THE ROLE OF EMOTIONAL LABOR IN ENGLISH LANGUAGE TEACHERS' PROFESSIONAL IDENTITY

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ABSTRACT

THE ROLE OF EMOTIONAL LABOR IN ENGLISH LANGUAGE TEACHERS' PROFESSIONAL IDENTITY

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This case study aimed to examine four English language instructors' professional identities regarding their emotional experiences and emotional labor behaviors. The study was carried out in the Department of Foreign Languages at a foundation university in Turkey. Data were collected using semi-structured interviews and diary entries between December and April during the 2020-2021 academic year. The data were systematically organized, analyzed, and interpreted under emerging themes.

The findings revealed that the participants experienced happiness, intimacy, caring, pride, love, hope, joy, empathy, satisfaction, enthusiasm, anger, boredom, sadness, disappointment, hopelessness, despair, worthlessness, and powerlessness arising from the level of student engagement, participation, and achievement at the classroom level. Emotions experienced at the institutional level were centered on interaction with administrators and colleagues, administrative support, teacher autonomy, job responsibilities, and institutional expectations that led to emotional experiences such as feeling worthy and supported, anxiety, fear, disappointment, anger, sadness, worthlessness, and guilt among the participants. Those emotions led the participants

to constantly negotiate their instructional decisions and professional identities. In addition, it was revealed that emotional labor behaviors congruent and incongruent with teachers' professional beliefs might also shape their perceptions of the profession and future selves as teachers. Within this scope, this study is expected to contribute relevant research in the field and provide guidance for the integration of teacher emotions, emotional labor, and professional identity in teacher education and professional development programs.

Keywords: teachers' professional identity, teacher emotions, emotional labor, foreign language education

ÖZ

DUYGUSAL EMEĞİN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİĞİ ÜZERİNDEKİ ROLÜ

DÜRÜST, Sena
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Bu durum çalışması, dört İngilizce öğretim görevlisinin mesleki kimliklerini duygusal deneyimleri ve duygusal emek davranışlarına ilişkin olarak incelemeyi amaçlamıştır. Çalışma, Türkiye'deki bir vakıf üniversitesinin Yabancı Diller Bölümü'nde gerçekleştirilmiştir. Veriler yarı yapılandırılmış görüşmeler ve günlükler kullanılarak 2020-2021 akademik yılının Aralık ve Nisan ayları içerisinde toplanmıştır. Veriler sistematik bir şekilde düzenlenmiş, analiz edilmiş ve ortaya çıkan temalar eşliğinde yorumlanmıştır.

Bulgular katılımcıların sınıf düzeyinde öğrenci bağlılığı, katılımı ve başarı düzeyinden kaynaklı olarak mutluluk, samimiyet, şefkat, gurur, sevgi, umut, neşe, empati, tatmin, şevk, öfke, can sıkıntısı, mutsuzluk, hayal kırıklığı, umutsuzluk, çaresizlik, değersizlik ve güçsüzlük duygularını deneyimlediğini ortaya koymuştur. Kurum düzeyinde deneyimlenen duygular ise yöneticiler ve meslektaşlarla olan etkileşim, yönetim desteği, iş sorumlulukları ve kurumsal beklentilerden kaynaklanan değerli ve desteklenmiş hissetme, kaygı, korku, hayal kırıklığı, öfke, mutsuzluk, değersizlik ve suçluluk duyguları etrafında yoğunlaşmıştır. Bu duygular katılımcıların sürekli olarak

öğretimsel kararlarını ve mesleki kimliklerini müzakere etmelerine yol açmıştır. Ayrıca öğretmenlerin mesleki inançlarıyla uyumlu ve uyumsuz olan duygusal emek davranışlarının mesleğe ve bir öğretmen olarak gelecekteki benliklerine dair algılarını şekillendirebileceği ortaya çıkmıştır. Bu bağlamda, bu çalışmanın alandaki ilgili çalışmalara katkı sunması ve öğretmen duyguları, duygusal emek ile mesleki kimliğin öğretmen yetiştirme ve mesleki gelişim programlarına dâhil edilmesi konusunda yol gösterici olması beklenmektedir.

Anahtar Kelimeler: öğretmenlerin mesleki kimliği, öğretmen duyguları, duygusal emek, yabancı dil eğitimi

To my family

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LIST OF ABBREVIATIONS

CoHE	Council of Higher Education
EFL	English as a Foreign Language
ESOL	English to Speakers of Other Languages
ELT	English Language Teaching
NNST	Non-native Speaker Teacher
NST	Native Speaker Teacher

CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter consists of five sections. In the first section, background information to the study is provided by touching upon the emotionality of the teaching profession and its relation with teacher professional identity. Next, the statement of the problem and is presented by focusing on the current perspectives on the issue. In the third section, the significance of the study is explained by delineating the situation of foundation universities in Turkey. In the fourth section, research questions are provided. Lastly, key terms and concepts presented in the study are listed and identified.

1.1. Background to the Study

Language teachers may have a vast knowledge of effective approaches and methodologies that facilitate language learning. However, this does not necessarily turn them into successful teachers since their beliefs, emotions, and values towards the profession and how they perceive themselves, their learners, and their working contexts may also influence their teaching practice. In other words, effective teaching can be regarded as a much more complex process than simply transferring knowledge and performing certain roles in the classroom. As Danielewicz (2001) asserts, "[being a good teacher] requires engagement with identity, the ways individuals conceive of themselves so that teaching is a state of being, not merely ways of acting or behaving" (p. 3).

This 'state of being' consists of several dimensions and overlapping patterns involving emotions that are rooted in our vulnerabilities and needs since "we are what we fear, we are what we desire" (Lemke, 2008, p. 27). Teachers are not mechanical robots.

They are human beings who strive to establish strong relations with their learners, who feel sad or hopeless because of a student's failure, while also feeling compassion and empathy towards hardworking students. Teachers may also feel joy and happiness when everything goes as planned in the classroom while interacting with demanding administrators may cause them to experience anger and frustration (Schutz, 2014). Hargreaves (1998a) also depicts teachers as "emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy" (p. 835). While the necessity to feel all these emotions to consider oneself a successful teacher may be a controversial issue, teachers' work is undoubtedly fraught with complex emotions. Moreover, it may be assumed that a myriad of emotions arise from English language teachers' contact with the students since meaningful communication is at the core of language learning.

In his conceptual framework of "emotional politics of teaching," Hargreaves (1998b) addresses the role of emotions in teachers' work by stating that teaching is both a cognitive and an emotional practice that requires emotional labor, which involves not only negative emotions but also the positive ones such as labor of love and caring. Hargreaves (1998b) also notes that teaching involves emotions formed by teachers' moral purposes and shaped by the degree to which working conditions enable them to achieve those purposes. Lastly, teaching requires developing an awareness of one's own and others' emotions embedded in identities, interpersonal relationships, power dynamics, and culture.

Similarly, Nias (1996) argues that teaching comprises an emotional dimension because it is a "people-based" profession that requires personal interaction with others on a daily basis, especially with a large number of learners involved in the social context. In this sense, teachers construct their selves by combining their personal and professional identities in the school context, which leads to the emergence of vulnerability as well as self-esteem and fulfillment, and teachers become emotionally attached to their mission and goals as they heavily invest in values of the profession (Nias, 1996). Likewise, Bullough (2009) points out the role of social interaction in teaching-related emotions by stating that the teachers experience "greatest satisfactions" and "deepest disappointments" when they communicate with their

learners, colleagues, and administrators (p. 34).

Emotion regulation or management refers to "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions'' (Gross, 1998, p. 275). In this respect, teachers may regulate their emotions to align themselves with their personal beliefs about effective teaching or their idealized teacher identity (Sutton, 2004). In addition, they may follow feeling rules that refer to "the conventions by which people judge whether their feelings are appropriate in particular situations or not" (Benesch, 2017, p. 39). Teachers' attempts to regulate emotions might also lead to 'emotional labor,' coined by Hochschild (1983) as one's management of emotional expressions as required by the job. To meet these expectations, teachers may employ 'surface acting' strategy that refers to "faking positive emotions and sometimes suppressing negative felt emotions, so that positive displays will follow" or 'deep acting' strategy that refers to "trying to experience positive emotions so that positive displays naturally follow" (Diefendorff et al., 2005, p. 341). While emotion regulation focuses more on the processes, emotional labor focuses more on the consequences; however, they can be viewed as interconnected constructs since performing emotional labor entails emotion regulation, which also involves emotional labor (Zembylas, 2005a).

It is apparent that the emotional dimension of teaching cannot be examined separately without considering professional identity because it seems that teachers' emotions and their decisions to manage and regulate those emotions are rooted in their sense of self as a professional. Barcelos (2017) states that "emotions are inextricably tied to teachers' identities and have an essential role in understanding teacher thinking, reasoning, learning, and change" (p. 147). In this sense, examining the interplay between emotional complexity of teaching and teachers' professional identity becomes essential to enhance our understanding of these constructs because "issues of emotions and teacher identity inform each other and construct interpretations of each other both on a conceptual and on a personal level" (Zembylas, 2003, p. 214).

In Turkey, many ELT graduates prefer working at English preparatory programs of universities due to several reasons, such as opportunities for better income and

working conditions and a desire to teach adults while pursuing an academic career (Demir et al., 2015). Additionally, there has been an increase in the number of foundation universities established in Turkey, paving the way for more employment possibilities for ELT graduates to work in preparatory schools. In these contexts, English language instructors undertake a very demanding role to prepare the students for the Proficiency Exam, in which they constantly negotiate their professional identities through their interactions with other stakeholders. While they become one of the essential components of the educational process, their emotional efforts often remain unnoticed.

Shapiro (2010), who believes that emotional identity should be prioritized in educational research, states that "recognizing emotional identity in the educational process may well be our most effective tool of resistance to the persistent dehumanization of the teaching" (pp. 620-621). In this regard, the main aim of this case study will be to investigate English language instructors' accounts of emotional experiences within the framework of emotional labor to provide insight into the emotional complexity of language teaching and its consequences with regard to professional identity.

1.2. Statement of the Problem

As teaching requires day-to-day human interaction between language teachers and learners, it is impossible to imagine that teachers can maintain a neutral attitude on a workday without experiencing or expressing certain emotions inside and outside the classroom. In fact, emotions arising from teaching can influence language teachers' teaching practice, including their use of English, classroom management and feedback strategies, and the type of activities to be used in the classroom (Richards, 2020). Additionally, teachers' emotions related to their work may also shape their views about their self-image and self-esteem (Reis, 2014).

On the other hand, emotions are often regarded as constructs that hinder rational thinking. As Sutton and Wheatley (2003) argue, "emotions, although sometimes thought of as a guide to our true selves, are often thought of as out of control,

destructive, primitive, and childish, rather than thoughtful, civilized, and adult" (p. 328). This perspective has also been reflected in the field of education. For instance, the emphasis on cognitive approaches and reasoning has overshadowed the emotional complexity of teaching due to the tendency in scientific research to establish a dichotomy of emotion and reason (Denzin, 2009). Additionally, emotions have generally been regarded as 'personal' and 'unprofessional' in the ELT field (Reis, 2014).

According to Zembylas (2005a), negligence of emotions in the field arises from some perceptions regarding the nature of emotions. Zembylas (2005a) argues that this issue has been overlooked by scholars who have labeled emotions as elusive that would prevent researchers from reaching precise conclusions and as irrational, often associated with women and femininity by the patriarchal structure. Similarly, Benesch (2012) states that cognitive emphasis on language teaching undermined affective factors by labeling emotions "exclusively female" (p. 133). Therefore, scholars' attention to the emotional dimension of teaching has generally been limited to the negative effects of specific emotions such as uncertainty, anxiety, and nervousness (Kelchtermans & Hamilton, 2004). Recently, more researchers have begun to focus on the role of teachers' emotional experiences in several issues, such as burnout, coping strategies, job satisfaction, and identity (e.g., Acheson et al., 2016; De Costa et al., 2020; Lindqvist et al., 2020; Song, 2016).

In the ELT field, it is seen that emotional experiences of pre-service teachers (e.g., Timoštšuk & Ugaste, 2012; Yuan & Lee, 2016; Yazan & Peercy, 2016) or native English-speaking teachers in different EFL contexts (e.g., King, 2016; Kocabaş-Gedik & Ortaçtepe Hart, 2020) have been examined within the scope of professional identity. In the Turkish context, very little attention has been paid to the qualitative approaches addressing English language instructors' emotional labor, especially with a focus on their professional identities (Taner & Karaman, 2013).

Undoubtedly, it would be unrealistic to assert that a single research study could precisely measure the direct effects of emotions on professional identity and teaching practice. However, this should not mean that teachers' emotions and emotional labor

processes are not worth exploring because delving into this issue may enhance our understanding of other dimensions related to teaching and student learning as well as having implications for teacher training and quality of education (Schutz & DeCuir, 2002). Additionally, emotions such as caring and empathy experienced at the micro and meso level are important in language teacher education programs aiming to enhance "transformative teaching-and-learning" processes (Karaman & Tochon, 2007, p. 260; Tochon & Karaman, 2009). Therefore, it would seem that further investigation is needed to explore the intricate relationship between teachers' professional identity and emotions by examining the lived experiences of language teachers.

1.3. Significance of the Study

There has been a global trend towards privatization at tertiary level education due to neoliberal policies that have led to the emergence of various stakeholders in higher education such as students, parents, and companies considering students as their prospective employees (Önal, 2012). It seems that such policies have reinforced the transformation of education into a service industry, in which students and parents have become customers while teachers have been transformed into service providers (Vatansever & Yalçın, 2015). In this regard, private universities may have become sites for the commodification of knowledge while assigning new roles to various members of universities. Likewise, Giroux (2014) states that "delivering improved employability has reshaped the connection between knowledge and power while rendering faculty and students as professional entrepreneurs and budding customers" (p. 56).

It can be argued that there is a similar trend regarding the privatization of higher education in Turkey since there are currently 129 state and 77 foundation universities in the country (CoHE, 2020a). According to the report of the Council of Higher Education (CoHE), 37 foundation universities have been opened in the last ten years (CoHE, 2020b). Such an increase has also led to changes in different dimensions of higher education, including research and teaching, due to the implementation of market-oriented policies in foundation universities (Birler, 2012). Neoliberal demands reduced teaching to a concept characterized by audit culture in which teachers merely

“monitor their own performance with regard to set standards and quantifiable student achievements” by internalizing their passive roles (Çiftçi & Karaman, 2021, p. 180).

It can be assumed that the English Preparatory Schools at foundation universities have also had their share of neoliberal demands. Therefore, it very likely that English language instructors are required to comply with some formal and informal rules as well as experiencing, controlling, and managing certain emotions when interacting with other stakeholders. Moreover, language instructors deal with many students who are yet to adapt to an academic culture after graduating high school. In this regard, the present study may provide insight into teachers’ lived experiences and professional identity (re)construction processes within the scope of emotional labor at a foundation university. Since “tension between teachers’ intellectual concerns and their emotional responses contributes to a sense of powerlessness,” exploring emotions can also mean exploring teachers’ struggles arising from conflicts between their experiences and expectations (Shapiro, 2010, p. 619). Acknowledging the emotional struggles of language instructors may help them feel more empowered by allowing them to embrace those experiences instead of suppressing ‘bad’ emotions or ignoring the challenges they face in the profession. If more emphasis is placed on the relationship between teacher identity and emotions, more effective policies can also be conceived to support teacher professional development in the foundation universities in Turkey as well.

1.4. Research Objective and Research Questions

This case study aims to provide a better understanding of English language instructors’ emotional experiences. In particular, the main focus is to examine the role of teaching-related emotions and emotional labor in language instructors’ professional identities rather than merely identifying and labeling certain emotions. In this regard, this study attempts to answer the following research questions:

1. How do English language instructors describe emotions related to their work at a foundation university?

2. In what ways do English language instructors' accounts of teaching-related emotions lead to emotional labor in their institutional context?

3. How is professional identity negotiated through English language instructors' emotional labor and experienced emotions in their institutional context?

1.5. Definitions of Key Terms and Concepts

Anger: It is experienced when "something (usually another person) interferes with the person's execution of plans or attainment of goals (by reducing the person's power, violating expectations, frustrating or interrupting goal-directed activities)" (Shaver et al., 2001, p. 45).

Anxiety: It refers to an uncomfortable feeling that "is considered a future-oriented, long-acting response broadly focused on a diffuse threat" (American Psychological Association, n.d.).

Boredom: It refers to "a state of weariness or ennui resulting from a lack of engagement with stimuli in the environment" (American Psychological Association, n.d.).

Caring: This concept is closely related to emotions of affection, love, and a feeling of sympathy felt towards other people. It occurs when "we are concerned about their sense of well-being and our part of maintaining or improving it" (Beane, 1990, p. 62).

Deep acting: It is a strategy in which employees deliberately attempt to feel the emotions required by their job duties and expression norms (Ashforth & Humphrey, 1993).

Despair: It is experienced when a person evaluates that "things are profoundly wrong and will not change for the better" (American Psychological Association, n.d.).

Disappointment: It is characterized by "the unhappiness or discouragement that results when your hopes or expectations have not been satisfied, or someone or

something that is not as good as you had hoped or expected" (Cambridge University Press, n.d.)

Empathy: It refers to the "understanding a person from his or her frame of reference rather than one's own, or vicariously experiencing that person's feelings, perceptions, and thoughts" (American Psychological Association, n.d.).

Emotions: They refer to multi-dimensional processes arising from the individual's reaction to a stimulus that often leads to bodily changes evaluated, experienced, and displayed in relation to language, culture, relations of power, and identity.

Emotional dissonance: It refers to "a difference between feeling and feigning" that results in a conflict since a person's actual emotions do not match the expressed or required emotions (Hochschild, 1983, p. 90)

Emotional labor: This concept is conceptualized as a phenomenon taking place in the workplace in which employees are involved in "the management, or modification, of emotions as part of the work role" (Grandey, 2000, p. 95).

Enthusiasm: It is characterized by "a feeling of excitement or passion for an activity, cause, or object" (American Psychological Association, n.d.).

Fear: It refers to "an interpretation of events as potentially dangerous or threatening to the self – most commonly, an anticipation of physical harm, loss, rejection, or failure" that may also "increase the person's perceived vulnerability to such threats and impede his or her chances of coping effectively" (Shaver et al., 2001, p. 43)

Genuine emotions: This term refers to natural emotions experienced by the employees that "comply with social expectations and organizational display rules such that they do not have to deliberately summon the correct emotions" (Humphrey et al., 2015, p. 751).

Guilt: It refers to "a self-conscious emotion characterized by a painful appraisal of having done (or thought) something that is wrong and often by a readiness to take action designed to undo or mitigate this wrong" (American Psychological Association, n.d.).

Happiness: It occurs when a person experiences the "emotion of joy, gladness, satisfaction, and well-being" about specific situations or life conditions (American Psychological Association, n.d.).

Hope: It refers to "the expectation that one will have positive experiences or that a potentially threatening or negative situation will not materialize or will ultimately result in a favorable state of affairs" (American Psychological Association, n.d.).

Hopelessness: It is characterized by "the feeling that one will not experience positive emotions or an improvement in one's condition" (American Psychological Association, n.d.).

Intimacy: It is an emotional state characterized by "close, familiar, and usually affectionate or loving personal relationships and requires the parties to have a detailed knowledge or deep understanding of each other" (American Psychological Association, n.d.).

Joy: It arises from a "desirable outcome" which is experienced due to "a gain or success in the achievement domain (task success, achievement) or in the social domain (receiving esteem or affection)" (Shaver et al., 2001, p. 46).

Love: It refers to "a personalized form of joy" that may occur "because one enjoys exceptionally good communication with the other person, or because one feels open and trusting in the person's presence" (Shaver et al., 2001, p. 47).

Powerlessness: It is experienced when "individuals either lack or believe that they lack control or influence over factors or events that affect their health (mental or

physical), personal lives, or the society in which they live" (American Psychological Association, n.d.).

Pride: It refers to "a self-conscious emotion that occurs when a goal has been attained and one's achievement has been recognized and approved by others" (American Psychological Association, n.d.).

Teachers' professional identity: In this study, teachers' professional identity is conceptualized as a multiple, complex, and dynamic concept which is "constructed from emotional aspects of teachers' lives and from interactions between personal, social, and cultural experiences, and the institutional environment" (Barcelos, 2017, p. 147).

Sadness: It occurs when a "person has experienced an undesirable outcome; often he or she has experienced one of the events the fearful person dreads" (Shaver et al., 2001, p. 43).

Satisfaction: It is characterized by "a pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do" (Cambridge University Press, n.d)

Surface acting: It is a strategy in which employees suppress and hide their inappropriate emotions for their job duties and express desired emotions that they do not actually feel (Ashforth & Humphrey, 1993).

Worthlessness: It is experienced when a person perceives oneself as "not being important or useful" (Cambridge University Press, n.d.)

CHAPTER 2

LITERATURE REVIEW

2.0. Presentation

This chapter consists of seven sections focusing on the relevant components of the present study. First, the notion of identity and its role in education is explained. Second, teachers' professional identity is explored by delving into its various characteristics presented in the relevant literature. Third, the concept of emotion and its characteristics are discussed from various perspectives. Fourth, the role of emotions in education and teacher emotions are discussed. Fifth, the framework for emotional categories utilized in the study is presented. Sixth, the concept of emotional labor, its relation to teaching, and three major emotional labor strategies are given in detail. Lastly, relevant studies examining pre-service and in-service teachers' emotional experiences, emotional labor, and professional identities are presented.

2.1. Identity

"Who am I?" is a simple question that may require very complex answers because the notion of identity has a very multi-dimensional, fluid, and dynamic nature. Nevertheless, scholars from different disciplines such as sociology, linguistics, psychology, and educational sciences have rigorously attempted to define the notion and determine its characteristics.

Since humans are social beings, the conceptualization of identity generally entails social factors. For instance, Norton (2013), a scholar in language and literacy research, states that identity is about "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45). In this sense, identity can be

understood as a concept involving our beliefs about our future selves shaped by our relations with the environment. Similarly, Danielewicz (2001) puts an emphasis on the social aspect of identity construction by stating that identities are “the ways we relate to and distinguish individuals (and groups) in their social relations with other individuals or groups” (p. 10). That is, identity allows people to develop a sense of belonging to specific communities by negotiating similarities and differences between themselves and others. Likewise, Sachs (2005) refers to identity as “the way that people understand their own individual experience and how they act and identify with various groups” (p. 8). In other words, how we reflect on our experiences and how we act in our communities also has an influence on our sense of self.

It can also be stated that identity is not stable but a static concept. As Maclure (1993) argues, for individuals, identity refers to “something that they use, to justify, explain and make sense of themselves in relation to other people, and to the contexts in which they operate” (p. 312). The significance of context in identity construction is also emphasized by Gee (2000), who states that identity refers to “being recognized as a certain "kind of person," in a given context” (p. 99).

People are both subjects and objects of their identity formation processes affected by their interaction with others. As Wenger (1998) states, the construction of identity is embedded in our participation in social groups, which are called “Communities of Practice” (CoP). For Wenger (1998), identity formation can be understood as a two-sided process that constitutes “identification” and “negotiability” within a community of practice. Identification is defined as a process “providing experiences and material for building identities through an investment of the self in relations of association and differentiation” (Wenger, 1998, p. 188). In that sense, people’s day-to-day lived experiences lead to a process of “identifying/identified as” a member as well as “identifying/identified with” other members of the community. Negotiability is the second concept related to individuals’ claiming power regarding the meanings within a community of practice which “determines the degree to which we have control over the meanings in which we are invested” (Wenger, 1998, p. 188). If individuals do not have a sense of ownership and control over the meanings, they can become

marginalized since they cannot find ways to engage in full participation in their communities.

According to Wenger (1998), the concept of identity constitutes five components providing a helpful framework for understanding professional identity. These are: a) "*identity as negotiated experience,*" which refers to our definition of ourselves through participation as well as reification; b) "*identity as community membership,*" which refers to our definition of ourselves based on what we consider familiar and unfamiliar; c) "*identity as learning trajectory,*" which refers to our definition of ourselves by incorporating our past experiences and future possibilities into our present identity; d) "*identity as nexus of multimembership,*" which refers to our definition of ourselves by accommodating our various identities to a single identity; e) "*identity as a relation between the local and the global,*" which refers to our definition of ourselves through finding ways of belonging to a broader structure that is beyond our local community (p. 149). Wenger's concept of identity involves social experiences connecting the past, present, and future as well as fostering a sense of belonging within a particular group.

There are also various characteristics of identity put forward by several scholars. For instance, Rodgers and Scott (2008) define contemporary characteristics of identity by stating that a) it is "dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation"; b) it is "formed in relationship with others and involves emotions"; c) it is "shifting, unstable, and multiple"; d) it "involves the construction and reconstruction of meaning through stories over time" (p. 733). Their conceptualization implies that external factors such as contexts and interactions with other people and internal factors such as emotions and meaning-making processes contribute to identity construction.

Based on the given definitions and characteristics of identity, it can be argued that it is a multifaceted and dynamic concept influenced both by individual experiences and meaning-making processes involving emotions, histories, and future aspirations as well as social relations with other individuals in accordance with specific contexts and groups. These definitions also illuminate the concept of teachers' professional identity, which is examined in the next section.

2.2. Teachers' Professional Identity

Teachers' professional identity is a significant issue for scholars acknowledging that teachers' beliefs about themselves and how they conceive themselves are closely related to their decisions, behaviors, and actions. In this sense, several works have been published over the last twenty years, including several theoretical articles (Martel & Wang, 2014; Yazan, 2018; Zembylas, 2003) and books about teachers' professional identities (Barkhuizen, 2017; Cheung et al., 2014; Karaman & Edling, 2021; Schutz et al., 2018; Yazan & Lindahl, 2020).

Varghese et al. (2005) highlight the significant relationship between identity and teaching by stating, "in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are" (p. 22). In fact, professional identity has implications for student learning, teacher empowerment, and professional development. As Feiman-Nemser (2008) maintains, teaching is a multifaceted process comprising emotions, intellect, and identity, which is highly influenced by the past, present, and future. In this regard, one's professional identity is constructed through learning to teach that involves "learning to *think* like a teacher, learning to *know* like a teacher, learning to *feel* like a teacher and learning to *act* like a teacher" (Feiman-Nemser, 2008, p. 698).

The research on teachers' professional identity opens a new window into different aspects of teaching regarding teachers' performance. The concept of professional identity reveals that teachers are not passive transmitters of knowledge whose main duty is to serve the needs of students but "whole persons in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of cultures of teaching" (Olsen, 2008, p. 5).

While there have been some attempts to provide a clear definition of professional identity, there is not yet an agreement on the definition since the researchers examine the concept within various frameworks by focusing on different issues (Beijaard et al.,

2004). Moreover, the complicated nature of identity becomes a challenge for reaching a clear definition as identity is influenced by many aspects such as the context, emotions, the notion of self, discourse, and reflection (Beauchamp & Thomas, 2009). Therefore, definitions in the literature generally address different aspects of professional identity. For instance, Lasky (2005) describes professional identity as "how teachers define themselves to themselves and to others" (p. 901). Similarly, Beauchamp and Thomas (2009) state that "identity development for teachers involves an understanding of the self and a notion of that self within an outside context, such as a classroom or a school, necessitating an examination of the self in relation to others" (2009, p. 178).

The background of individuals can also be considered as one of the factors shaping professional identity. Battey and Franke (2008) state that "how one thinks of herself is conceived of in relation to a particular context, with a particular history, with others who have ideas about themselves" (p. 128). They emphasize the impact of prior experiences and histories as they contribute to "how a teacher comes to make sense of what it means for her or him to be a teacher, what it means to be a "White" or "African-American" teacher, what it means to be a "traditional" or "reform" mathematics teacher, as well as what it means to be a "good" teacher" (Battey & Franke, 2008, p. 128).

Some scholars also emphasize certain characteristics of the professional identity rather than providing an explicit definition of the concept. Seeking answers to the question "How do teachers conceive of themselves as teachers?", Kelchtermans (1993) addresses the five dimensions of the professional self: a) *self-image*: the ways teachers describe themselves; b) *self-esteem*: the ways teachers evaluate themselves in relation to their skills and abilities; c) *job-motivation*: teachers' motives for entering, staying, or leaving the profession; d) *task-perception*: their definition of the tasks and responsibilities of the profession; and e) *future-perspective*: expectations held by teachers regarding their future professional development (pp. 448-450). Later, Kelchtermans and Vandenberghe (1994) describe the notion of professional self "as a complex, multi-dimensional and dynamic system of representations that develops over time as a result of interactions of the person with his or her environment" (p. 54).

In their systematic review of literature, Beijaard et al. (2004) emphasize four characteristics of teachers' professional identity. They state that a) professional identity is not stable, but rather a "life-long process" in which individuals constantly (re)interpret their experiences and (re)assess their expectations from their future selves; b) it involves both the individual and the context since people generally make sense of themselves by interacting with others in those contexts; c) there is an interplay between teachers' professional identity and their sub-identities such as their social class, gender, and race, which may cause conflicts when they do not align with professional identity; d) the concept of agency is a crucial factor in identity construction as the teachers are active subjects of their professional development process in accordance with their goals. Adopting a dialogical approach to identity, Akkerman and Meijer (2011) also identify three features of professional identity. They maintain that a) professional identity has a "*multiplicity-unity dimension,*" which refers to an ongoing negotiation of the self that consists of various sub-identities moving from one position to another; b) it has a "*discontinuity-continuity dimension,*" which refers to a fluid, ongoing and dynamic process that is continuously constructed through narration to maintain continuity with the self; c) it has a "*social-individual dimension,*" which refers to the interrelated relationship between the individual and the social environment. In this regard, professional identity is influenced through participation in communities leading to the negotiation of identity in relation to others (p. 315).

Carrying out a longitudinal study with 300 teachers, Day et al. (2007) put an emphasis on personal, professional, and situational identities that constitute teachers' professional identity. They state that "*professional identity*" is influenced by professional development, educational policies, and workload; "*situated identity*" is influenced by learners and working contexts of teachers; "*personal identity*" is shaped by teachers' other identities negotiated outside the school such as being a partner, mother, father, or a son. (Day et al., 2007, pp. 106-107).

Adopting a political approach to teachers' professional identity, Zembylas and Chubbuck (2018) also identify four aspects of professional identity formation. They argue that a) there is a dynamic relationship between emotions and professional

identity because the experienced emotions are shaped by professional identity, and they also play a role in teachers' identity construction due to the presence of emotional rules shaped by power relations in institutional contexts; b) professional identity is shaped by discourse and narrative of individuals; c) it is formed through reflection on various issues such as the conflict between the identity perceived by the self and by others as well as one's experiences and possible selves; d) it is both shaped by agency and structure since the structure serves as an external factor that influences the individuals' capacity to reach their goals.

As mentioned above, different definitions and conceptualizations of professional identity can be found in the relevant literature. Similarly, it is also not possible to reach an explicit and specific definition when it comes to the professional identity of language teachers. For instance, Barkhuizen (2017) emphasizes the multifaceted nature of language teacher identity by stating, "language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical—they are both inside the teacher and outside in the social, material and technological world" (p. 4). By focusing on the outcomes of the neoliberal era in education, Block (2017) argues that "LTIs are constructed via (or emerge from) interactions (both face-to-face and electronically mediated) with others: fellow teachers, students, supervisors, and any number of more distant stakeholders such as parents or companies who might be paying tuition fees" (p. 34).

In their literature review, Martel and Wang (2014) emphasize the main factors shaping language teacher identity. They argue that a) individuals' personal and professional backgrounds, their prior experiences about language learning, their educational and work contexts, and "significant others" such as mentors, students, colleagues, administrators play a huge role in shaping professional identity; b) there is an interrelated connection between practice and identity; c) being a "native speaker teacher" (NST) or "non-native speaker teacher" (NNST) has certain implications in professional identity formation because the privileged status of NSTs may result in lack of self-confidence among NNSTs who should be encouraged to empower and reposition themselves through their bilingual competence; d) language teachers' professional identities are influenced by intercultural experiences (pp. 290-293).

Examining identity as a multifaceted, negotiated, and transitional concept, Xu (2017) focuses on three characteristics of professional identity in language education. She states that a) both self-positioning and collective perceptions contribute to professional identity; b) professional identity is a part of 'becoming' as it is continuously negotiated in various contexts; c) it is shaped by becoming a member of a community through engagement leading to a sense of belonging among its members as well as promoting participation (pp. 122-123)

In his review of literature, Yazan (2018) also identifies five recurring characteristics of professional identity. He concludes that a) professional identity involves teachers' beliefs and perceptions about themselves; b) it is shaped by social positioning as well as expectations of others in the social environment; c) it is subjected to dynamic and continuous evolution; d) it is (re)constructed in relation to contexts; e) the development of professional identity is ensured through investment, participation, and commitment to the profession.

Rather than merely listing specific characteristics of professional identity, Pennington and Richards (2016) propose five foundational and three advanced areas of competences shaping language teachers' professional identity. Within this scope, foundational competences consist of a) "*language-related identity,*" which is informed by the teachers' stance towards the language as a NNST or NST as well as their perceived proficiency in the language; b) "*disciplinary identity,*" which refers to content knowledge and expertise acquired by experience and education which allow teachers to construct a secure identity by gaining confidence and to develop a sense of belonging to the teaching community through knowledge sharing with others in the field; c) "*context-related identity,*" which is shaped not only by the classroom atmosphere, but also by institutional, regional, and even national factors that can be divided into "favouring conditions" indicating satisfactory working conditions, good facilities, and supportive administrators and "disfavouring conditions" involving inadequate facilities, crowded classrooms, and unsupportive administrators that negatively affect teacher motivation and identity; d) "*self-knowledge and awareness,*" which is concerned with being aware of one's weaknesses and strengths so that the

person makes an effort to improve her current self to come closer to her idealized self; e) "*student-related identity,*" which deals with interrelatedness of students' identities with teachers. In this sense, professional identity is also informed by students' perceptions and behaviors in the classroom and negotiated based on student needs (pp. 7-13).

Additionally, Pennington and Richards (2016) add on three advanced competences as follows; a) "*practiced and responsive teaching skills,*" which refers to teachers' competence in customizing knowledge and skills in different contexts based on needs; b) "*theorizing from practice,*" which consists of teachers' competence in using and developing theories from their practice; c) "*membership in communities of practice and profession,"* which involves connecting with other teachers and professionals both at the local and global level (pp. 13-16). All in all, Pennington and Richards' (2016) identification of various competences provides an alternative perspective for framing professional identity by highlighting self-perceived competence in the language, disciplinary knowledge, contextual factors, self-knowledge, and knowledge of students.

As can be seen from the attempts to conceptualize professional identity, various dimensions such as contexts, emotions, reflections, and future possibilities should be considered in teacher identity research. Additionally, it is seen that emotion is inseparable from all of these aspects of professional identity. Therefore, it will be discussed within the scope of teaching in the next section.

2.3. Emotions

Emotions have a huge role in our lives since they guide how we think, behave, and make judgments in various situations and influence our mental well-being. Therefore, several attempts have been made to address emotions in many disciplines, including philosophy, psychology, anthropology, history, and sociology. On the other hand, there is little consensus on how to describe emotion through various disciplines or even within a single discipline (Boler, 1999). As it is essential to reach an enhanced

understanding of emotions to make sense of teacher emotions for the current study, some of the descriptions found in the literature are provided below:

- Emotion is "a social, interactional, linguistic, and physiological process that draws its resources from the human body, from human consciousness, and from the world that surrounds a person" (Denzin, 1983, p. 404).
- "Emotions involve (a) appraisals of a situational stimulus or context, (b) changes in physiological or bodily sensations, (c) the free or inhibited display of expressive gestures, and (d) a cultural label applied to specific constellations of one or more of the first three components" (Thoits, 1989, p. 318).
- "Emotions are in part sensational, or physiological: consisting of the actual feeling—increased heartbeat, adrenaline, etc. Emotions are also "cognitive," or "conceptual": shaped by our beliefs and perceptions. There is, as well, a powerful linguistic dimension to our emotional awareness, attributions of meanings, and interpretations" (Boler, 1999, p. xix).
- Emotions are conceptualized as "an interpretation of events as good or bad, helpful or harmful, consistent or inconsistent with a person's motives (…) Emotions "overtake," "grab," and "hit" us, even though they are consequences of our own appraisals of situations" (Shaver et al., 2001, pp. 47-48)
- Emotions are "social and personal, the result of intersubjective and political relations and processes" (Zembylas, 2002, p. 193).
- "The emotional process consists of a network of changes in a variety of subsystems (or components) of the organism. These components typically include appraisal, subjective experience, physiological change, emotional expression, and action tendencies" (Sutton & Wheatley, 2003, p. 329).

In the field of education, various approaches and perspectives have been put forward to guide educational researchers in their studies. For instance, Zembylas (2007) focuses on three perspectives of emotions in education. Firstly, the *private approach* considers emotions as private and internal feelings, which can also be linked to bodily sensations. In this sense, individuals experience emotions in response to something that happens to them. By adopting a private perspective, educational researchers generally investigate individuals' emotional reactions and responses without

considering social, historical, and cultural factors (Zembylas, 2007). Secondly, the *social constructivist approach* views emotions as culturally constructed experiences that are generated in social encounters. In this regard, researchers mainly focus on social interactions and relations to better understand emotions in educational contexts since "emotions are grounded in the particular social context that constitutes teachers, students and their actions in the classroom" (Zembylas, 2007, p. 62). Thirdly, the *interactionist approach* recognizes emotions as interactional and performative by looking beyond the boundaries set by the previous perspectives and posits that "emotion comes to produce these very boundaries that allow the individual and the group to interact" (Zembylas, 2007, p. 63). By adopting an interactionist approach, educational researchers generally focus on culture, discursive practices, and power relations in classrooms. Additionally, how emotions are performed and what they do to teachers and learners can be examined through the lens of the interactionist approach.

As noted above, different perspectives have attempted to conceptualize emotions in relation to various components such as human cognition, biology, culture, society, power, and ideology. Emotion, like identity, is an elusive concept because it refers to both internal states and dynamic processes produced in social and cultural contexts. In this sense, teacher emotions can also be traced to institutional contexts, social interactions, and power structures. Therefore, in the current study, an interactionist approach will be adopted, and emotions will be understood as multi-dimensional processes arising from the individual's reaction to a stimulus that often leads to bodily changes which are evaluated, experienced, and displayed in relation to language, culture, relations of power, and identity.

2.4. Teacher Emotions

Teachers' interactions with students, other colleagues, administrators, and parents involve all kinds of emotions. In this regard, Schutz and Lee (2014) highlight the role of emotions in teacher-student relationships by stating that "the classroom has the potential for a variety of emotional episodes that range from the overwhelming enjoyment of seeing your students understand a difficult concept to the intense

frustration of attempting to deal with the constraints of a student's challenging home life" (p. 172). Additionally, Nias (1996) puts an emphasis on several dimensions concerning teacher emotions:

> Teachers feel—often passionately— about their pupils, about their professional skill, about their colleagues and the structures of schooling, about their dealings with other significant adults such as parents and inspectors, about the actual or likely effect of educational policies upon their pupils and themselves (p. 293).

"What do emotions do to teachers?" is another question worth exploring as emotions may lead to both positive and negative outcomes for teachers. In the relevant literature, it is suggested that emotions may be linked to teacher cognition and motivation (Sutton & Wheatley, 2003), professional identity (Deng et al., 2018; Kaur, 2018; Lemarchand-Chauvin & Tardieu; 2018; Nichols et al.; 2016), teacher burnout (De Costa et al., 2020) as well as vulnerability and well-being (Day & Kington, 2008). In their review of literature, Fried et al. (2015) also report five functions of teacher emotions that are influenced by political, social, and cultural factors. First, emotions inform teachers about themselves and others and guide them through their decision-making processes. Second, emotions have an impact on the quality of their teaching practice and teacher well-being since suppressing certain emotions might lead to negative consequences compared to experiencing and displaying genuine emotions that are in harmony with one's sense of self. Third, emotions can influence the cognitive processes of teachers and students, such as perception and attention. Fourth, emotions are utilized as a tool to enhance teacher and student motivation. In this respect, certain emotions such as love and caring might be a source of motivation for teachers to stay in the profession, while other emotions such as joy, excitement, and pride may influence students' attitudes and encourage them to remain engaged and study harder. Lastly, emotions regulate the internal processes of the teachers while displaying them also regulate others' emotions and behaviors since it is apparent that emotions are contagious, especially in classrooms. For instance, the attitude of an angry teacher immediately eliminates the feelings of joy in the classroom atmosphere. Teachers can also regulate their emotions by engaging in emotional labor, which will be further analyzed in the current study.

2.5. Categorization of Teacher Emotions

As the elusive nature of emotion has made it nearly impossible to reach a common definition even within a discipline, labeling and classification of emotions have become even more challenging for scholars. Still, there is a widely accepted perspective regarding the nature of emotions, which consists of *intensionality* and *object directedness*, meaning that "emotions are about or directed toward, something in the world" (Parrott, 2001, p. 3). That is, emotions are considered to be specific and intense, such as experiencing anxiety before an upcoming exam. In this sense, emotions differ from moods which "are of lower intensity and lack a specific referent" (Pekrun & Linnenbrink-Garcia, 2014, p. 2).

Parrott (2001) states that several researchers tended to classify emotions based on dichotomous dimensions such as negative and positive by disregarding the complexity of emotions. Therefore, alternative approaches were adopted by some scholars through different types of analysis. For instance, in their prototype research, Shaver et al. (2001) conducted two relevant studies to provide insight into people's understanding of emotions and emotional experiences in their daily lives. To this end, 112 students enrolled in introductory psychology courses were asked to rate a list of 213 emotion names. Based on the findings, the researchers established a multilevel hierarchy model with a total of 135 human emotions that involve "love," "joy," "surprise," "anger," "sadness," and "fear" as basic-emotion prototypes along with 25 subordinate-level emotions and their subclusters. They concluded that the status of "surprise" as emotion was questionable since it was less differentiated by the participants compared to other prototypes. Still, it was retained in the model since other theorists recognized it as a basic emotion. In the second study, the researchers also asked the same students to write their accounts about experiences concerning five basic emotions (love, joy, anger, sadness, fear). Based on the findings, Shaver et al. (2001) concluded that "emotions begin with appraisals of events in relation to motives and preferences" (p. 50).

As for teacher emotions, researchers also attempted to identify the most salient ones in the educational contexts. In her review of literature, Frenzel (2014) found out that

the most discrete emotions experienced by teachers in the classroom were "pride, enjoyment, guilt/shame, anxiety, anger, pity, and boredom" (p. 508). Additionally, teacher vulnerability arising from power relations and limits of efficacy was associated with emotions of worthlessness and powerlessness in the contexts of teaching (Kelchtermans, 1996; Zembylas, 2003). Moreover, Martínez Agudo and Azzaro's (2018) study revealed a list of emotions experienced by EFL student-teachers during teaching practice, which included positive emotions such as "satisfaction, enjoyment (happiness and enthusiasm), love and affection, pride, confidence, empathy, comfort, intimacy, surprise, admiration, gratitude, relief" and negative emotions such as "insecurity, anxiety (nervousness and worry), fear, shame, powerlessness, frustration, stress and burnout, loneliness and isolation, boredom, sadness, disgust, disappointment, surprise, guilt, anger (being angry and annoyed)" (p. 376).

Drawing on the relevant literature on teacher emotions, I adopted the model proposed by Shaver et al. (2001) by adding the most relevant emotions presented in the studies mentioned above to present a comprehensive framework for teacher emotions in a multi-dimensional model.

Table 1. Categorization of Emotions (adapted by Shaver et al., 2001)

Basic emotion prototypes	**Subordinate categories**	**Subclusters**
love	affection	adoration, affection, fondness, liking, attraction, caring, tenderness, compassion, sentimentality, admiration*, empathy*, intimacy*
	lust	desire, passion, lust, infatuation
	longing	longing
joy	cheerfulness	amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria,
	zest	enthusiasm, zeal, zest, excitement, thrill, exhilaration
	contentment	contentment, pleasure, gratitude*
	pride	pride, triumph, confidence*
	optimism	eagerness, hope, optimism
	enthrallment	enthrallment, rapture
	relief	relief, comfort*

Table 1. Categorization of Emotions (adapted by Shaver et al., 2001) (cont'd)

(surprise)	surprise	amazement, surprise, astonishment
anger	irritation	aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	exasperation	exasperation, frustration
	rage	anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment
	disgust	disgust, revulsion, contempt
	envy	envy, jealousy
	torment	torment
sadness	suffering	agony, suffering, hurt, anguish
	sadness	hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy, depression, despair, powerlessness*, worthlessness*
	disappointment	dismay, disappointment, displeasure
	shame	guilt, shame, regret, remorse
	neglect	alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult, boredom*
	sympathy	pity, sympathy
fear	horror	alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification
	nervousness	anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread, stress*

*Asterisks indicate additional emotional categories included in various studies (Kelchtermans, 1996; Zembylas 2003; Frenzel, 2014; Martínez Agudo & Azzaro; 2018)

2.6. Emotional Labor and Teaching

In several professions, emotions become central in performing one's duties due to human interaction taking place. Thus, individuals may feel obliged to control and monitor their emotions when interacting with others in the workplace. Sociologist Arlie Hochschild (1983) identified this effort as emotional labor, which refers to "the management of feeling to create a publicly observable facial and bodily display" (p. 7). Working with flight attendants, Hochschild (1983) revealed that the participants were not only required to perform certain tasks but also to manage and control their emotions so that they always looked "enthusiastic," "friendly," and "sincere" although they did not feel that way all the time (p. 96). In other words, the expression of certain

emotions became a part of their job. That is why this phenomenon is called ‘labor’ as it is directly related to one’s performance in the profession. Hochschild (1983) also argued that the psychological effort related to emotional labor might also lead to conflict between mind and feeling in that “the worker can become estranged or alienated from an aspect of self” (p. 7).

Examining emotional labor within the framework of social identity theory, Ashforth and Humphrey (1993) conceptualized emotional labor as “the act of expressing socially desired emotions” (p. 89). In their definition, they removed the term “management” since they mainly focused on behavior instead of the act of management of emotions. They also argued that masking or acting out an emotion might create dissonance among the individuals, which might function as a threat to their identity. On the other hand, they proposed that emotional labor does not necessarily harm one’s well-being as it “may trigger psychological processes that transform identity-irrelevant experiences and even identity-threatening ones into identity-enhancing experiences” (Ashforth & Humphrey, 1993, p. 104). In other words, emotional labor can also be viewed as a process allowing individuals to (re)construct their identities over time as they engage in emotional labor that is consistent with their perception towards their valued self (Humphrey et al., 2015).

Similar to the conceptualizations of Hochschild (1983) and Ashforth and Humphrey (1993), Morris and Feldman (1996) also focused on the effort of the individual as well as the impact of social context by defining emotional labor as “the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions"” (p. 987). Examining the concept from an interactionist perspective, they argued that emotions are transformed into commodities in working contexts and may cause dissonance in individuals due to the conflicts between genuine and desired emotions, which might eventually lead to exhaustion, burnout, job-related stress as well as dissatisfaction with the job (Morris & Feldman, 1996). Additionally, they addressed four dimensions of emotional labor; a) “*frequency of interaction*,” which indicates that the more interaction with other people is required at work, the more regulation is needed; b) “*attentiveness to required display rules*,” which suggests that longer interactions with others lead to higher degrees of emotional labor compared to

shorter interactions such as greeting and thanking; c) "*variety of emotions to be displayed,*" which indicates that the more kinds of emotions are displayed, the more emotion labor is performed; d) "*emotional dissonance,*" which is characterized by the conflict between genuine emotions experienced by the employees and emotions to be displayed in line with organizational rules (pp. 989-992).

Additionally, Grandey (2000) stated that emotional labor involves regulating feelings and managing observable behaviors. Similar to Morris and Feldman (1996), Grandey (2000) also proposed that emotional labor might lead to negative outcomes such as burnout and depersonalization. On the other hand, Grandey (2000) was skeptical about the positive outcomes of emotional labor due to the lack of evidence in the literature.

One may argue that such requirements do not involve teaching. However, as Apple (2012) asserts, "teaching is a labor process, one that, to be sure, has its own specific characteristics that are not reducible to working on a shop-floor, an insurance company office, or as a salesperson, but one that is a labor process none the less" (p. 31). Since neoliberalism has transformed teaching into a service industry due to the increasing competition among the students and institutions, it may be argued that teachers' emotional burden is not very different from those working in the service industry. That is why it may also be true that "a struggle between what teachers are feeling and what they believe they ought to be feeling while they're teaching" may have an impact on their professional identities (Benesch, 2012 p. 118).

Moreover, three criteria identified by Hochschild (1983) for the jobs that require emotional labor are also in line with teaching. These criteria include "face-to-face contact," "production of an emotional state in others," and "employers' control over employees" (p. 147). Indeed, teachers also have direct contact with their learners, they influence others' emotions, especially in the classroom, and their emotional labor is controlled by institutional contexts, "which usually comes in the form of cultural expectations or professional norms" (Yin & Lee, 2012, p. 58).

Benesch (2012) stated that "teachers carry out complex emotion work, entailing: managing their emotions to get to the "appropriate" ones; trying to read students'

emotions on their bodies; explicitly teaching emotions" (p. 134). Flores and Day (2006) also argued that teachers must engage in emotional labor and emotional work to overcome various challenges arising from the necessity to teach students from diverse backgrounds with varying motivations. On the other hand, they also drew attention to the importance of finding balance since too much emotional labor may result in disengagement while too much emotional work may result in vulnerability and even breakdown.

2.6.1. Emotional Labor Strategies

The conceptualization of emotional labor involves two essential strategies, namely 'surface acting' and 'deep acting' used by employees to manage their emotions at work (Hochschild, 1983). These two constructs involve masking, suppressing, modifying, or exhorting emotions considered appropriate in organizations and society. Later, Ashforth and Humphrey (1993) introduced the category of "genuine acting" that refers to spontaneously feeling and displaying the desired emotion at work.

In a nutshell, strategies of 'surface acting' and 'deep acting' involve a deliberate attempt to suppress or express certain emotions, while 'genuine emotional labor' involves experiencing the expected emotion without an effort. Therefore, 'genuine acting' can be considered the positive side of emotional labor since it does not lead to emotional dissonance by causing the individuals "to feel false and hypocritical" (Ashforth & Humphrey, 1993, p. 96).

2.6.1.1. Surface Acting

The strategy of putting on a mask to display appropriate feelings is called surface acting (Ashforth & Humphrey, 1993). It is also described as "managing observable expressions" (Grandey, 2000, p. 97). In surface acting, individuals interacting with others change their behavior by "simulating emotions that are not actually felt" (Morris & Feldman, 1996, p. 990).

Surface acting is generally performed by individuals whose occupation expects its employees to display positive emotions. Therefore, individuals express positive

emotions at work by faking those emotions even if their actual emotions are different from the expressed ones. For example, teachers may put on a smile by hiding their actual emotions such as frustration and disappointment when they interact with their learners, administrators, or parents. They may feel anger towards their misbehaving students but do not express their anger to comply with administrative expectations. On the other hand, they do not attempt to change their feelings. Therefore, surface acting involves deceiving others, while deceiving oneself is not possible (Hochschild, 1983). Therefore, this kind of behavior "may result in emotional dissonance and contribute to work strain, anxiety, and depression" in the event that there is a constant inconsistency between how teachers really feel inside and what they express outside (Powell & Kusuma-Powell, 2010, p. 81).

2.6.1.2. Deep Acting

Deep acting refers to putting an effort to feel and experience the desired emotion (Ashforth & Humphrey, 1993). It is also defined by Hochschild (1983) as "[dwelling on] what it is that we want to feel and on what we must do to induce the feeling" (p. 47). In deep acting, individuals interact with others while trying "to actually experience the emotions one is required to display" (Morris & Feldman, 1996, p. 990).

This strategy is utilized by people who are willing to modify their negative or inappropriate emotions. According to Hochschild (1983), there are two ways to engage in deep acting: a) exhorting feeling in which individuals voluntarily make an effort to experience and display a specific emotion; and b) trained imagination in which individuals purposefully recalls 'emotion memories,' visualizations and thoughts to experience the emotion they ought to feel in a situation. For example, a language teacher may deliberately put an effort to care for a student failing in an exam although being disappointed by the failure. Since the teacher believes that caring for students is a part of her professional identity, she attempts to enhance this feeling by recalling prior experiences so that she can continue to have fun and keep the students motivated in her class (King, 2016).

2.6.1.3. Genuine Emotions

While Hochchild's (1983) emotional labor strategies refer to conscious decisions to display certain emotions at work, there is another perspective suggesting that emotion regulation is not limited to deliberate attempts to modify emotions since individuals may experience emotions consistent with emotions required as a part of their job. For instance, a teacher may care for a student who struggles with some problems in class without forcing herself to feel the caring emotion. In this regard, Ashforth and Humphrey (1993) suggested that genuine emotions should be viewed as the third dimension of emotional labor. Likewise, in a study carried out by Diefendorff et al. (2005), 'naturally felt emotions' were found to be the most frequent dimension among the participants working in jobs requiring human interaction.

2.7. The Role of Emotions and Emotional Labor in Professional Identity

Although there was a tendency to position emotions as the opposite of rationality for years, researchers have begun to acknowledge that emotions are the key elements of teachers' lives (Schutz & Zembylas, 2009). In fact, emotions play a crucial role in teachers' behaviors, and they have a significant impact on their professional identity (Shapiro, 2010). In this regard, both professional identity and emotion can be recognized as two components closely linked to each other.

There are several studies carried out in the literature focusing on both pre-service and in-service teachers from various branches. For instance, a qualitative study conducted by Timoštšuk and Ugaste (2012) investigated the identity formation processes of 45 student teachers studying at different programs through the lens of emotions in Estonia. In the study, emotions such as contentment and excitement mentioned by the participants had a positive but relatively weak influence on them. In contrast, negative emotions such as anxiety, disappointment, and insecurity related to teaching practice and lack of support from university teachers and supervisors had a strong and negative influence since those experiences challenged how they perceived themselves as prospective teachers. Timoštšuk and Ugaste (2012) concluded that teacher education programs should enhance pre-service teachers' coping strategies to prepare themselves for possible changes and uncertainties that might take place in educational contexts

and to become more aware of their own emotions and emotions of others for self-regulation.

A narrative study conducted by Yuan & Lee (2016) also focused on the emotional experiences of a pre-service language teacher in China and his emerging teacher identity by collecting data through diary entries and in-depth interviews. In line with the findings of Timoštšuk and Ugaste (2012), lack of support from the school mentor and the hierarchy in the school structure seemed to foster unpleasant emotions experienced by the participant. While the participant's beliefs about being a successful teacher seemed to be shaped by his own school experiences and role models, he had to confront negative emotions such as anger and frustration due to the teacher-centered approach and lack of student interest during practice teaching. On the other hand, this study indicated that negative emotions might not necessarily lead to emotional suffering. In fact, the participant was able to cope with unpleasant emotions and challenge the situation by engaging in emotional labor. Hiding his feelings and trying to increase students' motivation by establishing an authentic relationship with them also helped him create an imagined identity as a strong and competent teacher.

O'Connor (2008) also had similar findings regarding emotional labor. This study mainly focused on three mid-career History and English teachers working in a secondary school that identified teachers as 'service providers' by ignoring the human element of teaching. One of the participants' accounts suggested that the conflict between the teacher's beliefs and institutional expectations leads to unpleasant emotions. However, those emotions might help teachers resist the institution's demands by making deliberate choices such as choosing to care for and about students, which is embedded in the individual's teacher identity. In other words, the interwoven relationship between emotions and professional identity might allow teachers to form their professional decisions and take a stance on several issues that they encounter in institutional contexts. Although the studies conducted by Yuan & Lee (2016) and O'Connor (2008) had some limitations, such as lack of field observation and small sampling, they provided a detailed description of the issue by revealing that teachers might make emotional decisions in line with their professional identities and avoid

negative outcomes of emotional labor regardless of challenging experiences in the profession.

Investigating the emotional states of ESOL teacher candidates during teaching practicum, Yazan and Peercy (2016) carried out in-depth interviews with three participants. The findings indicated that the participants experienced positive and negative emotions when interacting with students and their mentors. While student engagement, expressing care for students, and building rapport with them led to positive emotions such as happiness, joy, and excitement that reinforced the participants' beliefs about being a successful teacher; classroom management problems, hierarchical relationship between the mentor and the teacher candidates, and lack of autonomy led to negative emotions as reality conflicted with what they imagined before the practicum. On the other hand, the findings revealed that the participants could handle their negative emotions and embrace challenges as a part of teaching when reflecting on their experiences. Thus, they negotiated their professional identities within the experienced emotions and reinterpreted their self-image. In this regard, the study highlighted the importance of raising awareness about the emotional aspects of teaching in teacher education programs so that prospective teachers consider potential emotions that might occur in the classroom when preparing their lessons and learn how to deal with those emotions.

A similar study carried out by Teng (2017) also focused on emotions' role in the identity formation processes of pre-service EFL teachers in China during the teaching practicum. In-depth conversations with six participants revealed that five major emotions, namely, 'anxiety,' 'disappointment,' 'doubt,' 'disillusionment,' and 'joy' contributed to the identity development of pre-service teachers. For instance, their lack of English proficiency and inability to deal with disobedient students resulted in anxiety and doubt, while strict policies and constraints at school and lack of support from colleagues and mentors led to disappointment among the participants. Such negative emotions increased as the hierarchical structure required them to hide their emotions and did not provide them with professional autonomy. Therefore, their professional identity was negatively affected by such emotional experiences. On the other hand, the emotion of joy became a strengthening factor in their self-esteem and

identity construction processes when their students showed academic progress and recognized them as real teachers.

Examining the emotional trajectories and professional identity formation processes of six student-teachers studying in various teacher education programs, such as Chinese, English, and mathematics teaching, Deng et al. (2018) focused on dilemmas faced by the prospective teachers. To this end, the researchers employed various methods to collect data such as interviews, reflections, and emotional journals and mainly relied on the participants' self-reports for three months. While the participants experienced certain emotions such as "eagerness and anxiety," "shock and embarrassment," "anger and puzzlement," "helplessness and loneliness," and "guilt and regret" during the practicum, those emotional experiences also led to some dilemmas which contributed to their identity formation. For instance, some participants struggled to find a balance between maintaining authority and showing care for the students, feeling like an outsider or a community member in the practicum, questioning one's responsibilities as an office assistant or an actual teacher, and facing the ineffectiveness of creative methods as opposed to their pedagogical beliefs. In this regard, it can be stated that studies conducted by Teng (2017) and Deng et al. (2018) have similar implications as they both indicate that pre-service teachers' emotional experiences and professional identities should be regarded as complex, dynamic, and interrelated processes that evolve during the practicum. Additionally, emotions play a significant role during the 'learning-to-teach processes' of pre-service teachers whose professional identities are constantly negotiated and reconstructed through different emotional experiences.

A study conducted by Kaur (2018) examined the relationship between emotional experiences and emerging identities of early-career science and math teachers to provide insight into the contribution of emotions to identity formation. The semi-structured interviews with 20 participants in India indicated that frustration arising from the difference between expectations and reality led to identity shifts among the participants as they attempted to solve the conflicts in the classroom. In addition, feelings of satisfaction, joy, and happiness reinforced their professional identities as successful teachers. Although the study only focused on teacher-student interactions taking place in the classroom, it revealed that emotions had a big part in triggering

identity formation. Nichols et al. (2016) also reported similar findings in their research on early career math and science teachers. They concluded that emotions such as frustration forced the participants to reflect on their current professional identities and triggered identity formation, while emotions such as satisfaction, happiness, and joy were the factors that reinforced successful teacher identities.

Investigating the emotional labor of caring teaching in an action research study, Isenbarger and Zembylas (2006) argued that caring had been regarded as a natural and integral part of teaching that does not require effort since emotional work and labor of teachers has been unacknowledged and often gone unnoticed. In this sense, their study highlighted the deliberate efforts of a participant whose emotional labor and caring teaching contributed both negatively and positively to her professional stance. For instance, their participant had to suppress her feelings such as disappointment, guilt, sadness, and anger as she failed to help one of her students and could not get support from her colleagues, which led to alienation and frustration. On the other hand, she could maintain that teaching was a rewarding experience because caring about the students became an inseparable part of her self-image and professional stance.

Examining emotional labor of caring in another research, King (2016) focused on native English language instructors in Japan. In the study, the participants indicated that the emotion of caring for students became a part of their professional identities in a different cultural context as they were expected to establish close relations with students as if they were the 'third parent' of their learners. This finding is also compatible with the argument that professional identities are flexible and unstable, which may be subjected to change and evolve in different educational contexts. As for the negative emotional experiences such as anger and frustration, the participants reported alienation and detachment from work because they had to imitate or hide their actual feelings for the sake of assuming the role of 'entertainers' in the classroom. Moreover, the study indicated that policy changes and poor working conditions might also trigger negative emotions and harm teachers' sense of self.

De Costa et al. (2020) also investigated two English teachers' emotional labor in relation to the macro and meso levels in Nepal. The interviews with the participants

revealed that organizational factors had a significant impact on their emotional labor processes. Namely, the participants experienced limited teacher agency at the micro level; they encountered lack of autonomy, lack of mentoring, and lack of support from administrators and colleagues at the meso level; and they faced the pressure of high-stakes exams and growing demand for using English as the medium of instruction at the macro level. The participants' experiences caused them to perform emotional labor by suppressing their frustration, helplessness, and exhaustion. The findings also indicated that the participants' emotional labor contributed to teacher burnout and attrition, which caused one of the participants to leave the profession. In line with the findings of King's (2016) study, De Costa et al. (2020) emphasized that emotional labor is connected to several factors at the meso and macro levels, which might result in alienation from identity.

Similarly, Loh and Liew (2016) focused on emotional challenges faced by English language teachers working in secondary school contexts through a narrative inquiry. In-depth interviews with the participants indicated that official policies and institutional objectives often conflicted with teachers' beliefs in an exam-oriented culture by putting a heavy burden on students and teachers. By adopting critical approaches and abandoning teacher-centered pedagogies, the participants experienced emotional struggles as they were caught between doing what they believed right and what they were required to do. Moreover, lack of administrative support also resulted in exhaustion and burnout, as they could not construct a professional identity aligning with their personal beliefs about teaching.

In another study, Lemarchand-Chauvin and Tardieu (2018) investigated teachers' emotions and professional identities of English teachers in France. This study differed from other studies since it focused on the evolution of emotions through different career stages. To this end, daily logbooks were collected from seven pre-service English teachers during a school term, and daily surveys were administered to 55 teachers for two weeks. It was found that feeling the same emotion might mean different things for teachers based on their teaching experience. For example, feeling joy was generally centered on the novice teachers' own performance, such as showing progress in delivering good lessons or effective class management, while the same

emotion felt by expert teachers was generally centered on the students' improvement and progress. Additionally, anger was found to be the most unpleasant emotion mentioned by the participants. On the other hand, the study revealed that teachers at different career stages experience anger differently. That is, novice teachers "are aware of their flaws and show less anger than experts who are sure about their efficiency and do not accept their lessons to be ruined by students' indifference or misbehaviour" (Lemarchand-Chauvin & Tardieu 2018, p. 433). The findings also revealed that sharing emotions allowed pre-service and novice teachers to handle negative emotions more effectively as well as strengthening the feeling of a sense of belonging. On the other hand, experienced teachers' tendency to share their emotions with others was less frequent due to the mythical identity of an ideal teacher that leaves no room for acknowledging vulnerabilities and weaknesses. In a nutshell, the study showed the importance of acknowledging the importance of emotions not only for novice teachers but also for expert teachers so that they can also find comfort in sharing and discussing their experiences without being restricted and isolated by the image of the 'model teacher.'

In the Turkish context, Kocabaş-Gedik and Ortaçtepe Hart (2020) focused on the relationship between emotional labor and language teacher identities of two NSTs in Turkey. By exploring relevant experiences of two participants through journals and semi-structured interviews, they found out that several factors affected their perceptions of emotional labor as one participant's lack of educational background reinforced the conflicts between her expectations and reality. She experienced negative emotions such as powerlessness, anger, frustration, and nervousness, which resulted in emotional suffering. On the other hand, the other participant could handle his negative emotions through a supportive environment provided by administrators and other colleagues. Such support enabled him to invest in the profession even more as he desired to improve himself by attending certificate programs. Based on this study, it can be concluded that language teachers, even if they have a privileged status as native speakers, engage in emotional labor that might facilitate or hinder the professional identity construction shaped by their current and imagined selves.

CHAPTER 3

METHODOLOGY

3.0. Presentation

In this chapter, the characteristics of qualitative inquiry are presented, and the rationale for utilizing a case study method is explained in detail. In addition, a rich description of the research setting, sampling, participants, data collection tools, and procedures are provided. Next, the main strategies employed to enhance the trustworthiness of the study are described. Lastly, the role of the researcher and ethical considerations are introduced.

3.1. Qualitative Inquiry

The present study is designed as a case study using a qualitative approach. The primary purpose of conducting a qualitative study is to understand "how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p. 5). Since the aim of this study is to explore the emotional experiences and emotional labor of English language instructors and examine their role in their professional identities, a qualitative inquiry was considered suitable as this approach allows researchers to develop a holistic picture and gain a deeper insight into the issues experienced by the participants who are given a voice to talk about their stories and bring their own meanings to the issue being examined (Creswell & Poth 2018).

Although qualitative inquiry has been under attack of neoliberal discourses criticizing the approach as a 'subjective' and 'soft' science due to the common assumption that research should be based on quantitative data to reach solid evidence, qualitative inquiry allows researchers to develop a deeper understanding of the issues that cannot

be better explained by quantitative instruments (Denzin & Lincoln, 2017). Moreover, qualitative researchers propose an alternative perspective to make the world more visible as well as unlocking the potential for transforming the world (Denzin & Lincoln, 2017).

Conducting a qualitative study may bring several benefits, as determined by Richards (2003), who highlights three reasons for conducting qualitative research in the field of language teaching. According to Richards (2003), quantitative instruments such as questionnaires and surveys provide relatively limited information about the phenomenon being explored because they fail to reflect the complex nature of the social world. Additionally, language teaching is closely linked to contexts, situations, and relations that can be rigorously examined in line with a solid qualitative research design. Lastly, in contrast to quantitative research, researchers cannot exclude themselves from the process when they conduct a qualitative study. Instead of simply reporting the statistical outcomes, they become a part of the investigation, which may prompt them to self-reflect and transform their perspective and understanding about the issue being explored. In this sense, qualitative research allows researchers to delve into the complexities of various issues and promotes self-discovery.

3.2. Case Study

A case study is a method of inquiry that enables an in-depth examination of a phenomenon within a particular context. As Yin (2018) suggests, a case study refers to "an empirical method that investigates a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 15). In other words, the case study design is favored by researchers aiming to investigate a particular phenomenon under specific contextual conditions.

Case study research can also be suitable for researchers aiming to investigate a contemporary phenomenon in its natural setting without manipulating or controlling the observed behaviors of the persons in order to seek answers to "how" or "why" questions (Yin, 2018). By carrying out a case study, researchers generally intend to

examine real-world situations surrounded by contextual factors. That is, a case study can be the most suitable method for the analysis of a single unit or multiple units within a bounded system in terms of time and place (Merriam, 2009; Creswell & Poth, 2018). This bounded system may involve individuals, institutions, and organizations as well as programs, policies, and processes (Yin, 2018; Creswell & Poth, 2018).

Although the issue of generalizability may be considered as a limitation of this method since the researcher generally focuses on a specific unit, the primary purpose is to set a clear description of the phenomenon rather than generating typicality (Merriam 2009; Schwandt & Gates, 2017). Therefore, case studies can still be useful for both practitioners and researchers as the knowledge presented in the case study can be reconstructed and transferred to similar contexts by the readers (Schwandt & Gates, 2017).

According to Merriam (2009), case study research can be described as 'particularistic,' 'descriptive,' and 'heuristic.' That is, case study research allows researchers to focus on a particular problem, phenomenon, program, person, or group. In this regard, a case study can be adopted as a suitable approach for an in-depth investigation of everyday problems as well as unique issues. The case study design also allows researchers to obtain a detailed description of a particular issue. Through descriptive techniques, researchers can have the opportunity to reflect their own interpretation of the case under study. Lastly, the case study expands the reader's perception of the phenomenon by enabling them to reconsider, modify or reinforce their knowledge about the phenomenon.

As Stake (1995) states, case study research can be classified as 'intrinsic,' 'instrumental,' and 'collective.' For instance, researchers may choose to conduct an intrinsic case study when they are personally or professionally interested in a specific case for its own sake. Researchers may also engage in an instrumental case study when they are primarily concerned with gaining a better insight into a phenomenon or developing theories by examining a specific case. Finally, a collective case study may be carried out by researchers who attempt to explore an issue by analyzing and comparing multiple cases. Based on Stake's categorization, the current study can be

identified as an instrumental case study since it attempts to explore a particular phenomenon, that is, the emotional experiences of English language instructors working in a specific context.

Determining the design of the case study is also one of the crucial components guiding the researcher through the initial steps of the research process. According to Schwandt and Gates (2017), case study designs can be categorized as a) "descriptive case studies"; b) "hypothesis generation and theory development"; c) "hypothesis and theory testing"; and d) "development of normative theory." Descriptive studies primarily seek to gain insight into a particular issue within a specific context. In this regard, both unexplored and common instances can be selected by researchers who aim to present an in-depth portrayal of the selected case. Additionally, researchers aiming to build theories and hypotheses can carry out case studies by working on extreme, deviant, or critical cases. Similarly, researchers can also design case studies to test existing theories or hypotheses either by examining a single case exhaustively or carrying out a cross-case analysis by collecting data from multiple cases. It is also possible to design a case study that would involve norms and ideals within the normative framework. In this regard, researchers primarily seek to evaluate the phenomenon rather than providing an explanation of the issue. Based on this classification, it can be said that the present study falls into the category of descriptive design since it also aims to provide a detailed portrayal of teaching-related emotions, emotional labor, and professional identities of language instructors.

According to Yin (2018), case studies can be designed as 'holistic' or 'embedded' (p. 42). While a holistic design can be adopted when subunits of the case cannot be determined or the theory attempted to be examined within a case is of a holistic nature, an embedded design involves the selection of different units within a case, such as staff members of an organization or teachers working at a school (Yin, 2018). Since the current study attempts to examine the phenomenon of the language instructors' emotional experiences within a specific context, that is, a foundation university, it was designed as an embedded single case study, examining the language instructors as the units of analysis.

Interpretive frameworks play a significant role in qualitative research since they influence the way we form our research questions, design our research instruments and interpret the results of our research (Creswell & Poth, 2018). In this regard, it is essential to situate oneself within a certain paradigm as a qualitative researcher adopting a case study. In a case design, researchers can adopt a realist perspective which assumes a single reality existing beyond the individual's interpretation, or a relativist perspective which acknowledges that knowledge is constructed differently by the individuals, including the observer, leading to the emergence of multiple realities for people (Yin, 2018). In the relativist perspective, one cannot talk about a single reality that is to be discovered. In fact, reality is considered multiple constructed by the individuals through their experiences and relations with others. Since this embedded case study addresses the concepts of emotion and identity as processes influenced by social contexts whose meanings might be negotiated in different ways by the participants, a relativist perspective was adopted to address the phenomenon under study. Therefore, several procedures followed in this case study attempted to address the participants' relativist perspectives as well as identifying their meanings constructed through lived experiences within the scope of professional identity.

3.3. The Research Setting

The research setting of the current study is a foundation university established in 1999 in the Central Anatolia region of Turkey. The university involves around 5000 students, 200 faculty members, and 400 instructors. It consists of Faculties of Education, Law, Arts and Sciences, Medicine, and Economics and Administrative Sciences as well as multiple Vocational Schools. While the university charges tuition fees based on the study program, it also offers scholarships and discounts to the students based on their rankings at the university entrance exam. Additionally, children of martyrs and veterans, national athletes, disabled students, first-degree relatives of university employees, and members of the foundation can benefit from scholarships and discounts. According to the 2020 Report of CoHE, 10% of the students are offered tuition-free education by the university (CoHE, 2020b).

The Department of Foreign Languages, in which the present study took place, is responsible for offering departmental courses such as Academic English, Basic English, and Business English as well as organizing and running the Preparatory Program. The main purpose of the English Preparatory Program is to equip students with the necessary level of language skills so that they succeed in their departmental courses, keep track of academic publications, and attend international academic and scientific events.

All the students enrolled in 30% English-medium departments of the university are required to take the English Proficiency Exam, which consists of four sections: Use of English, Reading, Listening and Writing. The proficiency exam is administered twice an academic year: in September and June. Students are required to score at least 60 points from the exam to continue their departmental studies. Those failing to get a passing score must enroll in the Preparatory Program for an academic year. According to their scores in the Placement Exam, students are categorized into two levels as Level A and Level B. English classes consist of the “main course,” “listening and speaking,” and “reading and writing” courses. Therefore, a total of three instructors are responsible for each classroom, meaning that they have to collaborate with each other during the term. At the end of the fall semester, the classes get mixed based on the students' performance and exam scores. Therefore, the instructors start teaching a new group of students in the spring term.

In the department of Foreign Languages, full-time instructors typically have around 15 to 20 hours of teaching along with fixed office hours between 9.00 and 16.00 for four weekdays. All instructors have a day off so that those enrolled in a master’s or doctorate program can balance their studies along with their job.

In the 2020-2021 academic year, all the courses were offered online via Microsoft Teams due to the COVID-19 pandemic. Therefore, all the operations, including meetings, announcements, quizzes, examinations, and communication between the instructors, administrators, and students, were conducted online. On the other hand, a hybrid work schedule was introduced for language instructors who were divided into

groups to take turns so that they could work two days in the office and work two days from home in a week.

3.4. Sampling

In qualitative research, the researchers mainly deal with relatively small samples compared to quantitative studies involving a large number of participants. In this regard, purposeful sampling is preferred by the researchers as they are mainly concerned with "selecting information-rich cases whose study will illuminate the questions under study" (Patton, 2015, p. 401). Since this study also attempts to provide an in-depth understanding of the issue by exploring the participants' own meaning-making processes rather than reaching generalizations, purposeful sampling was utilized.

The current study was planned to be conducted among English language instructors working at a foundation university. A single work context was selected for the study so that the participants would have a similar workload and a shared experience regarding institutional policies that might also affect the ways they experience and handle teaching-related emotions and perceive their professional identities.

Additionally, the following criteria were established for the selection of the participants: a) being a native Turkish speaker, b) working as a full-time instructor at a foundation university, c) holding a bachelor's degree in English language teaching, and d) having at least three years of teaching experience. Since it is argued that sociocultural contexts may have an impact on individuals' perceptions of emotions, the study was limited to participants having a shared language, that is, Turkish. Another criterion was to select English language instructors with at least three years of experience that is generally viewed as the completion of the novice period, which refers to the process of learning to teach while teaching (Feiman-Nemser, 2001; Farrell, 2012). The reason for recruiting experienced language instructors in the study was to shed some light on the ways they manage teaching-related emotions, which might also reveal some powerful insights into the strategies they have developed over the years and to provide guidance for the integration of emotion-related issues into pre-

service language teacher education (Schutz & Lee, 2014). Lastly, the study was limited to participants working as full-time instructors because the part-time language instructors spend little time in the institution compared to full-time instructors. Therefore, their emotional experiences would be more or less limited to their interaction with the students. Since the current study mainly focuses on emotions arising from interaction with colleagues, administrators, and students inside and outside the classroom, full-time instructors were considered more suitable for the study.

In the current study, snowball sampling was used as a type of purposeful sampling. Snowball sampling is a commonly preferred method in research settings where the researcher is an outsider and does not know potential participants who would meet the criteria of the study. In snowball sampling, some strategies are employed so that the researcher can have easier access to her potential participants, who would otherwise be difficult to reach. As Merriam (2009) argues, the initial step is to determine "a few key participants" who meet the criteria for the study. (p. 79). Then, the following strategy would be "getting research participants to direct the researcher to other potential participants" (Scott & Morrison, 2006, p. 221). As Patton (2015) states, this method "generates a chain of interviewees based on people who know people who know people who would be good sources given the focus of inquiry" (p. 451).

Since this was also the case with the current study, I utilized snowball sampling to recruit participants with a relevant background in the research setting. Firstly, I contacted the initial participant, informed her about the study, and asked her to recommend other instructors with a similar background in the institution. Then, I contacted the other instructor and followed the same procedure. Finally, four language instructors agreed to take part in the study.

3.5. Participants

This embedded case study was conducted with four English language instructors working in a Preparatory Program at a foundation university. They all graduated from English Language Teaching departments. While two participants were MA students,

two of them had completed their master's degree at the time of the study. For the current study, all participants were assigned pseudonyms to protect their confidentiality and keep their identities anonymous. The background information about the participants is presented in Table 2.

Table 2. The profile of the participants

Pseudonyms	Gender	Educational Background	Teaching Experience	Experience in the Institution
Müge	Female	B.A. in ELT	5 years	4 years
Defne	Female	B.A. in ELT M.A. in ELT	5 years	5 years
Fulya	Female	B.A. in ELT M.A. in ELT	5 years	1 year
Nil	Female	B.A. in ELT	5 years	5 years

3.5.1. Müge

Müge is an English language instructor in her late twenties. She was born in a city located in southern Turkey. She graduated from the ELT department of a prestigious state university in the Central Anatolia region in 2015. After her graduation, she worked at a foundation university for a year and later was employed as an administrative assistant in a private company for about six months between 2015 and 2016. Currently, she has been working as a full-time instructor at a foundation university since 2017, and she has been pursuing a master's at the Department of ELT at a state university since 2019.

Müge states that her aunt and uncle were teachers, but she initially had an admiration for her father's younger brother, who was a lawyer. She was also influenced by her mother, who was working as a cashier. Then, Müge gradually became interested in teaching, especially after learning English in the fourth grade, and started practicing

all the things she learned at school by herself at home. She recalls that she would play games where she would pretend to be a teacher in front of pillows, which were supposed to be her students, while writing things on the door as if it was the blackboard. Although her first English teacher was not very friendly, entertaining, and creative in the classroom, Müge's enthusiasm for learning never faded away in her childhood. Instead, she believed that teachers were extraordinary beings belonging to the school as if they were not normal people doing ordinary things in their personal lives.

Müge was also attracted to other cultures and people from other nationalities as she was curious about their habits and traditions. For example, she clearly remembers her first encounter with a tourist and her profound desire to express herself in English. In her first attempt to speak to her in English, she also tried to teach her some Turkish words, which was an indicator that she could not resist the urge to teach other people new things. Eventually, her passion for teaching and her interest in different cultures and languages encouraged her to enroll in an Anatolian Teacher Training High School and to obtain her bachelor's degree at the Department of ELT.

When Müge was an undergraduate student, she aspired to work in an academic context. At that time, she was not very self-confident about pursuing a master's degree and becoming an academic. When she found out that she could work as an English language instructor in the English Preparatory Schools of universities, Müge got very excited because she would have a chance to work at a university as well as teaching students close to her age. Additionally, she believed that she would be more proud of working at a university since the academic environment held more prestige than other levels of education.

Currently, Müge has been pursuing a master's degree, but she is not fully determined to continue a Ph.D. and become an academic since it requires too much devotion and time. While she would like to have a class with advanced learners so that she could ask them to perform more complicated tasks, she is more or less content with her current position in the Preparatory School. In the future, she aims to build a digital

library with rich resources and teaching materials, improve her teaching skills in listening and speaking, and write a book including fun activities for EFL classrooms.

3.5.2. Defne

Defne is an English language instructor in her late twenties. She was born in a city located in northwestern Turkey. She graduated from the ELT department of a state university in her hometown. Then, she moved to another city in the Central Anatolia region to pursue a master's degree in the ELT field at a prestigious state university. In 2016, she started to work as a full-time English language instructor at a foundation university.

Although Defne's older sister is an English teacher at a state school, she states that she did not particularly influence Defne as a child. In fact, Defne was not quite certain about her career path as a teenager. Although Defne recalls that she always enjoyed things related to English as she grew up hearing English songs that her older sister listened to, she did not have a passion for becoming an English teacher at that time. Although she liked her English teachers when she was a student, they did not particularly inspire her to choose this profession because her Math, Physics, and Chemistry teachers were just as fascinating as them. Therefore, Defne initially chose the Science track in high school, and she considered becoming a marine engineer. However, her family disapproved of her idea since the job was considered a 'male' job dominated mostly by men. Therefore, she transitioned to the English track and decided to study ELT as she thought it would be the most suitable option for her compared to other English departments of universities. She also realized her father's dream by studying ELT at a state university in her hometown, in which her father was also working.

When Defne was an undergraduate student, she thought that becoming an academic would be more suitable for her goals and personality. It was more tempting for her to conduct research, give lectures to prospective English teachers, and have discussions with them about teaching English rather than becoming an English teacher herself. Defne was also able to observe other different contexts since the School Experience

course in her department involved practice teaching in various stages such as kindergarten, elementary school, high school, preparatory school, and ELT department of the university. After her experience in practice teaching, Defne became more determined to be an academic, and she made up her mind to pursue a master's degree to engage in research and give lectures to prospective English teachers at the tertiary level. After moving to another city to pursue a master's degree, Defne applied for several positions at various universities. Then, she was employed as an English language instructor at a foundation university, in which the current study took place.

Although Defne's main goal was to become an academic, she is more or less content with her current position as she believes that working with young adults fits her personality better in comparison to younger English learners.

3.5.3. Fulya

Fulya is an English language instructor in her late twenties. She was born in a city located in the central north of Turkey. She graduated from the ELT department at a prestigious state university in the Central Anatolia region in 2015. After her graduation, she taught English to 5-year-old young learners in a private school, and she worked as a paid-teacher at an elementary school affiliated to the Ministry of Education for about three months. Then, she started to work as an English language instructor at a university in 2017. Meanwhile, she earned her master's degree in ELT in 2019 and started her Ph.D. studies at the same university located in northwestern Turkey. Then, Fulya left her job as she moved to another city after she got married. In February 2020, she started to work as a full-time instructor at a foundation university, in which the current study took place.

Fulya states that her mother was pursuing an integrated Ph.D. program, and she had a hard time fulfilling English proficiency requirements when Fulya was in secondary school. That is why she wanted her daughter to start learning English at an early age so that she would not encounter similar problems in the future. Therefore, Fulya took extra English classes apart from the regular ones at school. When she was young, Fulya would believe that she could compete with her English teachers and would boast of

her knowledge in English. However, when she chose the English track in high school, she realized that there was so much to learn about the language, and she became more respectful to her teachers. Since Fulya always aspired to get into a well-known university, she decided to study ELT at a prestigious university as she was not very keen on becoming a translator or studying literature.

Fulya's mother is an academic, and there were academics in the family who have become an inspiration for her to pursue an academic career. That is why Fulya wishes to reap the fruits of her hard work and imagines herself as an academic who has earned an academic title in her future career. Currently, she perceives herself as a regular teacher, not a part of academia. Since being an academic entails both teaching and research, she believes that she will be more satisfied with such a position. On the other hand, Fulya is also happy with being a university teacher in an academic environment since she can attend seminars and conferences held by the university that are beneficial for her professional development. Additionally, she thinks that the institution has *"a goal-oriented service*," which means improving students' English skills and helping them pass the Proficiency Exam. Such a solid purpose makes her feel that she is also following a meaningful path as a teacher.

3.5.4. Nil

Nil is an English language instructor in her late twenties. She was born in a city located in southern Turkey. She graduated from the ELT department of a prestigious university situated in the Central Anatolia region in June 2015. In October 2015, she started her teaching career at a foundation university, in which the current study took place. Currently, she has been pursuing a master's at the ELT department of a state university since 2019.

Nil states that she had always dreamed of becoming a teacher when she was a child, and she never thought of choosing a different profession. She loved sharing her knowledge with others as she believed that sharing made the knowledge valuable. She recalls that she used to study at home by giving lectures to her toys and pillows. Since she was born in a city that attracts international tourists, she was also surrounded by

people speaking English very well, including her father. Moreover, she started to learn English when she was in the first grade at a public school, although English education was introduced in the fourth grade in other parts of Turkey at that time. While she did not have any influential teachers who particularly became an inspiration for her at a young age, Nil does not recall any unpleasant memories with her previous teachers.

On the other hand, her father has been a significant figure for Nil since he had worked for about seven years as a teacher in a village due to the teacher shortage in the area, and he has always been good at explaining things to people effectively. Nil also states that she likes dancing and being on a stage. She also considers teaching as a performance on a stage in which the teacher interacts with the students watching, listening, and following the performer carefully. Therefore, it seems that all these factors affected Nil's decision to enroll in an Anatolian Teacher Training High School. Eventually, her passion for teaching and interest in English encouraged her to become an English teacher by studying at the ELT department at a university.

Nil always aspired to work at a university since she liked being in an academic environment, and she believed that she could communicate with young adults better. She thought that young learners generally did not have a clue why they should learn English. In addition, incorporating various games, activities, songs, and rhymes according to young learners' learning styles was not a perfect fit for her personality and her teaching approach.

Although she was appointed to a state school and faced pressure from her family to become a civil servant, she decided not to follow this path since this was not her dream and what she wanted at all. Eventually, she started to work as an English language instructor in the city where she had spent her undergraduate years. While Nil acknowledges some challenges arising from working at a foundation university, she likes teaching young adults. In the future, she wants to be more flexible and autonomous in terms of the materials she utilizes in her classes. Her goal is to be able to integrate different materials into her practice and incorporate critical pedagogy into her teaching rather than strictly following the coursebook and prescribed curriculum.

3.6. Data Collection Tools

In a case study, various forms of data are obtained from different sources through different instruments such as interviews, audiovisual materials, and observations to provide an in-depth picture of the case being studied (Creswell & Poth, 2018). In the current study, semi-structured interviews and diary entries were chosen to provide the data needed to answer the research questions. After the interview questions and diary template were determined, they were reviewed by two experts in the field of ELT. The initial interview was piloted with an English language instructor working at a foundation university in November 2020. This procedure allowed me to change the wording of some questions to make them more explicit and clear for the participants. It also helped me practice and rehearse for the actual data collection period.

The data collection instruments were administered between December 2020 and April 2021. Six semi-structured interviews were conducted with each participant in different times to gather information about their personal and professional background, professional identities, views about the institution, the role of emotions in language teaching, and recent emotional experiences. All the interviews were conducted in Turkish to provide a setting in which the participants would comfortably share their emotions in their native language as they normally do in an everyday conversation. The interviews were held by video conference, recorded, and then transcribed. The duration of each interview was about 30-90 minutes. The participants also wrote diary entries until the end of the fall semester. An overview of the data collection procedures is presented in Table 3.

Table 3. An overview of the data collection procedures

Time	Data Collection Instrument	The Focus
December 2020	1st Semi-Structured Interview	Detailed personal and professional background information about the participants, their perceptions about their current and imagined identities, teaching related emotional experiences

Table 3. An overview of the data collection procedures (cont'd)

Late December 2020, Mid-January 2021	Diary Entries	The participants' weekly experiences and emotions in their work context
Early February 2021	2nd Semi-Structured Follow-up Interview	Elaboration of the data obtained from the diary entries through one-to-one interaction with the participant
Mid-February 2021	3rd Semi-Structured Semester Break Interview	Detailed information about the participants' emotional experiences, tensions, and reflections regarding the fall semester
Late February 2021, Mid-March 2021, Early April 2021	4th, 5th, and 6th Semi-Structured Follow-up Interviews, Member-checking	Detailed information about the participants' recent teaching-related emotional experiences with a focus on emotional labor strategies and their professional identities

3.6.1. Semi-structured Interviews

Interviewing is a technique employed by the researchers to shed light on the participants' experiences and their understanding of those experiences (Seidman, 2006). As Merriam (2009) suggests, "interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them" (p. 88). In other words, interviews help the researchers embark on a journey to explore the interviewee's feelings, experiences, and reflections. The researchers can design their interviews in structured, semi-structured, or unstructured formats when conducting a study. While structured interviews are similar to surveys and questionnaires in which the researcher asks predetermined questions to the participants in the same order without adding, omitting, or changing the words, semi-structured and unstructured interviews have a more flexible nature; thus, they are generally more favored in

qualitative inquiry (Edwards & Holland, 2013). In unstructured interviews, the researcher does not have any predetermined questions, which may require a more demanding analysis process as the obtained data may be messy and difficult to handle (Merriam, 2009).

Semi-structured interviews allow the researchers to determine the questions or topics to be discussed with the interviewee and provide flexibility in terms of the wording and order of the questions (Edwards & Holland, 2013). Thus, the researchers can focus on relevant issues without strictly limiting the interviewee's responses and through a "knowledge producing" dialogue (Brinkmann, 2013, p. 21). Since the current study focuses on the teaching-related emotions and emotional labor of language instructors, several semi-structured interviews were held to explore the participants' interpretation of their emotions, emotional labor processes, and professional identities through the guidance of the open-ended questions.

As for the procedure, the 1st semi-structured interview was conducted with the participants regarding their personal and professional background, reasons for choosing teaching as a profession, conception of themselves as language instructors, and their emotional experiences when interacting with others in their work context (Appendix A). Then, the 2nd semi-structured follow-up interview was carried out towards the end of the semester. This interview included questions adapted from Zembylas's (2005a) meta-emotion questionnaire and focused on the data obtained from the diary entries to elaborate on the participants' emotional experiences and their emotional labor strategies (Appendix C). The 3rd semi-structured interview was held during the semester holiday to explore the participants' reflections and remarks regarding the fall semester and their expectations for the upcoming semester (Appendix E). After the spring semester started, a total of three follow-up semi-structured interviews were also conducted to have a grasp of the participants' recent experiences in their new classrooms in relation to their professional identities until mid-April.

In a nutshell, the data collection period allowed the researcher to witness the following processes: a) the participants' reported emotions, struggles, and tensions towards the

end of the fall semester; b) their reflections and expectations regarding the spring semester before a fresh start; c) how they tackled their emotions in their new classrooms after the students were shuffled to different sections; d) how their emotions shifted over time until the middle of the semester.

Table 4. A Summary of semi-structured interviews by minutes

Participant	1st	2nd	3rd	4th	5th	6th	Total duration of all interviews
Defne	54 mins	21 mins	35 mins	19 mins	23 mins	43 mins	983 mins
Müge	84 mins	30 mins	39 mins	25 mins	30 mins	40 mins	
Fulya	66 mins	30 mins	39 mins	24 mins	41 mins	52 mins	
Nil	90 mins	39 mins	34 mins	30 mins	47 mins	48 mins	

In a data collection plan, determining the most feasible and effective mode of interview is also crucially important so that the researchers and the participants do not face challenges during the process. While face-to-face interviews are generally preferred in research studies, interviews via telephone, e-mail, or video-conferencing platforms can also serve as a convenient alternative, especially for those who cannot come together physically. Since I moved to another city after the COVID-19 pandemic started, I utilized a video-conferencing platform to prevent any concerns that might arise from traveling and physical contact without compromising one-to-one communication with the participants.

3.6.2. Diary Entries

Like interviews, diary entries are also employed to provide "a window into human experience" in several qualitative approaches such as biographies, narratives, and case studies examining individuals or organizations (Hyers, 2018, p. 25). While non-

solicited or “archival” diaries provide a rich data source for the researchers seeking to discover the lived experiences of others, it is also common to ask the participants to keep solicited or “controlled” diaries designed in a way to serve the purposes of the research study. In solicited diaries, the participants are requested to write diary entries based on “a very specific experience for a time period that is structured and supervised, typically with the a priori understanding that the diary will later be analyzed by researchers and perhaps even the participant themselves” (Hyers, 2018, p. 24). Through the solicited diaries, the researchers may have access to the participants’ reflections, perspectives, and behaviors reported in the diary entries, which may also be combined with interviews to supplement the data through follow-up questions (Hyers, 2018).

In the current study, the participants were introduced to the weekly emotional diary template at the end of the 1st semi-structured interview (Appendix G). The template included two questions: “What emotions I experienced this week?” and “What happened this week?” and the guideline adopted from Zembylas’s (2005a) emotion diary. In addition, certain emotions presented by Martínez Agudo and Azzaro (2018) were also added so that the participants could choose from the list of emotions by recalling and naming their felt emotions much more easily or could identify another emotion that was not mentioned in the list.

The main aim of introducing diary entries in the first week of the data collection period was to provide a basis for the follow-up interviews and raise the participants’ emotional awareness by encouraging them to reflect on their recent experiences. Since the diary entries were on a voluntary basis and they gradually became a burden for the participants, only semi-structured individual interviews were utilized after the beginning of the spring semester. Still, it was considered that self-reflection improved the participants’ perspective regarding the role of emotions in their context, allowed them to become more aware of their emotions, and recall their emotional experiences more easily in the subsequent interviews.

3.7. Data Analysis

In qualitative research, a systematic analysis is essential to present a sound study that makes sense to its readers. At this point, exploring several phases and techniques identified by other scholars for the analysis becomes crucial.

In the current study, the "Data Analysis Spiral" provided by Creswell and Poth (2018) was followed as a guideline describing the process as non-linear rather than linear. In the following section, each loop is presented, and the systematic steps taken in line with the guideline are explained.

Loop 1: "Managing and organizing the data"

In the first loop, the researcher creates digital versions of the obtained data, sorts the files by assigning relevant names, and making plans regarding the data storage by focusing on confidentiality and security. At this point, the researcher also makes a decision on whether a data analysis software will be used in the study so that the files can be uploaded to the program systematically and kept in one place (Creswell & Poth, 2018).

Loop 2: "Reading and memoing emergent ideas"

In the second loop, the researcher starts reading and scanning the whole data to gain a holistic understanding. Additionally, the researcher makes use of memoing, which can be described as "a brief or extended narrative that documents the researcher's reflections and thinking processes about the data" (Miles et al., 2014, p. 95). Saldaña (2013) suggests that the researcher can generate memos on several issues about the study such as the research questions, emergent concepts, codes and categories in the analysis process, the possible junctures among them, any challenges, dilemmas, frustrations, future implications, previous memos as well as the final work itself (p. 49). At this point, memoing allows the researcher to identify, revisit and synthesize many issues in the entire process as well as enhancing credibility (Creswell & Poth, 2018).

Loop 3: "Describing and classifying codes into themes"

In this loop, the researcher starts interpreting the data by applying codes that refer to "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2013, p. 3). This process is divided into two phases as the "First Cycle," which involves summarizing emergent ideas presented in the data by assigning various code labels, and the "Second cycle," which involves synthesizing and aggregating these codes to generate smaller units (Miles et al., 2014).

Loop 4: "Developing and assessing interpretations"

In this loop, the researcher attempts to go beyond the themes and codes by comparing the themes, linking the patterns, and reviewing the existing literature (Creswell & Poth, 2018). At this point, peer debriefing strategy can also be utilized so that an outsider reviews the researcher's interpretations and conceptualizations to identify their relevance.

Loop 5: "Representing and visualizing the data"

In this final loop, the researcher makes a decision on how to display the findings as there are several ways to represent the data, such as in texts, figures, quotations, matrices, networks, and tree diagrams.

In the current study, the loops mentioned above were followed and revisited as a non-linear process. Firstly, the audio-recorded interviews were transcribed, and all the data were grouped into categories considering the type, date, and pseudonyms of the participants. At this stage, MAXQDA was chosen as the primary tool for sorting, managing, and analyzing the data since data analysis software "can provide the analyst with a sense of necessary order and organization, and enhance one's cognitive grasp of the work in progress" (Saldaña, 2013 p. 34). Then, memos were generated while reading the data in order to keep a record of emerging ideas and interpretations as well as challenges and possible limitations. Subsequently, initial codes were identified as a part of the First Cycle, in which the data were coded using emotion and descriptive

coding methods (Saldaña, 2013). Then, all the transcriptions and diary entries were re-read, the codes were re-grouped and sorted under three research questions, and code definitions were determined in a codebook to ensure that the participants' accounts were meaningfully coded. As a part of the Second Cycle, the codes were aggregated into meaningful units, which were later categorized under main themes. At the final stage, emergent themes were interpreted by comparing each participant's data. After the selected excerpts were translated into English by the researcher, each translated data segment was reviewed by an expert in the field of English Translation and Interpreting. Then, the themes were presented in detail along with those segments and relevant figures.

3.8. Trustworthiness of the Study

Quality is a crucial aspect in scientific research so that the study does not turn into a story merely involving the researcher's judgments and opinions lacking solid evidence. In this sense, the quality in positivist research can be evaluated based on specific concepts, namely, 'validity' and 'reliability,' indicating the degree of reproducibility and accuracy of the measures (Saldaña, 2013). On the other hand, qualitative researchers have combined those constructs with different concepts or introduced an alternative terminology since the current ones have fallen short of grasping the typical nature of qualitative research. In this sense, various techniques have been put forward to fulfill the criterion of trustworthiness, which refers to "providing credibility to the writing" (Saldaña, 2013, p. 136).

Credibility is one of the criteria addressed for the purpose of "establishing confidence in the findings and interpretations of a research study" (Lincoln & Guba, 2013, p. 104). Saldaña (2013) states that employing certain techniques to achieve credibility allows researchers to convince their readers regarding the soundness of the study. These techniques involve building rapport with participants to gain their trust and confidence, allocating a lengthy time for the study to examine the phenomenon extensively in the field, asking the participants to review and confirm the conclusions through member checking, utilizing different methods and data sources through triangulation, providing detailed descriptions and indicating uncertain points if applicable, and presenting the

research in a way that it seems credible and reasonable to the readers (Shenton, 2004; Saldaña, 2013; Miles et al., 2014).

As for transferability, it parallels 'external validity' in quantitative research. On the other hand, it is a controversial issue since there have been discussions on whether the findings of a qualitative study can be directly applied to other settings and who should be responsible for linking the findings to other contexts (Miles et al., 2014). Merriam (2009) argues that "the general lies in the particular; that is, what we learn in a particular situation we can transfer or generalize to similar situations subsequently encountered" (p. 225). In this regard, Lincoln and Guba (2013) suggest that qualitative researchers should not seek to achieve generalizability; however, they should provide a 'thick description' so that readers and other researchers can decide whether the context, the participants, and findings are relevant to their settings. In addition, other strategies such as describing the limitations, critically evaluating sample selection, and establishing a link between the findings and emerging/existing theories should be considered (Miles et al., 2014).

Dependability is the third criterion dealing with "how the findings and interpretations could be determined to be an outcome of a consistent and dependable process" (Lincoln & Guba, 2013, p. 105). As Merriam (2009) suggests, the construct of dependability is not concerned with "whether findings will be found again but whether the results are consistent with the data collected" (p. 221). In this sense, the researchers are expected to provide a rich description of the procedures and processes by "enabling a future researcher to repeat the work, if not necessarily to gain the same results" (Shenton, 2004, p. 71). It is also crucial to ensure that the research design is in line with the research questions, provide a rich explanation of research paradigms, the researcher's position in the study, and draw a parallelism between the case and the findings (Miles et al., 2014).

Confirmability is another issue concerned with "how the findings and interpretations are a result of a dependable process of inquiry as well as data collection" (Lincoln & Guba, 2013, p. 105). To this end, some strategies can be adopted to eliminate researcher bias and promote neutrality, such as providing a detailed description of the

methodology, ensuring that conclusions are congruent with the analyzed data, acknowledging biases and assumptions, and looking at alternative ways to examine the data and considering rival explanations (Miles et al., 2014).

Finally, utilization deals with the study's pragmatic value and its potential risks and benefits. In this regard, qualitative researchers are expected to state their ethical concerns, broaden other researchers' perspectives regarding the issue under study, and facilitate the empowerment of the participants and readers of the study (Miles et al., 2014).

To provide credibility, I had several conversations with the participants before and after each interview so that we could create a friendly atmosphere. Moreover, I constantly attempted to show my interest in exploring their personal experiences and their workplace through prolonged engagement. Since I was not their colleague, I had the status of the "independent researcher," which is highlighted by Shenton (2004) as a way of encouraging the participants to share what they actually think and experience, "without fear of losing credibility in the eyes of managers of the organisation" (p. 67). After completing the semi-structured interviews, I sent the debriefing form to the participants (Appendix I). I also prepared an interpretive summary for each participant and shared my insights for their approval to prevent any biases and misinterpretation of the data. In addition, I shared my interpretations about the research setting to receive feedback. To achieve transferability, I attempted to give detailed information regarding the participants, the research setting, data collection procedures, and limitations. For dependability and confirmability, I re-read the transcriptions and diary entries thoroughly, and I shared my interpretations with the supervisor of the study, who also reviewed the data, emergent codes, and categories in MAXQDA. Lastly, I sought to provide the pragmatic value of the study by identifying the significant implications of the findings and providing guidance for future studies.

3.9. The Role of the Researcher

The relationship established by qualitative researchers with their participants is very different from that of quantitative researchers with their subjects. Quantitative

researchers who are in search of an objective reality generally tend to be separate, independent, and distanced from their participants and the phenomenon under study. On the other hand, this is not the case for qualitative researchers as they actively interact with their participants to construct knowledge in a dialogical manner. That is why it becomes essential for qualitative researchers to critically reflect on themselves regarding their roles, identities, and positionalities in the research study since the ways they interpret and analyze the data could be influenced by their lived experiences, biases, assumptions, and beliefs. In this regard, qualitative researchers are expected to develop self-awareness "to recognize and take responsibility for one's own situatedness within the research and the effect that it may have on the setting and people being studied, questions being asked, data being collected and its interpretation" (Berger, 2015, p. 220). While the researcher's positionality may seem like a challenge or a disadvantage of conducting a qualitative study, it does not necessarily lead to certain weaknesses. In fact, maintaining reflexivity in the research process can empower qualitative researchers as they have an opportunity to continuously reflect on their processes of meaning-making and constructing knowledge throughout the study (Palaganas et al., 2017).

Traditionally, it is common to encounter an insider-outsider dichotomy in qualitative research. While insider-researchers investigate a phenomenon that they have personally experienced or a group that they are a part of, outsider-researchers do not have any experience of the phenomenon or are not members of the group under study. Recently, this distinction has become blurred as these notions fall short of grasping the actual role of the researchers (Breen, 2007). It has been acknowledged that it is also possible to stand in between by not being a complete insider or being a complete outsider as a researcher. For instance, Dwyer and Buckle (2009) posit that qualitative research, by its nature, "no longer allows us to remain true outsiders to the experience under study and, because of our role as researchers, it does not qualify us as complete insiders. We now occupy the space between, with the costs and benefits this status affords" (p. 61).

As for my position in the current study, I am a novice English teacher with about one year of teaching experience and a novice qualitative researcher in the field. I am a

graduate of the Department of Translation and Interpreting, and I have also worked as a freelance translator for more than five years. ELT became my main interest after enrolling in the Teaching Certificate Programme in 2017 with no prior experience in the profession. As I became familiar with the theories of second language acquisition, cultural aspects in language teaching, critical pedagogy, and educational philosophy, I realized that there was a vast body of literature to be explored and examined in the field. Since I aspired to improve my professional knowledge in this journey of becoming a competent teacher, I decided to pursue a master's degree in ELT. Meanwhile, I started teaching in a private English school where I taught English to elementary school students for about one year.

Since I was aware that learning a foreign language has completely changed how I perceive myself as an individual since my high school years, I have always had a curiosity about the role of identity in language teaching and learning. Additionally, human interaction in teaching has always been an appealing issue for me because interacting with other people and building relationships with students was a completely different experience from working on texts on the computer as a translator. This experience has helped me re-examine my professional identity as a translator while constructing a new one including very different components, one of which was the emotional aspect of teaching. Indeed, teaching has allowed me to experience a great variety of emotions that I have never experienced as a translator before. While some emotions arising from my interaction with students have been challenging and overwhelming, some of them have motivated me by helping me situate myself better in the profession as an English teacher.

When I listened to the experiences of my classmates in a number of classroom discussions, I became certain that learning to teach was a rocky road with several challenges, which might eventually flourish your soul, so you feel pleased with the person you have become or cannot fit yourself into the profession as a language teacher from time to time. As the majority of my peers were working as English language instructors at various foundation universities, I also became familiar with the typical challenges of working in such institutional contexts. Although I was not working at a university, I was quite familiar with the impact of privatization in education and the

power of other stakeholders over the instructors. That is why I aspired to conduct a study in one of those contexts while positioning English language instructors and their professional identities at the center of this study. Then, I came across the term 'emotional labor' when reviewing literature with a focus on professional identity. After I discovered that it was an understudied topic in the field, especially in the Turkish context, I decided to examine English language instructors' professional identities and emotional experiences within the framework of emotional labor to shed light on the emotional complexity of teaching within a context in which education is privatized.

Although I could be described as an outsider in the research setting, I attempted to position myself between an "insider" and an "outsider" as the researcher. Reflecting on my own journey as an English teacher and carrying out one-to-one interviews with the participants allowed me to build rapport and empathize with their experiences in the institution. In addition, the participants were eager to share their feelings and emotional struggles related to the profession with me. Since I was not a colleague, they were also comfortable sharing their personal opinions about other colleagues and administrators without having concerns and doubts about my position in the research setting. Therefore, I continuously attempted to reflect on myself as the researcher to maintain reflexivity and stand as an "inbetweener" rather than following an insider/outsider dichotomy in the current study.

3.10. Ethical Considerations

Ethics in research is of crucial importance to the researchers gathering personal data from human subjects. It is the researcher's responsibility to inform the participants regarding their rights and protect their confidentiality by adopting several strategies. In order to ensure that the current study is in line with the ethical principles, the research proposal was sent to the Human Subjects Ethics Committee of Middle East Technical University for approval. After receiving the approval, the participants contacted for the study were informed through an informed consent form providing information about the aim of the study, data collection procedures, confidentiality, potential risks, and benefits (Appendix J). The participants were assured that the data would be utilized for academic purposes, and their names and the research setting

would not be revealed in the research paper to ensure their anonymity and privacy. They were also informed that they could choose not to answer any particular question in the interviews or discontinue their participation in the study.

CHAPTER 4

FINDINGS

4.0. Presentation

In this chapter, the findings obtained from the diary entries and individual semi-structured interviews are presented through the emergent themes based on the research questions of the study.

4.1. How do English language instructors describe emotions related to their work at a foundation university?

In order to answer the research questions, the data obtained from a total of 24 transcriptions and 16 diary entries were analyzed. After the coding process, the following categories emerged regarding the first research question: emotions arising from student engagement and lack of student engagement, emotions arising from lack of administrative support, responsibilities and institutional expectations, and positive interaction with colleagues and/or administrators. These categories were aggregated in two themes: emotions experienced at the classroom level and emotions experienced at the institutional level.

4.1.1. Emotions Experienced at the Classroom Level

All the participants considered teaching as an emotional profession since they believed that they experienced a variety of emotions when dealing with people. For instance, Müge stated: "*We should not forget that education is a humane profession. We are not robots*." Recalling one of her previous teachers, Defne also commented on how she was annoyed by the attitude of her teacher's "*lecturing and leaving the class like a robot*." In addition, Nil considered that teaching would become meaningless without

experiencing any emotions. She commented: "*One should not work as a teacher if they do not enjoy what they do, do not love their students, do not feel happy when they can teach something to them or do not feel sad when their learners fail*." In line with Nil's views, Fulya also believed that learning would become much more meaningful and permanent when pleasant emotions were involved in the classroom atmosphere. While she thought it was possible to teach without expressing love and tolerance, she would not prefer it since "*meaningful learning occurs when there is a mutual understanding and love between teachers and students*."

Another shared view by the participants was that language teaching was characterized by a great deal of interaction compared to other branches in education. Fulya believed that it was more likely for them to encounter questions every 10 seconds, which required patience and love in the profession. Similar to Fulya, Nil viewed language teaching as different from other branches since her perception towards language teaching was characterized by "*novelty*," "*modernity*," and "*joy*," as opposed to "*traditional*" and "*dull*" teaching. In this sense, attempting to create such an atmosphere with relevant emotions was important for Nil. Defne also considered language teaching as a more demanding profession. Especially in Preparatory Schools, they had a mission to "*correct all the fossilized errors the students have acquired since the 2nd grade of primary education within an academic year*." Therefore, she stated, "*One should be extra patient and determined"* as an English language instructor. Müge also stated that she felt "*at ease*" when she thought about English language teaching. For her, feeling at ease was rooted in the knowledge that she actually made a contribution to her students even by teaching them a new word that they could use in the future. She also mentioned that working as an English language instructor meant that they had to work with students required to pass the Proficiency Exam, even if those students personally had no interest in language at all. Müge commented:

> What if somebody had told me that I was required to study Math for a year in a Preparatory school, and I would not be able to continue my studies if I failed? I am trying to understand this psychology because some students actually hate English. Although they both struggle and personally do not enjoy learning the language, they must continue their studies throughout the year. We should be more caring and compassionate towards them.
>
> (Müge, Interview 1, December 2020)

Happiness, intimacy, caring, pride, love, hope, joy, empathy, enthusiasm, and satisfaction were the most frequent pleasant emotions reported by the participants at the classroom level. The participants' accounts revealed that they found many reasons to experience those emotions in the classroom. For instance, Nil believed that students' interaction with her as a teacher was influenced by their relationship with each other. According to Nil, students developing a sense of belonging as a group could learn from each other and perform better in their exams. One day, Nil learned that her students spent extra time studying together. When she was invited to one of their sessions, she felt so happy and proud to witness their collaboration. Nil stated that her eyes filled with tears of happiness:

> This week, my students said that they organized online speaking sessions and studied together in the evenings. I felt incredibly happy. It made me feel so good that they could do such things even though we could not meet personally during this pandemic, which is fraught with difficulties.
>
> (Nil, Diary Entry 4, January 2021)

In Fulya's case, receiving positive feedback from the students also brought happiness, hope, and pride. Fulya stated that she experienced these emotions in her last class at the end of the fall semester when her students talked about how they were happy and hopeful about the upcoming semester, which felt like a "*reflection*" to her. At that moment, she thought that she would not have been happier if she had received a gift from her students.

Fulya also witnessed that the students were shy at the beginning of the spring semester since they were shuffled to different sections based on their performance. Fulya mentioned that she began to feel happier and have more fun in her classes as her students became more comfortable in the classroom. She also stated that she felt worthy and proud when she witnessed high levels of participation, engagement, and motivation in the class:

> The students started to personalize their examples in their discussions or in question & answer sections. They started to talk about their memories, experiences, and incidents that happened to them. This thing incredibly boosts my happiness and joy.

(Fulya, Interview 5, April 2021)

Similarly, Defne mentioned that the positive attitudes of the students triggered pleasant emotions in her. She felt happy for having students who showed interest in classes, asked for extra materials, and made an effort to improve their language skills. When she witnessed that some of her students acknowledged her efforts as a language instructor or behaved responsibly, she also experienced happiness:

> They thank you for your efforts or do their homework. I feel happy even when they do their homework. It is nonsense since my expectations from the students have decreased so much that I become happy when they do their homework. A student sends an e-mail and asks: "I did my homework. Could you please check in the system? Is it there?". The student does the homework and wants to check by asking me, "Is it there?". I want to say, "Oh my little one, come, and let me kiss you on the forehead."

(Defne, Interview 6, April 2021)

In a similar vein, Müge mentioned that her students' improved performance brought happiness and pride when she found out that her students used a phrase that she had mentioned in class and got high scores in the speaking exam. Müge also expressed that she felt happy after she witnessed some improvement in her students:

> The students gave presentations last week. I enjoyed watching their presentations, and it gave me joy. It makes me happy to see that they are using things they learned, even if a little bit, or try some things. When I see a product in the students, I become happy.

(Müge, Interview 5, March 2021)

The participants also emphasized the importance of building genuine relationships and intimacy in their teaching practice. Nil expressed the necessity of bonding with students in the classroom:

> For me, it is not only important to teach something but also to get along with my students and establish a bond. If teaching had been our only aim, they would have learned things just by watching a video on a computer. This bond is very important to me.

(Nil, Interview 2, February 2021)

Müge also stated that she would have quit her job if she had not enjoyed interacting with the students. She expressed that having genuine conversations about her students' opinions, views, and daily always brought her joy. That is why asking questions such as "*How are you?*" or "*What did you do at the weekend?*" did not only serve as a warm-up in her classes but also as a way of building rapport with her students. As Müge was able to build close relations with one of her classes in the fall semester, she felt intimacy and connection, which also increased her confidence in online teaching:

> We are far away from each other, but I think we are more involved in one another's personal lives. For example, a delivery person is knocking at the door when I am in the class, and the students are starting to laugh. I think such things actually add zest to the classroom. It gives positivity and comfort to people. You feel that you are a human being. It tells that this is not an artificial environment. All of us are alive and living life.
>
> (Müge, Interview 3, February 2021)

For Fulya, her audience generally influenced the ways she communicated her feelings in the classroom. Since her professional beliefs about effective teaching involved creating a relaxed, fun, and tolerant classroom environment, she expressed that the strongest emotion that she experienced was joy arising from a harmonious teacher-student relationship. When she succeeded in building intimate relationships with her learners, Fulya did not feel uncomfortable with being vulnerable in front of them. In the fall semester, she knew that she would not be judged and criticized by her students if she failed to explain a question or an unknown word to them. She believed that having close relations with the students allowed both the students and her to feel comfortable with each other.

Some participants also reflected on the emotion of caring that they felt towards the students. For Nil, caring about students was an inseparable part of her teaching practice. In the interviews, she highlighted that she always felt caring towards her students without an effort. She stated that she approached them "*like an older sister*" and attempted to address their needs even when she should not intervene in particular situations:

> The other teacher forgets to announce something, and the kids cannot complete their assignment as they do not know about it. They lose points. I get so angry at this teacher and immediately get irritated as if I was a student myself and think: "How could my students lose points because of your fault?". This teacher does not even bother, but I go and talk to the administrators.
>
> (Nil, Interview 2, February 2021)

Similarly, Müge believed that her emotion of caring allowed her students to feel worthy and motivated. Müge also mentioned that she used some terms of endearment in her classes to make the students feel valued:

> I use some terms of endearment. I say "sweeties," "sweethearts," "hello babies." I speak like that. I try to make them sense that "I care about you. This class is not a place that I just come, lecture, and leave. I am not such a person. Look, I am a person who cares about this job and you".
>
> (Müge, Interview 4, February 2021)

Similar to Müge, Fulya also emphasized her caring emotion towards the students. Since she was influenced by her mother's approach as an academic, Fulya also perceived herself as if she was a "*primary school teacher*" in the institution:

> My mother is also an academic, but she keeps her students around. I learned it from my mother to do things one by one, piece by piece, without refraining efforts as if I was teaching them how to read and write. The students in my previous institution used to tell me that I was like a primary school teacher, and they tell me the same thing here as I continue doing what I saw from my mother.
>
> (Fulya, Interview 6, April 2021)

On the other hand, Defne was a little skeptical about expressing too much care because she believed that "*students should be able to stand on their own legs and take responsibility for their learning as young adults*." On the other hand, she also acknowledged that she felt caring as she attempted to prepare her students for the upcoming exams and offer a remedy to their all questions and struggles towards the end of the fall semester. She commented:

> This caring emotion always comes with a sense of responsibility as I wish they were not bored, they were motivated and happy at that moment. This emotion is

> the main reason I do my job. I frequently remind [the students], "I am here for you, I am here for you to learn. I do not have a concept of working hours in my life as long as you want to learn. Whatever you need, in all conditions."
>
> (Defne, Interview 2, January 2021)

The participants' accounts of empathy were also closely related to the emotion of caring. In the spring semester, Fulya stated that the students started to open up their personal lives and family issues to her. She expressed her empathy towards those students both academically and personally, which seemed to be one of the main components of an intimate relationship. In a similar vein, Nil mentioned that she still viewed herself as a student, and she believed that it was beneficial for her teaching practice:

> I always look at things through the eyes of the students, and I completely understand what they feel, how they might perceive things, and when they might get bored. I put myself in my students' shoes because I could not let go of the mindset of being a student, and I actually do not want to. I think that it helps me.
>
> (Nil, Interview 1, December 2020)

Similar to Nil's perspective, Müge compared her own classes with another course she took as a master's student. She complained about the lecturer's lack of interest towards them, which decreased her pleasant emotions about the course, although it seemed very interesting at the beginning of the semester. Müge's unpleasant experience in the master's program allowed her to approach her own classes with empathy:

> As I feel this way, I also think that the students will feel the same. That is why it is so important to have intimacy and a sense of belonging in the environment. It should not be like, "There is a teacher; this is a lesson; I came here and have a lesson." It should be like, "This is my class, and these are my friends."
>
> (Müge, Interview 2, February 2021)

Since the students were shuffled to different sections, the spring semester also meant a fresh start for the participants. For instance, Nil and Fulya expressed their expectations and hopes regarding their new classes. While Nil had a positive attitude towards her new class and her emotions of hope and enthusiasm allowed her to feel motivated, Fulya hoped to create an intimate atmosphere, which was "*not only based*

on academic performance." For her, it was essential to have a collaborative environment where everyone was willing to turn on their cameras, talk about their personal lives, and comfortably share their emotions. Similarly, Defne hoped to build a classroom atmosphere with active participation. Although their hopes slightly decreased after the semester started, a glimmer of hope remained as the primary source that allowed them to keep going.

The participants also expressed that they felt satisfied by the students' efforts during the semester. It seemed that satisfaction was another component that motivated them professionally. For example, Nil felt so pleased to have ambitious students in her class and said: "*I get very emotional when I see students who are willing and motivated to learn*." Müge stated that she felt satisfied by her students' constant attempts to speak in English. Although they made some mistakes, she tried to show her satisfaction and explain that making mistakes was natural. Fulya also experienced satisfaction when she witnessed her students' attempts to warn other disruptive students to keep quiet and listen to her. For Fulya, this experience was rooted in "*having an intimate relationship, love, respect, and tolerance experienced both by the teacher and the students*." Similarly, Defne expressed her satisfaction as one of her classes involved students who were willing to participate and contribute positively to the classroom environment:

> It is a question that I ask as a warm-up for speaking. A student answers and says, "It was not real, by the way," and I ask, "Why? Why was it not real?". He is just telling a story that he has just made up. He says, "It was not real. I just wanted to answer the question. I made it up just because you expect us to speak right now. I do not have such a story, but I made it up." Thank you so much. This is very sweet.
>
> (Defne, Interview 6, April, 2021)

The participants also mentioned several difficult emotions that they felt in the classroom environment. Defne described this atmosphere as a "*roller-coaster*" as the same students made her experience conflicting emotions. In this sense, anger, boredom, sadness, disappointment, hopelessness, despair, worthlessness, and powerlessness were reported by the participants arising from their interaction with the

students. For example, Fulya expressed that she experienced anger when some students did not pay attention to her instructions in the spring semester:

> I had never seen anything like this before, and it has started to make me nervous. In fact, it has started to make me angry. Hearing things such as "I do not understand" or "What are we even doing now?" when we do some tasks after my explanation… It is the question that I hate the most. At the beginning of the semester, I mentioned it. "What are we doing now? Where are we?". No way. I do not like this question so much that I will get a tattoo and cross it out if I have to.
>
> (Fulya, Interview 6, April 2021)

Similarly, Müge indicated that she felt angry due to the lack of participation in the spring semester. As she could not find any volunteers to answer her questions, she had to use an online random name picker to encourage the students to participate. She was also annoyed by the fact that she had to spend extra time picking names randomly for each task. Eventually, she felt resentment since the students' attitude led her to behave in ways that she did not enjoy at all, and they did not allow her to create an intimate, comfortable, and fun classroom environment:

> I should not be sitting and spending 10 minutes of my lesson by giving them attitude. I personally understand them. They do not turn on their cameras early in the morning, and they have this teenager thing too. I can empathize with those kids. Okay, you did not turn on your camera, then talk. I am not forcing you to turn on your camera anymore, but this makes me very angry. You may be bored, it could be it, it could that, but you have to show me that you are here if you attend this class. All of them expect, "I lie down, you teach me but do not ask me anything." It makes me very angry. It bothers me that they expect everything to fall into their laps.
>
> (Müge, Interview 5, March 2021)

Apart from the students' lack of interest in the classroom, Defne was also concerned about unsuccessful students' attitudes after failing in the Proficiency Exam. She expressed that some students could file a complaint regarding the quality of education and claim that they did not receive sufficient education to pass the exam. Defne felt angry as she might deal with such complaints despite her efforts to engage the students throughout the year:

> You must attend 80 of 100 classes. The student says, "I attended 80 classes. I was there." It happens when they do not fail due to absence. "I failed in the Proficiency Exam. The education is not sufficient," he says. The student, who prefers to sleep in classes, does that. He has no right of absenteeism, but he prefers to sleep. Then, we write a defense for this student. We got used to such things, but it is a little bit annoying and disgusting to witness the same thing every year. You say, "Enough already."
>
> (Defne, Interview 5, March 2021)

The participants' remarks also indicated that certain emotions, such as boredom, sadness, disappointment, hopelessness, and despair, were related to difficulties they faced in online teaching. In the spring semester, Nil struggled to establish close relations with her new class. She recalled that her students used to ask her personal questions such as her age, family, and educational background. On the other hand, she experienced disappointment as nobody cared about such things because they did not see her physically as a "*normal person*." Moreover, the majority of the students were not active and willing to participate in her classes. Nil mentioned: "*It does not make me happy. I do not feel like I am teaching or sharing something with them. We merely turn on our cameras, and I share screen. There is no interaction.*" Eventually, she viewed herself as a "*radio host*" rather than a language instructor as she was "*speaking into the void*." Nil was also concerned about the possibility of cheating in online exams. She stated that the students might rely on the opportunity to cheat in the exam and might not make an extra effort to learn English. She also expressed her reluctance to teach online as it seemed somehow "*artificial*" to her. She commented:

> I try to start a conversation, but everyone remains silent. I think it would not be like this in a real classroom. I would see them smile when I said something, and I would get a response. I have also given up as I do not get a response from them. I give my lesson, and I leave.
>
> (Nil, Interview 6, April 2021)

Nil's comments also resonated with Müge's reflections, who could not create an active and fun classroom environment due to the students' reluctance in the spring semester. Müge experienced sadness as she failed to build an intimate bond with her new students. In fact, starting her classes with enthusiasm by erasing bad memories of the

previous day led her to experience disappointment every day. She said to herself: "*What were you expecting? Why did you feel enthusiastic*?" and she also felt hopeless as she believed that the students would remain unresponsive even if she had explained "*the secret of the universe*." She also expressed her boredom arising from the lack of student engagement:

> I see that the students are bored. They would generally be like this in the second term, but now it has become more obvious in online education. I mean, I have students that I know from the first semester in my class. Even the most active students who would want to express their opinions sit in a corner quietly as if they are saying, "Leave me alone."
>
> (Müge, Interview 5, March 2021)

Müge also experienced despair, powerlessness, and worthlessness when she failed to engage the students who avoided participating in her classes, which led to demotivation as an instructor:

> I feel exhausted in front of them. I mean, I do things, and I continue my classes, but it is actually perfunctory. I do not feel this emotion inside. I do not teach my lessons with enthusiasm and joy.
>
> (Müge, Interview 5, March 2021)

Fulya also mentioned a similar problem in the spring semester. She had a mixed class, which included low-level and high-level students who dropped to the lowest level as they did not fulfill their responsibilities, such as completing their assignments and tasks during the fall semester. Like Nil, she stated: "*Nobody is worried about failing in the exam or in a rush to learn English*." She experienced hopelessness and despair as she sensed that she could not make the students realize that learning English was beyond passing or failing in the exam. As some students did not change their old habits, Fulya also felt disappointed since her "*all efforts would be in vain*" at the end of the semester.

Defne also stated that face-to-face education was more enjoyable for her. She found it so sad that some students did not turn on their cameras and microphones, although there should have been interaction in a language classroom. For her, the future seemed "hopeless" since she considered online teaching "inefficient." Defne believed that they

had pursued a utopian dream by expecting A1 level students to reach B2 level within eight months, even before the pandemic. That is why she thought that their job became even more challenging in online education. Overwhelmed by the students' lack of interest and several challenges they faced as language instructors during the pandemic, Defne expressed her boredom, sadness, and lack of motivation in the spring semester as she started to view her job as a "task" to be fulfilled:

> Everything is joyless. The element of joy is missing. "Yes, it is 10 o'clock. I will start the class. It will finish at 10.40. Okay. What time is it now? 10.20. I have 20 minutes left, 18 minutes left. Yay! I have 5 minutes left." That is it. It goes on like this. It is sad. I just cannot get a triggering vibe. I also realize that my desire to search for it has faded.
>
> (Defne, Interview 6, April 2021)

The participants' views about the role of emotion in teaching were related to their experiences in the classroom. As they viewed interaction as the main component of language teaching, their emotions were closely linked to the level of student engagement and participation. Those emotions also had an impact on their attitude towards the profession. While the participants experienced satisfaction in their job when they experienced emotions such as happiness and intimacy, they struggled to maintain their motivation when they faced emotions such as anger, boredom, and sadness. On the other hand, the participants' reported emotions were not limited to their interaction with their students. Their emotions arising from the institutional context are explored in the next theme.

4.1.2. Emotions Experienced at the Institutional Level

The institutional context might influence the instructors' emotions as they are generally expected to develop a sense of belonging and behave in line with the institutional norms and rules. Moreover, the workplace can allow the instructors to form collegiality, in which they can also thrive their skills as a part of professional development (Özbilgin et al., 2016). Additionally, the instructors' level of interaction with the administrators might have a significant impact on their emotions, beliefs about teaching, and professional identities. In this sense, language instructors can feel safe and worthy when they sense a supportive environment in the institution. In the research

setting, the participants' personal experiences at the institutional level generally differed, but there were also common issues highlighted throughout the data collection period. For instance, Nil and Müge highlighted the institution's policy allowing all the instructors to take one day off in a week. They appreciated this flexibility as they could manage their master's studies along with their job without having to deal with getting permissions. Müge expressed that she could feel "safe," "supported," and "worthy" in the institution as she could focus on her teaching as a professional. While the administrators mainly focused on technical issues in the meetings and they did not provide emotional support explicitly, Müge sensed in their questions that they cared about the instructors' experiences with the students. She also did not report any unpleasant experiences in her interaction with the administrators throughout the data collection period. Müge felt "*extra happy*" as she encountered a solution-based attitude by the administrators when she forgot to announce an assignment's deadline to her students and fell asleep on a working day and missed her morning class.

All the participants also mentioned the sense of support that they got from their colleagues. For instance, Defne stated that she had developed personal relations with some of her colleagues over the years, and they stuck together as a group. Nil also emphasized the importance of bonding with some of her colleagues during the hectic times of online teaching:

> I sense that we provided more support to each other because it was a new process for everyone. What to do, what to share, how to access, where to click. "Did you tell the students about this?". I think everyone provided more support to each other since we were constantly in a state of panic, and it was a new system for everyone. I feel like everyone got closer to each other.
>
> (Nil, Interview 3, February 2021)

As Fulya started to work at the institution a year ago, she clearly recalled the support she had received from her colleagues when she had known nothing about the procedures:

> I did not know anything when I first came to the institution. Normally, I would have been given a list and informed about what to do, but I saw a much different and collaborative environment in this institution. They carry out things in

> cooperation. Two out of ten teachers are in the testing unit, while the other two are in the planning unit. Everyone keeps in touch with each other. For example, I could not even upload a coursebook kit to my computer without assistance. I was so helpless, and I am still helpless about some issues, but I do not hesitate because they helped me a lot.
>
> (Fulya, Interview 1, December 2020)

Similar to other participants' reflections, Müge also stated that she generally contacted her colleagues with whom she shared a class. She expressed that they shared fun moments in their classes and exchanged their opinions about some problematic students. She commented:

> We always had conversations about the students with my colleague, with whom I shared the same class. We always told each other when the students did something funny. We laughed, took photos, and send them to each other when the students wrote something funny. We talked a lot, especially with a colleague of mine. We had students who made us laugh a lot. We asked, "What did he do in the class today? He did this, he did that", or we shared our feelings about when and why we got angry with some students. Apart from that, I had prepared some presentations that could be used in classes. I shared them with my colleagues. Sometimes my colleagues also shared such things. It was a pleasant [semester] in general. I did not have any problems with my colleagues.
>
> (Müge, Interview 3, February 2021)

On the other hand, the participants' accounts indicated that the administration applied double standards towards the employees since the participants' experiences differed regarding the extent of tolerance they encountered. In general, negative experiences reported by the participants led to certain emotions, such as anxiety, disappointment, fear, sadness, worthlessness, guilt, and anger. For instance, the instructors were required to work two days in the office throughout the semester due to the institutional policy, which caused Nil to feel "*worthless*" and "*unimportant*" as she had to use public transportation with the fear of contracting COVID-19. Nil was also aware that she was required to complete her master's degree in order to be employed as a permanent language instructor in a different institution, which was introduced as a new regulation a few years ago. Therefore, she experienced anxiety and sadness since she had "*nowhere to go*" because she did not have another chance to apply to other universities.

Moreover, Nil expressed her anxiety about fulfilling her duties properly in line with the institutional expectations. Since she was overwhelmed by online teaching, lack of interaction with the students, and her responsibilities, she felt that teaching turned into something that lost its joy. Additionally, she criticized how the administrators behaved in favor of the students at the expense of the instructors' well-being since they were only concerned about preventing possible complaints to CİMER[1] (Presidency's Communication Center) from the parents and students, who were perceived as the customers:

> Of course, I get irritated. They do not thank you when you do something good, but you get a warning when you do something bad. You work here and want to be appreciated. When you do something and share it with them, you want to hear, "Oh, how good it is! Let us share it with others! Let them do it as well." When you do not see it, you stop trying after a while. Then, you say, "If that is all they care about, it is okay. I will do things in a way that people do not apply to CİMER." When I do something good, I am not thanked or appreciated anyway.
>
> (Nil, Interview 1, December 2021)

Fulya also talked about her sadness and anxiety at the end of the fall semester as she still struggled to adapt herself to the institution and online teaching, although one year had passed. She also feared that she might get a bad reaction from the administrators when she made a mistake. Therefore, she experienced anxiety while trying to get things done efficiently, which caused her to feel like an "*outsider*." While she witnessed that the administration's attitude was more solution-oriented when she had forgotten to do certain things such as uploading the students' attendance list or exam scores to the system, she also saw that some issues concerning the administration were tackled differently. Although she expected them to say things such as, "*You did it this way, but it is not right. Let us fix it,*" she heard statements implying that the institution might be closed down because of her mistake, which made her feel even more anxious. She believed that they made a fuss about even small issues for the sake of avoiding possible complaints to CİMER (Presidency's Communication Center):

[1] an online platform in which citizens can directly submit their suggestions, queries and complaints to the Turkish Presidency

> For me, it is not a big deal, or it is something that can be solved very quickly, which would be handled much more easily if they were a little more solution-oriented. However, I get panicked and ask myself, "Where am I? What happened to me?" when I get a reaction as if it was the end of the world. They make you a little bit anxious and frighten you so that they make sure that such things do not happen in the future.
>
> (Fulya, Interview 3, February 2021)

The instructors were also required to record their lessons due to a new policy introduced with online education. When Fulya was asked about her opinions about this procedure, she said that she started to perceive her classes "*within a certain frame*" in online teaching. Therefore, she was a little bit more careful to make the students talk about issues relevant to the topic of conversation when she knew that she was being recorded. On the other hand, she stated that she later forgot about being recorded as she started her class and did not change her usual behaviors. Similarly, Müge stated that she initially had felt anxious and had been concerned about reflecting her actual professional identity, which involved joking and humor, in online education. She said that she used to feel bad even if she had made a pronunciation mistake in the class. However, she gradually got used to being recorded and did not feel bothered by this procedure anymore. Her only fear was about the announcements she made in the classroom:

> When I announce certain things, I want them to be off the record, especially when I am unsure about things since I am afraid that I might get into trouble. They may say, "Look, that is what you said to us, but it turns out that the situation is different." Of course, I would take the responsibility, but it scares me a little that there is solid evidence. I announce things very carefully, especially when I am being recorded, so that what I say is 100% correct. This is the only thing leading to nervousness when being recorded.
>
> (Müge, Interview 5, March 2021)

This policy was much more stressful for Nil as she could not let go of her concerns about being recorded. As she knew that the administrators might check her recorded lessons, she felt anxious due to her exam invigilation duty in a recorded lesson:

> There have been more problems with exam invigilation when we switched to online education because you have to see and watch everyone at the same time, on the same screen. You have to keep an eye on even the smallest details, "Do they have a headset? Are they doing something? Are they looking at a different direction?". I was more stressed than the students during the exam as I thought, "Will I miss something? What if someone watches my video and says, "Look, this kid was doing this. You did not notice it."
>
> (Nil, Interview 2, February 2021)

Defne stated that she did not expect anything from the administration regarding professional support. She believed that she would not be supported as an instructor since they always took action in favor of the students. Defne also recalled a former incident where she was called by the rector as she was accused by a student whose parent was a Member of Parliament. Although she did not do anything wrong at that time, this experience filled her with fear. Eventually, she came to the conclusion that she had to protect herself from "*any potential issues that can be as small as a pinprick*." For Defne, the feeling of being under surveillance in online education worsened the situation:

> Some people can access the instructors' accounts. We have an administrator. Of course, he has access since he is the administrator, but I think he should not have. Even the messages…The rector can also watch the lessons. We know that he watches our lessons. He gave feedback once in a meeting. We were shocked. He said, "I am watching your lessons." We know that the administrator and the deputy administrator are already watching too. We have a few unit members here, such as the PDU, Testing, and so on. They are also instructors just like we are, but they have access only because they are the unit members.
>
> (Defne, Interview 6, April 2021)

Nil and Müge also expressed their emotions of guilt arising from failing to meet the institutional expectations. For instance, Nil stated that the institutional rule demanded the instructors to speak in English at all times in their lessons, and she felt guilty when she spoke Turkish in her recorded lessons:

> I feel like I am committing a crime when I speak in Turkish even a little bit. However, the students do not understand. I want to explain. Is it better that they do not understand? Is it worse that I speak in Turkish? Which one is worse? So, I do. I speak in Turkish. I explain, and they perfectly understand when I explain. However, I feel like I committed a crime as if somebody will come and say, "If

> this were the right way, then we would explain, and our students would understand, too."
>
> (Nil, Interview 4, March 2021)

Müge also struggled to keep up with her responsibilities in the institution and stated that she experienced anxiety as she was afraid of "*causing her students to fail*" if she forgot or miss doing something:

> I feel so embarrassed and guilty when I think that something will happen to the students because of my failure to follow things, my tendency to postpone them constantly, laziness, disorganized manners, or when I forget to announce the students' assignments or be late to assess those assignments. I feel like I do not deserve to be here. Maybe there are people out there who will do this job better than me. There are more organized people than me. Sometimes it feels like I occupy their place. I wonder if I do not deserve my salary.
>
> (Müge, Interview 2, February 2021)

Lastly, the participants expressed their fear and anxiety regarding the contract renewal. Nil stated that a student might file a complaint against an instructor who had made the student cry by just saying, "*You should have studied harder*." She believed that even such issues might result in losing her job. Since Nil decided to work at a foundation university although she was appointed to a state school, she was also worried about her parents' possible reaction:

> You fear that your contract may not be renewed at any time. It is renewed in June, but it may not be renewed as well. They may say, "I will not employ you." You cannot say anything. How can I explain this to my family, let alone myself? My family will keep saying, "There you go, see? What did we tell you?" That is why it is definitely the biggest fear and disadvantage of working at a foundation university, "Will my contract be renewed or not?"
>
> (Nil, Interview 1, December 2020)

Defne also emphasized that disobeying the institutional expectations might lead to possible conflicts, including losing her job:

> First of all, it would cause me to lose my job. Probably I would receive a warning. I would go through an investigation. It would be very difficult to deal with those things. Nobody wants to have work-related concerns about their future. That would be very traumatic.

(Defne, Interview 1, December 2020)

Fulya also had experienced the fear of losing her job in her previous institution, and she could not let go of her concerns in this institution as she failed to follow the institutional procedures. She commented:

> The more I dote on things that I need to do in the institution, the more I worry that I let them slip through my fingers instead of catching them. As I have this anxiety, I also have a slight fear that I may be dismissed from the institution. I cannot say that I do not have it because I started working here after my experiences in the previous institution. You need to know about my experience to understand it. Since they made you feel you might be dismissed at any moment [in the previous institution], you think, "Is it the same here, too?". It is something from the past.

(Fulya, Interview 2, February 2021)

Müge also mentioned that the institution might lift a department's compulsory preparatory education, which might lead to redundancy in the following academic year:

> It is an uneasy situation even if there is no dismissal. They may do it as well because it is not something that cannot be done officially. They may not renew our contracts. It is legal so that they do not have any problems when they dismiss [people].

(Müge, Interview 6, April 2021)

As seen in the excerpts, the participants generally emphasized a sense of support they received from their colleagues, which enhanced their satisfaction with their job. On the other hand, the participants also expressed that they experienced certain emotions such as anger, anxiety, disappointment, fear, worthlessness, sadness, and guilt when they could not receive support from the administrators, or they failed to fulfill their responsibilities and institutional expectations. Apparently, the institution's policy of annual contracts and the administration's student-customer approach also increased anxiety and fear among the participants.

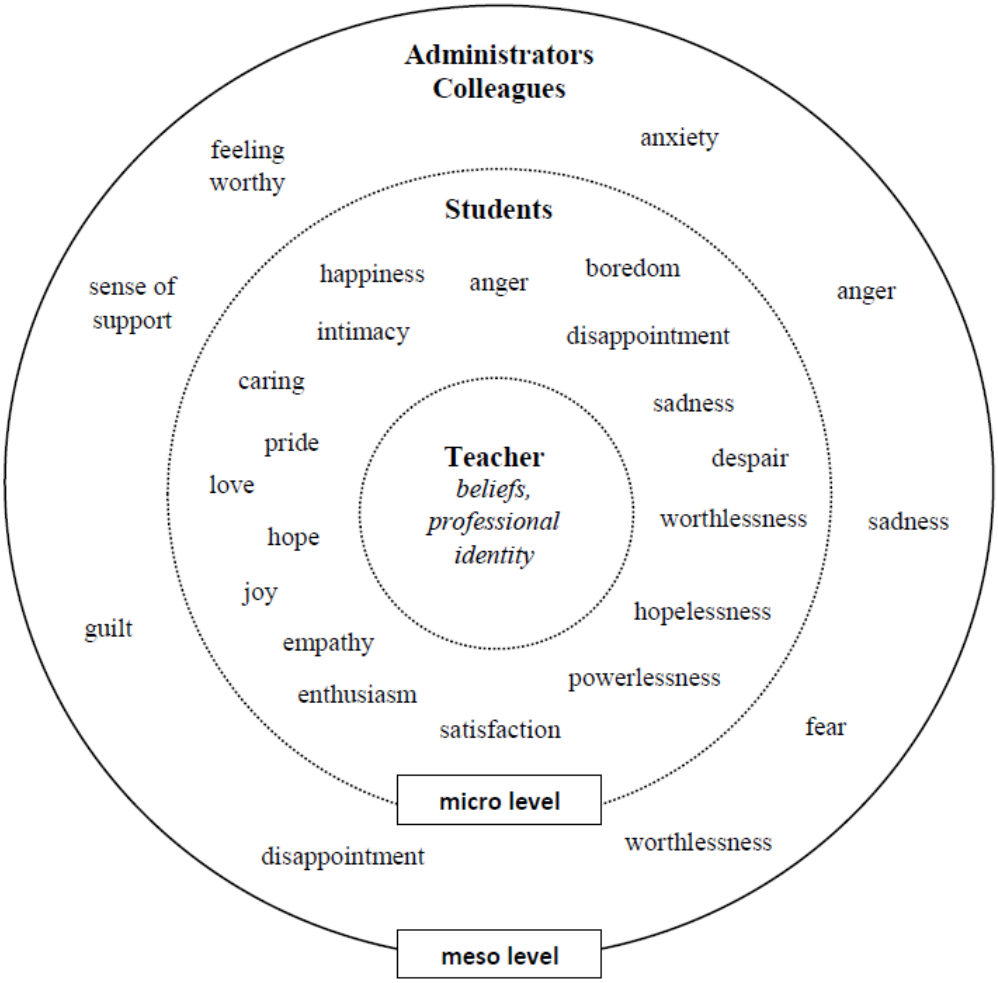

Figure 1. Illustration of the participants' teaching-related emotional experiences

4.2. In what ways do English language instructors' accounts of teaching-related emotions lead to emotional labor in their institutional context?

The second research question explored how the participants regulated their certain emotions within the scope of emotional labor. The combination of deductive and inductive coding was used in the data analysis process by referring to the predefined strategies of surface acting and deep acting. The meaningful units deriving from the raw data revealed two themes based on the participants' beliefs and motives for engaging in emotional labor: beliefs about teaching and perceived identity and institutional rules and expectations.

4.2.1. Beliefs about Teaching and Perceived Professional Identity

All the participants believed that teaching required emotion regulation to a certain extent. Fulya stated, "*it would be horrible*" if the teacher and students did not control any of their emotions, especially those arising from personal issues, as they might disrupt the classroom atmosphere. Nil also commented: "*I cannot reveal my emotions to my students in the same way I reveal them to my mother*." Müge's beliefs also resonated with them as she believed "*there should be a filter"* to a certain degree. Defne said that she always kept in mind that she should not reveal her anger or excitement arising from personal issues in the classroom. Since emotional labor involves both hiding and attempting to feel certain emotions, the participants also talked about their deliberate attempts to feel and behave in certain ways. For instance, Müge emphasized the importance of attempting to express all the pleasant emotions towards the students, such as happiness, pride, and joy, and added: "*We should not forget that we are human. We have emotions. Those in front of us are also not machines. When we behave like machines, we start losing them*." In addition, Nil stressed the importance of looking "*powerful*" and emotionally "*strong*" as a teacher, and she commented: "*I sometimes attempt to feel, speak, and look more powerful in order to create a powerful image as a woman in front of my female students*." For Defne, it was essential to maintain the same attitude, same face, and the same approach to become a good role model and guidance for her students, which required looking "*as safe as a castle*."

The most frequent reason for engaging in emotional labor was the participants' attempts to increase student engagement and motivation. For instance, Müge said that teachers should not reveal their emotions of disappointment and despair so that "*the students would not think that the teacher sees them as hopeless*." Defne also stated that she usually tried to gain her students' trust in her professional knowledge so that they could also respect her as an instructor. Defne also said that she sometimes "*needed to deceive*" herself with hope in order to motivate her students and act like a "*stage actor*" to convince them. She also commented:

> Since I have problematic students, I always evoke that helpfulness and the constant feeling of, "I always stand behind you." It does not matter how many

> problems we have with this student. It is also the case for the rest of the class. They may be very lazy. The student may not even be interested. Yes, it is very sad for us as teachers that they are not interested. However, there is always this feeling of going to work with enthusiasm every day, right? I attempt to evoke enthusiasm. I will teach with enthusiasm. He will not be interested, but I will say, "Come on, dear. Come on. You can do it!" I am only doing this if I can. It is not easy, but it the emotion that I evoke.
>
> (Defne, Interview 1, December 2020)

In the spring semester, Fulya also attempted to find alternative ways to motivate her disengaged students. There was also a time when she decided to act as a firm teacher by speaking with a serious and angry tone, although this attitude did not fit her professional identity:

> I did it to trigger them by saying things like, "I repeat these percentages even though you know them," so that they could realize the seriousness of the matter a little more. Normally, my lessons or everything I do as a part of my teaching practice involves "Let us laugh, have fun, listen to songs, watch videos" 99% of the time. However, I wanted to express this anger and say these things because I thought I should be like this and react strongly to ensure that such things will not happen again.
>
> (Fulya, Interview 5, April 2021)

Nil also expressed that she attempted to suppress her certain emotions towards the students. For instance, she said that she always tried to remain silent when they made some pronunciation mistakes, including the funny ones that would make her smile. She stated that such behaviors would immediately demotivate them and cause them to fall into silence. Additionally, she stated that she filtered her emotion of hopelessness towards a low-achiever student and attempted to show appreciation by "*putting on a mask*" even if the student increased only one point in the exams:

> He cannot learn and will not learn. One year is not enough for him; I figured it out. He needs to change [the strategy] or something else... However, it does not happen, and he always gets low scores. On the other hand, I had to suppress it when I talked to him, even if he only increased one or two points. Of course, I cannot say, "You cannot do it. You will not be able to do it. You just go on studying. It will not happen." I really wanted to tell some people, "You cannot do this," but I did not. I said, "Oh look, I told you that it would work! How nice, you are doing well!" even if they increased only one point.

(Nil, Interview 1, December 2020)

All the participants also believed that they should manage their emotions related to their private lives. For Nil, it was essential to find a balance since "*sharing things about your personal life might strengthen the bond, but it might also harm your classroom management*." That is why Nil attempted to hide her anxiety arising from her responsibilities in the master's program:

> I do not reveal it at work. No, I feel no panic as soon as I start my class. I always leave the bad things behind me, and I even laugh as soon as I start my class. I feel like there is nothing wrong with me, like I am a wonderful and happy person.

(Nil, Interview 2, February 2021)

Fulya was also following a heavy and stressful schedule along with her Ph.D. studies, which caused her to become overwhelmed by unpleasant emotions such as anxiety, hopelessness, and sadness. To prevent such emotions from seeping in, she attempted to express happiness and joy so that she could increase the energy in the classroom and meet her students' expectations. At the beginning of the spring semester, Fulya was aware that her new students were anxious and uncomfortable in the class. Although she was also dealing with difficult emotions because of a serious issue regarding her Ph.D. studies, she made an extra effort to provide a friendly atmosphere in her new class:

> I did not filter it; I had to dismiss it because it would have been a very different attitude if I had behaved that way by letting it influence me. It was a really stressful time. It was a horrible time. I tried my best not to reveal it, and I think I succeeded. If I had revealed it, there would have been a different atmosphere. Everyone was a little bit more comfortable since I did not reveal it.

(Fulya, Interview 4, February 2021)

Similar to other participants, Müge also said that she "*put on a mask*" to hide her emotions even if she was not feeling happy, enthusiastic, or excited in the classroom. She stated that she filtered her unpleasant emotions by joking around and looking happy:

> Of course, I do it by directly putting on a mask. I have a lot on my mind, especially lately. I feel so unhappy and anxious, but I behave and seem like a very calm and happy person who has no problems in front of the camera, under the students' eyes. I think that they are completely unaware of what I am going through.
>
> (Müge, Interview 1, December 2020)

Defne also believed that she was required to "*cover up*" her sadness related to her private life as she was taught that it was not appropriate to reveal personal emotions as a teacher:

> At that time, I was going through a period when I was personally very sad, and I felt like I would cry in class. I do not particularly like sharing my private life, especially with students. So, I had to put an extra effort so that I did not share my personal feelings in any way because I always exhibit a stable attitude, [to look] "moderately happy."
>
> (Defne, Interview 2, January 2021)

Emotional labor was also rooted in the participants' attempts to achieve impartiality. Even if they were bothered by some students' behaviors, they did not reveal their genuine emotions. For example, Nil believed that teachers should suppress their emotions when they were personally annoyed by a student. She commented:

> When I am annoyed by a student, I say, "I will not talk to him at the beginning. I will wait a while, observe a little. I will approach him if he is not good to me or if he is indifferent to me, I will behave as if I like him even more." I actually suppress my negative emotion and take on a completely different role. I express my understanding, and I have found out that it definitely works.
>
> (Nil, Interview 1, December 2020)

Similar to Nil, Fulya also believed that unpleasant emotions should be filtered as much as possible when dealing with annoying students:

> After all, they are also human beings, and people do not have to agree with everyone, but I think it is necessary to continue the lesson by filtering the anger and tension you feel for them when they cross the boundaries of respect. Do not you experience those emotions? Is not there any tension, that anger? Such things happen, of course, as is the case with everyone, but I think these things may

> directly backfire when they are involved in language teaching. So, it is better to filter them and keep going that way.
>
> (Fulya, Interview 1, December 2020)

Müge also stated that students might feel discouraged and worthless by teachers' certain attitudes. That is why she wanted to be perceived by her students as neutral, even if she was not. She commented: "*I prioritize my professional principles over my personal feelings*" and highlighted her attempts to have a smiling face and express her love towards the students, especially the problematic ones, to be able to control them. In addition, Müge was careful to maintain impartiality towards the students to whom she felt personal closeness:

> We can feel closer to a certain student than others. Maybe we have similar interests and so on. I think that expressing this too much may lead to a perception among other students who may say, "The teacher cares about her the most." That student may find herself in a bad situation, even though she has nothing to do with it. [They may say], "She is the teacher's flatterer, her favorite student," and so on. I think that this is not nice.
>
> (Müge, Interview 1, December 2020)

Similar to Müge, Defne emphasized the importance of remaining neutral towards the students. For her, the regulation of pleasant emotions was also required as a part of professionalism. She said that she did not change her facial expression even if she experienced happiness due to a student's positive attitude. She commented:

> I just say, "Thank you for your interest." In fact, you can motivate the student to a certain extent. Otherwise, something may come up, "Does the teacher like her? Is she fawning over the teacher?" This thing directly comes into my mind, I like this student very much and thank them for their interest, but I cannot lose my other students while mentioning it. I cannot lose the uninterested ones. I cannot lose those who annoy me. I just think about this question, "Would the slightest exaggeration or the slightest sincerity in my 'thank you' leave a question mark over other's minds or cause demotivation?" That is why I express a limited appreciation and love [to this student] there.
>
> (Defne, Interview 3, January 2021)

The participants also expressed their deliberate attempts to show enthusiasm in the classroom. Nil stated that she could get easily emotional and demoralized in her

personal life. On the other hand, she felt like she was "*on a stage*" in the classroom, "*joking and making people laugh*." That is why she attempted to "*cleanse*" herself from unpleasant emotions:

> I am a person who gets very easily demoralized and feels down, but I try to filter that in class. I force myself to feel good at that moment as though I am normally an energetic, good, dynamic, and optimistic person.
>
> (Nil, Interview 1, December 2020)

Similar to Nil's reflections, Fulya also said that she attempted to express certain emotions, such as happiness and joy, in order to increase the positive energy of the classroom atmosphere:

> When I start class and close the door, I try to be a completely different… [like a] teacher who has no problems and does not care about anything, who maybe had a breakdown 10 minutes ago but still tries to laugh and have fun in class.
>
> (Fulya, Interview 1, December 2020)

Fulya's attempts to behave in line with her professional beliefs involved delivering energetic, fun, and interactive lessons. That is why she stressed that she tried to create a similar atmosphere in each class:

> It should be energetic. I try to express emotions relevant to those classes as I think there should be sufficient interaction so that there will be no need to look at anything else since this is the ideal lesson in my eyes. Eventually, everything comes back to the ideal [class] in my head. I try to be energetic.
>
> (Fulya, Interview 1, December 2020)

Defne believed that teachers' enthusiasm had a significant influence on students' emotions as they put an extra effort and study harder when they thought that "*She believes in us, so we should believe in ourselves*." Essentially, Defne personally associated expressing too much enthusiasm and cheerfulness with primary education, and she believed that such an attitude was not a must for instructors working at the tertiary level. Still, Defne attempted to express enthusiasm and act cheerful to protect herself from unpleasant emotions in her job. Defne also acknowledged that she "*faked*"

her enthusiastic greetings by hoping that she maybe could convince herself to feel happy and have a positive influence on her students' emotions:

> I shout and greet them, "What is up? How is it going?" by faking it. They sometimes get shocked and respond to me in the same way when they are greeted like this (…) I add something, and they add something in return. These things can happen, but they do not happen all the time. I wish they did.
>
> (Defne, Interview 6, April 2021)

Two participants also touched upon their attempts to filter anger in the class as they felt uncomfortable revealing those emotions. Their reasons for emotion regulation were linked to their own understanding of ideal teaching. For instance, Müge stated that she usually suppressed her anger and only "*sighed*," although she was bothered by the lack of student participation throughout the semester. She did not want to interrupt the lesson by directing her unpleasant emotions towards them since she believed that "*such behaviors should not have a place in teaching*":

> This is not me who keeps talking about it because I feel uncomfortable when I express those feelings. I feel like… I think of myself as [having] this teacher image nagging and complaining all the time.
>
> (Müge, Interview 3, February 2021)

Similarly, Fulya stated that she avoided revealing her anger and disappointment towards the students. For instance, she realized that a student had left the class after she had created breakout rooms for group work. She thought that this attitude was very disrespectful to her and other students. When the student returned to the class, she faced a dilemma because her professional beliefs suggested that the students should be in the class voluntarily, not because they had to. Eventually, she decided to filter her unpleasant emotions instead of asking, "*Where were you? Why did you leave the class?*". She commented:

> I think this is disrespectful. That is why I feel a little anxious. I experience nervousness. I do not tell the student that what he did was disrespectful and that this incident caused tension in me. Maybe the student thinks that what he does is not a problem for me, but it actually is. I cannot blame him for not knowing it because I did not warn him by saying, "Do not do such a thing."

(Fulya, Interview 6, April 2021)

Fulya's decision to filter her anger was rooted in her professional beliefs and identity. Since she knew that she could regret after expressing her emotions, she stepped back and tried to behave in line with her professional identity:

> How I behave is important in such situations. If I behave according to my current mood and tension at that moment, I will display an attitude or utter a word that does not fit me. That is why I predominantly adopt my teacher identity instead of Fulya's identity.

(Fulya, Interview 6, April 2021)

As implied in the excerpts above, the participants' reasons for managing emotions were closely linked to their attempts to enhance student engagement and prevent demotivation. Their own understanding of ideal teaching also guided them to manage their emotions, such as not revealing their personal struggles, hiding disappointment or filtering intimacy to maintain impartiality, expressing enthusiasm, and suppressing anger.

4.2.2. Institutional Rules and Expectations

In the Preparatory School, all language instructors are expected to comply with certain institutional rules. Since the primary goal is to prepare the students for the Proficiency Exam, there is a very strict standardization in the institution, which limits the instructors' autonomy. In this sense, the participants' accounts showed that managing emotions and exhibiting certain behaviors expected by the institution was another dimension of emotional labor. The participants stated that they attempted to hide their genuine emotions regarding the institutional rules and policies. In online teaching, this attitude became essential for some participants. For instance, Nil said that she used to be more comfortable expressing her empathy towards the students in face-to-face education. However, she even started to control her gestures when the students objected to some rules or decisions taken by the institution in order not to leave an impression that she was also questioning and criticizing those decisions. Since the administrators could check her recorded lessons, she felt that she was under pressure to defend the procedures or behave as a "*messenger*" as expected by the institution:

> They ask me something, I say, "I conveyed it." I really convey it. I feel afraid even when I say, "I was told that…" as I may change a word in the sentences they want me to convey to the students. They may say, "We did not say such a thing. Why are you changing it?" I read the message as it is.
>
> (Nil, Interview 4, March 2021)

Nil's attempts to hide her emotions stemmed from her concerns about getting a bad reaction from the administrators. Especially in online teaching, she developed a filter that influenced her attitude as a language instructor. Therefore, certain emotions such as empathy, love, and intimacy gradually became blurred behind the camera:

> Since the lessons are recorded and can be watched later, I always behave differently than I do in a normal classroom. It is more serious and less humorous than the normal classroom. Some [conversations] in Turkish to meet the students… For example, we would have conversations in the classroom. At the end or beginning, or in the middle of the lesson... I try not to do such things here. I try to disclose a minimum amount of personal information so that I do not hear things such as, "Why would you share this with the students?" and I do not get into trouble. I also try to get a minimum amount of personal information about the students. For example, a student is saying something at that moment, I will ask, "Where are you from?" and someone will misunderstand it. I even think about it. It could be misunderstood. Someone could watch it and think something like that. That is why it is always on my mind. I need to behave as expected by the institution, and I need to pay attention. I have to do everything as expected, from my lessons to my conversations.
>
> (Nil, Interview 4, March 2021)

When one of her students asked her if she could let them give their presentations on the following day by pretending that the time was over, Nil had to adopt a firm attitude although she wished to tolerate the student's suggestion:

> I think, "What if someone watches this recording?" How could this boy propose something like this? "Are you a teacher who normally allows such things?" I consider everything, you know? That is why I react in a way that I do not want to. I had to react harshly by saying, "What do you mean? What are you talking about? Should we lie? Such things are not possible. How can you suggest such a thing?". Why should I be hard on him in reality? Yes, that is right. I think he said something we can laugh.
>
> (Nil, Interview 6, April 2021)

Similar to Nil, Fulya said that she filtered her feelings of empathy when the students faced problems regarding submissions, attendance, or exams. She stated that she had to behave in line with the procedures and incorporate them into her teaching practice. She expressed that she acted as a "*messenger*" about such issues as she asked the administrators what she needed to say and exhibited behaviors expected by the institution without adding a personal comment:

> Since I always used to say things like, "It would not be a problem if it were up to me, but you know [the situation]" in my previous institution, I have also begun to perceive it this way: you are the teacher of this course. I do not want to hear things like, "Take the initiative. Is there nothing you could do?". Therefore, I consider it appropriate not to state my opinion, although it is the opposite of what I do because I was informed about the requirements at the beginning. The students were also told at the beginning. Therefore, there would be no point in expressing my own opinions here. It is not something I can change, and I would discredit myself as a teacher.
>
> (Fulya, Interview 6, April 2021)

Fulya stated that she would prefer revealing her emotions and expressing her support as she cared about bonding with students. However, she also recognized that she needed to act within the framework of the institutional policies since working in a Preparatory School entailed following a standardized instruction and curriculum. Therefore, personal initiatives would not do any good except tarnishing her image in the institution. Fulya also acknowledged that it was not possible to exercise autonomy unless she earned a different title in the university or offered a course in a different context. That is why she came to terms with the general policies of Preparatory Schools. Similarly, Müge stated that she preferred filtering her empathetic responses towards the students regarding the institutional procedures since she could not take the initiative:

> Students expect me to show empathy, I think I show it at certain points, but I cannot show it regarding the things that I cannot make a decision. For example, they send their homework late and say, "Please accept it." There is nothing I can do about it anymore. If it were up to me, I would accept it, but it is not.
>
> (Müge, Interview 1, December 2020)

Although she felt empathy and understanding towards the students, Müge also attempted to justify the institutional rules since she was also "*an employee and a member of the institution.*" She believed that it was inappropriate for her to reveal her emotions:

> It actually happens a lot. There are things that I agree with the students at certain points. For example, the students are not pleased with some of the institutional policies. They express it, I sometimes agree with them, but of course, I try to express the opposite. I try to rationalize it as if what the institution said was true, or by saying, "They actually do something right, and that is because..." I try to justify it in the eyes of the students even though I do not [agree with] certain decisions.
>
> (Müge, Interview 6, April 2021)

In Defne's case, filtering emotions in line with the institutional expectations involved showing extra tolerance by suppressing unpleasant emotions. Defne stated that recording her online classes changed how she communicated her actual feelings in the classroom. For instance, she tried to speak with a softer tone and said things with more empathy, although she wanted to speak with a serious tone when she experienced anger and annoyance towards a student:

> I would stop the lesson and directly teach them a lesson on their tone at that moment. Then, I would continue the lesson. However, you think it would interrupt the online lesson, and you say, "You are very anxious. Do not worry about your life that much, honey. It is bad for you. Let us get back to the lesson now. This is not the topic of this lesson. If anything special happens, you can tell me after class." I am normally not that sympathetic in my personal life.
>
> (Defne, Interview 3, February 2021)

Since the administrators and certain unit members could access their messages on the platform, Defne also felt under pressure to control her responses and changed her usual attitude towards the students objecting to their scores without paying attention to her feedback. She said that she normally would not have answered such messages. In the current situation, she had to approach such students with extra tolerance:

> I say, "Read your feedback." However, I do not want to say, "Read your feedback," but many things. I also tell the student who still does not understand, "Please remind me face to face in class, after the class ends." I say, "Let me show

> you by sharing the screen when the camera is on. Let us open the same paper together. Let me share and explain."
>
> (Defne, Interview 6, April 2021)

Some participants also expressed that they attempted to manage their emotions when interacting with colleagues and administrators. For instance, Nil expressed that she had developed several strategies as she witnessed that mixing with other colleagues did not increase a sense of collaboration. As she believed that the administrators generally put the blame on the instructors, her only aim was to "*report*" every problem she encountered rather than counseling to find solutions or exchange opinions, which became a demotivating factor for her. In this sense, Nil's experiences led her to suppress her emotions feeling angry or anxious. For her, revealing her actual emotions would not help her solve her problems except creating a negative image. Since their interaction was limited to administrative procedures, she also attempted to hide her struggles related to work or personal life, including her health issues that emerged at the time of the study. When she was asked about the emotional support provided by the administration, she commented:

> A typical meeting [feels] like, "This could have been an e-mail." They just say, "It will be like this and that. It will be done on this date." There is not any exchange of ideas. There are always conversations about solid issues, the procedures to be followed. Of course, we do not share anything emotional.
>
> (Nil, Interview 3, February 2021)

Similarly, Defne stated that the lack of support by the administration caused her to develop neutrality towards her superiors. She said that she was aware of the workplace culture and would try her best to remain on the safe side as she witnessed that some of her colleagues also had encountered an unsupportive attitude. Therefore, she attempted to minimize interaction to avoid possible conflicts, and she did what she was expected to do instead of revealing her opinions and emotions:

> As I am aware that they are my administrators, [our interaction] is professional, discreet, and remote. We talk if necessary. We do not have any interaction in unnecessary situations. Those conversations are also only about telling the issue briefly and solving it depending on the problem or the thing that needs to be conveyed.
>
> (Defne, Interview 1, December 2020)

The participants' reflections indicated that their emotional labor strategies were rooted in their attempts to comply with institutional rules to be viewed by the students as tolerant and neutral instructors as expected by the institution. Additionally, some participants regulated their emotions when they interacted with their colleagues and administrators to avoid potential conflicts. It seemed that the participants' previous experiences with the administration had an impact on their current attitude and strategies they developed over the years.

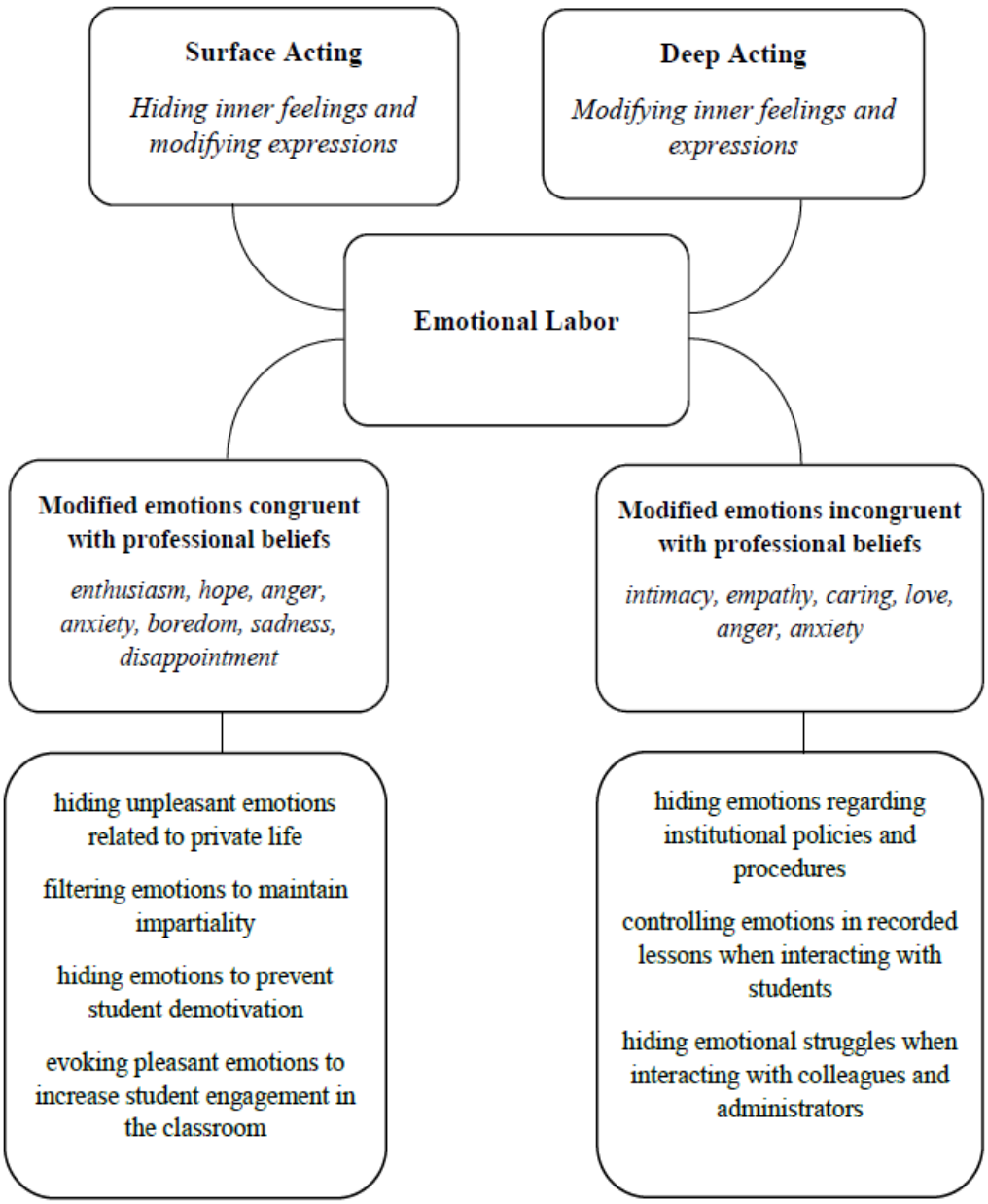

Figure 2. Emotional labor processes of the participants

4.3. How is teacher professional identity negotiated through English language instructors' emotional labor and experienced emotions in their institutional context?

Delving into the participants' reflections on teaching-related emotions and emotional labor provided insight into their efforts to take heart from their experiences as well as their struggles to maintain a positive perception towards teaching and their professional identities. In this regard, the following themes were identified regarding the third research question: drifting away from the ideal professional identity and feeling close to the ideal professional identity.

4.3.1. Drifting away from ideal professional identity

This theme focused on how the participants (re)constructed their professional identities based on their felt emotions and emotional labor that contradicted their own understanding of being a language instructor. The participants' struggles to maintain their passion for teaching through their emotional tensions and emotional labor are explored by focusing on each participant's current professional identity, which was embedded in their experiences at the classroom and institutional level.

4.3.1.1 "These feelings do not fit the ideal teacher in my mind": Müge's Case

As an English language instructor, Müge perceived herself as a tolerant, entertaining, and respectful teacher. For her, it was essential to show respect for each individual and avoid behaviors that might offend them. Her teaching practice involved using her creativity to attract the students' attention instead of strictly following the teacher's book and incorporating different materials and games into teaching to make it more entertaining. Therefore, Müge experienced emotions such as boredom, disappointment, and anger in her lessons that lacked creativity and dynamism because of the disengaged students. Although she perceived herself as an entertaining and creative language instructor, Müge's unpleasant emotions also caused her to feel reluctant to improve her teaching practice. She commented:

> I am tired of this situation. If I leave happy, I can do more for this class by improving myself, finding different activities that will attract their attention, etc. I may feel enthusiasm for this, but it is not happening. No matter what [material] I bring, no matter what I do, I cannot reach these kids because they are not interested, and this is not what they want. What they want is to have the same lesson without getting involved.
>
> (Müge, Interview 2, February 2021)

Müge did not favor calling on students randomly to increase participation because she did not enjoy it as a student and believed that it would lead to anxiety. However, she had to use this technique as nobody was willing to answer her questions, which caused her to experience anger towards the students. When she was asked how she dealt with those emotions, Müge stated that she could not let go of them due to being forced by her students to behave in a way that did not fit her ideal teacher image. She also stated: "*I act like a robot*" and added:

> I have to give a lesson that is completely opposite of my teacher identity, in which I would be very bored and say, "What is this? It is so unnecessary" when I attended. I am particularly angry at them for forcing me to behave this way because my own understanding of teaching and my teaching style is based on sincerity, humor, "Let us laugh, let us find something funny in the book and make fun of it, let us joke around," etc. I want to create [an atmosphere] as if this was not a class, but we met somewhere together as a group of friends and looked at the book in front us [and say] "Oh, what is in this book? Let us open and check it," because I always judge from my own experience. I generally do not learn when I do not have fun. I do not want to listen and participate in the class when it does not arouse my interest or curiosity.
>
> (Müge, Interview 2, February 2021)

Since she thought that the students did not take her seriously, Müge also experienced worthlessness. As she was bothered by the lack of participation, she started to take attendance randomly to check whether the students were actually behind the screen. However, the necessity to exercise her authority had a harmful effect on her professional identity since it contradicted with her tolerant, friendly, and respectful sense of self:

> Being forced to behave this way is a very bad thing for my perception of the profession and my perception of myself. Do you find it worth listening if I force you, or do I only get your attention if I use my authority as the teacher? This is actually hurtful for me. It is hurtful to need that, to need this authority.
>
> (Müge, Interview 3, February 2021)

Müge also reflected on an uncomfortable incident, where she expressed her anger towards the students when she lost her patience. In her morning class, nobody was active and willing to participate, and the only question she received was about an announcement asked twice by the students. However, she did not explicitly express her anger towards them. She asked herself: "*What I am doing here? They do not even say a word to me. Why bother implementing group work?"* and she continued her lessons monotonously "*without making it fun and dynamic*" and skipped interactive speaking exercises. Later, she exploded in a different class due to the lack of participation. The intricate relationship between her teaching image and felt emotions led Müge to control her certain emotions. On the other hand, failing to fit herself into her ideal professional identity revealed other emotions, namely, sadness and regret:

> I vented my anger on those kids after my first class in the morning. Later, I regretted, and I wished I had not done it. They also deserve these words, but the lesson started only five minutes ago. I started to get angry with these kids. I made a speech by displaying my anger, not in Turkish, but in English, [and said] "What are you trying to do? You cannot learn a language this way. I know you want to sit back and let someone teach you this language, but things do not work that way. You have to be a part of it." The kids did not see it coming.
>
> (Müge, Interview 6, April 2021)

Müge also identified herself as an instructor struggling with getting organized in her work. When she forgot to make an important announcement to her students regarding a deadline, Müge experienced guilt towards the end of the fall semester. As she could not associate those feelings and behaviors with her professional identity, she felt shaken by such incidents when negotiating her sense of self as a language instructor. Eventually, Müge promised herself and her colleagues that she would change her disorganized manners in the spring semester:

> I think these feelings and incidents do not fit the ideal teacher in my mind. That is why I cannot accept it as normal when I experience such things. I cannot move on by saying things like, "Oh, it is only human nature. I was abstracted, I forgot it," without judging myself. I think about it all the time, and I eat my heart out (…) I feel like I am shaken by it. The students saw me like that. Now they are probably thinking, "This teacher is very messy. She forgets everything. She will probably forget again," etc. I do not want to be identified with it, but unfortunately, I cause it through my actions.
>
> (Müge, Interview 2, February 2021)

Müge's emotional experiences clashing with her professional identity made her feel uncomfortable, and they also influenced her behaviors. When she felt that the students' did not care about the lesson, she experienced disappointment and lost her passion for improving her teaching practice. When she experienced guilt, she took action in line with her ideal professional identity. On the other hand, Müge's interaction with other colleagues and administrators did not lead to emotional dissonance since she did not have unpleasant experiences with them. Müge's conflicts regarding her emotional labor processes were usually caused by her decisions to control her anger and other unpleasant emotions such as boredom and disappointment in the classroom.

4.3.1.2. "This is what the institution expects from you. It is sad": Defne's Case

Defne perceived herself as a kind and firm, disciplined, and organized language instructor. Defne also acknowledged that some students called her "*Führerin*" due to her firm attitude, and the administrators recognized her as a strict teacher. In this sense, the administrators generally counted on her to deal with disruptive and low-level students, but they also thought that her harsh attitude might cause some students to cause problems. Defne stated her ideal teacher image involved being kind and firm, and she wanted to achieve this balance without having difficulty when interacting with her students in the future.

As Defne had a goal of becoming an academic in the future, she was not passionately committed to her job when she started working in the Preparatory School. In fact, she was bothered by the fact that she had to teach English from scratch to young adults making fossilized errors all the time. Later, she started to enjoy interacting with the

students and experienced happiness and excitement, but her negative experiences in the institution and online education began to influence her views about the profession and her professional identity. When the students turned off their cameras and muted their microphones, she felt that there was "*a teacher behind the camera, but no audience*," as if she was filming a video to upload to YouTube. Therefore, her enthusiasm about teaching gradually decreased:

> We would say it in face-to-face education, you know? There was a phrase, "I drag my heels." Similarly, I do not want to press the "start meeting" button when I teach in my class.
>
> (Defne, Interview 5, March 2021)

While Defne personally believed that the teachers should not behave like stage actors all the time, the institution's attitude towards the students forced them to wear a mask as if they were a performer. She stated that showing extra tolerance to the students and putting up with anything without revealing any emotions harmed her personal and professional identity. She thought that "*it did not seem ideal*" to behave that way since there was no harmony between her actual professional identity and her behaviors:

> First of all, it damages your professional and personal identity (…). This is what the institution expects from you. It is sad. My administrator says, "Take things sitting down." It is so wrong. I believe it is wrong to tolerate any insult to your personality and your professional self. The student says, "I can insult the teacher." Such logic should not exist. When I came home, [I say], "Yes, my professional self was insulted by a student because the institution asked me to shut my mouth," in a colloquial manner. When I come home, I say, "You let them attack you as Defne, let alone your professional self." After all, I am not just a robot there. My personal feelings also align with my profession. I cannot leave out my personality in my profession altogether. So, such things can be a little challenging.
>
> (Defne, Interview 1, December 2020)

Defne said that "*the students should be willing to receive education*," she cannot "*forcefully educate them*" at the tertiary level. On the other hand, the institution's compulsory attendance policy contradicted her professional beliefs, causing her to

experience discontent and sadness arising from the attitude of disengaged students. Defne felt like "*a slave*," required to do her job in all conditions:

> It does not fit me that the teacher has to give the lesson when the students spoil the teacher's mood. It does not fit my understanding of teaching. Earning money while doing your job and being forced to do it under very bad conditions, even in a spoilt mood, feels a bit like slavery to me. Yes, I got paid for this. I earn money in this profession, but I am not a robot there. It seems absurd to me to be forced to do my job even if someone spoils my mood and disturbs me as if I do not have a human side in any way. I would prefer not to give that lesson. I would say, "Okay, you obviously do not have anything to make use of me today. Go, keep going."
>
> (Defne, Interview 5, March 2021)

Defne's negative experiences mostly stemmed from the institutional norms requiring her to show tolerance to the students. For instance, she believed that she could get into trouble as her reaction to the students was recorded all the time, and she had to use some strategies to hide her emotions. When she engaged in emotional labor due to the administrators' attitude, she experienced emotional dissonance, which also had an impact on her well-being. As a result, her unenthusiasm towards working in a Preparatory School gradually increased. Defne was also surprised that she already experienced unenthusiasm in her job, although she had many years ahead to come towards the end of her career. Such experiences seemingly did not positively contribute to her professional identity but caused her to question her current position in the institution.

4.3.1.3. "Is there a problem with my self-efficacy?": Fulya's Case

As Fulya started teaching in the institution a year ago, which coincided with the outbreak of the COVID-19 pandemic, she struggled to adjust herself to online education and institutional procedures. Moreover, Fulya was also a doctoral student and newly married. Although she had thought that the strict atmosphere of the military context had caused her to experience unhappiness in previous years of teaching, she later realized that her unpleasant emotions did not disappear after she started to work in this institution. As she sensed that she could not become organized, she felt more

panicked. Eventually, she started to question her self-efficacy because of her overwhelming responsibilities:

> When such things break out, I feel like I cannot tackle anymore. When I start planning, getting organized, and setting things right, okay, it works. Then, it breaks out again, and I cry again.
>
> (Fulya, Interview 3, February 2021)

Fulya perceived herself as a cheerful, entertaining, energetic, and friendly teacher. Since she portrayed language instructors in Preparatory schools as generally easy-going teachers compared to the academic staff in the departments, her main aim was to create a fun and dynamic atmosphere in her classes. While Fulya generally succeeded in developing a classroom climate in line with her professional beliefs, she also sensed that she could not reach disengaged students in the spring semester. Although she attempted to use different techniques, strategies, and methods, those students caused her to experience powerlessness and despair. Again, she started to question her self-efficacy as an instructor. She commented:

> Since the Proficiency Exam probably will be held online, I still feel a little bit in despair as I could not reach a couple of students who still think, "There is no need [to study]. We will pass anyway" and could not change their minds. I cannot ignore this issue because it also weighs heavily [on me]. Because of this despair, [I think], "Is there a problem with my self-efficacy? Is there a problem with my competence?" No matter how hard you try to differentiate the instruction, you cannot change the method within a lesson that much. You have to follow certain things. I wonder if I will learn by experience.
>
> (Fulya, Interview 6, April 2021)

Fulya also felt uncomfortable when she responded harshly to the students who did not pay attention to her instructions about an assignment:

> I reacted harshly when I saw in some assignments that they did everything I said not to do. As a warning for the upcoming one, I made a harsh speech and said, "If I see such things in the next assignments, it will not be accepted, you will get low grades, you will see different things in my teaching." However, you do not feel like it suits you, you know? I felt that [this attitude] did not suit me, so did the kids.

(Fulya, Interview 5, April 2021)

Fulya thought that her reaction was inconsistent with her sense of self as a language instructor, but her attitude was necessary so that the students would pull themselves together in the upcoming assignments. In this sense, she was torn between what she had to do and how she wanted to behave in line with her professional identity:

> Instead of changing my perception in the eyes of the students or doing something that does not fit my understanding of teaching, I would like to have a different intervention, such as saying, "[The assignment] will not be graded due to those issues." However, I had to step in since such a thing was not possible. I regretted putting myself on the line, but as I said, there was nothing to do as there was no other option.

(Fulya, Interview 5, April 2021)

Fulya's negative experiences seemingly caused her to question her self-efficacy since her professional identity involved reaching all the students and motivating them by putting extra effort just like a primary school teacher. Expressing her anger also led Fulya to negotiate her position as she sensed that she drifted away from her ideal professional identity. Such experiences caused her to reflect on her reaction and its possible consequences both for her and her students.

4.3.1.4. "This is not who I am": Nil's Case

Nil viewed herself as a guide and facilitator who constantly attempted to be a source of support and encouragement for her learners. She mentioned that her students also perceived her as a friendly and helpful teacher, and sometimes she was even called 'abla'[2] by her students. On the other hand, the institutional rules disapproved of building close relations and developing intimacy with the students. Therefore, she occasionally struggled to maintain a balance between institutional norms and her ideal teacher image. In addition, Nil felt that the institutional rules restricted her behaviors. For instance, the instructors were required to ask for evidence from students having an excuse for not uploading their assignments on time or not attending online classes. Nil

[2] Elder sister in Turkish

thought that requesting a student to prove the power outage at his home to accept his excuse bore no relation to her professional identity. Therefore, hiding her actual emotions to behave in line with the institutional rules led her to perceive herself as an insincere language instructor:

> They got used to it as we have constantly said, "Show the evidence of everything" since the beginning of the first semester. However, this is nonsense. I have never witnessed such nonsense. This is not who I am saying that sentence. I say, "If you could show the evidence" or "Have you taken a photo? Do you have a photo or something to prove it? Or else, we cannot accept it," etc. What an annoying person. I would curse if a teacher said such things to me. I would say, "What a silly thing!" As a grown-up person, a teacher stands in front me and says, "Take a photo of the power outage." What on earth does that mean? It is nonsense. This is not who I am. This is what the institution expects. This is something I have to do.
>
> (Nil, Interview 5, March 2021)

The lack of autonomy also caused Nil to experience unpleasant emotions. In addition, she was required to perform emotional labor to hide her emotions when the students' questions would reveal her position as a powerless instructor. As she could not take the initiative in her classes, she thought that her teacher image was harmed as the students perceived her as a person who had no authority in the institution:

> Teachers answer every question such as, "I do not know, let me ask," etc. It seems like you do not have a say in anything because I might say something slightly different; I might say, "Okay," but it might not be done in another classroom. You would get into trouble. That is why you cannot act alone, even if it is in favor of the student.
>
> (Nil, Interview 6, April 2021)

In the spring semester, failing to build meaningful relations with the students also influenced Nil's perception of her professional identity. As her class could not develop a sense of belonging at the beginning of the spring semester, Nil experienced disappointment and sadness, which caused her to lose her motivation towards teaching:

> I lose my motivation when there is no interaction and when I feel like I am reading something on my own and talking to myself. Frankly, I do not feel hopeful as I did before at the beginning. My hopes have diminished regarding

> this semester (…) I feel no excitement that will make me think, "What should I do tomorrow? Should I prepare a game? I can prepare a game to make them talk to each other, I can prepare an activity."
>
> (Nil, Interview 5, March 2021)

Nil struggled to fit herself into her ideal professional identity as she was overwhelmed by the challenges of online teaching and conflicts with her colleagues. She stated that teacher training programs only taught prospective teachers how to deal with students and what methodologies and techniques to use when teaching English. However, she had no clue about the workplace culture until she started work in the institution. Therefore, she did not know how to deal with issues arising from her interaction with administrators and colleagues. Since Nil worked in the office for two days, her only face-to-face interaction was with her colleagues and administrators. In the spring semester, she also had a conflict with some unit members, who caused her to experience indignation. While Nil could not meet her students physically, the majority of them also did not want to turn on their cameras in her online lessons. Since teaching meant having a meaningful teacher-student interaction for her, Nil's unenthusiasm towards teaching gradually increased:

> I see them [colleagues and administrators] more. Then, this is my job. This is my job right now. The concept of the job has shifted for me. People that I have never seen in my life turn off their cameras and sit there. Is this my job? Then, the job means people I engage in a dialogue and meet in real life. It is the building that I go to twice a week. That is why the balance of both sides has shifted. When you have an argument there, it becomes the main issue on your agenda.
>
> (Nil, Interview 6, April 2021)

Nil stated that she used to view her lessons "*as a therapy*" since she could feel happy and smile even when she had unpleasant experiences outside the classroom. For her, "*it seemed like the only thing that was going well*" in her life. However, she started to perceive her job as one of the duties she had to fulfill during the day, not as a passion that became her profession. On the other hand, she was determined to view it as a temporary process as she believed that she was still an enthusiastic teacher at heart:

> I think that my feelings do not suit me very well. Normally, I do not want to feel this way or think so negatively about my job. In my opinion, this does not suit me. However, I did not cause it myself. I think some factors led me to this point. I came to this point through physical experiences with online teaching and some emotional experiences. However, I cannot say much since I know that it is not permanent, and I am not actually like that. It will change, again... It feels like this is not in my nature. Normally, this is not me. This is not my understanding of teaching.
>
> (Nil, Interview 6, April 2021)

Nil's reflections indicated that she constantly negotiated her professional identity based on her experiences in the institution. For instance, she started to view herself as an insincere person as she could not reveal her emotions about the institutional norms. Since emotions such as caring, love, and intimacy were the main components of professional identity, she struggled in her classes when she failed to build meaningful relations with her students. Her conflicts with some colleagues also led her to experience indignation. Such experiences eventually caused her to reflect on her current emotions. Eventually, Nil attempted to perceive them as "temporary" to avoid drifting away from her ideal professional identity.

4.3.2. Feeling close to ideal professional identity

Under this theme, the participants' professional identity is explored in reference to their felt emotions and emotional labor affirming their perceptions about being a successful language instructor. While all the participants indicated that developing intimate teacher-student relations reinforced their professional identities and contributed to their imagined identities as successful teachers, some participants also emphasized the contribution of using certain emotional labor strategies to their ideal professional selves.

4.3.2.1. "I congratulated myself": Müge's Case

Müge considered teaching as an emotional profession and believed that emotions of satisfaction, intimacy, and joy were the heart of teaching. As she was aware that she facilitated her students' learning, she thought that teaching allowed her to experience a sense of relief. In this sense, the level of interaction that she had with the students

generally became the main source triggering certain emotions in her. For instance, she prepared a game for her students, which involved questions about fun facts about each student, such as the name of a student's cat or the names of places a student attended his online classes throughout the fall semester. When she witnessed the students' excitement about this game, she felt intimacy, joy, and love, which enhanced her positive perceptions about herself as a language instructor:

> This is actually my ideal. If I can experience these emotions and say, "There is such an atmosphere in my classroom, and we could do such things," I call this my ideal classroom, my ideal environment. I think that I give my best performance in such an environment.
>
> (Müge, Interview 2, February 2021)

Establishing genuine and intimate relationships with the students also allowed Müge to experience pleasant emotions such as joy, satisfaction, and happiness. When she felt those emotions, she sensed that she came closer to her ideal professional identity:

> Those emotions of satisfaction, happiness, intimacy that encourage me to continue further… The ideal teacher image in my head, as I said. I have such an ideal that I do not just talk to students just for the sake of talking, but really talk, listen, respond, and do not only consider grades, homework, etc. I am trying to make it happen. I think that I come close to this ideal, and I reach there when these emotions arise, and I experience happiness even if it is temporary.
>
> (Müge, Interview 2, February 2021)

In the spring semester, Müge invited one of her friends, who was working as an academic at the Psychology Department, to give a speech in her class for Psychology students. Müge explained that she wanted to demonstrate that she actually cared about her students as individuals and their professional development. In return, she felt proud when the students thanked her for putting an effort and organizing this meeting, although it was not in the curriculum. Müge felt very pleased with herself as a language instructor who cared about her students:

> I enjoyed what I did. I felt proud. I congratulated myself for contributing to the professional development of the students, for having such an opportunity, for thinking about it. I truly liked it. I had not even shared the syllabus with the students last semester, but I prepared the syllabus this semester. Since I started

> to be a little more organized, I congratulated myself and said, "Well done. You are doing well."
>
> (Müge, Interview 4, February 2021)

When she was asked about her opinions about online teaching, Müge expressed that she overcame her prejudice after realizing that she could manage an online classroom. Although it was an extraordinary and challenging experience for everyone, Müge's pleasant emotions towards online education allowed her to discover her potential and gain confidence, reinforcing the belief that she is "*not in despair*":

> I think that I discovered myself professionally. I discovered my identity, what I enjoy, what I do not enjoy. For example, if somebody had said, "Do you want to teach online? Do you want to apply?" before this period, I would have thought, "Do not be silly. What do you mean? What is online teaching? How can one learn something like that? How can one give a lesson?". Now, I think that I can spend my whole life this way. It was very comfortable for me, and it allowed me to discover many things. I found out the things I could actually enjoy and do, etc. I think it made me realize those things.
>
> (Müge, Interview 3, February 2021)

Since Müge almost finished the coursebook in her class with her Psychology students in the fall semester, she prepared her own syllabus with different materials in the spring semester. Since she could incorporate different topics into her practice, she felt excitement, happiness, and pride and witnessed that the students actually benefited from the content she specifically prepared for them. Müge was very satisfied that she could become a facilitator for her students with her efforts:

> Teaching something also means helping a person. I help them learn something. This is very important to me, and I enjoy it a lot. That is why I attempt to show something unknown, make someone realize something, and raise awareness, and [say], "This is not the only way. You have other options." It is something that I try to do in the classes as well. When I teach English, I see a topic in the book, and I make them realize something that they might not notice themselves. This is a part of my own understanding of teaching. I received positive feedback from the students, such as "This has been very useful for us," and many of them said they did not know about the things they heard. Showing them something like that, guiding them from this aspect, guiding them in the right direction is actually parallel to my teacher identity. In fact, I am trying to be a guide, to be the person guiding in the right direction.

(Müge, Interview 6, April 2021)

Since components such as creativity, joy, and fun were rooted in Müge's sense of self as a language instructor, experiencing relevant emotions allowed her to consolidate her professional identity. In this sense, incorporating different materials also did not create an extra workload for her. Instead, her freedom to choose materials in one of her classes allowed her to be proud of her teaching practice and reinforced her sense of self as a helpful, caring, and supportive teacher.

4.3.2.2. "I say to myself: You are a good teacher": Defne's Case

Defne perceived herself as a source of encouragement and motivation as a teacher. In this sense, she deliberately attempted to maintain a supportive attitude to gain her students' trust and seem hopeful to motivate them. Defne acknowledged that she occasionally deceived herself with hope in order to encourage her students to work harder, even when she felt hopeless. Although this behavior seemed hypocritical to her, she convinced herself that she did it for a good cause:

> It makes me think that I am hypocritical because I do it even if I do not believe it myself while doing it. I say, "Is this hypocrisy?" Then, I think about it and say, "No, no. You are a good teacher. Even if you do not believe it, you can pretend that you believe what you say to do the right thing for them in those moments."

(Defne, Interview 2, January 2021)

Defne's accounts also revealed that her some unpleasant experiences did not necessarily lead to negative outcomes with regards to her sense of self but allowed her to reconstruct her professional identity as a powerful teacher. When she was investigated due to a student complaint, she had to maintain her neutral attitude towards the student since professionalism meant that she had responsibility for everyone, including the complainant student. Although showing too much tolerance to the students generally did not fit her professional identity, Defne felt successful as she could persevere and endure by adapting her attitude in this situation:

> I said, "Well done." (…) I am more of a firm person in my personal life. So I was not expecting it, and I congratulated [myself]. I learned a lot. Without feeling hurt... I did not feel hurt, this issue did not really affect me negatively, but I

> learned this: "Never trust a student again, do not believe them. Have no pity." Of course, I am doing this job because I love students, but this [issue] has also taught me to be very careful.
>
> (Defne, Interview 1, December 2020)

In the spring semester, Defne also had similar experiences, in which she felt the need to hide her anger and tone down her statements towards certain students. On the other hand, Defne appreciated herself for improving her "*ability to take things sitting down,*" although others viewed her as "*too firm, too neutral, and too remote*." She commented:

> I do not do it willingly. I do not support this. However, I appreciate that my personal self and teacher self can achieve this because I am doing something I do not believe. I cannot say that I am very good at doing things that I do not normally believe. So, I appreciated it.
>
> (Defne, Interview 6, April 2021)

Defne's professional identity involved maintaining a neutral attitude towards each student from an equal distance without building closeness. That is why she approached strong emotions such as caring and love with caution. In this sense, impartiality and neutrality became the main components consolidating her professional identity as she stated: "*I always aspired to be neutral*." Still, she indicated that she would like to be more open to emotions arising from student interaction as a part of her imagined identity:

> It is good that the sense of neutrality in me remains stable without extreme sincerity or extreme negativity. I still want to stay there but… As I said lately, "Am I too neutral to the death? Am I like a wall? Is there no color at all?". I would like to have a ray of sweet yellow sunshine here and there and the color of ice blue every now and then without going to extremes. I would like to be able to experience such little emotions.
>
> (Defne, Interview 3, February 2021)

Defne's satisfaction with engaged students also allowed her to consolidate her professional identity as an instructor as she was able to balance her teaching practice through active participation in an organized manner:

> It is [clear] where my teaching begins, where they take it off my hands and constantly do speaking or answer something. Every time I come to class, I always say, "What is up? How are you?", "This is the plan for today's lesson." After that, I do not have to say anything to the kids. [They think], "Oh, there is this [topic] today. Okay. The teacher always does speaking [activity] before reading." Then, the answers are given as soon as the words come out of my mouth.
>
> (Defne, Interview 6, April 2021)

While Defne's pleasant experiences related to teaching consolidated her professional identity as an organized, neutral, and supportive teacher, her unpleasant experiences also allowed her to view herself as a mentally strong person as she was able to control her behaviors in line with institutional requirements. In this sense, she viewed such experiences as an opportunity to congratulate her efforts as a language instructor.

4.3.2.3. "I started to enjoy my position as an instructor": Fulya's Case

As a language instructor, Fulya viewed student engagement as a crucial part of teaching. Therefore, several emotions arising from her interaction with engaged students had an impact on her perception of professional identity. For instance, the feeling of satisfaction arising from improved student achievement and performance influenced her attitude towards the profession:

> You can see a noticeable improvement in the student, you know? This thing makes me feel very satisfied. The greatest satisfaction I experience about teaching is the student's growth, progress, and improvement in front of my eyes. Although I initially tried to keep one step back and said that the research is of primary importance for me, I experience incredible professional satisfaction when I witness such things.
>
> (Fulya, Interview 1, December 2020)

Having an intimate relationship based on love and respect with the students who acknowledged and appreciated her efforts also consolidated Fulya's professional identity as a successful teacher:

> Such close relationships with the students, love, respect, and tolerance that are experienced both by the teacher and by them… It directs the students to such things. This makes me very happy and satisfied. I feel impressed by the fact that

> my efforts are noticed, appreciated, and rewarded with solid things, such as achievement, and also with the students' attempts to protect you by speaking on behalf of you, empathizing and sympathizing with you.
>
> (Fulya, Interview 1, December 2020)

Fulya described herself as an energetic and entertaining teacher and believed that it was essential to use creativity to keep the students engaged through fun activities and techniques, even when teaching the most basic aspects of the language. On the other hand, she had to adopt her professional identity based on the military context when she taught English to military students. After she left her job and started work in this institution, she encountered a much more comfortable environment. In the semester break, Fulya stated that the fall semester was the only time when she could act in line with her true professional identity since she started teaching. Thus, she felt satisfied with her teaching practice as she came closer to her ideal professional self, which increased her happiness and respect for the job. Although she was attracted to becoming an academic and to conducting research in the field, this feeling fueled her professional identity as a language instructor who could enjoy even teaching the basics of English to low-level students:

> Until now, I was saying, "I will be an academic, I will write papers, I will do this and that, and I will not teach am/is/are." However, I have started thinking, "I can teach am/is/are because it feels good too." I have started to enjoy my position as an instructor.
>
> (Fulya, Interview 3, February 2021)

Fulya indicated that her professional identity was not separate from her personality. In the institution, the administrators' approach was stricter regarding building intimacy, and they asserted that drawing a line between personal and professional identity would prevent "*leaving themselves wide open for the students*." However, Fulya believed that such a separate identity would not help her establish intimate relations with her students. In this sense, feeling intimacy became a component reinforcing her professional identity, which Fulya described as a different '*version*' of herself:

> I have my versions as a teacher and as a person doing the housework. I am a very friendly person around my friends, but I do not pretend to be sulky in class. I am trying to reflect who I am. Everyone reflects their own personality, although they attempt to filter it. I try to keep going by filtering it as little as possible.
>
> (Fulya, Interview 3, February 2021)

In the spring semester, Fulya attempted to adjust her attitude as she encountered different types of learners. While she was more tolerant towards the students willing to fulfill their responsibilities, she demonstrated "*the strictest version*" of her professional identity towards certain students. In this sense, managing her emotions and adjusting her behaviors allowed her to view herself as a flexible language instructor who used every means to engage the students. In her new class, Fulya also put an extra effort into creating a positive classroom atmosphere since the majority of the students did not know each other. She witnessed that she had the ability to have a positive influence on her students, which allowed her to gain confidence and experience satisfaction. As a result, she started to view her professional identity as a significant component of her teaching practice:

> Whatever I do, no matter what kind of students I have, it seems that Fulya teacher makes things funnier and creates a more friendly environment thanks to her influence. Maybe it does not happen in the first week, but it happens in the seventh week. It does. It seems that I have this little flexibility in my personality, my classroom atmosphere, my teacher self when assessing the papers or doing something else because we end up in the same situation. Although the percentage is not the same, they transformed into students who do not hesitate to make mistakes and speak as they like compared to the beginning [of the semester]. Of course, there is no incredible change in terms of academic achievement, but at least there is a change in attitude. This is also enough for me. This is what I want as a teacher.
>
> (Fulya, Interview 6, April 2021)

When Fulya suppressed her anger towards disengaged students, she sensed that she did not contradict her own understanding of teaching. Therefore, engaging in emotional labor served as a practice consolidating her professional identity:

> It contradicts my teacher identity as I want everyone to be there because they want, have fun, and enjoy. Nobody wants to attend a class compulsorily or to get scolded.

(Fulya, Interview 6, April 2021)

While Fulya's main goal was to become an academic, she started to view her job differently thanks to her pleasant emotional experiences with the students. As she witnessed that her attitude towards them facilitated intimacy and engagement, she gained confidence as an instructor. Behaving in line with her professional beliefs also reinforced Fulya's sense of professional identity. Eventually, she became satisfied with her position in the Preparatory School.

4.3.2.4. "I am proud of my students": Nil's Case

Nil believed that her willingness to share her knowledge was rooted in her love for the students. In this sense, pleasant emotions allowed her to reflect on her teaching practice and increase her motivation. Nil emphasized the importance of the role of love in teaching as follows:

> I love teaching, and there should be love between you and the students. If you love this profession, if you like teaching, if you say that you are a good teacher… It [means] interacting with people. It is a social practice and you need to have good relations with the person in front of you. You must love them so that you want to teach them something. So, there is a direct connection. I could say I love teaching as much as I like, but it does not matter if I do not love my students. Going there emptily... That does not motivate me.

(Nil, Interview 2, February 2021)

Nil also considered that her empathy and friendliness towards the students were essential components of her professional identity. In this sense, caring about students and being proud of their improvement in English reinforced her sense of self as a language instructor:

> You want to be rewarded. When you teach, they should learn and make progress instead of staring at you blankly. I understand that they learn from what I teach, and I feel proud of them. Feeling proud means that you are attached to them. Who are you proud of? "My brother got into university. I feel proud" or "I am proud that my best friend did this." In other words, there must be a bond between you and that person in order for you to be proud. Anyone else would say, "Who cares if they reached an upper level or passed the preparation [program]? Do I pay for it?". However, it seems that I feel proud of them since there is a bond. Of course, I feel proud as I witness their progress.

(Nil, Interview 2, February 2021)

Although Nil questioned her intimacy with the students from time to time as she did not prefer using her authority to make them study harder and do their tasks, she did not wish to compromise her identity as a friendly teacher by becoming an authoritarian figure. When she was able to build strong relations with her students and experience relevant emotions, Nil came closer to her ideal professional identity:

> They had prepared a video. The semester is coming to an end, and the classes are going to change in the second semester. I will no longer see them. They had combined the videos one by one, spoken English, and said, "We are glad you were here this semester. We love you so much." I got so emotional because of the video. Even from far away, we managed to establish a bond because they all say something one by one, "That was good, and this was nice." Moreover, they say these in English. I liked it very much.

(Nil, Interview 2, February 2021)

In her teaching practice, Nil also suppressed her unpleasant emotions towards annoying students and made an effort to express love and interest since she believed that having good relations with students facilitated learning. Although she occasionally thought that some students were a lost cause, Nil did not reveal her emotions in order not to discourage them. In this sense, filtering her emotions did not influence her sense of self negatively as she believed that she did it in good faith:

> Sometimes it does not make me feel bad to use a filter and not say what I need to say because I think the other person will be sad. I can do that. I can put on a mask rather than upsetting them.

(Nil, Interview 1, December 2020)

While she was not very satisfied with the spring semester because of the disengaged students, Nil was able to bond with her students in the fall semester. Therefore, she gained confidence and started to perceive herself as an instructor who could reach her students and build meaningful relations even in online teaching:

> I have always been on good terms with my students and a friendly teacher. I thought that I might not be able to achieve this in online teaching, but I could establish a bond. As I mentioned before, my students had prepared a video for

> me. We had very good communication. I thought that I probably had such a trait because doing it online or face-to-face did not change things.
>
> (Nil, Interview 3, February 2021)

In online education, Nil also felt that she became more protective and compassionate towards her students since she was aware of the struggles that they went through. Those emotions also consolidated her professional identity as a caring teacher:

> They are also going through a difficult period right now. They got into university. They all had dreams. I know from it my siblings, "I am studying at university, I will go to campus, and make friends." They could not experience it either, and they are far away from everything. They could ask their questions whenever they wanted or share something when they saw the teacher in the hallway or during the break. That is why I always see that they also experience difficulties. I think I have become more protective towards them by saying, "I am struggling in the remote [setting], but they are struggling too." I have fallen all over them more compared to the face-to-face period.
>
> (Nil, Interview 3, February 2021)

Nil's professional identity as a caring teacher was consolidated through such experiences, even when she occasionally struggled in online education. Additionally, regulating certain emotions did not contradict her professional beliefs. In this sense, she came closer to her ideal professional identity through emotional labor and certain emotions such as love, caring, and pride.

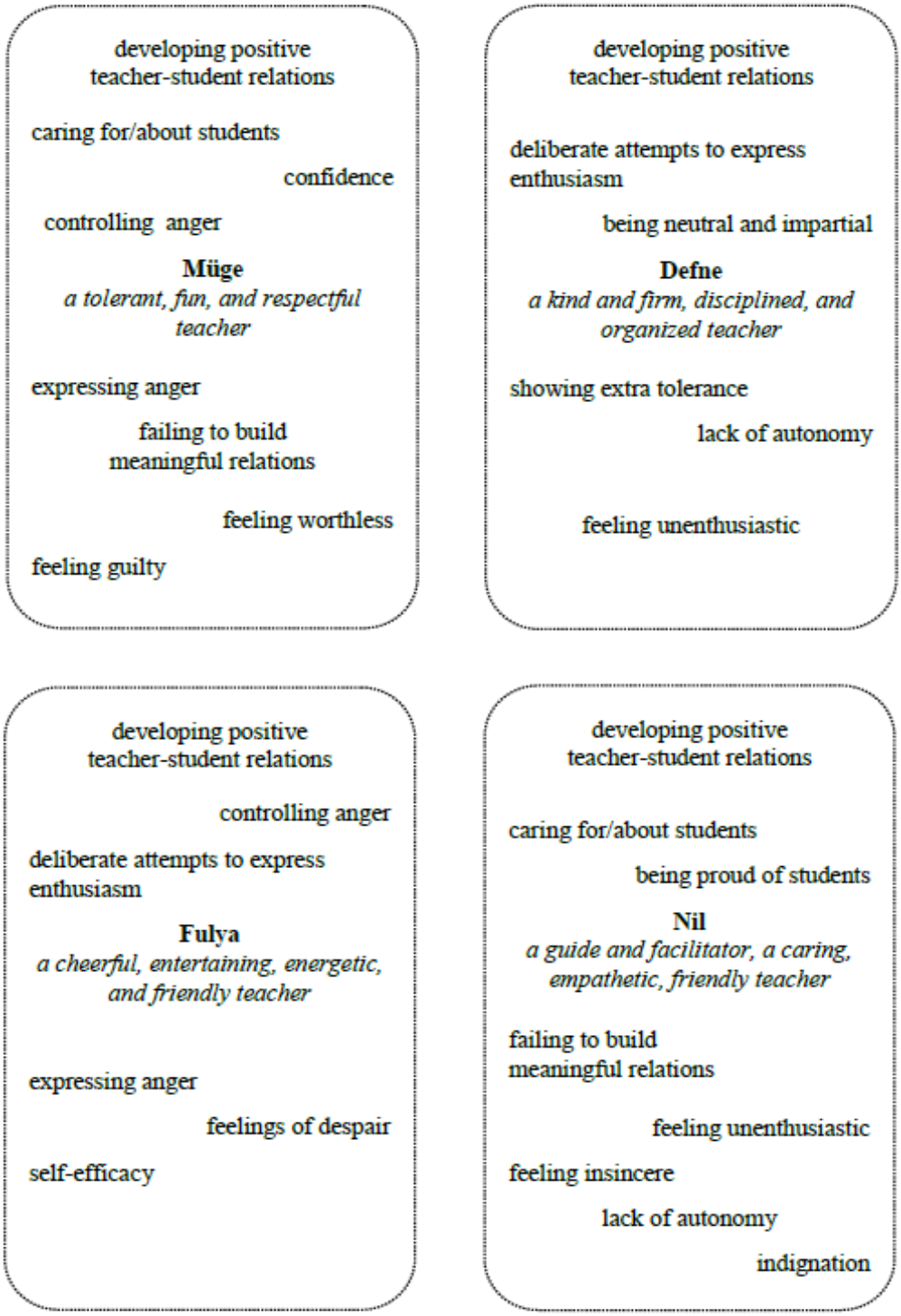

Figure 3. Illustration of the participants' professional identities with respect to their emotional experiences

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0. Presentation

This chapter consists of four sections. In the first section, the findings presented in the previous chapter are addressed and discussed based on the relevant literature. In the second section, key points of the study are summarized, and conclusions are presented. In the third section, practical implications are described. Lastly, the limitations of the study and recommendations for future research are presented.

5.1. Discussion

This qualitative study addressed three research questions regarding the English language instructors' emotional experiences, emotional labor, and professional identities. The first research question focused on how English language instructors described emotions related to their work. The purpose of the second research question was to examine how language instructors' accounts of teaching-related emotions led to emotional labor. Lastly, the third research question aimed to explore how teacher professional identity was negotiated through English language instructors' emotional labor and experienced emotions in their institutional context.

The current study attempted to go beyond labeling the participants' emotions as negative and positive and sought to understand both social and personal aspects of language instructors' emotions in their workplace. It was also apparent that the participants handled their experiences differently when they felt the same emotion towards different people, such as students, administrators, and colleagues. Within this scope, two themes emerged in response to the first research question. These themes were centered on the participants' reflections regarding the context that involved the

classroom environment at the micro level and institutional culture at the meso level, which may also be viewed as significant components in understanding complex interrelations within a system (Karaman 2010; Karaman 2014).

The participants' reported emotional experiences mainly involved five basic emotion prototypes, namely, love, joy, anger, sadness, and fear, as proposed by Shaver et al. (2001). The present study also confirmed hesitations about the sixth emotional category of "surprise" since the participants' accounts did not involve any incidents specifying surprise as an emotion. More specifically, the participants' pleasant emotions revolved around certain subclusters of affection, cheerfulness, pride, and optimism, while their unpleasant emotions revolved around subclusters of rage, sadness, disappointment, shame, neglect, and nervousness. Consistent with Martínez Agudo and Azzaro's (2018) mixed study conducted with EFL student teachers, the participants reported empathy, intimacy, powerlessness, and boredom in their teaching practice. Martínez Agudo and Azzaro's (2018) study showed that satisfaction and insecurity were the most common emotions reported by student teachers in the practicum experience. In the current study, happiness and anxiety were the most common emotions reported by the participants, who had more experience in language teaching. In line with Zembylas' (2007) perspective, the participants' emotions were also closely linked to their institutional context, power relations, and social interactions.

Consistent with Hargreaves' (1998a) depiction of teachers as "emotional" and "passionate" individuals aiming to connect with their learners, the participants emphasized the importance of experiencing and expressing certain emotions when they talked about the role of emotions in the profession. The participants' reflections on teaching also indicated that teaching was "not only a rational activity but also a social one" (Richards, 2020, p. 1). That is, their emotions related to work were closely linked to their level of interaction with the students as much as their professional beliefs. Since all participants agreed that one-way communication could hinder language learning since it entailed active participation, they experienced a variety of emotions such as happiness, intimacy, caring, pride, love, hope, joy, empathy, enthusiasm, and satisfaction when they succeeded in building a pleasant atmosphere

with active student participation. While the participants experienced pride when their students showed process or felt satisfied with their teaching practice, other common emotions generally stemmed from the students' positive attitudes in class or success in English. A similar finding was also presented by Lemarchand-Chauvin and Tardieu (2018), who concluded that novice teachers generally experience emotions related to their own performance since they tend to focus on their practice at the beginning of their teaching career, while experienced teachers' emotions related to work are not that self-centered and their emotions are generally revolved around student performance.

The findings also indicated that the participants' failing to communicate with the students triggered emotions such as anger, boredom, sadness, disappointment, hopelessness, despair, worthlessness, and powerlessness. The functions of teacher emotions implied in the participants' experiences were consistent with those presented by Fried et al. (2015). Namely, teacher emotions had an impact on their quality of teaching, teacher well-being, student motivation, satisfaction, and the teacher's decision-making processes, such as "the extent to which she or he makes use of activities that address classroom climate, such as games, songs, personal stories and jokes" (Richards, 2020, p. 3). For instance, Müge's accounts revealed that her lack of enthusiasm and anger caused her to skip interactive parts of the coursebook. Moreover, she carried her anger to her next class as she could not find a way to regulate her unpleasant feelings. Nil's reflections indicated that she gave up trying to connect with her class and only focused on lecturing instead of joking or chatting with them. As Fulya was surrounded by judgmental students in her previous class, she had to prepare for each lesson and avoid disclosing her personal stories. In a similar vein, Loh and Liew (2016) state that "teaching may occasion feelings of guilt, disappointment, and exhaustion, especially when students themselves do not resonate with the teacher's pedagogical values" (p. 275). These findings clearly show that language teachers' decision-making processes may be influenced by their emotions experienced at the classroom level. Additionally, failing to regulate certain emotions may also hinder effective teaching in the classroom.

Regarding pleasant experiences, the findings indicated that emotions might also serve as a booster of teacher well-being. For instance, Defne emphasized that witnessing

students' efforts increased her happiness and fostered her enthusiasm. Fulya's pleasant emotions arising from the classroom atmosphere also allowed her to be pleased with her current position, although she occasionally thought that she could not develop a sense of belonging to the institution. Although Nil was not happy with online teaching, she also experienced pleasant emotions as she connected with her students and witnessed their hard work in the fall semester. As a result, she sensed that the classroom became a safe place where she could escape all the troubles she encountered in her personal life and several conflicts in the institution. This finding is parallel with O'Connor's (2008) study, in which emotional connections with the students might alleviate the unpleasant feelings of "tense relations with colleagues" (p. 123). That is, it is possible for language instructors to keep out their emotional struggles at the meso level and still enjoy their job when they have pleasant experiences at the micro level.

The second theme was related to the participants' emotions arising from their interactions with other colleagues and administrators as well as their responsibilities in line with institutional expectations. The findings indicated that the participants' emotions arising from pleasant experiences were not as intense as those experienced in the classroom environment. Such emotional experiences were generally centered on feeling "worthy," "happy," "safe," and "supported" thanks to collegial or administrative support. On the other hand, the participants' perceptions about the institution differed from each other. Therefore, it was not possible to suggest a strong, trusting, and good relationships between all colleagues. However, all participants underscored the positive relationships they developed with some of their colleagues. For instance, they stated that their interaction with some colleagues allowed them to take strength from each other, especially after facing various challenges in online education. Such emotions also allowed them to develop a sense of belonging, which is considered an essential component of professional identity (Wenger, 1998; Pennington & Richards, 2016; Xu, 2017). On the other hand, the participants' emotions were not detached from the realities of "private" education based on neoliberal demands. That is, the institutional policies and expectations were highly influenced by the institution's perception of parents and students as costumers and language instructors as employees who are in charge of transferring commodified knowledge to learners.

Some participants experienced anxiety, fear, disappointment, anger, sadness, worthlessness, and guilt at the institutional level. Their reflections were generally linked to the administration's tendency to side with students against the instructors, and the feeling of being restricted as their recorded lessons might be watched later by the administration or the rector. In this sense, the administration's attitude was similar to the context of O'Connor's (2008) study, in which the organizational structure "overlooked the personal and individual nature of teachers' work" as they were only concerned about giving the parents' money's worth (p. 126). These findings are also supported by other studies indicating that factors such as hierarchical structure, lack of support from colleagues and administration, and strict policies may also have an impact on teacher emotions (Isenbarger & Zembylas, 2006; Loh & Liew, 2016; Yazan & Peercy; 2016). Previous studies conducted with pre-service teachers concluded that the hierarchy in schools and lack of support from mentors and supervisors led to unpleasant experiences among the participants (Timoštšuk & Ugaste, 2012; Yuan & Lee; 2016; Teng, 2017). While the present study was conducted with experienced teachers, it was revealed that English language instructors' unpleasant emotions might be closely linked to the lack of collegial and administrative support. These findings showed that superiors' lack of support might be detrimental both for pre-service teachers and experienced language instructors as long as there are hidden rules and hierarchical structures in their institutional contexts.

In the current study, some participants experienced guilt when they failed to meet institutional expectations and fulfill their responsibilities. If the participant's professional beliefs were consistent with the institutional expectations, it was easier to deal with such emotions and put some effort, as in Müge's case. On the other hand, Nil's reflections about using English in the classroom indicated that inconsistency between professional beliefs and institutional norms might deepen the feelings of guilt. A similar finding is also present in the study of De Costa et al. (2020), which revealed that the pressure to use only English in the classroom led to negative emotions such as frustration and embarrassment, which contributed to language teachers' emotional labor.

The second research question sought to explore the participants' emotional labor processes. The findings indicated that language instructors put a psychological effort into their work and performed emotional labor, as proposed by Hochschild (1983). On the other hand, emotional labor was not a practice subjected to explicit rules imposed by the institution. In fact, the participants acknowledged that emotions or emotional labor never appeared on the administration's agenda. Therefore, the participants' emotional labor behaviors were partly shaped based on their perceptions about the hidden rules of the institution and their own understanding of teaching. In this sense, two themes were presented based on their reasons for engaging in emotional labor: beliefs about teaching and perceived identity and institutional rules and expectations.

The first theme centered on emotional labor strategies employed by the participants to act in line with their professional role based on their beliefs and perceived professional identities about their work role. The findings revealed that the participants utilized both surface acting strategy by suppressing or hiding their emotions and deep acting strategy by putting an effort to experience and express certain emotions. For instance, the participants used the surface acting strategy to hide their feelings of disappointment, despair, hopelessness to prevent student demotivation. They acted as if they were hopeful about some students' progress even if they perceived them as a lost cause. Additionally, they used the deep acting strategy to enhance student engagement and motivation. As they believed that teaching should not be dull and boring, they attempted to evoke enthusiasm and joy in the classroom even when they internally experienced unhappiness or unenthusiasm. The participants' emotional labor also stemmed from their desire to maintain impartiality. For example, they did not reveal their anger even they did not like a student's personality or did not reveal their sympathy towards a student when they had personal closeness. In addition, they attempted to hide their unpleasant emotions related to private life to create a dynamic classroom atmosphere. In this regard, the participants' relevant experiences show that their emotional labor behaviors are rooted in the heart of teaching, which "is a labour of love" (Hargreaves, 1998b, p. 322). The participants' accounts may also lead to the conclusion that they would not have put psychological effort for the sake of students if they had not experienced caring and love towards them. These findings are also consistent with King's (2016) perspective, who suggested that emotional labor may

also be viewed as a positive phenomenon as it may allow teachers to "pursue their own agendas through the use of emotional labour, rather than employing it to suit the wishes of others" (p. 99). Similarly, Isenbarger and Zembylas (2006) suggested that emotional labor did not always lead to a negative outcome since regulating negative emotions "for the good of children" might contribute to teacher well-being (p. 131). In a similar vein, the participants' accounts in the present study emphasized the importance of examining the underlying reasons and outcomes of emotional labor before labeling it as a positive or negative phenomenon.

The second theme focused on the participants' emotional labor process resulting from institutional rules and expectations. In this theme, negative aspects of emotional labor were more evident. For instance, the findings revealed that the participants used the surface acting strategy to hide their emotions regarding institutional procedures even if they did not support them personally. In this sense, they acted as if they agreed with the institution's policies or only recited what was said by the administration without adding any personal comment when they spoke to the students. While Fulya and Müge emphasized that they performed emotional labor as they were a member of the institution and those rules are a part of the organizational structure in the Preparatory Schools, Defne and Nil were more disturbed by lack of autonomy and implicit rules imposed on their teaching practice. This finding shows that language instructors' perceptions about emotional labor behaviors may also be influenced by the level of belongingness to the institution and their interaction with superiors.

Some participants also expressed that they did not reveal their emotions when interacting with the administrators to avoid possible conflicts. For them, revealing their personal struggles or academic concerns to the administrators was not appropriate since it would not make a difference. These experiences demonstrated that language instructors might have to use the surface acting strategy in front of students and their superiors. Moreover, the participants' reflections showed that using surface acting strategy does not have to stem from language instructors' professional beliefs. Instead, unpleasant experiences with administration may also cause them to develop this strategy over time and maintain a strained employee-employer relationship rather than opening up themselves.

The findings also showed that some participants' emotional labor was embedded in online education and surveillance culture in the institution. Especially in Defne's and Nil's cases, emotional labor was usually performed due to the lack of autonomy and the fear of being monitored by others. For instance, Defne used the surface acting strategy to hide her anger to comply with the administration's tolerant approach towards the students. Similarly, Nil felt obliged to control even her gestures in front of the camera as she thought that her lessons might be watched by the administrators or the rector. Their reflections also signaled that they experienced dissatisfaction with their job and questioned their role in the institution. These findings are in line with Hochschild's argument (1983) that "the worker can become estranged or alienated from an aspect of self-either the body or the margins of the soul-that is used to do the work" due to emotional labor (p. 7).

Consistent with Morris and Feldman's (1996) conceptualization of the phenomenon regarding frequency, attentiveness, variety, and emotional dissonance, the participants' accounts revealed that the more interaction language instructors have with others, the more emotion regulation might be required by their work role. In the current study, the participants dealt with a variety of emotions in their interaction with the students and administrators and attempted to act accordingly. Additionally, their reflections indicated that longer interactions might result in greater levels of emotional labor since teaching requires more than "putting on a happy face" when greeting customers, which is generally the case for sales assistants. Indeed, Defne felt obliged to control her emotions even when she sent messages to her students outside office hours. Similarly, Fulya and Müge suppressed their anger towards students for long hours in their classes. Lastly, some participants' experiences implicated that emotional labor might also lead to "emotional dissonance" when language instructors sense that their true emotions are not parallel with the ones they are expected to express. When some participants suppressed their emotions to comply with institutional expectations and could not justify their behaviors based on their professional beliefs, they experienced unpleasant emotions, as in Defne's and Nil's case. In this sense, their experiences were similar to the narrative study of Yuan and Lee (2017), who suggested

that the school structure caused their participant "to be reduced to a 'teaching robot' who was asked to perform duties perfunctorily" (p. 17).

The third research question attempted to gain an insight into language instructors' professional identities by focusing on their teaching-related emotions and emotional labor processes. Two emergent themes showed that the participants constantly negotiated their professional identities based on their emotional experiences. Their accounts also revealed that they continuously (re)constructed their professional identities based on their interaction with others in their institutional context. This finding also reinforced the depiction of identity as a mixture of internal and external factors involving emotions, contexts, and social interactions (Rodgers & Scott, 2008). The dynamic, continuous, and multifaceted nature of professional identity was also implicated in the participants' reflections (Beijaard et al., 2004). While all participants had at least five years of experience, their accounts showed that they did not develop a single and stable professional identity over the years.

In identity research, the role of "future possibilities" and "imagined selves" in identity formation is also emphasized by several scholars (Kelchtermans; 1993; Wenger; 1998; Beijaard et al., 2004; Norton, 2013). In a similar vein, the findings revealed that the participants' reflections about their imagined selves also had a significant impact on their professional identities. For instance, Müge was uncomfortable about describing herself as a disorganized instructor, and she experienced guilt when she behaved in ways that reinforced her disorganized manners. As a result, she attempted to change her habit and put effort into coming closer to her ideal professional identity. Although her main goal was to become an academic, Fulya's pleasant experiences allowed her to become satisfied with her current job and connect with her future self as an instructor. Defne's and Nil's persistence to hold on to their possible selves as enthusiastic and happy teachers also allowed them to view their current emotions of dissatisfaction and unenthusiasm as temporary.

The hierarchical structure in the institutional context was also linked to the participants' perceptions about themselves. Specifically, unpleasant experiences arising from lack of autonomy and administrative support influenced some

participants' sense of self. In Nil's case, intense emotions involved not only anxiety, fear, or anger but also indignation after having a conflict with some unit members. Similarly, Defne adopted neutrality in her interaction with her superiors to avoid possible conflicts and emphasized her neutrality as a part of her professional identity several times in the interviews. For Fulya, the ways the administration handled her mistakes caused her to experience anxiety and alienation. Such experiences caused them to question their position in the institution as a part of their professional identity. This finding also supports Zembylas and Chubbuck's (2018) political approach, which emphasizes the role of ideology and power relations in identity formation.

As Zembylas (2003) suggests, there is an interplay between emotions and teacher identity. Similarly, Schutz and Lee (2014) argue that "during emotional transactions, teachers' emerging identities not only influence their actions and emotions, but their actions and emotions also influence their professional identity formation" (p. 174). In the current study, the participants' accounts also showed that they tended to make sense of their emotions based on their professional identities. For instance, the participants striving to build meaningful relations with students put more emphasis on the importance of experiencing and expressing relevant emotions such as happiness, intimacy, caring, and pride. As some participants' professional identities involved building a joyful classroom atmosphere, they struggled when they felt unpleasant emotions such as anger towards the students.

In the present study, the findings suggested that both unpleasant and pleasant experiences influenced the participants' professional identities. In this sense, the classroom atmosphere was not neutral for language instructors aiming to establish positive teacher-student relationships. In this regard, they held a positive attitude towards teaching and came closer to their ideal professional identities when they sensed that they bonded with their students and experienced pleasant emotions. In contrast, failing to build meaningful relations with others led them to drift away from their professional identities as they experienced unpleasant emotions such as disappointment, anger, boredom, and sadness. This finding is also highlighted by Schutz and Lee (2014), who state that "when students' behaviors are in line with teachers' perceptions of how the classroom should be and are associated with pleasant

emotions and those salient identities may be strengthened" (p. 174). Similarly, Kaur (2018) found that satisfaction, happiness, and joy experienced by teachers confirmed their beliefs about being a "successful" teacher and confirmed their professional identities. In another study, Yazan and Peercy (2016) pointed out that pleasant emotions might inform teachers about what it means to be a "good teacher" and influence their identity formation processes.

Emotional labor was another component shaping the participants' positive perceptions about themselves. In line with the argument of Humphrey et al. (2015), the participants were able to reinforce their professional identities when they controlled their emotions or evoked certain emotions consistent with their valued self. For instance, controlling their anger was a significant surface acting strategy for Fulya and Müge since they thought that revealing such emotions did not fit their professional identities. For Defne and Nil, using the deep acting strategy to express enthusiasm in the classroom was also closely linked to their sense of self. Some participants thought that they occasionally behaved "hypocritically" when they did not reveal their actual feelings towards certain students in order not to demotivate them. While they were partly uncomfortable about their behavior, they persuaded themselves by viewing it as a necessity of their profession. As Humphrey et al. (2015) state, "individuals generally want to believe that the work they do matters (meaningfulness) and reflects who they are (identity)" (p. 754). In line with this argument, it may be concluded that putting on a mask does not necessarily lead to detrimental consequences for language instructors as long as they can justify their emotional labor and consolidate their professional identity in meaningful ways.

Ashforth and Humphrey (1993) argue that "identity-threatening" experiences may also be reconstructed as "identity-enhancing" experiences (p. 104). The participants' reflections indicated that such experiences were not very common since only Defne mentioned that she appreciated herself even when she had to behave in ways against her professional beliefs. In an interview, Defne acknowledged that she went through a hurtful experience, but she viewed it as an "identity-enhancing" incident because she persevered by controlling her actual emotions and became a "strong" teacher.

The findings also emphasized the interplay of English language teaching, professional identity, emotions, and emotional labor. For instance, all participants acknowledged that language teaching differed from other subjects due to high levels of teacher-student interaction taking place in the classroom. In this sense, they experienced a variety of emotions towards the students. Moreover, their level of interaction required them to manage their emotions and perform emotional labor. In this sense, it may also be stated that the participants' emphasis on being enthusiastic and energetic in the classroom is related to the level of interaction they aspire to create with their students.

It is also evident that language instructors' experiences and professional identities might differ based on their status as non-native or native-speakers in their institutional contexts (Martel & Wang 2014; Pennington & Richards, 2016). For instance, Kocabaş-Gedik and Ortaçtepe Hart's (2020) study with NSTs indicated that factors such as coming from a different educational context, the level of competence in Turkish, and the language barrier when interacting with colleagues and students were related to the participants' emotions and emotional labor, which were not relevant to the present study. On the other hand, the participants' reflections about power relations and the level of support from the administration and colleagues were parallel to the findings of the present study. In this sense, it may also be concluded that power relations and administrative support play a crucial role in language instructors' emotions and emotional labor regardless of their status.

5.2. Conclusion

This case study aimed to explore two main issues that have only recently gained attention in the field, namely, teaching-related emotions and emotional labor of English language instructors working at a foundation university in Turkey. In this regard, the study attempted to examine English language instructors' accounts to provide insight into the emotional complexity of language teaching and its consequences regarding language instructors' professional identities.

Within this scope, three research questions were identified. The first research question aimed to explore how English language instructors described emotions related to their

work in their institutional context. The second research question attempted to examine how language instructors' accounts of teaching-related emotions led to emotional labor. Lastly, the third research question aimed to address how English language instructors negotiated their professional identities through emotional labor and experienced emotions.

The study was carried out in the Department of Foreign Languages at a foundation university. Four English language instructors participated in the study. Data collection instruments included semi-structured interviews and diary entries collected between December and April during the 2020-2021 academic year. The collected data were analyzed in line with the "Data Analysis Spiral" proposed by Creswell and Poth (2018) and Saldaňa's (2013) coding methods. In the light of the findings derived from the analysis, the following conclusions can be drawn.

First, English language instructors' accounts revealed that emotions were at the heart of their teaching practice. Based on the participants' reflections, a variety of emotions were identified both at the classroom and institutional levels. While pleasant emotions experienced by the participants involved happiness, intimacy, caring, pride, love, hope, joy, empathy, satisfaction, and enthusiasm, unpleasant emotions involved anger, boredom, sadness, disappointment, hopelessness, despair, worthlessness, and powerlessness at the classroom level. Those emotions were mostly related to the level of student engagement, participation, and achievement. It was revealed that emotions might have an impact on language instructors' instructional decisions. The findings also underscored the importance of regulating certain emotions in the classroom for effective teaching and learning.

Second, the findings suggested that the participants' pleasant emotions were not very salient at the institutional level since they provided more general descriptions such as feelings of being supported, being worthy as well as a sense of belonging. On the other hand, the participants' unpleasant emotions arising from their interaction with administrators and colleagues were more discrete as their experiences led to certain emotions such as anxiety, fear, disappointment, anger, sadness, worthlessness, and guilt. The participants' emotions were generally related to lack of administrative

support, job responsibilities, and institutional expectations. Those experiences also triggered unenthusiasm and dissatisfaction among some participants.

Third, there were two main factors in performing emotional labor: a) beliefs about teaching and perceived identity; b) institutional rules and expectations. Since they were mainly concerned about effective learning and teaching, the participants utilized surface acting and deep acting strategies based on several goals such as improving student engagement, preventing demotivation, maintaining impartiality, and creating a joyful atmosphere in the classroom. Additionally, the participants performed emotional labor to comply with institutional rules and expectations. The findings showed that their relevant experiences were linked to a lack of autonomy as they believed that they were required to hide their emotions of caring and empathy towards the students while talking about institutional procedures and suppress anger to prevent potential student complaints. Additionally, some participants used the surface acting strategy to avoid personal conflicts when interacting with colleagues and superiors.

Fourth, the findings indicated that English language instructors' professional teacher identities were flexible, continuous, and dynamic as they constantly negotiated their perceptions about themselves based on their emotional experiences arising from their interaction at the micro level and meso level. The participants' accounts showed that both pleasant and unpleasant experiences contributed to their professional identities in certain ways. For instance, the participants sensed that they came closer to their ideal professional identities when they experienced pleasant emotions and performed emotional labor in line with their beliefs. In this sense, emotional labor did not necessarily lead to negative effects on the participants when they could justify their behaviors. On the other hand, the participants occasionally sensed that they drifted from their ideal professional identities when they experienced unpleasant emotions and behaved in ways that contradicted their own understanding of teaching. In this respect, the role of power relations in language instructors' emotions and emotional labor was also highlighted in some participants' reflections. Some participants' accounts also indicated that it might be possible to maintain a positive attitude towards identity-threatening situations through perseverance and hope for change.

5.3. Practical Implications

The findings of the study suggest that there is an intricate relationship between language instructions' emotions, emotional labor, and professional identities. Moreover, the findings are supported by other studies indicating that emotions and emotional labor have a role in teacher satisfaction and well-being (Isenbarger & Zembylas, 2006; Fried et al., 2015; De Costa et al., 2020). In this regard, the current study reveals certain practical implications for teacher education programs and educational institutions.

1) Teacher education programs should recognize the role of emotions, emotional labor, and professional identity in teaching and learning. In this regard, they should integrate those aspects into their curricula to prepare pre-service language teachers for their future careers. Pre-service language teachers should understand the complex nature of professional identity and should be supported in developing self-awareness through reflection activities. In addition, they should be informed about teaching-related emotions that may occur at the classroom and institutional level. They should also acknowledge that they will also deal with administrators, colleagues, and parents as a part of their job. In this regard, they should be prepared for emotion regulation and emotional labor processes that they may need to perform in their interactions. It is also crucial that pre-service language teachers learn how to deal with those processes. In this sense, teacher education programs should address emotional literacy that refers to the ability "to handle emotions in a way that improves your personal power and improves the quality of life for you and—most importantly— the quality of life of the people around you" (Steiner, 2003, p. 23).

2) Educational institutions should prioritize their employees' well-being. In this sense, administrators should establish more positive and trusting work relationships with English language instructors and address their emotional challenges in meetings. In addition, they should facilitate a collaborative environment and encourage English language instructors to create "emotional affinities" that refer to the "connections or bonding based on coalition and friendship" between colleagues, as proposed by Zembylas (2003, p. 233). In addition, administrators should recognize that emotional

labor may become a burden on language teachers. Therefore, they should take an interest in their employees' problems to prevent them from performing emotional labor when they interact with their superiors. It is obvious that emotion management can be beneficial for language teachers in certain situations. Therefore, educational institutions should also provide in-service training through various professional development activities such as workshops, critical friends groups, and professional learning communities that address emotional literacy and emotion management skills.

5.4. Limitations and Recommendations for Future Research

There are some limitations in the present study that should be taken into consideration when interpreting the findings. These limitations may also provide insight into future studies.

First, the current study was limited in size and time span. It involved four language instructors, and the data were collected between December and April. While large sample sizes are not necessarily required in qualitative research, more participants can be involved in a longitudinal study to enhance credibility. Second, the data collection instruments only included semi-structured interviews as the primary data and diary entries as the secondary data. While the participants wrote diary entries until the end of the fall semester and had a chance to self-reflect on their recent experiences, they provided relatively short descriptions in their diary entries due to their busy schedules. In this sense, other data collection instruments can also be utilized to supplement semi-structured interviews. While it would not be an easy task to observe teacher emotions in the classroom, and the observer's presence might influence the students' behaviors, classroom observations can still provide insight into teacher-student interaction and teacher behavior. Third, the data relied on the participants' subjective self-reports in the present study. In future research, students' and administrators' perspectives about teacher emotions can also be addressed. Fourth, the present study was conducted with participants with similar educational backgrounds and teaching experiences. Future research can focus on language instructors at different career stages with different educational backgrounds. Lastly, the current study focused on a single research setting, which was a foundation university. Researchers can also conduct a cross-case study

with language instructors working at the state and foundation universities to better understand the institutional contexts shaping language instructors' emotions and emotional labor behaviors.

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APPENDICES

APPENDIX A. 1ST SEMI-STRUCTURED INTERVIEW QUESTIONS IN TURKISH

1. Biraz kendinizden bahsedebilir misiniz? Kaç yaşındasınız? Eğitim geçmişiniz nedir? Kaç yıldır öğretmenlik yapıyorsunuz?

2. Öğretmen olmaya nasıl karar verdiniz? Bu mesleği seçmenizde size ilham veren şeyler ya da kişiler oldu mu?

3. Kendinizi bir öğretmen olarak nasıl tanımlarsınız?

4. Öğrencileriniz, meslektaşlarınız ve yöneticileriniz sizi bir öğretmen olarak nasıl tanımlar?

5. Size göre başarılı bir İngilizce öğretmeninin özellikleri neler olmalıdır? Zihninizde ideal bir İngilizce öğretmeni imgesi oluşturacak olsanız bu kişiyi nasıl biri olarak tarif edersiniz?

6. İleride kendinizi nasıl bir öğretmen olarak hayal ediyorsunuz? Gelecekteki mesleki kimliğinizi nasıl tarif edersiniz? Bu sizi nasıl hissettiriyor?

7. Bu kurumda çalışmaya karar vermenizin sebepleri nelerdi? Bu kurumda çalışmak sizi nasıl hissettiriyor?

8. Çalıştığınız kuruma olan katkınız/etkiniz hakkında ne hissediyorsunuz? Çalıştığınız kurumun size olan etkisi/katkısı hakkında ne hissediyorsunuz?

9. Kurum içerisinde meslektaşlarınızla ve yöneticilerle olan iletişim düzeyinden biraz bahsedebilir misiniz? Bu iletişim hakkında neler hissediyorsunuz?

10. Öğretmenlik mesleğinde duyguların rolü hakkında ne düşünüyorsunuz?

11. Bir öğretmen olarak kurum içerisinde (sınıf içinde ve dışında) gerçek duygularınızı açıkça belli eder misiniz?

12. Sizce öğrencilere karşı ne tür duygular hissedilmeli veya dışa vurulmalıdır?

13. Sizce öğrencilere karşı ne tür duygular hissedilmemeli veya dışa vurulmamalıdır?

14. Yüzeysel davranış (surface acting) kişinin gerçek duygusunu gizleyip davranışını değiştirerek kendisinden beklenen bir duyguyu sergilemesi anlamına gelir. Yani kişinin aslında hissettiği ve sergilediği duygular farklıdır. Öğretmenlik yaparken aslında hissetmediğiniz bir duyguyu sergilediğiniz bir olayı anlatır mısınız?

a) Hangi duyguyu sergilediniz?
b) Aslında hissettiğiniz duygu neydi?
c) Olay sonrasında ne hissettiniz?
ç) Bu durum öğretmen kimliğinizle ilgili algınızı nasıl etkiledi?

15. Derinlemesine davranışta (deep acting) kişi kendisinden beklenen duyguyu içselleştirerek sergileme çabasına girer. Yani hissedilen ve gösterilen duygu arasında kasıtlı olarak bir uyum oluşturur. Öğretmenlik yaparken bir duyguyu içselleştirerek sergilediğiniz bir olayı anlatır mısınız?

a) Hangi duyguyu sergilediniz?
b) Olay sonrasında ne hissettiniz?
c) Bu durum öğretmen kimliğinizle ilgili algınızı nasıl etkiledi?

16. Son olarak paylaşmak ya da eklemek istediğiniz bir şey var mı?

APPENDIX B. 1ST SEMI-STRUCTURED INTERVIEW QUESTIONS IN ENGLISH

1. Can you tell me a little bit about yourself? How old are you? What is your educational background? How long have you been teaching?

2. How did you decide to become an English language teacher? Are there any inspirational events or people that have influenced you to choose this profession?

3. How would you describe yourself as an English language teacher?

4. How would your students, colleagues, and administrators describe you as an English language teacher?

5. In your opinion, what would be the characteristics of a successful English language teacher? If you were to picture an ideal English language teacher image in your mind, how would you describe that person?

6. How do you imagine yourself as an English language teacher in the future? How would you describe your future professional identity? How does it feel?

7. How did you decide to work in this institution? How do you feel about working at a foundation university?

9. Can you tell me a little bit about your communication with your colleagues and administrators? How does this level of interaction make you feel?

10. What are your opinions about the role of emotions in the teaching profession?

11. Do you reveal your genuine emotions freely in the institution (inside and outside the classroom) as an English language teacher?

12. What emotions do you think should be felt or expressed towards students?

13. What emotions do you think should not be felt or expressed towards students?

14. Surface acting refers to expressing expected emotions by changing one's behavior and hiding one's actual emotions. That is, emotions that are actually felt and displayed are different. Could you talk about a situation when you displayed an emotion that you actually did not feel as a teacher?

a. What emotion did you express?
b. What was your actual emotion?
c. How did you feel after the incident?

d. How has this incident influenced your perception of your teacher identity?

15. Deep acting refers to attempting to display expected emotions by internalizing them. That is, the person deliberately aligns the displayed emotions with the experienced ones. Could you talk about a situation when you displayed an emotion by internalizing it?

a. What emotion did you express?
b. How did you feel after the incident?
c. How has this incident influenced your perception of your teacher identity?

16. Is there anything else you would like to share or add?

APPENDIX C. SEMI-STRUCTURED FOLLOW-UP INTERVIEW QUESTIONS IN TURKISH

1. Son iki haftanız nasıl geçti?

2. Günlüğünüzde (duygunun adı) hissettiğinizden bahsetmiştiniz. Bu duygunun öğretmenlik kariyerinizdeki yeri nedir?

- *Bu duygunun önemi, geçmişte nasıl hissedildiği, katılımcının öğretmenlik algısıyla uyumlu olup olmaması*

3. Bu duyguyu ortaya çıkaran olaylar yaşadığınızda tepkiniz ne oluyor?

4. İşinizde bu duyguyu hissetmek / hissetmemek için çaba içine girdiğiniz oluyor mu? Neden?

5. İşinizde bu duyguyu sergilemek / sergilememek için çaba içine girdiğiniz oluyor mu? Neden?

APPENDIX D. SEMI-STRUCTURED FOLLOW-UP INTERVIEW QUESTIONS IN ENGLISH

1. How have you been for the last two weeks?

2. You mentioned that you experienced (name the emotion) in your diary entry. What is the role of this emotion in your teaching career?

- *The significance of the emotion, how it was experienced in the past, whether it is congruent with the participant's perception of teaching*

3. What is your reaction when you experience this emotion?

4. Do you have any attempts to feel/do not feel (name the emotion) in your job? Why?

5. Do you have any attempts to express/do not express (name the emotion) in your job? Why?

APPENDIX E. SEMI-STRUCTURED SEMESTER BREAK INTERVIEW QUESTIONS IN TURKISH

1. Bu dönem sizin için nasıl geçti? Neler hissediyorsunuz?

2. Bu dönemi diğer dönemlerle kıyasladığınızda nasıl tarif edersiniz?

3. Bu dönem öğrencilerinizle olan ilişkiniz hakkında neler hissediyorsunuz?

4. Bu dönem meslektaşlarınız ve yöneticilerinizle olan ilişkiniz hakkında neler hissediyorsunuz?

5. Bu süreçte üzerinizde hissettiğiniz duygusal yükün genel iş yükünüzün ne kadarını oluşturduğunu düşünüyorsunuz?

6. Bu süreçte sizi duygusal anlamda zorladığını düşündüğünüz ne tür deneyimler yaşadınız?

7. Bu süreçte sizi duygusal anlamda geliştirdiğini düşündüğünüz ne tür deneyimler yaşadınız?

8. Bu süreçte çalıştığınız kurum tarafından duygusal anlamda ne ölçüde desteklendiğinizi düşünüyorsunuz?

9. Bu süreçte yaşadığınız deneyimlerin öğretmen kimliğinizi nasıl etkilediğinden bahsedebilir misiniz?

10. Bir sonraki dönemle ilgili duygularınız ve beklentileriniz neler?

11. Bu çalışmayla ilgili son izlenimlerinizi paylaşabilir misiniz? Bu çalışmaya katılmış olmak ve duygusal deneyimlerinizi paylaşmak sizi nasıl hissettirdi?

APPENDIX F. SEMI-STRUCTURED SEMESTER BREAK INTERVIEW QUESTIONS IN ENGLISH

1. How was your semester? What are your feelings?

2. How you describe this semester when you compare it with previous semesters?

3. What are your feelings about your interaction with your students this semester?

4. What are your feelings about your interaction with your colleagues and administrators this semester?

5. What was the intensity of your emotional burden in your general workload in this process?

6. What incidents have you experienced that challenged you emotionally in this process?

7. What incidents have you experienced that improved you emotionally in this process?

8. To what extent do you think that you have been supported emotionally by the institution?

9. Could you talk about how your experiences influenced your professional identity?

10. What are your feelings and expectations regarding the next semester?

11. Could you share your last impressions regarding this study? How did participating in the study and sharing your emotional experiences make you feel?

APPENDIX G. DIARY ENTRY TEMPLATE IN TURKISH

Bu tez çalışması ODTÜ İngiliz Dili Eğitimi yüksek lisans öğrencisi Sena Dürüst tarafından Doç. Dr. Abdullah Cendel Karaman danışmanlığında yürütülmektedir. Bu nitel çalışma, meslekte karşılaşılan duygusal olayların vakıf üniversitesinde çalışan İngilizce öğretim görevlilerinin mesleki kimlikleri üzerindeki rolünü duygusal emek çerçevesinde araştırmayı amaçlamaktadır. Bu olayların öğretmenin mesleki kimliği üzerindeki rolünü daha iyi anlayabilmek için bu günlük çalışmasına ihtiyaç duyulmuştur. Sizden istenilen öğrencilerinizle, meslektaşlarınızla ya da yöneticilerinizle olan etkileşiminizden doğan olumlu ve olumsuz duyguları haftalık olarak yazmanızdır. Bu çalışmada kimliğinizi açığa çıkaracak hiçbir bilgi yer almayacaktır. Bu nedenle aşağıdaki uyarıları dikkate almanız ve kendinizi rahat bir şekilde ifade etmeniz bu tez çalışması açısından önem taşımaktadır. Bu çalışmaya vakit ayırdığınız ve katkılarınız için çok teşekkür ederim.

1. Günlük tutarken lütfen sayfanın sağ üst köşesine tarih yazınız.
2. Öncelikle hissettiğiniz duyguları (mutsuzluk, kızgınlık, üzüntü, kaygı, öfke, çaresizlik, güçsüzlük, hayal kırıklığı, can sıkıntısı, mutluluk, neşe heyecan, gurur, şefkat, sevgi vb.) daha sonra bu duyguları ortaya çıkaran olayları anlatınız.
3. Yaşadığınız olayları mümkün olduğunca detaylandırmaya çalışınız.
4. Hissettiğiniz duygularla nasıl baş ettiğinizle ilgili (sergilemek, içselleştirmek, gizlemek, bastırmak, vb.) detay vermeye çalışınız.
5. Lütfen yalnızca işinizle ilgili olaylar ve duygulardan bahsediniz.

Örnek:

Bu hafta neler hissettim?	*Bu hafta neler yaşadım?*
1. Gurur	*Öğrencilerimin büyük çoğunluğu sınavdan çok yüksek puanlar aldı. Gururumu onlarla paylaştım.*

Tarih:

Bu hafta neler hissettim?	Bu hafta neler yaşadım?

APPENDIX H. DIARY ENTRY TEMPLATE IN ENGLISH

This Master's Thesis is carried out by Sena Dürüst, a graduate student of the Department of Foreign Language Education at Middle East Technical University, under the supervision of Assoc. Prof. Dr. Abdullah Cendel KARAMAN. This qualitative study attempts to examine the role of emotional experiences in the professional identities of English language instructors working at a foundation university within the framework of emotional labor. This diary entry will be administrated to better understand the role of those experiences in professional teacher identity. You will be asked to write about your pleasant and unpleasant emotional experiences arising from your interaction with your students, colleagues, or administrators. No information that would reveal your identity will be presented in the study. Therefore, it is important that you pay attention to the guidelines below and be comfortable expressing yourself. I would like to thank you for your time and contribution to this study.

1. Please write the date at the top right corner of the page.
2. Please write about your emotions (sadness, irritation, grief, anxiety, anger, powerlessness, disappointment, boredom, happiness, joy, enthusiasm, pride, caring, love, etc.) and what caused those emotions.
3. Please try to elaborate on your experiences.
4. Please try to give details about how you handled your emotions (expressing, internalizing, hiding, suppressing, etc.).
5. Please only mention your experiences and emotions related to your job.

Example:

What emotions have I experienced this week?	*What has happened this week?*
1. Pride	*The majority of my students got very high grades on the exam. I expressed my pride.*

Date:

What emotions have I experienced this week?	*What has happened this week?*

APPENDIX I. DEBRIEFING FORM

I would like to thank you for your participation in this study conducted as a Master's Thesis under the supervision of Prof. Dr. Abdullah Cendel KARAMAN, carried out by Sena Dürüst, a graduate student of the Department of Foreign Language Education at Middle East Technical University.

This study attempts to examine the role of emotional experiences on the professional identity construction of English language instructors working at a foundation university in Turkey. In addition, the study aims to investigate how teaching-related emotions are experienced by language instructors through a qualitative inquiry within the framework of emotional labor, which refers to the management of feelings as a part of one's job to meet organizational expectations.

Teacher identity has a dynamic nature, which is influenced by both internal aspects such as emotions and external factors such as contexts and interaction with others. Teachers' interactions with students, colleagues, and administrators involve all kinds of emotions, which may contribute to their identity both in negative and positive ways. To gather information about the professional identity of the participants, they were interviewed about the ways they perceive themselves, how others perceive them and what they think about their future selves as teachers. In addition, they were asked to describe situations in which they experienced emotions in weekly diary entries, which were later discussed in follow-up interviews to observe how the consistency and inconsistency between the experienced emotions contribute to their professional identity.

It is aimed that the preliminary findings from this study will be obtained in early July 2021. The data will be utilized only for research purposes. For further information, about the study and its results, you can refer to the following name.

Sena Dürüst
E-mail:

APPENDIX J. INFORMED CONSENT FORM

Title of the study: The Role of Emotional Labor in English Language Teachers' Professional Identity

Dear Participant,

You are being invited to take part in a Master's Thesis Project under the supervision of Assoc. Prof. Dr. Abdullah Cendel KARAMAN, carried out by Sena Dürüst, a graduate student of the Department of Foreign Language Education at Middle East Technical University. This case study attempts to examine the role of emotional labor on professional identity construction of English language instructors working at a foundation university. This form contains information about the purpose of this study, the data collection procedures and your rights as a participant.

The purpose of the study: The purpose of this study is to investigate how emotions arising from the interaction between students, colleagues, and administrators contribute to the professional identity construction of English language instructors working at a foundation university. Additionally, this study intends to examine their teaching-related emotions within the framework of emotional labor, which includes management of feelings and expressions as a part of one's job in order to gain an in-depth insight into the role of the emotional experiences in their professional identity construction in their work context.

Procedure: If you agree to be a part of the research, your participation will consist of semi-structured interviews and diary entries that will be collected between November 2020 and July 2021. A total of 6 individual interviews will be conducted and a total of 8 diary entries will be collected. The initial interview will focus on your professional background and your perceptions about the job of language teaching and emotional aspects of teaching. Then, you will be asked to report your emotional experiences with students, colleagues and administrators by keeping a weekly diary for eight weeks. Follow-up interviews will be held to obtain further data about your experiences and gain an in-depth insight into the emotions mentioned in the diary entries once in two weeks. Lastly, a final interview will be conducted to learn about your reflections regarding the fall semester and to get their final remarks about the study. All the interviews will be held by video conference, recorded, and then transcribed. The duration of each interview will be about 30-60 minutes.

Data Protection & Confidentiality: The researcher will take every possible step to protect your confidentiality. All the data obtained from you will be stored on a password-protected computer and only be accessible to the researcher. Your name will not be mentioned in the research paper. Your identity or the identities of people you speak about will remain anonymous. The disguised excerpts from the interviews and diary entries may be quoted in the study by using pseudonyms.

Potential Risks: There are no known risks to the participants of the study.

Potential Benefits: There are no direct benefits to participating in this study. If you agree to participate, you will be contributing to the literature on professional identity construction processes of language teachers in relation to their emotional experiences. Your participation may also help you to gain an in-depth insight into yourself as a language teacher. Additionally, your perceptions and experiences may provide guidance to policymakers and administrators to adopt relevant policies and reforms regarding the professional development of language instructors working at foundation universities.

Participation & Withdrawal: Your participation is completely voluntary. You may decide not to answer any particular question that makes you uncomfortable or withdraw from the study at any time with no penalty by notifying the researcher that you would like to discontinue your participation in the study.

If you have any questions or concerns regarding this study, please contact:

Sena Dürüst
E-mail:

By signing below I acknowledge that I have read the above description of the study and I understand the conditions of my participation. I am aware that I can quit participating at any time I want. I give my consent for the use of the information I provide for scientific purposes. *(Please return this form to the data collector after you have filled it in and signed it).*

Name Surname Date Signature

----/----/-----

APPENDIX K. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

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02 KASIM 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Abdullah Cendel KARAMAN

Danışmanlığını yaptığınız Sena DÜRÜST'ün "The Role of Emotional Labor in English Language Teachers' Professional Identity " başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 297-ODTU-2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

APPENDIX L. INITIAL CODE LIST

Academic background	Friendly teacher
Academic environment	Guilt
Anger	Happiness
Anxiety	Hiding emotions related to private life
Attempts to be open to criticism	Hiding emotions to maintain impartiality
Attempts to increase student engagement	Hiding emotions to prevent student demotivation
Attempts to look powerful	Humorous teacher
Attempts to show enthusiasm for a positive classroom atmosphere	Hope
Avoiding talking about emotional struggles	Hopelessness
Becoming a more organized person	Imagined identity
Behaving as a messenger regarding procedures	Improving oneself in teaching some skills
Being a facilitator	Indignation
Being able to set some rules & not too tolerant	Influence of hometown
Being alert to excuses/lies	Influence of the family
Being competent in mother tongue	Interaction with administrators
Being creative & interesting	Interaction with colleagues
Being determined	Intercultural communication
Being extra patient	Intimacy
Being flexible & keeping oneself updated	Joy
Being flexible in what materials to use	Kind but firm teacher
Being in favor of students	Lack of autonomy
Being neutral in class	Learning from each other
Being open to improvement	Love
Being proud of students	Lowering oneself to students' level
Being tolerant	Minimizing interaction to avoid conflicts
Beliefs about a successful teacher	No full trust in students
Boredom	Not an egoist
Building a digital library	Not interested in other fields
Building mutual understanding	Online teaching
Caring for/about students	Open to communication
Caring teacher	Opportunities for professional development
Caring	Personal & Professional Background
Cheerful teacher	Powerlessness
Competence in language & culture	Pretend play as a teacher
Confidence	Previous teachers as role models
Controlling/filtering anger	Pride
	Professional experience
	Reasons for working at tertiary level

Curiosity about other cultures & nationalities Current teacher identity Dealing with low level students Deep acting Deliberate attempts to feel energetic/enthusiastic Desire to become a teacher Desire to become an academic Desire to share knowledge Despair Developing positive teacher-student relations Disappointment Discovering different dimensions of English Disorganized teacher Displaying false emotions to motivate students Double standard for some instructors Easygoing teacher Empathy Energetic teacher Entertaining teacher Enthusiasm Enthusiastic teacher Expressing anger Failing to build meaningful relations with students Fear Feeling anxious Feeling at ease Feeling despair Feeling guilt Feeling insincere Feeling unenthusiastic Feeling worthless Feeling worthy Filtering anger contradicting with sense of self Filtering emotions regarding institutional policies Finding a balance between being kind and firm Flexible teacher Following a prescribed curriculum	Recording online classes Reflecting on practice to improve oneself Respectful teacher Responsible teacher Sadness Satisfaction Sense of belonging Sense of support Serious and disciplined teacher Showing extra tolerance Source of encouragement/motivation Suppressing emotions to show tolerance towards students Surface acting Taking responsibility for mistakes Teacher as a facilitator Teacher as a guide Teaching as an emotional profession Tolerant teacher Using English as a means to teach other things Utilizing authentic material Utilizing technology Utilizing various activities Working at a foundation university Working conditions Worthlessness

APPENDIX M. TURKISH SUMMARY / TÜRKÇE ÖZET

DUYGUSAL EMEĞİN İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİĞİ ÜZERİNDEKİ ROLÜ

GİRİŞ

Yabancı dil öğretmenleri, dil öğrenimini kolaylaştıran etkili yaklaşım ve yöntemlere ilişkin geniş bir bilgi birikimine sahip olabilir. Fakat bu onları başarılı öğretmenler haline getirmeyebilir. Çünkü öğretmenliğe dair inançlar, duygular ve değerler ile öğretmenlerin kendilerini, öğrencilerini ve iş bağlamlarını algılayış şekilleri de dersi işleyişlerini etkileyebilir. Danielewicz'in (2001) belirttiği gibi, "[iyi bir öğretmen olmak] bireylerin kendilerini algılama biçimleriyle, kimlikle bağlanmayı gerektirir. Böylece öğretme yalnızca rol yapma ya da davranış sergileme değil, bir oluş hali olur" (s. 3).

Hargreaves (1998a) öğretmenleri "öğrencileriyle bağ kuran, işlerini ve sınıflarını keyif, yaratıcılık, mücadele ve neşeyle dolduran duygusal ve tutkulu varlıklar" olarak tanımlamaktadır (s. 835). Dil öğreniminin temelinde anlamlı iletişimin yattığı düşünüldüğünde, İngilizce öğretmenlerinin öğrencileriyle etkileşimlerinden sayısız duygunun doğduğu varsayılabilir. Benzer şekilde, Bullough (2009) öğretmenlerin öğrencileri, meslektaşları ve yöneticileriyle etkileşimlerinde "büyük tatminler" ve "derin hayal kırıklıkları" tecrübe ettiklerini belirterek sosyal etkileşimin öğretmenlikle ilgili duygular üzerindeki rolüne işaret etmektedir.

Duygu düzenleme ya da yönetimi "bireylerin hangi duygulara ne zaman sahip olacaklarını ve bu duyguları nasıl deneyimleyip ifade edeceklerini etkiledikleri süreçler" olarak ifade edilir (Gross, 1998, s. 275). Bu bağlamda, öğretmenler duygularını etkili öğretime dair kişisel inançlarına veya idealize ettikleri öğretmen kimliklerine uyum sağlamak amacıyla düzenleyebilirler (Sutton, 2004). Öğretmenlerin

duygularını düzenleme girişimleri, Hochschild (1983) tarafından işin gerektirdiği duygu ifadelerinin düzenlenmesi olarak tanımlanan 'duygusal emek' sürecine yol açabilir. Öğretmenler bu gereklilikleri yerine getirmek amacıyla "olumlu duygu gösterimi için olumlu duyguları taklit etme ve kimi zaman olumsuz duyguları bastırma" anlamına gelen 'yüzeysel davranış' ya da "olumlu duygu gösterimi için olumlu duyguları deneyimleme çabası" anlamına gelen 'derinlemesine davranış' stratejilerini uygulayabilirler (Diefendorff vd., 2005, s. 341). Duygu düzenleme daha çok süreçlere odaklanırken duygusal emek daha çok sonuçlara odaklanmaktadır. Fakat duygusal emeğin sergilenmesi, duygusal emeği de kapsayan duygu düzenleme sürecine yol açtığından bunlar birbirine bağlı yapılar olarak değerlendirilebilir (Zembylas, 2005a, s. 50).

Öğretimin duygusal boyutunun mesleki kimlik göz önünde bulundurulmadan incelenemeyeceği açıktır. Öğretmenlerin duyguları ve bu duyguları yönetme ve düzenleme kararları bir profesyonel olarak benlik duygularının kökeninde yatıyor gibi görünmektedir. Barcelos (2017) "duygular ayrılmaz bir şekilde öğretmenlerin kimliklerine bağlıdır ve öğretmenlerin düşünme, akıl yürütme, öğrenme ve değişimini anlamada önemli bir role sahiptir" şeklinde ifade etmektedir (s. 147). Bu bağlamda, öğretmenliğin duygusal karmaşası ve öğretmenlerin mesleki kimliği ile aralarındaki karşılıklı etkileşimin incelenmesi bu yapılara dair anlayışımızı geliştirmemiz açısından önem taşımaktadır. Çünkü "duygular ve öğretmen kimliği konuları birbirleri hakkında bilgi verir ve hem kavramsal hem de kişisel düzeyde birbirlerinin yorumlarını inşa eder" (Zembylas, 2003, s. 214).

Türkiye'de pek çok İngiliz Dili Öğretimi mezunu daha iyi bir maddi kazanç ve çalışma koşulları gibi imkânlar ile yetişkinlere eğitim verme ve çalışırken akademik kariyer yapabilme isteği gibi sebeplerle üniversitelerin İngilizce hazırlık birimlerinde çalışmayı tercih etmektedir (Demir vd., 2015). Aynı zamanda, neoliberal politikalar nedeniyle yükseköğretimin özelleştirilmesine yönelik küresel bir akım meydana gelmiş, öğrenciler, veliler ve öğrencileri potansiyel çalışanları olarak gören şirketler gibi çeşitli paydaşlar ortaya çıkmıştır (Önal, 2012). Benzer bir akımın Türkiye'de de var olduğu öne sürülebilir. Keza, Yükseköğretim Kurulu'nun raporuna göre, son on yılda 37 vakıf üniversitesi açılmıştır (YÖK, 2020b). Dolayısıyla Türkiye'de kurulan

vakıf üniversitelerinin sayısındaki artış, mezunlar için daha fazla istihdam olanağı yaratmıştır. Bu politikalar eğitimi öğretmenlerin hizmet sağlayıcıları, öğrencilerin ve velilerin ise müşteriler haline geldiği bir hizmet sektörüne dönüşmesini pekiştirmiş gibi görünmektedir (Vatansever & Yalçın, 2015). Bu ortamlarda çalışan İngilizce öğretim görevlileri, öğrencileri Yeterlilik Sınavına hazırlamak adına zorlu bir görev üstlenmekte, diğer paydaşlarla etkileşimlerinde mesleki kimliklerini sürekli olarak müzakere etmektedir. Eğitim sürecinin ana unsurlarından biri haline gelmelerine karşın, öğretim görevlilerinin duygusal çabaları çoğunlukla gözden kaçmaktadır.

Eğitim çalışmalarında duygusal kimliğe öncelik verilmesi gerektiğine inanan Shapiro'ya (2010) göre, "eğitim sürecinde duygusal kimliğin tanınması, öğretimin sürekli olarak insanilikten uzaklaştırılmasına karşı en etkili direniş aracımız olabilir" (ss. 620-621). Bu bağlamda, bu durum çalışmasının esas amacı, dil öğretiminin duygusal karmaşası ve bunun mesleki kimliğe ilişkin sonuçlarına ışık tutmak amacıyla İngilizce öğretim görevlilerinin aktardıkları duygusal deneyimleri duygusal emek çerçevesinde araştırmaktır. Çalışmanın ana odağı, belirli duyguları saptayıp etiketlemekten ziyade öğretim görevlilerinin öğretmenlikle ilgili duygularının ve duygusal emeğinin mesleki kimlikleri üzerindeki rolünü incelemektir. Bu bakımdan, bu çalışma aşağıdaki araştırma sorularını cevaplamayı amaçlamaktadır:

1. Bir vakıf üniversitesinde çalışan İngilizce öğretim görevlileri mesleklerine ilişkin duygularını nasıl tarif etmektedir?

2. İngilizce öğretim görevlilerinin öğretmenliğe dair aktardıkları duygular kurumsal bağlamlarında hangi şekillerde duygusal emeğe yol açmaktadır?

3. İngilizce öğretim görevlilerinin mesleki kimlikleri duygusal emek ve deneyimlenen duygular aracılığıyla kurumsal bağlamlarında nasıl müzakere edilmektedir?

YÖNTEM

Bu çalışma, İngilizce öğretim görevlilerinin duygusal deneyimlerini, duygusal emek süreçlerini ve bunların mesleki kimlikleri üzerindeki rolünü araştırmayı amaçladığından nitel araştırma yöntemi uygun görülmüştür. Bu araştırma, İngilizce öğretim görevlilerinin duygusal deneyimini bir olgu olarak belirli bir bağlamda, yani bir vakıf üniversitesi içerisinde incelenmeyi hedeflediğinden bir durum çalışması olarak tasarlanmıştır.

Bu durum çalışması 1999 yılında İç Anadolu bölgesinde kurulmuş olan bir vakıf üniversitesinde gerçekleştirilmiştir. Üniversitede yaklaşık 5000 öğrenci, 200 öğretim üyesi ve 400 öğretim görevlisi bulunmaktadır. Çalışmanın yapıldığı Yabancı Diller Bölümü, Akademik İngilizce, Temel İngilizce ve Mesleki İngilizce gibi bölüm derslerini vermekle birlikte Hazırlık Programı'nı yürütmekle görevlidir. %30 İngilizce eğitim veren bölümlere kayıtlı olan tüm öğrencilerin akademik yılın başında Yeterlilik Sınavı'na girmesi zorunludur. Öğrencilerin yerleştikleri bölümlere devam edebilmeleri için bu sınavdan en az 60 puan almaları gerekmektedir. Bu puanı elde edemeyen öğrenciler bir akademik yıl boyunca Hazırlık Programı'na kaydolurlar. Yerleştirme Sınavı'ndaki puanlarına göre Seviye A ve Seviye B olmak üzere gruplandırılırlar. İngilizce dersleri "ana ders", "dinleme ve konuşma," "okuma ve yazma" derslerini içerir. Böylelikle bir sınıftan sorumlu olan toplam üç öğretim görevlisinin dönem içerisinde ortak çalışmaları gereklidir. Güz döneminin sonunda, öğrencilerin performansları ve sınav sonuçlarına göre tekrar yerleştirme yapılır. Dolayısıyla, öğretim görevlileri bahar döneminde yeni bir sınıfla öğretime başlar.

Yabancı Diller Bölümü'nde çalışan tam zamanlı öğretim görevlileri hafta içi dört gün ders vermektedir. 2020-2021 akademik yılında COVID-19 salgını nedeniyle tüm dersler Microsoft Teams üzerinden uzaktan öğretim yoluyla verilmiştir. Öte yandan, öğretim görevlileri için hibrit çalışma düzenine geçilmiş, dönüşümlü olarak haftanın iki günü ofisten, iki günü evden çalışma sistemi oluşturulmuştur.

Mevcut çalışmanın katılımcıları seçilirken belirli kriterler belirlenmiştir. Sosyokültürel bağlamların bireylerin duyguları algılama biçimleri üzerinde etkisinin olabileceği öngörüldüğünden örneklem ortak bir dile sahip, yani ana dili Türkçe olan katılımcılarla sınırlandırılmıştır. Başka bir kriter ise öğretmeyi öğrenmeyi ifade eden

üç yıllık acemilik dönemini tamamlayan İngilizce öğretim görevlilerinin seçilmesi olmuştur (Feiman-Nemser, 2001; Farrell, 2012). Daha tecrübeli öğretim görevlilerinin seçilmesinin sebebi, katılımcıların öğretmenlikle ilgili duygularını düzenleme yollarına ışık tutarak yıllar içinde geliştirmiş olabilecekleri stratejilere dair anlayış kazanmak ve duygulara ilişkin hususların hizmet öncesi İngilizce öğretmeni yetiştirme programlarına dâhil edilmesi konusunda yol gösterici olmaktır (Schutz & Lee, 2014). Son olarak, mevcut çalışma esas olarak sınıf içinde ve dışında meslektaşlar, yöneticiler ve öğrencilerle etkileşimden doğan duygulara odaklandığından, kurumda görece az vakit geçiren yarı zamanlı öğretim görevlileri yerine tam zamanlı öğretim görevlileriyle sınırlandırılmıştır.

Kartopu örnekleme, araştırmacının çalışma evrenine yabancı olduğu ve kriterleri karşılayacak potansiyel katılımcıları tanımadığı durumlarda yaygın olarak tercih edilen amaçlı örnekleme yöntemidir. Bu durum mevcut çalışmada da söz konusu olduğundan öncelikle kriterleri karşılayan potansiyel bir katılımcıya ulaşılmış, kendisi çalışma hakkında bilgilendirilmiş ve kurumda benzer geçmişe sahip diğer öğretim görevlilerini önermesi istenmiştir. Bu kişinin önerdiği bir başka öğretim görevlisiyle iletişime geçilip aynı prosedür devam ettirilmiştir. Süreç sonunda dört İngilizce öğretim görevlisi çalışmaya katılmayı kabul etmiştir.

Bir durum çalışmasında incelenen duruma ilişkin derinlemesine bir tasvire ulaşmak amacıyla görüşmeler, görsel materyaller ve gözlem gibi araçlar yoluyla farklı kaynaklardan elde edilen veri türleri kullanılmaktadır (Creswell & Poth, 2018). Mevcut çalışmada, araştırma sorularına yanıt bulabilmek için gerekli veriye ulaşabilmek amacıyla yarı yapılandırılmış görüşmeler ve günlükler tercih edilmiştir. Görüşme soruları ve günlük şablonu belirlendikten sonra İngiliz Dili Öğretimi alanında uzman iki kişi tarafından incelenmiş ve veri toplama süreci öncesinde vakıf üniversitesinde çalışan bir İngilizce öğretim görevlisi ile pilot görüşme yapılmıştır. Bu prosedür sayesinde bazı sorulardaki ifadeler değiştirilerek katılımcılar için daha açık hale getirilmiştir. Çalışmada veri toplama araçları Aralık 2020 ve Nisan 2021 arasında uygulanmıştır. Katılımcıların kişisel ve mesleki geçmişleri, mesleki kimlikleri, kuruma ve duyguların dil öğretimindeki rolüne dair görüşleri ile yakın geçmişteki duygusal deneyimlerine ilişkin bilgi edinmek amacıyla toplam altı bireysel görüşme

yapılmıştır. Tüm görüşmeler video konferans aracılığıyla gerçekleştirilmiş, kaydedilip deşifre edilmiştir. Her bir görüşmenin süresi yaklaşık 30-90 dakika arasında olup toplam 982 dakikalık kayıt elde edilmiştir. İlk yarı yapılandırılmış görüşmenin ardından katılımcılara haftalık duygu günlüğü şablonu tanıtılmıştır Zembylas'ın (2005a) duygu günlüğünde yer alan talimatlardan uyarlanan günlük şablonunda "Bu hafta neler hissettim?" ve "Bu hafta neler yaşadım?" soruları ile Martínez Agudo ve Azzaro (2018) tarafından saptanan belirli duygulara yer verilmiştir. Bu şekilde katılımcıların hissettikleri duyguları daha kolay hatırlayıp adlandırmalarını veya listede yer almayan farklı bir duyguyu tanımlamalarını kolaylaştırmak hedeflenmiştir. Günlüklerin veri toplama döneminin ilk haftasında tanıtılmasının esas amacı sonraki görüşmeler için zemin oluşturmak ve katılımcıların yakın geçmişteki deneyimleri üzerinde düşünmelerini sağlayarak duygusal farkındalıklarını arttırmaktır. Toplanan günlüklerin gönüllülük esasına dayanması ve zamanla katılımcılar üzerinde yük oluşturması nedeniyle bahar döneminin başından itibaren veri toplamaya yalnızca yarı yapılandırılmış bireysel görüşmelerle devam edilmiştir.

Mevcut çalışmada, veri analizi sürecini doğrusal bir süreçten ziyade doğrusal olmayan bir yaklaşımla ele alan Creswell ve Poth (2018) tarafından oluşturulan "Veri Analizi Sarmalı" izlenmiştir. Verilerin gruplandırılması, düzenlenmesi ve analiz edilmesi için MAXQDA yazılımı seçilmiştir. Kayıt altına alınan görüşmeler deşifre edilmiş, tüm veriler türüne, tarihine ve katılımcıların takma isimlerine göre kategorilere ayrılmıştır. Veriler okunurken ortaya çıkan fikirlerin, yorumlamaların, problemlerin ve olası sınırlılıkların kaydını tutmak adına not alma yöntemi kullanılmıştır. Sonrasında betimsel kodlama ve duygu kodlama yöntemleri kullanılarak birincil kodlar oluşturulmuştur (Saldaña, 2013). Tüm transkripsiyonlar ve günlükler tekrar okunduktan sonra kodlar yeniden gruplandırılmış, üç araştırma sorusu altında toplanmış, katılımcıların aktarımlarının anlamlı şekilde kodlanmasını sağlamak adına kodlar bir kod kitabında tanımlanmıştır. Kodlar anlamlı birimler altında kümelenmiş, daha sonra ana temalar altında kategorilere ayrılmıştır. Sonraki aşamada, ortaya çıkan temalar her bir katılımcının verisi karşılaştırılarak yorumlanmıştır. Seçilen her bir alıntı araştırmacı tarafından İngilizceye çevrildikten sonra İngilizce Mütercim Tercümanlık alanında uzman bir kişi tarafından incelenmiştir. Daha sonra, temalar bu kesitler ve ilgili figürler ile birlikte detaylı bir şekilde sunulmuştur.

BULGULAR, TARTIŞMA VE SONUÇ

Bu nitel çalışma, İngilizce öğretim görevlilerinin duygusal deneyimleri, duygusal emeği ve mesleki kimliklerine dair üç araştırma sorusunu ele almıştır. İlk araştırma sorusu, İngilizce öğretim görevlilerinin mesleklerine ilişkin duyguları nasıl tarif ettiklerini incelemeyi amaçlamıştır. İkinci araştırma sorusu, öğretim görevlilerinin öğretmenlikle ilgili deneyimlediği duyguların hangi şekillerde duygusal emeğe yol açtığını araştırmayı hedeflemiştir. Son olarak, üçüncü araştırma sorusu, İngilizce öğretim görevlilerinin duygusal emek ve deneyimlenen duygular yoluyla mesleki kimliklerini nasıl müzakere ettiklerini ele almayı amaçlamıştır.

İlk araştırma sorusuna karşılık olarak iki tema ortaya çıkmıştır. İlk tema sınıf düzeyinde deneyimlenen duygularla ilişkilidir. Katılımcılar tarafından deneyimlenen hoş duygular mutluluk, samimiyet, şefkat, gurur, umut, neşe, empati, tatmin ve şevk duygularını içermektedir. Bu duygular genellikle öğrenci bağlılığı, aktif katılımı ve başarısından doğmuştur. Benzer bir bulgu, mesleğe yeni başlayan öğretmenlerin genellikle kendi performanslarına dair duygular deneyimledikleri, tecrübeli öğretmenlerin ise mesleğe dair duygularının o kadar ben merkezli olmadığı ve genellikle öğrenci performansına odaklandığı sonucuna varan Lemarchand-Chauvin ve Tardieu (2018) tarafından sunulmuştur. Bu çalışmadaki bulgular aynı zamanda katılımcıların öğrencilerle iletişim kuramamasının öfke, can sıkıntısı, mutsuzluk, hayal kırıklığı, umutsuzluk, çaresizlik, değersizlik ve güçsüzlük duygularını tetiklediğine işaret etmiştir. Katılımcıların deneyimlerinde ifade ettiği öğretmen duygularının işlevleri, Fried ve diğerleri (2015) tarafından sunulanlar ile de tutarlılık göstermektedir. Şöyle ki, öğretmen duyguları, öğretim kalitesi, öğretmen esenliği, öğrenci motivasyonu, memnuniyeti ve öğretmenin "oyunlar, şarkılar, kişisel hikâyeler ve şakalar gibi sınıf iklimine yönelik aktiviteleri ne ölçüde kullanacağı" gibi karar verme süreçlerinde de etkili olmuştur (Richards, 2020, s. 3).

İkinci tema katılımcıların meslektaşlar, yöneticiler ve kurumsal beklentilerle ilişkili sorumluluklardan doğan duygularıyla ilişkilidir. Bulgular, katılımcıların deneyimlediği hoş duyguların sınıf ortamında deneyimlenen duygular kadar yoğun

olmadığını göstermiştir. Bu duygusal deneyimler genellikle meslektaşlardan ya da yönetimden gelen destek sayesinde "değerli," "mutlu," "güvende" ve "desteklenmiş" hissetme etrafında toplanmıştır. Öte yandan, katılımcıların kurum hakkındaki algıları farklılık göstermiştir. Dolayısıyla tüm meslektaşlar arasında güçlü bir aidiyet hissi ve iyi ilişkiler olduğunu iddia etmek mümkün olmamıştır. Yine de tüm katılımcılar bazı meslektaşlarıyla geliştirdikleri olumlu ilişkilerin üzerinde durmuştur. Örneğin, bazı meslektaşlarıyla etkileşimleri sayesinde özellikle uzaktan eğitim sürecinde karşılaştıkları zorluklar karşısında birbirlerinden güç aldıklarından bahsetmişlerdir. Bu duygular mesleki kimliğin önemli bir unsuru olarak kabul edilen aidiyet hissini geliştirmelerine olanak sağlamıştır (Wenger, 1998; Pennington & Richards, 2016; Xu, 2017). Öte yandan, bazı katılımcılar kurum düzeyinde kaygı, korku, hayal kırıklığı, öfke, mutsuzluk, değersizlik ve suçluluk duygularını deneyimlemiştir. Katılımcıların anlatımları genellikle yönetimin öğretim görevlilerine karşı öğrencinin tarafını tutma eğilimi ve kayıt altına alınan derslerin daha sonra yönetim veya rektör tarafından izlenebileceği için duydukları kısıtlanma hissi etrafında toplanmıştır. Hizmet öncesi öğretmenlerle yapılan önceki çalışmalar, mentörlerin ve danışmanların destek eksikliğinin katılımcılarda hoş olmayan duygulara yol açtığı sonucuna varmıştır (Timoštšuk & Ugaste, 2012; Yuan & Lee; 2016; Teng, 2017). Mevcut çalışma daha tecrübeli öğretmenlerle yapılmış olsa da, İngilizce öğretim görevlilerinin hoş olmayan birtakım duygularının da meslektaş ve yönetim desteğinin eksikliğiyle yakından ilişkili olabileceğini ortaya çıkarmıştır. Bu bulgular, kurumsal bağlamlarda gizli kurallar ve hiyerarşik yapılar olduğu sürece üstlerin destek eksikliğinin hem hizmet öncesi öğretmenler hem tecrübeli öğretim görevlileri açısından zararlı olabileceğini göstermiştir.

İkinci araştırma sorusu katılımcıların duygusal emek süreçlerine odaklanmıştır. Bulgular, Hochschild (1983) tarafından öne sürüldüğü gibi, öğretim görevlilerinin işlerinde psikolojik olarak efor sarf ettiğini ve duygusal emek sergilediğini işaret etmiştir. Öte yandan, duygusal emek kurum tarafından dayatılan açık kurallara tabi bir uygulama değildir. Aslında, katılımcılar duyguların ya da duygusal emeğin yönetimin gündeminde hiç yer almadığını ifade etmiştir. Dolayısıyla, katılımcıların duygusal emek sergileme sebepleri öğretmenlik ve algılanan kimlik hakkındaki inançlar ile kurumsal kurallar ve beklentiler olmak üzere iki tema altında toplanmıştır. İlk temaya

göre, katılımcılar öğrencilerin motivasyonunun kırılmasını önlemek amacıyla hayal kırıklığı, çaresizlik, umutsuzluk duygularını saklamak üzere yüzeysel davranış stratejisini kullanmıştır. Ayrıca tarafsız kalmak ve dinamik bir sınıf ortamı yaratmak adına özel hayatlarıyla ilgili hoş olmayan duygularını gizlemek üzere duygusal emek sergilemişlerdir. Katılımcılar, öğrenci bağlılığı ve motivasyonunu arttırmak için de derinlemesine davranış stratejisini uygulamışlardır. Katılımcıların tecrübeleri, duygusal emek davranışlarının bir "gönül işi" olan öğretmenliğin temelinde yattığını göstermektedir (Hargreaves, 1998b, s. 322). Bu bulgular, öğretmenlerin "duygusal emeği başkalarının isteklerine uymak için sergilemektense duygusal emek aracılığıyla kendi amaçlarının peşinden gitmelerini" sağlayabileceği için bunun olumlu bir olgu olarak da görülebileceğini öne süren King'in (2016) bakış açısıyla da tutarlıdır. Isenbarger ve Zembylas (2006), olumsuz duyguların "çocukların iyiliği için" düzenlenmesi öğretmen esenliğine katkı sunabileceğinden duygusal emeğin her zaman olumsuz bir sonuç doğurmadığını öne sürmüştür (s. 131). Benzer bir şekilde, mevcut çalışmadaki katılımcıların aktarımları, duygusal emeği olumlu ya da olumsuz olarak etiketlemeden önce bu olgunun altında yatan sebepleri ve sonuçları incelemenin öneminin altını çizmiştir.

İkinci tema, katılımcıların kurumsal kurallar ve beklentilerden kaynaklı duygusal emek süreçlerine odaklanmıştır. Bu temada duygusal emeğin olumsuz yönleri daha belirgindir. Örneğin, katılımcılar bireysel olarak desteklemedikleri kurumsal prosedürlere ilişkin olarak yüzeysel davranış stratejisini kullanmıştır. Bazı katılımcılar yöneticilerle etkileşimlerinde olası çatışmalardan kaçınmak için duygularını gizlediklerini ifade etmiştir. Bulgular, bazı katılımcıların duygusal emek davranışının uzaktan öğretim ve kurumun gözetim kültürüyle bütünleştiğini göstermiştir. Bu katılımcıların aktarımları işlerinden memnuniyetsizlik duyduklarını ve kurumdaki rollerini sorguladıklarını göstermiştir. Bu bulgular, Hochschild'in (1983) duygusal emek nedeniyle "çalışanın benliğine, yani işini icra etmek için kullandığı bedenine ya da ruhunun sınırlarına yabancılaşabileceği" görüşüyle bağdaşmaktadır (s. 7).

Üçüncü araştırma sorusu öğretim görevlilerinin öğretmenlikle ilgili duygularına ve duygusal emek süreçlerine odaklanarak mesleki kimliklerine ışık tutmayı hedeflemiştir. Üçüncü araştırma sorusuna ilişkin iki tema belirlenmiştir: ideal mesleki

kimlikten uzaklaşma ve ideal mesleki kimliğe yaklaşma. Katılımcıların aktarımları, mesleki kimliklerini kurumsal bağlamlarındaki etkileşimlerine dayanarak devamlı yeniden inşa ettiklerini ortaya çıkarmıştır. Bu bulgu, kimliğin duyguları, bağlamları ve sosyal etkileşimleri kapsayan içsel ve dışsal faktörlerin bir karışımı olduğu tarifini pekiştirmiştir (Rodgers & Scott, 2008). Zembylas'ın (2003) öne sürdüğü gibi, duygular ve öğretmen kimliği arasında karşılıklı bir etkileşim bulunmaktadır. Benzer bir şekilde, Schutz ve Lee (2014) "duygusal etkileşimler sırasında öğretmenlerin ortaya çıkan kimlikleri yalnızca eylemlerini ve duygularını etkilemekle kalmaz, eylemleri ve duyguları da mesleki kimliklerinin oluşumunu etkiler" şeklinde ifade etmektedir (p. 174). Mevcut çalışmada, öğrencilerle anlamlı ilişkiler kurmaya çabalayan katılımcılar mutluluk, samimiyet, şefkat ve gurur gibi duyguları deneyimlemenin ve ifade etmenin önemine daha fazla vurgu yapmıştır. Bazı katılımcıların mesleki kimlikleri neşeli bir sınıf ortamı inşa etmeyi içerdiğinden, bu katılımcılar öğrencilere karşı öfke gibi hoş olmayan duygular hissettiklerinde zorlanmışlardır. Bulgular hem hoş hem de hoş olmayan duyguların katılımcıların mesleki kimliklerini etkilediğini göstermiştir. Sınıf iklimi, olumlu öğretmen-öğrenci ilişkileri kurmayı amaçlayan öğretim görevlileri için nötr olmamıştır. Bu bağlamda, öğrencileriyle bağ kuran ve hoş duygular deneyimleyen katılımcılar öğretmenliğe dair olumlu bir tutum beslemiş ve ideal mesleki kimliklerine yaklaşmıştır. Öte yandan, katılımcılar başkalarıyla anlamlı ilişkiler kuramadıklarında mesleki kimliklerinden uzaklaşmış, hayal kırıklığı, öfke, can sıkıntısı ve mutsuzluk gibi hoş olmayan duygular deneyimlemiştir. Bu bulgu, "öğrencilerin davranışları, öğretmenlerin bir sınıfın nasıl olması gerektiğine dair algılarıyla uyum gösterdiğinde ve hoş duygularla bağdaştığında belirgin kimlikler güçlenebilir" diyen Schutz ve Lee (2014) tarafından da vurgulanmıştır (s. 174).

Duygusal emek, katılımcıların kendilerine dair olumlu algılarını şekillendiren bir başka unsur olmuştur. Humphrey ve diğerlerinin (2015) görüşüne uygun olarak, katılımcılar saygın benlikleriyle tutarlı olan duyguları kontrol ettiklerinde veya içlerinden çağırdıklarında mesleki kimliklerini pekiştirebilmiştir. Bazı katılımcılar, motivasyon kırmamak adına bazı öğrencilere karşı gerçek duygularını belli etmedikleri için bazen ikiyüzlü davrandıklarını düşünmüşlerdir. Bu davranışlarından kısmen rahatsızlık duysalar da bunu mesleğin bir gereği olarak görerek kendilerini

ikna etmişlerdir. Humphrey ve diğerlerinin (2015) belirttiği gibi, “bireyler genellikle yaptıkları işin önemli (anlamlı) olduğuna ve kendilerini (kimliklerini) yansıttığına inanmak isterler” (s. 754). Bu görüşe uygun olarak, duygusal emeği gerekçelendirdikleri ve mesleki kimliklerini pekiştirebildikleri sürece öğretim görevlileri için maske takmanın zararlı sonuçlar doğurmadığı sonucuna varılabilir.

Veri analizinden elde edilen bulgular ışığında şu sonuçlar çıkarabilir. Birincisi, İngilizce öğretim görevlilerinin aktarımları, sınıf düzeyinde deneyimlenen duyguların daha çok öğrenci bağlılığı, katılımı ve başarı düzeyiyle ilişkili olduğunu göstermiştir. Ayrıca duyguların öğretim görevlilerinin öğretimsel kararlarını etkileyebileceği ortaya çıkmıştır. Bulgular ayrıca sınıf içerisinde birtakım duyguları düzenlemenin öneminin altını çizmiştir.

İkincisi, katılımcıların kurum düzeyinde deneyimlediği hoş duyguların fazla belirgin olmadığı ama yöneticiler ve meslektaşlarla etkileşimlerinden doğan hoş olmayan duyguların daha belirgin duygular olduğu ortaya çıkmıştır. Katılımcıların deneyimlediği bu duygular genellikle yönetim desteğinin eksikliği, iş sorumlulukları ve kurumsal beklentilerle ilişkili olmuştur. Üçüncüsü, katılımcılar çoğunlukla etkili öğrenme ve öğretim konusunu önemsedikleri veya kurumsal kurallar ve beklentileri karşılamak adına duygusal emek davranışı sergilemiştir. Dördüncüsü, bulgular İngilizce öğretim görevlilerinin mesleki kimliklerinin esnek, sürekli ve dinamik olduğunu göstermiştir. Katılımcılar, sürekli olarak mikro ve makro düzeydeki duygusal deneyimlerine bağlı olarak kendilerine yönelik algılarını müzakere etmiştir. Örneğin, katılımcılar hoş duygular deneyimlediklerinde ve inançlarıyla uyumlu şekilde duygusal emek sergilediklerinde ideal mesleki kimliklerine yaklaştıklarını hissetmiştir. Öte yandan, katılımcılar hoş olmayan duygular deneyimlediklerinde ve öğretmenlik anlayışlarıyla çelişen şekillerde davrandıklarında ideal mesleki kimliklerinden uzaklaştıklarını sezmiştir. Güç ilişkilerinin öğretim görevlilerinin duyguları ve duygusal emeği üzerindeki rolü de bazı katılımcıların aktarımlarında vurgulanmıştır. Bazı katılımcıların görüşleri, kimliği tehdit eden durumlar karşısında sebat ve değişime dair umut yoluyla olumlu bir tutum sergilemenin de mümkün olabileceğine işaret etmiştir.

Çalışmanın bulguları öğretim görevlilerinin duyguları, duygusal emek davranışları ve mesleki kimlikleri arasında karmaşık bir ilişki olduğunu öne sürmektedir. Bu bağlamda, mevcut çalışma öğretmen yetiştirme programları ve eğitim kurumlarına yönelik şu çıkarımları işaret etmektedir. Öğretmen yetiştirme programları, öğretmen adaylarının mesleğe hazırlanmaları için bu konuları müfredatlarına dâhil etmelidir. Yabancı dil öğretmen adayları, mesleklerinin bir parçası olarak yöneticilerle, meslektaşlarıyla ve velilerle muhatap olacaklarının farkında olmalıdır. Bu bağlamda, etkileşimlerinde sergilemeleri gerekebilecek duygu düzenleme ve duygusal emek süreçlerine hazırlanmalıdırlar. Bu süreçlerle nasıl baş edebileceklerini öğrenmeleri de önem taşımaktadır. Bu bağlamda, öğretmen yetiştirme programlarının, "kişisel gücü, yaşam kalitemizi ve en önemlisi de çevremizdeki insanların yaşam kalitesini geliştirecek şekilde duyguları idare etmek" anlamına gelen duygusal okuryazarlık konusunu da ele almaları gerekmektedir (Steiner, 2003, s. 23).

Eğitim kurumları ise çalışanlarının esenliğine öncelik tanımalıdır. Bu bağlamda, yöneticiler İngilizce öğretim görevlileriyle olumlu ve güven veren iş ilişkileri kurmalıdır. Yöneticiler ayrıca duygusal emeğin öğretmenler üzerinde bir yük oluşturabileceğinin farkında olmalıdır. Dolayısıyla, çalışanların üstleriyle etkileşimlerinde duygusal emek sergilemelerini engellemek adına onların sorunlarına ilgi göstermelidir. Duygu yönetiminin belirli durumlarda faydalı olabileceği açıktır. Bu nedenle, eğitim kurumlarında duygusal okuryazarlık ve duygu yönetimi becerilerini ele alan atölyeler, kritik arkadaş grupları ve mesleki öğrenme toplulukları gibi mesleki gelişim faaliyetlerine olanak tanınmalıdır.

Mevcut çalışmada bulgular yorumlanırken dikkate alınması gereken bazı sınırlılıklar bulunmaktadır. Bu sınırlılıklar, gelecekteki çalışmalara da ışık tutabilir. Birincisi, mevcut çalışma örneklem ve zaman açısından sınırlıdır. Güvenirliği arttırmak adına daha fazla sayıda katılımcıyla boylamsal bir çalışma yürütülebilir. İkincisi, veri toplama araçları birincil veri olarak yarı yapılandırılmış görüşmeleri, ikincil veri olarak da günlükleri içermektedir. Bu bağlamda, yarı yapılandırılmış görüşmeleri desteklemek adına başka veri araçları kullanılabilir ve sınıf gözlemleri araştırmalara dâhil edilebilir. Üçüncüsü, veriler yalnızca katılımcıların öznel anlatımlarına dayanmaktadır. Gelecek çalışmalarda öğretmenlerin duygularıyla ilişkili olarak

öğrencilerin ve yöneticilerin görüşleri de ele alınabilir. Dördüncüsü, mevcut çalışma benzer eğitim geçmişine ve tecrübeye sahip öğretim görevlileriyle gerçekleştirilmiştir. Gelecekteki çalışmalar farklı kariyer aşamalarında olan ve farklı eğitim geçmişine sahip öğretim görevlilerine odaklanabilir. Son olarak, mevcut çalışma yalnızca bir araştırma ortamına, yani bir vakıf üniversitesine odaklanmıştır. Araştırmacılar, öğretim görevlilerinin duygularını ve duygusal emek davranışlarını şekillendiren kurumsal bağlamları daha iyi anlamak adına devlet ve vakıf üniversitesinde çalışan öğretim görevlileri ile çapraz durum çalışması yürütebilir.

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