

ENGLISH TEACHERS' IDENTITY INFLUENCE ON EMOTIONS AND BELIEFS: A NARRATIVE INQUIRY INTO PRIVATE AND STATE SCHOOL TEACHERS

Intan Clara Brilliant Mallisa (intanclara1200@gmail.com)¹
Concilianus Laos Mbato (cons@usd.ac.id)²

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ABSTRACT

Teacher identity, emotions, and beliefs are all interconnected aspects of a teacher's professional self-concept and are essential to effective teaching. Therefore, this study aims to determine and prove that teacher identity has a significant influence on emotions and beliefs. The author used qualitative research from the life experiences of two junior high school English teachers from private and public schools in Tarakan, North Kalimantan. This study used a narrative inquiry method with in-depth interviews. An in-depth interview was the primary data source, and the support data were collected from some journals and online resources relevant to this study. Furthermore, the results of the interview showed that both teachers had strengths and weaknesses in forming their teachers' identities, emotions, and beliefs. However, the best and most prominent is the teacher's answer from the private school.

Keywords: *Teachers' identity, Emotions, Beliefs, Language teacher*

INTRODUCTION

Teachers' "identity" relates to the ideas, principles, attitudes, and behaviors that influence how they view themselves and their function in the classroom. This includes teachers' experiences, background, cultural identity, and personal and professional facets of their identity. A teacher's identity can impact their teaching style, interactions with students and colleagues, and overall pedagogical philosophy. Building a solid self as a teacher is crucial for practical instruction and can improve the learning environment in the classroom. According to Fairley (2020), language teacher identity is complex because it requires extra effort to make it an identity where our experiences, environment, and social relationships influence it. According to Widiyanto (2018), English teachers build their identity by continuing to learn and teaching because, with experience, identity will be honed and shaped. The prominent part of why language teachers should build their identity first is to shape teaching practices, where a teacher's identity can influence teaching practices, teaching styles, instructional strategies, and classroom management techniques. Second, teachers with a strong sense of identity can better align their teaching practices with their beliefs and values, resulting in more effective teaching. The third goal is to foster positive relationships with students; teachers with a clear sense of identity can better connect with their students and build positive relationships. Fourth, teachers committed to developing their identity are more likely to seek out new ideas and approaches to teaching and continually improve their practice. Lastly, enhancing teacher well-being and a strong sense of identity can contribute to a teacher's overall well-being and job satisfaction. Teachers who feel confident and fulfilled in their role are more likely to stay in the profession for the long term and to be effective in their teaching. According to Aktekin and Celebi (2020), it has been maintained that a deeper understanding of identity is essential for designing teacher education programs and that identity work needs "overt attention." Student-

¹ Graduate Student, Sanata Dharma University, Yogyakarta

² Lecturer, Sanata Dharma University, Yogyakarta

teachers construct knowledge and identity through reflective practice as they gain a broader understanding of their personal beliefs and actions and what influences their learning. From the above explanation, teacher identity is closely related to emotions and beliefs, which are essential for building resilience in teachers.

Teachers' emotions define teachers' feelings and emotional experiences while engaging in their professional work. Emotions can be positive, negative, or a combination of both and can be influenced by various factors, such as the classroom environment, student behavior, workload, and personal life. According to Daniels and Buric (2021), teachers' emotions are a condition that affects the atmosphere of the student and the situation in the class directly and indirectly. The value of teachers' emotions can affect students' motivation and engagement: Teachers' feelings can affect students' motivation and emotional experiences. Students are more likely to be interested and motivated to study when professors are enthusiastic and passionate about their teaching material. On the other hand, both instructors' emotional states and their performance as teachers can be improved. Teachers who can control their emotions effectively, for instance, are better able to make logical decisions, offer constructive criticism, and respond to the needs of their students. According to Backer *et al.* (2014), teacher enthusiasm is seen as a behavioral aspect of entertainment for students to perceive their teachers' enjoyment during class. Therefore, teachers' emotions significantly impact students and the learning process.

Besides emotion, belief also affects teachers' identity. "Teacher belief" relates to teachers' attitudes, ideals, and presumptions toward students, teaching, and learning. A teacher's experiences frequently shape these ideas as a student and their education, cultural background, and personal viewpoints. Teachers' beliefs can significantly impact how they approach their lessons and student interactions. Yumarnamto and Prijambodo (2020) stated that teachers' beliefs and identities continue to construct and reconstruct a conceptual sense of who they are (their self-image) and what they do (their professional role identity). In this way, what teachers believe, what they do, and what they aspire to do in the future could enable them to make the right decisions in their professional practices.

Here are some related studies on teacher identity, emotions, and beliefs. According to Pishghadam, Golzar, and Miri (2022), from being a fundamental, internal, fixed, and linear construct, teacher identity has become a dynamic, complex, context-dependent, dialogical, and intrinsically connected reality. It shows that the teacher's identity is complex, realistic, emotional, and dialogical. According to Cunningham (2020), the main factors that influence the construction of teacher identity are "self-efficacy, motivation, and job satisfaction." The researcher shows that the main factor that develops teacher identity is teacher motivation, teachers' self-efficacy means the teachers believe in themselves that they are able to handle anything that happens, and it happens because the teacher loves their job, and feels responsible for their work.

According to Chen, Sun, and Jia (2021), teacher identity is influenced by emotions; those aroused emotions, in turn, signal the developmental process of professional identity and promote or hinder their emerging identities. The researcher shows that the main factor influencing teacher identity is the teacher's emotions so that the class can run smoothly.

According to Vidović and Domović (2019), a prominent role in teacher identity is the teacher's own beliefs, which are the basis of the teacher's professional identity and greatly influence how they teach and communicate with students. Therefore, the researcher shows that the teacher's identity is strongly influenced by the teacher's beliefs, where the teacher's trust is the basis for the teacher's ability to teach, communicate, and build relationships with students.

The research above shows that the first researchers, Pishghadam, Golzar, and Miri (2022), discussed that teacher identity is complex, dialogic, and realistic. In contrast, the second researcher, Cunningham (2020) discussed the factors that build teacher identity: self-efficacy, motivation, and job satisfaction. The third study by Chen, Sun, and Jia (2021) proves that emotions only influence a teacher's identity. The last researcher, Vidović and Domović (2019), showed that teacher identity is more influenced by belief in the teacher itself so that teachers can build relationships with their students. Therefore, the studies above help the researcher get a different viewpoint and better understand teacher identity, emotions, and beliefs. The researchers above showed that

teachers' identity is only influenced by emotions, others said teachers' identity is only influenced by beliefs, and others said teachers' identity is only affected by self-efficacy and motivation. In contrast, the current researchers aimed to continue this research to determine how their emotions and beliefs influenced teacher identity. The researchers sought to reveal this by interviewing two English teachers at public and private schools who teach young learners.

Stimulated by the background, the researchers proposed the following research questions:

1. How do English teachers build their identity?
2. How do teachers control and regulate their emotions and maintain their beliefs in teaching?

Teachers' identity

According to Esquive *et al.* (2021), teachers must consider their identity as humans as early childhood educators because their identities influence how the teacher behaves. Teachers create distinct professional identities and form personal and social identities. Yumarnamto's (2016) study showed that many teaching practices could develop English teachers' professional identities. Therefore, teachers' professional identities comprise their personal and professional emotional values and beliefs and the cultural experiences they learned about as children and assimilated into their everyday lives. Teachers can develop a deeper understanding of themselves by reflecting on these events, which aids in their ability to comprehend others. It allows children to build empathy and understanding of others, which can only happen when the teacher knows themselves better. This shows that teacher identity is constructed not only from professionalism but also from learning how to educate children. However, this is also formed within a teacher, namely his beliefs and emotions and the teacher's values. On the other hand, teachers' experiences in teaching and social activities also greatly influence the formation of teachers' identities.

According to Hahl *et al.* (2018), teacher identity is created and recreated through the years of learning to teach and teaching. Building the teacher's identity is neither easy nor fast; everything takes time and is a long process. They are not only learning about how to educate students, but teachers also need experience. Learning and experience build and shape the identity of a teacher. Failure in teaching, controlling the class, building relationships with students, and maintaining the course well so that the class can run smoothly is a tremendous value and a long journey in forming teachers' identities through experiences.

According to Lyht *et al.* (2021), social surroundings influence and produce many conditions for developing student teachers' identities. Teachers might view themselves as professional actors and evaluate how the teacher's desire for recognition, affiliation, and safety is satisfied by various material situations, sociocultural discourses, and ideologies associated with the teaching profession. A teacher's social condition influence teacher identity, where teaching facilities, social ideology, social support, and situations significantly affect it. For example, teaching in schools with minimal facilities, especially in small schools with few facilities. Teachers who teach languages in small places, especially those who teach second languages, lack social support. Often get the question, "Is it important to learn English?" where students or parents feel that it is not essential to learn a second language because it is not needed in rural areas, which only deal with farming and breeding daily. Therefore, it can be seen that society is very influential in shaping teachers' identities.

According to (Barkhuizen and Mendieta, 2020, pp. 3-15), language teacher identity is a central part of language teachers' teaching practice and professional development. Teacher identity can develop in a teacher with a lot of teaching experience, teaching experience, and interactions with students with various characteristics. A good teacher identity is formed within a teacher; it requires a process and time to become a good one. However, this must continue to be honed as educational developments and student characteristics grow.

Emotions

According to Taxer and Gross (2018), teachers should influence their emotions. It is a crucial part of emotion management. The aim is to alter the emotion to make it feel better than it does. Where controlling one's wrath is frequently unpleasant. The purpose could alternatively be to change the mood to achieve another critical, practical goal, such as holding rage, so that one can effectively argue their position in a conversation. In addition, the plan may be to control one's own emotions or those of another person who is the student, which may entail boosting or lowering good or negative feelings (intrinsic emotion regulation). People frequently describe attempting to improve and lessen their negative feelings outside the classroom. However, people's objectives for controlling their emotions can combine the abovementioned purposes. For instance, someone may increase their positive emotions for practical purposes. An individual might also set an extrinsic emotion control objective to lessen destructive emotions. This shows that teaching is challenging and stressful, and it is normal for teachers to experience various emotions. However, teachers must maintain emotional control in the classroom because their emotional state can affect their students' learning and behavior. Therefore, some strategies teachers can use to control and regulate their emotions, from intrinsic, are practicing self-awareness, taking breaks, and using positive self-talk. On the other hand, the extrinsic is the use of relaxation techniques or healing and seeking support.

According to Shahri (2018), the emotional aspects of teaching may manifest in teachers' feelings about their students, the teaching context, the effectiveness of their practices, and, significantly, themselves as teachers. This indicates a close relationship between teacher emotions and identity. Teachers' identity and teachers' emotions have a strong relationship, which means that when a teacher has incorporated teacher identity within themselves, the teacher can maintain their emotions, control their emotions, and adjust their emotions to the circumstances that occur around them. Language teacher emotions, identity, and practice have brought to the surface the various ways in which emotions are linked with teacher identity. These include the negotiation of complex emotions in teacher identity. Therefore, teachers need a lot of adaptation and teaching practice to unite with teachers' emotions.

According to Wijaya (2021), language teachers must manage their emotions better when facing a multivariate classroom environment that offers each learner an undeniable uniqueness. In contrast, language teachers often experience emotional disturbances, such as fatigue, emotional exhaustion, boredom, frustration, and reluctance, when conducting their work. In response to this severe teaching problem, emotion regulation strategies must be implemented in language teachers to bring positive teaching and learning influences to the entire school community through fun learning activities, enthusiastic learners, committed educators, and strong relationships between education boards. As Wijaya stated above, emotional regulation in teachers is essential for managing teachers' emotions to create a positive teaching environment. Creating a positive learning environment will also produce positive outcomes for students and teachers.

Beliefs

According to Gilakjani and Sabouri (2017), the tenets of a teacher's classroom significantly impact their beliefs. Understanding this relationship can help teachers better plan and administer their new curriculum. Teachers' beliefs influence the goals they set for their students, their attitudes, and their beliefs. Teachers' beliefs help teachers adapt their teaching methods to meet the obstacles they face in the classroom and the language learners' learning environment and motivation, especially in language learning. It shows that teachers' beliefs influence their performance in class.

Furthermore, as a teacher, it is important to have a strong belief in the value and importance of education and the abilities of one's students to learn and grow. Here are some strategies that teachers can use to keep their beliefs strong: Reflect on personal experiences, seek out positive feedback, stay up-to-date on research to keep up-to-date with current research and best practices in education can help teachers stay informed and confident in

their abilities to effectively educate their students, connect with other teachers, and finally, celebrate successes where the teachers can celebrate the successes of their students and their successes as educators.

According to Domović Vlatka (2019), teachers' professional development largely depends on their beliefs about various aspects of their professional role. The ideas about the teacher-pupil role are the building blocks of teachers' identity, strongly influencing how they teach and communicate with pupils. Therefore, teachers' beliefs affect their care in teaching. A teacher's confidence is not only about their confidence when teaching but also how the teacher masters the material and class they will teach.

In addition, teachers' strategies in teaching, such as reflecting on personal experiences, seeking positive feedback, staying up-to-date on research, connecting with other teachers, and celebrating successes, can keep their beliefs strong and maintain a sense of purpose and motivation in their work.

RESEARCH METHOD

This study investigated how teachers' emotions and beliefs influence their identities. Therefore, the researchers used qualitative research through the narrative inquiry method based on the life experiences of the two teachers. According to Shenton (2004, pp. 63-75), the trustworthiness of qualitative research is accomplished through credibility, transferability, dependability, and confirmability. The researchers used credibility and confirmability to ensure that the data were valid. An in-depth interview was the primary data source, and support data were collected from some journals and online resources relevant to this study.

This study was conducted using an in-depth interview method. The instrument, which consisted of ten questions, was constructed by the researchers using various theories about teacher identity. Fairley (2020) examined language teacher identity, Daniels and Buric (2021), examined teachers' emotions, Vidović and Domović (2019), examined a prominent role in teacher identity is the teacher's own beliefs, Esquive *et al.* (2021) examined a teachers must consider their identity as an educator, Taxer and Gross (2018) discussed teachers should have a goal to influence their emotions, Gilakjani and Sabouri (2017) discussed the tenets of a teacher's classroom significantly impact their beliefs, Aktekin and Celebi (2020) discussed a deeper understanding of identity, and Lyhty *et al.* (2021) discussed things that influence the building of teachers' identity. The instrument is attached in the Appendix. This study used purposive sampling. To choose the participants, the researcher had several categories: one private teacher and one public teacher with more than ten years of teaching experience who teach English lessons to junior high school. Thus, the results of this study were consulted by two English teachers in a public school and a private school in Tarakan, Nort Kalimantan, to achieve credibility and confirmability.

FINDINGS AND DISCUSSION

Findings

In-depth interviews with two teachers from private and public schools are presented below. According to Fairley (2020), language teacher identity is complex because it requires extra effort to make it an identity where our experiences, environment, and social relationships influence it. This relates to question one, the meaning of the language teachers' identity, and question two, how the identity of English teachers influences their teaching. The public teacher answered that a language teacher's identity was a self-concept or self-image of a teacher that was formed by itself from a continuous teaching process. In contrast, the teacher from a private school answered that the meaning of language teachers' identity was related to the beliefs, values, and commitments that existed in the teacher and were held by the teacher. For question number two, whether the teacher's identity influenced their effectiveness in teaching, the teacher from the public school said that the teacher's identity in teaching significantly influenced teaching effectiveness. Therefore, the existence of teacher guidance activities and educational programs can help teachers build their identity.

Meanwhile, the teacher from the private school said that teacher identity influenced effectiveness in teaching because many characteristics had to be mastered by these teachers, such as proficiency in the language,

reading, speaking skills, and good listening skills. From the interview above, it can be concluded that the language teacher's identity is about the teacher's self-concept, beliefs, values, and commitment. Meanwhile, the teacher's identity greatly influences the effectiveness of teaching because, as a language teacher, many skills must be mastered; therefore, the teacher needs to participate in teacher guidance activities to build a language teacher's identity.

According to Daniels and Buric (2021), teachers' emotions are a condition that affects the atmosphere of the student and the situation in the class directly and indirectly. The value of teachers' emotions can affect students' motivation and engagement. This relates to question three, whether emotions are relevant to English teachers' identities. Teachers from the public school answered that many emotional factors could affect teachers' learning. Therefore, it was hoped that schools would provide a place for teachers to reflect on themselves so that teachers could develop good things in themselves and eliminate negative emotions. In addition, the teacher from the private school answered that emotions relevant to a language teacher's identity were positive. It can be concluded that it made the teacher more motivated and able to build good relationships with students.

Vidović and Domović (2019) asserted that one prominent role in teacher identity is the teacher's own beliefs, which are the basis of the teacher's professional identity and greatly influence how they teach and communicate with students. This statement relates to question four: English teachers' beliefs impact their teaching practices. The teacher from a public school answered that beliefs influenced teachers in teaching, but teachers could be formed depending on how students in class responded to them. Meanwhile, according to the teacher from the private school, the teacher's beliefs had a more significant impact than the teacher's knowledge of their lesson plans, the types of decisions they made, and practice in the classroom. From the interviews above, it can be seen that teachers' beliefs affect their actual behavior toward their students; therefore, teachers' beliefs are fundamental and influence the interactions between teachers and students.

According to Esquive. *et al.* (2021), a teacher must consider both their identity as humans and their identity in their positions as early childhood educators because teachers' identities influence how the teacher behaves. This is related to question number five: How do English teachers cultivate a solid professional identity. The teacher from the public school argued that a teacher had to have extensive training in teaching and attend many activities from schools or the government to develop a professional identity as a teacher. Meanwhile, the teacher from the private school argued that to foster a strong professional identity in a teacher, they could take education to a higher level, join teacher's KKG groups, produce educational work, participate in the teacher development program, and participate in the certification program.

According to Taxer and Gross (2018), teachers should have a goal to influence their emotions. It is a crucial part of emotion management. The aim is to change the emotions so that they feel better than they do. Where controlling one's wrath is frequently unpleasant. It is related to questions six and seven, which asked about the strategies English teachers use to manage their emotions in the classroom and the role of emotions in building a teacher's identity. According to the teacher from the public school stated that the strategy she used to manage her feelings of emotion in the classroom was by making her students independent, choosing situations that could be handled and those that could not; the teacher could teach students to focus on what was essential and not essential, as well as teaching students the concept of mindfulness. In other words, it is about differentiating which is our business or not.

Meanwhile, the opinion of state school teachers about the role of emotions in building a teacher's identity was that teachers could adapt to the social environment to work with colleagues or students' parents. On the other hand, the opinion of the private school teacher about the strategies used by the English teacher to manage her emotions in class was to stay calm and think positively, be able to distinguish between what the teacher had to respond to and what she did not, take a break, self-reflect, pray, and always smile. The opinion of the private school teacher about the role of emotions in building a teacher's identity was to achieve learning success.

Therefore, it can be concluded that one of the significant roles of emotions is to increase activity in the brain. Teachers experience positive emotions, and their brain activity increases so that they can concentrate much better.

According to Gilakjani and Sabouri (2017), the tenets of a teacher's classroom significantly impact their beliefs. Understanding this relationship can help teachers better plan and administer their new curriculum. Teachers' beliefs influence the goals they set for their students, their attitudes, and their beliefs. This is related to question eight, which discussed how teachers ensured that their beliefs were aligned with practice in the field. The teacher from the public school answered that caring, inviting students to communicate, giving appreciation to students, providing student motivation, and arranging students' seats ensured her belief that this would happen. Meanwhile, the teacher from the private school answered that her beliefs were aligned with practice in the field if the teacher mastered the material being taught and students could accept and understand it well. It can be concluded from interview number eight that teachers' beliefs must be aligned with practice in the field because it will affect how they teach and deliver material, motivate students, and manage students in the classroom.

Aktekin and Celebi (2020) stated that a deeper understanding of identity is essential for designing teacher education programs and that identity work needs "overt attention." This statement relates to question nine, which discusses how English teachers' identities impacted their interactions with students, colleagues, and administrators. According to teachers in public schools, one of the competencies that every teacher should have a social competence, namely, the ability to manage social relations that require various skills, abilities, and capacities to solve problems in interpersonal relationships. On the other hand, the teacher from private schools thought that teachers' identities impacted their interactions with students, colleagues, and administrators. From the results above, it can be concluded that teacher identity influences on how they teach and interact with students and their interactions with colleagues and administrators at school.

According to Lyhty *et al.* (2021), social surroundings influence and produce many conditions for developing student teachers' identities. Teachers might view themselves as professional actors and evaluate how the teacher's desire for recognition, affiliation, and safety is satisfied by various material situations, sociocultural discourses, and ideologies associated with the teaching profession. This was related to question ten, which asked about the beliefs and emotions of English teachers that influence the culture of their classroom and school. According to the teacher from the public school, beliefs affected classroom culture by conducting an agreement process until the results were posted on the classroom wall. Another way was by choosing a fence that students could easily read in an effort to control student behavior and observe the behavior, and development of students every day. Meanwhile, a teacher from a private school said that the beliefs and emotions of English teachers influenced the culture of their classroom and school. It can be concluded that teachers' beliefs and emotions affect how the class will go; the course would be orderly and comfortable if the teacher created positive energy to make students enjoy learning.

Discussion

The results of the in-depth interviews about English teachers' identity influence on emotions and beliefs with two teachers from public and private schools answered the questions of how English teachers built their identity and how the teachers controlled and regulated their emotions, and kept their beliefs in teaching. It can be seen from each teacher's answers that building a teacher's identity requires a lot of teaching experience and participation in teacher education, for example, joining the Teacher Profession Program (PPG). Meanwhile, the manner in which teachers regulate their emotions during teaching varies. According to teachers from the public school, teachers had to be able to distinguish which ones they could handle and which ones they could not, and create rules in the classroom. According to the teacher from the private school, the way the teacher regulated their emotions was by always thinking positively. Moreover, according to two teachers from public and private schools, the method for teachers to maintain their beliefs in teaching is by continuing to learn and updating their knowledge. We can see that both teachers have strengths and weaknesses in forming their teachers' identities, emotions, and

beliefs. However, in a private school, the teacher provides simple and prominent answers. With the answers given by each teacher, it can be seen how strong teachers' identity influenced their emotions and beliefs as teachers.

CONCLUSION

To sum up, it can be interpreted that English teachers' identity influence emotions and beliefs. The teachers from the public and private schools said teachers must have much teaching experience and participate in training and teacher education to form their identity further as teachers. Therefore, the emotions and beliefs within the teacher are increasingly formed so that teachers can maintain their emotions and sharpen their beliefs. However, it can be seen and concluded from the in-depth interview results that teachers from private schools have the best and most prominent answers than teachers from public schools.

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APPENDIX

Instrumental English Teachers' Identity Influences Emotions and Beliefs

Theory	No	Question
Fairley (2020) Language teacher identity	1.	What is meant by "English Teachers' identities"?
	2.	How can the identity of English teachers influence their teaching effectiveness?
Daniels and Buric (2021) Teachers' emotions	3.	What emotions are relevant to English teachers' identities and why?
Vidović and Domović (2019) A prominent role in teacher identity is the teacher's own beliefs.	4.	How do English teachers' beliefs impact their teaching practices?
Esquive <i>et al.</i> (2021) A teacher must consider their identity as an educator.	5.	How can English teachers cultivate a strong professional identity?
Taxer and Gross (2018) Teachers should have the goal of influencing their emotions.	6.	What are some strategies that English teachers can use to manage their emotions in the classroom?
	7.	What role do emotions play in the process of building an English teacher's identity?
Gilakjani and Sabouri (2017) Tenets of a teacher's classroom significantly impact their beliefs	8.	How can English teachers ensure that their beliefs align with the best practices in the field?
Aktekin and Celebi (2020) A deeper understanding of identity	9.	In what ways can an English teacher's identity impact their interactions with students, colleagues, and administrators?
Lyhty. <i>et al.</i> (2021) Things that influence the building of teachers' identities	10.	How do the beliefs and emotions of English teachers influence the culture of their classroom and school?