



EFL PRIMARY SCHOOL TEACHING PLACEMENT AND EMOTIONAL MANAGEMENT

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ABSTRACT. This qualitative study intends to understand future EFL Primary Education Teaching Degree students' perception on the development of their emotional competences during their last practice period in their degree. A semi-structured interview was used to collect data, applying Maxqda 22 software for its analysis. Forty-five student teachers participated in the research. The results show that pre-service teachers had difficulties regulating their emotions during their placements. In addition, they maintained an excellent relationship with their pupils, and their form teachers at schools. However, the use of the English language as a vehicle of communication was seen to be an emotional barrier. In all cases, this teaching practice illustrated student teachers' vocation. Additionally, they learnt how to communicate effectively and deal with problems that arose. The study concludes by confirming the necessity of improving Teacher Training in relation to students' emotional competences management and development.

Keywords: EFL teaching, school placement, primary education, emotions, qualitative analysis, teacher training.

PRÁCTICUM DE INGLÉS EN ENSEÑANZA PRIMARIA Y GESTIÓN DE EMOCIONES

RESUMEN. Este estudio cualitativo pretende conocer la percepción del alumnado de la Mención de Inglés del Grado de Educación Primaria sobre el desarrollo de sus competencias emocionales durante el último Prácticum. Se utilizó la entrevista semiestructurada para recabar datos y el software Maxqda 22 para su análisis. Cuarenta y cinco estudiantes participaron en la investigación. Los resultados muestran que el futuro profesorado ha tenido dificultades para regular sus emociones durante las prácticas. Además, han mantenido una excelente relación con su alumnado y con sus tutores y tutoras en la escuela. Sin embargo, el uso del inglés como vehículo de comunicación ha resultado ser una barrera emocional. En todos los casos, el Prácticum ha servido para confirmar la vocación de los y las participantes, quienes han aprendido a comunicarse eficazmente y a solventar los problemas surgidos. El estudio concluye confirmando la necesidad de mejorar la formación del profesorado en relación con el desarrollo y gestión de las competencias emocionales.

Palabras clave: Enseñanza de la lengua inglesa como lengua extranjera, prácticum, educación primaria, emociones, análisis cualitativo, formación del profesorado.

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1. INTRODUCTION

The Practicum course is conceived as a training period integrated in Teacher Training degrees that is not implemented in university classrooms but at schools. Its main aim is to allow student teachers' learning and reflection in authentic schooling contexts (Saiz and Susinos 394). Thus, the Practicum course is considered a decisive time for pre-service teachers to take part in significant teaching experiences (González and Medina 28) in appropriate and suitable environments (Tejada and Ruíz 94). In addition, the Practicum represents a challenge for teachers in training, who will have to contend with situations that have not been taught extensively in the Teacher Training Faculties' classrooms (Benito et al. 148).

Institutions such as the World Health Organization (WHO) (29-30) view teaching careers as one of those that produce the highest occupational risks in terms of emotional health aspects. As a result of this, entities such as UNESCO (50) insist on the relevance of taking care of emotional aspects, both for the positive benefits generated on a personal level and for those entailed in professional circumstances. Some researchers such as Aguayo-Muela and Aguilar-Luzón (191) believe that educational institutions should make more of an effort in terms of time and resources to improve teachers' emotional skills in their initial instruction and during their in-service long-life training, too. The better the teachers' emotional health is, the more suitable the quality of instruction received by their future students will be (Benito et al. 147).

As Benito et al. (146) state, the emotional education received by university students during their degrees in Teacher Training Faculties is very scarce. This may be particularly noticeable during student placements at schools. In the case of the English as a Foreign Language (hereinafter EFL) pre-service teachers, their last Practicum course takes place in specific contexts, namely EFL classrooms, where the vehicle of communication is mostly English.

In this sense, the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR) (Council of Europe 11) includes among the competences involved in language learning the existential competence, which is comprised of elements related to affect. Additionally, the CEFR affirms that affectivity influences language learners and users in their communicative acts and their ability to learn.

Some other previous studies have highlighted the importance of affective factors (Arnold, *La dimensión afectiva en el aprendizaje de idiomas* 19; Arnold, *Affect in L2 learning and teaching* 148) and motivation (Dörnyei, and Kubanyiova 11; Ushioda 77) in the teaching-learning process of a foreign language and, specifically, the English language (García-Sampedro 36; García-Sampedro and Agudo 164).

Emotional competences are viewed as the set of necessary knowledge, abilities, skills, and attitudes to understand, express, and appropriately regulate emotional phenomena (Pérez-Escoda et al. 369). Such competences are derived from Emotional Intelligence (hereinafter EI) and predetermine, to a considerable extent, the state of mind and the self-esteem of an individual (Lavega and Araújo 7). They also influence students' attitude towards the teaching-learning process and school performance (Pérez-Bonet et al. 135). This issue is closely related to some discoveries in the field of neuroscience, which emphasize the relevance of emotions and the unconscious in cognitive processes (Ferrés and Masanet 52).

EI has been studied from different perspectives, being especially pertinent to the one connected to the educational field (García-Domingo and Quintanal 52). Several authors have previously highlighted the deep-rooted relationship between this intelligence and the teaching-learning process (Cazalla-Luna and Molero 252; Extremera et al., 76). As a result, the concept of emotional education arises as a continuous and permanent educational process. Emotional education aims to enhance the development of emotional competences. These are regarded as an essential element of an integral development of a person and train him or her for life (Pérez-Escoda et al. 369). Other authors, such as Bisquerra and Pérez (76), see emotional intelligence as the one that enables the expansion of emotional competences.

For all these reasons, developing the emotional skills of future teachers is crucial in their training, as it will help them to avoid or minimize, in some way, the anxiety they suffer as university students (Wang et al. 104) and the stress generated by the teaching profession (Yin 791).

As stated in the objectives set out by the Organisation for Economic Co-operation and Development (OECD) (4), it is necessary for schools to focus not only on activities based on the acquisition of knowledge, but also on the development of students' emotional competences.

In this regard, studies such as Wang et al. (104) show that anxiety among university students is one of the most pressing problems in the academic context. Therefore, it has been considered especially important to know how future English teachers manage their emotions in the Practicum, considering three fundamental aspects. Firstly, this period is one of those that most affects the quality of the initial training of students (Sorensen 128). Secondly, the Practicum is a changing situation that generates an increase in stress that future teachers must learn to manage (Fernandes and Sevilla 76; Messina and Benito 387). Finally, in this period, and in the case of students of the EFL Specialization, the vehicular language of communication is English, which makes the increase of this stress a reality (Goh and Burns 26).

In accordance with the above, the main objective of this study is to analyse Primary Education Teaching Degree (hereafter PETD) EFL Specialization students' opinions and perceptions of their emotional management during the last internship period. Another complementary objective is to compare the results of the present study with those obtained in a recent study by the same authors and in relation to secondary school students.

To conclude this introduction, it should be noted that during the Practicum, students develop their teaching competence by taking an active part in the classes at the schools, where they can plan and teach some sessions guided by their form teachers. All this means that they must sometimes deal with situations that produce stress and anxiety. In addition, it should not be overlooked that the language used during this period is English, both when communicating orally with pupils and teachers at schools, and in written form when writing their placement report. Taking these factors into consideration, the results of this study can be truly relevant to transmit to future primary school teachers the necessary strategies and guidelines to improve their EI and manage their emotions (Andrés 93; Blanchard and Fernandes 4).

2. METHOD

This study aims to know the actors' (involved in the research) perception on the emotions felt during their teaching practices. Consequently, a qualitative research design was applied (Cáceres 54; Dorio et al. 274) being the semi-structured interview the technique used for data collection (Ardèvol et al. 80; Kvale 79). This instrument is considered particularly appropriate considering the sample size available (González-Riaño and Fernández-Costales 75-92). The interviews were videotaped and subsequently transcribed to obtain, in this way, categories and subcategories that would serve to analyse data and understand in depth the emotional factors and their influence on future teachers during the placement period.

2.1. Sample

Participation in this study was offered on a voluntary basis to all students taking part in the 2023 and 2024 Practicum Workshops in the Faculty of Teacher Training and Education of the University of Oviedo. These students were informed of the existence of the study, its characteristics and its purpose. In addition, they were informed about the research characteristics and objectives. Researchers also ensured anonymity, data confidentiality, and provided information regarding future use of the data. Subsequently, forty-five interested students contacted the researchers by e-mail; as such, the sample may be considered an incidental one.

With respect to origin, all participating subjects were born in Asturias, Spain. Concerning their socioeconomic background and family situation, the students themselves indicate that they come from lower-middle class backgrounds, coinciding with the usual response found in other related studies at the University of Oviedo.

Table 1 details additional characteristics of the participating student teachers. As shown, as in non-university education classrooms, most of the future teaching staff are women.

Table 1. Sociodemographic data of the participants of the Primary Education Teaching Degree.

Sex	Women				Men			
	39				6			
Age	20	21	22	23	20	21	22	23
	years	years	years	years	years	years	years	years
	1	32	5	1		4	2	

2.2. Instrument

The researchers prepared an interview script with the questions to be asked. This script was based on the Adult Emotional Development Questionnaire elaborated by Pérez-Escoda et al. (367-379) and was organised according to the following five competences: Emotional Awareness, Emotional Regulation, Emotional Autonomy, Social Competences, and Competences for Life and Well-Being (Pérez-Escoda et al. 369). These competences correspond to the definitions shown in Table 2.

The English language was used to conduct the semi-structured interviews. Five students, two schoolteachers and a qualitative methodology expert participated in the semi-structured interview script piloting. After that, the emotional competences explained above were utilized as categories of analysis, and the following subcategories emerged from them: *Felt emotions*, *Classroom climate*, *Emotional management*, *Self-motivation*, *Asking for help and resources*, *Relationship with pupils*, *Relationship with teaching staff*, *Communication*, and *Coping skills* (see Figure 1).

Table 2. Description of the emotional competences

Emotional Competence	Description
Emotional Awareness	The ability to become aware of one's own emotions, including the ability to perceive the emotional climate of a given context.
Emotional Regulation	The ability to use emotions appropriately. It involves becoming aware of the relationship between emotion, cognition, and behaviour, and having good coping strategies and abilities to self-generate positive emotions.
Emotional Autonomy	The set of characteristics related to emotional self-management, including self-esteem, cheerful outlook in life, responsibility, ability to critically analyse social norms, ability to seek help and resources, as well as personal self-efficacy.
Social Competences	The ability to maintain good relationships with other people. It involves mastering basic social skills, effective communication, respect, pro-social attitudes, and assertiveness.
Competences for Life and Well-Being	The ability to adopt appropriate and responsible behaviours for the solution of personal, family, professional and social problems, oriented towards the improvement of personal and social well-being.

Source: Elaborated by the authors based on Pérez-Escoda et al. (367-379).

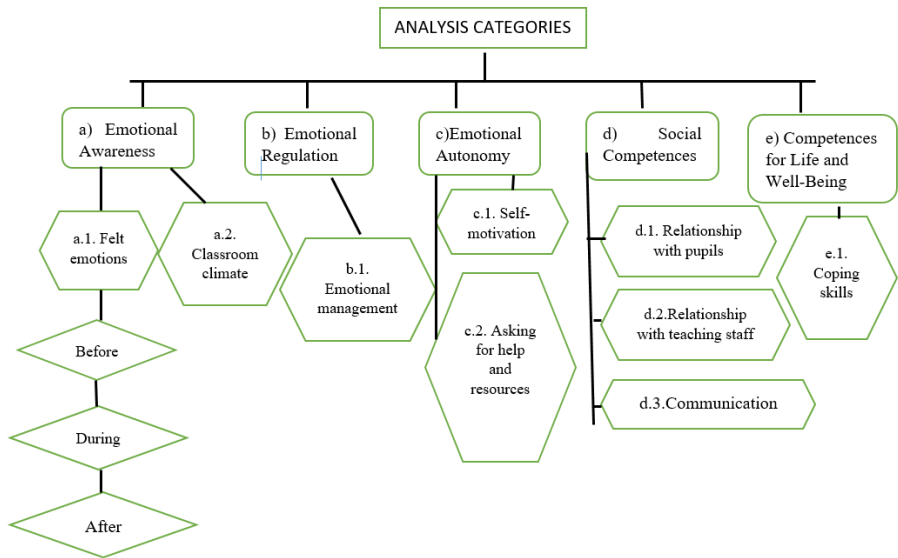


Figure 1. Categories and subcategories of analysis employed in the research. Source: García-Sampedro et al. (123).

2.3. Procedure

The research was publicised among the 4th year PETD students during the Practicum Workshops in the Faculty of Teacher Training and Education of the University of Oviedo in January 2023 and 2024. Over the course of the meetings, information on the existence of the study, its characteristics and its purpose were provided to the interested students, who then contacted the researchers by e-mail. Following this, forty-five students agreed to participate voluntarily in the research and were informed in writing of all the details of the study. It was also explained that the data collected would be used to conduct numerous studies on the Practicum and about the management of the emotional competences. Anonymity and confidentiality were also guaranteed to those who participated. The interviews were conducted, videotaped, and transcribed into an Excel document format. Finally, the data were entered into the Maxqda 22 programme.

2.4. Data Analysis

The analysis of the data was carried out on the basis of the categories of emotional competences (Emotional Awareness, Emotional Regulation, Emotional Autonomy, Social Competences, Competences for Life and Well-being) and the subcategories that emerged during the analysis itself were: *Felt emotions, Classroom climate, Emotional management, Self-motivation, Asking for help and resources, Relationship with pupils, Relationship with teaching staff, Communication, and Coping skills*. The software used for the analysis was Maxqda22, and participants were given an alphanumeric code starting with E2 and ending with E46.

3. RESULTS

The results of the developed analyses are detailed below, organised into the five categories of emotional competences: a. Emotional Awareness, b. Emotional Regulation, c. Emotional Autonomy, d. Social Competences, and e. Competences for Life and Well-being.

3.1. Emotional Awareness

Within the category a. Emotional Awareness, the subcategory a.1. *Emotions Felt* was established, and this was also subdivided into three others: *Before* (the Practicum), *During* (the Practicum) and *End* (of the Practicum).

The results of the subcategory *Before* showed that, out of forty-five students, 23 (51%) said that they felt positive or incredibly positive emotions before starting their placements. They used adjectives such as “excited”, “enthusiastic”, or “eager to learn”.

Before the Practicum, I was very keen to learn and to put into practice what I had learnt in the degree theoretical courses (E12).

With a lot of joy and enthusiasm (E44).

Thirteen students (28.8%) said that they felt “nervous”, 4 (8.8%) “overwhelmed”, and 2 (4.4%) “anxious” or “insecure” before the Practicum, for example:

I started with fear, insecurities, and many questions (E8).

Some others felt “inexperienced”, “defenceless” (E38) or “distrustful of their abilities” (E32). No differences were detected when considering the gender of the participants. Two students also referred to their fear of speaking English in public:

The fear of messing up in English was always present (E32).

I felt a bit lost and a bit afraid of having to speak in English all the time (E45).

In the subcategory *During*, not all participants specified their emotions, but among those who did, there were 25 (55.5%) who did so very positively, expressing happiness, enthusiasm, comfort, acceptance by pupils, gratitude or motivation.

During (the placement) I was very happy with the way all the staff treated me, always making sure I was comfortable (E29).

However, one student reported some contradictory feelings:

Sometimes I felt like I was an obstacle in the way and other times I felt extremely included (E20).

Another student had feelings of frustration and of not being enough prepared to the task:

On the one hand, during the placement, I felt frustrated to realise the shortcomings and mistakes I was making. Speaking in English with pupils and teachers made me feel very nervous. On the other hand, with respect to improve my methodological and teaching competences, I felt surprised at my own patience and other skills I developed during the experience (E24).

One student commented, annoyed, that:

Teachers didn't take us into account, although with time I became more comfortable at school (E45).

In the *Final* subcategory, nine students (20%) said that they felt sadness or sorrow at the end of their placements when they had to leave the school and pupils. This feeling was accompanied by satisfaction and excitement:

Sad at the end of the experience, but very happy to have lived it (E5).

At the end, a lot of sorrow for having to leave, especially, the students, and with a great desire to start working as a real teacher, soon (E29).

Another learner (E38) remarked that he felt satisfied, but with the feeling that he was not ready for the job, yet. Other negative feelings are reflected in the adjectives employed: “stressed” and “exhausted”. And positive adjectives such as “proud of myself”, “motivated” or “satisfied” are present, too.

The emotions felt by the future student teachers are shown in the word cloud below (Figure 2).



Figure 2. Emotions felt by the student teachers.

In subcategory a.2. *Classroom climate*, the analysed data indicated that the classroom climate was “good”, “exceptionally good”, “comfortable”, and “welcoming” for at least twenty-nine students (64.4%):

There was love in the atmosphere...(E29).

I found the atmosphere very welcoming...(E15).

In some cases, their perception was not so positive at the beginning of the Practicum, highlighting causes such as students' and trainee's shyness:

...a lot of bashfulness on the part of the students, but in the end a climate of trust and security was generated (E20).

At the beginning I was more embarrassed, but getting to know teachers and students made me feel more confident (E11).

In all but two cases, the future teachers perceived a constructive and effective evolution that was always for the better. Only in one case, a participant considered the classroom climate negatively, blaming the form teacher for the situation:

The form teacher only wants the students to learn contents and does not care how they feel or what problems they have. The only important thing for him is that children are quiet and do the exercises in classroom (E29).

In another case, some sort of friction was noticed among teaching staff and school management, which had negative repercussions in the classroom (E43).

3.2. Emotional Regulation

In subcategory b.1. *Managing emotions*, 27 (60%) students claimed to have managed their emotions appropriately:

I think I have managed my emotions well. Better than I expected (E18).

I tried not to show the students if a day was not emotionally good. I tried to transmit, and spread good spirits, as far as possible (E22).

Thirteen (28.8%) participants considered that they did not handle their emotions well enough, and that they could have done it better. Six students said that, although at the beginning of the placement they did not adequately control themselves emotionally, they steered and improved the situation, thanks to their form teachers, above all:

At the beginning of the placement, it was difficult, especially because I did not know if I was meeting the expectations. I was full of anxiety. But at the end of the period, I felt confident enough, especially after talking and sharing my fears with the form teachers (E20).

Another participant attributed his difficulties in managing emotions to his lack of experience:

I think I need more experience to manage some reactions or situations in a better way (E26).

Finally, one student explained that she felt overwhelmed by the workload, as she had to attend university classes at the same time as doing the Practicum (E42).

The following graph shows students' emotional management distribution, where 30% admit to not having managed their emotions properly.



Figure 3. Students' emotional management distribution.

3.3. Emotional Autonomy

Subcategory c.1. *Self-motivation* emerges from the Emotional Autonomy category. The data obtained showed that, in all cases, placement served to confirm future teachers' teaching vocation. Student E23 explained that he was an experienced secondary teacher and therefore it was not the work placement that confirmed his vocation, but his own previous experience. On the other hand, another student indicated that his vocation was confirmed during the Practicum, but he discovered that, although he is in the PETD, his clear vocation would be as an Early Childhood teacher (hereafter ECE).

Regarding the second subcategory c.2. *Asking for help and resources*, 14 (31.1%) of the interviewed students stated that they had not asked for help, mainly because they had not needed it, or it had not been necessary.

I have not asked for help, but I have asked for advice (E27).

The rest of the students did ask for help, from their form teachers at school or from their academic tutors, or both. Two students asked family members for help when coping with bitter moments. In general, all of them considered that their form teachers had helped them, except in two cases, in which they had not received the support they had asked for:

Yes, I asked for help from my form teacher, but she answered vaguely and disinterested. (E23).

Within the group of students who asked for help, four showed a lot of gratitude towards other members of the school teaching staff who had assisted them as much as they could. Finally, two explained that they had relied on their peers for a lot of support (E23).

It was very helpful to talk to my classroom mates about our experiences to know how they were going through (...) it was like a support (...) and a reassurance(E29).

3.4. Social Competences

Within the category Social Competences, subcategory d.1. *Relationships with pupils* was established. The relationship with the pupils was described as follows by the future teachers: “good”, “particularly good”, “positive”, “cordial”, “excellent”, “perfect”, or “wonderful”. In many cases, the relationship started out more distant but evolved positively throughout the Practicum. The words “affection”, “bonding” and “trust” were also mentioned on many occasions:

My relationship with the pupils started out a bit distant at first, because of the mutual embarrassment we could feel, but after a few days we gained the necessary trust, and we developed a mutual affection, respect and desire to work together (E17).

Only one pre-service teacher used negative adjectives such as cold or uncomfortable, although the relationship with their pupils was also improving over time. One of the participants, E29, explained that the Practicum allowed her to reflect on the relationship she should have with the pupils, showing an opposite attitude to that of her form teacher at school.

(...) I can't have an interaction with pupils just to answer questions (...) I like to know things about the kids, to ask them how their Easter or their weekend was... to know how they feel, what problems they have.... So, I have been thinking a lot lately about that, about the relationship I should have with them (E29).

As for sub-category d2. *Relationship with teaching staff*, thirty-two positive responses were found (71.1%), describing the relationship as “enriching”, “exceptional”, “cordial”, and “cooperative”:

They have welcomed me as another teacher; they have solved my doubts (E12).

I owe them a lot (...) (E13).

Very good relationship with everyone. I am incredibly happy because it was something I was worried about (E29).

A student (E45) who did the last Practicum abroad commented that the relationship ‘was not as close as in Spain, but it was good (E45).

Three other participants explained that although the relationship did not start well, it evolved positively. However, five students (17.8%) admitted to having felt some discomfort at times with other members of the teaching staff. Within this group, there is one person who explained that he/she had a much better relationship with his/her classmates than with the form teacher or the rest of the teaching staff:

Due to the methodology of the school, we don't work side by side (E25).

Finally, student E23 admitted that he/she did not get on well either with his/her form or with other teachers at the school.

The following graph shows the relationship of pre-service teachers with the teaching staff at school.

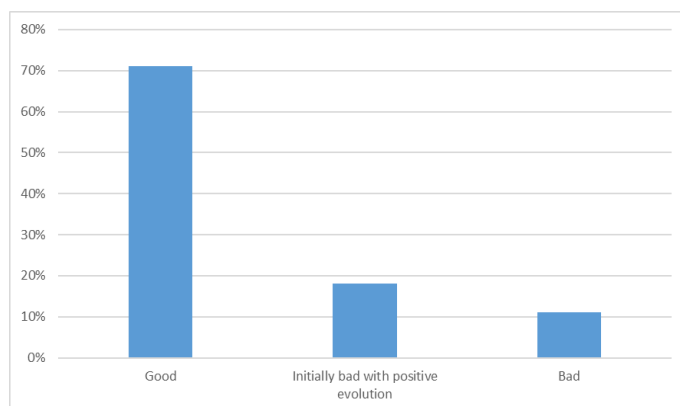


Figure 4. Distribution of students regarding the relationship with teaching staff at schools.

As can be seen, approximately 30% of students on placement did not maintain a good relationship with their form teachers at some point during the Practicum.

In subcategory d.3. *Communication*, thirty-three students (73.3%) stated that they had achieved effective communication with all the agents involved in the placement:

Yes, I felt satisfied when it came to communicating what I wanted to say (E20).

I think so, as I tried to get involved and participate as much as possible, giving my opinion and learning a lot (E31).

Five students (11.1%) revealed that they had had difficulties when communicating in English with their students and tutors, and four considered this to be an extra concern to the practicum:

Speaking in English all the time was hard. I was terribly embarrassed at the beginning (E7).

I had great difficulty in making myself understood by my students. Speaking in English made me feel very dizzy (E13).

...to develop an effective communication was rather difficult to me due to my poor social skills, especially when speaking in English (E23).

The worst thing was speaking in English non-stop (E40).

However, there were seven students who pointed out that their relationship with their academic tutors was not good and therefore there was a lack of dialogue and interaction with them. Despite this fact, they believed that their communication, in general, was good enough:

Yes, except with the tutor at university. I was very stressed, and I was afraid to ask questions because of his sharp replies (E14).

I didn't have much contact with the academic tutor (...) (E40).

Finally, one of the participants suggested that the university teachers in charge of students in placement should belong to the teacher training faculty staff and not to other faculties.

3.5. Competences for Life and Well-being

The final subcategory that was observed was e.1. *Coping skills*. In the analysis, many different coping strategies were found. Two students, referring to potential problems with teaching staff members, hinted at their lack of freedom in communicating by using expressions such as “with silent frustration” or “avoiding speaking their mind”. Seven students (15.5%) explicitly said that they had asked their form teachers for help and others used terms such as: “looking for joint solutions,” “with calm and common sense”, “with assertiveness”, “adapting to the circumstances”, “with serenity and dialogue” or “with patience” On the other hand, three students took their form teachers’ attitude as an example to cope with problems (E41, E43 and E46). Finally, there were five who indicated that they had no problems at all.

4. CONCLUSIONS

The Practicum is a process in which interpersonal relationships play an essential role (Ramos 96). Those who are training to become teachers must take on the new challenges demanded by society itself (Hansen 5). That is why future teachers’ emotional training and affective competences development are crucial to face present-day defiance. Thus, a study on the development of student teachers’ emotional competences is necessary to generate the dynamics that contribute to the improvement of training tools and strategies during this period.

In turn, research such as that by Anadón (198), Andrés (93), and Blanchard and Fernandes (6), highlights the necessity of insisting on emotional aspects in teacher training contexts to help future educators to be more suitably prepared to cope with potentially conflictive situations.

The study presented here, whose participants are enrolled in the PETD offers a broad perspective on EFL students’ emotional management during their last Practicum. The findings show that there are no observable differences among

participants' opinions and perceptions according to their gender or age. Furthermore, the theoretical framework of reference and the methodological design applied have been extremely useful in addressing the purpose of this ethnographic study (González-Riaño and Fernández-Costales 75-92).

In relation to Emotional Awareness and Emotional Regulation, it can be affirmed that the participating students need to acquire more strategies to be able to manage their emotions when starting their teaching career, since, as indicated above, almost half of them admit to having felt nervous, overwhelmed or anxious before and during the Practicum, despite having completed three previous placement periods during their degree. There were those who related this fear, panic, or dizziness to the compulsory use of English as a vehicular language during their placements. On the other hand, many future teachers, who admit to having experienced negative emotions before starting the placement, have evolved to the point of feeling sad or sorry to leave the educational institution and, above all, the children with whom they had shared those weeks.

The vast majority consider that the classroom climate has been good or exceptionally good, however, more than a third admit to having had difficulties managing their emotions. This may be due to various factors described by Pennington and Richards (6-7) that coincide with those found in this study, which have undoubtedly had an impact on their placement experience and perception. This fact leads to a reflection on the necessity of improving emotional aspects in teacher education (De Costa et al. 92).

The Practicum served to confirm pre-service teachers' teaching vocation, who, additionally, in general, always felt supported by their form teachers and/or other members of the teaching staff. Nonetheless, a small percentage of students did not feel supported by schoolteachers. On the other hand, communication with their university tutors was not as positive as desired. In all cases, the interaction with the students was rewarding and evolved for the better, even when the beginnings had been more complicated. It is striking how, in general, the Practicum students connect this interaction with their students to emotional and affective issues. The connection with the teaching staff at schools receives positive responses, although some, the fewest, admit to having felt uncomfortable with their form teachers or other teaching staff.

Communication among all stakeholders involved was viewed as highly effective by most of the sample. However, several student teachers admitted to having serious difficulties in communicating in English (Richards 3) in the classroom. Another group experienced serious obstacles when communicating with their university tutors. Finally, when dealing with problems that may have arisen in the classroom, all the pre-service teachers, except for two (who have chosen to use silence as a tactic), have generated different emotional strategies to resolve the issues in the best possible way, by keeping calm, promoting dialogue, using empathy and assertiveness, or simply searching for solutions agreed upon by all. These results are consistent with the conclusions of other studies focusing on the importance of emotions (Dewaele and Alfawzan 22), affect (Fredrickson and Losada 678), or

motivation (Dörnyei and Kubanyiova 11; García-Sampedro 585; Ushioda 78) in the EFL teaching-learning process.

Managing these emotions and affective factors satisfactorily is essential in this process, both for teachers and learners (Goh and Burns, 27). As in the study presented here, Richards' research (225-239) is based on the conviction that teachers' emotions are the result of interactions among teachers and educational contexts. These synergies include feelings about themselves, their learners, their colleagues, their classroom activities, and the resources they use. In the specific case of EFL pre-service teachers, speaking in a language they do not master sometimes leads to an increase in negative emotions, especially anxiety, which can block the individual from expressing themselves or teaching naturally (Richards 3; Teng 118).

In relation to the objective of comparing this analysis with another similar ones developed in a secondary teacher training context (García-Sampedro et al. 117-136), the results coincide in some respects such as Emotional Awareness and Regulation. They are also similar in the type of negative emotions felt before the Practicum. As mentioned before, student teachers generally attribute these emotions to the lack of self-assurance. On the other hand, the classroom climate is perceived to be worse in Secondary than in Primary Education due to the pupils' characteristics and the type of class-group. Regarding the management of emotions, Primary School teachers have less emotional self-control than Secondary School teachers. Similarly, the Practicum serves to confirm vocations at both stages. Otherwise, both primary and secondary pre-service teachers have a satisfactory relationship with their students which, from the beginning, evolves positively. Despite this, the relationship with academic tutors has been less positive in Primary Education. The differences found in relation to emotional aspects at these stages could be due to inherent factors such as pupils' cognitive-affective development and to the teacher-student relational characteristics (Jackson 68; López-González 30; Vail 4).

Those who experience emotions can modify them, and through conscious thought, make them more constructive (Rodríguez-Olay 430). Therefore, it is essential to cultivate future teachers' emotions in the university classrooms, thus generating greater professional self-confidence and a positive classroom atmosphere.

Until only some years back, the emotional approach was considered of little use compared to everything that was linked to reason (Álvarez-Ramos et al. 295). Hence the relevance of the research described here to highlight the importance of emotional competences in a training period as relevant for future teachers as the Practicum.

The context in which this research takes place is fundamental to understanding its conclusions, having also been an essential element in the design of the research and its objectives. With respect to the development of future lines of research, new methodological approaches could be designed to include other subjects belonging to the PETD or ETD. Applying other research techniques to obtain data, such as discussion groups or non-participant observation, would provide the research with a broader perspective that would help to enrich the conclusions.

Lastly, as has been shown in this article, it is important to consider students' training in emotional competences as a future line of work that will result in the improvement of teachers' teaching competence.

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