

VIDEO-MEDIATED REFLECTION AS A CATALYST FOR EMOTION REGULATION AND IDENTITY FORMATION OF PRE-SERVICE ENGLISH TEACHERS IN MICROTEACHING CONTEXT

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Abstract: Despite the predominance of reflection for exploring the cognitive mechanisms of lesson planning and teaching enactment among pre-service English teachers (henceforth PSTs), empirical studies on their emotional regulation and emotional-cognitive practices remain limited. These underexamined mechanisms are critical for they determine the PSTs' resilience and success in teaching practice. Guided by a qualitative case study design, the present study conceptualized a microteaching course as a bounded case, investigating a cohort of 28 PSTs' engagement in video-mediated reflection (henceforth VMR). Data were obtained from semi-structured interviews and recorded teaching demonstrations, analysed thematically to explore whether VMR facilitated the PSTs' emotional regulation and development of professional identity. The findings revealed five themes constituting the cyclical process of emotional regulation and identity consolidation: (1) reflective-affective noticing, (2) strategic emotion regulation, (3) reflection-informed pedagogical decision making, (4) development of professional self-concept, and (5) identity consolidation and renewal through the integration of emotional and cognitive processes. These themes explicate how emotional-cognitive praxis underpins PSTs' teaching demonstration while refining their identity as teachers who develop different yet coherent identities. This study contributes to technology-enhanced teacher education by elucidating how VMR nurtures sustained and in-depth reflective engagement, which in turn supports PSTs' emotion regulation and identity formation.

Keywords: emotion regulation, identity, microteaching, pre-service teachers, video-mediated reflection

DOI: <https://doi.org/10.15639/teflinjournal.v37i1/116-136>

For pre-service English teachers (PSTs), the process of learning to teach is often fraught with uncertainty, anxiety, and self-doubt—especially during initial teaching experiences such as microteaching (Admiraal & Berry, 2016; Önal, 2019). These emotional responses are not peripheral but central to how PSTs perceive themselves, their teaching, and their place within the profession (Imamyartha et al., 2023; Liu, 2016). The failure to navigate the emotional dynamics in the early teacher education can distort their views, attitudes, and growth in multiple areas of teaching. Left unaddressed, the absence of measures for cultivating their emotion

regulation may erode the growth of positive teacher identity and ultimately abate the love in the teaching profession (Keller et al., 2014; Yuan & Lee, 2015).

Albeit these empirics on the driving force of emotions on PSTs' evolving identity, teacher education programs have often overlooked the affective dimensions of teacher education, primarily focusing on pedagogical theories, observable teaching behaviors, and PSTs' views on their teaching skills (Asregid et al., 2023; Kuswandono, 2014; Önal, 2019). Teacher education has put considerable attention on extensive list of required subjects on English language and English language teaching. Despite completing all compulsory courses and teaching practicum, many PSTs continue to experience emotional tensions and dilemmas, which adversely affect how they plan and enact their teaching (Imamyartha et al., 2023). This coheres with another study noting that novice teachers engage in cognitive, social, and emotional facets of teaching as the determinants of their identity development (Yuan et al., 2020).

As novice teachers' identity is increasingly recognized as dynamic and socially constructed (Hendriwanto, 2021; Lamote & Engels, 2010), emotional engagement and regulation become crucial in shaping how they reconcile their fluid identity, internalize their roles, and develop a sense of professional purpose. Teaching for the first time, especially under observation, can trigger complex affective reactions, ranging from nervousness and embarrassment to pride and motivation (Zembylas, 2003). Left unaddressed, negative emotions may undermine confidence, impede reflection, and limit pedagogical growth. Emotional awareness and emotional regulation bear impact on how PSTs perceive their identity, self-worth, and competence to satisfy the social, institutional, and professional demands of their identity (Liu, 2016). In response, emotionally grounded reflection and practices can help PSTs navigate the contoured teaching experiences and re-examine their disposition, mindset, and pedagogical beliefs, which therefore determine successful coping with the emotional, affective, and cognitive challenges in teaching (Miftah et al., 2024; Setyono, 2020).

Previous works have documented the mediational roles of reflection to help PSTs revisit their teaching demonstrations and refine their subsequent practices throughout their early teaching practices (Miftah et al., 2025; Setyono, 2020; Yalcin Arslan, 2019). PSTs with sufficient understanding and capability of sustained critical reflection on their practices are reported to achieve more effective teaching performance than those with insufficient or superficial reflection (Miftah et al., 2025). Under the guidance and support of a mentor, critical reflection on action can guide PSTs to recalibrate their expectations and standards of teaching, while helping them to pinpoint areas where they excel and potential pitfalls (Önal, 2019; Yalcin Arslan, 2019). In this direction, Setyono (2020) has reported that critical reflection, which touches upon material preparation, class management, and student management, facilitates the identification and strategic modification of instructional design.

Notwithstanding these benefits, critical reflection requires sustained and thorough re-examination of teaching practices along with PSTs' rationales and beliefs driven by contextual awareness. Kuswandono (2014) reported that engaging in such a reflection on tangible and intangible aspects of teaching can trigger cognitive overload and emotional tensions. Such circumstances can obstruct reflective depth and thus lead to superficial reflection oriented to merely what was accomplished or the outer level of reflection, e.g., class engagement (Yalcin Arslan, 2019). Although recorded footage of teaching practices for reflection has been

previously explored in several studies, these studies hardly dive into the required scaffolds to help PSTs elevate their criticality and circumnavigate external and internal drives to their identity and performance (Kuswandono, 2014; Yalcin Arslan, 2019). These limitations underscore the urgency for a strategically mediated reflective approach that scaffolds continuous and systematic reflection to help PSTs alleviate cognitive load and integrate their emotional awareness into their reflective judgment.

Video-mediated reflection (VMR), in response, has emerged as a promising approach to help PSTs make sense of their teaching experiences from a more comprehensive angle. By revisiting their teaching through recorded videos, PSTs can distance themselves from the affective immediacy of teaching, reappraise their experiences, and critically reflect on both their actions and emotions (Karakaş & Yükselir, 2021). Their study exhibits how VMR facilitates PSTs in identifying issues they previously overlooked and critically examining these issues from multiple viewpoints. Two other studies into VMR also report the affordances of reflection to cultivate critical analysis by which PSTs empirically evaluate their conceptual knowledge and practice, and identify potential learning trajectories (Admiraal & Berry, 2016; Osmanoglu, 2016). This guided reflection not only strengthens pedagogical insight but also supports emotional regulation—enabling PSTs to shift from reactive self-criticism to constructive self-awareness. Despite the identified benefits to encourage critical reflection, the use of VMR for EFL PSTs in a microteaching context remains under-represented. This is in stark contrast to its inception into a school-based teaching practicum (Gibbons & Farley, 2021) or intervention specifically devoted to non-English-language pedagogy (Admiraal & Berry, 2016; Osmanoglu, 2016).

Studies on English teacher education have tapped into the cognitive and emotional domains of teaching practice, in relative isolation. The inquiries on reflective practice in the teacher education have confirmed reciprocal relations between PSTs' mindset, belief, thinking processes, and actual behaviour during teaching practice (Kuswandono, 2014; Miftah et al., 2024; Setyono, 2020). Signs of emotional work have also been reported in some of the previous scholarships, yet how this emotional work shapes and is shaped by cognitive practices in lesson planning and teaching is not thoroughly explored (Miftah et al., 2025; Setyono, 2020). Simultaneous investigation of cognitive-emotional work can shed light on strategies to guide PSTs in addressing their early emotional and cognitive struggles, which can seriously erode positive teacher identity and agency (Yuan et al., 2020). Navigating those struggles is pivotal to teaching practice inasmuch as PSTs may engage a surface performative view or overly critical stance upon evaluating their practices, as also indicated in prior reflective practice studies, adversely diminishing their potential for growth as effective teachers. Despite the burgeoning advantages of technology to assist PSTs' reflection on their teaching, studies in this area are preoccupied by the emphasis on cognitive and performance-oriented aspects (Karakaş & Yükselir, 2021; Turan & Yiğitoğlu Aptoula, 2023), leaving emotional awareness, emotional regulation, and identity growth in the periphery. Addressing this empirical void, this study probes into the reciprocity between English PSTs' emotional experience and cognitive practices as well as how VMR can be harnessed to nurture emotional-cognitive learning for positive identity growth.

In the context of Indonesian teacher education, where reflective practice is increasingly encouraged but still inconsistently implemented (Hendriwanto, 2021; Miftah et al., 2024, 2025), such video-based approaches can fill a critical gap. While the majority of teacher education institutions have constantly experimented with measures to help PSTs excel in their pedagogical practices and foster their autonomy, many PSTs continue to struggle with emotional resilience and identity negotiation during early teaching practice (Imamyartha et al., 2023). Indeed, some of the previous studies have underscored the urgency of engaging PSTs in VMR to reinforce their cognitive awareness and practices to measure and build their pedagogical competence and professional teacher identity in the long run (Karakaş & Yükselir, 2021; Osmanoglu, 2016). By infusing VMR into a microteaching context, the present study investigates a replicable framework to augment emotional reflexivity and professional growth, which constitutes a critical need amidst the burgeoning demands for emotionally resilient teachers (Hargreaves, 2000, 2001; Song, 2016). This study aims to explore how structured VMR supports emotion regulation and contributes to the formation of professional identity among English PSTs. This objective was guided by the following inquiries:

1. How do PSTs experience and regulate their emotions through structured VMR during microteaching?
2. How does this reflective engagement with emotions contribute to the early consolidation of their professional identity?

Given the dearth of studies on video-assisted reflection (VMR) in microteaching contexts, the present study explores the learning potential of iterative video-based reflection in helping pre-service teachers (PSTs) understand the emotion-practice connection in teacher education. Specifically, it investigates VMR integrated into a microteaching program as a means for fostering a sustained and in-depth reflective engagement. The findings enrich the literature by demonstrating the mechanism through which VMR enables PSTs to analytically revisit their teaching practices and gain critical insights into reconfiguring their beliefs, assumptions, and practices. Such reflective engagement provides a valuable learning opportunity for mitigating early emotional vulnerability while nurturing positive professional identity development (Yalcin Arslan, 2019).

METHOD

Research Design

Employing a qualitative case study approach (Merriam, 2009), the present study conceptualized a microteaching course as a bounded case, investigating a cohort of 28 PSTs' engagement in video-mediated reflection (VMR). Data were obtained from semi-structured interviews and analyzed thematically to explore whether VMR facilitated emotional regulation and the development of professional identity. Case study design was chosen for its affordances to capture authentic, contextualized insights into the emotional and cognitive processes of individuals within a bounded setting. The design cohered with the study's aim to understand PSTs' lived experiences with VMR as a means for emotional regulation and their identity

construction, within both individual and social spheres, through reflection and narrated experiences.

Research Context and Participants

The research was conducted in a four-month microteaching course at an English education department of a public university in Indonesia. The course required students in the sixth semester, therefore identified as pre-service teachers (PSTs), to conduct three cycles of teaching simulations, coupled with structured observations and reflections. In each cycle, each PST was required to plan an instruction for a specific topic at a particular level, along with the learning material and media. Once the lesson planning was completed, they demonstrated their plan in an individual teaching session lasting for 20 minutes in front of their peers, who acted as student-observers. The prolonged immersion in the planning, teaching, observation, and reflection rendered authentic lived experiences in learning to teach.

Within each cycle, they shouldered the role of observer and teacher, allowing them to enact their instructional plan and learning from the analysis of their peers' performance. We set up a smartphone attached to a tripod to record each microteaching session. After each session, we uploaded the recordings to a YouTube channel, but the videos were made private because they were only devoted to teaching and research purposes. Forty students were enrolled in this research, and all of them completed the three cycles of teaching and submitted full sets of guided self-reflection and peer-observation logs. The guided reflection and observation sheets engaged both close- and open-ended items which aimed to introduce the PSTs to the concept and engagement of deep reflection. We invited all of them to the interview, yet twenty-eight students agreed to take part. Relative to the total population, the level of participating students (~75% of the population) would aid in ensuring diversity in performance levels and the depths of reflection.

Data Sources

The study was grounded in both interview and observational data, all of which were approached from qualitative lens. At the course finale, this study gleaned data from semi-structured interviews, carried out in *Bahasa Indonesia* to ensure clarity and enabled the participants to express their experiences more vividly. Each semi-structured interview lasted between 30 and 45 minutes, focusing on the participants' reflection of their completed teaching demonstrations, perceived strengths and weaknesses, and potential improvement trajectories. In addition, the interview delved into how these reflective accounts informed their identity consolidation. We conducted the interview and analysed the interview results subsequently, which allowed us to accumulate and iteratively cross-check the data across participants.

The interview guide employed fifteen questions probing into three domains: (1) five questions examining how PSTs navigated their engagement in VMR (e.g., what did you specifically do when reflecting on your recorded teaching practice?), (2) four questions exploring how emotion regulation supported professional identity growth and teaching practice (e.g., was reviewing the video helpful in making sense of your emotions during the teaching practice?), (3) six questions investigating agency growth, emotion regulation, and instructional

decision making (e.g., was video-assisted reflection helpful in re-evaluating your views on teaching English?).

Finally, we also analysed the recorded teaching demonstration of each participant. These recordings provided rich, longitudinal evidence of PSTs' emotional and instructional practices. This allowed the triangulation of interview results and refined interpretation of each participant's case through the engagement of interpretive meaning-making accounts garnered from the interview and enacted practices as captured in moment-by-moment teaching footage. Assured of confidentiality and the voluntary nature of their participation, all participants granted informed consent and approved the anonymized use of their responses for research purposes. Moreover, ethical clearance was obtained from the university's ethics board.

Data Analysis

The data collected in this study were analysed using thematic analysis procedure (Braun & Clarke, 2006), guided by both inductive coding and theoretical frameworks of emotion regulation (Hargreaves, 2000) and teacher identity (Beauchamp & Thomas, 2009) to sharpen our interpretation. This allowed us to probe further into the data, while also ensuring strong alignment with the theoretical lenses.

First, we familiarized ourselves with the data through iterative reading of interview transcripts. Second, initial coding was performed to identify recurring emotional terms, metaphors, and identity statements, as well as the PSTs' evaluation of their teaching practices. At this juncture, the codes were interpreted based on the data to solidify our understanding of their contextual meanings with regard to emotional experiences and regulations, and how these influenced PST's identity growth. Subsequently, the codes were grouped inductively by referring to patterns across the dataset to capture emotional experiences, regulations, and their impacts on identity development. These groupings were further refined into themes by pondering how they contributed to PSTs' meaning-making of *emotion regulation strategies* and *identity reconstruction*. The emergent themes were interpreted through intertwined theoretical lenses on teacher identity, professional self, and reflective practice (Kelchtermans, 2009; Korthagen, 2004; Liu et al., 2019).

To enhance methodological rigor, we incorporated the following strategies. First, we managed an audit trail to document the analytic logs, coding decisions, evolving themes, and interpretive shifts. Following the pilot coding on two interview transcripts and the agreement on the coding framework, the first author undertook the coding process for the entire transcript, but analytic decisions and interpretive judgment were consistently discussed with the other authors through iterative peer debriefing to ascertain reflexivity, consistency, and trustworthiness. The co-authors served as critical peers who challenged the interim interpretation, which therefore encouraged consistent unbiased analysis. Themes and sub-themes were only established once a joint consensus was achieved. To ensure ethical rigor, we used pseudonyms, such as Fira, Dira, and Heni, when presenting participants' voices.

We perused the transcripts to identify and classify the codes by underlining words or phrases that captured essential concepts embedded in lexical resources guiding our analysis. For instance, "*At the beginning, I struggled to manage time properly, probably because I was*

nervous and stiff. After watching the video, I realized that my nervousness and rigidity made me shorten parts of the lesson that were actually important, which eventually caused me to run out of time." was categorized into these associated sub-themes: *Awareness of emotion and emotional clues* and *Linking anxiety to teaching performance (time mismanagement)*, corresponding to the first and second underlined segments. Data sufficiency was reached when no substantially new codes or thematic patterns emerged after analysis of 28 participants, but we still analysed the remaining data from eight students to corroborate the stability of the thematic structure. Findings anchored in interview data were cross-checked against at least two footages of each PST's teaching demonstration, examining the coherence between their reflective accounts and their teaching behaviors embodying their cognitive as well as emotional practices. We applied micro interaction analysis to capture moment-by-moment teaching phases (Anderson, 2009), allowing for more evidence-based interpretation of teaching behavior and classroom interaction.

FINDINGS AND DISCUSSION

We organized the following sections around the two research inquiries in focus. Figure 1 summarizes the five major themes, alongside their corresponding sub-themes, presented in proximity. Addressing the first research question, two overarching themes evolved from our data, *inter alia*, (1) Becoming aware of emotions and their impact on teaching, (2) Regulating emotions through intentional strategies. In response to the second inquiry, our analysis has also revealed how reflective engagement with emotion regulation provides stepping stones to PSTs' professional identity. Three other themes are put under the spotlight: (3) Collaborative reflection and feedback as drivers of identity development, (4) Reflection improving pedagogical adaptation and professional confidence, and (5) Emotion-practice integration to consolidate teaching identity.

Theme 1: Becoming Aware of Emotions and Their Impact on Teaching

Through VMR, PSTs identified emotional triggers and reactions which had been unnoticed during practice, particularly their tonal, facial, and bodily reactions. These noticing moments provided empirical evidence to transform emotions from intangible, in-the-moment experiences into observable phenomena. For instance, Prita admitted, "Clearly, I was nervous, the way I spoke wasn't relaxed, and the delivery also became less effective." Viewing the recorded lessons allowed Prita to objectify her nervousness—such as changes in tone and gestures. Similarly, Anto noticed that emotions were "more visible from the body gestures," including "putting hands in the pocket or holding the elbow." These reflections demonstrate that the PSTs identified concrete bodily and vocal signals of nervousness which influenced how their teaching was perceived. These accounts of repeated attention to emotional cues illustrate the roles of body language and vocal projection as the central carriers of emotional cues in the classroom (Hargreaves, 2000). In addition to noticing signs of nervousness, PSTs further linked nervousness to their instructional clarity.



Figure 1. Cycle of Identity Formation through Emotion Regulation Assisted by VMR

Novi reflected on her hesitation during topic transitions, mentioning that “the only emotion I can really pick up from the video was nervousness.” Likewise, Zefi noted, “When watching the explanation part and giving questions to the students, I felt anxious myself.” Zefi’s account attributed the tension to uncertainty about the correctness of her questions. Through structured viewing, participants like Zefi and Novi, identified that anxiety often arose during explanations and questioning, which prompted them to re-evaluate lesson planning and enactment. As Rini confirmed, “Due to the lack of confidence, in the moments right before explaining, I was afraid of making mistakes, eventually triggering anxiety. This anxiety disrupted my focus and concentration.” Essentially, these accounts illustrate a shift from simple descriptive noticing to

more precise identification of when and how those emotions appeared during specific segments of their teaching.

The PSTs acknowledged that emotions influenced how they organized their lessons through English. While affirming the emotional impacts on gesture, Meli recounted that her emotions influenced how she “explained the materials, organized the transition between lesson segments, and structured her sentences using proper grammar”. Noticing the emotion-triggered behaviours, she contended that “recognizing the emotional cues helped to regulate not only her own emotion which [she] perceived to affect overall classroom atmosphere”. Coherent patterns were evidenced in Rini’s account on “emotional aspects, such as body language and facial expressions. Even if the material is difficult, positive body language and expressions help to clarify the lesson delivery to students.” In the same vein, Izna reported that “during the first performance, [she] didn’t set [her] expectations too high, but it turned out the students looked enthusiastic”. These reflections demonstrated how iterative viewings allowed PSTs to perceive how emotions affected moment-to-moment instructional behaviour and language use. These accounts cohered with prior scholarships suggesting that careful analysis of emotional experiences granted PSTs with nuanced resources for instructional evaluation and, subsequently, enhancement (Miftah et al., 2025; Setyono, 2020).

Furthermore, the PSTs narrated a more nuanced understanding of how emotional vulnerability and its pedagogical impacts arose. Heni, for example, reported that anxiety and low self-confidence were evident, noting “my weakness was on the emotional work.” In congruence, Cindy witnessed her peers’ deliberation to exhibit comprehension and enthusiasm during her session. She recounted that “despite overwhelming lesson delivery and exhaustion, my friends deliberately tried to be supportive and showcased enthusiasm.” These accounts illustrated how VMR allowed the participants to identify the emotional vulnerability and authenticity of teacher and students. As Zembylas (2003) contends, acknowledging emotional vulnerability marks a pivotal learning point, helping PSTs to cultivate a genuine relationship with students. According to Estapa et al. (2016), these narratives exhibited iterative viewing as a means for identifying and confronting emotional ambivalences between surface performance and the authentic emotions. In parallel to Imamyartha et al. (2023), capturing emotional authenticity helps PSTs grow their emotional sensitivity and better attune their instructional decision-making to the emotional spheres of teaching.

Stronger emotional sensitivity helped PSTs to interpret classroom interaction for understanding the layered vulnerabilities of teachers and students (Grant & Kline, 2010; Karakaş & Yükselir, 2021). VMR allowed PSTs to reposition themselves as a third-person observer and allow for analytic distance, thus supporting objective evaluation of their performance. This repositioning, from emotional actors to observers of their own teaching, encouraged informed pedagogical evaluation and refinement, rather than reactive judgment. Cindy, for example, reflected that she “tried giving questions without answer keys and asked the students to figure them out on their own. Only then did the class start to feel more natural as they shouted out their responses in confusion.” Recognizing this authentic emotion helps PSTs to detach momentarily from the immediacy of classroom emotions and critically evaluate how anxiety manifested in teacher-student interaction (Imamyartha et al., 2023).

Across PST's accounts, emotional awareness evolved from feelings of nervousness to analytically justifiable cues with pedagogical outcomes. VMR allowed PSTs to more precisely anticipate when negative emotions arose and envisage their instructional consequences. The findings have illustrated that emotions can serve not only as hurdles but also as regulatable learning incidents valuable for improving lesson planning and teaching enactment. Our findings cohere with research suggesting that reflective observation denotes a critical element in supporting PSTs to identify and further scrutinize emotion-laden performance issues (Kostøl, 2025; Setyono, 2020). VMR allowed PSTs to adopt a third-person viewpoint through moment-to-moment documentation of their teaching, supporting more deliberate actions for effective emotion regulations.

Theme 2: Regulating Emotions through Intentional Strategies

The findings further portray PSTs' strategies to regulate their emotions, ranging from reappraising their views of teaching enactment to seeking external evaluation for reconfiguring their instructional strategies, approaches, and beliefs. The PSTs probed further into how emotional dynamics informed the intentionality of their emotion regulation strategies. The following accounts illustrate how VMR facilitated PSTs' emotional regulation through cognitive, behavioural, and social strategies.

As Meli reported, "usually emotions came up, like, 'why don't they get it?' but I realized that I shouldn't show that frustration; instead, I should think creatively and help them understand better." Likewise, Anto noted, "After watching the video, I realized that I was indeed too tense and rigid ... in the next session, I need to be more relaxed and not too anxious." Both participants maintained self-assessment, but through different regulatory strategies. VMR enabled Anto to scrutinize his teaching conduct and seek behavioral adjustment for reducing anxiety while maintaining instructional clarity. In contrast, Meli engaged VMR to initiate cognitive regulation as she attempted at reframing frustration into a problem-solving initiative. These PSTs' accounts illustrated that augmenting emotional awareness was a critical initial step through which PSTs began to envision regulatory strategies. This burgeoning self-awareness encouraged the identification of prospective regulation strategies, illustrating the notion that positions self-awareness as the precursor to emergent situationally anchored regulation (Suci et al., 2025).

Through iterative viewing, PSTs developed an awareness of how these emotional responses guided the measures to pre-empt negative emotions proactively through strategic lesson planning. For instance, Fira affirmed that she and the other participants deliberately "paid more attention to the rhythm on the subsequent teaching—slower, more controlled", while Niniz learned from the video "to determine the most suitable set induction—the kind that helps [her] feel more confident." These accounts illustrate that PSTs engaged increasingly more careful stance upon lesson planning as an immediate anticipatory emotional regulation. These findings underscore the role of VMR as a reflective tool in refining emotional regulation as a significant determinant of teaching performance (Beauchamp & Thomas, 2009). VMR assisted PSTs to notice teaching segments that triggered negative emotions and interfered with their lesson delivery, such as confusion and doubts (Güngör & Güngör, 2019). Beyond modifying lesson plan, the PSTs engaged both cognitive and emotional measures to regulate their emotions.

Some participants attempted continuous rehearsal of skill-driven emotional regulation. After viewing her teaching, Dira noticed some moments of hesitation or unclear delivery, which prompted her to keep “practicing ahead, memorizing the scripts and putting those into practice multiple times.” Likewise, Heni captured ineffective questions during her teaching practice and subsequently attempted to “gain more confidence through improving questioning skills.” These accounts illustrate that iterative observation facilitated PSTs in behavioural regulation since they actively adjusted preparation practices to regulate their emotions while improving their teaching delivery. Noticing the issues during teaching practice and associated emotional cues helped PSTs reframe anxiety as a catalyst for rehearsing and refining teaching skills (Beauchamp & Thomas, 2009; Setyono, 2020). However, previous studies warrant that the over-reliance on scripted teaching may delimit responsiveness in actual classes, where pedagogical flexibility is pivotal to emotional regulation (Gibbons & Farley, 2021; Güngör & Güngör, 2019; Hendriwanto, 2021). Other PSTs, such as Arumi, regulated emotions through cognitive strategies, such as self-talk, to reinterpret their emotional distortions. She reflected on her motivational self-talk: “Today I’m performing, and I have prepared the lesson, so it should be doable.” Coherent with Jiang et al. (2016), these instances exhibit how initial engagement in VMR helped PSTs to perceive their emotions as a manageable entity and learn to regulate emotions by planning, rehearsing teaching skills, and cognitively reframing emotional experiences.

VMR enabled dialogic spaces where emotional experiences were viewed as essential for teaching evaluation and improvement. Mira noted, “I also discussed with a friend, asking where my weak point was and seeking their suggestions.” Such a shared inquiry alongside VMR prompted PSTs to critically examine individual performance while incorporating external viewpoints for teaching refinement. These narratives suggested that feedback from significant others reinforced balanced evaluation and metacognitive awareness of teaching performance (Estopa et al., 2016; Turan & Yiğitoğlu Aptoula, 2023). While peer feedback helped to navigate emotion through shared meaning-making, mentor feedback was particularly critical to legitimize competence and nullify negative self-judgments. Meli highlighted, “I don’t think I’m good at managing the class. But after getting feedback from my mentor and rewatching the video, it turned out I actually could”. Following successive teaching observations, Meli aggregated insights from her peers and mentor to engage behavioural and cognitive-emotional regulation strategies. She noticed limitations in task design and class engagement, which encouraged her to “combine everything” in the final lesson by “using PowerPoint, increasing student participation, and raising task challenge beyond table completion”. This marks her behavioural regulation as she proactively modified her lesson and teaching conduct to elevate classroom positive atmosphere. Her final mark “that really helped” suggests perceived decline in emotional tension along with refined teaching. At this point, emotion regulation appeared to shift from self-directed coping toward a form of institutionalized alignment, where managing emotions also entailed conforming to normative expectations of appropriate teaching (Liu, 2016).

Overall, the findings underscore emotion regulation as a self- and shared undertaking. PSTs relied on peer and mentor feedback to examine emotionally-charged moments, negotiate meaning, and nurture confidence within a supportive yet norm-governed community. The interplay between feedback and VMRs reinforces PSTs’ emotional regulation and professional identity, echoing the roles of collaborative learning and collegial support as resources and

catalysts for enhanced emotional wellbeing (Juutilainen et al., 2024; Suci et al., 2025). The present study therefore contends that VMR deserves a more deliberate position not only as a reflective strategy but pedagogical mechanism within English teacher education to help PSTs anticipate, regulate, and constructively adapt to negative emotions before these emotions erode their professional learning and identity growth (Santihastuti et al., 2022).

Theme 3: Collaborative Reflection and Feedback as Drivers of Early Identity Growth

In response to the second research question, the findings indicate that identity growth does not simply stem from reflection alone. The findings captured VMR as the precursor to feedback practices involving three related pivots. These were captured as PSTs revisited emotionally charged teaching footage, made sense of their practices with significant others, and re-appraised their pedagogical positioning.

PSTs reported that VMR, combined with peer discussion, helped them reconsider their teaching practices and identify both strengths and areas for improvement. For instance, Cindy mentioned that she not only “learnt from the video” but also sought “peer comments on her classroom management”. She mentioned that she “gained insight from classmates noting that [her] classroom management needed improvement because [she] joked around too much”. This prompted her to adjust her classroom interaction by reducing off-task humour and maintaining clearer instructional focus in subsequent lessons.

Furthermore, Cindy began to reconsider her communicative style and its implications for professional boundaries. She noted that using informal expressions such as “Guys...” initially aligned with her preference for a “Gen Z-style” teacher identity. However, after watching her peers’ teaching videos, she became more aware of how such language might be perceived as inappropriate in certain classroom contexts. This comparative reflection prompted her to question the effectiveness of her interactional style, particularly in maintaining appropriate teacher–student boundaries. While previous studies have extensively endorsed the pivotal roles of mentor feedback in scaffolding teaching performance (Admiraal & Berry, 2016; Asregid et al., 2023), our findings demonstrate that peer feedback grounded in VMR appears to serve richer purposes through metacognitive and social scaffoldings to evaluate teaching effectiveness and inform how they should position themselves as teachers. However, these changes appear to reflect early-stage development, as the data primarily show shifts in awareness and specific instructional adjustments rather than fully developed transformations in professional identity.

Shared reflection through VMR also helped to regulate emotional struggle during early teaching practices. Many of the PSTs voiced experiences laden with embarrassment, confusion, and uncertainty when revisiting their recorded teaching. For example, Cindy initially characterized her appraisal of iterative viewing as embarrassing due to perceived lack of confidence. As she engaged in shared observation and peer feedback, this initial discomfort was normalized, after knowing that “[her] classmates felt the same.” Eventually, she reinterpreted this discomfort, viewing that “the initial pressure turned out to be positive drive for self-growth”. These voices demonstrated that VMR prompted PSTs to reassess their teaching performance using observable evidence, which motivated more grounded reflections on ideal performance and, at certain point, encouraged them to reconfigure the lesson plan and delivery. Drawing upon

previous studies on shared reflection as external drives for PSTs' growth (Imamyartha et al., 2023; Miftah et al., 2025), the findings further confirm that joint reflection, when enhanced through VMR, mitigated self-critical tendencies and motivated proactive stance toward instructional modification to actualize their ideas of effective teacher. These experiences suggest an early-stage shift in how PSTs viewed themselves as teachers, particularly in becoming more open to feedback and more reflective about their practices.

Observing peers operating at different teaching contexts exposes PSTs to diverse pedagogical practices. Their accounts illustrate that this exposure allowed them to continuously self-assess their own beliefs about teaching practice and their identity in relation to what teaching entails. For instance, one PST noted that shared reflection allowed her to engage "new perspectives because [her] classmates taught different levels ... [and] this discussion opened [her] mind to the importance of varied approaches" (Cindy). Through VMR, shared reflection seemed to provide safe space for cultivating open-mindedness and recalibration of what counted as good teaching. Similarly, Seli remarked that she was able "to build [her] confidence" after [she] identified [her] weaknesses and limitations." Lecturer feedback further reinforced this reflective learning by rendering a structured, authoritative viewpoint to encourage openness and legitimize self-evaluation. As Heni mentioned, "after receiving lecturer feedback, I became more open to aspects I was lacking, and from there I could improve myself".

Overall, these narratives illustrated a gradual shift in how PSTs understood their role as teachers. Rather than viewing teaching as simply delivering planned content, they began to see it as a responsive and adaptive practice that requires ongoing evaluation and readjustment. The PSTs explained that reflective dialogue with their peers reconfigured their inherent teaching paradigms in view of student-centred approaches (Imamyartha et al., 2023; Miftah et al., 2025). Cindy noted, "from the class discussion, [she] realized that [she] was too fixated on the paradigm that fit the kind of students I wanted, not on the needs of students in general". Similarly, Deby stated that evaluating peers' practices motivated her to "also evaluate [her] teaching performance and then expand [her] instructional variety". This marked the shift from self-oriented teaching preferences to socially attuned pedagogical decision making. Collective meaning making inherent in feedback practices provides psychological safety, which subsequently engages PSTs in metacognitive self-evaluation and reconfiguring professional identities (Juutilainen et al., 2024).

Theme 4: Reflection Enhancing Pedagogical Adaptation and Professional Confidence

This theme points out how VMR encourages the readjustment of pedagogical reasoning and teaching enactment, allowing PSTs to consistently strengthen their learning agency and confidence in teaching. Rather than simply serving as a documentary purpose, VMR functioned as a mediational strategy that helped PSTs transform evaluative moments into valuable learning opportunities. Three interrelated mechanisms made this process explicit: reframing their mistakes and limitations, evaluating classroom dynamics, and experimenting with *novel* instructional strategies.

First, iterative video reflection allowed PSTs to critically reframe their teaching practices and transform mistakes into analytic entry points for teaching evaluation. By revisiting their

teaching footage, they were able to separate emotional reaction from professional judgment. This helped them mitigate in-the-moment nervousness and self-doubt, prompting more analytically anchored and justified evaluations of their performance. Balqis emphasized, “We were required to evaluate our teaching performance during and after the teaching practices. Over time, we achieved greater precision in noticing our strengths and weaknesses because we became used to reflection while still referring to instructional theories.” Nindy also voiced, “After watching the video, I felt my performance was already quite good, despite observable nervousness.” These accounts demonstrate that reflection allows PSTs to decouple emotional reactions from objective assessment, fostering an analytical stance toward their practice (Karakas & Yükselir, 2021). By distancing critical evaluation from affective immediacy, reflective observation promotes the initiatives to adapt their decision-making and teaching practices.

Second, iterative cycles of observation strengthened PSTs’ confidence and self-efficacy by anchoring self-assessment in analytical evidence. Meli reflected, “Following the observation and reflection, I felt like, ‘I think I’m about 70% ready to become a teacher.’” That she withdrew from overly daring appraisal of her performance, indicative of inflated confidence, she recalibrated her performance by referring to documented teaching footage. Repeated analysis of their teaching footage helped PSTs to internalize their evidentiary confirmation of teaching performance, which helped them to address the perceived disconnect between theoretical lesson planning and actual teaching demonstration. Coherent with Meli’s account, Fina affirmed that VMR provided the window to the overlooked facet of her teaching practice. She believed that she had been too harsh upon self-evaluating her teaching sessions, noting that, “from the review, I felt I could better control my emotions, I realized that I didn’t need to be too anxious because the students didn’t pay attention to how I was feeling.” This emotional distancing, made possible through engaging a third-person viewpoint, helped to pre-empt reactive emotions and boost self-efficacy as manifest in observable practices. In resonance with Aldrup et al. (2024), these findings demonstrate the roles of emotion regulation and emotional well-being as the catalyst for PSTs’ actuation of their didactic thinking and pedagogical knowledge.

Third, VMR allowed careful evaluation of critical incidents as the entry points to making sense of visible evidence. For example, the following recounts illustrate that VMR prompted the alignment between content and methodology with contextual demands, three interdependent cruxes of nuanced pedagogical competences. As Balqis explained, “Looking at students’ responses, if it turns out it’s not effective, don’t use that strategy again.” Here, reflective habits catalysed evidence-based pedagogy, allowing PSTs to negotiate the dynamic interplay between instructional design and learner engagement. Similarly, Meli narrated, “Going forward, I need to be more prepared in managing diverse materials, not just varying the methods.” Drawing on these evaluative moments of teaching experiments, PSTs were granted the learning resources to critically interrogate their teaching assumptions, identify strengths and weaknesses, and adjust instructional approaches (Xiao & Tobin, 2018). Through this process, initially fragile confidence is gradually strengthened through empirical reasoning and recalibrating professional capacity as they aimed at connecting their iterative viewing, retrospective analysis, and prospective planning.

Importantly, reflection is not limited to technical or procedural concerns; it also encompasses relational dimensions of teaching. Balqis commented, “Being a teacher isn’t just about teaching ... but I also have to listen to students’ interests and find ways to build closer relationships with them.” Her account renders explicit how reflection can be a powerful conduit for ongoing cognitive and behavioural adaptation that is grounded in the awareness of students’ needs and relational dynamics. This voice further exhibits the iterative nature of reflection, suggesting that cycles of structured reflection not only sharpen observational acuity as a means for episodic correction but also nurture recursive evaluation, pragmatic teaching flexibility, and relational rapport. These accounts suggest that the engagement in VMR serves as beyond feedback and evaluation mechanism but as a mediational arena in which PSTs continuously reconstruct their understanding of teaching and consolidate the ideas of effective English teachers as reported by Demirdag and Karakas (2025). Despite the infancy of their teaching experience within microteaching context, iterative reflection nurtures the motivation to reposition themselves from performers of instructional routines toward reflective professionals who view effective teaching as simultaneously instructional and relational.

Taken together, these findings corroborate the connection between sustained professional growth and systematic cultivation of critical reflection. Once reflection persists, it gradually prompts a shift beyond isolated evaluation toward continuous reflection as indicative of recursive learning and teaching responsiveness. Accordingly, habitual enactment of reflective practices through VMR helps consolidate the ability to adapt their teaching and enhance learning agency which are socially mediated through systematic practices (Ardi et al., 2025b; Juutilainen et al., 2024).

Theme 5: Emotion–Practice Integration Facilitates Early Teaching Identity Formation

This theme demonstrates how emotional regulation and sustained practices aided PSTs in their early formation of professional identity. Within VMR ecology, PSTs collectively narrated how internal states intersected with observable classroom conduct. Our findings corroborate that VMR rendered this interplay visible and allowed PSTs to more carefully determine potential trajectories toward not only effective but also responsive teaching. The excerpts mark PSTs’ iterative sense-making of teaching, reinterpreted as relational and affectively consequential.

For instance, Arumi’s reflection on her facial expressions illustrates the emergence of deliberate emotional regulation as professional practice. She noted, “Sometimes after smiling, I immediately looked down, so it seemed like I was in a bad mood, so I had to consistently look composed.” Arumi further emphasized “controlling expressions and mitigating anger”, marking the initial stages of identity formation during which PSTs learn to manage their internal states. This awareness prompted deliberate regulation—pausing before reacting to misbehaviour and reframing anger as counterproductive: “If a student misbehaves, we shouldn’t get angry right away.” This signifies more than just an emotional suppression, but rather a strategic pedagogical decision-making.

Similarly, Fazrina explained, “Since the seating is in two rows, one with more students than the other, I naturally focus more on the larger row. After that, I evaluated my classroom management and tried my best to make eye contact with all students.” The act of reassessing

classroom behaviours extends beyond technical adjustment, but demonstrates deliberate adjustments mediated by affective sensitivity to maintain inclusivity. This further marks the attempt at translating emotional awareness into an epistemic resource that guides equitable teaching behaviour characterized by responsiveness and fairness. Rather than constituting emotional reaction, her observed teaching conduct accords her with the interpretive evidence for improving subsequent teaching through more equal attention for pronounced participatory class. Notwithstanding, such regulation signifies the tension within professional identity formation, where teachers need to balance authenticity with the responsibility to ensure students' psychological safety (Zembylas, 2003). In the same vein, the findings seem to assert the affordances of VMR beyond cognitive mediational tool; it guides PSTs to reconstruct their attitudes toward teacher roles as they perceive the need to nurture different characteristics associated with effective teachers, that is teacher as guide and facilitator (Demirdag & Karakas, 2025).

Across accounts, VMR was found to support sustained evaluation of teacher identity from language content transmitter to relational facilitator. The PSTs reported recursive appraisal of their pedagogical beliefs that prioritized students' capacities, inclusivity, and engagement. Ana, for instance, stated that "a teacher must truly understand the learning material, choose appropriate methods, and give assignments that suit the students' capacity." This account marked her growing awareness that flexibility and sensitivity to students' abilities matter more than alignment with pre-determined lesson plans. Similarly, Fina discovered that although "grammar and pronunciation are indeed important, teachers must evaluate whether the material is understandable for students." Ultimately, Fina restructures her teaching roles to prioritize students' learning experience: "What matters most is how I can become a facilitator who helps students learn comfortably and effectively." These shifts mark the perceived need to develop nuanced understanding of layered responsibilities and identities as teachers, as evident in how Balqis voiced her changed understanding of teaching beyond lesson transmission: "We also need to listen to students' interests and find ways to build closer relationships with them." These shifts illustrate how VMR helped PSTs to revisit observable evidence as epistemic resources to align their emotional stance and pedagogical philosophy (Ardi et al., 2025a; Hong et al., 2017).

These accounts demonstrate that emotional awareness nurtured emotional proximity and responsiveness to students' interests, and this subsequently aided PSTs to design lessons that were not only effective but also more attentive to students' needs and participation. Recursive reflections on different dimensions of teaching exhibit the affordances of VMR for continuous teacher professional development, even among PSTs during their early teaching practices. Coherent with Hong et al. (2017), the findings indicated that teacher identity formation is mediated through the interplay between emotional competence, reflective knowledge and capacities, and pedagogical beliefs. This strengthens the complexity of early teacher development, which provides critical early stepping stones toward their future role as in-service teachers and researchers of their practices (Ardi et al., 2025b; Fitzsimons et al., 2025). In all, over time the participants began to view their roles not as knowledge transmitters, but as facilitators who enact a supportive, authentic, and student-responsive atmosphere (Korthagen, 2004; Kostøl, 2025).

CONCLUSION

This study demonstrates how VMR serves not only as a mediational tool but also as an inviting environment that helps PSTs to identify, interpret, and regulate their emotional events to inform their early professional identity formation during microteaching sessions. The engagement in emotion-informed learning encourages them to experiment with teaching conduct, methodologies, and approaches, gradually helping them to refine their professional identities. The findings portray the cyclical process of PSTs' emotional regulation and identity growth through VMR, which integrates five phases oriented to emotional, pedagogical, and professional growth.

The cyclical process commences with the Reflective-Affective Noticing phase, where PSTs reveal and aggregate the insights from systematic video analysis and feedback practices from peers and mentor. The systematic noticing supports the recognition of their emotional expressions and highlights the discrepancies between theoretical preparation and actual teaching performance. These discrepancies manifest valuable resources that they can draw upon to initiate and sustain pedagogical refinement. Next, the Emotional Regulation phase arises, where they learn emotion regulation strategies, control emotional triggers, and make sense of feedback from mentor and peers to sustain emotional well-being. These emotion-informed insights and analytical judgment grounded in shared reflection feed into the Reflective Evaluation phase. At this phase, they evaluate their pedagogical decision-making and its emotional consequences, pinpoint growth opportunities, and sharpen their professional understanding. This process advances to the Integration Phase, in which PSTs exercise emotional and pedagogical practices while expanding their repertoire of effective practices for more empathetic, student-centred learning. Ultimately, VMR guides the PSTs to reach the Identity Consolidation and Renewal phase, where they constantly reconstruct their views of a decent professional identity and prepare for another learning cycle.

Through sustained reflective engagement with their emotional experiences, PSTs develop their sensitivity and understanding of self- and shared-emotional experiences. This helps them to avoid emotional judgment and reinterpret their self-efficacy anchored in balanced and objective teaching evaluation. Not only does this critical inquiry through VMR help them navigate the cognition-emotion dynamics, but it also reconceptualizes their identity from reactive performers to reflexive agentic performers. Confirming this reflective learning cycle, the PSTs echo the aspiration toward reflexive, adaptive teachers who continuously attempt to refine their identity. While this can shed light on promising learning trajectories to address the increasingly demanding curriculum, sustained engagement with emotionally charged footage may reinforce surface self-monitoring and intensify emotional fatigue. As such, agency development through VMR remains contingent on careful guidance and support. Building upon Wenger's (1999) framework of identity, the present study documents the merits of VMR in assisting PSTs' identity development, yet it also warrants structured reflective learning within a community of practice. When reflective artifacts, such as recorded teaching footage, become excessively evaluated, they may obstruct the attempts at authentic instructional refinement which inherently takes place within classroom walls. In contrast, with careful guidance, VMR accords PSTs with opportunities for meaningful reflection and informed instructional decision

making. This encourages PSTs to view their early identity formation as a learning trajectory rather than a fixed professional showcase.

Despite these findings, several limitations warrant attention. First, the study involved only one male student out of twenty-eight participants. A more balanced recruitment of both genders will allow fine-tuned insights into how VMR engagement addresses feminized emotional discourse. Moreover, the qualitative nature of this study did not enable measurable outcomes of VMR, so performance-based assessment should receive more emphasis to examine the relationship between VMR and instructional improvement. Finally, the study did not attempt to examine how the engagement in VMR during the microteaching course would help PSTs regulate their emotions and renegotiate their professional identity in their actual teaching practicum. Compared to the simulated environment in microteaching, teaching practicum constitutes an environment with diverse emotional triggers, thus requiring a wider range of strategies to negotiate and consolidate professional identities. This will require a prolonged investigation of how VMR serves its reflective and transformative functions for novice teachers.

ACKNOWLEDGEMENT

The authors gratefully acknowledge the Centre of Research and Community Service (LP2M) of Universitas Jember for funding this research.

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