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**EXPLORING DYNAMICS BETWEEN EMOTIONS AND PROFESSIONAL
COMMITMENT OF A LANGUAGE TEACHER: A SINGLE CASE STUDY**

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DEDICATION

To my loving mother, who believed in my dreams when I could not.



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Ayşe Beyza ŞAHİN YILDIRIM

ABSTRACT**Exploring Dynamics Between Emotions and Commitment of a Language Teacher: A Single Case Study****Ayşe Beyza ŞAHİN YILDIRIM****Ph.D. Thesis English Language Education Department****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****January 2025 117 pages**

This dissertation examines the dynamics between emotions and professional commitment of language teachers within the Turkish context, an area that remains underexplored in the existing literature. It delves into the complex relationship between language teachers' emotional experiences and their commitment to the profession, addressing a notable gap in the field. As Complex Dynamic Systems Theory recently suggested teachers' emotions are complex and multidimensional in nature, it is important to explore the nested systems and interactions of this complex system that effects teachers' professional careers, beliefs, and teaching practices (Agudo & Azarro, 2018). Furthermore, recent research emphasizes teacher commitment as a dynamic and multilayered aspect of teacher professionalism that influences teaching practices and students' engagement in their learning (Crosswell, 2006). Using Complex Dynamic Systems Theory as a framework, this study examines how teachers' emotions and professional commitment interact as interconnected, dynamic components within the teaching context. The justification for the current study is based on the complexity and interrelation of emotions and professional commitment in language teaching, which interact with other elements of their nested systems. Therefore, the current study aims to explore interactions between emotions and professional commitment of a language teacher. Mainly, the purpose of the current study was to contribute to the field by investigating the interplay between various emotions and the professional commitment of a language teacher in regard to the multidimensional interactions for the purpose of shedding light on the intricacies of the two complicated research phenomena. The current study employed a single case study design, utilizing variety of data collection tools such as narratives, Experience Sampling Method, Idiodynamic method, and stimulated recalls. To reach the aims of the study, the retrospective study of the case is aimed to explore to unravel emotional trajectory of the case to identify the emotional experiences that shaped her career,

beliefs, and teaching philosophy. The study further explores the emotional fluctuations of case within the six weeks in the classroom. Next, the fluctuations of emerging emotions and interactions with professional commitment is investigated.

Findings of the study provided a more profound understanding of the emotional trajectory of a language teacher, both in retrospectively and in regard to teaching emotions. The findings illustrated the way emotions ground connections between a language teacher's previous experiences and affected her beliefs about her profession. Furthermore, the research uncovered the intricate relationship between emotions and commitment, along with the system components involved. The study revealed a dynamic relationship between emotions and professional commitment, shaped by various influencing factors. The intricate relationship between the two phenomena pointed out resilience as a key component in maintaining professional commitment in the case, emphasizing the interplay of emotions and professional commitment. The study indicates the significant role of acknowledging language teacher emotions and the intricate elements of teaching, such as professional commitment, which ultimately influence their pedagogical practices and enhance educational quality. Moreover, this study underscores the critical role of emotions in shaping and maintaining language teachers' professional commitment, suggesting that supporting teachers' emotional resilience and well-being as key components to fostering long-term commitment to the profession. The study enhances the literature on language teacher emotions by offering profound insights into the intricate challenges encountered by language teachers in their professional careers.

Key words: Language teacher emotions, professional commitment, complex dynamic systems, language teaching.

ÖZET

Bir Dil Öğretmeninin Duyguları ile Mesleki Bağlılığı Arasındaki Dinamiklerin İncelenmesi: Vaka Çalışması

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Bu çalışma, Türkiye bağlamında dil öğretmenlerinin duyguları ve mesleki bağlılıkları arasındaki dinamikleri inceleyerek, mevcut literatürdeki önemli bir boşluğu doldurmayı amaçlamıştır. Karmaşık Dinamik Sistemler Teorisi çerçevesinde, öğretmenlerin duygularının ve mesleki bağlılıklarının çok boyutlu doğasını ve bunların öğretim sürecindeki etkileşimlerini araştırmıştır. Karmaşık Dinamik Sistemler Teorisi'nin son dönemde öne sürdüğü gibi, öğretmen duyguları karmaşık ve çok boyutlu bir yapıya sahiptir. Bu nedenle, öğretmenlerin profesyonel kariyerlerini, inançlarını ve öğretim uygulamalarını etkileyen bu karmaşık sistemin iç içe geçmiş bileşenlerini ve etkileşimlerini incelemek büyük önem taşımaktadır (Agudo & Azarro, 2018). Ayrıca, güncel araştırmalar öğretmen bağlılığının, öğretim uygulamalarını ve öğrencilerin öğrenmeye katılımını etkileyen dinamik ve çok katmanlı bir unsur olduğunu vurgulamaktadır (Crosswell, 2006).

Bu çalışma, Karmaşık Dinamik Sistemler Teorisi'ni temel alarak, öğretmenlerin duyguları ve mesleki bağlılıklarının öğretim ortamında nasıl etkileşime girdiğini incelemektedir. Araştırmanın gerekçesi, dil öğretiminde duyguların ve mesleki bağlılığın karmaşıklığına ve bu iki unsurun birbiriyle olan ilişkisine dayanmaktadır. Bu bağlamda, çalışma bir dil öğretmenin duyguları ile mesleki bağlılığı arasındaki etkileşimleri keşfetmeyi hedeflemektedir. Temel amaç, çok boyutlu etkileşimler açısından bir dil öğretmenin çeşitli duyguları ile mesleki bağlılığı arasındaki ilişkiyi araştırarak, bu iki karmaşık olgunun inceliklerini aydınlatmak ve alana katkı sağlamaktır.

Araştırma, tek bir vaka çalışması tasarımını benimsemiştir. Veri toplama araçları olarak anlatılar, Deneyim Örnekleme Yöntemi, İdiodynamik yöntem ve uyarılmış hatırlamalar kullanılmıştır. Çalışma üç aşamada gerçekleştirilmiştir: (1) bir dil öğretmenin duygusal

yörüngesinin geriye dönük incelenmesi, (2) altı haftalık sınıf içi duygusal dalgalanmaların gözlemlenmesi ve (3) bu duyguların mesleki bağlılıkla etkileşiminin araştırılması.

Bulgular, duyguların öğretmenin geçmiş deneyimlerinin ile mesleki inançları ve öğretim yöntemleri arasında güçlü bağlantılar kurduğunu göstermiştir. Duygular ve mesleki bağlılık arasında dinamik ilişki gözlenmiş, bu ilişkide duygusal dayanıklılığın kilit bir rol oynadığı gözlemlenmiştir. Bu araştırma, dil öğretmenlerinin duygularını ve mesleki bağlılıklarını anlamanın, pedagojik uygulamaları ve eğitim kalitesini doğrudan etkilediğini vurgulamaktadır. Sonuçlar, öğretmenlerin duygusal dayanıklılığının ve iyi oluş hallerinin desteklenmesinin, mesleğe uzun vadeli bağlılığı teşvik etmede kritik öneme sahip olduğunu göstermektedir.

Çalışma, dil öğretmenlerinin mesleklerinde karşılaştıkları karmaşık duygusal zorlukları aydınlatarak, dil öğretimi alanındaki literatüre önemli bir katkı sağlamıştır. Gelecekteki araştırmalar için, farklı kültürel bağlamlarda benzer çalışmaların yapılması ve duygusal dayanıklılığı artıracak stratejilerin geliştirilmesi önerilmektedir.

Anahtar kelimeler: Dil öğretmeni duyguları, mesleki bağlılık, karmaşık dinamik sistemler, dil öğretimi, vaka çalışması.

TABLE OF CONTENTS

COVER.....	i
APPROVAL	ii
DEDICATION	iii
ETHICS DECLARATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vii
ÖZET	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
ABBREVIATIONS.....	xvi
LIST OF APPENDICES	xvii

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study	1
1.2. Aim of the Study	3
1.3. Significance of Study	3
1.4. Review of Literature	4
1.4.1. Emotionality in Teaching	4
1.4.1.1. Conceptualizing Teacher Emotions	6
1.4.1.2. Factors Affecting Teacher Emotions.....	9
1.4.2. Language Teacher Emotions	11
1.4.3. Teachers' Commitment	14
1.4.4. Professional Development	19
1.4.5. Complex Dynamic Systems Theory.....	21

CHAPTER II

2. METHODOLOGY

2.1. Introduction.....	26
2.2. Research Design.....	26
2.3. Researcher Positioning.....	28
2.4. The Context, Sampling and the Case	29

2.5. Procedures, Data Collection and Data Analysis	30
2.5.1. Narratives	31
2.5.1.1. Application of Narratives	32
2.5.1.2. Analysis of Narratives	33
2.5.2 Experience Sampling Method (ESM)	34
2.5.2.1 Application of ESM	35
2.5.2.2. Analysis of ESM	36
2.5.3. Idiodynamic Method	36
2.5.3.1. Application of Idiodynamic Method.....	37
2.5.3.2. Analysis of Idiodynamic Method	37
2.5.4. Stimulated Recall	37
2.5.4.1. Application of Stimulated Recall.....	37
2.5.4.2. Analysis of Stimulated Recall.....	38
2.6. Follow-up Interview.....	39
2.6.1. Analysis of the Follow-up Interview.....	40
2.7. Ethical Considerations	40

CHAPTER III

3. FINDINGS

3.1. Introduction.....	42
3.2. Maya's Emotional Trajectory.....	42
3.2.1. Maya as a Language Learner	42
3.2.2. Maya as a Pre-Service Teacher	44
3.2.3. Maya as a Teacher	47
3.2.4. Interpretation of Maya's Journey	51
3.3. Interaction between Maya's Emotion and Commitment	53
3.3.1. Dynamics of Emerged Emotions	54
3.3.1.1. Positive Emotions	54
3.3.1.2. Negative Emotions	56
3.3.1.3. Interpreting Significant Fluctuations of Emotions	57
3.3.2. Maya's Emotional Experiences and Commitment.....	59
3.3.3. Stimulated Recall: How Emotions Interact with Maya's Commitment.....	60
3.4. Summary of Findings.....	66

CHAPTER IV

4. DISCUSSION AND IMPLICATIONS

4.1. Introduction.....	71
4.2. Overall Findings of the Study	71
4.2.1. Discussion on Complexities of Language Teacher Emotions.....	72
4.2.2. Discussion on Interactions of Emotions and Professional Commitment	76
4.3. Implications.....	80
4.4. Limitations and Future Recommendations	82
REFERENCES	84
APPENDICES	95



LIST OF TABLES

Table 1. <i>Data Collection Procedure</i>	31
Table 2. <i>Small Stories Analysis</i>	33
Table 3. <i>Emotions included into ESM</i>	35
Table 4. <i>Sample for themes/subthemes and codes</i>	39
Table 5. <i>Maya's Journey</i>	53



LIST OF FIGURES

Figure 1. <i>An ecological model of Teacher Emotions</i>	8
Figure 2. <i>The Teacher Emotion Model</i>	9
Figure 3. <i>Conceptual Model on Professional Commitment</i>	17
Figure 4. <i>Fluctuations of Positive Emotions</i>	55
Figure 5. <i>Fluctuation of Love, Passion, Compassion, Enthusiasm</i>	56
Figure 6. <i>Fluctuations of Negative Emotions</i>	57
Figure 7. <i>The Interaction between Joy, Frustration, Disappointment, and Anger</i>	58
Figure 8. <i>Idiodynamic Analysis of Maya's Emotional Trajectory</i>	59
Figure 9. <i>The Interaction Between Maya's Emotions and Commitment</i>	66

ABBREVIATIONS

ESM	: Experience Sampling Modelling
CDST	: Complex Dynamic Systems Theory
CoPs	: Community of Practice
PD	: Professional Development
LTE	: Language Teacher Emotion



LIST OF APPENDICES

Appendix A. Narrative Questions	95
Appendix B. Ethics Approval	96
Appendix C. Consent Form	98
Appendix D. Scientific Research and Publication Ethics Board Decision	99
Appendix E. Ethical Permission Letter.....	100



CHAPTER I

1. INTRODUCTION

This study attempts to explore dynamics between teacher emotions and professional commitment. The first section of this chapter presents the background of the study, the statement of the problem, and the aim of the study. Later, the literature review of the related research phenomena, and limitations of the study are presented.

1.1. Background of the Study

In recent years, the complexity of the new global world has significantly affected education, teachers, and teaching practices due to noticeable advances in various areas such as technology, globalization, cultural diversity, and changing individual needs. This evolving landscape, shaped by rapid advancements in technology, globalization, and cultural diversity, has made the teaching profession more challenging and sensitive to numerous aspects. In this context, teacher emotions have emerged into a phase in the education field through a pivotal role in shaping teacher effectiveness and teaching practices. Particularly, educational psychology pointed out the importance of the power of positive emotions critical for enhancing success in teaching, which underlines the prosperous power of teachers' emotional intelligence and competence in providing more engaging learning environments and improving psychological factors involved in their teaching (Dong & Xu, 2020). Language teaching, in particular, is a nuanced and intricate process shaped by the interaction among students, teachers, and the learning context. These emotional experiences are linked to various factors ranging from teachers' beliefs, motivation, values, and classroom practices to teachers' attrition and burnout (King & Gkonou, 2018). Recognizing the crucial importance of teachers' emotional experiences creates an urge to explore and address these aspects of the teaching profession. Basically, teacher emotions are important aspects of educational contexts that hold potential for fostering teachers' professional well-being and ultimately leading them to have a more fulfilling professional experience.

Research on teacher emotions has undergone many phases about the definitions and perceptions of emotions among numerous scholars. It is crucial to highlight the succinct history of emotions to understand the essence and conceptualize the nature of it. The conceptualization of teacher emotions is rooted in appraisal theory, which highlights the role of cognitive evaluations in emotional experiences (Oatley & Johnson-Laired, 1987; Frenzel et al., 2021).

The perspective contrasts with an earlier biological perspective that considered emotions as innate capacities and reactions of individuals (Tsang, 2014). In other words, biological perspective on emotions highlights the physiological and neurological dimensions, viewing emotions as a manifestation of structuralism. However, this perspective was criticized for undermining the mental processes that people undergo, such as individual evaluations of the environment surrounding them. Contrary to the biological perspective, the cognitive perspective highlighted the importance of mental processes and appraisals of individuals that arise from events and experiences. Commenting on this, Oatley & Johnson-Laird (2014) emphasized that emotions cannot be a reaction to a physical; rather, it's an "evaluation called appraisals" (p. 214). Appraisal theory may elucidate why teachers experience varying emotions in reaction to identical student behavior, highlighting the subjective and evaluative characteristics of emotions. In contrast to these views, the post-structuralist/discursive perspective asserts the idea that emotions cannot only be innate aspects or make meaning of the environment but rather they should prominently be considered within the context in which individuals live, their identities, and culture (Benesch, 2009). With the integration of the various perspectives, emotionality research has led a pathway that enabled us to gain a more comprehensive understanding, pinpointing emotions as a multidimensional and complex phenomenon (Agudo & Azzaro, 2018; Benesch, 2017; Fried et al., 2015; White, 2018). This perspective paves the way for exploring emotions as a complex aspect of individuals within their own context.

No doubt that, in educational contexts, as much as the teachers' emotional states, teachers' professional commitment is also crucial in terms of enhancing the teaching and learning processes. Teacher commitment refers to a teacher's dedication to the profession, passion for teaching, and teachers' willingness to stay in the profession (Dong & Xu, 2022; Somech & Bogler, 2015). The commitment of teachers is manifested through their willingness to pursue their career, the time they invest in, as well as the effort they put forth in their teaching and for their ongoing professional growth. Recently, there is an emerging perspective on teacher commitment as a multifaceted social and psychological construct. The dedication of teachers to their professions is not static nor unidimensional (Crosswell, 2006). It is influenced by various factors such as the teacher's beliefs and values, sense of purpose, support from colleagues, and ecological aspects. It was also suggested that affective factors such as teachers' emotional experiences as well as the emotional reactions they display in their professional experiences play a crucial role in shaping teacher commitment (John, 2019; Lauermann et al.,

2017). As Croswell (2006) further states, teacher commitment is a complex, multidimensional aspect of teacher professionalism that has significant implications for both teacher behavior and student learning outcomes. Therefore, exploring teacher commitment in diverse contexts might enable us to broaden our horizons about ways of enhancing the quality of education.

Much of the research on teacher commitment and emotions in different contexts has primarily focused on isolated aspects of emotions or commitment, often ignoring the dynamic interplay between these two complex constructs. However, the complex relationship between the emotional experiences of language teachers and their commitment to their profession remained underexplored. Therefore, this gap in research calls for more empirical studies about complex emotional experiences and how these experiences shape and interact with their commitment to their profession in diverse educational settings that might help teachers.

1.2. Aim of the Study

The main purpose of the present study is to gain deeper insights into the relationship between language teacher emotions and professional commitment. In addition, the study aims at exploring dynamics between language teacher emotions and professional commitment. Another concern of this study is to explore interactions between language teacher emotions and professional commitment. Regarding the aims, the present research addresses the following research questions:

- 1. What are the patterns of emotions experienced by the case in the study?*
- 2. How do emotions and professional commitment of the case in the study interact within the teaching context?*

1.3. Significance of Study

By the virtue of the affective and humanistic turn in the field of language teacher education, language teacher research has taken different turns which conceptualize teaching as a more complex and demanding profession. These developments have conceptualized teaching as a profession that is more challenging and demanding. Considering this approach, a substantial amount of research has been conducted concerning the identity of teachers (Borg, 2006), the anxiety of teachers (Wood, 1999), the burnout of teachers (Dong & Zu, 2022), and the attrition of teachers (King et al., 2018). Recent developments in the field of language teacher education have brought to light the crucial value of investigating the emotions of teachers in an array of contexts and with a broad spectrum of teachers (Gallo, 2016; Richards, 2020).

Although there is a vast amount of research investigating the emotional experiences of teachers (Benesch, 2020; Cowie, 2011; Örük, 2023; Tejeda et al., 2016; Ruhoties-Lyty et al., 2016, Pham & Pham, 2022), one aspect of teacher emotionality research remain paucity in the field of language teaching which is the relationship between emotions and professional commitment. Both positive and negative emotions play a crucial role shaping teachers' commitment. Taking a complexity perspective we might say that teacher emotions and commitment are nested within the teaching contexts. Therefore, this study aims to explore interaction between language teacher emotions and professional commitment. In this context, the current research sheds light on the complex nested dynamics of the emotions and commitment of language teachers. By doing so, the research aims to contribute to teacher education literature, empower teachers ongoing professional development, and offer some practical implications for teacher effectiveness as it was suggested that emotions and commitment should be considered as key component of positive education environments (Agudo & Azzaro, 2018; Darling-Hammond & Lieberman, 2012; Hammerness et al., 2017).

Briefly, the present research aimed at contributing the field by exploring the interaction between diverse emotions and professional commitment of a language teaching regarding the multidimensional interactions shedding lights on complexities of the two complex research phenomena. By gaining deeper understanding of these aspects, we might create a fulfilling and fostering environment for teachers that nurtures positive teaching experiences.

1.4. Review of Literature

This section provides a critical review of related literature to comprehend related the research phenomena of interest, specifically teacher emotions, language teacher emotions, and teachers' commitment. Along with these, the related literature on complex dynamic systems theory and teacher education was also presented.

1.4.1. Emotionality in Teaching

The purpose of emotionality research is simply to make meanings of nature of emotions. There are various perspectives that approach the nature of emotions within different schools of thought. Biological perspectives often considered emotions as innate capacities and as an example on structuralism, suggesting they are universally shared across cultures. Nevertheless, this perspective was criticized by many scholars and refined by various theories over the years (Barret, 2017). This criticism grounds on how biological perspective perceives emotions, an

automatic response from the body like a sneeze, eliminating the effect of individuals, cultural and contextual aspects might shape emotions (Oatley & Johnson-Laird 2014).

Cognitive theories of emotions propose that emotions are not innate but rather evaluations of individual experiences, which are regarded as appraisals (Lazarus, 1991). Appraisals shaped by individual experiences result in different interpretations of events, influencing life experiences and clarifying why individuals respond distinctively to similar situations rather than being innate responses. Cognitive theories suggest that emotions result from the interaction between personal factors, environmental contexts, and cognitive evaluations. These appraisals involve assessments of situations in relation to one's goals, beliefs, and expectations (Scherer et al., 2001). This perspective has important implications for understanding educational contexts, as it suggests that students' emotional experiences are closely tied to their perceptions of control, value, and achievement in learning situations (Pekrun, 2006).

Poststructuralist approaches to teacher emotions provide a detailed perspective, establishing emotions as social constructs affected by relations, rather than simply private psychological states or innate capacities (De Costa et al., 2020; Zembylas, 2005). Poststructuralism shifts the focus from the definition of emotions to their potential functions, especially in empowering teachers and enhancing their decision-making processes (Miller & Gkonou, 2018; Zembylas, 2005). The poststructuralist perspective emphasizes the nature of teachers' emotional experiences, incorporating concepts such as “critical emotional reflexivity” (Zembylas, 2014) to investigate the intersection of emotions with power dynamics and the critical analysis of educational policies and practices by teachers. Poststructuralism situates emotions within broader sociopolitical contexts, offering a framework to understand how teachers' emotional responses to institutional power influence their instructional choices and classroom practices (Her & De Costa, 2022).

Emotions are considered by many researchers as one of the fundamental components of teaching (Hargreaves, 2000; Pekrun, 2006). There is no doubt that the emotional dimension of teaching has its critical role in shaping classroom dynamics for both teachers and learners (Lee & Vlack, 2017; Timoštšuk et al., 2016; Yin et al., 2013). The exploration of teacher emotions has gained significant traction in academic discourse over the last two decades, reflecting a growing recognition of the complexities inherent in the emotional landscapes of educators. Research on teacher emotions has focused on several key areas, including emotional labour (Hochschild, 1983), the relationship between teacher identity and emotions (Golombek &

Doran, 2014), emotions within educational reforms (Tsang, 2013), the prediction of teacher emotions based on student behavior and engagement (Hagenauer et al., 2015), the emotional characteristics of teaching (Zembylas, 2004), an ecological perspective on teacher emotions (Cross & Hong, 2012), and the relationship between teacher emotions, teacher effectiveness and well-being (Day & Qing, 2009; Skaalvik & Skaalvik, 2014). Thus, it is important to explore these studies in detail to have a critical understanding of teacher emotion research addressing the factors affecting teachers' emotions and nature of emotions.

1.4.1.1. Conceptualizing Teacher Emotions

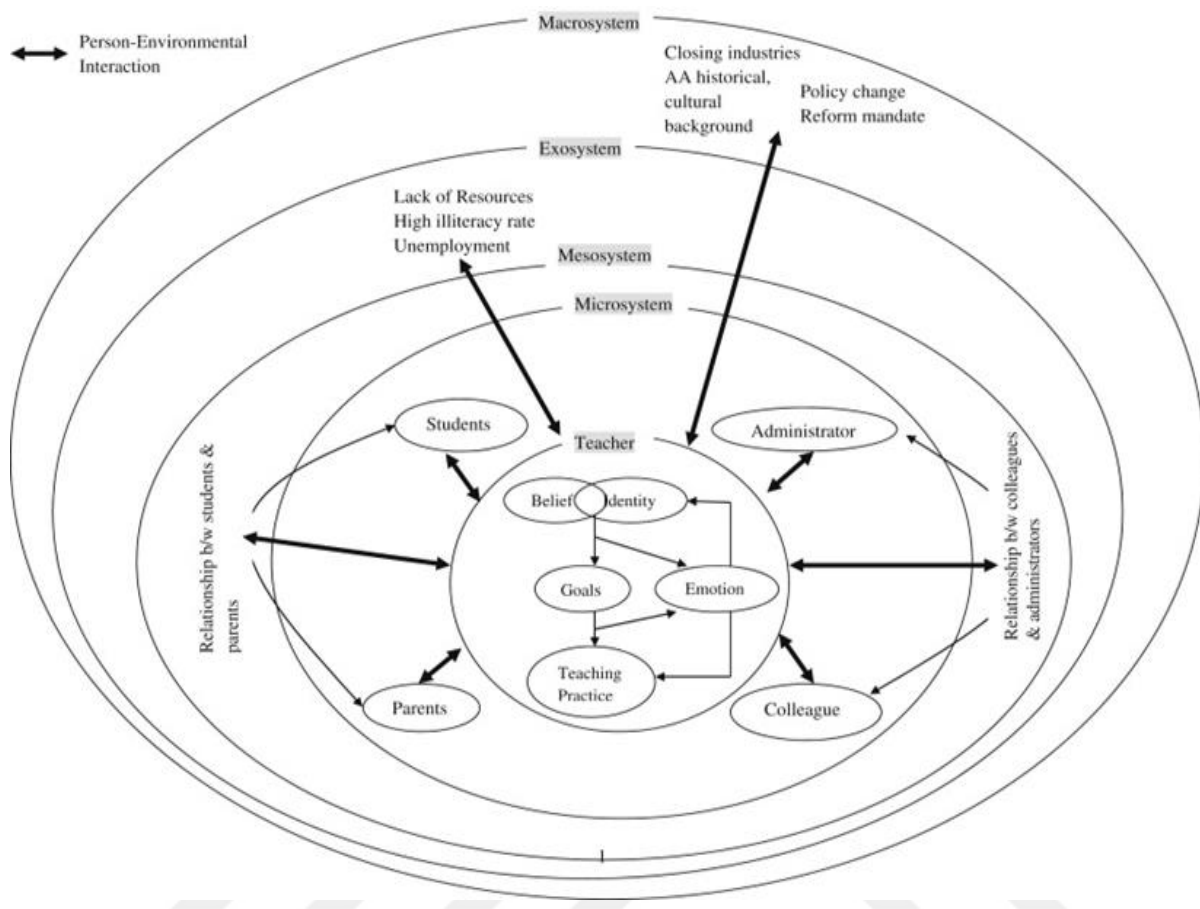
Recently, an increasing body of literature on teacher emotions regards emotions as dynamic, multifaceted phenomena rather than just states of individuals. Teacher emotions have been mainly overlooked in educational studies until recently. Zembylas (2003) notes that the examination of emotions in education was marginalized for a substantial part of the 20th century because of the prevailing behaviorist and cognitivist paradigms, which saw emotions as irrational and unscientific elements. It was not until the 1990s, with the advent of the “psychological turn” in educational research, that scholars began to rigorously investigate the function of emotions in teaching and learning (Agudo, 2018). The increasing focus on teacher emotions over the past two decades has resulted in a more detailed understanding of the emotional complexities of language teaching, as indicated by the studies referenced in this literature review.

As Benesch (2007) argues, emotions in teaching are “multidimensional and complex in nature” (p.12). This complexity stems from the interplay of various factors, including cognitive appraisals, physiological responses, and social influences. Post-structuralist approaches to teacher emotions assert that emotions are discursively constructed embedded in power relations and intricately situated within the sociocultural contexts of teaching (Shutz & Zembylas, 2009; Zembylas, 2005). This view argues that emotions in teacher are “fluid, shifting, and contextual” (Zembylas, 2005, p.937). Additionally, Day & Gu (2009) note teachers' emotional experiences are shaped by their sense of profession, self-efficacy beliefs, professional identities, and particular context in which they operate. As they emphasize teachers' emotions are not static but rather fluctuate and evolve over time in response to changing circumstances and experiences. Their study emphasized the importance of different career stages among teachers which related to establishing their professional identity and shaping their emotional experiences.

Similarly, Mercer (2016) conceptualizes teacher emotions as part of complex dynamic system, emphasizing how emotions interact with cognition, motivation, and behavior in non-linear ways. She argues that teacher emotions are “emergent, dynamic, and situational” (Mercer, 2016, p.12), constantly shifting based on interactions between individuals and contextual factors. King (2016) further explored language teacher emotional regulation within classroom context through, focusing emotional labor. The study demonstrates the fluctuations of emotions in teachers’ emotional experiences and emotional regulation strategies as they navigate encounter challenges. The findings of the study highlight the inherently dynamic nature of emotions in teaching. Moreover, another study by Golombek and Doran (2014) further emphasizes the dynamic interacting nature of teacher emotions and how teachers’ emotional experiences fluctuate over time and across various contexts.

The ecological model by Cross and Hong (2012) helps us to understand how emotions are not solely personal but are shaped by broader contexts. Their research demonstrated how teachers’ emotional response to change are dynamic and shifting as they grapple with new practices. Their model emphasizing the complexity of emotions within the five nested systems which are microsystem, mesosystem, exosystem, macrosystem, chronosystem. They also named the factors that effecting teacher emotions such as school culture, administrative support, and collegial support by commenting positive school contexts might enhance teachers’ well-being. Most significantly, Cross and Hong (2012) suggest that teacher’s emotional experiences are key to determine teaching practices and teacher-student-interactions. Their ecological model underscores the components that are affected and effects teacher emotions and how broader educational contexts interact with teachers’ emotional lives in complex ways, as Figure 1 depicts.

Figure 1. *An ecological model of Teacher Emotions*

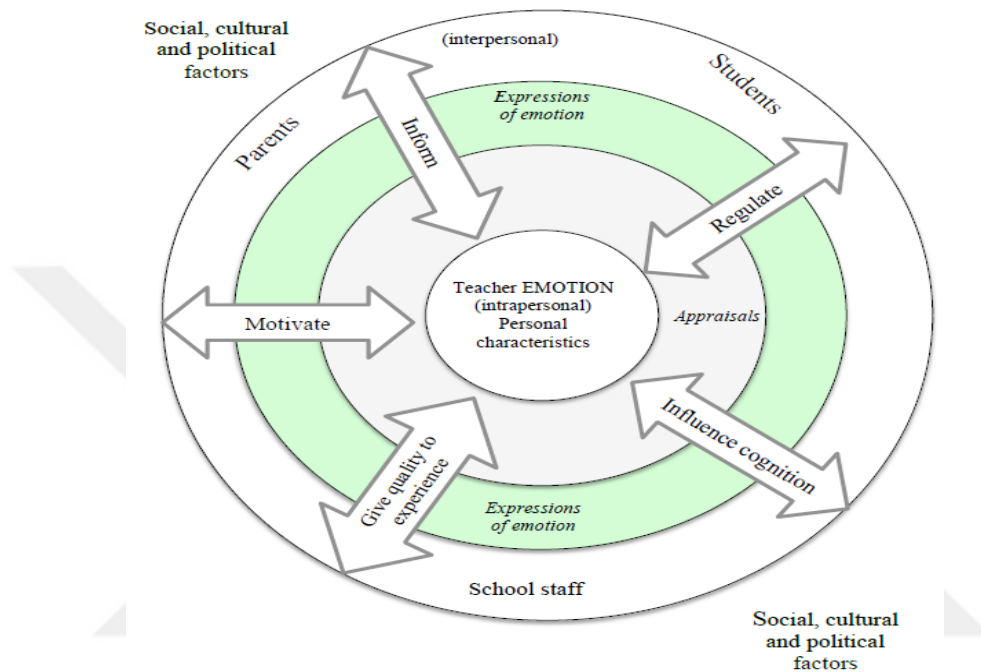


Note. Taken from "An ecological examination of teachers' emotions in the school context by Cross & Hong, 2012, *Teaching and Teacher Education*, 28(6), p. 959. Copyright 2012 by Elsevier Ltd.

Building another model conceptual teacher emotions, Fried et al (2015) examined 82 studies from teacher emotion literature to figure how teacher emotions were explored, with a particular focus on how emotions were defined. They highlighted the need for more explanative understanding of teacher emotions. A key finding of their conceptual model is the interrelated nature of emotions, which are influenced by social political, and contextual factors at both interpersonal and intrapersonal levels. Model also emphasizes that emotions are everchanging, multidimensional, and complex in nature. Thus, the Figure 2 might present an explanatory framework in teacher-student emotional interactions, functions of emotions, and its bidirectional interactional impact within broader contexts and different individuals. The visual representation of this model serves as an invaluable explanatory framework for understanding teacher-student emotional interactions, the functions of emotions, and their bidirectional impact within broader contexts. By illustrating these complex relationships, the figure emphasizes the central role of teacher emotions in shaping classroom dynamics, student

engagement, and overall educational outcomes. This comprehensive approach to conceptualizing teacher emotions underscores their significance in educational research and practice, suggesting that a deeper understanding of teacher emotions is crucial for enhancing teaching effectiveness, student learning, and overall educational quality.

Figure 2. *The Teacher Emotion Model*



Note: Taken from "Teacher emotion research: Introducing a conceptual model" by Fried et al., 2015, *Issues in Educational Research*, 25(4), p.428. Copyright 2015 by Issues in Educational Research.

1.4.1.2. Factors Affecting Teacher Emotions

Various studies have highlighted the intimate relationship between teachers' emotions and their teaching approaches, with positive emotions being associated with student-focused methods and negative emotions with transmission-oriented approaches (Day & Leitch, 2001). Their study also highlighted teacher emotions are crucial in professional development, proposing the idea of emotional training programs should be integrated into teacher education programs to promote emotional awareness and emotional regulation skills to teachers (Day & Leitch, 2011). In another study, Haugenauer et al., (2015) investigated the relationship between students' behaviour and teacher emotions. The study emphasized the significance of cultivating excellent teacher-student relationships, which substantially influences students' emotional and cognitive engagement. The research underscores the significance of contextual components when creating an emotionally supportive atmosphere for pupils. The study also emphasizes

the importance of contextual factors to build an emotionally supportive environment for the students. Moreover, Timoštšuk et. al. (2016) also underscored the significance of teacher-student emotional interactions emphasizing that positive emotional climate for fostering student engagement to learning journey. Thus, it is important to explore nature of teacher emotions and theorizing teacher emotions in the related literature.

The relation emotions and factors affecting was discussed to underscore the significance of emotions in teaching and how these factors affect both teaching practices and educational outcomes (Cross & Hong, 2012). The study conducted by Day and Qing (2009) focused on the relationship teachers' emotional experiences in their classroom. The study highlights the importance of emotional intelligence to manage teacher emotions, and their students. It was suggested that positive emotions experienced by the teacher and its positive affect on students' learning. Therefore, their study emphasizes the importance of positive emotions as crucial aspects of students' learning journey to promote student engagement. Moreover, the study also highlights importance of supportive school contexts can eliminate teacher attrition rates. Besides, Skaalvik and Skaalvik (2014) conducted a study to explore the interplay between teacher self-efficacy, burnout, and emotion with 2249 Norwegian teachers in elementary and middle schools. The findings of their study emphasize the importance supportive school environment and collective culture in schools. Both studies mentioned above clearly illustrates the importance of emotional interactions and supporting teachers emotionally. Besides, Golombek and Doran (2014) examined the complex interplay between identity and emotions, highlighting how teachers' beliefs and emotional experiences are interconnected in shaping their professional identities.

Another perspective on teacher emotion research is to identify the emotions that are reported by teachers such as positive and negative emotions. There is no doubt that positive emotions of teachers are associated with positive students' behaviour, (Sutton & Wheatley, 2003; Frenzel et al., 2009), whilst negative emotions are considered to be associated with the failure and disruptive students' behaviour (Hargreaves, 2000; Sutton, 2000). Briefly, it can be said that teachers facing lots of emotional interaction within the school context, which is also affecting many aspects such as teacher motivation, identity, and job satisfaction (Chen, 2016). This demanding emotional facet of teaching shapes educational experiences of students, too.

It is essential to recognize the significance of emotional labor in teaching, as noted by Benesch (2020) and Acheson et al. (2016). Benesch (2020) highlights the political aspects of

teacher emotions, emphasizing the crucial role of activism in addressing issues such as unfair examinations. Acheson et al. (2016) examine the complex relationship between teachers' beliefs regarding their classrooms and their emotional experiences and self-efficacy, especially in the absence of institutional support. The study emphasized that insufficient motivation and inadequate institutional support can influence and determine teachers' beliefs and cognition. Furthermore, Xu (2013) emphasized the significance of comprehending the emotions of both teachers and students within the political and ecological context of the classroom. The study highlights the importance of developing emotional landscapes for both teachers and students within the political and ecological context of the classroom, thereby enhancing our comprehension of the complex nature of language teacher emotions. Therefore, it is important to explore teacher emotions in detail.

Research into teacher emotions uncovers a complex and multifaceted phenomenon that significantly influences educational experiences. The literature emphasizes the fluidity of emotions, shaped by cognitive evaluations, physiological reactions, and social contexts (Fried et al., 2015; White, 2018). Recent research has gone beyond the perception of emotions as solely individual states, highlighting their socially constructed essence and the influence of dynamic interactions within educational environments (Benesch, 2017; De Costa et al., 2020). The ecological model introduced by Cross and Hong (2012) offers a thorough framework for comprehending the influence of multiple nested systems on teacher emotions, ranging from the immediate classroom context to wider societal elements. Future research might benefit from examining the interaction among these many levels and their cumulative impact on teachers' emotional experiences (Zemblyas, 2005). Much research mentioned earlier draw attention to including emotional practices into teacher education, aiming at preparing teachers demanding facet of the profession. Moreover, teacher emotionality research might benefit from empirical studies over different contexts to contribute the gap existing in the literature. Therefore, current study aimed to contribute to related literature by providing a nuanced exploration of emotionality of a language teacher.

1.4.2. Language Teacher Emotions

There have been numerous contributions to language teacher emotions (LTE) research in the recent years, however when compared to teacher emotion research, LTE is considered to be still growing (Örük, 2023). Although, early studies on language teacher emotions were merely based on negative aspects such as anxiety and burnout, the language teacher emotions

now discussed through a range of aspects by many scholars. The analysis by Xu et. al (2024) underscores the significant growth in language teacher emotions (LTE) research between 2004-2024 in various contexts from many different perspectives. However, it also emphasizes the necessity for more empirical studies and a nuanced understanding of LTE to keep pace with global educational reforms. Moreover, a former study also supports the idea that LTE research is in early development phase, there is need for a broad spectrum of research (Barcelos & Aragao, 2018).

Research on language teachers' emotions has uncovered various factors that influence, or shape teachers' emotional experiences is evident from the various research in the related literature from teacher stories. For example, Agudo & Azzarro (2018) found that pre-service teachers experienced emotions such as insecurity and fear, often due to their lack of teaching experience and the immense fear pressure of being constantly evaluated by their supervisor. Additionally, the research illuminated the significance of positive emotions and the importance of recognizing students' emotions and the need for mutual respect in the classroom. Notably, Méndez López (2020) conducted an insightful study on how pre-service teachers develop coping strategies when faced with unexpected classroom challenges, reshaping their professional identities in the process. The findings of the study revealed that negative emotions as significant barriers, hindering the teaching performance of pre-service teachers. The research findings highlighted the undeniable role of emotions in shedding lights on complex and intricate nature of emotions as an effective aspect of pedagogical practices.

Research on novice teachers (Arizmendi Tejeda et al., 2016) further emphasized the role of emotional regulation in professional identity formation, revealing that novice teachers often struggle with self-confidence and may alter their emotional responses due to negative feelings. The study revealed various challenges of novice teachers as they embark on their career. Thus, novice teachers challenge them to an emotional regulation by shaping their identity. In contrast, Cowie's (2011) study on experienced teachers showed the value of collaboration, emotional communication, and fostering warmth between teachers and students. This study also emphasized the deep connection between teachers' emotions and their professional identities, with participants a genuine desire to engage morally with their students, to foster an environment of mutual respect within their classrooms.

Other studies, such as those by Karragianni & Papaefthymipu-Lytra (2018) and Edwards & Burns (2020), addressed the connection between teacher emotions and professional

development. Teachers in these studies reported negative emotions related to student behavior and the action research they conducted, but they also benefited from critical reflection to improve their practice. Cuéllar & Oxford (2018) illustrated the evolving nature of teacher emotions by following Lila, a teacher who grew emotionally strong over time, emphasizing the importance of emotional interactions in the classroom. Thus, there is a need to further explore the impact of language teacher emotions on students' learning outcomes and classroom dynamics. Gkonou and Miller (2018) examined tertiary-level English teachers in the UK, finding that teachers experienced more positive emotions, often stemming from their relationships with students. However, the study warned against overlooking the social and political influences on teachers' emotions, as highlighted by Zembylas (2003) and Benesch (2017). Gkonou & Miller (2020) also stressed the value of critical reflection on emotional experiences as reflection might help us to explore language teacher emotions in a detailed way. Similarly, Ruhoties-Lyty et al., (2016) found that teachers' negative emotions related to student behavior evolved over time as their careers progressed, also indicating that ongoing reflection could help teacher emotional responses as they practice it. Many studies have underscored the importance of integrating emotional intelligence into teacher education programs, enabling teachers to navigate emotionally challenging situations (Madalinska-Michalak & Bavli, 2018).

The overarching theme emerging from the literature is the growing interest in understanding language teachers' emotions as complex, dynamic, and intricately context-dependent phenomena. Although, the field of LTE is considered to still emerging it is also prominently highlighted in the literature more empirical studies is needed to explore dynamics of emotions, contextual factors, institutional policies affecting language teachers' various emotional experiences from the complex dynamic systems perspectives (Barcelos & Aragao, 2018; Xu, et al., 2024). Besides, numerous studies consistently emphasized integrating emotional intelligence into education teaching programs to empower teachers to navigate emotionally challenging situations (Madalinska-Michalak & Bavli, 2018). In essence, the components mentioned in the studies underscores teacher-student emotions, pointing out teaching is highly emotional, in shaping teachers' motivation, self-confidence, and self-efficacy (Karragianni & Papaefthymipu-Lytra, 2018; Méndez López, 2019; Ruhoties-Lyty et al., 2016; Xu, 2013). Hence, a variety of research clearly act as a powerful reminder of the complex and multifaceted nature of language teacher emotions, underscoring the undeniable influence of various factors, and need for further research examining emotional landscapes of language teacher emotions from various perspectives within different ecology. In short, the related literature highlights a

need for more study on various aspects of LTE, adopting more holistic and nuanced approach that might capture dynamic nature of language teachers' emotions. In this sense, this dissertation aimed at delving into the complexities of a language teacher's emotions, through the lenses of complexity perspective, to gain deeper insight on emotional trajectory of the teacher.

1.4.3. Teachers' Commitment

To conceptualize teacher commitment, it is crucial to understand its roots in organizational commitment theory. Mowday et al. (1982) define organizational commitment as “a psychological state, characterizing an individual's relationship with the organization, in accepting goals of the organization and the willingness to exert effort to achieve goals” (p.27). This foundational definition has significantly influenced research in organizational psychology and education. In the educational context, teacher commitment extends beyond mere organizational loyalty. It encompasses a complex interplay of dedication, passion, and loyalty towards the teaching profession and students (Yan & He, 2015). This multifaceted construct influences various aspects of teachers' professional lives, including their educational practices, career longevity, time and effort investment, and motivation for continuous professional growth.

The complexity of teacher commitment is further highlighted by recent studies. For instance, Sun et al. (2023) proposed a conceptual model emphasizing the importance of professional commitment as the most effective predictor of teacher retention. Their model incorporates factors such as self-efficacy, outcome expectations, social support, and professional autonomy, underscoring the intricate nature of teacher commitment. Critically examining the construct, it becomes evident that teacher commitment is not a static entity but a dynamic and context-dependent phenomenon. Crosswell (2006) argues that teacher commitment is a complex, multidimensional aspect of teacher professionalism that has significant implications for both teacher behavior and student learning outcomes. This perspective challenges simplistic views of commitment and calls for a more nuanced understanding.

As related literature suggests, there are several conceptual models explaining commitment. Meyer & Allen's (1991) three-component model conceptualize commitment as multidimensional aspect consisting of (1) affective commitment, (2) continuance commitment, (3) normative commitment. The model posits that affective commitment refers to an individual's emotional attachment, while normative commitment arises from a sense of

obligation to remain with the organization, typically influenced by internalized norms or socialization experiences that highlight the significance of loyalty. Continuance commitment refers to the perceived costs associated with leaving an organization, leading to a necessity to remain due to potential losses of investments or the absence of alternatives. This model has been extensively utilized across diverse organizational settings, particularly in education.

In line with the research aims of the present study, Firestone and Rosenblum (1988) proposed a more specific model of teacher commitment that aligns closely with the educational context. They proposed that teacher commitment can be focused on three primary aspects: the school organization, teaching as an activity, and students. This framework acknowledges that teachers might have varying levels of dedication to each of these aspects of their profession. For example, a teacher could be extremely committed to their students' growth and well-being while feeling less connected to the school organization itself. Firestone and Rosenblum's model offers a refined comprehension of teacher commitment that recognizes the intricate nature of teachers' roles and the various areas of their professional dedication.

From a different perspective, Muhangi (2017) aimed to explore the relationship between self-efficacy, job satisfaction, and teacher commitment, asserting that committed teachers are more likely to remain in the teaching profession and preserve the quality of their teaching practices. The study highlights the psychological connections that teachers have with their profession and the effects of low self-efficacy levels, which might lead to high attrition levels. Hence, the notion that teacher commitment is not only vital for teachers but essential to overall quality of education. Another aspect related to teacher commitment is student achievement. Altun (2017) suggested that committed teachers might be more motivated to engage in professional development practices to enhance student performance. Moreover, the connection between teacher commitment and student achievement highlights the importance of teachers' motivation to dedicate themselves for creating better educational practices and opportunities for their students to flourish.

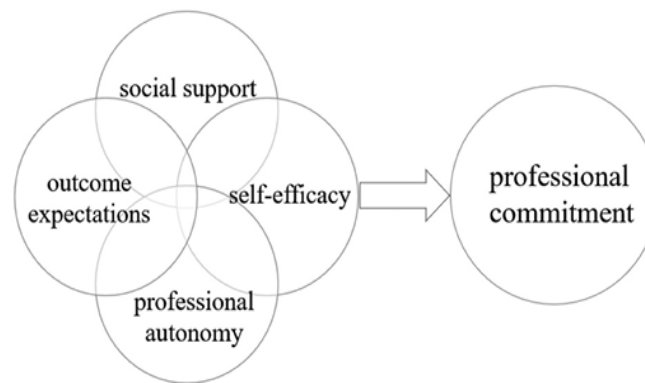
Conversely, Lu (2021) investigated the relationship between teacher optimism, commitment, and students' academic success. The article emphasizes teacher commitment as a critical element of effective teaching, indicating a significant correlation with job satisfaction and performance. According to Lu, committed teachers are depicted as crucial mediators in establishing supportive learning environments that enhance student achievement. This study points out the dual components of commitment, which originate from intrinsic motivations and

external expectations, and serves as a predictor of teaching quality and educational outcomes. In a study by Fresko et al. (1997) the main predictors of teacher commitment were investigated as two dimensions: intrinsic and extrinsic job satisfaction. It was observed that the factors were approximately equally effected teachers' commitment, highlighting the complex nature of teachers' commitment. Taken together, both studies have important implications for educational policies and teacher education programs, suggesting that efforts to enhance both intrinsic and extrinsic factors could support teachers' commitment, consequently, improve quality of education.

Multidimensional nature of teacher commitment revealed factors affecting teacher commitment is respectively self-efficacy, professional autonomy, and support (Yui & Soi-Kei, 2020). Moreover, they also suggested that teacher education programs should integrate training modules on contextual teaching realities to enhance teacher commitment. In addition, they suggested teachers' commitment and its relationship with other factors need further studies to be explored highlighting multi-faceted nature of teacher commitment. Yazıcı & Ozan (2023) aimed to explore levels of professional commitment of teachers and how they differ based on various factors. The study revealed that experience teachers are more committed to their profession. Their study also pinpointed gender as a key factor in their context, as female teachers found out to be more committed. Moreover, the study also suggested some ways to inform and inspire novice teachers to enhance their commitment to profession such as seminars.

Another recent marked teacher commitment, specifically professional development and its relation to other factors such as self-efficacy, outcome expectations, social support, and professional autonomy developed by Sun et al. (2023). They emphasized that although all types of commitments such as organizational commitment and commitment to students, "professional commitment is the most effective predictor of teachers' retention in teaching profession" (Wang et al., as cited in Sun et al. 2023, p.417). Elaborating on that idea, they proposed a conceptual model that highlights the importance of professional commitment, that would be beneficial for exploration of teachers' professional commitment. Moreover, their study on novice Chinese language teachers underscores components of this models should be integrated to teacher education programs to establish more supportive and fruitful environment for supporting teachers' commitment to their profession.

Figure 3. Conceptual Model on Professional Commitment



Note: Taken from “Understanding professional commitment change of novice CFL university teachers: an integrated perspective by Sun et al., 2023, *Journal of Education for Teaching*, 49(3), p.417. Copyright 2023 by Journal of Education for Teaching.

Another study highlighted high levels of commitment conducted by Moodie & Feryok (2015) aimed to explore the relationship between levels of students’ commitment of learning and teachers’ levels of commitment. The study underscored the significance of investigating the influence of teachers’ emotions on their commitment, accentuating the intricate and evolving nature of this commitment. The results indicate that utilizing Complex Dynamic Systems Theory (CDST) in the examination of teacher commitment is beneficial. Understanding commitment as a dynamic construct influenced by multiple elements, including emotions, is consistent with the principles of CDST, such as non-linearity, emergence, and self-organization. This viewpoint facilitates future research to investigate the evolution of teacher commitment over time and its interaction with other psychological and contextual factors. In conclusion, Moodie and Feryok's study makes a significant contribution to our understanding of teacher commitment by highlighting its complex, dynamic nature and emphasizing the need to consider emotional factors. Their work paves the way for future research that adopts a more comprehensive, systems-based approach to studying teacher commitment.

Supportive teaching environment can be considered as one of the key components of teachers’ professional commitment. Franson and Frelin (2016) conducted a study on how to sustain high levels of commitment over the years on 8 experienced teachers. Five key elements found that are contributing to high levels of commitment namely: teaching, school-related, personal, professional development, and contextual factors. The study further emphasized importance of supportive teaching environments and positive emotional relations might help teachers to obtain high levels of commitment, along with positive mindset and resilience. Another study highlighted the importance of supportive teaching environment is also indicated

that supporting teaching environment does not merely consist of colleagues and their shared experiences. Rather, institutional peers such as principals are also highly crucial in creating a supportive environment to enhance teachers' commitment. In addition, the study also suggests that this support impacts teachers' desire to stay in the profession. Besides, a study conducted by Li (2022) offered various insights on EFL teachers' professional commitment. The study aimed to explore the relationship between psychological health, academic buoyancy, and professional commitment. The study also emphasized the importance of institutional support, providing teacher autonomy, and integrating training to help teachers overcome challenges and coping skills to enhance professional commitment.

Research on teacher commitment illustrates its complex and multifaceted properties, encompassing commitment to the profession, students, and the educational institution (Firestone & Rosenblum, 1988; Meyer & Allen, 1991). Meyer and Allen's three-component model and Firestone and Rosenblum's framework provide insightful perspectives on the various characteristics of teacher commitment. Recent research stresses the importance of supportive educational settings, professional independence, and self-efficacy in bolstering commitment (Franson & Frelin, 2016; Yui & Soi-Kei, 2020). However, further investigation is required to examine the interaction and evolution of these elements across time (Moodie & Feryok, 2015). Subsequent research should investigate the influence of changing educational policy, technological progress, and public expectations on teacher commitment (Sun et al., 2023). Moreover, cross-cultural research is crucial for comprehending the variability of commitment in various educational environments and for identifying successful strategies for its cultivation in diverse contexts (Li, 2022). Longitudinal research examining teachers' commitment over their careers may yield profound insights into the characteristics that foster sustained commitment to the teaching profession (Yazıcı & Ozan, 2023). In the light of the existing literature, this study aims to provide a more comprehensive exploration of the complex nature of a language teacher's professional commitment. By focusing on professional commitment, the research aligns with recent perspectives that view it as a multifaceted social and psychological construct (Crosswell, 2006). Ultimately, this study aims to contribute to the growing body of literature on teacher commitment by offering insights that could inform teacher education programs and support practices to enhance the quality of language education.

1.4.4. Professional Development

Professional development has gained significance in the realm of language teaching as the demands of language teachers evolve with changing educational contexts, technological advancements, and diverse needs of students. It can be said that professional development (PD) is the key factor of teacher professionalism and quality of education (Asmari, 2017). Recent studies emphasized the concept of professional development as a multifaceted and complex nature for language teachers. Johnson & Golombek (2011) offer a particularly insightful perspective on teacher professional development, conceptualizing PD as a complex, ongoing, deeply individualized journey shaped by its specific context. They emphasize the importance of supporting and enhancing professional development throughout a teacher's entire career trajectory—from novice educators taking their first steps into the classroom to experienced teachers navigating new challenges. Many scholars argue that PD supports teachers throughout their career path, Ronfeldt and McQueen (2017) emphasize its significance for novice teachers, while Kraft et al. (2018) highlights its ongoing effect on in-service teachers' growth. This perspective is further supported and expanded upon by recent research in the field of teacher education and professional development. a study by Darling-Hammond et al. (2017) reinforces the notion that effective PD is sustained over time, offering teachers the opportunity to learn actively and collaboratively within the specific school contexts.

In the context of language teaching, Richards & Farell (2005) underscore the importance of language teachers' need for ongoing professional development, as language pedagogy and the needs of language learners change constantly. Furthermore, as the nature of professional development emphasizes, the practice of professional development is suggested to be ongoing rather than one-shot workshops to allow teachers to engage in sustainable development in their profession (Darling-Hammond et al., 2017). Moreover, the effectiveness of PD might be enhanced through contextualized programs and practices (Borg, 2015). Additionally, recent research emphasizes the importance of teachers taking an active role in directing their own professional learning (Cirocki & Farell, 2019). Therefore, we need more practices that help teachers to engage in various PD activities for enhancing quality of language teaching in various educational contexts.

One of the key elements of PD is reflective practice which emerged as a way of sustaining effective PD for language teachers. Farrell (2018) provides a comprehensive framework for reflective practice to help language teachers engage in critical reflection about their teaching practices, encompassing five levels: philosophy, principles, theory, practice, and beyond

practice. This model encourages teachers to examine not only their classroom practices but also the underlying beliefs and theories that inform teaching in the classroom. By engaging in reflective practice with these five levels, Farrell suggests that language teachers might develop a deeper understanding of their professional development, focus on identifying areas for growth, and continually improve their teacher effectiveness. This practice fosters self-awareness, informed decision-making, and innovative teaching methods, ultimately strengthening teacher agency (Farrell, 2018). Reflective practice significantly influences teacher development, as evidenced by research indicating its ability to connect theory with practice, strengthen professional identity, and support continuous professional growth (Cirocki & Widodo, 2019).

Another core component of PD is considered as community of practice (CoPs) originally conceptualized by Lave and Wenger (1991) and further developed by Wenger (1998). CoPs are considered to be a powerful approach to fostering quality of teaching, and helping teachers enhance their practices. This approach has been extensively embraced in language teacher education, with research indicating that involvement in Communities of Practice (CoPs) can result in increased teacher efficacy, enhanced classroom practices, and a more robust professional identity (Pawan et al., 2023). Besides, CoPs can be beneficial for teachers as they eliminate the feeling of isolation that is often experienced in the teaching profession by providing supportive network that encourages innovation in pedagogical practices (Sutherland et al., 2015). In this sense, the supportive environment provided by CoPs is particularly valuable in promoting professional commitment, and enhancing instructional improvements (Hadar & Brody, 2010). Unlike traditional professional development approaches, CoPs are suggested to offer more contextualized learning opportunities that address the particular practical everyday challenges encountered by teachers based on their unique contexts (Patton & Parker, 2017).

In Turkish context, the professional development of language educators encounters distinct problems, emphasizing the need for more a contextualized approach that addresses the specific needs and challenges of both pre-service and in-service teachers. Regarding the challenges of pre-service teachers, recent studies have underscored ongoing challenges, including inadequate long-term support from university and school mentors, adverse consequences of assessment, and insufficient collaboration across practicum stakeholders (Yangin Eksi & Yakısık, 2016; Coşkun, 2013; Yıldız et al., 2016). Addressing these problems, Şahinkarakaş and Tokoz-Göktepe's (2018) collaborative practicum model offers a valuable framework for improving

pre-service teacher education in Turkey through the integration of action research and the promotion of critical reflection. In a recent study by Eraldemir Tuyan (2023) expands upon this paradigm by introducing the concept of dialogic research mentorship, influenced by Freire's dialogic pedagogy, to foster a supportive and collaborative atmosphere for pre-service teachers engaged in action research. Together, these studies provide meaningful approaches to addressing challenges in pre-service language teacher education, offering practical and research-informed solutions to enhance professional growth. Regarding the challenges of in-service teachers, Çelik et al. (2017) argues that in-service teachers often faced with challenges to engage in PD such as lack of time, insufficient financial support and limited access to quality programs. Çelik (2017) further suggests that collaborative activities such as peer observation and mentoring are particularly effective in improving teachers' instructional practices. To address these challenges and foster PD in the Turkish context, there is a critical need to build robust communities of practice among language teachers in all stages of their career. Encouraging reflective practice (Şahinkarakaş & Toköz Göktepe, 2018) and implementing dialogic mentoring (Eraldemir-Tuyan, 2023) creates more supportive and collaborative environments that nurture teacher growth in the field of language teaching. By integrating these elements into professional development initiatives, Turkish language teachers can overcome existing barriers and engage in more meaningful, context-specific, and transformative learning experiences throughout their careers.

1.4.5. Complex Dynamic Systems Theory

Complex Dynamic Systems Theory (CDST) introduced to language learning field by offering and shifting our understanding of many aspects. Larsen-Freeman initiates this paradigm shift coined as 'dynamic turn in SLA' (Dörnyei, 2012). This dynamic shift challenged traditional perspectives by emphasizing the essence of language acquisition and pedagogy (Larsen-Freeman, 2010). It is also important to emphasize what is being defined as system in this case are "groups of entities or parts that work together as a whole" (De bot & Larsen-Freeman, 2011, p.8). The key CDST principles like non-linearity, emergence, and self-organization in psychological aspects set grounds of this dynamic turn involved in language learning and teaching processes. According to many scholars, CDST helped us to reconsider notions of language itself as a dynamic, evolving system shaped by other individuals in classroom context (Verspoor et al., 2008). This also helped researchers to reconsider psychological aspects that are involved in the process of language teaching such as emotions, identity, motivation etc. CDST also adopt a news lens for viewing learners and teachers which

are involved in constant interactions in their multidimensional system, which is classroom (Sampson, 2016). These aspects include system characteristics that enable us to reconsider what is already known from a new lens (Hiver & Al-Hoorie, 2016).

In addition, CDST is not only focused on how languages are learnt within these complex chaotic environments, but rather it focuses on proposing a change in understanding and making meanings of every component that is involved in this process. The theory offered new ways to consider components of language learning and teaching process, through introducing new aspects of it. Key components of these systems include multiple individuals such as teachers and learners that interact with many other systems that change within the time (Larsen-Freeman, 2016; Sampson, 2016). Therefore, this perspective requires to reconsider research on language learning and teaching processes, too.

Furthermore, CDST research has provided insights into the dynamics of language classrooms, the trajectories of learners and teachers, and the influence of context on the outcomes of this process. Research has identified pivotal incidents or turning points in these processes, emphasizing the non-linear nature of change within the classroom (Dörnyei et al., 2015). Besides, research informed by CDST highlights the importance of considering various timescales and the interdependent relationship between system components (Larsen-Freeman, 2006; de Bot et al., 2007). This approach provides a framework for comprehending the complexities of language learning and teaching processes (Larsen-Freeman & Cameron, 2008), while also informing pedagogical practices that are adaptive, and context bounded (Dörnyei et al., 2015).

Complexity Theory offers a compelling framework for understanding language teaching and learning process as a dynamic, nonlinear process emerging from the interactions of multiple components. As CDST informs us about these interactions, it can be said that the change evolves in a non-linear way, this adaptive activity influences the system's behavior. That is why language classrooms, from a complex dynamic systems perspective, are considered dynamic and open (Larsen-Freeman, 2010). Many scholars define key components of the theory, highlighting the dynamic and interrelated nature of it (De Bot & Larsen-Freeman, 2011; Larsen-Freeman & Cameron, 2008; Dörnyei et al., 2015). These components include emergence, co-adaptation, self-organization, sensitivity to initial conditions, non-linearity, attractor states, and feedback loops within the system.

A key element of Complex Dynamic Systems Theory (CDST) is the concept of change within the system, which underscores the critical interaction between the system and various external influences, as highlighted by De Bot and Larsen-Freeman (2011). The change conceptualizes the system's dynamic behavior, perpetually influenced by numerous forces that continuously modify and cause its development. Later, Larsen-Freeman (2015) defined change as not merely a characteristic but an essential element of the CDST framework. This change may occur gradually and linearly, exhibiting a progressive transformation over time, or it may present as abrupt and dramatic shifts, illustrating the nonlinear characteristics intrinsic to complex systems. She argues that dynamic behavior and non-linearity indicate that researchers must rigorously investigate the system's unpredictability, highlighting the difficulties of predicting behavior in such complex systems.

Emergence is another key element of CDST, highlighting the unpredictable nature of dynamic systems. It refers to spontaneous development novel, high-level properties or behaviors resulting from interactions of lower-level components, without direct causation or control by any single part (Larsen-Freeman & Cameron. In CDST, emergence stems from interactions and feedback loops between system elements. As de Bot and Larsen-Freeman (2011) describe “the behavior of complex systems arises from the interactions of its components; it is not inherent in any individual component” (p. 9). These interactions enable the system to self-organize into new behavioral patterns that cannot be predicted by analyzing the components separately. These varied interactions enable the system to autonomously reorganize into novel behavioral patterns that are inherently surprising when one analyzes the individual component isolation. In short, emergence is characterized by the understanding that the whole exceeds the mere collection of its components, resulting in a complex array of behaviors that can develop over time due to diverse contextual factors.

Self-organization is fundamentally crucial to this emergent perspective on complex systems. Goldstein (2000) asserts that self-organization is a “robust general process that leads to emergent outcomes” (p. 129), underscoring its significance for systems to preserve their adaptability. Kaufmann (1995) posits that the concept of self-organization in complex systems, particularly through biological systems, underscores the significance of self-organization. He asserts that complex systems possess an intrinsic tendency for self-organization, generating order independently without external guidance. The spontaneous emergence of behavior is seen as a basic characteristic of complex systems, underscoring their adaptive nature. The ability to self-organize enables systems to evolve and adapt to constantly changing contexts, without

control mechanisms. It's important to note that self-organization does not occur in isolation. It's influenced by various factors in the immediate environments, and self-organizing processes contribute to the complex and dynamic nature of language classrooms (de Bot et al., 2007).

Co-adaptation, another fundamental concept in CDST, refers to the parallel feedback process by which agents continuously adapt to changes induced by other agents' adaptive actions. This process is closely linked to self-organization, where global structure emerges spontaneously from local interactions. Self-organization represents the spontaneous emergence of order in natural and physical systems, often leading to the formation of complex structures without external control. The change within the system constantly causing non-linear behavior adaptive activity. The process of co-adaptation leads to non-linear behavior and adaptive activity within the system. As Larsen-Freeman (2015) describes co-adaptation as the reorganizing of a system's internal components to adapt to any challenges posed by its immediate environment. This ongoing reorganization occurs at multiple levels and timescales simultaneously.

Moreover, many scholars emphasize the importance of sensitivity on initial conditions, a hallmark of the complex systems (Larsen-Freeman & Cameron, 2008; de Bot & Larsen-Freeman, 2011; Larsen-Freeman, 2015). This component underscores how small changes in initial states can lead to significantly different outcomes over time. This concept, often referred to as the "butterfly effect," highlights the unpredictability inherent in complex systems. This butterfly effect could be explained through the following definition by Larsen-Freeman (2015, p.12) "at any point in the evolving trajectory of a system, even a minor influence can lead the system in a different direction". A slight difference in initial conditions can have a major implication for future behaviors. As Holland suggests (1992), initial conditions allow systems to evolve through rules over time, that shape the actions of the components and by extension the self-organized outcome of the system. This component of complex systems underscores the need for considering the unique starting point of each individual and the small interventions of changes within the system may have significant long-term effects on their life trajectory.

Another key element that offers a counterpoint to the unpredictability of complex systems is attractor states. As de Bot and Larsen-Freeman (2011) explain, attractor states can be defined as "the states that a complex dynamic system prefers to settle into" (p. 15). These states emerge from the internal dynamics and self-organization of the system, rather than being imposed externally. The concept of attractor states helps explain how complex systems can exhibit both

stability and change. While the overall behavior of a complex system may be unpredictable, attractor states represent relatively stable configurations that the system tends to gravitate towards. As van Geert (2008) notes, these pockets of stability “can emerge without anyone purposely directing [them] into existence” (p. 182). This self-organizing property is a hallmark of complex dynamic systems. Importantly, attractor states are not permanent or unchangeable. As Larsen-Freeman and Cameron (2008) point out attractor states highlight the dynamic behavior of the system that evolves over time, enabling systems to change through different attractor states. This allows for the possibility of continued development and change, even within relatively stable periods.

Taken together, CDST framework offers valuable insights for research on language teachers, particularly investigating the psychological aspects that are defined as complex in nature such as emotions and commitment. This perspective encourages researchers to adapt a more holistic and context-dependent approach in exploring complexities of language teacher psychological dynamics that are affecting their educational practices. It also emphasizes interconnectedness of various factors such as motivation, emotions, beliefs, and commitment (de Bot & Larsen-Freeman, 2011). CDST prompts researchers to explore the interactions and adaptations over time rather than examining these aspects in isolations through a reductionist approach (Larsen-Freeman, 2015). Furthermore, it also suggests studying change and development to capture the complexities of teachers’ psychological trajectories, including periods of stability, shifts in the systems, and emergent behavior through the interaction within the system. Through embracing this system, researchers can move beyond reductionist approaches and develop more nuanced and comprehensive investigations that account for the dynamic nature of teacher psychology within its immediate context. Therefore, this study centers CDST framework to capture dynamic behavior and interactions between teacher emotions and professional commitment, leading us to gain richer insights into the complexities of language teachers’ psychology.

CHAPTER II

2. METHODOLOGY

2.1. Introduction

This chapter introduces the methodological approach taken in the current study, which aims to explore the dynamic relationship and interactions between language teacher emotions and professional commitment. Detailed information about the research design, researcher positioning, the context and the case, data collection tools, and data analysis procedures has been presented below. Later, ethical considerations were addressed.

2.2. Research Design

The research design for the current study, which utilizes a complex dynamic systems theory perspective, is a single case study aimed to explore the intricate relationship between language teacher emotions and professional commitment. This design, which acknowledges the multifaceted and interconnected nature of the two research phenomena, views language teachers as individuals in constant interplay with their environment, adapting to changes within classroom contexts (Oxford & Gkonou, 2018). It was also suggested that complex systems consist of “a large amount of highly interconnected components” (Rosmawati, 2020, p. 68), which in our context represents the multifaceted nature of teacher emotions and their commitment to the profession. Therefore, taking a complexity research perspective requires considering nested system behaviors and emergent behaviors of these interconnected systems: language teacher emotions and professional commitment in our context. The current study highlights the importance of understanding complex systems as interconnected, interdependent components that define emotions as dynamic, fluctuating concepts shaped by these interactions with other system components such as professional commitment. In this respect, the case study method enables me to see the details of a single case with a granular focus in mind to capture dynamics through context dependency (Hiver et al., 2022).

One of the important components of the CDST is the emergent behavior of the components within the ecology. Therefore, it is important to explore the interactions of the dynamic system, which is classroom ecology, in the current study (Larsen-Freeman, 2016). The emergent feature of dynamic systems highlights nested interactions' profound importance in unveiling hidden mechanisms within complex systems. Therefore, CDST research encourages using research designs to shed light on dynamic change and multidimensional interactions within a particular

context over time (Larsen-Freeman, 2016). Moreover, contextual factors are considered to be involved in causal mechanisms within system dynamics. Therefore, it is important to obtain detailed knowledge of the contextual factors in this research design. This framework enables a deeper understanding of how contextual factors shape the dynamic relationship between two research phenomena of interest. Focusing on context dependency, this study aimed to unveil the complex dynamic change, and fluctuations influencing language teacher emotions and professional commitment (Larsen-Freeman, 2016).

For this reason, the study employs a case study approach to provide an in-depth and multifaceted exploration of participants' experiences (Crowe et al., 2011). This approach aligns well with CDST principles, allowing us to capture granular details of dynamic relationships and interactions between language teacher emotions and professional commitment over time. The present study utilizes a case study approach to have an in-depth and multifaceted exploration of the participant's lives (Crowe et al., 2011). Moreover, a single case study design helps us explore how various contextual factors interact and influence the dynamic changes in system behavior through a holistic perspective.

CDST not only provides a framework to understand complex research phenomena but also highlights the importance of revisiting our understanding of data collection, suggesting an integration of methods (Hiver & Al-Hoorie, 2020). Given the complex, dynamic, and ever-changing nature of emotions, it is important to take an integrative research design that leverages the strengths of both qualitative and quantitative methods to gather more robust and comprehensive understanding of the nestedness of complex systems rather than a reductionist perspective. Integrative research designs provide a thorough method for investigating complex phenomena through the synthesis of various methodologies and data sources. Hiver and Al-Hoorie (2020) present a transdisciplinary framework for integrative research that bridges the quantitative-qualitative divide, seeking to unify diverse perspectives and methodologies to enhance the understanding of complex dynamic systems. In other words, integrative designs support a single inference through strategic use of two or more research approaches, enabling researchers to synthesize their data from both qualitative and quantitative methods to gain more comprehensive understanding of the phenomena of interest (Hiver & Al-Hoorie, 2020). Therefore, this study utilizes various data collection methods to examine the intricacies of teacher emotions and their interactions with professional commitment. The research integrates narratives, the Experience Sampling Method (ESM), and the Idiodynamic method to capture the multifaceted nature of these phenomena. This integrative approach allows a comprehensive

examination of the dynamic interplay between teacher emotions and professional commitment, addressing the complexity of the subject matter from multiple perspectives and yielding a more nuanced understanding of the research phenomena of interest through synthesis of various data sources. This study aims to gain deeper insight into the dynamic relationship between language teacher emotion and teacher commitment through the lens of CDST. To achieve this, it employs an integrated approach to research phenomena by focusing on micro-level granularity (Hiver et al., 2022). This approach goes beyond merely combining qualitative and quantitative methods, instead synthesizing the data from multiple data sources like ESM and Idiodynamic method to track moment-to-moment fluctuations in emotions and their relationship to professional commitment. By doing so, we can achieve a level of insight that could not be possible through a single methodological approach alone. Finally, adopting integrative approach through CDST framework provides a robust framework for exploring the interactions and dynamic changes of the language teacher's emotions and professional commitment.

2.3. Researcher Positioning

My position in the current study offered various insights during the different phases of the study. My journey to become a researcher date from my master's studies, where I discovered my passion for exploring teachers' stories. This passion revoked a desire to contribute meaningfully to the field of language teaching. I found myself drawn into teachers' psychological aspects, particularly language teachers' emotional landscapes. My main belief stands with Hargreaves's (2000) 'teaching is emotional' yet often ignored in related literature as it is gaining interest daily. This perspective shapes my approach to data collection and analysis, as I aim to bring crucial aspects of teacher experiences into the light. Therefore, I attempt to create space for teachers' challenges and experiences that need to be acknowledged.

As a researcher, I was familiar with the research setting, contextual factors where the university is located, students' cultural diversity, and institutional culture, which helped me navigate the complexities of data collection. This knowledge enabled me to acknowledge contextual nuances that might be overlooked. However, I also recognized the possibility of researcher bias. To overcome this, I actively seek to maintain critical accounts for analysis, questioning my interpretations through the opinions of other colleagues who are less familiar with the context.

My position both as a researcher and former practicum supervisor to Maya, the case in this study, presented unique insights and challenges. I was a witness of Maya's journey of becoming

a teacher as I was one of the supervisors of Maya's practicum process and mentored her action research in her bachelor's degree. This former relationship underpinned a level of trust and rapport that facilitates open dialogue. Although this offered various advantages, I was not thoroughly familiar with the Maya's professional identity. To prevent potential bias, I consistently engaged in reflective practices, questioning my interpretations and seeking alternative perspectives. Therefore, another researcher was also involved in the data analysis process. Moreover, as a researcher, I am committed to the fact that my research not only contributes to related literature but, more specifically, has practical implications for improving teachers' support systems. This commitment influenced my choices in presenting my study's findings, always considering that the study could promote positive change in the teaching profession.

2.4. The Context, Sampling and the Case

The current research focused on a language teacher who teaches at a university in Mersin during the 2023-2024 academic year. The research was conducted at a foundation university, which provides education in English in the faculties. Foundation universities are private institutions known to emphasize English-medium instruction, stemming from the growing importance of English in the country. Moreover, the globalization has an impact on learners' motivation to learn English in Türkiye context, too. English Language education, in our context, starts early in primary school as a compulsory course. In higher education, language preparatory schools aim to improve students' English to prepare them for further studies and their professional lives.

There are 30 English Language instructors at the School of Foreign Languages, and around 700 students are enrolled in the university. In our context, the School of Foreign Languages and learning English is crucial for students in the following years of their bachelor's degree. Therefore, being a language teacher at the university highlights the challenging and demanding teaching profession.

Case selection is the initial step in case study designs (Yin, 2018). Given the complex and elusive nature of emotions, the purposive sampling approach was employed to gather rich insights into two research phenomena of interest. In the current study, the researcher has in-depth knowledge of the case, gained through supervision during her practicum and mentored in action research, which constitutes a form of purposive sampling. Observing the case's practicum experience enabled me to identify her dedication and motivation to teach, which is

crucial for the study in answering research questions. This prior perspective of Maya allowed me to identify her as a participant, likely to provide rich insights on emotions and professional commitment. Later, I approached her over a coffee break, provided her detailed information into study, the research purpose, and the procedures, reminding she could withdraw at any time without the consequences. After careful consideration, Maya voluntarily agreed to participate in the study. Finally, the case was asked to choose a pseudonym, Maya, for herself.

Upon completing her bachelor's degree, Maya decided to teach at the university level, which stemmed from her motivation to become a researcher. She has been teaching for four years at higher education and holds a master's degree in the field of English Language Teaching. Currently, Maya has a busy schedule teaching at the preparatory school and doing administrative tasks in the testing department. She is obliged to teach 20 hours of language courses at the School of Foreign Language, and the teaching takes place 16 weeks per semester.

2.5. Procedures, Data Collection and Data Analysis

We have combined the instruments, analysis, and processes sections under a single heading in order to provide a detailed explanation of each instrument, including general information about it, the stages of its implementation, and an explanation of the analysis of the results. The data collection procedure for this study followed a comprehensive and systematic approach over a ten-week period. The process began with the case, Maya, writing two initial narratives (see Section 2.5.1) to explore her beliefs, educational philosophy, and early emotional experiences as a language learner, pre-service teacher, and language teacher. Throughout the ten weeks, multiple data collection methods were employed concurrently. Experience Sampling Method (ESM) (see section 2.5.2) was utilized three times per week, capturing Maya's emotional states at the beginning of her first class, during her break, and at the end of her last lesson. Simultaneously, video recordings of Maya's lessons were conducted weekly, which were then used for the idiodynamic method (see Section 2.5.3.) and stimulated recall sessions (see Section 2.5.4). Following each recorded lesson, Maya participated in reflective sessions where she rated and analyzed her emotions. At the end of the six-week period, she composed a final narrative, offering deeper insights into her experiences as a language learner. The data collection process culminated with a follow-up interview (see Section 2.5.5), serving as a form of member checking to ensure the validity and credibility of the findings. This multi-faceted approach enabled the capture of rich, granular data on the dynamic interplay between Maya's emotions and professional commitment over time. The detailed explanations of the

instruments are given in the following sections. Briefly, data collection procedure explained in Table 1.

Table 1.

Data Collection Procedure

Week	Type of Data
Week 1	Narrative 1
Week 2	Narrative 2
Week 3	ESM/ Idiodynamic Method with focus on stimulated recall
Week 4	ESM/ Idiodynamic Method with focus on stimulated recall
Week 5	ESM/ Idiodynamic Method with focus on stimulated recall
Week 6	ESM/ Idiodynamic Method with focus on stimulated recall
Week 7	ESM/ Idiodynamic Method with focus on stimulated recall
Week 8	ESM/ Idiodynamic Method with focus on stimulated recall
Week 9	Narrative 3 (Post)
Week 10	Follow-up Interview

2.5.1. Narratives

Narratives are known to be powerful data collection tools in qualitative research, offering rich multi-layered data that emerge from the complex interactions between participants and their environment (Barkhuizen & Consoli, 2021). This method provides valuable insights into life stories of the participants ecologically embedded in their experiences, allowing researchers to explore detailed stories to make meanings and complexities of events that are often challenging to observe directly (Barkhuizen, 2014). By capturing the significant and critical stories of participants, narratives enable researcher to gain deeper insights into complex experiences.

In the context of the study, narratives were utilized to gather comprehensive data to uncover the participant's experience. The retrospective story of the case was gathered through narrative(s), which also enabled me to have an in-depth exploration of the educational philosophy, beliefs, and motivations to become a teacher, along with initial emotional experiences of the case in her early career path.

2.5.1.1. Application of Narratives

Prior to data collection, Maya was thoroughly informed about nature and purpose of the study, including there is no right or wrong answers. Maya was asked to write her authentic, reflective experiences that includes both her positive and challenging experience that shaped her journey as a language teacher. To ensure comprehensive data collection, Maya was asked to write two narratives to explore her beliefs, educational philosophy of teaching, her significant emotional experiences as a novice teacher (see Appendix A). I developed some reflective open-ended prompts to gather rich data, yet without limiting her way of storytelling about her emotional trajectory. The first narrative invited Maya to provide stories about her path to becoming a teacher including her inspirations, motivations, emotional roots of her decision to become a teacher. Thus, Maya's initial investment and motivations to teaching profession and affective dimensions of her career choice were aimed to explore. As a second phase of first narrative, Maya was invited to write about an emotionally significant experience that shaped her professional commitment as a language teacher. Later, the second narrative was aimed to unravel Maya's emotional experiences as a language teacher regarding an experience that can be inferred as setback in her career, focusing on challenging experiences in Maya's emotional landscape. Narrative 2 further aimed to explore broader context in Maya's journey, offering insights on her relationship with her colleagues in shaping her emotional trajectory (also see Appendix A). Then, at the week 9, Maya was asked to write a post narrative to gain more insights on Maya's journey as a language learner and pre-service teacher. The post-narrative was developed in response to insights gained from the analysis of Maya's first two narratives, which revealed a need for deeper exploration of her experiences as a language learner and pre-service teacher (see Appendix A). This additional narrative, collected at week 9, was designed to provide a more comprehensive understanding of Maya's emotional trajectory during these periods.

Throughout the process, Maya was encouraged to be reflective writing her narratives and make sure to include her own voice into these narratives that enabled me to delve deep into her emotional trajectory, while being careful not to lead or influence her narratives. These narrative prompts were carefully developed to elicit specific, emotionally charged experiences that shaped Maya's journey, highlighting the importance of teacher emotions. The following section thoroughly explains the analysis of Maya's narratives and steps taken throughout the analysis.

2.5.1.2. Analysis of Narratives

To analyze Maya's narratives, Barkhuizen's (2016) small stories approach was utilized. As the small-stories approach offered a context-sensitivity and links between Maya's past experiences and present, it was important to position Maya in the stories and others within her stories. As a first step of data analysis, I read narratives written by Maya repeatedly to ensure familiarization with her stories to understand retrodictive perspectives of her experiences as a language learner, pre-service teacher, and language teacher. Then, I reformed Maya's narratives in the form of small stories within her larger narrative. This enabled me to observe how her stories connected past and present experiences, as Kramp (2014) suggested, and shaped her future. Briefly, the analysis process includes several steps which are:

1. Familiarization with Maya's stories by repeated reading
2. Reforming narratives into small stories
3. Identifying critical incidents, participant and other contextual factors that answering questions 'Who? Where? When?'
4. Exploring Maya's emotional trajectories shaping her past and future

This approach allowed me for a more comprehensive narrative of Maya's professional development and emotional trajectories over time. The small stories within larger narratives examined to explore how they contributed to Maya's emotional journey. An example of small stories analysis employed in this study is given in Table 2.

Table 2.

Small Stories Analysis

Story 1			
Story of Becoming a teacher			
WHEN	Middle school	"The seeds of my decision to choose this profession were planted when I was in the middle school then the seeds of this idea also sprouted during my high school years. When I was studying at secondary school, I admired my English teacher. She always had a good rapport with her students and her lessons were fun. Therefore, my English teacher was the biggest inspiration in choosing my teaching profession. Actually, all my English teachers were very good models for me during my student life. As time passed and my awareness increased, I was sure that I wanted to choose this profession. Besides, sometimes, when I taught something to my friends or brother before their exams and they were satisfied, it made me happy and encouraged me to be an English teacher." (Narrative 1)	• She has an inspiration to become a teacher through some role models • Enjoyment from tutoring friends and family members
WHO	Teacher as a role model, Friends and family members		
WHERE	School context		

Additionally, this framework enabled me to capture both critical incidents shaping her journey of becoming a language teacher. This analysis also enabled me to unravel Maya's emotional trajectory by exploring the contributions of small stories of Maya's overall narratives about her experiences. Another researcher was also involved in the process to ensure validity. As the researcher, I initially employed my small stories analysis. Subsequently, to enhance the credibility of the analysis, a second researcher independently employed small stories analysis of narratives. Following the independent analysis phases, we engaged in collaborative discussions to compare our interpretations, resolve any discrepancies, and refine the analysis. Additionally, the emotional journey of Maya was presented in the findings section of this dissertation to ensure concise presentation of the emotional trajectory gathered through small stories analysis of narratives.

2.5.2 Experience Sampling Method (ESM)

The Experience Sampling Method (ESM) is a systematic research method that provides a glimpse into individuals' everyday lives, thoughts, and emotions through repeated self-reports (Hektner, 2007). It involves participants reporting their immediate experiences and allows researchers to capture authentic, real-time data about individuals' mental process of as they naturally occur in their everyday life. ESM is often preferred in emotion studies with the aim of capturing "state (momentary) and real-time emotions" by researchers (Goetz et al., 2016, p.247). It also reduces memory biases that traditional surveys might encounter, thus one of the most salient strengths of ESM is to capture immediate fluctuations in psychological aspects (Beal, 2015; Goetz et al., 2016). In essence, ESM offers a thorough analysis of the complex dynamics' individuals' experience within their own context (Scollon et al., 2009). The study utilized ESM through its context-dependency nature, offering a detailed account of the dynamic scope in daily life (Hektner, 2007).

ESM research employs a range of instruments for data collection, including paper-and-pencil based and digital applications. The advancement in technology has facilitated the development of digital tools that offer significant advantages to data gathering for ESM. These digital applications, such as eMoodie, Expiwell, DiaryTimer and TeamScope, provide researchers with enhanced capabilities that captures real time self-report emotions (Goetz et al., 2016). These also allow researchers to alert participants to complete surveys by sending notifications to their smartphones, facilitating the collection of immediate assessments of real-life emotional experiences, hence simplifying data gathering process. Thus, the study utilized

the Expiwell application to enhance the efficacy of the ESM data collection process. Expiwell application offered variety of opportunities such as sending timely notifications and its user-friendly surface.

2.5.2.1 Application of ESM

Using ESM, I aimed to capture the dynamic change process in Maya's emotional experiences before her lesson, at the break time, and at the end of the consecutive lesson. The emotions included in the ESM method were adapted from a study conducted by De Costa et al. (2020). Table 3 highlights 14 emotions that teachers experience throughout their professional journey. These emotions reflect the joys and challenges of teaching, capturing diversity of emotions emerging in classroom setting. A five-point Likert scale was then developed upon selection of these emotions to measure, with items structured as statements "I feel anxious," rated from 1 (lowest) to 5 (highest). The Expiwell application served as the primary data collection platform in the data collection. The case rated her emotions at the beginning of her class, which was identified as T1, in her break time as T2, and at the end of the last lesson, T3, throughout the six weeks during which data was gathered. A notification was sent by the app to the case at the designated times to alert the case and gather the ESM ratings. At the end of the survey, Maya received an open-ended question, allowing her to express any further emotions she wished to report or to reflect on other significant incidents she considered noteworthy. This approach enabled the capture of emotional fluctuations at micro(daily) and macro (across weekly) levels throughout the study.

Table 3.

Emotions included into ESM

Emotions	
Happiness	Anxiety
Joy	Despair
Anger	Enthusiasm
Compassion	Satisfaction
Sadness	Frustration
Powerlessness	Disappointment

2.5.2.2. Analysis of ESM

The first step of ESM analysis was transferring data gathered from Expiwell into Excel. For the data analysis, fourteen emotions were compared to each other to explore significant fluctuations over all six weeks of the data collection procedure. Next, these emotions were grouped as positive and negative emotions. To visualize the gathered data, I used line-graphs for grouped emotions to visually observe fluctuations and patterns, which were then analyzed comparatively to evaluate significant patterns and fluctuations over the six-week timeline. When I discovered unique fluctuations and unique patterns between emotions, I grouped these emotions in another line-graph to observe comparable trajectories (see Figure 5, Figure 6 and Figure 7). The final step of ESM data analysis revealed two distinct groups of emotional fluctuations. The first group of emotions consists of positive emotions such as love, passion, compassion, and enthusiasm that displays stability in the timeline for three weeks as Figure 5 illustrates. Secondly, a notable fluctuation again explored between joy, frustration, disappointment, and anger highlighting dramatic spikes between Week 2 and Week 4 at T1 (see Figure 7). The details of the dynamic fluctuations of Maya's reported emotions are presented in the findings section of this dissertation. This approach to data analysis allows for nuanced understanding of dynamics of teacher emotions, capturing both stability and change over time. It exemplifies the value of ESM in providing a granular view of emotional experiences in real-time classroom setting.

2.5.3. Idiodynamic Method

The idiodynamic method enables researchers to capture evaluations of individuals on their psychological aspects, such as motivation or anxiety, by focusing on moment-by-moment performance assessments on their recorded performances (MacIntyre & Lettago, 2011). The idiodynamic approach, proposed by MacIntyre (2012), is designed to examine both the emotional and cognitive facets of individuals, allowing for an investigation of their patterns of change and variability in response to the dynamic interactions and shifts within the system. By doing so, rapid changes in psychological aspects, such as emotion, might be explored in detail with stimulated recall sessions (Gregerson *et al.*, 2014). Briefly, idiodynamic method enable researchers to unveil the nested systems through exploring the fluctuations of complex phenomena (Hiver & Al-Hoorie, 2019; MacIntyre, 2012). By a software named Anion Variable Tester (V2) the participants are asked to rate their emotions. The Anion app played a crucial role in facilitating stimulated recall process for idiodynamic method in the current study. In other words, the participants rate research phenomena of interest by stimulated recalls on their

performance between the ratings +5 to -5. This approach enabled a more efficient and detailed exploration of Maya's moment-to-moment emotional experiences in the classroom context over the six weeks.

2.5.3.1. Application of Idiodynamic Method

The idiodynamic method was implemented to capture moment-to-moment fluctuations in Maya's emotional experiences and their relation to her professional commitment. Over a six-week period, Maya's lessons were video-recorded and segmented into three 10-minute sections (beginning, middle, and end) for each lesson. Later, these videos segments were transferred into Anion app for stimulated recall session. Prior to data collection, Maya was familiarized with the Anion app to Maya to make her familiar with the process. Then, each week after Maya's lessons, she was asked to rate her emotions using Anion app where she was prompted to reflect on dynamics of her emotions and professional commitment.

2.5.3.2. Analysis of Idiodynamic Method

The weekly video recordings were transferred into the Anion app to employ stimulated recall. The fluctuation graphics provided through the Anion app were then merged into one consolidated graphic to make a comparison with stimulated recall, as the focus of using this method was to explore the interaction of emotional fluctuations and the interactions between Maya's emotions and commitment (also see Figure 8). It was also observed that Maya never rated +5 or -5 in her idiodynamic ratings, rather her ratings ranged between +4 to -3.

2.5.4. Stimulated Recall

Stimulated recall is a research method designed to capture participants' evaluations of events by prompting them to reflect on what occurred at the time, thereby exploring their thoughts and feelings during specifics moments. This method is particularly effective in research investigating psychological aspects, as it allows deeper understanding and explanations of fluctuations of psychological aspects. By employing idiodynamic method with its focus on stimulated recall, the gathered data enabled me to unravel how emotions and commitment of the teacher fluctuates and interacts over time.

2.5.4.1. Application of Stimulated Recall

In the context of this study, stimulated recalls were utilized to explore dynamic fluctuations of Maya's emotions and professional commitment over time. The application of stimulated

recall included detailed explanation of the process of it. Maya watched the video segments and rated her emotions using Anion app. During this process, she was encouraged to reflect on her emotional experiences in relation to her professional commitment. Concurrently, Maya was asked open-ended, unstructured questions about critical incidents in the lesson and critical ratings. Throughout the stimulated recalls, I tried to maintain neutral, and ask Maya some unstructured questions such as:

- (1) What happened in that moment exactly? What emotions were you experiencing?
- (2) How would you interpret your gestures at that time?
- (3) How might this (the incident) influence your commitment to teaching?

By doing so, I was able to gain deeper insights into how Maya's emotions and professional commitment fluctuated and interacted over time, aligning with CDST framework underpinning the study. The following section present the detailed accounts of data analysis employed in the analysis of stimulated recalls.

2.5.4.2. Analysis of Stimulated Recall

I followed a systematic process that integrated visual and thematic analysis to analyze data from stimulated recall. An inductive approach was adapted, to gain better insights of the gathered data than a theory borrowed "off the shelf" as it offers to explore participants in their own context with their own complexities (Creswell, 2012, p.432) and to ensure emergence of the data (Charmaz, 2014). This approach allows researchers to develop theoretical insights that are grounded in empirical data.

The data analysis process began with verbatim transcription of stimulated recall sessions, preserving Maya's responses. Atlas.ti, a qualitative data analysis software, was then used to facilitate the thematic analysis process. To ensure saturation, I engaged in multiple rounds of coding including initial, focused, axial, and theoretical coding, offering an iterative data analysis process as grounded theory suggests (Saunders et al., 2018). This process involved repeatedly revisiting the data, enabling me to identify recurring patterns and interrelatedness within the gathered data. Memos were employed throughout the thematic coding process to establish causal connections and interpretations among the codes and themes.

The culmination of this process was to generate a comprehensive set of themes that directly linked to the research questions and objectives of the study. Themes were grounded in the data,

offering a deeper comprehension of the complexities of Maya's emotions and commitment within her teaching experiences. This meticulous and iterative approach for data analysis ensured that the findings were firmly grounded in Maya's experiences, facilitating the development of theoretical insights that enhance our comprehension of language teacher emotions and professional commitment.

Table 4.

Sample for themes/subthemes and codes

Themes	Subthemes	Initial Codes
Emotional Dilemma	Emotional Conflicts about using L1	Frustration
		Sadness
	Conflicts about motivation to pursue a further teaching career	Lack of patience
	Conflicts about institutional regulations	Acceptance Boredom Tiredness
Teacher Effectiveness	Maintaining Professionalism	Anger
		Emotional regulation of anger
		Resilience
	Commitment to teaching	Emotional regulation
		Love
	Commitment to students'	Happiness
		Empathy Humor

2.6. Follow-up Interview

Follow-up interviews are essential for improving the validity and trustworthiness of qualitative research by member checking (Birt et al., 2016). This step includes presenting the study's findings to the participant and soliciting their feedback to confirm that the researcher's interpretations accurately reflect their experiences and perspective. A follow-up interview was undertaken with Maya to corroborate the data and findings in this study. I presented Maya the

summary of key themes that emerged from the collected data and offered open-ended questions to obtain her opinion. The questions aimed to pinpoint any elements of the findings that Maya perceived as misrepresentative of her experiences, enabling her to elaborate, elucidate, or clarify specific points, and to underscore areas of her emotional journey that she felt were insufficiently depicted in the findings. The interview was audio-recorded and transcribed verbatim. To be specific about the findings, I presented Maya a summary of key themes emerged from gathered data. I asked Maya some unstructured questions such as:

- (1) Are there any aspects of the findings that you don't feel capture your experiences?
- (2) Is there anything you would like to add or explain or clarify?
- (3) Is there anything that you would like to emphasize within your emotional journey to focus on, that is not represented in the findings?

2.6.1. Analysis of the Follow-up Interview

The verification interview was audio-recorded and transcribed verbatim. Then, the gathered data analyzed was underwent a rigorous thematic analysis, utilizing the constant comparative method to identify recurring patterns and themes (Braun & Clarke, 2016). The emerging themes were subsequently compared to her original data and making necessary adjustments to ensure that the final interpretations accurately reflected. This approach enabled essential adjustments to the interpretations, ensuring precisely presented data of Maya's emotional experiences and perspectives. This process also provided additional insights that enriched the overall analysis, underpinning CDST theory framework to capture dynamic aspects of Maya's emotional experiences and professional commitment, thus providing a more holistic understanding of two research phenomena under study.

2.7. Ethical Considerations

Ethical considerations were prioritized throughout the study, ensuring that the in-depth exploration of teacher emotions and commitment respects the participant's privacy and well-being. As a researcher I was deeply invested in teacher well-being and aware that ethical responsibility of exploring teacher emotions and professional commitment. Therefore, the participant was informed about the nature and purpose of the study and was assured of her right to withdraw at any time without consequences, thereby respecting her autonomy. Then, Maya was provided with a comprehensive consent form at the beginning of the study. To protect her privacy and maintain confidentiality, all data was anonymized, and pseudonyms were used for

individuals. Maya was also offered the opportunity to review transcripts and findings to ensure her voice was accurately represented.

Moreover, the students of the case were verbally informed about the study, ensuring they wouldn't be a part of the data collection process. This helped the study to maintain a natural environment in classroom context. To ensure compliance with institutional ethical standards, The Ethical Approval form was also obtained from the Social Sciences Institution (see Appendix B).



CHAPTER III

3. FINDINGS

3.1. Introduction

This single case study explored the interaction between a language teacher's emotions and professional commitment, focusing on the complex interplay between her emotional experiences and professional commitment. The present study aimed to provide a detailed analysis of Maya's journey from a language learner to an experienced language teacher. By employing an integrated approach, including narratives, the Experience Sampling Method, and the Idiodynamic method with stimulated recalls, this study provides a nuanced understanding of the emotional landscape of Maya. Therefore, this chapter is structured to present Maya's emotional trajectory by introducing her retrospective emotional experiences, then analyzing her emotional dynamics in the classroom and analyzing interactions between her emotions and professional commitment. The study allowed us to gain valuable insights into the complexities of language teacher emotions and their impact on professional commitment in the field of language teaching.

3.2. Maya's Emotional Trajectory

Maya's emotional journey is shaped by her experiences as a language learner, pre-service teacher, and language teacher. Her narratives are analyzed around three key points: her early experiences learning languages, initial challenges in her pre-service practice, and significant emotional events and critical incidents as a language teacher.

3.2.1. Maya as a Language Learner

Maya's journey of becoming a language teacher dates back to inspiration stemming from her time in middle school. As a learner, Maya was significantly influenced by her English teachers, whom she describes as "good role models." This perspective of Maya highlights the importance of her teachers on her life trajectory. Among her teachers, one English teacher stood out due to her dedication and commitment to her students. What took Maya's attention was not only her teacher's dedication but also the relationship that the teacher had with her students. Upon realizing her teacher's dedication, Maya felt a spark within her- an emerging *passion* to pursue a career as a language teacher. The influence of her teacher, coupled with her willingness, fostered Maya's strong desire to become an English teacher. As she reflects:

When I was studying at secondary school, I admired my English teacher. She always had a good rapport with her students, and her lessons were fun. Therefore, my English teacher was the biggest inspiration in choosing my teaching profession (Narrative 1)

Likewise, while tutoring her friends and younger brother, Maya discovered her *enjoyment* of helping others learn, which significantly affected her. As she expressed in her narratives, Maya found joy in seeing others succeed, which provided positive emotional feedback for her and fueled her desire to become a teacher. These early positive experiences encouraged her to believe that teaching was the only career path in front of her.

As time passed and my awareness increased, I was sure that I wanted to choose this profession. Besides, sometimes, when I taught something to my friends or brother before their exams, and they were satisfied, it made me happy and encouraged me to be an English teacher. (Narrative 1)

In the Turkish context, high school students need to choose a language major in junior year to pursue a career in language studies, such as language teacher or translator. Following this selection, students typically take extensive English language lessons, approximately 16 to 20 hours per week, to prepare for the university entrance exam. Maya decided to major in the language classroom. Unfortunately, some people in Türkiye believe that social subjects—and language studies in particular—are less respectable. This viewpoint is based on contextual elements that influence how intellect and competence are seen in Turkish educational environments. Some of the people in Maya's immediate vicinity also expressed doubt about her plan to study language. One of her high school teachers might have been the most vocal in her disapproval, expressing her unhappiness with Maya's choice and causing negative emotions, as she reflected:

When I first chose the language class in high school, my biology teacher said to me, 'Why did you choose the language class? I didn't expect this from you. What are you doing in the language class?' This upset me a lot. I mean, I was both angry and sad. And because she was a teacher I liked; I was hurt. (Narrative 2)

Despite the discouragement of her teacher and initial doubt from her family, Maya remained determined in her pursuit of teaching. She acknowledged the initial disappointment and skepticism but chose not to dwell on it, stating:

But people, not just her, approached it in a way that I didn't like, though I didn't focus on it too much. Yes, it upset me, but it didn't stop me on my way to becoming a teacher. Even my family questioned my choice at first. But later, since I was focused on my goal, and I was decisive about it. (Narrative 3).

Maya's experiences as a language learner—encompassing both positive and negative emotions—have profoundly shaped her identity as an aspiring language learner. Her inspiration is derived from the influence of a committed teacher and an understanding of the transformative power of education in shaping individuals' lives. In other words, a dedicated and emotionally connected teacher motivated her to pursue a career in teaching. Despite feeling sadness after discouragement from a respected teacher, Maya transformed that emotion into something more robust: *passion*. Her determination highlights her strong sense of purpose and the role of contextual factors shaping her trajectory. As a language learner, she feels a range of emotions, including *enjoyment*, *discouragement*, *sadness*, and *decisiveness*.

3.2.2. Maya as a Pre-Service Teacher

Maya had various experiences on her pre-service teacher journey. As the last part of her bachelor studies, like every teacher candidate in Türkiye, Maya was obliged to have a 12-week practicum per semester at a public school under the supervision of a mentor teacher and a university supervisor. During her first semester, Maya engaged in classroom observations, allowing her to reflect on and learn from the dynamics of the classroom context. This observational phase laid the groundwork for her subsequent teaching experiences in the same classroom during her second semester. In the second semester, as Maya began teaching, her supervisor and mentor became actively involved by providing feedback. Moreover, as a part of her university's practicum curriculum, Maya was required to conduct an action research study. This research focused on identifying her strengths and weaknesses or further instructional techniques that need to be improved.

Like every pre-service teacher, Maya began to feel the challenges of her practicum as she transitioned from being a student to stepping into the initial phase of her teaching career. Initially assigned to primary school, she felt *desperate* meeting the needs of young learners as she was questioning her patience and competence in this context. Her initial doubts prompted introspection as she reflected:

I was hoping to be assigned to a high school, because I did not consider myself as a patient teacher. So, I started to ask myself “What am I going to do with these little kids? Do I even have enough patience?” (Narrative 3)

Upon reflection on her experiences, Maya realized that her lack of confidence as a pre-service teacher was the primary cause of her difficulties. Fortunately, she received encouraging comments from her supervisor during the action research article's writing, which boosted her confidence and made her *happy*. Her experiences shaped by her supervisor's encouragement profoundly affected her development:

It showed me that I could achieve things if I wanted to. Seeing such encouragement made me feel good about myself. (Narrative 3)

As Maya began her teaching journey in the practicum class, she developed a strong sense of responsibility to guide her young learners, recognizing that they were starting their English education.

I always thought that I had an important role to teach English through appropriate methods because it was the beginning for students. (Narrative 1)

At the same time, she experienced *frustration* due to her students' reluctance to engage into classes, stating:

They were too shy to participate and there was no permanent learning because of memorization. (Narrative 1)

Despite her initial thoughts of *hopelessness* and *despair*, receiving feedback on a skill she believed she lacked—namely, *patience* with the students—boosted her self-esteem and made her *joyful*. Reflecting on the feedback from her supervisor, she realized:

I hadn't been very confident in myself, but hearing such feedback from my supervisor encouraged me. It made me think, ‘Yes, I can work with elementary kids too. I am putting effort into this, and it's paying off’. (Narrative 2)

Near the end of my practicum, after an observation, one of my supervisors said to me, ‘I congratulate you on your patience. Even I was running out of patience, but you stayed calm. You've truly become a teacher.’ That was huge for me. (Narrative 3)

This affirmation from her supervisor was crucial for Maya, reinforcing her beliefs, confidence, and positive emotional growth. Thus, her supervisor's positive feedback enabled Maya to flourish as a pre-service teacher.

So, this feedback encouraged me on my path to becoming a teacher. Especially hearing it from a mentor gave me a lot of confidence. (Narrative 2)

Maya engaged in self-reflection through her action research, providing valuable insights into her teaching. This experience strengthened her belief in herself as a teacher and reinforced her emotional growth throughout the action research journey, guiding her development. As she stated,

Seeing improvement in the difference between before and after-action research increased my motivation as a teacher candidate. (Narrative 1)

With an awareness through action research, Maya also developed strong opinions about how to become a good teacher and what a good teacher needs to do; her professional philosophy started to emerge with the help of action research during practicum.

Being a good teacher requires to be researcher, innovator, counselor, and helper for improvement, and I had these qualities in the classroom through action research. In other words, action research encouraged me to be a good teacher, and it was the most important and favorite side of action research for me (Narrative 1)

Maya's journey as a pre-service teacher emphasizes the importance of early experiences in shaping teacher candidates' identities and professional trajectories. As Maya began to step into her dream career, she faced challenges through some negative opinions about her career based on her performance anxiety resulting from the demanding facet of teaching, which is being able to meet every student's needs. These challenges and self-doubt might be shared among pre-service teachers, particularly when faced with the demanding task of meeting diverse students' needs. However, Maya's journey cannot solely be defined by these challenges. Despite the hurdles she encountered, the feedback from a mentor served as a validation for her, resulting in positive emotions such as *satisfaction* and *joy*. Although she was challenged by self-doubt and low self-confidence, the power of positive feedback from her mentors and overcoming challenges highlights the interplay between her emotions and commitment to the profession.

3.2.3. Maya as a Teacher

After earning her bachelor's degree, Maya started teaching at a university preparatory school, where she has dedicated the past five years to teaching. In this regard, students who enroll in preparatory school spend a year learning English in order to pursue their bachelor's degree. Stepping into her teaching career, Maya started to teach beginners at the preparatory school.

As a novice teacher, Maya faced a problem when she discovered that one of her students had special needs. Her initial emotions were confusion and frustration because of the lack of communication about the student's condition.

When I first saw her in the classroom environment, I noticed something different about her. But no one told me anything or gave me any information about her.
(Narrative 1)

Without prior notice or guidance about the students' needs, Maya felt overwhelmed, helpless, and unsure about how to approach the student, particularly due to the lack of parental involvement.

At first, I felt desperate and anxious, but then I reminded myself that I had to do something to maintain harmony in the classroom. (Narrative 1)

As this situation became a hurdle for her, Maya found herself in self-doubt and worry:

I was very angry with the family because they did not inform me and did not help me. I thought that I was not a special education teacher and asked myself "Can I handle this new situation?" I was worried. (Narrative 1)

In the absence of guidance, Maya took the initiative to research such students' needs online. Despite her negative emotions, she tried to maintain some strategies about the student by searching for effective techniques for supporting students with special needs, which highlights her strong sense of commitment to students.

I googled the symptoms I noticed in the student... I learned lots of things about her condition from articles and other sources. (Narrative 1)

Over time, Maya gained a deeper understanding of her students' unique needs, allowing her to enhance her teaching strategies. She implemented techniques such as providing extended wait times, enabling her students to better process and engage with the information she

presented. This adaptation was also related to maintaining a safe environment for the student, as others were bullying him. Through putting extra effort, Maya had to intervene to keep the classroom safe and maintain harmony among students.

My attempt to raise awareness among other students also took time. I noticed that other students were bullying my autistic student. As soon as I realized this situation, I had a conversation with them. (Narrative 1)

Through adapting her wait-time according to her student, Maya was able to experience *satisfaction* and *joy* of helping him. While Maya gradually managed to regulate her emotions and create a better environment for the students, she ultimately became a proud teacher, realizing she managed to overcome this challenge. Her proactive approach and the sense of responsibility about the student served as empowerment for her. Furthermore, seeing her student excel in class made her realize that her efforts had finally paid off, resulting in a deep satisfaction. As she stated:

After a while, my autistic student became one of the best students in the class, and the other students were embarrassed for making fun of her at the beginning of the semester. (Narrative 1)

If you know your students and their needs, as a teacher, things become easier in the classroom. (Narrative 1)

Maya's commitment to her students was further tested when she observed that one of her students was struggling to keep up with the class. She became conscious of her feelings and felt compelled to assist her after realizing that the student was "on the verge of giving up":

Seeing the student struggle evoked a mix of emotions in me – empathy, determination, and a desire to help her succeed. (Narrative 2)

Maya proactively addressed the challenging situation by providing personalized and positive feedback and offering encouragement to the student. This approach aimed to motivate the student and foster a positive learning environment.

I decided to take a different attitude. I sat down next to the student and gently encouraged her, using simple language and gestures to explain the concepts. I also made sure to provide plenty of positive feedback and encouragement throughout the lesson. (Narrative 2)

Maya was able to assist the struggling student by employing various encouragement strategies and dedicating extra time to provide personalized feedback. Therefore, she was satisfied with the increased motivation and participation of the struggling student.

As the weeks progressed, I could see my student's confidence slowly growing. By the end of the class, she was able to participate more actively and even successfully completed some of the exercises. (Narrative 2)

Like many teachers, Maya's patience was also tested by disruptive student behavior. Despite her direct efforts to address the issue, she frequently needed more certainty regarding her teaching approach. Her students' constant interruptions led to anger and *frustration* time to time:

I found myself feeling frustrated and unsure of how to effectively address the situation without escalating tensions further. (Narrative 2)

Maya's frustration grew as she noticed her students not respecting her as a teacher and frequently interrupting her during classes. She began to feel frustration. This challenge created a chaos for Maya. Despite feeling disrespected, Maya took initiative to regulate her negative emotions, which was critical to overcome this challenge, and adapt her teaching approach focusing on the group of students:

To cope with the emotions associated with this challenge, I first acknowledged and validated my feelings of frustration and disappointment. However, I recognized the importance of maintaining composure and professionalism in addressing the issue (Narrative 2)

Eventually, setting clear expectations, providing positive feedback, and implementing proactive strategies minimized disruptions, as maintaining professionalism and classroom harmony was quite important to her; she sought help from colleagues. By acknowledging her emotions and collaborating with others, Maya successfully navigated this challenge, and she emphasized the importance of being a resilient and patient teacher by stating:

Ultimately, overcoming the challenge of managing disrespectful students taught me valuable lessons in patience, empathy, and resilience. It reinforced the importance of maintaining professionalism and seeking support from colleagues during difficult times. (Narrative 2)

Besides, Maya's colleagues have been influential in her journey as a teacher. At times she was challenged by the demanding facets of teaching, and her colleagues were always there to support and motivate her. The support of her colleagues created a nurturing environment that gave Maya a sense of belonging for her emotional well-being and professional growth to manage challenging issues. She reflects on this experience:

The relationships I have with my colleagues impact my emotional well-being and professional growth. They provide a sense of connection and belonging that is invaluable in navigating the challenges of teaching. (Narrative 2).

At times Maya faced emotional distress and isolation, she reached out to her colleagues for help. This support served as an emotional buffer which also affected her commitment to profession and emotional resilience, as she states:

Teaching can sometimes feel isolating, especially when facing challenges or uncertainties. Having supportive colleagues creates a sense of companionship and shared purpose that can greatly impact my emotional well-being. (Narrative 2)

Moreover, her colleagues provided some practical aspects and instructional techniques for Maya to help her with challenges.

My colleagues serve as mentors and role models, offering valuable guidance and insights based on their own experiences. (Narrative 2).

This also created a collaborative environment for Maya, which also helped her see that she could rely on her colleagues. They were vital sources for Maya's professional development. Their ability to discuss and help each other for teaching strategies provided a culture of collaborative and supportive environment.

The relationships I have with my colleagues provide a source of empathy, understanding, and encouragement (Narrative 2).

Knowing that I have colleagues I can rely on for support and advice decreases stress and boosts positive mood, ultimately enhancing my effectiveness as an educator. (Narrative 2)

Maya's introspection on her trajectory as a language teacher highlights the importance of emotional regulation, commitment to students, and collegial support. It also illustrates the intricate dance of teacher emotion and commitment. As Maya faced emotional challenges and

emotional distress, her ability to regulate those negative emotions and navigate challenges through teacher agency and collegial support was crucial in her trajectory. In the moments of difficulty, Maya's ability to help provided her 'a sense of belonging' and reinforced her emotional resilience. This sense of belonging also helped her become involved in a nurturing environment, which also fostered her commitment to profession. Ultimately, Maya's trajectory as a teacher highlights the importance of teacher emotions and the demanding facet of teaching as she reflects on the isolating part of the profession. By sharing her experiences with colleagues and regulating her emotions during challenging moments with her students, Maya successfully prioritized her commitment to her profession and her students.

3.2.4. Interpretation of Maya's Journey

Maya's journey emphasizes key aspects of teaching: inspiration, challenges, commitment, and resilience. Her story begins with a spark of enjoyment that motivated her to become a language teacher. The early positive experiences of her highlights the importance of the influence of committed teachers, creating a sense of purpose, and her motivation to pursue a career as a language teacher. An emotional turning point, fueled by sadness and anger, marked Maya's journey to becoming a language teacher. This moment was triggered by skepticism from those around her, who questioned her commitment to pursuing this path. Despite the discouragement from people around her, Maya was decisive in her dreams of becoming a language teacher.

Maya's journey as a pre-service teacher is full of experiences that highlight the significance of guidance and empowerment in shaping her path. Her practicum experience displays her struggles with self-doubt, especially regarding teaching young learners. However, her supervisor offered valuable guidance and encouragement, creating an environment where Maya felt empowered to develop her patience and skills in teaching. Besides, Maya's action research study during practicum helped her recognize her ability to connect with young learners and emphasized the importance of patience, feedback, and self-reflection. The moment she realized that she could also teach young learners marked an emotional turning point in her practicum. Until then, she had experienced self-doubt and uncertainty about her patience as a pre-service teacher. As she engaged with young learners, Maya felt a deep sense of satisfaction and fulfillment as her experiences shaped her journey toward becoming a teacher. She developed a strong commitment to the profession as she noticed her efforts were yielding positive results. Like many pre-service teachers, she struggled with self-doubt; however, the

support and encouragement from her supervisor helped her overcome these negative feelings. This support ultimately boosted her self-confidence.

Upon entering the teaching profession, Maya faced new challenges, including managing disruptive students and supporting those with special needs. These experiences filled her with *anxiety*, *frustration*, and feelings of *helplessness*. However, as a committed teacher, Maya actively sought solutions and explored various techniques to support her students' learning by recognizing their individual differences and needs. By observing her students' learning, such as noticing a student on the verge of giving up, Maya was able to adapt her teaching methods to provide the necessary support. This commitment not only helped her students thrive but also deepened Maya's commitment to students through her genuine *care* and concern.

Throughout her transformative journey, Maya explores the spectrum of emotions she encounters, both negative and positive. She navigates her negative feelings by actively seeking support and exploring effective strategies, all while reflecting on her personal understanding of what it means to be an exceptional teacher. Each interaction is marked by her genuine care, fostering a strong sense of connection within the classroom. Despite facing many challenges, Maya is incredibly resilient. This strength helps her overcome obstacles and maintain professionalism, ensuring her classroom remains nurturing for her students.

Table 5.*Maya's Journey*

Themes	Subthemes	Codes
Emotion	Negative emotions emerged through challenges	Frustration
		Disappointment
		Anxiety
		Anger
		Sadness
		Discouragement
		Self-doubt
	Positive emotions emerged from overcoming challenges	Enjoyment
		Satisfaction
		Patience
		Empowerment
		Happiness
Resilience	Navigating the challenges	Managing emotions
	Collegial Support	Seeking for Support
	Perseverance	Maintaining professionalism
Commitment	Commitment to Students Commitment to Profession	Care
		Maintaining professionalism
		Perceptions about being a good teacher
		Motivation for teaching

3.3. Interaction between Maya's Emotion and Commitment

To explore Maya's emotional trajectory within the classroom context and the interaction between her emotions and commitment, the change in her emotions and commitment was observed over a six-week period utilizing both the Experience Sampling Method via the Expiwell app and Idiodynamic Method through stimulated recalls. The main focus of the analysis was to explore the interaction between her emotions and commitment, highlighting their temporal variations and the effect of contextual factors. As a first step, the data gathered from Expiwell grouped positive and negative emotions to trace fluctuations and patterns over six-week period. Next, the most salient emotional fluctuations were compared to make sense of gathered data. Later, Maya's self-reported emotional states were discovered in detail with the help of stimulated recall interviews. The data gathered from the stimulated recalls revealed

various emotions and emotional challenges and range of interactions between Maya's commitment and emotional challenges.

3.3.1. Dynamics of Emerged Emotions

As emotions are considered everchanging and dynamic over time, Maya's emotional experiences also reveal the fluctuations between her positive and negative emotions. The findings of ESM data marked notable dynamics emerged. First, positive and negative emotions were grouped to facilitate the examination of their weekly dynamics. Initially, the reported ESM ratings of positive emotions and the visualization of their fluctuations were presented by line-graphs (Figure 4), marking the beginning of a thorough analysis. This was followed by the presentation of negative emotion rating visualizations, further adding to the comprehensive nature of the study. The significant fluctuations across different emotions were then presented through different line-graphs, providing a detailed investigation into the interactions within those emotions. The line graphs presented depict the ESM ratings associated with various emotions over a structured six-week timeline. Specifically, the graph highlights three key time points: T1, which corresponds to the participant's rating at the beginning of the first lesson; T2, which marks break time; T3, which corresponds to at the end of second lesson. Each time point offers insights into the emotional fluctuations experienced by Maya, providing a detailed overview of their emotional landscape throughout the study period.

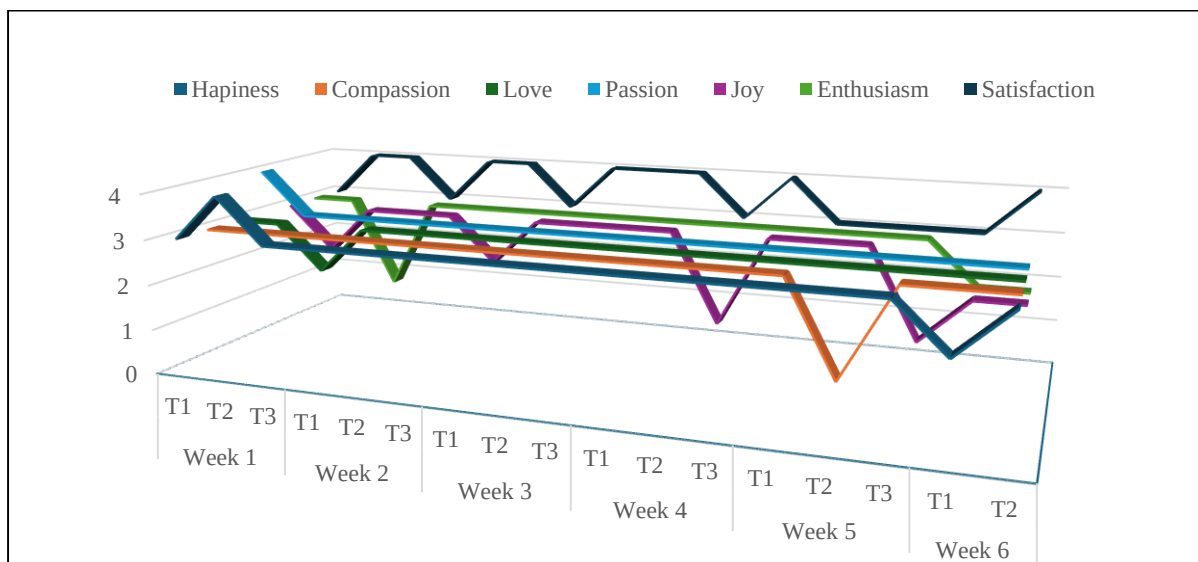
3.3.1.1. Positive Emotions

As Maya's teaching-related emotions were to be explored, a wide variety of emotional dynamics emerged through the gathered data (see Figure 4). Throughout the six-week timeline, many positive emotions were consistently reported at high levels, particularly in T1. However, a slight decrease was noted during certain weeks between T2 and T3, which also indicated dynamic fluctuations between positive and negative emotions when we explored data in detail. The intensity of her positive emotions indicated Maya's committed mindset at the beginning of each lesson as she reported 3 for *happiness*, *joy* and *satisfaction*, 4 for *passion* on Week 1. This analysis provided a clear picture of Maya's emotional trajectories and initial conditions, showing that she experienced dominantly positive emotions at the beginning of the lessons.

Furthermore, *happiness* demonstrated a stable pattern throughout the weeks, maintaining a consistent rating; she rated consistently 3 from Week 2 until Week 5 (W2:3, W3:3; W4:3, W4:3, W5:3) in all the designated times (see Figure 4). However, it subsided in week 6 (T1:1) before

rising again in T2. *Satisfaction*, another positive emotion, also rises in T2 and T3 (T2: 4, T3:4) which highlighted a positive emotional experience linked to her teaching, repeatedly in Week 1. However, *satisfaction* showed notable fluctuations over the six-week timeline. To be specific, a slight decrease was observed during T2 on week 4 (T1:4, T2:3, T3:4). Another significant fluctuation was observed with *joy*; despite its variability over the trajectory, a relative decrease was observed particularly in week 4 (T3:1) and week 5 (T:1) On the other hand, the data also highlighted a decreased level of positive emotions in T2 which also indicates the interactions within the classroom resulting with positive emotions to be subdued.

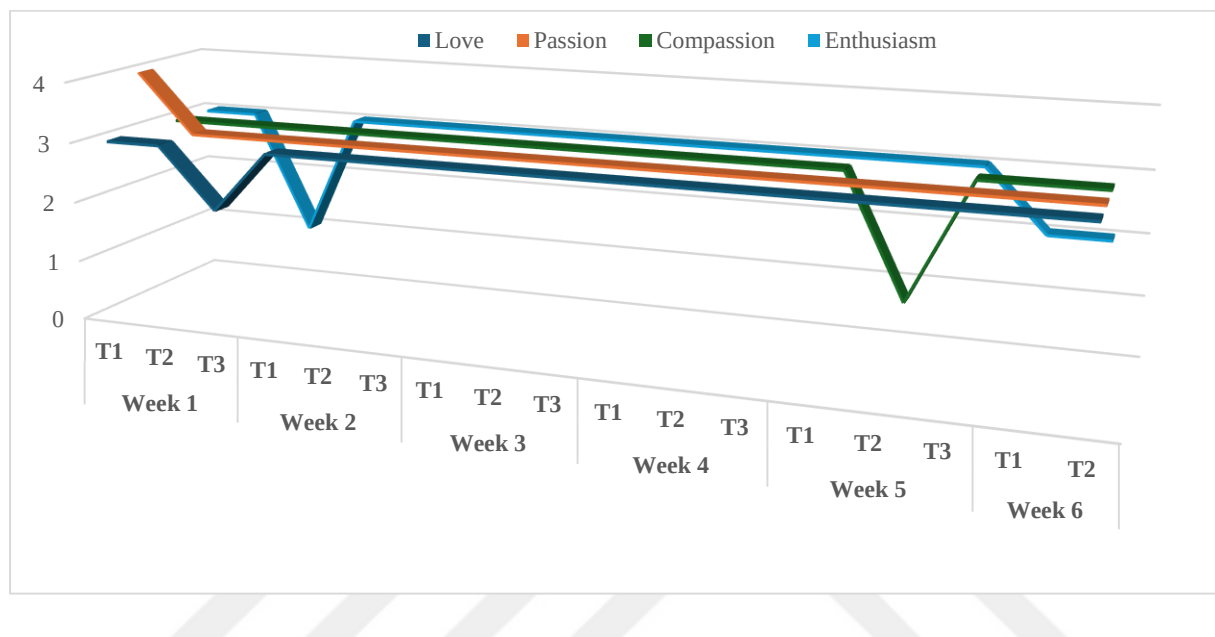
Figure 4. *Fluctuations of Positive Emotions*



While these patterns emphasized the dynamic nature of Maya's emotional experiences, a closer examination revealed additional insights. A notable pattern emerged between week 3 and 4, where positive emotions such as *love*, *passion*, *compassion* and *enthusiasm* displayed relative stability as Figure 5 illustrates. These emotions were grouped together to illustrate their significant patterns throughout the six-week timeline. In Week 1 these emotions were rated at high levels (T1), with *passion* notably peaking at 4(W1, T1). As it is observed in the following weeks, these emotions began to display a more stable pattern compared to other positive emotions. Particularly, relative stability was observed between week 3 and week 4. This stability suggests an emotional equilibrium where Maya's emotional fluctuations were relatively displayed a consistency. In addition, the stability within those weeks might suggest isolated emotional states, however, a decrease in *compassion* in week 5 (T2:1) indicates a clear dynamic fluctuation highlighting interconnected nature of emotional trajectory. These

significant interactions with various factors in week 5 and the sudden dynamic behavior later explored in the stimulated recalls. Moreover, this stability might also indicate Maya's developing emotional resilience while a sudden change in *compassion* level might indicate system openness to various factors.

Figure 5. Fluctuation of Love, Passion, Compassion, Enthusiasm

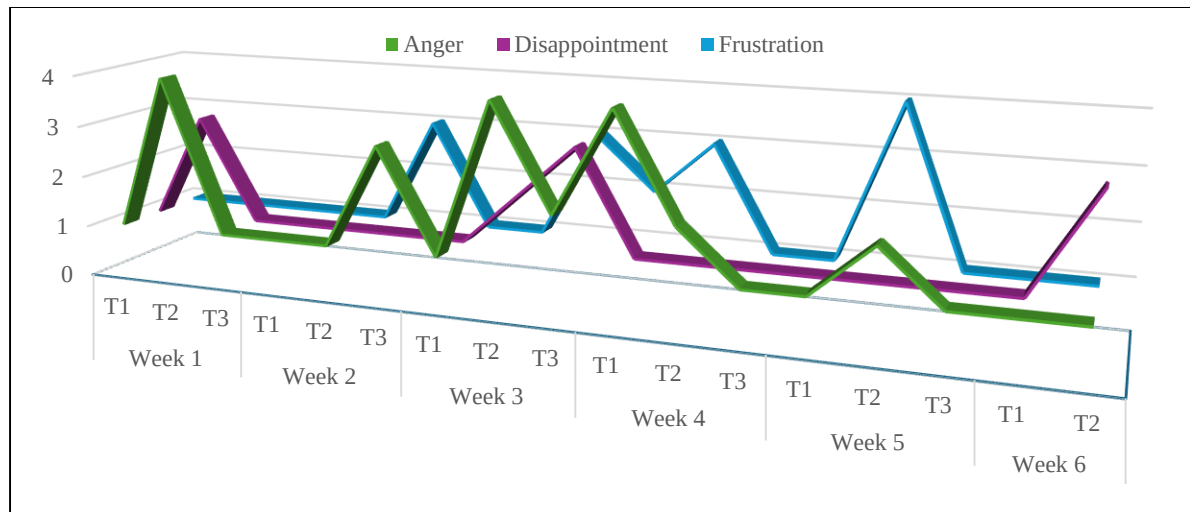


3.3.1.2. Negative Emotions

Throughout the six weeks, Maya reported significant variations in her negative emotional experiences. However, certain emotions consistently received the lowest possible rating of 1 on ESM. Specifically, *sadness*, *anxiety*, *despair* and *powerlessness* were consistently rated at this level. This pattern suggested that Maya did not experience these particular emotions to any notable degree throughout the study, and therefore these findings were not presented. Notably, *anger*, *disappointment*, and *frustration* exhibit clear temporal variations. For example, *frustration* reached in its peak specifically in Week 5 (T2), aligning with the period between two of Maya's lessons. The peak in *frustration* coincided with a period of more stable fluctuations in Maya's positive emotions, highlighting the complex interplay between positive and negative emotions. *Disappointment* demonstrated a distinct trajectory, peaking in Weeks 1, 3, and 6, while it remained relatively stable during weeks 2, 4, and 5 (see Figure 6). These dynamic fluctuations in negative emotions suggested significant events and experiences during these weeks significantly influenced Maya's emotional state. The reported negative emotions' peaks indicated a strong connection between Maya's emotions and her interactions within the

classroom environment. For instance, recurring negative emotional peaks during T2 and T3 point to challenges arising immediately after her lessons. These dynamic patterns highlighted the complex interplay between Maya's professional experiences and her emotional trajectory over time. The findings provided valuable context for understanding the interplay in positive and negative emotions.

Figure 6. *Fluctuations of Negative Emotions*

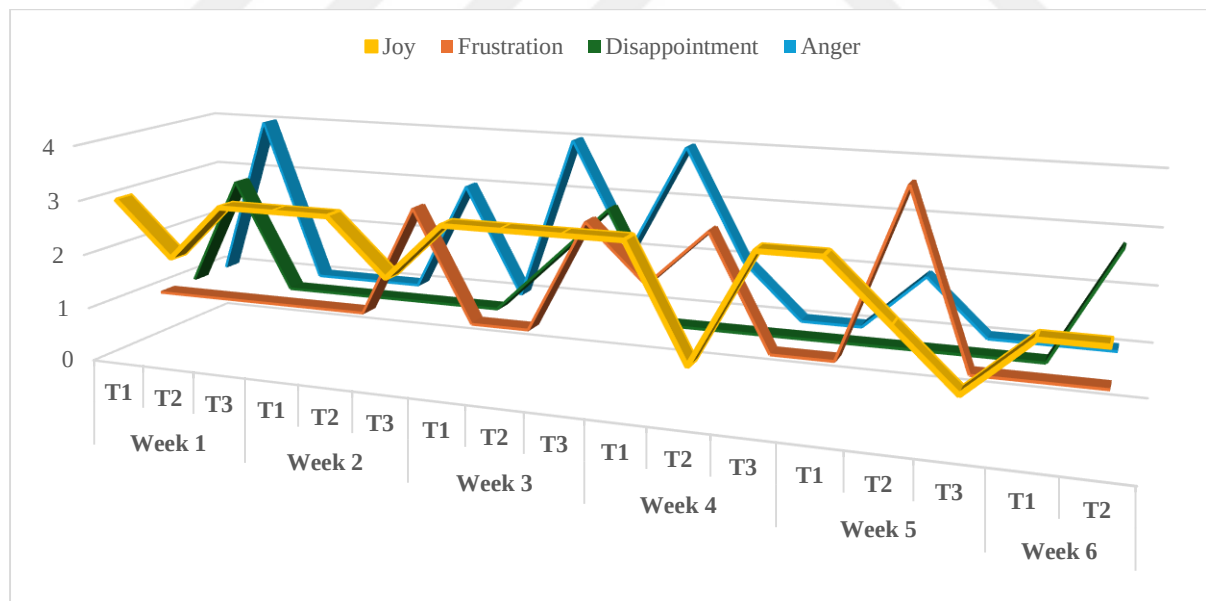


3.3.1.3. Interpreting Significant Fluctuations of Emotions

What is apparent from Maya's ESM rating is that negative and positive emotions do not appear in isolation; rather, they interact with each other in their own way. The analysis depicted in Figure 5 and Figure 6 indicates dynamic fluctuations observed in Maya's professional experiences and signature system behaviors. Specifically, as shown in Figure 7 emotions that are reported on T2 played an important role in Maya's emotions, indicating the influence of classroom interactions. As Maya rated high levels of positive emotions on T1 throughout the six-week timeline, she also rated high levels of negative emotions on T2. Notably, weeks 2 and week 5 depict significant fluctuations between negative and positive emotions. These fluctuations indicate Maya's emotional interactions within the classroom context. As Maya engages in classroom interactions with her students her emotions begin to change within this complex nested system, which also indicates other system components such as Maya's resilience and professional commitment. In other words, Maya's positive emotions stabilized through other components of her emotional trajectory, while classroom interactions affect her negative emotions in micro level.

A significant pattern emerged as shown in Figure 7 Maya's joy began at a relatively high level (W1, T1:3), before showing its first decline in T3(3). In the following weeks, Maya experienced a decrease in her *joy* of teaching while her negative experiences were on the rise. As this clearly sets out the scene for Maya's emotional trajectories, the initial condition was to start mostly experiencing positive emotions. However, as the weeks progressed, notable fluctuations and dynamic system behaviors observed. For instance, Maya reported *anger* as the most volatile emotion, displaying dramatic spikes reaching 4 in Week 2 (T1) and Week 4 (T1). However, these emotions coincide with periods when *joy* begins to show a decreasing pattern in the same weeks. On the other hand, *frustration* demonstrated a more gradual pattern, starting at lower levels but showing a significant increase in Week 3 (T3;3) and reaching its highest rating in Week 5 (T2:4). Therefore, it is apparent from the reported results that Maya's emotions fluctuated through the incidents within the classroom showing a relative interaction between her *joy*, *anger*, *frustration*, and *disappointment*. There seems to be an inverse relationship between *joy* and negative emotions, particularly observed in Week 2, Week 4, and Week 5 as the following figure illustrates:

Figure 7. *The Interaction between Joy, Frustration, Disappointment, and Anger*

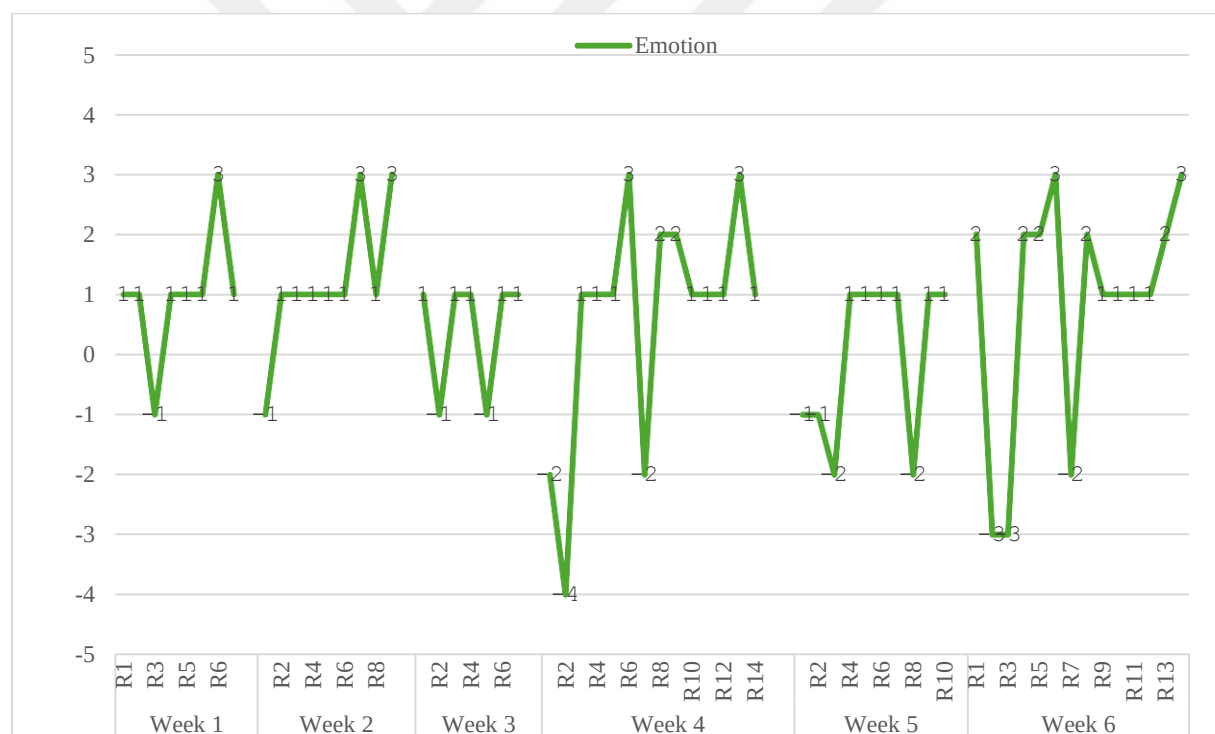


Taken together, these emotional fluctuations highlight the dynamic nature of Maya's emotions. To gain a better understanding of Maya's emotions and her professional commitment, it was crucial to explore the relation between these emotions and the incidents that effected Maya's journey during the lessons. The following section provides a detailed explanation of Maya's stimulated recall results.

3.3.2. Maya's Emotional Experiences and Commitment

The data gathered through idiodynamic method was explored in detail to explore the interaction between Maya's emotion and professional commitment. Maya's emotional experiences as a language teacher displayed a complex and multifaceted nature. The following graph exemplifies Maya's reported emotional fluctuations over the six-week timeline. To be able to provide a comprehensive analysis of idiodynamic method, Maya's idiodynamic ratings were merged into one consolidated graphic to visualize Maya's emotional fluctuations. Maya's highest emotional rating was marked by +4 and lowest was -4. Additionally, Week 4, Week 5, and Week 6 marked by more negative emotions, ranging from -4 to -2. Specifically, in Week 6, Maya's emotions significantly fluctuated, ranging from -3 to +2, then peaking at +3. These emotional self-ratings are further explored in the stimulated recall.

Figure 8. *Idiodynamic Analysis of Maya's Emotional Trajectory*



Moreover, Maya's idiodynamic analysis also aligns with her ESM findings, highlighting Week 4 and Week 5 as periods with negative ratings. A notable aspect in Maya's idiodynamic fluctuation is that the most salient spikes happen on negative emotions, while her positive emotions display a relative peaking at +3. In line with ESM results, idiodynamic findings once again emphasized the dynamic fluctuations within her emotional trajectory. Thus, these

fluctuations and its interactions with Maya's commitment examined in the following section by using stimulated recall.

3.3.3. Stimulated Recall: How Emotions Interact with Maya's Commitment

Maya's stimulated recall results revealed various factors and interactions between two research phenomena of interest. Through analysis of stimulated recalls three main themes emerged: (1) Emotional dilemma, (2) Teacher Effectiveness, (3) Emotional Exhaustion, these themes introduced in detail in the following sections.

(1) Emotional dilemma

Maya's journey highlights the emotional dilemmas that she had to experience as a language teacher in her classroom. Maya's insights on being a good teacher which was reported in her Narrative 1, also highlights her professional philosophy. Maya has strong opinions on how to be a good teacher as she describes it as "a researcher, innovator, counselor, and helper" (Narrative 1). However, during one of her lessons Maya has a philosophical conflict about her teaching technique, as she struggles using L1 in one of her lessons (Week 1, Int1). Although it is against her teaching philosophy, Maya compelled to use it for students' better comprehension. This situation created an emotional dilemma for her, as her preference was only to use the target language. Moreover, this situation also revealed her commitment to affecting teaching while grappling her personal teaching philosophy.

Sometimes when I have to switch to Turkish like this, I don't actually like it. This is my own personal thing. But sometimes I have to switch for them to understand. This generally goes against my philosophy. I try to communicate with students in the target language as much as possible (Week 1, Stimulated Recall 1)

Another emotional dilemma emerged on institutional regulations. Maya reported she struggles with some regulations of the institution and has no control over it. For instance, Maya had 5 consecutive lessons with the class that the data gathered, which created an exhaustion for her. Specifically, what bothers Maya the most is that she has no control over her course schedule which also created dissatisfaction with some of the institutional regulations, highlighting the tension she experienced.

I'm not happy with my weekly course schedule anyway, but it must be this way. (Week 2, Stimulated Recall 2)

I believe happy teacher equals happy students, but there are some regulations, so these are overlooked. And we had to continue within this system (Week 2, Stimulated Recall 2).

These regulations also effects Maya's commitment to pursue a further teaching career, as she had to follow a course pacing. As Maya reported in the narratives, she had positive perspectives and commitment to her profession, except for administrative tasks. However, she is not happy considering her power over her teaching; while she possesses a *love* for teaching, she indicated a lack of commitment regarding the institutional regulations she had to follow. Although Maya never expressed a word on attrition from the profession, she reflected on her motivation to pursue a PhD solely to have more power over her teaching. To explain this power, Maya stated that pursuing a PhD in her field would enable her to teach at faculty level which she believes she would have some freedom over her teaching compared to preparatory school. This situation also creates an emotional dilemma, indicating Maya's lack of power in her course plan; Maya's motivation to pursue a PhD only indicates having more power in the classroom rather than professional growth in her professional career.

Anyway, I love teaching, there's nothing else, like preparing exams and such. Administrative work is not something I enjoy; I love teaching. But maybe just as a means, for example, if you ask me if I want to pursue a PhD, I don't want to right now.... For me, it's just a means, and if I achieve that freedom, I will continue teaching (Week 2, Stimulated Recall 2)

(2) Teacher effectiveness

As a dedicated teacher, Maya demonstrates remarkable commitment to her profession and students despite various challenges she encountered during lessons. Her teaching philosophy is characterized by a strong focus on maintaining teacher effectiveness and professionalism in the classroom. Despite these challenges, Maya finds her own way of committing to her teaching, which brings her *happiness* and *satisfaction*. She finds comfort in students' commitment to her lesson, particularly when they are actively participating.

I feel happy at that moment because their quick responses show that they are active. I am encouraging this right now because it makes me happy. (Week 4, Stimulated Recall 4)

It made me very happy when that girl participated because she has been showing consistent participation for the last few weeks (Week 5, Stimulated Recall 5)

Besides, Maya thrives from her students' active participation, even though they sometimes struggle to give instant answers. She experiences great *satisfaction* when she witnesses her students' engagement with her commitment.

I feel satisfied when I see that the students understand the topic. (Week 1, Stimulated Recall 1)

Additionally, Maya's *satisfaction* as a teacher is closely related to her students' understanding. Receiving positive responses from her students impacts her emotional trajectory and commitment. As her own words highlights:

Because it makes me feel good as a teacher. It shows me that what I've explained hasn't been in vain. (Week 4, Stimulated Recall 4)

So, until now, do you have any questions? (asking students). Okay, this is important to me. (Raising the emotion in a positive way) (Week 1, Stimulated Recall 1)

Moreover, Maya's commitment to her profession is apparent from her attempts to maintain professionalism within the classroom. Despite being *frustrated* by other factors, such as student misbehavior, she strives to uphold her professional responsibilities. This incident also indicates her commitment to her students and her profession. Additionally, Maya's professionalism further manifested in her willingness to be a flexible her teaching methods, accordingly students' needs. As she tries to follow a pacing that is supposed to standardize the teaching within the department, Maya prioritizes students' understanding and takes responsibility for not going further in the pacing.

I think we shouldn't brush it off when they don't understand. A teacher shouldn't brush it off anyway. I should teach everything I can. (Week 4, Stimulated Recall 4)

By doing so, Maya attempts to ensure students' thorough comprehension of the material before moving forward. Maya also values effort and participation in students' learning journey over perfection, aiming to foster student motivation. This situation has resulted in her *happiness* related to students' investment in her lessons.

The fact that the student responded made me very happy. I mean, whether it was right or wrong, whether their pronunciation was correct or not, it didn't matter. It doesn't matter if that student gives the wrong answer; it's not a problem at all. As long as they

make an effort, that's what matters. For me, creating that motivation in the classroom is more important (Week 5, Stimulated Recall 5)

For example, here I'm asking a question related to the previous topic. When a student remembers something from before, I genuinely feel happy. They help me. (Week 3, Stimulated Recall 3)

Taken together, Maya's reflections revealed her deep commitment to her profession, as she put effort to create a better classroom environment to flourish student engagement and centers students' learning. This commitment manifested itself as teacher effectiveness which stems from genuine care for her students.

(3) Emotional exhaustion

Maya's stimulated recall interviews unraveled significant level of emotional exhaustion, associated with various negative emotions. Maya reported various negative emotions, including *tiredness*, *frustration*, *anger*, and *disappointment*, often triggered by students' misbehavior and disengagement. She experiences a deep *disappointment* and *frustration* when her efforts as a teacher do not resonate with her students in the same way:

I mean, I'm trying. I'm doing everything I can. If a person (talking about a student) is unresponsive to you, it's kind of like human communication. In human communication, you do everything you can, and if it doesn't work, what more can you do? (Week 3, Stimulated Recall 3)

Moreover, she also expressed her *tiredness* and *anger* to another student who is disengaged:

She (the student) was very good, but she wasted her potential. I've given up now because she disappointed me. I tried every possible way, but while trying, I was also feeling down because I wasn't getting any response. The student doesn't respond, which lowers my mood. (Week 6, Stimulated Recall 6)

The above reflection of her illustrates how student disengagement not only results with *disappointment* but also results with *ignorance* for her, she tries to center and focus on invested students. Moreover, Maya's *tiredness* does not only lines in students' disengagement, yet she experiences *tiredness* when she faced demanding nature of her schedule and institutional regulations as aforementioned.

Having 5 hours of class in a row with the same group physically and mentally tires me out (Week 2, Stimulated Recall 2)

Maya's *tiredness* also evident in this demanding schedule as she also acknowledges her students' exhaustion and her questions her effectiveness as a teacher:

I must go back and explain the same thing again. On the other hand, they're right; they also have a sixth lesson with another teacher at the same time. I get exhausted, tired, and it becomes unproductive. (Week 2, Stimulated Recall 2)

Maya's *anger* and *disappointment* have also emerged when faced with unresponsiveness from the whole classroom.

Sometimes I even have to switch to their native language just to get them to talk, but I still don't get results. Silence again. (She asks a question but doesn't get an answer.) I'm really angry right now. (Week 5, Stimulated Recall 5)

This *frustration* often arises when Maya's expectations for students don't align with the reality in the classroom, forcing her to revise what she thought she had already cover.

Yes, I go back to the beginning because I can't make progress. But sometimes I joke about it, like giving them a certain look, and they laugh. So, I say things without making them feel bad. This is something that lowers my motivation—it's always the same students answering. (Week 2, Stimulated Recall 2)

This situation forces Maya to adopt her teaching method and impacts her commitment to her students. Maya's *frustration* is further evident when Maya's expectation for them to master some skills that were covered before.

In reading activities, the activity is divided into parts: first, you'll do scanning, then there are detailed reading activities. But, for instance, you still have to remind the student—like, for detailed reading, you're saying, 'Do the scanning first.' Sometimes this bothers me. I feel like they should have grasped it by now. (Week 5, Stimulated Recall 5)

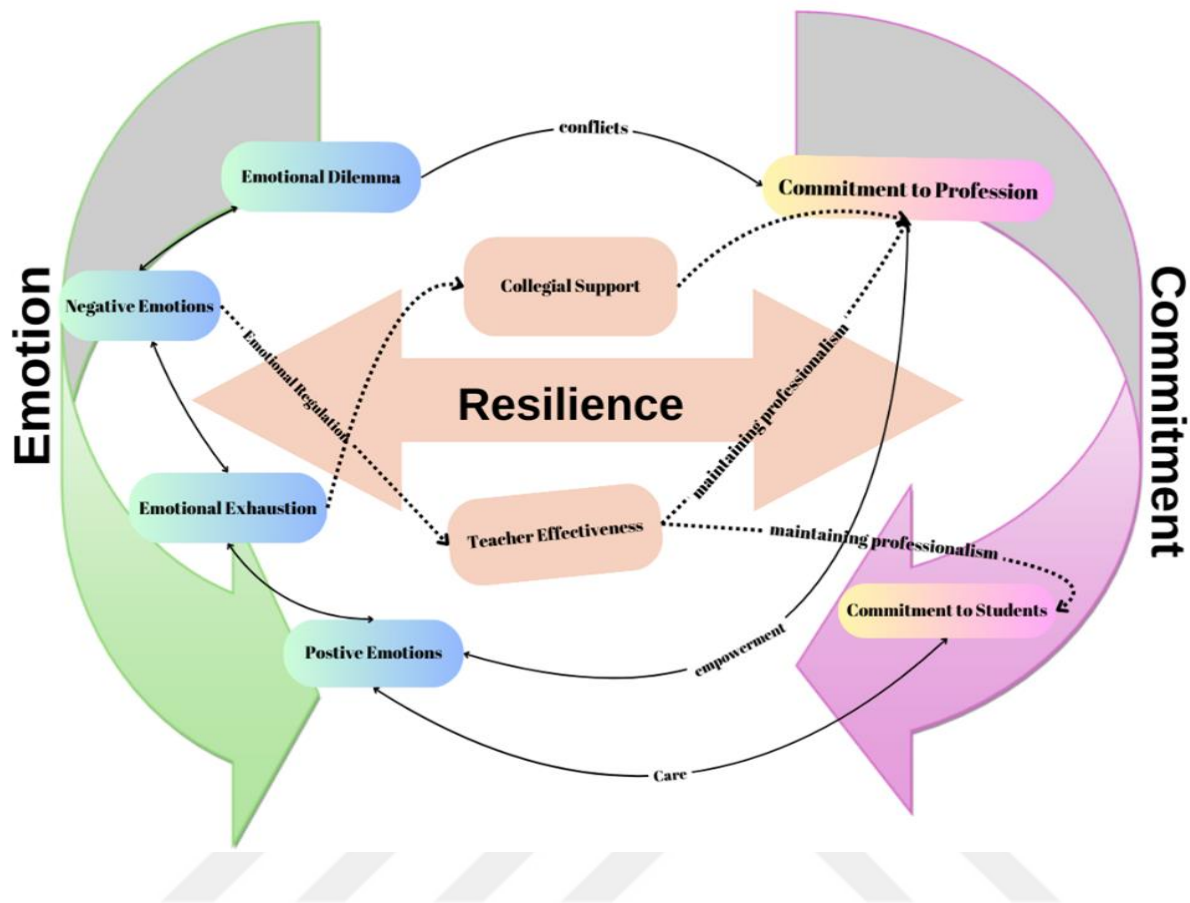
Taken together, these emotions and interactions within Maya's trajectory revealed various factors. To be precise, Maya struggles from emotional exhaustion and exhibits a lack of patience, yet she continues to prioritize her students' learning. This situation sheds light on nested systems within Maya's emotional dynamics. Briefly, Maya's nested systems include

institutional regulations, personal teaching philosophy, and students. These systems create a web of interactions through Maya's complex emotions and professional commitment.

From another perspective, emotional dilemma shapes emergent behavior of system dynamics. This situation represents points of instability, where Maya's emotional systems reorganize, leading to new patterns of behavior. To be specific, Maya struggles with institutional regulations limiting her teaching methods and time management; then, her emotions reorganize into a motivation to pursue PhD in her field.

Conversely, Maya appears to use teacher effectiveness as a strong attractor state within her professional commitment system. Despite the challenges she faces and the negative emotions she experiences, she consistently tries to maintain professionalism in the classroom and provide a supportive learning environment for her students. This attractor state also serves as stability in her commitment to teaching, even though it fluctuates with the negative emotions she experiences. Figure 9 illustrates the nestedness in Maya's emotional experiences and interactions within the system. It illustrates a complex dynamic interplay between emotions, commitment, and resilience in her emotional journey. The figure showcases a reciprocal and dynamic relationship among the aspects, emphasizing their ongoing interplay and mutual influence. The figure employs a system of arrows: solid arrows indicate direct affect between components, dotted lines used to depict attractor states within this complex dynamic system. For example, solid arrow presents positive emotions directly changes and interacts with Maya's commitment to her profession. This visual representation helps us to elucidate the nuanced and multifaceted nature of emotional trajectories in classroom, particularly in the context of Maya's teaching.

Figure 9. *The Interaction Between Maya's Emotions and Commitment*



3.4. Summary of Findings

Maya's journey as a language teacher reveals a complex interplay between her emotional experiences and her professional commitment. The findings, including Maya's narratives, ESM data, and Idiodynamic Method with a focus on stimulated recall, provided an in-depth exploration of Maya's emotional trajectory. By mapping these trajectories, this dissertation contributes to a more comprehensive understanding of the emotional landscape of Maya's teaching, emphasizing the importance of acknowledging her emotional trajectory and interactions with her professional commitment.

Maya's path is marked by both challenges and accomplishments, from her early inspirations as a language learner to her current role as an experienced teacher. Her narrative findings underscore the significance of the influence of committed teachers in shaping her career choice. These experiences were crucial in reinforcing her commitment to teaching. Maya's decisiveness about becoming a language teacher was significant from the beginning, as it was the key factor in her *resilience* to skepticism from people around her. This aligns with ESM data showing consistently high levels of positive emotions, suggesting her initial passion

continues manifesting in her daily teaching experiences. These findings marked the nestedness of Maya's emotional dynamics as her early positive experiences and reported positive emotions interact with her *resilience* to set the foundation of her professional commitment.

As Maya transitioned into her role as a pre-service teacher, she faced challenges of self-doubt and lack of self-confidence. However, she found empowerment through feedback from a supportive mentor and self-reflection through her action research study. This support boosted Maya's self-esteem and reinforced her commitment to the profession. This growth is reflected in the ESM and Idiodynamic findings, where fluctuations in emotions like joy and satisfaction correspond with challenges and successes described in her narratives, resulting in a deep commitment to her teaching profession.

Upon entering her professional career, Maya found herself challenged by various factors ranging from managing disruptive students, feelings of helplessness, supporting students with special needs, and navigating institutional regulation, as various data sources revealed. Nevertheless, Maya found ways of obtaining a committed way of helping her students in need of a supportive teacher, as she notes in her narratives. When Maya faced these challenges, she had an urge to navigate conflicts stemming from the gap between her educational philosophy and institutional regulations. These challenges resulted with negative emotions such as *frustration*, *helplessness*, *anger*, and *disappointment*. However, they also drove Maya to seek solutions and adapt her teaching methods, accordingly, resulting in a sense of *satisfaction* when overcoming obstacles. However, these experiences drive Maya to seek solutions and adapt her teaching methods, leading to a sense of *satisfaction* in her emotional trajectory.

Additionally, stimulated recall analysis marked Maya's *satisfaction* when students actively participated and understood, highlighting her commitment to her students' understanding. Moreover, ESM findings also displayed her focus on effective teaching, as she reported consistently positive emotions, as seen in Figure 4. These findings underscore a strong attractor state for Maya's emotional dynamics, which is teacher effectiveness, highlighting Maya's perspective on the importance of being a good teacher and her commitment to the profession. In short, teacher effectiveness serves as a factor in keeping Maya's commitment stable in her emotional trajectory. On the other hand, negative emotions, especially *anger*, *disappointment*, and *frustration*, exhibit clear temporal variations, often peaking during break times (T2) or after lessons (T3) emerged in ESM data.

Along with that, the idiodynamic analysis further illustrates the dynamic nature of these emerging fluctuations. Furthermore, stimulated recall findings emphasized the web of complexities of Maya's emotional trajectory; she tries to maintain professionalism and commit to her students while also experiencing emotional exhaustion between weeks 2,3,5, and 6. ESM findings also marked these negative emotions within the same periods, demonstrating fluctuations, as Figure 6 depicts. In other words, peak negative emotions that emerged in ESM findings correspond with Maya's reported *frustration* and *tiredness* in stimulated recalls. The stimulated recall interviews further illuminate these emotional dynamics, revealing how Maya navigates conflicts in the challenges of teaching practices. This is also evident in her narratives emphasizing the importance of being a good teacher, the consistent positive emotions at the start of the lessons in ESM data, and her expressed *satisfaction* during stimulated recalls when students actively participate and understand the teaching material. Maya's emotional dynamics explored in the stimulated interviews marked her *resilience* as a tool for navigating challenges and maintaining her professional commitment. These findings demonstrated Maya's emotional dynamics and nestedness within her emotional trajectory while simultaneously reflecting the intricate interactions between her emotions and commitment to her profession.

Maya's journey stressed the complexities of becoming a teacher, along with the interplay between her emotions and commitment and her flourished resilience. The ESM data revealed the dynamic nature of Maya's emotions in the classroom context. While she consistently reported high levels of positive emotions at the beginning of the lessons (T1), fluctuations were observed, particularly between breaks (T2) and at the end of the lessons (T3) over the six-week timeline. This consistently high level of positive emotions at T1 suggests a strong initial condition for each lesson. Moreover, this pattern also aligns with Maya's narrative statements about how to become a good and effective teacher for her students. The stability of *happiness* throughout the six-week timeline is particularly noteworthy in ESM findings. This indicates that Maya's commitment to her profession stems from *happiness*, which serves as a powerful attractor state, helping her to maintain her commitment even in the day-to-day challenges she faces within the classroom. It also corresponds with Maya's narratives in which she articulates her joy in student progress and overcoming challenges. This *happiness* is further prominent in her stimulated recalls, where she acknowledges she has *joy* while observing her students' efforts in learning and their active engagement. The persistence of these positive emotions suggests a strong attractor state, reinforced by Maya's strong commitment and dedication to her profession. More specifically, a significant dynamic fluctuation emerged in positive emotions

of *love*, *passion*, and *enthusiasm* as these emotions created emotional equilibrium by stability within the timeline. The stability observed in these emotions indicates the emergence of an additional strong attractor state within Maya's emotional trajectory. This equilibrium illustrates Maya's paramount commitment to her profession, working as a stabilizing influence in the midst of the daily challenges she encounters. Because the emergence of this attractor state also corresponds with some emotional exhaustion and critical experiences, Maya reported in her stimulated recall (e.g., week 2) led her to experience *disappointment* and *frustration*. However, Maya's strong emotional regulation and commitment to her profession stabilized her positive emotions, resulting in an emotional equilibrium. Thus, Maya's emotional trajectory displays fluctuations within a specific range, allowing her to maintain overall stability while still experiencing challenges daily, as ESM data and idiodynamic data indicate. These findings also indicate that Maya experienced negative emotions at the micro-level, which is classroom interactions in this case, and experienced positive emotions at the macro-level throughout her emotional trajectory.

The interrelatedness of Maya's emotional experiences and professional commitment is evident in how her emotions fluctuate in response to classroom interactions and institutional constraints. In contrast, her paramount commitment to her profession remains relatively stable. This stability, represented by her consistent positive emotion ratings and focus on teacher effectiveness, is an attractor state that helps Maya navigate and overcome the challenges of her demanding profession. The apparent contradiction between Maya's reported emotional exhaustion in stimulated recall and the relative stability of her positive emotions explored in ESM data highlights the complex nature of teacher emotions. This discrepancy may be interpreted as Maya's strong emotional regulation skills and ability to maintain professionalism despite the challenges. Maya's emotional experiences are closely linked to her professional commitment, which is evident in how her emotions fluctuate based on classroom interactions and institutional constraints. Despite these fluctuations, her strong commitment to her profession remains relatively stable. This stability is reflected in her consistent happiness ratings and her focus on teacher effectiveness. It serves as a guiding force that helps Maya navigate and overcome the challenges of her demanding job. The apparent contradiction between Maya's reported emotional exhaustion, as revealed in stimulated recall, and the relative stability of her positive emotions, as explored in ESM data, illustrates the complex nature of teacher emotions.

Consequently, the findings underscore the dynamic and multifaceted nature of teacher emotions and professional commitment. Maya's journey underscores the importance of supportive environments, emotional regulation, and resilience in the challenges of the teaching profession. Maya emphasizes the importance of being an effective and dedicated teacher, highlighting that resilience and commitment are key factors in her professional journey. Her experiences underscore the significance of positive interactions, a supportive work environment, and emotional resilience in nurturing and sustaining a teacher's commitment to the profession, even in the face of inevitable emotional challenges. This interplay between emotions, commitment and environmental factors demonstrates the dynamic complex nature of a teacher's emotional landscape and its profound impact on their professional journey.



CHAPTER IV

4. DISCUSSION AND IMPLICATIONS

4.1. Introduction

This section presents an overall summary of the findings and the discussions of the findings in line with the related literature. The discussions of the findings include the complexities of language teachers' emerging emotions and interactions between language teacher emotions and professional commitment. Then, the implications of the study for teacher education programs and suggestions or further studies are presented precisely.

4.2. Overall Findings of the Study

The study's primary aim was to explore the dynamic relationship between a language teacher's emotions and professional commitment. More specifically, the study aimed to seek for the emotional trajectory of a language teacher with introspection and dynamic interactions of emotions and professional commitment within a classroom setting over six-week of teaching from a complex dynamic systems perspective. To reach that aim, the first research question aimed to explore the emerging emotions of the case. Initially, Maya's journey from a language learner to an experienced teacher was examined to explore her retrospective story, paying particular attention to emotional trajectory and critical incidents that shaped her future career, beliefs, and practices. By doing so, we mapped the initial conditions that influenced and shaped her path as a language teacher. It was also important to tell stories of the case in its way, with her own perspective. The findings of the narratives revealed Maya's early positive experiences, along with the inspiration of a committed language teacher, later challenged as a pre-service and novice teacher to establish the initial conditions that shaped her future path as a language teacher. The narrative findings also revealed Maya's resilience and professional commitment to navigating challenging experiences. Maya's narratives marked the interaction within her complex dynamic system, as she repetitively seeks solutions to maintain teacher effectiveness in the classroom, which stemmed from her professional commitment.

With the second research question, the current study aimed to explore dynamic fluctuations of emotions and interactions of emerging emotions with her professional commitment. ESM data revealed significant patterns of fluctuations as it presented temporal variations over the six-week timeline. Additionally, the results of the ESM also revealed stability within the complex systems that interacted with her professional commitment. These fluctuations also

were verified through the idiodynamic method with the focus of stimulated recall as we wanted the case to report on the experiences and explore the interaction of professional commitment and emerged emotions. It was important to center emotional dynamics and interactions of professional commitment to explore nestedness and multifaceted nature of two research phenomena. By doing so, key components of Maya's emotional trajectory were marked: resilience through collegial support and teacher effectiveness. Resilience in Maya's emotional trajectory acts as a stabilizing factor of Maya's negative emotions, then this component helps her maintain professionalism in the classroom. Another component, which is collegial support helps her to stabilize her professional commitment which indicates low levels stemming from emotional exhaustion at times. Finally, the notion of teacher effectiveness is another key factor marked by the complexities of her emotional trajectory. As Maya's emotions interact with her commitment, and her system self-organizes through attractor state of teacher effectiveness. In conclusion, the study's findings have significant implications for understanding the nature of language teacher emotions and professional commitment to create a supportive environment for language teachers, acknowledging the complexities of language teaching as a profession.

Through an exploration of the ways in which these two complicated phenomena interact with one another, this study offers a more profound understanding of the current body of literature concerning the complexities of language teachers' emotions and their commitment to their profession. In addition to highlighting the significance of the role that emotions play in teachers' professional lives, the study also reveals additional aspects that are at play in developing teachers' commitment to their profession. In short, the findings have significant implications for teachers' dynamic emotions, professional commitment, and the critical role of resilience and emotional regulation strategies in language teaching practices.

4.2.1. Discussion on Complexities of Language Teacher Emotions

The first research question of this study explores the emerging emotions of a language teacher, aligning with recent shifts in Language Teacher Emotion (LTE) research. The focus on LTE research is suggested to shift, according to poststructuralists, from attempting to define the nature of emotions to exploring the functions of emotions, specifically how emotions become resourceful in terms of practical implications in various contexts (Ahmed, 2004; Oxford, 2017). As this perspective suggests, Maya's emotional trajectory provides diverse insights, rather than simply stating what emotions Maya merely experienced. Instead, the emotions that affect Maya's emotional trajectory were explored in detail. By doing so, through

the dynamic interactions of her emotions with her commitment throughout the study, we gain deeper insights into the dynamic role of language teacher emotion across several contexts, rather than just exploring Maya's emotions as *joy*, *happiness*, *anger*, or *frustration*.

An individual's behavior is highly interrelated with their cognition and behavior (King & Ny, 2018). Tracing back to Maya's journey, the findings revealed the importance of early experiences shaping her current practices as a language teacher. Her positive experiences with a dedicated teacher inspired her to become a language teacher. This aligns with the concept of how behaviors are intricately linked to the emotions and cognition of individuals. Thus, Maya's admiration for her language teacher influenced her career choice, illustrating how emotions can shape long-term professional decisions. These early positive experiences also can be explained through a positive psychology theory that underlines the importance of positive emotions, broad-and-build theory (Fredrickson, 2004), emphasizing that positive emotions foster and broaden behavioral repertoire and build valuable skills and psychological resources of individuals. Thus, Maya's early positive experiences related to her language teachers broadened her positive perspectives on language teaching as a career path.

On the other hand, Maya's resilience in the face of skepticism from those around her further reinforced her decisiveness to pursue a teaching career. This experience of overcoming negative emotions and external doubts aligns with research on teacher resilience, which has been shown to play a crucial role in sustaining commitment and effectiveness in challenging circumstances (Kostoulas & Lämmerer, 2020). Moreover, as a pre-service teacher, Maya's emotional experiences highlight how she struggled with self-doubt regarding her teaching abilities. Negative emotions are often unbearable to pre-service teachers as they struggle to mitigate those emotions, resulting in attrition (Yuan & Lee, 2015). However, Maya flourished through the support and empowerment of her supervisor, transforming this struggle into an opportunity for growth and improvement. This also highlights the importance of supportive environments in teacher education, highlighting the importance of reflective practice (Gregerson & MacIntyre, 2017), which Maya benefits from through her action research study.

Novice teachers often experience challenging years as they need to develop their own agency to obtain immediate decision-making skills to enhance their ability to overcome challenges (Barcelos & Ruototie-Lyty, 2018). Like many other novice teachers, Maya faced the demanding facet of teaching profession when she started to teach. She was challenged through disruptive student behavior, leading her to experience *frustration* and *helplessness*

when supporting students in need as she tried to maintain professionalism within her classroom. This aligns with research on language teacher immunity, which suggests that teachers develop psychological defenses to cope with the emotional demands of their profession (Hiver, 2017). In this sense, Maya's resilience, interacting with her emotions and commitment, helped her to maintain professionalism and support a nurturing teaching environment. This resilience also stems from the support system that Maya succeeded in creating with her colleagues. This aligns well with the idea that the key role of emotional resilience and a supportive environment mitigate emotional labor's negative effect (Naring et al., 2006). Moreover, the emotional support from colleagues is resourceful and rewarding for teachers' emotional experiences as an important source of strength and positivity for their professional well-being (Cowie, 2011; Gkonou & Miller, 2018).

Moreover, exploring Maya's emotions within her classroom context over a six-week timeline offered various insights into Maya's emotional trajectory. The study's findings not only shed light on the fluctuating nature of Maya's emotions but also highlighted how emotions make meaningful contributions in the classroom context to language teachers' professional experiences. The complexities of Maya's emotions were particularly evident in ESM and Idiodynamic data. Maya's emotional experiences were closely tied to student engagement, with positive emotions arising from active student participation and negative emotions emerging in response to disruptive behaviors. This emotional responsiveness aligns with research by Gkonou and Miller (2018), who found that teachers' emotions are deeply intertwined with classroom dynamics and student interactions.

Despite her negative emotions, Maya's perspectives on 'being a good teacher' leads her to adapt her teaching, as she employs strategies to create a supportive environment for her students to maintain professionalism with teacher effectiveness. This resonates with Murturi's (2024) findings, indicating that emotional intelligence might help teachers decrease the possibility of burnout and promote teacher effectiveness through increasing teacher efficacy. As Maya prioritizes her students, stemming from her genuine care for them, her efforts in managing her emotions and maintaining professionalism portray her emotional regulation strategies as a language teacher. Her efforts to regulate her emotions and maintain professionalism underscore the emotional regulation strategies that Arizmendi Tejeda et al. (2016) and Cowie (2011) proposed as crucial for promoting better classroom practices and teacher-student engagement.

Additionally, Maya's strong professional identity and growth mindset can be traced back to her formative experiences with action research during her pre-service education (see Section 3.2.1.2). The collaborative practicum model developed by Şahinkarakaş & Toköz Göktepe (2018) emphasizes the integration of action research into the practicum experience, fostering reflective practice and creating “a sense of community” (p.45) among pre-service teachers. This model likely provided Maya with early positive experiences that shaped her approach to teaching and professional growth. The impact of this model is further evident in Maya's current work environment, where she thrives on collegial support and continues to engage in reflective practice. This aligns with Eraldemir-Tuyan's (2023) findings which emphasize the importance of building a supportive community and nurturing competencies through guided practice and reflection. The “sense of community” fostered during Maya's pre-service education appears to have translated into her in-service career, enabling her to seek out and benefit from collaborative professional relationships.

There exists a key factor in Maya's emotional trajectory which emerged in the face of challenges: resilience. The interplay between Maya's emotions and her professional commitment to teaching effectiveness portrays her as a resilient language teacher, highlighting the significance of resilience in the emotional lives of language teachers. This resilience is evident in Maya's negative emotions throughout every journey phase. As she experiences frustration, anger, and helplessness, she found ways to maintain her professionalism in her teaching, centering her students. This aligns well with Kostoulas and Lämmerer (2020) conceptualization of resilience as a dynamic and adaptive aspect of language teachers' psychology. This perspective underscores the reciprocal relationship between resilience and emotional regulation strategies that teachers make use of in emotionally challenging contexts to strengthen teachers' ability to adapt and thrive in such situations. Thus, Maya's experiences vividly illustrate this dynamic interplay through her ability to regulate her negative emotions like frustration, coupled with her commitment to her students and profession, reflecting the adaptive aspects coined in Kostoulas and Lämmerer's (2020) framework. This resilience is further supported by research from Mercer and Gregersen (2020), who argue that teacher resilience is not just about bouncing back from adversity but also about maintaining a sense of purpose and commitment to effective teaching practices and student learning. Furthermore, Maya's resilience and adaptability in her teaching practices align with Hiver's (2018) emphasis on the power of teacher resilience. Hiver highlights that resilient teachers possess the capacity to adapt and thrive in challenging situations, ultimately cultivating a long-term commitment to

the teaching profession. Despite experiencing negative emotions, Maya's resilience shines through as she adapts her teaching strategies to create a supportive learning environment. By proactively addressing challenges and prioritizing student success, Maya fosters a positive and productive learning environment, showcasing the power of teacher resilience in action.

Consequently, these findings highlight the importance of the complexities of language teachers' emotionality and factors such as commitment, emotional regulation strategies, resilience that reinforce the quality of teaching, and supportive environments for teachers and learners. By recognizing and nurturing these aspects of LTE, we can create a supportive environment where language teachers can find empowerment through reflective practices in navigating the complex emotional landscape of language teaching.

4.2.2. Discussion on Interactions of Emotions and Professional Commitment

The second question of the current study aimed to explore how emotions of a language teacher and professional commitment interact within the system. As language teaching is highly emotional, teachers interact immediately with various factors that shape their emotional experiences. The complexities of language teacher emotions are an updated agenda that needs more empirical studies centering language teachers in their own context, which is the classroom setting. This perspective also aligns well with Ushioda's person-in-context view (2009), which positions individuals in constant social interactions within their ecology.

Moreover, Ushioda's (2009) view also considers ecological factors such as identity, history and personality. Along with this, the findings of the study underscore the importance of context. Maya's emerged emotions reflected the complex interplay of her emotions and professional and institutional factors. Besides, Maya's journey as a language learner reflected the societal bias she faced regarding her career choice of majoring in language studies during her high school studies. This situation shaped her complex emotions and emphasized the significance of the context-dependency nature of emotions (Xu, 2013). As mentioned in the findings, she experienced powerlessness in her early career path, yet she managed to find ways to act as a proactive teacher due to her exceptional resilience. A slight change within her complex emotions in system parameters, which can be identified as collegial support in this case, fostered Maya's commitment to the interplay between her complex emotions and resilience. Another interaction within Maya's complex emotions, identified as empowerment from her practicum supervisor, caused a change within the system parameters. This interplay caused a change while she was struggling with self-doubt related to her initial teaching experiences as a

pre-service teacher (Al-Hoorie, 2012; Larsen-Freman, 2019). These interactions marked the complexities of teacher emotions and its ever-changing and multifaceted nature. These findings also highlight the complexities of teaching and its neglected facets (Zemblyas, 2009).

Regarding findings on emerging emotions, Maya's emotional trajectory demonstrates the dynamic and nonlinear nature of language teacher emotions. The findings of the study highlight two key components of complex dynamic systems, which are co-adaptation and emergence (Larsen-Freeman, 2012). These components provide a framework for understanding the intricate interplay between Maya's emotions and her professional development. The emergence of resilience as a significant component in Maya's emotional trajectory is particularly noteworthy. This resilience emerged through dynamic interactions within her teaching systems, with Maya's commitment to teaching serving as a stable attractor state, resulting as signature dynamics. The concept of signature dynamics underscores how interactions between components of complex systems can lead to unique patterns of behavior over time (Dörnyei, 2014). In our case, these signature dynamics manifest as her consistent ability to overcome challenges, illustrating the stabilizing effect of interactions between Maya's professional commitment and emotions.

In addition, Maya's perspectives about "being a good teacher," which are highlighted during her pre-service teacher and novice teacher journey, also highlight how emergent behaviors shape her actions and guide her emotional responses as she cares for her students in need and finds her own way of helping them. This aligns with Hiver and Dörnyei's (2017) work on teacher immunity, which suggests that teachers develop complex, emergent psychological defenses to cope with the emotional demands of their profession. In this sense, the emergent behavior of Maya's emotionality is her commitment to being a good teacher, which guides her emotional regulations and motivates her to find ways of overcoming challenges to support her students. Besides, Maya struggled from emotional exhaustion during the six-week timescale, and teacher effectiveness with the aim of maintaining professionalism emerged as she navigates challenges that emerged from dynamic interactions of the variables within her teaching context. This finding is also in line with Gregerson and MacIntyre's (2017) synthesis of interactions of the variables and emergent behavior in complex dynamic systems.

Co-adaptation is defined as one of the key components of the ways of change and interaction within complex dynamic systems (Larsen-Freeman & Cameron, 2008). Dörnyei (2009, p. 107) describes this crucial component as a "process of negotiating and adjusting" as a response to

change. Co-adaptation is evident in Maya's emotional trajectory in response to adjusting practices by three dimensions (1) classroom dynamics, (2) institutional regulations, and (3) motivation to pursue a further teaching career. Maya's emotional trajectory also highlights how classroom dynamics is an agent in organizing her emotional dynamics. Moreover, Maya's emotional tiredness and her ability to adapt her teaching strategies according to her students' needs marks her complex systems of co-adaptation and openness, which describe influences of immediate interactions within the immediate environment (Mercer, 2013). In contrast, student disengagement or misbehavior triggers negative emotions, leading her to adapt her teaching strategies. Besides, institutional regulations are also effective in shaping emotions through co-adaption, as Maya experiences a conflict with L1 use in the classroom and co-adapts her teaching strategies to center students' comprehension. Moreover, Maya's other emotional dilemma, which is to have more power in her classroom, also creates a co-adaptive system behavior as she is motivated to engage with PhD studies. In addition, Maya's emotions operate within a complex system, underlining its interconnectedness as Maya's emotions are embedded in her institutional regulations and classroom contexts (Larsen-Freeman & Cameron, 2008).

Attractor states, a key concept in CDST, can be identified as a result of the systems' self-organization behavior (Hiver, 2017). In the context of Maya's emotional trajectory, three prominent attractor states emerged: (1) teacher effectiveness, (2) positive emotions at the beginning of lessons, and (3) student engagement. This attractor states underscore the complexity of Maya's emotional landscape and interactions of her emotions with her professional commitment. As Maya's emotional fluctuations are explored through stimulated recall, the dynamics of her emotions in the classroom create a self-organizing mechanism as she encounters many challenges in the classroom. The notion of teacher effectiveness functions as a significant attractor state within Maya's complex system. It maintains stability by solidifying her commitment to teaching despite variations in other elements of her emotional landscape. This attractor state is manifested in Maya's persistent efforts to maintain professionalism and promote student learning despite negative emotions or institutional hurdles. This attractor state provides stability to her in terms of teaching commitment. This finding also aligns with Hiver's (2017) and Dörnyei's (2014) descriptions of attractor states, suggesting relatively stable behavior patterns that a complex system tends to settle into over time.

ESM data reveal another attractor state within the system: positive emotions start initially (T1) at higher levels, suggesting relative stability. This finding also aligns with the stimulated

recall findings that highlighted Maya's commitment and satisfaction themes, as these self-organizing systems, often disturbed through disruptive student behavior or conflicts about teaching practices, do not hinder Maya's positive emotions across timescales over a six-week timeline, which also creates an attractor state. This pattern suggests an initial condition of positive emotions affecting Maya's emotional trajectory throughout her teaching. This pattern aligns with Mercer and Gregerson's (2020) research, which emphasizes the importance of positive emotions in fostering teacher well-being and effectiveness. This pattern demonstrated a change in Maya's positive emotions by creating an attractor state (Dörnyei, 2014; Larsen-Freeman & Cameron, 2008). Moreover, Maya's emotional trajectory demonstrates strong interactions with student engagement. The interplay between Maya's emotional trajectory and student engagement can be understood as a positive feedback loop acting as an attractor state. As student engagement increases, it elicits positive emotions in Maya, reinforcing the reciprocal cyclic relation. (Sternan, 2000). These positive emotions, in turn, foster Maya's professional commitment. This process drives the complex system to a stable state, functioning as an attractor state pulls the system towards equilibrium (Larsen-Freeman & Cameron, 2008). In short, these attractor states in Maya's context offer a nuanced understanding of complex dynamics at play in Maya's emotional landscape. It highlights the interplay between her emotions and professional commitment and other components of her complex system, such as classroom interactions.

Maya's emotional journey clearly demonstrates the intricate, multifaceted, and multilayered nature of language teacher emotions. The study's results indicate that Maya's emotional dynamics demonstrate self-organization through attractor states, showcasing signature dynamics as outlined by Dörnyei (2014) and Larsen-Freeman and Cameron (2008). These attractor states, particularly teacher effectiveness, act as stabilizing influences within Maya's emotional framework, helping her maintain commitment to her profession despite various challenges.

Taken together, Maya's emotional trajectory highlighted the complex, multidimensional, and nested nature of language teacher emotions. The study's findings also indicated that the Mayans' emotional dynamics are self-organizing through attractor states, which also display signature dynamics (Dörnyei, 2014; Larsen-Freeman & Cameron, 2008). Another significant component of Maya's emotional trajectory is co-adaptation. Constant co-adaptation results in the emergence of new system behaviors and patterns. Mainly, teacher effectiveness provides stability to the system as it is an attractor state, conserving Maya's commitment. The complex

dynamic interplay emphasizes the importance of contextualizing language teacher emotions and commitment as a part of interconnected systems.

Furthermore, the interaction between Maya's emotions, professional commitment, and contextual factors highlights the interconnectedness of these systems. Her emotional responses are not discrete events but profoundly grounded in and affected by her teaching philosophy, institutional regulations, student interactions, and larger professional objectives. This interconnectedness underscores the necessity of looking at language teacher emotions and commitment within a broader, dynamic ecosystem rather than as discrete phenomena.

4.3. Implications

This dissertation provides a comprehensive exploration of a language teacher's emotionality. The discussion on the complexities of language teacher emotions provided various insights into the nature of language teacher emotions, the emotional challenges of language classrooms, managing professionalism, and being a committed teacher. The study's findings revealed a language teacher's emotional trajectory, ranging from anger to frustration and happiness to joy. Recognizing these emotions might help teachers gain better insights on addressing negative emotions when encountered in their classrooms. Thus, teacher educators and policymakers must create an environment where language teachers' emotions are acknowledged and valued in educational settings. Allocating specific times and spaces for emotional discussion with colleagues or administrators might help us to create a more supportive environment for teachers' emotional lives. However, teachers in our context often face the challenge of busy schedules, which can lead to emotional discussions with colleagues being overlooked or perceived as a burden on their limited free time. To address this perspective, reflective practice sessions can be incorporated into their schedules. Moreover, the findings of the study also suggest creating effective communities of practice where language teachers can find support and opportunities for professional growth through collaboration, and integration of reflective practice to recreate a habit of critical reflection on their teaching practices to bridge the gap between theory and practice. This approach encourages emotional sharing and helps nurture a supportive work environment, ultimately enhancing teachers' commitment to their profession. These aspects collectively contribute to creating a robust community of practice for professional growth of language teachers, enhancing emotionality in language teaching and fostering their professional commitment.

Moreover, language teachers might benefit from emotional regulation strategies and resilience strategies that shape their emotions and, thus, their well-being. That is to say, teacher education programs might benefit from integrating emotional regulation practices into their curriculum to provide teachers with emotional awareness, enabling them “to cope or even thrive in challenging circumstances” (King et al., 2020, p.290). Emotional intelligence is another key factor that needs to be integrated into teacher education programs. Moreover, it enables language teachers to stay optimistic about their profession, fostering their well-being through providing more student engagement (Deweale, 2018; Madalinska-Michalak & Bavli, 2018).

Another takeaway from the findings of the current dissertation is how resilience offers a practical role in overcoming challenges. Regarding the emotional trajectories of language teachers, integrating resilience into teacher education programs both enhances the quality of teaching and is useful in preventing attrition of teachers (Day & Qing, 2009; Li, 2022). Moreover, the findings underscore the importance of collegial support as a fostering factor of resilience and commitment to the profession. Therefore, fostering teachers' emotional talk with their colleagues and offering a systematic way of this emotional collaboration might help teachers overcome challenges and foster their job satisfaction in the long run. This collaboration also might help teachers to foster their professional commitment to and their commitment to students, thus enhancing their investment into their profession and contributing to their professional growth (Dong & Xu, 2020; Hiver & Dörnyei, 2017; Somech & Bogler, 2015). In addition, teacher education programs should incorporate resilience-building modules that address teachers' personal and professional challenges in the face of their professional lives.

In our context, there have been several adjustments about the teaching profession, which closely regard teachers in Türkiye. The Ministry of Education contributed to the teaching profession's requirement by preparing a Law on the teaching profession (MoE, 2024). This law aims to provide better educational settings, improve the quality of education in our context, and prevent crimes against teachers. This law also offers a new regulation that novice teachers must obtain to work in public schools, which offers additional training programs for teachers, namely the Academy of Teachers. This training may provide an opportunity to incorporate emotional landscapes for novice teachers, equipping them with emotional regulation and resilience tools to improve overall teaching quality and sustain long-term commitment to the profession. This training may also assist in-service teachers in local contexts by offering

seminars and modules to support those experiencing low levels of professional commitment or emotional challenges in teaching. As a result, the implementation of seminars and workshops may be warranted to aid educators in cultivating a supportive school culture that emphasizes core values, emotional transparency, and collegial collaboration. These professional development opportunities can enhance the educational environment by fostering an atmosphere conducive to mutual support and shared educational goals.

4.4. Limitations and Future Recommendations

This dissertation explored the emotional trajectories of a language teacher and its interaction with commitment. The study is limited in several ways. The primary limitation of this study stems from its focus on one participant. While this approach allowed for an in-depth exploration of the teacher's emotional landscape and commitment, it inherently restricted the breadth of experiences and perspectives that could be examined. The emotional journey and commitment patterns observed in this single case may not be representative of the diverse experiences of other language teachers. Thus, the emotional landscapes and commitment of the case might not represent the other language teachers. Future studies could benefit from including several participants to gain broader perspectives on language teachers' emotional landscapes and professional commitment. Moreover, as the study is longitudinal, the case was overwhelmed by the data collection process, which provided additional insights into the study. It is possible to avoid this process by conducting a study with more participants.

This study employed the CDST framework to explore the context-dependent nature of language teacher emotions and professional commitment. While it offered a rich understanding of the interplay between language teacher emotions and professional commitment, it also presented limitations in terms of generalizability. The findings of this study, deeply rooted in the unique experiences and perspective of Maya as a language teacher within her specific teaching contexts, may not fully reflect the emotional experiences and commitment levels of other teachers in diverse settings. Contextual factors such as cultural background, individual trajectories of teachers, and school environment can significantly influence emotional trajectories and commitment levels. Therefore, the interplay between emotions and commitment revealed in the study is specific to the particular case and her unique teaching context. Other teachers might experience different emotional trajectories and commitment levels in different settings. Thus, the transferability of the findings to other educational settings, cultures, and teaching disciplines may be restricted.

This study utilized a complex dynamic systems perspective and applied a multidimensional data-gathering methodology, incorporating stimulated recall and video recordings. Future research may benefit from enhancements in recording technology and increased accessibility to recording equipment. This dissertation enhances Language Teacher Emotion (LTE) research by employing a variety of data collection instruments; however, incorporating additional methods such as teaching journals, reflective logs, and researcher field notes could yield more nuanced and comprehensive data.

Future research could significantly benefit from adopting ethnographic approaches to further explore the complex interplay between teacher emotions and commitment. This method would provide a comprehensive understanding of how multiple contextual factors—such as school culture, student interactions, and institutional policies—affect teachers' emotional experiences and levels of commitment. By observing multiple language teachers throughout their daily activities, participating in staff meetings, and examining classroom dynamics, researchers could gain deeper insights into the ways emotions and professional commitment fluctuate in real-time settings. Such studies would allow for a nuanced exploration of the subtle influences that shape teachers' emotional landscapes and their commitment to their profession.

Moreover, future studies could benefit from analyzing the broader socio-political ecology that affects teacher emotions, scrutinizing the emotional dynamics between language teachers and their students, and monitoring emotional trajectories over long-term intervals to attain a more profound comprehension of enduring emotional patterns and shifts in professional commitment. Additionally, researchers might explore the dynamics of teacher emotions and professional commitment in digital and virtual classrooms, investigating the unique aspects at play in these increasingly prevalent contexts as the global educational landscape shifts towards online learning. Finally, further studies could also delve into the interplay between other psychological aspects that shape teachers' emotions and professional commitment, such as emotional well-being, resilience, and work-life balance. This multifaceted approach would contribute to a more holistic understanding of the factors influencing teacher emotions and commitment in diverse educational settings.

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APPENDICES

Appendix A. Narrative Questions

Narrative 1.

1. Tell me about your journey into the teaching profession. What inspired you to become a teacher? What emotions and aspirations guided your decision to enter the teaching profession?

(Reflect on a significant moment in your teaching career. How did it shape your teaching?)

2. Can you recall a moment that significantly affected your emotional connection to the teaching profession? How did these emotions shape your *professional* commitment?

Narrative 2.

1. Can you recall a specific classroom experience that evoked a strong emotion? How did your emotions influence, shape, or guide your teaching?

2. Tell me about your colleagues in your teaching emotionally. How do these relationships affect your profession emotionally?

Narrative 3 (Post)

1. Can you recall a critical incident that significantly affected you as a language learner on the journey of becoming a teacher?

2. Can you recall a critical incident that significantly affected you as a pre-service teacher in your journey of becoming a teacher?

Appendix B. Ethics Approval

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	*****
ADI VE SOYADI	Ayşe Beyza Şahin
ÖĞRENCİ NO	2020007001
TEL. NO.	*****
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi Ana Bilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AIT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2023/ 2024 GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Exploring Dynamics Between Emotions and Professional Commitment of a Language Teacher: A Single Case Study
TEZİN AMACI	The main purpose of the study is to delve into the dynamics between emotions and professional commitment of a language teacher. The study aims to explore the intricate relations between language teachers' emotional experiences and their professional commitment, shedding light on an under-researched area in the field. In line with recent developments in Complex Dynamic Systems Theory, which emphasize the multifaceted and evolving nature of teachers' emotions, it is essential to examine the interconnected systems and dynamic interactions that shape their professional identities, belief structures, and classroom practices.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın temel amacı, dil öğretmeni duyguları ile mesleki bağlılık arasındaki ilişkiyi daha derinlemesine anlamaktır. Ayrıca, çalışma dil öğretmeni duyguları ve mesleki bağlılık arasındaki nedensel dinamikleri keşfetmeyi amaçlamaktadır. Bu çalışmanın bir diğer amacı, iki araştırma olgusu arasındaki nedensel açıklamaları, dinamik davranışı ve dinamik etkileşimi keşfetmektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	***** Üniversitesi
İZİN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Yabancı Diller Yüksekokulu
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Yabancı Diller Yüksek okulunda görev yapmakta olan bir öğretim görevlisi
UYGULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Araştırma kapsamında veriler nitel yöntemler aracılığıyla toplanacaktır. Bu kapsamda, katılımcı ile birlikte görüşmeler alınarak veri toplanacaktır. Ek olarak, bu kapsamda öğretim görevlisinin ders sırasında yalnızca kendini kaydedeceği videolar ile veri toplanıp analiz edilecektir.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Narrative Questions
ÖĞRENCİNİN ADI - SOYADI: Ayşe Beyza Şahin	ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır. TARİH: 18 /01/ 2024

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		
Adı - Soyadı: Şehnaz Şahinkarakaş	Adı - Soyadı:	Adı - Soyadı: Şehnaz Şahinkarakaş		Adı - Soyadı: Murat KOÇ		
Unvanı: Prof. Dr.	Unvanı:	Unvanı: Prof. Dr. Şehnaz Şahinkarakaş		Unvanı: Prof.Dr.		
İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.	İmzası:	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.		İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.		
18.01.2024	 / / 20....	18.01.2024		 / / 20....		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şirvan KALSIN	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır..	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır..	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.	İmzası:Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.
..... / / 20.....	 / / 20.....	 / / 20.....	 / / 20.....	... / / 20.....	 / / 20.....	 / / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	☒	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	☐					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix C. Consent Form

Tarih:18/01/2024

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU**

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bukapsamda "Exploring Causal Dynamics between Emotions and Professional Commitment of a Language Teacher: A Process Tracing Approach" araştırma "Ayşe Beyza Şahin" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılıp** bulunmaktadı. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu form **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgileri:

Araştırmanın Amacı: Bu çalışmanın temel amacı, dil öğretmeni duyguları ile mesleki bağlılık arasındaki ilişkiyi daha derinlemesine anlamaktır. Bu çalışmanın bir diğer amacı, iki araştırma olgusu arasındaki nedensel açıklamaları, dinamik davranışı ve dinamik etkileşimi keşfetmektir.

Araştırmanın Nedeni: İki araştırma olgusu arasındaki nedensel açıklamaları, dinamik davranışı ve dinamik etkileşimi keşfetmektir.

Süresi: 12 ay

Araştırmanın Yürütüleceği Yer: Çağ Üniversitesi Yabancı Diller Yüksek Okulu

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacına, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerine düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)**

Adı-Soyadı: M. [Redacted] ta

İmzası: [Redacted] Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.

Araştırmacının

Adı-Soyadı: Ayşe Beyza Şahin

e-posta: [Redacted]

İmzası: [Redacted] Enstitü müdürlüğünde evrakın aslı ıslak imzalıdır.

****Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.**

Appendix D. Scientific Research and Publication Ethics Board Decision



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-050.04.04-2400000616
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

19.01.2024

REKTÖRLÜK MAKAMINA

İlgi: Rektörlük Makamının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazı kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Doktora Programında tez aşamasında kayıtlı Ayşe Beyza ŞAHİN isimli öğrenciye ait tez evrakının "Bilimsel Araştırma ve Yayın Etiği Kurulu Onayı" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrenciye Ait Dosya.

Appendix E. Ethical Permission Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük



Sayı : E-81570533-044-2400000946
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

31.01.2024

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 18.01.2024 tarih ve E-23867972- 050.04.04-2400000559 sayılı yazınız
b) 18.01.2024 tarih ve E-23867972- 050.04.04-2400000575 sayılı yazınız.
c) 19.01.2024 tarih ve E-23867972- 050.04.04-2400000616 sayılı yazınız.
ç) 22.01.2024 tarih ve E-23867972- 050.04.04-2400000646 sayılı yazınız.
d) 24.01.2024 tarih ve E-23867972- 050.04.04-2400000722 sayılı yazınız.

İlgi yazılarda söz konusu edilen Özge KÖSE, Müge Ayşe ÖZTÜRK, Gülşah DOĞAN, Aslıhan ÇANKAYA, Ayşe Beyza ŞAHİN, Güray GÖÇER ve Mahmut KAPLAN isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör