinsic motivation, the emotions prior to action research in this study may have increased the teachers' motivation and had a transforming effect on the teachers' practices. In other words, the emotions which were expressed as to the teacher-researchers' experiences before the action research process are considered to provoke desire for engaging in professional development activities.

The majority of the emotions which were reported to be felt during the action research process included empowering emotions in relation to almost all of the foci of the emotions defined through the analysis session. Although they still expressed emotional response, they mostly indicated commitment and determination along with professional affiliation and optimism. Therefore, the teacher-researchers' engagement in action research seem to replace most of their discomfort, conflicts and dissatisfaction with optimism and attachment to their profession. The existing literature about the results and impact of action research also confirms the findings.

The reason why the teacher-researchers felt *concerned*, *anxious*, *nervous* or *confused* can be explained by Burns's suggestion (2010). She states that action research can make teachers question the teaching routines that they are strongly attached to. Burns (2010) also suggests that teachers' experiences through action research which confirm their teaching approaches result in positive emotions, which can be related to emotions felt during action research such as *belonging*, *enthusiasm* and *happiness* in this current study. The findings for this stage are also in line with Edwards's study (2018). The teacher-researchers who took part in an action research program in Australia also expressed both negative and positive emotions in the middle of the action research process. One of the participants in Edwards's study, for example, stated that she felt accomplished and disconnected while another participant told she felt supported and overwhelmed. Kabadayı's statement can be given as a similar example from this study: "*I was both confused and enlightened at the same time. It took me some time to comprehend this behaviour*" (2017, p.97). In addition to these binary emotions, the most frequently expressed emotion was found to be *surprise*. These two aspects, experiencing binary emotions and feeling surprised, can be considered as the result of teacher-researchers' intense engagement in action research. For example, in this current study, Aksel and Özmen (2016), who conducted action research with their university students, state "*we found that our own awareness towards integrating motivation into teaching was really surprising to us*" (p.94). Similarly, Uştuk and Çomoğlu (2019), who collaborated as mentors of an action research program in their universities, express that they felt surprised within the research process by stating "*we had not expected to encounter such a communication crisis among our participants before we started the study*" (p.22). Dikilitaş and Yaylı (2018) express their observation in their study by indicating that not only did the teacher-researchers' engagement in the action research process raise awareness of their duties, but it also made them realize the necessity of self-development and the significance of collaboration, which also required scrutinizing the challenges students faced to help them out. Using action research as a professional development tool, "teachers induce their personal theories by problematizing their teaching practices with actual experimentations in the classroom" (Dikilitaş, 2018, p.5). Thus, teacher-researchers may feel satisfied as their current theories confirm their actual

experimentations in the classroom during the research process. Nevertheless, while paying close attention to the challenges in the classroom, teacher-researchers may feel surprised if they discover a practical idea which they have never thought of or observe an unencountered action.

The emotions felt after the teacher-researchers conducted action research are all found to be empowering emotions. Almost all of the emotions at this stage expressed commitment and determination, and initiation and resolution. This finding shows that the teacher-researchers perpetuated feeling responsible and determined after the research, and they reached up to resolution. The most frequently expressed emotion after the action research process was *confidence* and almost half of the emotions at this stage were related to the teachers' selves. This finding is line with Edwards and Burns's (2015) study, in which most of the teachers were found to feel more confident after they participated in the action research program. Edwards and Burns (2015) also indicate that several teachers in their study felt more motivated to follow publications on their field, which is also in consonance with teachers' initiation expression in this current research.

Regarding the emotions felt prior to action research, it can be concluded that action research had a great impact on teachers' emotional state. Therefore, the emotions which are usually categorized as negative in the literature (see Hargreaves, 1998, 2000; Izard, 2007; Schutz et al., 2009; Sutton & Wheatley, 2003, Tsang, 2015) actually served positive functions through action research since they triggered both self-development and professional development of the teachers. The teachers who conducted action research in their own contexts reported that they felt *confident*, *certain*, *excited*, *enthusiastic*, *happy*, *satisfied*, *proud*, *encouraged*, *inspired* and *energized*. These emotions which are mostly related to the teacher-researchers' selves can be considered to empower the teachers, which supports the suggestion that "[r]esearching is one of the empowering professional development strategies" (Dikilitaş, 2018, p.6). Gallo and Tassinari (2017) emphasize the importance of emotions in teachers' professional development by stating that scholarly knowledge and competences are not enough to provide a basis, so professional growth also requires emotional work. They also call positive emotions as *energizing emotions* as they provide teachers with energy which makes teaching profession more desirable.

Moreover, Gallo and Tassinari (2017) suggest that positive emotions bring out the sense of compatibility with the students and their selves, and this sense results in teachers' feeling self-esteemed, appreciated and valued. Developing the emotional characteristics of language teachers such as feeling cooperative, empathic and confident may play a role in promoting their wellbeing (Macintyre, Ross, Talbot, Mercer, Gregersen & Banga, 2019). Mercer, Oberdorfer and Saleem (2016) suggest that one of the ways to contribute to the wellbeing of teachers is their cognitive and behavioural engagement in teaching while feeling positive emotions. They state that teachers may end in burnout due to the *external locus of control*, but they can be encouraged to adopt an explanatory way to promote optimism *and internal locus of control*. Therefore, they can concentrate on [the reasons for why things worked or did not work] that can be changed and which are within their locus of control deciding on what steps need to be taken to initiate change (Mercer et al., 2016, p.222). Positive emotions are essential needs for the wellbeing of teachers (Haganauer et al., 2015) as they contribute teachers' self-growth and social connection (Fredrickson, 2001). With these suggestions in mind, action research can be claimed to be highly beneficial to teachers' wellbeing as it provokes empowering emotions at the end. The impact of action research in terms of a healthy state of wellbeing takes on importance as "a sense of wellbeing is a necessary condition which enables [teachers] to draw upon, deploy and manage the inherently dynamic background, primary and social emotional contexts in which they teach and in which their pupils learn" (Day & Qing, 2009, p.29). In other words, with the use of action research, teachers' sense of wellbeing and their emotions can feed each other.

These empowering emotions contribute not only to the teachers' wellbeing, but also to their autonomy and professional growth. In relation to reported emotions in the research, the teacher-researchers were found to be transformed into teachers who were empowered in their profession. Although they mostly felt negative emotions related to their students before they conducted action research, they began to feel relatively more positive emotions as to the students once they conducted action research, since action research informs the teachers about their students and their responsibilities in teaching (Dikilitaş & Yaylı, 2018). Dikilitaş and Griffiths (2017) point out that "engagement in AR is an empowering way of creating freedom, being self-directed, and becoming learner-teachers"; however, the link between action

research and teacher autonomy can only be provided by the positive influence that action research has on the teacher-researcher (p.36). As Gaines et al. (2018) indicate in their study, teacher-led professional development activities can transform unpleasant emotions into positive results when they are evaluated through reflection and discussion. It can be suggested that writing action research accounts increase the reflexivity capacity of the researcher. Thus, action research can be considered as an effective professional development tool to develop teachers both emotionally and professionally.

5.1.1.1. *Emotions emerged according to the focus of the emotions and their distribution.* Regarding the findings revealed according to the focus of the emotions, the teacher-researchers may have prompted to initiate action research in their context under the influence of their student-related, self-related, AR-related and teaching related emotions. Especially student-related emotions may be considered effective as they were mentioned very often. It is clearly be seen from the findings that student-related emotions tend to decline in number while self-related emotions increase. This finding points to the shift in the teachers' focus through action research. The teacher-researchers' prior emotions were mostly connected to the students as an exterior reason in the beginning; however, after the implementation of action research, they were found to focus on themselves. In other words, the teachers' peripheral focus was shifted to their self being. Although it may seem as if action research moved the teachers away from the students, it may have helped teachers to question and reflect on their own practices. Furthermore, the learner-oriented emotions that were felt after the research were all found to be empowering. Therefore, at the final phase, action research actually draws the teachers closer to the students as it refines pedagogic issues (Dikilitaş & Griffiths, 2017). Another notable finding which shows colleague-related emotions began to be felt with the implementation of action research draws attention to the benefits of collaboration in research. Although there are several studies on collaborative action research in the literature, they only focus on the professional benefits (e.g. Burns, 1999; Dikilitaş & Griffiths, 2017). However, it can be concluded from this current study that collaborative action research make teacher-researchers develop positive emotions such as happiness and proud for their colleagues.

5.1.1.2. **Emotions emerged with regard to the context the action research was conducted in and their distri*bution*.** Transforming emotions felt by the teachers from both K-12 and university contexts gradually decreased and action research left the teacher-researchers with empowering emotions; however, the K-12 teachers did not express dissatisfaction, self-conflict or professional affiliation throughout the research. Moreover, they expressed only initiation and resolution after the actionresearch process. The reason of the absence of dissatisfaction and self-conflict may be due to the lower academic expectations in K-12 context compared to the university teachers' expectations. As the K-12 teachers mostly included pre-service teachers, they conducted their action reserach in their practicum classes. Therefore, with regard to K-12 teachers' emotions experienced after action research, it can be concluded that they mainly aimed at achieving resolution to the pedagogic problems in their classrooms. On the other hand, the action research process brought out the positive beliefs in the teachers from university context as they experienced optimism in the middle of the research. While the K-12 teachers directed their attention to the solution in the end, the university teachers focused on the process. It can also be suggested that engaging in action research increased the teachers' commitment and determination while it provided them with fulfilment at the end. Therefore, action research can be a rewarding professional development activity for teachers in both contexts considering "the solution-based focus, emphasis on fostering practitioner empowerment, and pragmatic appeal of action research" (Hine, 2013, p.161), which are consistent with the emotion expressions revealed through the teachers' action research accounts.

5.1.2. **Teacher emotions expressed explicitly and implicitly.** Teachers can have difficulty in using emotion language and tend "to use the emotion words to describe the situation than the self" (Cross & Hong, 2012). The implicit expressions included in the action research accounts were found to be descriptive rather than evaluative. Although the statements which described the situation were not included in the analysis session, several expressions were used to determine the emotion as the teacher-researchers in the current study expressed them implicitly (see Table 6).

There may have been a few reasons for avoiding or neglecting emotional expressions in the action research accounts. First of all, the teacher -researchers were not guided by their mentors or the editors to use emotional language specifically. They were only supposed to report and reflect on the research process; therefore, the explicit emotion expressions were indicated naturally while other emotions were implied via adverbs (e.g. surprisingly for feeling surprised), verb choices (e.g. wondered for feeling curious) or metaphors (e.g. a lost traveller for feeling uncertain). Another reason may be the teachers' lack of inclination or disinclination towards self-revelation. Nevertheless, it is vital for professional growth and emotion regulation to be able to identify and analyse teachers' emotions (Cross & Hong, 2012).

5.2. Pedagogical Implications

This study offers evidence that engaging in action research transforms teachers by replacing their negative emotions with positive emotions, and empowers teachers by nourishing their wellbeing and professional development. Teachers' wellbeing should be given importance as it is essential to reach better learner outcomes and to let professional development happen (De Costa et al., 2019). Therefore, this study may benefit the researchers of teachers' professional growth, the researchers of teacher emotions and the researchers of teachers' wellbeing as well as teachers as practitioners, teachers as researchers, school administrators and education policymakers.

There are a large number of studies which investigates the antecedents and the impact of teacher emotions, teacher emotions in the context of educational reform, teachers' emotion labour and emotion regulation in school context (e.g. Becker et al., 2015; Cross & Hong, 2012; Darby, 2008; Hagenauer et al., 2015; Hargreaves, 2000, 2005; Golombek & Doran, 2014; Saunders, 2012; Schutz et al., 2009; Taxer & Gross, 2018; Yuu, 2010; Zembylas 2004). However, there is a few research on the relation between teacher emotions and professional development activities (e.g. Edwards, 2018; Gaines et al., 2018; Yoo & Carter, 2017) . The relation between teacher emotions and particularly action research as a professional development tool

can be a fruitful topic to further investigate as it may make a change in the perceptions of both the practitioners and the researchers.

This study can also shed light for the mentors of action research programs as they can help the teacher-researchers better. Nevertheless, they should guide and encourage the teacher-researchers to use emotion language while reporting and reflecting on their action research processes. The current study also showed that the teacher searchers expressed commitment and determination at all stages of action research with minor changes in number. Therefore, the sense of commitment and determination can be seen as a common characteristic among the teacher-researchers. With this in mind, the mentors should provide necessary conditions to maintain the sense of commitment and determination in teachers' professional lives in order to increase the engagement in action research.

5.3. Conclusions

In this study, the teacher emotions which were revealed through teacher-researchers' action research accounts and how they were distributed through the action research process were discussed. The action research accounts served as a fruitful data source as they include reflexivity and rationalisation of teacher-researchers' actions. Hence, this study suggests two promising results. Firstly, the findings showed that the teacher-researchers mostly felt negative emotions before they started conducting action research, yet they expressed only positive emotions following the action research process. Although several studies claim that negative emotions bear unfavourable results (e.g. Sutton & Wheatley, 2003), this study provides evidence of the transforming effect of action research. Not only did the teachers who engaged in action research develop professionally, but their wellbeing was supported as their negative emotions at the beginning were abrogated by action research. Moreover, these emotions felt before action research transformed the teacher-researchers who felt empowered at the end. Although the contexts of the studies are different, Izard (2007) and Rodrigo-Ruiz (2016) confirm that negative teacher emotions may result in positive teacher emotions. Secondly, the majority of the emotions prior the research were student-oriented. The focus of the most of these

emotions, however, shifted from peripheral sources to the teachers' selves while transforming the teacher-researchers. Action research helped them to develop a sense of initiation, resolution and optimism. That is, the teachers focused on their own professional development to reach resolution rather than devoting their time to the problematic situation. Regarding these two results, this study points out that action research can provide a shift from transforming emotions towards empowering emotions. In other words, by the use of action research as a professional development tool, emotion can be transformed into actuation.

5.4. Recommendations for Future Research

This current research sheds light on the teacher emotions felt through action research and provides evidence for the positive effect of engaging in action research on teacher-researchers' wellbeing and professional growth. Nonetheless, further research may be conducted on the effects of the transformation in teacher-researchers' emotions. The teacher-researchers may be asked what emotional changes occurred in relation to students in the classroom setting after the action research process so as to have a deep insight about the difference. It can be investigated how long the effects of action research last in terms of contributing to teachers' wellbeing. In-depth studies may bear new findings about teacher-researchers' emotions. Therefore, asking the practitioners to keep an *emotion diaries* (Liu, 2018) or reflection journals (Golombek & Doran, 2014) during the action research process and implementing semi-structured interviews may be helpful for the researchers who are into the field. It may bear valuable results to compare the impact of collaborative action research on teacher emotion with the effects of action research conducted individually. Student involvement in action research and action research within the language departments of schools may also be futher investigated to see if there is a difference in terms of their effects on teacher-researchers' emotions. As the current study only focused on the context, further studies may respond to different variables such as gender or teaching experience.

Both teacher emotions and action research are the trendy topics of the 21st century. The correlation and connection between these topics may be investigated in

many perspectives. Such studies will surely contribute to the literature about teachers' professional development practices.

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APPENDICES

A. OPEN CODING MEMOS

Emotion Concepts	Foci of the Emotion	Stages of AR	Quotation
concern	student-related	before AR	"During my practicum experience at a private school in Istanbul … I became increasingly concerned about students having motivational problems" (Akcan, Büyükgümüş, Mor & Çoban, 2019, p.31)
curiosity	student-related	before AR	"I became curious as to whether allowing students to freely express their ideas in the classroom would add to their motivation and enrich their thinking processes and experiences." (Akcan et al., 2019, p.31)
confidence	AR-related	after AR	"Learning how to use such strategies during the lessons also made me feel ready to cope with similar problems I can face in my real classrooms in the future." (Akcan et al., 2019, p.35)
excitement	AR-related	before AR	"We liked the adrenalin and the learning and sharing opportunities we have through collaborative research" (Yörüdü & Küçükoğlu, 2019, p.81)
enthusiasm	self-related	before AR	"[W]e have different research interests but the same enthusiasm for learning" (Yörüdü & Küçükoğlu, 2019, p.81)
belonging	workplace-related	during AR	"Conducting classroom research in different institutions we work help me to feel belonging for my workplace" (Yörüdü & Küçükoğlu, 2019, p.82)
enthusiasm	self-related	during AR	"[T]here is always a way when you are enthusiastic enough." (Yörüdü & Küçükoğlu, 2019, p.83)
happiness enthusiasm	colleague-related	after AR	"If I am still in this field and going into class happily and with enthusiasm, I can say that we have achieved this together with collaboration." (Yörüdü & Küçükoğlu, 2019, p.84)
			"But my partner was always there for me with new ideas for research and collaboration, which made me feel much better." (Yörüdü & Küçükoğlu, 2019, p.82)
safety	colleague-related	during AR	"We are a good team in many ways, and I know that I have a real friend." (Yörüdü & Küçükoğlu, 2019, p.83)
safety	colleague-related	during AR	"She is a real friend whom I can truly trust and feel safe when presenting in front of a big audience, and above all, she is an inspiration to go on despite challenges." (Yörüdü & Küçükoğlu, 2019, p.83)
happiness satisfaction	colleague-related	during AR	"It is priceless to share the feeling of happiness and satisfaction after the excitement and adrenalin at a conference" (Yörüdü & Küçükoğlu, 2019, p.83)
belonging	workplace-related	during AR	"From time to time the collaborative research I conducted with my critical partner let me collaborate with my colleagues in my workplace, which increased my sense of belonging to my workplace." (Yörüdü & Küçükoğlu, 2019, p.82)

Emotion Concepts	Foci of the Emotion	Stages of AR	Quotation
concern	student-related	before AR	"Throughout my classes I have observed that my students feel unwilling and unsafe during the picture-description tasks which also form a main part of the oral exam. With this concern in mind, and based on my observations of my classes, I decided to use peer-assessment to help my students overcome their anxiety they experience during picture-description tasks." (Balcı, 2016, p.219)
concern	student-related	during AR	"I started questioning what I can do to change my students' negative perceptions." (Balcı, 2016, p.227)
concern	student-related	before AR	"I realised that my students had problems in recalling newly learned vocabulary. Also, they indicated that they could not use the vocabulary they learnt in the lesson. These problems led me to conduct this study." (Torlaklı, 2019, p.172) "To help my students overcome these problems, I thought ..." (Torlaklı, 2019, p.172)
surprise	AR-related	during AR	"To my surprise, I explored a lot through this research in contrast to what I expected." (Torlaklı, 2019, p.177)
satisfaction	self-related	during AR	"I felt the satisfaction of a teacher depending on my experiences and explorations in my class." (Torlaklı, 2019, p.177)
satisfaction	self-related	after AR	"I do feel more satisfied now, both as an instructor and an individual, as I managed to help my students improve themselves." (Torlaklı, 2019, p.177)
unhappiness	student-related	before AR	"I was not happy with the picture that I saw in the class." (Kabadayı, 2016, p.126)
happiness	student-related	during AR	"… made me smile, because instead of me, they were doing most of the learning." (Kabadayı, 2016, p.127) "I was glad to see many of the questions were answered by their partners" (Kabadayı, 2016, p.127) "I was pleased to see their communication." (Kabadayı, 2016, p.128)
anxiety	student-related	before AR	"Then, I asked anxiously about what type of activities students mostly missed because of not reading the instructions thoroughly." (Kabadayı, 2017, p.93)
confusion & certainty	student-related	during AR	"I was both confused and enlightened at the same time. It took me some time to comprehend this behaviour." (Kabadayı, 2017, p.97)
happiness	student-related	during AR	"I was so happy to see that they were highly motivated while speaking in English, even if they spoke little." (Özgür, 2019, p.56)
uncertainty	self-related	before AR	"I was feeling like a lost traveller until I engaged in my action research study." (Özgür, 2019, p.57)
disappointment	student-related	before AR	"[W]e usually feel disappointed to see our students struggling." (Kurtulmuş & Önal, 2015, p.297)
satisfaction	self-related	after AR	"We were very contented to see that the results of this research were in line with our expectations." (Kurtulmuş & Önal, 2015, p.313)
excitement	student-related	after AR	" I was also really excited to read their creative stories." (Buğra, 2016, p.122)
happiness	student-related	after AR	"I was very happy to see that most of them produced something original which showed their creativity."(Buğra, 2016, p.122)
anger	student-related	during AR	"I suddenly started speaking Turkish. The reason for that was my anger towards demotivated students." (Özünlü, 2016, p.252)

Emotion Concepts	Foci of the Emotion	Stages of AR	Quotation
pleasure	student-related	during AR	"I feel pleased in my job when I feel I have been able to teach students and when I observe that they are learning and improving." (Özünlü, 2016, p.258)
surprise	student-related	during AR	"More surprisingly, they could not even think of any activities to do at the weekends." "More surprisingly, they became responsible not only for themselves but also for me-the teacher." (Sucak, 2016, p.112)
anger	student-related	before AR	"I was unfair towards my students because I really got angry when they did not understand or use what I taught." (Işık, 2015, p.295)
happiness	self-related	after AR	"As regards the research study, I was glad to have invested my time on a topic I have had a professional interest in for a long time and doing this research helped me to develop myself both as an English teacher and a researcher." (Çetin, 2015, p.271)
confidence	self-related	after AR	"I feel I have developed confidence to use my talk efficiently enough to allow for greater student talk because I identified a great deal of redundant and repetitive talk my lessons." (Demirel, 2016, p.280)
uncertainty	AR-related	before AR	"As this was my first experience of doing teacher research, I was unsure how it would progress" (Tercan, 2016, p.269)
curiosity	student-related	before AR	"Therefore, I wondered whether these students were aware of learning strategies and if using these strategies could be a solution to their problem." (Güneş-Coşardemir, 2015, p.225)
curiosity	AR-related	during AR	"In my action research, I was curious about the development of language learning strategies" (Güneş-Coşardemir, 2015, p.232)
curiosity	student-related	during AR	"I was both curious about my students' reflections on this practice and I wanted to share their views with my colleagues and my advisor" (Gümüş & Yaylı, 2017, p.106)
certainty	student-related	after AR	"I do not have any worries that my students will not understand me if I speak in English." (Barlak, 2019, p.49)
surprise	student-related	during AR	"It was very surprising to learn that shy students do not want to be actively involved in order not to get embarrassed in front of their classmates." (Özdemir, 2015, p.220)
confidence	self-related	after AR	"[A]fter carrying out this research I've become more confident about using solely English in the lessons" (Özdemir, 2015, p.221)
uncertainty	self-related	before AR	"I thought that perhaps my approach to teaching doesn't fit in with the students' ideas and expectations of what a grammar lesson should look like." (Akyazı & Geylanioğlu, 2015, p.72)
curiosity	self-related	before AR	"I have always wondered how a grammar lesson is conducted by native teachers of English" (Akyazı & Geylanioğlu, 2015, p.72) "In my case, it all started with a curiosity for how a lesson was to be conducted by a native teacher when teaching grammar and the degree of interaction between the teacher and the students during that lesson." (Akyazı & Geylanioğlu, 2015, p.85)
confidence	self-related	after AR	"I know [sic] feel more confident in my teaching practice as I feel more aware of students' expectations and needs as second language learners." (Akyazı & Geylanioğlu, 2015, p.85)

Emotion Concepts	Foci of the Emotion	Stages of AR	Quotation
happiness	AR-related	after AR	"Although it was a painful process, we were glad to see the fruits of our labour." (Mutlu, Akyazı & Karaulutaş, 2016, p.313)
empathy	student-related	before AR	" I put myself in the shoes of my students and thought how boring and meaningless such presentations would be …" (Akyazı, 2016, p.192)
curiosity	student-related	before AR	"I wanted to see if students would also be more enthusiastic about learning amazing things from an authentic context." "I wanted to see how students' self-efficacy when speaking in public is affected after recording and sharing videos online." (Akyazı, 2016, p.192)
surprise	student-related	during AR	"Surprisingly, none of the students had ever heard about TED talks!" (Akyazı, 2016, p.196)
shock	colleague-related	during AR	"I was really shocked as I thought that teachers would have made use of TED talks to some extent in previous quarters of the prep school programme." (Akyazı, 2016, p.192)
anxiety	self-related	before AR	"I realized that I was suffering from classroom stage anxiety." "Both my supervisor and mentor pointed out that I appeared always extremely anxious in the classroom. Thinking about this made me feel even more anxious" (Ak, 2019, p.40)
anxiety and overstress	self-related	during AR	"I highlighted reasons for being overstressed and anxious while teaching." "Results showed I felt anxious mostly while I was giving instructions, making grammar mistakes, losing control and correcting students' answers. Anxiety seemed to lead to further anxiety." (Ak, 2019, p.40)
nervousness	self-related	during AR	"I could see where, when and why I was nervous." (Ak, 2019, p.40)
confidence	self-related	after AR	"Now that I have overcome my problem, I see it as a good experience that improved me." (Ak, 2019, p.41)
concern	student-related	before AR	"when I realized with concern that many of the students appeared to be passive learners who barely participated in the lesson." (Günsür, 2019, p.68)
hesitation	AR-related	before AR	"At first, I was hesitant to use a text-based approach since it was ambiguous not only for me but also for my students." (Eryılmaz, 2016, p.182) "I had had some hesitations related to the way I did the research." (Eryılmaz, 2015, p.66)
anxiety	teaching-related	before AR	"I do not know how many times I have felt anxious about whether or not to correct a student who has made a mistake in class." (Eryılmaz, 2015, p.59)
confusion	teaching-related	before AR	"The dilemma of letting mistakes happen or discouraging students has always confused and bothered me." (Eryılmaz, 2015, p.59)
hesitation	teaching-related	before AR	"Therefore, I have usually been hesitant while giving feedback in class." (Eryılmaz, 2015, p.59)
surprise	AR-related	after AR	"The survey results surprised me." (Eryılmaz, 2015, p.59)
fear	student-related	during AR	"Whenever I asked students to reflect on our practice I had a slight fear of not being able to get their honest opinions." (Eryılmaz, 2015, p.66)

Emotion Concepts	Foci of the Emotion	Stages of AR	Quotation
concern	AR-related	during AR	"Throughout the study, we kept on writing our reflections related to our concerns" (Eraldemir Tuyan & Altunkol, 2017, p.135)
disappointment	student-related	before AR	"At the beginning of the school year when I was assigned to teach this class and met my new students, honestly, I felt a bit disappointed not to have the most motivated and well-behaving students." (Eraldemir Tuyan, 2016, p.132)
enthusiasm	AR-related	before AR	"I have always been a profound enthusiast of action research in every phase of my professional life, including my roles as an EFL instructor and an academic researcher." (Eraldemir Tuyan, 2016, p.59) "I really felt that I was dying to be a part of that community who gave their hearts to teacher research." (Eraldemir Tuyan, 2016, p.60) Upon his invitation, as a staff developer who was craving some enthusiasm and innovation in-service teacher development, I wanted to involve my university as a partner of the project. (Eraldemir Tuyan, 2019, p.12)
happiness	AR-related	during AR	"Our project had started to bind us in its own ways and I was happy to feel that way." (Eraldemir Tuyan, 2016, p.61)
empathy	colleague-related	during AR	"During that time, first of all, I was sincerely 'me', conducting my own classroom research with my language instructor identity, who was suffering from the same problems about time. I was thus understanding instead of judging them (empathy). " (Eraldemir Tuyan, 2016, p.66)
proud	self-related	after AR	"[…] satisfactory outcomes made me feel proud." (Eraldemir Tuyan, 2019, p.16)
confidence	self-related	after AR	"I was able to become more confident about the challenging issues I encountered, which also helped strengthen my resilience and positivity." (Eraldemir Tuyan, 2019, p.16)
worry	student-related	before AR	"I became worried about errors being fossilised, and developed techniques to help students produce the sounds correctly and fluently." (Okur, 2019, p.61)
curiosity	student-related	before AR	"[W]e wanted to discover our learners' needs and get their insights into the current lesson content." (Uluköy & Büyükiskender, 2019, p.125)
happiness	student-related	during AR	"[W]hile monitoring the way they interacted with each other, I was really happy to realize that they managed to negotiate the meaning quite successfully" (Kordia, 2015, p.243)
happiness	self-related	after AR	"In the light of the research that I have done, I am glad that I did the survey." (Yusufoviç, 2015, p.129)
concern	student-related	before AR	"Consequently, given my concerns, I developed an action research study to promote learner autonomy in my practicum classroom" (Baş, 2019, p.72)
curiosity	student-related	before AR	"I started to think about the causes of the problem" (Sakarkaya, 2015, p.164)
surprise	student-related	after AR	"It was also surprising to find out that the students were highly aware of the rationale behind such activities" (Sakarkaya, 2015, p.171)
surprise	self-related	during AR	"At that point we found that our own awareness towards integrating motivation into teaching was really surprising to us." (Aksel & Özmen, 2015, p.94)

Emotion Concepts	Foci of the Emotion	Stages of AR	Quotation
concern	AR-related	before AR	"However, it was not easy to apply new technologies in EFL classes. We had concerns about it at the begining of this project" (Altındağ & Özmen, 2016, p.299)
curiosity	student-related	before AR	"I stated that I was curious about any kind of specific issues/problems that attracted their attention." (Doğan, 2018, p.12)
proud	student-related	after AR	"As the mentor of the study, I felt proud of my mentees' success in refining their thinking and attitude towards teaching" (Doğan, 2018, p.15)
energy	student-related	after AR	"I was energized by the production of a three-month enterprise." (Doğan, 2018, p.15)
energy	AR-related	after AR	"I was energized by the threemonth process of conducting this project" (Doğan, 2018, p.16)
inspiration	student-related	after AR	"Inspired by the motivating and favourable views of my EFL pre-service teachers regarding flipped teaching experience, I started …" (Kaçar, 2019, p.105)
courage	AR-related	after AR	"In other words, action research encouraged me to be a better teacher and provided a very rewarding experience for me." (Delibalta, 2019, 53)
surprise	student-related	during AR	"As already mentioned, we had not expected to encounter such a communication crisis among our participants before we started the study." (Uştuk & Çomoğlu, 2019, p.22)
concern	student-related	before AR	"With this concern in mind, … I decided to use cooperative learning" (Sofu, 2017, p.161)
courage energy	colleague-related	after AR	"Easy-going and helpful group members in our school, supporting and constructive feedback from the reviewing committee gave me courage to do more for my students and made me feel more energetic about my job." (Sofu, 2017, p.174)
enthusiasm	AR-related	after AR	"Thus, this made me more motivated and enthusiastic not only as a teacher but also as a teacher-researcher!" (Sofu, 2017, p.174)
curiosity	student-related	before AR	"We also wanted to find out when and at what point the students should be expected to speak in the target language." (Günbay & Aydemir, 2015, p.97)
disappointment	student-related	before AR	"[W]e had not expected that we, the teachers, would be the only ones talking." (Günbay & Aydemir, 2015, p.97)
confidence	self-related	after AR	"After this research I am more aware of my strengths and I feel more confident." (Fenik, 2015, p.145)
interest	teaching-related	before AR	"I was quite interested in the ways in which a team-teaching scenario might present learning opportunities absent from an individual teaching experience." (Velde, 2015, p.175)
curiosity	self-related	before AR	"I was teaching A1 level students and wanted to discover if what I was doing in the classroom was supported by my students' perceptions of L1 use or not." (Gülbahar, 2015, 347)

B. CURRICULUM VITAE

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EDUCATION

Degree	Institution	Year of Graduation
BS	Uludağ University	2009
High School	Manisa Fatih Anatolian High School	2005

WORK EXPERIENCE

Year	Place	Enrollment
2014-… 2011-...	Manisa Ülkem Private Primary School under the Consultancy of METU FS	Head of Department Teacher of English
2009-2010	YDS Academy	Teacher of English

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

CELTA, 2016 Izmir/Turkey