

Unlocking the Secrets of Effective Teaching: An Exploration of Positive Emotions During Telecollaboration

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Abstract: In recent years, the recognition of teachers' well-being has gained worldwide attention. Language teacher well-being has a significant contribution to classroom activity. This study explores a pre-service English teacher's positive emotions of well-being based on PERMA and its impact on future careers. Positive emotions are the presence of positive emotions, lack of negative emotions, and life satisfaction. Telecollaboration provides a beneficial space to get the chance to expand content knowledge, increase techno-pedagogical abilities, improve the methodology of teaching, and achieve a sense of well-being. This study used autobiographical narratives to capture the researcher's positive well-being experiences. Data were gathered through diaries and artifacts in the form of photos and screenshots during telecollaboration. The researcher used a thematic analysis technique to analyze the data. The findings underscore the presence of positive emotions that influence the outcomes of pre-service teachers, while negative emotions shift into positive feelings, thus contributing to personal development. These experiences lead the pre-service English teacher into an effective prospective educator for the future.

INTRODUCTION

The acknowledgment of a teacher's well-being has gained worldwide attention, considering its significance for students, schools, communities, and society (Hascher & Waber, 2021). Moreover, Hascher & Waber (2021) examined how teaching quality and student outcomes are linked with the teacher's well-being. Studies investigating the well-being of educators have shown a strong connection between teacher's job satisfaction, stress level, the quality of teaching, and student performance (Capone & Petrillo, 2020). One aspect of teacher well-being that has gained prominence in recent research is the role of positive emotions, which affect teacher outcomes (e.g., well-being, job satisfaction, self-efficacy, motivation, and classroom quality) (Burić & Frenzel, 2023). Educating and interacting with students raises various emotions that affect the quality of the teacher's work. Recognizing teachers' roles

extends beyond transferring knowledge through mentoring, counseling, serving as role models, and teaching students how to apply knowledge in practical situations. Therefore, educators must seek ways to influence student learning and motivate them to excel positively.

Further fundamental aspects are that teachers are assigned to effectively share knowledge, create an enjoyable learning process, and incorporate real-world connections. Thus, prioritizing the preservation of a teacher's well-being plays an important role in the educational impact. Nowadays, students possess varied learning preferences, skills, and passions. They require additional support from educators beyond mere instruction. Hence, being a teacher will create the urge to be consistently prepared to inspire, motivate, and provide guidance for the students, ensuring they enjoy and remain engaged during the learning process. One of the ways to do this is by considering the teacher's emotions.

To comprehend the emotional challenges language teachers face, the concept of subjective well-being (SWB) has been turned to. The terms of SWB consist of "positive emotion, lack of negative emotion, and life satisfaction"; each category shows a degree of independence and can, therefore, be studied individually or as a whole (Diener et al., 2003). Teachers with high levels of well-being tend to perform better during the teaching and learning process. Thus, it leads to the quality of the class. Previous studies showed a connection between emotions and levels of engagement, particularly among educators (Frenzel et al., 2021). Specifically, it has been explored that the positive emotion of finding pleasure and positive feelings in teaching is a predictor of their engagement in their work, and educators who showed higher levels of positive emotions were also more inclined to display increased engagement in their workplace (Nalipay et al., 2021; Kun et al., 2016).

Although various studies have investigated the relationship between positive emotions and their impact on teachers' well-being (Caprara et al., 2006; Nalipay et al., 2021) to our knowledge, there is hardly any research conducted on exploring the teacher's positive emotion as part of well-being and its impact for their future career during telecollaboration. Hence, the purpose of this study is to investigate the positive emotional experiences of a pre-service English teacher as part of well-being based on the PERMA (Positive emotion, Engagement, Relationships, Meaning, and Accomplishment) model by Mercer and Gregersen (2020) during telecollaboration.

The theoretical perspective that frames this research encompasses several key dimensions in the fields of education, psychology, and language teaching. It emphasized understanding the

concept of teacher well-being, particularly highlighting the significance of positive emotions encountered during telecollaboration. The following research questions guided this qualitative study: (1) What kinds of positive emotions as part of well-being are reported by the pre-service English teacher during telecollaboration? (2) How do the emotions during intercultural thematic-telecollaboration affect the future career planning of the pre-service English teacher? Compared to previous research, this study fulfills the gap by focusing on exploring the positive emotions of a pre-service English teacher and the specific impact of positive emotions during telecollaboration on the future career development of the pre-service English teacher. By incorporating autobiographical narrative inquiry, the current study provides a unique perspective on the role of emotional experiences in professional growth and intercultural competence.

LITERATURE REVIEW

Positive Emotions as a Part of Pre-Service Teacher Well-being

Mercer and Gregersen (2020) describe well-being as a state where individuals achieve comfortable feelings in their professional roles and work environment, preserve good health and its supporting factors, and experience a sense of containment in both their work and personal lives. Well-being is shaped by two elements, including internal factors and external factors. Internal factors consist of mental and physical health. Meanwhile, external factors encompass social circumstances and the environment (Liu & Ma, 2017). For further definition of the well-being concept, Ryan and Deci (2001) clearly distinguish between two fundamental approaches: the ‘hedonic’ and ‘eudaimonic’ perspectives. Hedonic approaches primarily construct well-being to seek enjoyment and minimize a feeling of pain to maximize happiness. This perspective is often associated with using the term “Subjective Well-being,” as introduced by Diener et al. (1999). SWB is the combination of experiencing positive emotions, the absence of negative emotions, and an overall sense of life satisfaction. On the other hand, eudemonic approaches place greater emphasis on the search for meaning and self-actualization. It describes individuals who find purpose in their lives and opportunities for personal growth.

The well-being of a teacher becomes a fundamental aspect for some reasons. First, a teacher’s mental and physical state influences their effectiveness in the teaching process (Fredrickson & Kurtz, 2011). Obtaining a harmonious state of mind and body can facilitate teaching effectiveness, enabling teachers to navigate the challenges in the learning process. Teachers with mental stability and physical health tend to provide innovative teaching methods,

engage in creative thinking, and address classroom challenges through effective teaching strategies. Second, fostering a positive relationship between teacher's and student's well-being enhances the quality and learning behavior (Roffey, 2012). Recently, a better engagement of students and teachers has been reflected in teachers' psychology and good behavior, contributing to overall well-being (Ji et al., 2022). Teachers who successfully gain happiness and satisfaction enhance verbal and non-verbal communication during the teaching and learning phases. As a result, cultivating a positive learning environment, positive emotions, and student motivation can be realizable (Frenzel et al., 2009). Thus, it creates the students' courage to flourish academically and psychologically (Briner & Dewberry, 2007). Ultimately, feeling good mentally and physically will encourage teachers to have life satisfaction, including relationships with students and the class environment.

To comprehend the concept of well-being, PERMA was introduced as a profound framework (Seligman, 2011). Positive emotion consists of feelings beyond happiness, including joy, satisfaction, pride, awe, wonder, and more. Engagement refers to being fully engrossed in enjoyable tasks. Relationships emphasize the significance of maintaining positive social connections with others. Meaning involves making sense of our lives and actions. Meanwhile, accomplishment pertains to a sense of success and recognizing achievements. Diener et al. (2003) emphasize that a teacher's SWB consists of positive emotions, lack of negative emotions, and life satisfaction. Also, Fredrickson (2001) states that positive emotions are vital in promoting flourishing and deserving to be cultivated, as they contribute to psychological growth and goal achievement.

Next, a lack of negative emotion as part of positive emotions appears where anxiety, nervousness, and frustration infrequently emerge compared to positive emotions (Mercer & Gregersen, 2020). Teachers, as human beings, also experience negative emotions during the learning process. However, it ultimately fosters teacher acceptance. These feelings align with positive emotions that must be accepted (MacIntyre & Gregersen, 2012). Positive emotions also aid in recovering from stressful events and increasing resilience (Fredrickson, 2004). It suggests that well-being does not mean ignoring negative emotions, as they are inherent in life. Instead, the emphasis is on actively enhancing the presence of positive emotions to attain a more profound overall sense of well-being (Mercer & Gregersen, 2020).

Within this framework, well-being arises from the synthesis of positivity across these domains. Well-being transcends mere happiness; it also encompasses discovering meaning and

forging connections in the world (Mercer & Gregersen, 2020). A study by Frenzel et al. (2021) explores teaching performance's crucial and predominant role in connecting teachers' emotions with student outcomes, including academic performance, motivation, and emotions. In more detail, the model proposes that in addition to directly impacting students, emotions exhibited by teachers can also indirectly influence student outcomes by influencing the instructional strategies teachers employ.

Telecollaboration in English Language Teaching

Belz (2003) defines telecollaboration as the involvement of students from different countries enrolled in separate language courses, which utilize online communication tools for social interaction, discussions, debates, and sharing intercultural experiences. On the other hand, O'Dowd (2015) describes telecollaboration as the use of communication tools to promote projects collaboratively and engage in intercultural interaction among language learners from different backgrounds and countries to achieve specific goals. In telecollaboration, learners participate in virtual environments, collectively developing their knowledge across various backgrounds. Therefore, telecollaboration initiatives strive to enhance language proficiency and intercultural competence through synchronous or asynchronous communication methods (Guth & Helm, 2010).

In the field of English language teaching, the studies of telecollaboration hold the potential to enhance both conceptual comprehension and procedural abilities of language learners, boosting motivation and skills such as writing and fostering intercultural and linguistic competence (Vinagre, 2017; Üzümlü et al., 2020; Toscu & Erten, 2020). Thus, telecollaboration plays a significant role in enabling pre-service teachers to contribute to the knowledge base that belongs to them. Some advantages that are successfully provided by telecollaboration are improving digital literacy, cultivating Technological Pedagogical Content Knowledge (TPACK), and refining teaching skills (Emir & Yangın-Ekşi, 2024; Wach et al., 2021; Yang, 2020). Therefore, telecollaboration has demonstrated its efficacy in assisting pre-service teachers in enhancing their content knowledge. Content knowledge refers to the depth of understanding within the teacher's mind (Shulman, 1986), and it is crucial to obtain the chance to reinforce pre-service teachers' content knowledge during the training (Maguire, 2022). Additionally, concerning the development of grammar instruction techniques and cultural awareness, telecollaboration has effectively provided essential components of content knowledge (Wach et al., 2021; Eren, 2021).

Aside from that, Dooly & Vinagre (2022) investigated a study on learning and teaching through virtual exchange (VE), which considered how this research has influenced teaching methods in language education. This study found that engaging in telecollaborative learning allows prospective teachers to address their language-related anxieties and effectively practice the target language in class discussions. Thus, teachers must have sufficient knowledge about teaching approaches before implementing VE classes. It is essential to introduce a recent method as a teacher's preparation when they want to incorporate telecollaboration in their lesson. The most competent and impactful educators are those who successfully excel in converting their knowledge mastery of the subject matter in their teaching by implementing their strategy to the development of students' learning progression (Ahmed & Shogbesan, 2023). Hence, telecollaboration emerges as an asset to foster content knowledge growth among pre-service teachers. It leads pre-service English teachers to obtain diverse experiences that can be utilized in the future.

METHODS

Research Design

The researcher used a narrative inquiry framework under the qualitative research paradigm to explore the pre-service English teacher's positive emotions as part of well-being during intercultural thematic-telecollaboration. This method incorporated research and storytelling, employing stories as research data or utilizing storytelling to highlight findings or analyze data (Barkhuizen, 2014). Thus, this narrative research design served storytelling as a tool and method for presenting the data.

Participants

This research is an autobiographical narrative research project, and the participant was the researcher herself, a 21-year-old undergraduate student majoring in English education. In this study, the researcher participated in a Cross-Cultural Understanding (CCU) course in the sixth semester and joined the Nurturing Global Citizenship through English (NGCE) program at one of the Universities in Hong Kong, China, for approximately two months. The researcher believed maintaining positive emotions was essential for pre-service English teachers' well-being.

Data Collection Technique

The technique used to collect data in this study was documentation. The diary stories and artifacts of the researcher during telecollaboration became the research data. The diary stories were the primary data, while the artifacts became the supporting data.

1. Diary

The researcher used her diary or reflective journal to document her experiences with positive emotions as part of her well-being during telecollaboration. The researcher collected these narratives from January 29, 2023, until February 10, 2023. The diary was a collection of entries recorded over a while. General reflections, which consisted of the researcher's emotions and thoughts regarding well-being experiences with achievements and disappointment, were recorded in the diary. For data presentation, the researcher used coding, namely [DDr] as a diary during telecollaboration, [Da] as a diary after telecollaboration, and [D] followed by numbers [1], [2] and so on to indicate the order of the data taken.

2. Artifacts

The researcher also used supporting data covering a story and experience during telecollaboration. The artifacts were also in the form of screenshot photos when the researcher was experiencing positive emotions as part of well-being during telecollaboration.

Data Analysis

Data analysis is the process of categorizing, describing, and synthesizing data (Wiersma, 1991). The data was about the researcher's experience with positive emotions as part of well-being during telecollaboration. The researcher used thematic analysis to analyze the narrative data in this research. Barkhuizen (2014) proposed the thematic analysis framework, which consisted of three steps: 1) reading the information in the data repeatedly to comprehend the individual fragments and construct overarching themes; 2) classifying and categorizing the data extraction; and 3) reconstructing and reorganizing the data extraction under thematic headings by linking every piece of data to its theoretical meaning.

FINDINGS

This study identified the kinds of positive emotions experiences and the critical impact of positive emotions during telecollaboration on a pre-service English teacher's future career. It addressed the variety of positive emotions contributing to English language teaching, the

improvement of teacher professional development, and the emerging issues in telecollaboration within English language teacher education.

Curiosity, Excitement, Self-confidence, and Respectfulness

During the process of telecollaboration, the agenda was divided into five activities, and all participants were to follow the rules provided by the host university. There were four main activities and one synchronous meeting. The researcher followed this agenda with enthusiasm from the beginning until the end of the program.

Nurturing Global Citizenship through English Fast Fashion			
Programme Requirements: All participants are required to engage with their international peers through asynchronous video discussions hosted on <i>Flip</i> and join a two-hour live <i>Zoom</i> meeting. The total number of engagement hours are approximately four hours over a four-week period. Please refer to the timetable below for details.			
Date	Participation	Time	Weighting
Week One: Jan 23 rd – 29 th	Post a three-minute video about your initial understanding of fast fashion on <i>Flip</i>	15-30 minutes	15%
Week Two: Jan 30 th – Feb. 5 th	Post a one-minute response video to an international peer's post	10-20 minutes	15%
Week Three: Feb. 6 th – 12 th	Post a three-minute video on <i>Flip</i> about fast fashion after you have read relevant articles, watched educational videos, and reflected on your exchange with international peers	15-30 minutes	15%
Week Four: Feb. 13 th – 19 th	Post a one-minute response video to an international peer's post	10-20 minutes	15%
Synchronous Zoom meeting: Monday Feb. 20 th , 2023	Join a two-hour synchronous Zoom discussion about Fast Fashion. 9:30 – 11:30 pm Hong Kong Time (GMT +8)	2 hours	40%

Flip discussion schedule and topics

Please join our Flip discussion using this link: <https://flip.com/h1baF41f>

Please find the section you are assigned to and record a short video according to the following instructions.




Figure 1. Schedule for NGCE program

She felt comfortable in the classroom and was excited when the class began, especially when she met many friends from various countries. It was her first telecollaboration experience using Zoom, Edpuzzle, and Flip tools. She tried to complete all the instructions and activities arranged by the host university.

“As I settled into the virtual orientation meeting, **my excitement grew** with each passing moment. I discovered my interest when I joined an international discussion. I remember the academic speaking class, where I tried to improve my presentation skills for effective communication. I felt this course encouraged me to be more ready to follow the NGCE program.” (D.1.DDr, 23-01-23)

The first and second meetings were about creating videos and responding to videos of international peers. The following data show the screenshot the researcher took while conducting a discussion through Flip, and the excerpt from her diary reflects the positive emotions she felt during the program.

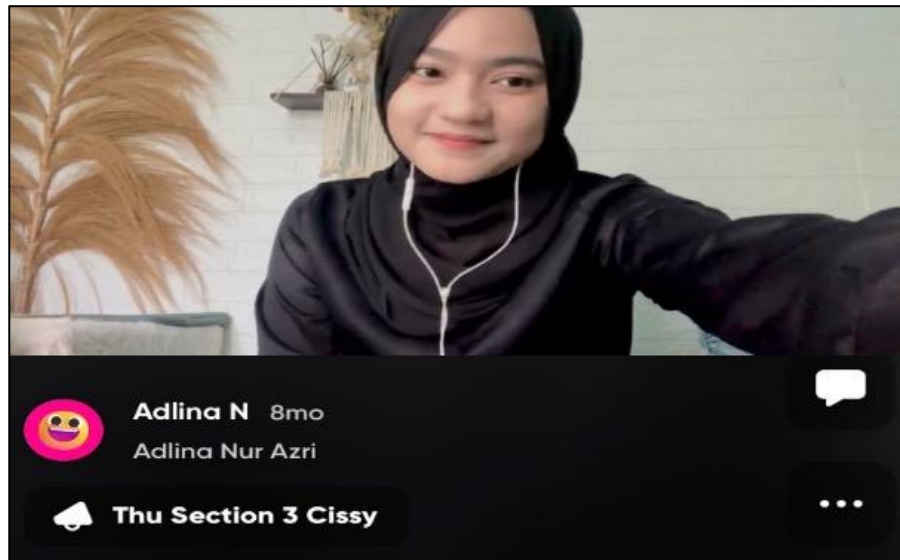


Figure 2. Creating video on Flip

“I’m curious about their initial perceptions of fast fashion. I tried to figure out whether there are significant differences between Indonesia and other countries. During the video creation phase, I drew upon my understanding of semantic and pragmatic subjects, reminding me of meaning and context discussion in semantic and pragmatic subjects in the 5th semester. This understanding was invaluable when responding to international peers with diverse backgrounds. Therefore, **I found my respectfulness increased** when I constructed the video response.” (D.3.DDr, 05-02-23)

Throughout her telecollaboration experience, the researcher observed that mentors from the host university, serving as lecturers, possessed a diverse and extensive knowledge base. They delivered instructional materials and course content clearly and comprehensively, while their enthusiasm and dedication created an engaging learning atmosphere.

ONLINE INTERNATIONAL DISCUSSION

Join a thought-provoking discussion about fast fashion and its global impact with students from Hong Kong, Indonesia, Japan, Mexico, The Philippines, and U.S.A.

We are honored to have Dr. Gayathri Banavara, Department Head of Business Leadership, Fashion, and Hospitality of Community College of Philadelphia to give us an illuminating talk and lead our discussion about the Fast Fashion industry. Don't miss this precious opportunity to learn from our esteemed guest speaker and from your international peers!

Global Citizenship Programme

FEB. 20TH 2023
9:30 -11:30 pm Hong Kong Time (GMT +8)
Zoom meeting ID: 992 1146 6643
Click [HERE](#) to join the Zoom meeting

Join Zoom Meeting

852-34117193

Community College of Philadelphia

Dr. Emma H. Zhang
zhemma@hkbu.edu.hk

Figure 3. Following international discussion with guest speaker

It motivated her to adopt and integrate effective instructional techniques into her approach as a pre-service English teacher as she wrote these statements in her diary.

“I recognize the substantial influence a teacher’s emotions demonstrate on classroom learning. The educational journey becomes more enriching when a teacher presents positivity, fosters an engaging and enjoyable atmosphere, and motivates the students to have a desire to learn. **As a result, I’m improving my academic outcomes and achieving my best score** in the CCU subject. Additionally, as a pre-service English teacher, my goal is to cultivate a positive ambiance by encouraging students to express their emotions, thereby promoting a positive energy throughout the learning environment in the future.” (D.4.Da, 20-02-23)

From those statements, the researcher believed that participating in telecollaboration had underscored the significant impact of her emotional state on classroom learning. When teachers achieve positive emotions, it enhances the overall learning experience for students, fostering an enjoyable environment and increasing a student’s desirable outcome. Thus, it turned into teaching effectiveness, resulting in a more valuable learning experience.

A Contribution of Positive Emotion for Future Career Planning of Pre-Service English Teacher

Teaching, including through telecollaboration, might present various challenges. However, positive emotions created a significant impact on enhancing a teacher’s well-being and achieving effectiveness in the classroom. Being resilient and demonstrating positivity in

the classroom would be crucial in addressing the teaching profession's complexity. During telecollaboration, she discovered positive emotions, such as enthusiasm, excitement, respect, and self-confidence. Eventually, it raised the optimism of being an effective teacher in the future. She also could enrich her content knowledge through the class insight she acquired. Therefore, she discovered a way to improve her job satisfaction. Adapting the teacher's mentor's ability to integrate technology during the class by utilizing several tools, such as *Flip*, *Edpuzzle*, and *Zoom*, led her to be a more adaptive and effective teacher, especially in designing a class and delivering instructional learning. Hence, she would be able to teach with passion and dedication to all her students by adjusting to students' needs.

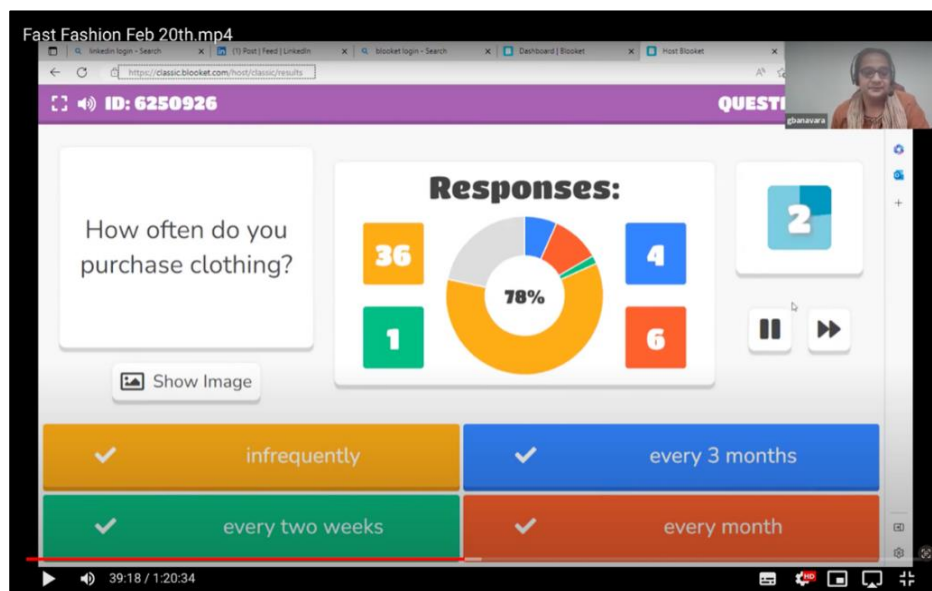


Figure 4. Fun and engaging online learning activity

Positive emotions contributed to a mindset of adaptability and flexibility. The intercultural experiences the researcher gained through telecollaboration could make her more open to different teaching methods and approaches, enabling her to adapt her strategies to address the varied needs of students.

Meanwhile, the negative emotions she experienced during telecollaboration were the feeling of anxiety and fatigue. When she engaged with her international peers, she noticed their advanced understanding of the topic since English was their native language. Therefore, they effortlessly expressed their viewpoints during class, which initially triggered her feelings of anxiety.

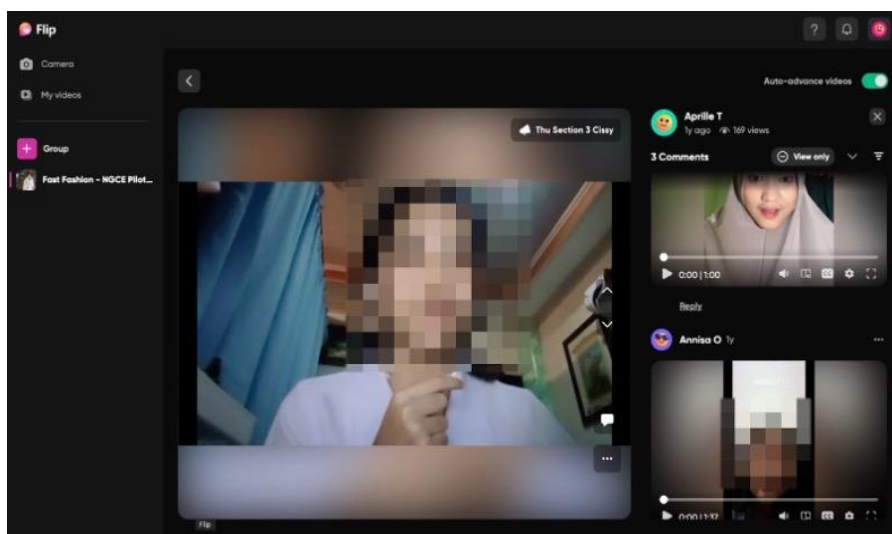


Figure 5. Listening and responding to international peers' opinion

However, the researcher highlighted this as an opportunity to step out of her comfort zone. Overcoming this anxiety had the potential to boost her effectiveness and adaptability, fostering personal growth. By the process, negative emotions had turned into positive emotions. In addition, navigating different time zones prompted her to prioritize self-care and management. Implementing strategies such as adjusting her schedule, taking breaks, and maintaining a healthy lifestyle could significantly contribute to her overall well-being.

DISCUSSION

This discussion intentionally examines the linearity of findings within the theoretical framework. First, the researcher presents the reported positive emotions of a pre-service English teacher regarding her well-being during telecollaboration using the theory of Mercer and Gregersen (2020). In further discussion, the researcher analyzes the impact of positive emotions during telecollaboration on a pre-service English teacher's future career. Positive emotions and well-being become fundamental in shaping pre-service English teachers' experiences and future careers (Alluru, 2023). As individuals begin the new path toward becoming educators in the future, fostering positive emotions and maintaining the well-being of teachers can profoundly impact professional growth, job satisfaction, classroom effectiveness, and long-term success (Corcoran & O'Flaherty, 2022).

The telecollaboration in this study was started in January 2023 under the CCU subject.

When the NGCE began, the researcher noticed that this program provided valuable insight into understanding the importance of skills, attitudes, and professional development toward intercultural competence for pre-service English teachers through telecollaboration (Emir & Yangın-Ekşi, 2024; Wach et al., 2021; Yang, 2020). She realized that telecollaboration has helped her connect her knowledge to collaborative projects and cultural exchanges, as noted by O'Dowd (2015). Throughout this journey, she identified and experienced various emotions. The positive feelings encompassing curiosity, excitement, respectfulness, and self-confidence were experienced during telecollaboration. Mercer and Gregersen (2020) defined positive emotions as well-being, which can be divided into three indicators: the presence of positive emotions, lack of negative emotions, and life satisfaction. Emotional well-being is not about disregarding negative emotions but rather striving to experience more positive emotions in proportion.

Positive and negative emotions often arose in response to various classroom experiences, such as interactions with international peers, assignments, and the overall classroom atmosphere. As Mercer and Gregersen (2020) noted, these emotions significantly shape pre-service English teachers' experiences, as the moods and dynamics within the classroom environment closely influence them. During telecollaboration, positive and negative emotions and life satisfaction affected the researcher's performance in the class. Positive emotions such as curiosity, excitement, respectfulness, and self-confidence were particularly important to her. The self-confidence she obtained during telecollaboration affected her overall well-being. She eventually achieved her best score in CCU. She was more likely to experience a feeling of purpose, meaning, and satisfaction in class when she was curious, excited, and respectful of others. Satisfaction is contingent upon the accomplishment relative to the expectation or goal (Diener et al., 1985).

By experiencing these emotions, the researcher had better connections with her international peers, as Ji et al. (2022) mentioned that telecollaboration led to enhanced relationships and overall well-being. She could perform well during telecollaboration and cultivate a more enjoyable learning atmosphere because she gained insightful experiences that significantly enhanced her content knowledge (Maguire, 2022; Eren, 2021). This learning environment facilitated the researcher in communicating the ideas she discovered while doing

international discussions through Zoom and Flip. The knowledge she acquired could also be beneficial for the future.

Moving to how positive emotions contribute to her future career planning, it can be figured out that while telecollaboration took place, the researcher initially encountered discomfort, which led her to experience some negative emotions such as anxiety and fatigue. However, embracing these negative emotions proved instrumental in her personal growth, pushing her out of her comfort zone and fostering bravery. It motivated her to do deeper research on the topic of discussion and manage her time more effectively. Therefore, addressing these negative emotions and witnessing the enthusiasm of her international peers transformed her desire, turning negative feelings into a catalyst for improved performance and more eager participation in weekly discussions. It aligns with Dooly & Vinagre (2022), which emphasizes that involvement in virtual exchange will address language anxiety and effectively engage with collaborative discussion in the target language during the learning process.

Positive emotions, negative emotions, and life satisfaction have all shaped the researcher's perspective as a pre-service English teacher. Positive emotions have strengthened her engagement and enthusiasm in class, fostering a strong commitment to the program and a desire to participate in discussions actively. As a result of the experiences gained from this program, she was better equipped to adapt and prepare for the future, aiming to create a more enjoyable classroom environment, implement effective instructional strategies, design engaging class activities by incorporating technology, and explore teaching methods. It aligns with findings from previous studies, which explain that the goals of telecollaboration are to enhance technological and pedagogical abilities both for in-service and pre-service teachers, offering valuable opportunities for professional growth, instructional improvement, methodological advancements, and collaborative class design (Fuchs, 2019; O'Dowd & Dooly, 2021; Emir & Yangın-Ekşi, 2024).

CONCLUSION

Experiencing telecollaboration through the CCU subject has directed the pre-service English teacher to discover positive emotions of well-being. Positive emotions that appear during telecollaboration are the feeling of curiosity, excitement, self-confidence, and

respectfulness. These feelings significantly affect her motivation and overall well-being. She is committed to engaging with the classroom, performing well in class discussions, and maintaining positive relationships with international peers during telecollaboration. Moreover, positive emotions of well-being significantly contribute to the impact of her future career planning. She is inspired to better prepare for her role as a future educator by embracing crucial aspects of the learning process, such as improving technological and pedagogical skills, effective learning instructions, collaborative design classes, and engaging teaching methods.

Implications from this study strongly recommend educational institutions prioritize pre-service teachers' positive emotional well-being while conducting each course in the learning process. In the context of intercultural telecollaboration, it can directly impact the emotional well-being of pre-service teachers. The limitation of this study comprises positive emotion aspects in the context of intercultural telecollaboration and how it affects the future career planning of a pre-service English teacher. Future research could expand this study by involving a broader range of participants across different institutions and cultural backgrounds. Researchers may observe and scrutinize the exploration of the long-term impact of telecollaboration on future career resilience and adaptability, as well as examine how the emotional outcomes will vary in different models of digital learning settings.

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