

REFERENCES

- Abe, J. A. A., & Izard, C. E. (1999). The developmental functions of emotions: An analysis in terms of differential emotions theory.
- Anttila, H., Pyhältö, K., Soini, T., & Pietarinen, J. (2017). From anxiety to enthusiasm: emotional patterns among student teachers. *European Journal of Teacher Education*, 40(4), 447–464. <https://doi.org/10.1080/02619768.2017.1349095>
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. In *Teaching and Teacher Education* (Vol. 27, Issue 1, pp. 10–20). <https://doi.org/10.1016/j.tate.2010.08.007>
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175–189. <https://doi.org/10.1080/03057640902902252>
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among british secondary-school teachers. *Psychology in the Schools*, 47(4), 406–417. <https://doi.org/10.1002/pits.20478>
- Braun, V., & Clarke, V. (2008). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In *APA Handbook of Research Methods in Psychology* (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>
- Brown, H. Douglas. 2000. Principles of language learning and teaching, Fourth Edition. New York: San Fransisco State University.
- Chen, Z., Sun, Y., & Jia, Z. (2022). A study of student-teachers’ emotional experiences and their development of professional identities. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.810146>

- Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. In *Review of Educational Research* (Vol. 84, Issue 2, pp. 163–202). SAGE Publications Inc. <https://doi.org/10.3102/0034654313499618>
- Cochran-Smith, M., & Lytle, S. L. (1999). Ch. 8 relationships of knowledge and practice: teacher learning in communities. <http://rre.aera.net>
- Coffey, A. M. (2014). Using video to develop skills in reflection in teacher education students. *Australian Journal of Teacher Education*, 39(9), 86–97. <https://doi.org/10.14221/ajte.2014v39n9.7>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189–1204. <https://doi.org/10.1037/a0029356>
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development*.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181–199. <https://doi.org/10.3102/0013189X08331140>
- Djigic, Gordana & Stojiljkovic, Snezana. 2012. Protocol for Classroom Management Styles Assesment Designing. *Procedia-Social and Behavioral Sciences*, 45:66.
- Evertson, Carolyn M. Weinstein, Carol S. 2011. *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. New York: Routledge.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching.
- Fried, L., Mansfield, C., & Dobozy, E. (2015). Teacher emotion research: Introducing a conceptual model to guide future research. In *Issues in Educational Research* (Vol. 25, Issue 4).

- Garrett Tracey. 2014. *Effective Classroom Management: the Essentials*. New York: Teachers College, Columbia University.
- Goleman, Daniel. (2020). *Emotional intelligence*. *Bantam Books*.
- Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 273–289. <https://doi.org/10.1080/13540600902875340>
- Grudnoff, L. (2011). Rethinking the practicum: Limitations and possibilities. *Asia-Pacific Journal of Teacher Education*, 39(3), 223–234. <https://doi.org/10.1080/1359866X.2011.588308>
- Guskey, T. R. (2002). Professional development and teacher change. In *Teachers and Teaching: Theory and Practice* (Vol. 8, Issue 3, pp. 381–391). <https://doi.org/10.1080/135406002100000512>
- Hammerness, K., Darling-Hammond, L., & Bransford, J. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*.
- Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*.
- Hen, M., & Goroshit, M. (2016). Social–emotional competencies among teachers: An examination of interrelationships. *Cogent Education*, 3(1). <https://doi.org/10.1080/2331186X.2016.1151996>
- Heryatun, Y., & Septiana, T. I. (2020). Pre-service teachers' emotion in teaching practicum. *English Review: Journal of English Education*, 9(1), 61–68. <https://doi.org/10.25134/erjee.v9i1.3779>
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25(1), 207–216. <https://doi.org/10.1016/j.tate.2008.09.001>

- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, 36(2), 114–129. <https://doi.org/10.1016/j.cedpsych.2011.01.002>
- Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. In *Situated Learning*. Cambridge University Press. <https://doi.org/10.1017/cbo9780511815355>
- Mansfield, C., & Beltman, S. (2019). Promoting resilience for teachers: pre-service and in-service professional learning. In *Australian Educational Researcher* (Vol. 46, Issue 4, pp. 583–588). Springer Netherlands. <https://doi.org/10.1007/s13384-019-00347-x>
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. In *Teaching and Teacher Education* (Vol. 54, pp. 77–87). Elsevier Ltd. <https://doi.org/10.1016/j.tate.2015.11.016>
- Pakpahan, E. M. (2023). Challenges faced by pre-service teachers during teaching practicum. *International Journal of Educational Narratives*, 1(5), 258–263. <https://doi.org/10.55849/ijen.v1i5.389>
- Pill, A. (2005). Models of professional development in the education and practice of new teachers in higher education. In *Teaching in Higher Education* (Vol. 10, Issue 2, pp. 175–188). <https://doi.org/10.1080/1356251042000337936>
- Poulou, M. S. (2018). Students' emotional and behavioral difficulties: The role of teachers' social and emotional learning and teacher-student relationships. *10*(2), 146–153.

www.um.edu.mt/ijeehttps://www.um.edu.mt/__data/assets/pdf_file/0004/335038/v9i2p6.pdf

- Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching and Teacher Education*, 28(8), 1091–1106. <https://doi.org/10.1016/j.tate.2012.06.003>
- Rumbaugh, D. M., King, J. E., Beran, M. J., Washburn, D. A., Gould, K., Kornell, N., & Barton, B. K. (2012). Encyclopedia of the sciences of learning. In *Encyclopedia of the Sciences of Learning*. Springer US. <https://doi.org/10.1007/978-1-4419-1428-6>
- Rutledge, P. B., & Hogg, J. L. C. (2020). In-depth interviews. In *The International Encyclopedia of Media Psychology* (pp. 1–7). Wiley. <https://doi.org/10.1002/9781119011071.iemp0019>
- Schön, D. A. (1992). *The Reflective Practitioner*.
- Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *Future of Children*, 27(1), 137–155. <https://doi.org/10.1353/foc.2017.0007>
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. In *Personality and Individual Differences* (Vol. 25).
- Syakira, S., Abdullah, F., Rifqi, M., Anwari, R., Andriani, A., Hidayati, A. N., & Anwar, D. (2023). On becoming a professional english teacher: The professional identity construction through emotions. *Getsempena English Education Journal (GEEJ)*, 10(1), 1–26. <https://ejournal.bbg.ac.id/geej>
- Taxer, J. L., Becker-Kurz, B., & Frenzel, A. C. (2019). Do quality teacher–student relationships protect teachers from emotional exhaustion? The mediating role of enjoyment and anger. *Social Psychology of Education*, 22(1), 209–226. <https://doi.org/10.1007/s11218-018-9468-4>
- Trent, J. (2013). From learner to teacher: Practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426–440.

<https://doi.org/10.1080/1359866X.2013.838621>

- Valente, S., Monteiro, A. P., & Lourenço, A. A. (2019). The relationship between teachers' emotional intelligence and classroom discipline management. *Psychology in the Schools*, 56(5), 741–750. <https://doi.org/10.1002/pits.22218>
- Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers-the vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology*, 28(1), 71–89. <https://doi.org/10.1177/0829573512468855>
- Vygotsky, L. (1978). Reading 4 the interaction between learning and development.
- White, A. M., Akiva, T., Colvin, S., & Li, J. (2022). Integrating social and emotional learning: Creating space for afterschool educator expertise. *AERA Open*, 8. <https://doi.org/10.1177/23328584221101546>
- Yin, H. biao, Lee, J. C. K., Zhang, Z. hua, & Jin, Y. le. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and Teacher Education*, 35, 137–145. <https://doi.org/10.1016/j.tate.2013.06.006>
- Yin, R. K. (2018). Case study research and applications. *Sixth Edition*.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1–2), 89–99. <https://doi.org/10.1177/0022487109347671>