

UNDERSTANDING THE BELIEFS AND EMOTIONS OF A LANGUAGE TEACHER EDUCATOR: A CASE STUDY

COMPREENENDO AS CRENÇAS E EMOÇÕES DE UMA PROFESSORA FORMADORA DE LÍNGUAS: UM ESTUDO DE CASO

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Abstract: Language teacher educators play a pivotal role in teacher education, since their decision-making, actions and methods can influence student-teachers' careers. Nevertheless, few studies have focused on language teacher educators, or on their beliefs and emotions. This qualitative study is part of a larger study (GODOY, 2020)¹ which aimed at investigating the beliefs and emotions of a language teacher educator about language teacher education. Visual and written narratives and oral interviews were used as data collection instruments, and then subjected to content analysis. The results suggested that the language teacher educator believes that language teacher education should include students' mental health and Psychology as key elements, as they can help both professors and student-teachers understand and deal with the emotions underlying the language learning process. In addition, the teacher educator reported experiencing emotions of happiness and passion related to her profession and her relationship to students, but also frustration towards some aspects about the undergraduate language major where she teaches. Implications of this study point out to the need of investigating language teacher educators' beliefs and emotions in relation to their pedagogical practices.

Keywords: Visual narratives. Beliefs. Emotions. Language teacher educators.

Resumo: Os formadores de professores de línguas desempenham um papel fundamental na formação de professores, uma vez que suas decisões, ações e métodos podem influenciar a carreira dos alunos-professores. No entanto, poucos estudos têm se concentrado nos formadores de professores de línguas, ou em suas crenças e emoções. Este estudo qualitativo é parte de um estudo mais amplo (GODOY, 2020) que teve por objetivo investigar as crenças e emoções de uma formadora de professores de línguas sobre a formação de professores de línguas. Narrativas escritas e visuais e entrevistas orais foram utilizadas como instrumentos de coleta de dados, e depois submetidas à análise de conteúdo. Os resultados sugeriram que a professora formadora acredita que a formação de professores de línguas deve incluir a saúde mental e a Psicologia como elementos-chave, pois eles podem ajudar tanto os professores quanto os alunos-professores a compreender e a lidar com as emoções subjacentes ao processo de aprendizagem de línguas. Além disso, a professora formadora experimenta emoções de felicidade e paixão relacionadas a sua profissão e sua relação com os alunos, mas também frustração sobre alguns aspectos do curso de Letras em que ela leciona. As implicações deste estudo apontam para a necessidade de se investigar as crenças e emoções de formadores de professores de línguas em relação as suas práticas pedagógicas.

Palavras-chave: Narrativas visuais. Crenças. Emoções. Professores formadores de línguas.

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INTRODUCTION

Two of the most important concepts for understanding teaching are students' and teachers' beliefs and emotions about these processes as pointed out by several researchers (BARCELOS; KALAJA, 2003; BORG, 2006; BARCELOS; RUOHOTIE-LYHTY, 2018). Several studies have been carried out on beliefs and/or emotions of learners and teachers in Brazil and abroad (ARAGÃO, 2011; BARCELOS, 2015, 2019; BARCELOS; FRIDJA; KALAJA *et al.*, 2016; MESQUITA, 2000; OLIVEIRA, 2013; RODRIGUES, 2015; RUOHOTIE-LYHTY, 2018). While there is a substantial body of work on teachers' and students' beliefs and emotions in EFL learning and teaching, there is a lack of studies focused on beliefs and emotions of language teacher educators. Understanding their beliefs and emotions and the relationship with their practices is fundamental since it can help us recognize the reasons behind teachers and student-teachers' decision-making.

This paper reports the results of a qualitative case study (GODOY, 2020) of an English teacher educator in a language course at a university in Brazil, which aimed at identifying her beliefs and emotions about language teacher education. By presenting and discussing her learning and teaching experiences, this study intends to throw light on the under-studied, yet significant, issue in Applied Linguistics (henceforth AL) regarding the relationship between beliefs and emotions in L2 learning and teaching of language teacher educators. Although in the original study (GODOY, 2020) we used an open-ended questionnaire, written and visual narratives, and semi-structured interviews, for this article, we have chosen to focus only on the language teacher educator's visual narrative and interview.

This article is organized as follows: in the first section, we discuss the relationship between beliefs and emotions, and studies on language teacher educators. In the second, we explain the methodology used. Lastly, we discuss the results and conclude with some considerations and implications of this study.

1 LITERATURE REVIEW

In this section, we define beliefs and emotions, their relevance to language teaching education, as well as the intricate relationship between them. We also comment on some studies that have investigated language teacher educators' beliefs and emotions. Due to limitations of space, we cannot provide a thorough comprehensive review of both concepts², but rather briefly define them and discuss some studies related to language teacher educators.

1.1 BELIEFS, EMOTIONS AND THEIR RELATIONSHIP

Beliefs are studied in several fields, such as Medicine, Law, Anthropology, Sociology, Psychology and Education (PAJARES, 1992). The first research studies on beliefs about language teaching and learning in AL were conducted in the mid-1980s abroad, and in the mid-1990s in Brazil (BARCELOS, 2004).

There are many definitions for beliefs, according to each field, and as Pajares (1992, p. 309)³ warned many years ago: “defining beliefs is at best a game of player’s choice.” Recent research recognizes that beliefs are complex, dynamic, paradoxical, and contradictory and closely related to identities, as pointed out by Barcelos (2000, 2004, 2006), who defines beliefs as

constructions of reality, ways of seeing and perceiving the world and its phenomena that are co-constructed within our experiences and result from this interactive process of interpretation and resignification of being in the world and doing things with others. (BARCELOS, 2016, p.10).⁴

Research has suggested that beliefs about language teaching and learning originate from teachers' and learners' previous experiences (BARCELOS; KALAJA, 2013; BRUZZANO, 2018; JOHNSON, 2009; NUNAN, 2000; VIEIRA-ABRAHÃO, 2012), provide the basis for their actions (BORG, 2011), and affect and guide their decisions (ARNETT; TURNBULL, 2008). According to Barcelos and Kalaja (2013) and

² For a more recent review on beliefs and emotions, please see Kalaja *et al.* (2016). For teacher emotions, please see Barcelos and Aragão (2018).

³ Pajares (1992) is a seminal paper in the literature of teacher beliefs, which also shows how long teacher beliefs have been studied in Education. In addition, as an interdisciplinary field, Applied Linguistics has drawn heavily from the Education field when it comes to teacher beliefs.

⁴ All versions from Portuguese to English are our responsibility.

Murphey (1996), the relationship between beliefs and actions is interactive and reciprocal, that is, beliefs influence actions and vice-versa. In addition, beliefs are closely related to emotions (BARCELOS; KALAJA, 2013; BARCELOS, 2015; KALAJA *et al.*, 2016), which are also an important aspect of language teacher education.

According to Zembylas (2003), internationally, in education, studies relating emotions and teaching can be considered in two "waves" or moments. The first occurred in the 1980s and established the importance of the study of emotions in teaching. At that moment, studies aimed to understand teachers' emotions and their influence on teaching and learning processes from a strictly psychological perspective. In the second wave, started in the 1990s, studies focused on a more social and historical understanding of emotions, which are embedded in discursive and ideological practices. Thus, the social and educational contexts in which emotions are expressed started being considered (ZEMBYLAS, 2002, 2003, 2005, 2011).

Investigating emotions in teaching is important for three reasons. First, they are responsible for a very deep interpersonal dynamic between social cognition and emotional intelligence (GOLEMAN, 2006). This interpersonal dynamic helps us as we adapt and learn from what happens to us. In other words: living is feeling. Second, emotions are also an essential source of learning (GKONOU *et al.*, 2017; GKONOU *et al.*, 2020; AGUDO, 2018). Third, emotions are essential for good teaching and for the well-being of teachers (DAY, 2004; DAY; LEE, 2011; DEWAELE *et al.*, 2018; GKONOU; MILLER (2020). These studies point out that much of a teacher's work is related to experiencing different and strong emotions about their professional performance. In addition, the classroom emotional climate seems to affect both teachers' and students' attitudes. Day (2004, p. 37), based on Damasio (1994, 2000) and Goleman (1995), understands that there are four premises when focusing on the role of emotions in teaching: (a) emotional intelligence is at the center of good professional practices; (b) emotions are essential in making rational decisions; (c) emotional health is crucial for effective teaching; and (d) emotional and cognitive health is affected by personal biography, career, context, social and external factors.

According to Barcelos and Ruohotie-Lyhty (2018), although beliefs and emotions are distinct concepts, both constructs are situated, contextual and dynamic. Research in LA suggests that emotions are closely related to beliefs (BARCELOS, 2015;

RUOHOTIE-LYHTY, 2018; KALAJA *et al.*, 2016). This relationship is also recognized in other areas, such as Psychology and Education (BARCELOS, 2015). Yet, according to Fridja and Mesquita (2000), there is little research on the influence of beliefs on emotions. As Barcelos (2019) points out, beliefs about language teaching and learning affect how learners and teachers feel about various aspects of these processes. Thus, beliefs and emotions influence each other in subtle ways (FRIDJA; MESQUITA, 2000). Fridja and Mesquita (2000) state that emotions influence beliefs in three ways: (a) giving rise to beliefs where none existed; (b) changing existing ones; and (c) increasing or decreasing their strength. A belief can also persist in face of evidence that contradicts it.

Researchers have suggested investigating beliefs and emotions since this relationship is relevant (BORG, 2006; BARCELOS, 2015). As advocated by Barcelos and Ruohotie-Lythy (2018, p. 119), further research could investigate beliefs and emotions so that we can have a wider picture about language teaching and learning, as "beliefs and emotions interact with each other and influence the actions and decisions of the teachers in a complex way". In short, the relationship between beliefs and emotions is dynamic, interactive, and reciprocal: beliefs influence emotions and emotions influence beliefs.

As discussed in the previous paragraphs, although beliefs and emotions have been the focus of studies with language students and teachers, there is little research on language teacher educators' beliefs and emotions. Investigating language teacher educators is important because they act simultaneously as mediators in the process of learning to teach future teachers and as role models for them in future performances (KORTHAGEN *et al.*, 2005). Furthermore, according to Hobold and Buendgens (2015), teacher educators help in the construction of future teachers' professionalism. Yet, GODOY's (2019) study stressed the scarcity of studies investigating language teacher educators and even fewer studies investigating the relationship between language teacher educators' beliefs and emotions. From 2008 to 2018, only one study focused on it (GOLOMBEK, 2015). A few studies have investigated teacher educators' beliefs (IZADINIA, 2012; REIS; CECCI, 2008), while others have investigated their emotions (HAGENAUER; VOLET, 2014; CUBUKCU, 2013). Therefore, this study is an attempt to fill this void.

2 METHODOLOGY

As previously explained, this article reports some data from a larger case study (GODOY, 2020) of an English teacher educator and her students in a language teaching education program in a public university in Minas Gerais, in the Southeast of Brazil. Although the main study includes data from student-teachers, due to constraints of time and space, this paper will focus on only one of the participants: the English teacher educator, hereinafter referred to as Hope (a pseudonym she has chosen).

While the examination of one case study could be limiting, case studies allow for detailed, in-depth understanding of the object of research, and capture the complexity of real-life events (DUFF, 2014). Additionally, case studies put greater emphasis on the exploration and detailed description of a certain event or situation, since there is no concern in discovering a universal and generalizable truth (LEFFA, 2006)⁵.

2.1 PARTICIPANTS AND DATA COLLECTION INSTRUMENTS

Hope has a degree in Languages, a degree in Psychology, and a master's degree in Education. She went to public elementary and high schools and, at the time of the study, she had been working as an English language teacher, in different contexts, for at least 13 years. She started teaching English in a project offered by the university where she graduated. She has always liked English and, for this reason, wanted to become an English teacher. Although she faced financial and emotional difficulties to complete her Language major, she never ceased to dedicate and always did her best. In 2018, she started working as a substitute English teacher at the same university where she graduated. At the moment of data collection, she was teaching Introduction to English to a freshmen group at the university, with classes twice a week. She was 36 years old.

Data were collected from March through June of 2019. For the complete study (GODOY, 2020), open-ended questionnaires, written and visual narratives, and semi-

⁵ This study was evaluated and approved by the Ethics Committee in Research at the Federal University of Viçosa, under registration number 01439718.3.0000.5153 at *Plataforma Brasil*. Thus, all procedures for data collection were carried out observing the ethical norms established by this committee, ensuring consent, and securing the written consent and permission from participants, as well as their anonymity.

structured interviews were used. The use of different data collection instruments aimed at their triangulation, thus offering more confidence and credibility to the data and analysis (FLICK, 2009; VIEIRA ABRAHÃO, 2006). For this paper, we focus only on Hope's visual narrative and oral interview.

Visual methods have been used in AL as a tool for understanding research on beliefs and other aspects of learning (BORG *et al.*, 2014; KALAJA *et al.*, 2008, 2011, 2013, 2015; KALAJA; MELO-PFEIFER, 2019; PITKANEN-HUHTA; PIETIKAINEN, 2014). They usually offer participants an alternative to verbal means to express their experiences and feelings and reflect on their linguistic practices, identities and processes of learning and teaching (KALAJA; PITKÄNEN-HUHTA, 2018). In addition, they can clarify teachers' constructions of identities and beliefs, which are shared in time and space (KALAJA; BARCELOS; ARO; RUOHOTIE-LYHTY, 2016). Hope was asked to produce a visual narrative (VN) and provide a description of it, following the guidelines to produce visual narratives, according to Kalaja *et al.* (2008). The prompt for the visual narrative was: "draw a representation of how you see yourself as a language teacher educator". Hope made a painting (see appendix 1).

In this investigation, the interview was designed following the guidelines by Kvale (1996); Ely *et al.* (1991) and Patton (2002). It was held on the 18th of June 2019 and took about 74 minutes. It covered questions about her practice as a language teacher educator, her educational experiences, and her expectations (see appendix 2 for the interview guidelines used). With Hope's permission, the interview was recorded and later transcribed and analyzed according to content analysis (BARDIN, 2016⁶) and the procedures suggested by Denzin (2001). Before writing the final version of the study (GODOY, 2020), the transcript was sent to her for feedback on its content.

2.2 DATA ANALYSIS

Data analysis was a recursive and gradually evolving process (STRAUSS; CORBIN, 1994) developed under the concept of "prism" (DENZIN; LINCOLN, 2006), in which the information is seen as a whole and all the parts are reflected and influenced by each other. We first analyzed the visual narrative and then conducted

⁶ Originally published in 1977.

content analysis on the rest of the verbal data. Content analysis followed the following steps according to Patton (2002). After several detailed readings of the interview transcript, its content was labeled looking for significant units and overall themes. Later, in repeated readings, these most recurrent and common units were and classified into initial categories. According to Patton (2002), codification in reference to qualitative research occurs when the researcher analyzes the data and looks for certain segments ranging from a single word to a short sentence. Each segment is given a simple label. Thus, the researcher documents the frequency of occurrence of each segment. The analysis consists of summarizing the prevalence of each segment, comparing the relationships among the codes, and seeking to understand phenomena to interpret the results that emerge. Categories emerge from the data in relation to the research objectives. In this investigation, we sought to identify the categories and themes that emerged from the data, with a focus on the teacher's beliefs and emotions in the context where teaches.

Content analysis has also been frequently used in studies with Visual Narratives in a foreign context (KALAJA; ALANEN; DUFVA, 2008; NIKULA; PITKÄNEN-HUHTA, 2008; KALAJA, DUFVA; ALANEN, 2011) and in a Brazilian context (ARCANJO, 2019; CARVALHO, 2020; GODOY, 2020; OLIVEIRA, 2016; PALMER, 2018; SANTOS, 2018; SILVA, 2018)⁷. The process of content analysis with visual narratives proposed by Zanatta and Civera (2016) includes the following steps: (a) reviewing all visual narratives; (b) establishing categories of types of drawings (self-portrait, metaphors, etc.); (c) establishing categories to analyze the content; (d) coding the drawings; (e) interpreting the data. After the visual content analysis, the explanation of the text below the VN was read to understand issues that are not clearly expressed in the images. Kalaja and Pitkänen-Huhta (2018) turn to the work of Rose (2013) and mention that multimodal data are usually subjected to one or two types of analysis, either individually or in combination, depending on the type of data and focus of analysis: compositional interpretation and/or content analysis.

⁷ The mentioned studies are part of the several studies done by the UFV Applied Linguistics Research Group (GPLA), coordinated by Professor Ana Maria Ferreira Barcelos.

3 DISCUSSION OF THE FINDINGS

In this session, we discuss the results and present the themes that emerged after data analysis and triangulation: Hope's beliefs about English learning and teaching, language teaching education and her emotions as an English teacher educator. We also present the visual narrative that Hope produced (see Appendix 2).

3.1 LEARNING AND TEACHING ENGLISH: "SHOWING YOUR TRUE COLORS"

As shown in her visual narrative⁸, Hope believes that language learning and teaching, like a painting, is complex. As such, it is not only about mastering the language, but knowing students' and student-teachers' emotions (joys and sorrows) and difficulties. As she explains in her visual narrative, Hope states that "learning/teaching English means letting your true colors shine" (HOPE.VN. 21/05/19)⁹, which for her means taking students' emotions into account, encouraging values, and allowing them to feel prepared to deal with different situations:

Excerpt 1

It's not only about spreading knowledge, but touching souls and hearts, making a difference, bringing hope, awakening souls, raising awareness that, like a painting, what you see is just the surface. What also matters is the whole process underneath it: all the images, creation, intentions, struggles, suffering, passion, love... (HOPE. I. 18/06/19).

Through her VN, Hope demonstrates that sadness is also part of the process. The colorful and vibrant painting, associated with happiness, had a shadow underneath it. Although the shadow is not visible in her VN, it is there, and it represents all the difficulties faced during her journey as a learner, as presented in Table 1. She explained it better in her interview:

Excerpt 2

Before this joyful, colorful painting, there is a shadow with all the challenges, difficulties, all that was experienced and was not told, but it is not seen. Because this is the process that is experienced today, but what happens in teacher education, in the classroom and what did not

⁸ See Appendix 2

⁹ The following code is used, after each excerpt, to refer to different instruments of data collection: Instruments: I = interview; VN = visual narrative. Thus, all excerpts are identified with the name of the participant (Hope), followed by the initials of each instrument and the date when they were collected (day/month/year).

work... We see the painting, but we do not see the shadow. And the shadow brings a lot of information and it must be included because sometimes it brings essential information, essential for the work. So here, for example, I used the leaf to represent the walk to the place where I was going to do my painting. It was on the ground and I thought it was beautiful and I integrated it into my painting as if it were the things and people that were present in my process of learning and teaching English (HOPE. I. 18/06/19).

As she explained, the shadow, which cannot be seen in her painting, brings important information about language learning and teaching. The leaf was integrated into her painting as a representation of the people with whom she had contact throughout her journey, probably the professors who helped her in her undergraduate studies. Hence, this shadow could be related to the beliefs and emotions she brings during her learning trajectory.

Hope has a humanistic view of teaching, which includes not only Psychology as an important tool, but also four essential actions: (i) preparing students to deal with different contexts, (ii) giving them autonomy, (iii) respecting their choices, and (iv) paying attention to their mental health. We comment on each of these below.

For her, allowing students to deal with different situations and contexts means empowering them to deal with the different facets of teachers' work, after all, it is an emotional activity (HARGREAVES, 1998; ZEMBYLAS, 2003). She considers that teachers' work is not merely technical or neutral; it involves recognizing the importance of interpersonal relationships, emotions, and respecting each learner's language learning process. By doing this, she shows empathy towards her students. This is reflected in her outlook about the fact that some language teaching major students do not choose to become teachers:

Excerpt 3

[respecting a student's choices is important] because I see suffering when a student does not choose to act as a teacher or decides to go to another field. [...] I do not believe you have to be a teacher. I believe you have to be a great teacher when you choose to be a teacher. It is an individual choice (HOPE. E. 06/19).

Hope believes in respecting students' choices and letting them decide for themselves. In her view, forcing students to do something can have a bad influence on their mental health. This focus on mental health is probably an influence of her Psychology background. Hope believes that there is no way of educating good teachers if their mental health is not prioritized. She reported that many of her students

complain that they feel tired and misunderstood by some teachers who demand too much. She is overly concerned about her students' mental health and states that "here, at the university, like several other universities in our country, depression, anxiety, panic syndrome is on the rise" (HOPE. I. 18/06/19). She believes this is slightly different in the Language Department because some teacher educators are also concerned about it and conduct research on emotions, beliefs and "know how to understand these paths, these processes. But other departments do not understand it" (HOPE. I. 18/06/19).

As already mentioned, Hope's humanistic philosophy also resorts to Psychology as an important tool in language teacher education. According to her, it contributes to a better understanding of human behavior and our emotions in the language teaching and learning process. She considers that through Psychology she can "understand students' paths, what is happening beyond the classroom, and use this information so that the student can really benefit from teaching and learning" (HOPE. I. 18/06/19). She believes there should be an introductory course to Psychology aimed at language teaching, specifically for Language students.

3.2 WHAT IT MEANS TO BE A LANGUAGE TEACHER EDUCATOR

Hope believes that all language teacher educators can influence their students. Although she does not like the idea of role models, she does believe that, indirectly, students see them as such. Studies suggest that teacher educators serve as role models for student teachers, and their actions are constantly evaluated and judged (IZADINIA, 2012; LUNENBERG *et al.*, 2007; ROBOLD; BUENDGENS, 2015). As she had language teacher educators who inspired her, she is concerned about the impact of her actions and professional performance on her students. For this reason, she states: "[...] I am very responsible with teaching and with what I have to offer" (HOPE. I. 18/06/19). Hope also points out that there are requirements to be a good language teacher educator, such as (i) being responsible for their own actions; (ii) understanding the importance of beliefs and emotions, and (iii) encouraging students to be autonomous and respecting their choices. We comment on each of these below.

First, Hope defends that teacher educators should be responsible for own performance and attitudes, as they have direct impact on students' pedagogical conceptions and values, as stated by Hobold and Buendgens (2015). According to Hope, dedication is also one way of taking responsibility. She believes teacher educators must offer the best work to their students and help them develop their potentialities.

Second, according to Hope, students' beliefs, emotions, and experiences play an important role in language learning and teaching and should be integrated in the classroom through the establishment of positive relationships. In addition to being conscious of their emotions, experiences and beliefs, she believes that a language teacher educator should also understand and respect the role of learning styles, the construction of identities in the target language and students' stories. For this reason, language teacher educators must first understand their own beliefs and emotions: "[...] work your emotions to work with students' emotions too" (HOPE. I. 18/06/19). She adds:

Excerpt 4

When you are working with human beings, you get permission to deal with their entire psychic apparatus. You will hear the emotions, the beliefs, the feelings... Even if not reported directly: "I feel this way", "I believe that"... this will always be expressed somehow (HOPE. I.18/06/19).

In this excerpt, we can understand Hope's concerns about students' emotion regulation. Emotions determine quality of life and play an essential role in interpersonal relations (AGUDO, 2019; MATURANA, 1998; ZEMBYLAS, 2002, 2003, 2005, 2007). Based on this, Hope cares about understanding her students emotionally and intervening when necessary. As suggested by Golombek and Doran (2014), language teacher educators need to consider the link between beliefs and emotions to mediate situations where students need assistance. In addition, the authors stress that emotional education needs to be integrated into discussions on language teaching education.

Finally, autonomy and respect are central beliefs for Hope. For her, a good language teacher educator should encourage students to be autonomous, respect them and their choices. She considers that when teachers respect, appreciate and recognize students' potentials, students can develop positive beliefs about themselves.

3.3 HOPE'S EMOTIONS AS A LANGUAGE TEACHER EDUCATOR

When it comes to Hope's role as a language teacher educator, three emotions were identified: happiness, passion, and frustration.

First, she reported experiencing happiness and positive emotions as a teacher. Being an English teacher educator is the fulfillment of a dream of hers. She is happy because she feels prepared for this job. She shows satisfaction and joy with the way she can act in the Languages course: using English in class and bringing topics she considers important and interesting for students' development. Her relationship with her students is also a source of contentment for her.

Secondly, she is passionate about her profession and her experience as a language teacher educator. She believes this passion can also be a source of inspiration for her students and she tries to show it to them: "I show every love, every affection, every passion, every victory that I have in this profession" (HOPE. I. 18/06/19). As pointed out by Day (2004), the emotion of passion triggers teachers' satisfaction, motivation, confidence, and enthusiasm for their work.

Thirdly, despite her happiness and passion, she feels frustrated when it comes to two aspects of the Languages course. First, she expected all Language students to love English and dedicate themselves to become good English language teachers. However, this was not the reality she faced. She considered it was a great challenge because some of the student-teachers had chosen the course for many different reasons, except wanting to become teachers. Despite her frustration, she claimed she had learned to respect their choices and tries to help them find themselves without pushing them, as she explains in this excerpt:

Excerpt 5

I do not push anyone, I share, I expose. It's like you open the door of paradise and say: "Look at all this! Do you want it?" And then they decide whether they want it or not. And paradise is beautiful. Teaching English is wonderful. Then they will make their decision. Now, it may be paradise, it may be wonderful, but it may not be for them, and that is okay (HOPE. I. 18/06/19).

In this excerpt, she expresses her belief that they should be free to make their own choices. She is happy when students decide to be teachers, but also understands if they choose a different path. As mentioned before, she believes that this must be a legitimate and individual choice. Thus, she thinks that it is possible to have good

English teachers working in various contexts. Helping her students has been a concern for Hope. This belief may be related to her vision of collaborative learning and ethics. Frustration may have influenced her concern to help students get to know each other better and find out what they want to do for a living, which can relate to the connection between emotions and actions, as stressed by Hargreaves (2000). The excerpt above also shows a process of reflection and change of perspective. Hope explains that when she started working as a language teacher educator, she expected that all students really wanted to be teachers and felt a little frustrated when she realized that the reality was somewhat different. Hope's emotion may have influenced her to reflect about her beliefs and try to find a way to help her students. Her belief in a humanistic teaching approach may have helped her overcome frustration, thus suggesting an interaction between emotions and beliefs.

The second aspect that caused her frustration was teaching in courses that are not for English teaching majors:

Excerpt 6

I know, I study, I have practice with the theory of English language teaching to speakers of other languages, but I do not know the entire Y¹⁰ area. So, honestly, it is challenging, and I don't think...I find it difficult to deal with this difficulty of not having a whole practice to offer for them (HOPE. E. 18/06/19).

As illustrated in this excerpt, she does not like to teach General English to university students. In addition, she felt frustrated when she realized that "some students are not prepared for a humanistic teaching approach" (HOPE. I. 18/06/19). Her beliefs involve a critical perspective that considers the teaching practice "educational-progressive", in seeking students' autonomy (FREIRE, 1996). She tries to promote her students' autonomy but realizes that many of them are not prepared for this humanistic and autonomous approach, which frustrates her.

From the findings reported so far, we observe that Hope believes that language teaching education should encourage human values and consider students' beliefs and emotions. Furthermore, language teacher education should involve welcoming, inclusion, appreciation and respect for students and their choices. Hope experiences three emotions when English language teaching education is concerned: happiness,

¹⁰ The letter Y was used to omit the name of the course.

passion, and frustration. As pointed out by Day (2004), it is common for teachers and students to experience contrasting emotions. The source of the emotion of passion relates to the love she has for her profession, while the emotion of happiness refers to her performance as a teacher educator in the Languages course and the positive relationship she has with her students. Hope also experiences some frustrations when dealing with some aspects of the course, such as having to teach non-language majors, or as when her students do not understand her concern for their mental health or are not prepared for her approach. Her beliefs and emotions relate interactively and are associated with the context in which she is inserted, which shows the individual and social nature of these constructs, as underlined by Barcelos (2007, 2013).

In short, when Hope's beliefs are confirmed within the reality of work, emotions such as happiness and passion are aroused. Since she believes in a humanistic approach and feels she can work with students through this perspective, she has a sense of fulfillment. Noticing that what she believes about teacher training could be materialized makes her joyful. On the other hand, when she realizes that her beliefs about teacher education are not understood and sometimes not well received by the students, she feels frustrated. Despite feeling frustrated, she understands her responsibility as a language teacher educator and how important it is for her to become aware of her own emotions and beliefs in order to help her students.

CONCLUSION

The aim of this study was to investigate the beliefs and emotions of a language teacher educator about language teacher education. The participant of this study, Hope, believes that teacher education should encourage human values and should consider both the beliefs and emotions of student-teachers and teacher educators. As such, language teacher educators should enable student-teachers to be aware and prepared to deal with different situations and emotional demands in the classroom. They must seek to understand themselves as individuals with beliefs and emotions so that they can also act in a similar way with their future students. This relates to another of her beliefs – that student-teachers' mental health should be a priority in this process of becoming future language teachers. Hope's beliefs and emotions point out to the

relevance of language teacher educators' awareness of their own beliefs and emotions and how they influence their practice, as suggested by Borges (2017) and Golombek (2015). Moreover, these results confirm the emotional nature of teacher's work, as suggested by Hargreaves (1998) and Zembylas (2003).

The implications of this study suggest that language teaching education courses need to be wary of aspects that transcend methodological skills, which are especially important, but insufficient to encompass the complexity of teacher education. In this regard, language teaching education should provide ways of helping those involved in the language education process to benefit from these discussions. This could be in the form of including specific courses on emotions and teachers' well-being and positive psychology in the curriculum or including discussions of these topics in other courses, such as language teaching methodology. For schools and continuing teacher education, it is possible to promote a safe environment or specific meetings for teachers to share their emotional experiences and not feel so lonely in their practice. This can be done through collaborative groups of teachers sharing experiences together or formal mentoring groups with more experienced peers or with language teacher educators. Language teachers and teacher educators could analyze the narratives of their experiences as student-teachers or of their professional practice as in-service teachers. If well planned and designed, these meetings could be a locus for critical reflection, positive experiences and feelings of appreciation and recognition.

One limitation of this study was not observing the teacher in her real context. Thus, we could not see the relationship between beliefs, emotions and her actions. Thus, for future research we have two suggestions: (a) longitudinal studies that accompany language teacher educators and pre-service teachers from the beginning to the end of their major to identify if their beliefs and emotions change or are maintained during that time; and (b) ethnographic-based studies that assess language teacher educators' beliefs and emotions in relation to their actions in their practice. In addition, although this may seem a Pollyanna type of story with no contradictions or conflicts, we believe it is a story worth telling because it represents the emic perspective of a language teacher educator. In this paper we could not address all the nuances of the original study which also investigated students. All in all, we do see that

only one semester of gathering data may not have been enough to unveil the whole story of the beliefs and emotions of teacher educators and students.

We hope this study helps other researchers to embark on the adventure of understanding the world of language teacher educators and what they feel and believe about language teaching. Most research on emotions is usually about learners or teachers. We believe it is time to understand language teacher educators as well, as their influence in the process of teacher learning is sometimes overlooked.

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APPENDIX 1

Oral Interview Guideline

Dear participant,

In this interview, I would like to ask you to reflect on some of questions regarding your practice as an English teacher in an English Language Teaching Education course. With your permission, this interview will be recorded and later transcribed and analyzed. Thank you very much for your contribution!

- 1- How did your desire to study languages come about?
- 2- What were your expectations when you started the course?
- 3- What led you to become a teacher in a language teacher training course?
- 4- How do you feel teaching English language in language teaching education course?
- 5- Do you believe there are differences when teaching English in a language teaching education course and in other contexts? Please explain.
- 6- Did your education (either in English as a foreign language or in graduate studies) prepare you to work in a language teaching education course?
- 7- How is your relationship with your students in this group?
- 8- Do you consider yourself a good language teacher educator? Please comment.
- 9- Have your expectations for teaching this group been met? Please comment.
- 10- How do you see educating English student-teachers in this Languages department?
- 11- Do you believe that the course prepares students to act as future English language teachers? Please, comment.

APPENDIX 2

Hope's Visual Narrative (HOPE. VN. 21/05/19)

