EMOTION REGULATION GOALS AND STRATEGIES OF INSTRUCTORS OF ENGLISH: A PHENOMENOLOGICAL STUDY AT A FOUNDATION UNIVERSITY IN TURKEY

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Approval of the Graduate School of Social Sciences

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ABSTRACT

EMOTION REGULATION GOALS AND STRATEGIES OF INSTRUCTORS OF ENGLISH: A PHENOMENOLOGICAL STUDY AT A FOUNDATION UNIVERSITY IN TURKEY

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This study aims to explore what goals and beliefs Turkish instructors of English in a foundation university have for their emotion regulation and what cognitive and behavioral strategies they use to regulate their positive or negative emotions through their conscious and deliberate efforts. Designed as a phenomenology, this study also seeks to gain an understanding of these instructors' emotion expressions, experiences and regulation processes before class, during class and after class. Besides, this study explores their perceptions of cultural and organizational display rules that may influence their emotion regulation process. The study at hand utilizes one-on-one semi-structured interviews with 27 Turkish instructors of English in a foundation university based on their lived experiences regarding their emotion regulation.

The findings of the study revealed that emotion regulation in general is inextricably bound up with instructors' perceptions of professionalism. In addition to this, they also suggested that regulating their negative emotions helped them achieve instructional goals, maintain a good communication/relationships with students, avoiding being the "scapegoat" for students' failure, preventing emotions from spreading like a "virus" and maintaining discipline and management in classroom. As for the regulation of

positive emotions, teachers'goals included maintaining a professional distance between their students and themselves, presenting an unbiased teacher image, coping with classroom management and discipline problems, and encouraging students through fake smile, and exaggerated praise and compliments. Teachers also used a variety of antecedent-focused and response-focused emotional regulation strategies to help them regulate their emotions before, in and after the class. Turkish instructors of English used response-modulation most frequently. The findings were also discussed with reference to the role of the cultural and organizational display rules on teachers' emotion regulation process.

Key words: Teacher Emotions, Emotion Regulation, Cultural Display Rules, Organizational Display rules

ÖZ

İNGİLİZCE OKUTMANLARININ DUYGU DÜZENLEME AMAÇLARI VE STRATEJİLERİ: TÜRKİYE'DEKİ BİR VAKIF ÜNİVERSİTESİNDE FENOMENOLOJİK BİR ÇALIŞMA

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Bu çalışma, bir vakıf üniversitesinde İngilizce öğreten Türk okutmanlarının duygu düzenlemeleri için hangi amaç ve inançlara sahip olduğunu ve bilinçli ve planlı olarak, olumlu veya olumsuz duygularını düzenlemek için hangi bilişsel ve davranışsal stratejileri kullandıklarını araştırmayı amaçlıyor. Bir fenomenoloji olarak tasarlanan bu çalışma, bu öğretmenlerin sınıf öncesi, sınıf içi ve sınıf sonrası duygu ifadeleri, deneyimleri ve düzenlenme süreçlerini ortaya çıkarmak istemektedir. Ayrıca bu çalışma, duygu düzenleme sürecini etkileyebilecek kültürel ve kurumsal duygu gösterim kurallarına ilişkin algılarını araştırmaktadır. Eldeki çalışma, duygusal düzenlemeleriyle ilgili yaşanan deneyimlerine dayanarak bir vakıf üniversitesinde 27 İngilizce okutmanı ile birebir yarı yapılandırılmış görüşmelerden yararlanmaktadır.

Araştırmanın bulguları, genel olarak, duygu düzenlemesinin okutmanların profesyonellik algılarıyla ayrılmaz bir şekilde bağlı olduğunu ortaya koymuştur. Buna ek olarak, olumsuz duyguların düzenlenmesinin onların öğretim hedeflerine ulaşmalarına, öğrencilerle iyi bir iletişim kurmalarına, öğrencilerin başarısızlığının "günah keçisi" olmamalarına, duyguların bir "virüs" gibi yayılmasına mani olmalarına ve sınıftaki disiplin ve yönetimi sağlamalarınaclaimdi yardımcı olduğunu belirttiler.

Olumlu duyguların düzenlenmesine gelince, öğretmenlerin amaçları, öğrencileri ile kendileri arasında profesyonel bir mesafe bırakmayı, tarafsız bir öğretmen imajı sunmayı, sınıf yönetimi ve disiplin sorunlarının üstesinden gelmeyi ve öğrencileri abartılı övgüler ve sahte gülümseme yoluyla öğrenmeye teşvik etmeyi içermektedir. Okutmanlar, ders öncesinde, esnasında ve sonrasında duygularını düzenlemelerine yardımcı olmak için öncül ve tepki odaklı duygusal düzenleme stratejileri kullanmıştır. İngilizce öğreten Türk okutmanlarının en sık kullandığı strateji, tepki değişimidir. Bulgular, aynı zamanda, kütürel ve kurumsal duygu gösterim kurallarının öğretmenlerin duygu düzenleme süreçleri üzerindeki rolü ile de ilişkilendirilerek tartışılmıştır.

Anahtar Kelimeler: Öğretmen Duyguları, Duygu Düzenleme, Kültürel Sergileme Kuralları, Kurumsal Sergileme Kuralları

To each member of my beloved family...

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CHAPTER 1

INTRODUCTION

1.0 Presentation

In this chapter, first a background to the study is presented. Next, aim of the study with the research questions and significance of the study are provided. Lastly, the limitations of the study are explained.

1.1 Background to Study

Before teachers ever step foot in the classroom, they need a crucial skill set which has been a neglected part of teacher training in most of the teacher education programs: recognizing and managing their own emotions as well as understanding how their emotional responses impact others. This social and emotional skill in question is a requirement of being in the classroom as a teacher so that s/he can create a caring, warm and safe learning environment where learners feel welcome. Although the development of such an important skill must have already been a crucial part of teacher training so far, it has not been addressed in traditional training programs. In addition, even though it is well-known that teachers who are the shapers of the future deal with high-stress situations, the importance of improving their emotional awareness has been considerably underestimated.

Nearly fifty decades ago, emotions were regarded as irrational and inexplicable since they were not directly observable. However, today, emotions are viewed as integral to such cognitive processes as learning, attention, memory, decision making, motivation and social functioning, making them pertinent to education (Fried, 2011). The relevance of emotional processes on the aspects of cognition focusing on schooling mentioned above has redirected the attention to an understanding of student and teacher experiences of emotion and particularly their emotion regulation. Although

both can be regarded as equally important for enhancing learning, teachers' regulation of their own emotions is a prerequisite for helping their regulation of student emotions.

Teachers' emotion management is imperative for not only improving student learning but also their personal well-being. According to Jennings and Greenberg (2009), teachers who self-regulate their emotions are less likely to suffer from burnout. Therefore, it is so crucial for teachers to recognize and manage their own emotions as well as become aware of how their emotional responses impact others, particularly students. Despite the key role of teachers' emotions in education, most of the research focusing on teachers has addressed teacher knowledge, identity, cognition and belief in the literature, but interestingly there are few studies considering emotional aspects of teaching and teachers.

As a matter of fact, teaching is an emotional endeavor (Sutton, Mudrey-Camino, & Knight, 2009). Teachers experience a variety of situations in class, which leads to the arousal of different emotional states. They may feel happy and satisfied when their teaching goals are reached, angry when they face student misbehaviors, disappointed when they realize their effort for their students are vain as a result of their constant failure and even anxious when they teach a subject which they think might be hard for their students to comprehend. According to Sutton (2004), these emotions often originate from discipline and disciplinary problems in the classrooms and lead teachers to try to regulate their emotions in order to achieve their goals. In a general sense, Gross (1998a) defined *emotion regulation* as "the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions" (p. 275).

Although emotion regulation has been a focus in psychological research over the past three decades, it can also be found in educational settings where teachers and students emotionally interact with each other both inside and outside the class. Therefore, emotional processes that both parties experience through interaction may help or hinder at many points throughout the educational process (Jacobs & Gross, 2014). Being aware of this, teachers, like other individuals, attempt to manage or control over their emotions at work since they believe it enhances their effectiveness in management, discipline, and their relationships with students (Sutton, Mudrey-

Camino, & Knight, 2009). From this perspective, focusing on understanding teachers' triggers of emotional responses and the development of their emotion regulation during their teaching is of considerable importance.

Teachers' endeavor to shape their emotional experience and expression according to various situations leads them to perform *emotional labor* which is a term first defined by Hochschild (1983) as ''management of feeling to create a publicly observable facial and bodily display'' (p. 7). Hochschild (1983) and others also put forward that emotional labor is stressful and may trigger burnout (as cited in Grandey, 2000, p. 95). In the educational context, the reason can be explained in the way that teachers may force themselves to fake or suppress their emotions rather than genuinely display their emotions during their teaching. Consequently, in order to control over their positive or negative emotions, people employ several emotion regulation strategies (Gross, 1998a). To be more precise, the term "strategy" can be arguably perceived as conscious or deliberate actions to manage the emotions. However, Gross (1998a) emphasized that "emotion regulatory processes may be automatic or controlled, conscious or unconscious, and may have their effects at one or more points in the emotion generative process" (p.275). Taking Gross's premise into consideration, the current research relies on conscious and deliberate regulation processes that come with probable cognitive and behavioral efforts.

If teachers attempt to regulate their emotions consciously and deliberately, what strategies do they use? This question was the starting point for the current qualitative study. Considering these strategies, Gross (1998a) introduced a process model of emotion regulation, which is arguably the most influential model in the literature, and categorized them into two groups: *antecedent-focused (preventative)* and *response-focused (responsive).* When individuals use antecedent-focused regulation strategies, they try to modify their emotions before they are generated and there are at least four forms of doing this: *situation selection, situation modification, attention deployment, cognitive change.* Response-focused regulation occurs after the emotions are generated, and refers to "directly influencing physiological, experiential, or behavioral responding" (Gross, 1998a, p. 285). These strategies are not particular for teaching context and "can be used by non-teachers or teachers in their non-work lives" (Sutton,

2004, p. 382). Detailed analysis of the model, which also serves as the theoretical framework of the current study will be presented in the section of literature review.

However, there are quite few studies regarding the phenomenon of teachers' emotion regulation in the literature "perhaps due to its complexity" (Burić, Penezić, & Sorić, 2016). Some researchers working within the scope of educational psychology, notably, Sutton and her colleagues (Sutton, 2004, 2007; Sutton & Harper, 2009; Sutton, Mudrey-Camino, & Knight, 2009 Sutton and Wheatley, 2003) contributed significantly to the field of teachers' emotion and emotion regulation. In her qualitative study, Sutton (2004) found that most of the American middle school teachers typically had "a temperate display of emotions because that served goals of effectiveness and/or idealized emotion teacher image" (p. 393). In a different cultural context, it was joined by Hosotani and his colleagues (2011) on a sample of Japanese elementary school teachers who regulate their emotions in front of their students "through considering purpose, appropriate use, and ideal teacher images". Besides, Chinese secondary school teachers' emotion regulation goals and strategies were studied by Gong, Chai, Duan, Zhong, and Jiao (2013) and a very recent work of Burić, Penezić, and Sorić (2016) identified strategies that are often used by Croatian middle-school teachers to regulate emotions in teachers' work-related settings. However, their focus was on the management of teachers' emotions in relation to parents, members of the school staff, and the educational system in general rather than their interaction with students in the classroom environment as in previous studies. All of these above-mentioned studies have been conducted in various geographical areas, cultures, educational systems and organizations. Further research is needed to understand emotion regulation process in a Turkish tertiary context.

1.2 Aim of the Study and Research Questions

Adopting Gross's process model of emotion regulation as a theoretical base, the study at hand aims to gain an understanding of the emotion regulation processes of Turkish instructors of English. With the purpose of gaining deep information and insights into instructors' emotions through their lived experiences, this study aims to explore what goals and beliefs for their emotion regulation and what strategies they use to regulate

their positive or negative emotions through their conscious and deliberate efforts. It is also important to note that this study explores these instructors' emotion expressions, experiences and regulation processes before the class, during the class and after the class. In addition, the fact that cultural and organizational display rules may influence their emotion regulation processes was taken into account and thus included in the study, which is yet not the main focus of the study.

At this point, the current study relies on the data collected from Turkish native speakers in a foundation university who have become participants for this research. With the purpose of exploring these English as a Foreign Language instructors' emotion regulation processes, this study attempts to answer the following research questions:

1. What are Turkish EFL instructors' goals and beliefs regarding their emotion regulation while teaching?
2. What strategies do Turkish EFL instructors use to regulate their own emotions?
3. Are there any emotional display rules for instructors in their own culture? If yes, what are they? How do they affect their emotion regulation strategies?
4. Are there any emotional display rules in their workplace? If yes, what are they? How do they affect their emotion regulation strategies?

1.3 Significance of the Study

The current study aims to explore English as a Foreign Language instructors' goals and beliefs about their emotion regulation and cognitive and behavioral strategies they use to regulate their emotions before, during and after the class. How cultural and organizational emotional display rules that have been perceived by these instructors influences the display of their emotions or the regulation of their emotions at work is also the questions that the study attempts to answer.

It is well-known that teaching is hard work. Therefore, it is inevitable that teachers are both cognitively and emotionally affected by this process. In terms of cognitive aspects, their transfer of knowledge to students, their focus on the instructional goals, their reasoning and decision-making skills as well as their motivation to teach are under the influence of emotional processes (Fried, 2011). Because of this, emotionally exhausted teachers set the tone of the classroom in different ways than socially and emotionally competent teachers. These differences are seen in many aspects of schooling such as teacher-student relationships, classroom management, teaching program implementation, and classroom climate as well as teacher personal well-being. When emotional processes are that pertinent to education due to afore-mentioned perspectives above, this study is needed to understand how teachers' emotion display or regulation proceeds in certain situations, what they consciously and delibarately do to manage their emotions. In addition to this, the skyrocketing rates of teacher burnout is an indication of how little attention has been given so far to teachers' emotion management. Therefore, this study can provide a wake-up call for educational stakeholders to figure out what needs to be done.

Although teachers are considered to be usually well-trained in their subject and pedagogical knowledge, they rarely receive professional training regarding effective emotion management or regulation. The reason is that little attention has been paid to teachers' emotional regulation, thereby remaining unexplored within the scope of educational psychology. Formal training in pre-service as well as in-service education is required to promote teachers' emotional awareness and help them adopt appropriate strategies of emotion regulation with the purpose of a better teaching and learning. Based on this premise, this study serves as a reminder to the educational reformers, teacher educators, school administrators and ultimately teachers with regard to the training of teachers, the development of educational policies, and the efficiency and productive delivery of education services. In addition to this, considering such an overwhelming influence of effective emotion management on maintaining teachers' emotional well-being, this study at hand is of the utmost importance to ensure that teachers' emotional health and well-being is improved. As a result of this, an effective instruction and learning occur, which is the primary goal of the countries worldwide.

Yet despite its significance, to date, there has been few studies focusing on particularly teachers' goals and beliefs regarding emotion regulation and the strategies that they employ to regulate their emotions in teaching contexts (Burić, Penezić, & Sorić, 2016; Gong et al., 2013; Hosotani & Imai-Matsumura, 2011; Sutton, 2004, 2007; Sutton & Harper, 2009; Sutton, Mudrey-Camino, & Knight, 2009; Sutton and Wheatley, 2003). Teachers who from various teaching levels, settings and countries might have different goals and strategies for their emotion regulation depending on varying cultural and organizational emotion display expectations, hence a qualitative research is required to explore "the nature and the extent of such variations" (Sutton, 2004, p. 395). In this regard, by taking a rigorous qualitative approach, the current study aimed to fill the gap through the lenses of Turkish instructors of English in tertiary education. As well as focusing on the goals and strategies for their emotion regulation similarly to afore-mentioned studies a new perspective on the subject was also added to the study, which is the role of the culture and organization on teachers' emotions and emotion regulation.

In recent years, there has been a growing interest in emotional labor in teaching in Turkish educational settings (Akin, Aydin, Erdogan, & Demirkasimoglu, 2014; Yilmaz, Altınkurt, Guner, & Sener, 2015). In addition, cognitive emotion regulation strategies of pre-service teachers have been studied through a quantitative research approach in terms of demographic variables (Ersay, Turkoglu, & Kaynak, 2014; Yokus, Yokus, & Kalaycioglu 2013). However, to date, no studies have examined directly tertiary Turkish EFL instructors' goals and beliefs regarding their own emotion regulation and the strategies they use to regulate their emotions while teaching and interacting with students. No studies can be found that has focused on the role of the cultural and organizational context of the instructors in the display or regulation of their emotions at work in a Turkish higher-education setting. This gap needs to be filled in through this qualitative study. Considering this new aspect as well as the Turkish higher education context under examination, the current study may make a substantial contribution to the literature expanding international research on teachers' emotions. The implications regarding teachers' goals and beliefs about emotion regulation and the cognitive and behavioral strategies they employ to control over their emotions presented by this study may grab the attention of educators, teachers and

teacher candidates worldwide. Sutton, Mudrey-Camino, and Knight (2009) have also emphasized the importance of teachers' emotion regulation in their profession and the need for more studies in various contexts as the following implications:

> We do not have good research evidence on the appropriate balance of positive and negative emotions for teachers in various contexts or on the most effective strategies to use to manage emotions. The research needed will take years; nevertheless, teachers have convinced us that emotion regulation is crucial for their effectiveness. (p. 136)

1.4 Limitations of the Study

There are several limitations to the study regarding the research methods used for conducting the study and the phenomenon under study. First, a solo measure, which is face to face semi-structured interviewing, was employed to collect the data for this study. Multiple data collection methods could have been used, including self reports and other reports such as students'accounts in accompany with objective observations in natural learning in the teaching context. However, the inclusion of observation into this research design could not have enabled the researcher to better understand teachers' emotion regulation goals and strategies and the rationale behind these strategies. There are two reasons for this. First, emotions are not directly observable. Second, even if it was possible, doing observations would involve observer effect. When the topic in question is on teachers' emotions and their emotion regulation in the classroom, the presence of an outsider, who is the researcher herself, also their own colleague, could have a considerable effect on the emotional responses of teachers being observed, and affect the outcome of the study. Besides, the addition of emotion diaries into the data could have provided deep insights into the dynamics of emotion display and regulation of teachers. However, the reason for not being able to including diary studies in the research was the busy schedule of the participants hindering them from being a volunteer in getting involved in such a study. On the other hand, adopting an interview-based approach for this study may be equally considered as a limitation as well as a major strength of the study since in-depth interviewing with the participants enabled the researcher to obtain data regarding teachers' *subjective* experiences of emotions (Sutton & Wheatley, 2003).

Second, certain questions in the interview focus on recent or salient emotional encounters of the participants. In other words, respondents were asked to recall a recent emotional event during teaching such as a moment of anger and frustration when they felt the need to control over, modify, hide or regulate the emotion in front of their students or while interacting with them. It might have been difficult for some participants to remember how they felt at the time of the event and regulated their emotions. With respect to this, Kahneman (2000) put forward that when individuals look back in time, this forms "a profound gap between "the experiencing self" and "the remembering self"" (as cited in Gross & Thompson, 2007, p.11). These backward-looking biases might have led the respondents to provide information regarding their emotional states based on their recall and might have resulted in certain divergent view.

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

In this chapter, first, key concepts of the study are defined and explained with the relevant examples for clarification of certain details. Second, the component process model of emotion is presented for readers to fully comprehend "emotion" in emotion regulation. Third, the concept of emotion regulation is given in detail. Fourth, emotion regulation strategies are introduced based on Gross's Process Model of Emotion Regulation, which also serves as the conceptual framework for the study at hand. Next, emotion regulatory goals are discussed. Given that psychological aspect of the study is presented in detail, then emotion in education is presented through the relevant literature on goals and beliefs for emotion regulation in teaching and teachers' emotion regulation strategies. Lastly, in this chapter, the role of cultural and organizational display rules on teachers' emotions and emotion regulation is discussed through studies conducted on this subject.

2.1. Defining Emotion

A discussion of emotion regulation primarily requires a deep understanding of what emotion is. Emotion comes from the Latin word "emovere" meaning "that which moves us to action" (Hornby, 2010, as cited in Bennik, 2015). There is a lack of consensus about defining emotions among most research psychologists. However, in a general sense, Lazarus (1991) defined them as "emotions are psychophysiological reactions to news about ongoing relationships with the environment" (p. 38). According to Gross and his colleagues, emotion is a phenomenon that arises when individuals deal with an external or internal event that they may value and evaluate it in certain ways, thereby triggering certain response tendencies that involve

experiential, behavioral, and neurobiological systems (Gross, Richards, & John, 2006; Gross & Thompson, 2007).

2.2 Distinguishing Emotions from Related Constructs

There are some psychological constructs that are widely regarded as related to emotions but they do not refer to the same. To better understand the nature of emotions, distinguishing features of these closely intertwined constructs that include affect, emotion, and mood are quickly touched on this section.

Affect: Although affect and emotion are often used instead of each other in certain contexts (Zajonc, 1984), others consider affect as the experiential component of emotion (Buck, 1993; MacLean, 1990) or the behavioral component of emotion (American Psychological Association (APA), 2013; Kaplan & Sadock, 1991, as cited in Gross 1998b, p. 273; Gross, 2015, p. 6). Besides, Gross and his colleagues position the term of affect in a superordinate category in the other emotion-related constructs for especially "valenced states, including emotions such as anger and sadness, emotion episodes such as a barroom brawl and delivering bad news to a close friend, and moods such as depression and euphoria" (Gross, 1998b, p.273).

Mood: Moods and emotions may be differentiated in some terms. The APA suggests a striking metaphor to point out the distinction between emotion and mood: "emotions are fluctuating changes in emotional weather, whereas mood is the pervasive and sustained emotional climate" (APA, 1994, as cited in Gross, 1998b, p. 273). Frijda (2009) also argued that mood is "the appropriate designation for affective states that are about nothing specific or about everything-about the world in general" (p. 258). In other words, moods tend to last longer and be often less affected by a contextual stimulus than emotions, thus leads to broader behavioral response tendencies (Kringelbach & Phillips, 2014). Frenzel and Stephens (2013) exemplified the distinction between these two terms through the answers they provide to the question of "How do you feel?" or "How are you doing?" (p. 8). Possible responses that can be given to the questions above include "I feel good," "I am in a bad mood," "I am so proud of myself," or "I'm mad at Amanda". Based on these answers, it was

emphasized that the first two statements are examples of mood states, whereas the last two refer to more specific emotional experiences.

2.3 The Component Process Model of Emotion

The current prevailing perceptions of emotions regard emotions as complex processes that consist of multiple components. (Frijda, 1986; Lazarus, 1991; Scherer, 1982, 1984a, 2001, 2005; Sutton, 2005, 2007; Sutton, Mudrey-Camino, & Knight 2009; Sutton & Wheatley, 2003). In fact, the premise of emotions as component processes was first proposed by Scherer (1982). In the framework of the component process model, Scherer (2005) distinguished five components of an emotion episode; namely *cognitive component* (appraisal), *subjective feeling component* (emotional experience) *neurophysiological component* (bodily symptoms), *motor expression component* (facial and vocal expression) and *motivational component* (action tendencies) (p. 698). In this regard, it is worth noting that the components of the emotion process affect each other but are not totally dependent (Sutton and Wheatley, 2003).

Building on this componential theory of emotion, Sutton and her colleagues mentioned these components by renaming them as *appraisal, subjective experience, physiological change, emotional expression,* and *action tendencies* (Sutton, 2005, 2007; Sutton, Mudrey-Camino, & Knight 2009; Sutton & Wheatley, 2003). The further explanations of this multi-componential perspective on emotions will be based on Sutton and her colleagues' reconceptualization.

Appraisals: According to this viewpoint, emotion process starts with any individual's personal evaluation, interpretation, or *appraisal* of an event or a situation for its significance (Roseman and Smith, 2001). Scherer (2005) also noted the stimulus events and its results "must be relevant to major concerns of the organism". In other words, individuals' emotions are not triggered by the things and people they do not care about. However, since each individual owns different goals and experiences, the same external event does not breed the same emotions in individuals (Sutton, 2007; Sutton and Wheatley, 2003). To give an example of a situation that might occur in an educational context, if a student regularly falls asleep in class, one teacher may become

angry – perceiving this a disrespectful behavior or a lack of interest, while another teacher may be sad – perceiving this an indication of his/her being sick, working late or feeling depressed. Additionally, one teacher may appraise the same event distinctively on different circumstances and therefore feel anger, frustration and sadness in various intensities (Sutton, 2007).

Subjective Experience: Although emotions and feelings are regarded as synonyms for most people, they, in fact, refer to different constructs. Scherer (2005) asserts feelings should be distinguished from emotions and refers this concept as the subjective emotional experience component of emotion in his framework of the component process model. In this regard, Scherer (2004b) emphasizes that ‘‘feelings integrate the central representation of appraisal-driven response organization in emotion’’ They are assumed to have a significant monitoring and regulation function. It can be concluded that emotions are aroused unconsciously whereas feelings are subjective experiences of emotions and are triggered by conscious thoughts and reflections.

With this differentiation in mind, the following explanation provided by Scherer (2005) is well worth noting:

> While both nonverbal behavior (e.g. facial and vocal expression) and physiological indicators can be used to infer the emotional state of a person, there are no objective methods of measuring the subjective experience of a person during an emotion episode. Given the definition of feeling as a subjective cognitive representation, reflecting a unique experience of mental and bodily changes in the context of being confronted with a particular event, there is no access other than to ask the individual to report on the nature of the experience. (p. 712)

In the same vein, as Sutton and her colleagues suggested, the subjective emotional experience component of emotion can be considered “a private mental state” (Sutton, 2005, p. 230; Sutton, 2007, p. 261; Sutton and Wheatley, 2003, p.330). When it is pondered in terms of various emotional states, the subjective experience of each emotion is unique. For instance, joy does not feel like sadness or anger. In addition,

for each individual, the experience of various emotions may also differentiate to a certain extent.

Physiological change: Emotional states that an organism experiences often affect its bodily symptoms. For example, when a person feels embarrassed, s/he blushes and during an intense anger, s/he trembles. Specifically, for example, Herrald and Tomake (2002) reported that anger brings about some physiological symptoms such as increase in cardiac contractions and heart rate (as cited in Sutton, 2007, p. 261). These are some kind of examples that are most commonly experienced by individuals. There are for sure multiple physiological changes that take place during an emotion process.

Emotional Expression: Emotional expression involves facial and vocal expressions including frowning, mouth opening and closing, tears, voice volume increasing and decreasing or trembling (Scherer, 2005, p.16). When compared to physiological changes where occur when the body is under pressure by a strong emotion, the emotional expression component of emotion is more visible and observable. In this regard, Scherer (2005) argued that this component has a substantial effect on communication, which may engender big consequences in social interaction.

Action Tendencies: Action readiness or response tendencies are also used in place of action tendencies in the emotion literature (Frijda, 1987; Gross, 1998b; Lazarus, 1991). These three terms referring to the same are defined as "readiness to engage in action for establishing, maintaining or breaking the relation with particular aspects of the environment" (Frijda, 1987, p.132). For instance, a teacher might want to yell at a student disturbing other classmates or laugh out loud at a student's nonsense question during teaching. Nevertheless, Gross (1998b) asserted although people experience these emotions, they do not always perform them. The reason for this is that action tendencies can be regulated or modulated and "it is this modulation that gives final shape to manifest emotional responses" (Gross, 1998a, p. 225). A teacher with the desire to insult a student due to his/her disrespectful behavior may just calmly tell him/her that s/he will talk to him/her after class. Based on this example, the difference between the emotional response tendency and performed behavior raises questions related to why, how and when individuals may attempt to regulate their emotional response tendencies. Therefore, the following section aims to introduce the concept of

emotion regulation, present the relevant models of emotion regulation and the theoretical framework used for this study.

2.4 Conceptualizing Emotion Regulation

Each and every day, all individuals experience emotions which can be positive and negative depending on emotion-provoking stimuli. Since they are natural part of everyday life, it is impossible to avoid them. In other respects, certain emotions can be experienced strongly in particular times and situations. The feeling of being overwhelmed emotionally evokes a need to do something to stop or reduce the intensity. In this situation, managing, controlling over and regulating strong emotions are ways that individuals adopt to get over the overwhelmingness of the feeling. As Gross (1998b) explained:

> Emotion regulation refers to the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions. Emotion regulatory processes may be automatic or controlled, conscious or unconscious, and may have their effects at one or more points in the emotion generative process. (p.275)

Certain aspects of this conception of emotion regulation according to Gross and his colleagues (Gross, 1998a, 1998b, 2002; Gross, Richards and John, 2006; Gross and Thompson, 2007) are necessary to be spelled out in order for their portrayal of emotion regulation to be fully comprehended:

1. The concept of emotion regulation can be perceived as two ways: "regulation by emotions" (how emotions regulate thoughts or behaviors) and "regulation of emotions" (how emotions are themselves regulated). Gross and his colleagues adopts the second one based on the fact that emotion regulation goes through multiple phases by emotions are themselves regulated.

2. Although individuals often attempt to control over their negative emotions, they may regulate both negative and positive emotions either reducing or increasing them. In other terms, both type of emotions may be "up-regulated" through increasing the

intensity or the duration or "down-regulated" in order to reduce the emotion experience (Parrott, 1993).

3. Emotions may have distinctive emotion regulation processes. In other words, different emotions involves different developmental stages.

4. Emotion regulation refers to either intrinsic processes (when individuals regulate their own emotions: "regulation in self", to or extrinsic processes (when individuals regulate some other people's emotions: "regulation in others"), or to both (Gross and Thompson, 2007, p.8). Although conscious and unconscious processes of emotion regulation has been differentiated, it is "a continuum from conscious, effortful, and controlled regulation to unconscious, effortless, and automatic regulation" (Gross and Thompson, 2007, p.8) and after all, automatic emotion regulation process are not easy to measure sufficiently.

5. Based on Thompson and Calkins's study (1996), Gross and colleagues avoid attributing presuppositions regarding whether emotion regulation is inevitably useful or harmful. Instead, Gross and Thompson (2007) suggested that the processes of emotion regulation may be employed "to make things either better or worse, depending on the context" (p.9).

2.5 Distinguishing Emotion Regulation from Related Constructs

Before proceeding with the analysis of emotion regulation in more detail, it is important to distinguish emotion regulation from certain constructs related to it including coping, mood regulation and psychological defenses. This may be considered in parallel with the distinctions drawn among emotion and related affective processes. As seen "affect" as a broader construct compared to "emotion" in the affective family, affect regulation is kept in a higher position above coping, emotional regulation, mood regulation and defenses.

Coping: Although both coping and emotion regulation are termed as regulatory processes, coping refers to controlled and purposeful processes to manage emotional reactions only to stressful events and situations (Lazarus and Folkman, 1984), whereas emotion regulation includes both automatic and controlled processes that may be

conscious or non-conscious to manage both positive and negative emotions under a great variety of situations and events (Gross, 2013, as explained in Compass et al. 2014, p. 4). As a result, Skinner and Zimmer-Gembeck (2007) emphasized that, "all strategies of emotion regulation can be considered ways of coping" (p. 122).

Mood Regulation: As discussed earlier, moods do not have a clear cause followed by a specific eliciting event. As a result of this, it may be difficult to identify the cause of a mood. For example, an individual can wake up in the morning in a depressive mood and the reason could be anything or anyone. Taking this into consideration, in mood regulation, the main emphasis is on "altering ongoing affective state without much reference to objective life events" (Larsen, 2000, p. 131).

Defenses: Like coping, defenses focus on the regulation of negative emotion experiences, specifically anxiety, but they are usually unconscious and automatic when compared to coping (Westen and Blagov, 2007, as cited in Gross and Thompson, 2007)

Affect Regulation: As mentioned above, affect regulation functions as an umbrella term encompassing emotion regulation, coping and mood regulation.

Emotional Intelligence (EI): Although both emotion regulation and emotional intelligence traditions address primarily emotion management, there are notable differences between the two constructs. Emotional intelligence is defined by Goleman (1998) as "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317). This definition shows that EI puts emphasis on individual differences rather than on basic processes which emotion regulation refers to so as to influence the trajectory of one or more component(s) of an emotional response. Rather than emotion regulation processes, EI focuses on the consequences of individual differences in emotion regulation in term of social, health, educational and occupationals aspects (Pena-Sarrionandia, Mikolajczak & Gross, 2015). Therefore, it is reasonable to conclude that EI is outcome-oriented rather than process-oriented.

2.6 Emotion Regulation Strategies

2.6.1. Conceptual Framework: A Process Model of Emotion Regulation

Since emotion regulation involves a great number of processes including decreasing, maintaining, or increasing various aspects of emotion, it is of paramount importance to organize them in certain ways that enable researchers or professionals to better understand reasons, results and underlying systems of this phenomenon. Recognizing the importance of emotion regulation, Gross (1998b) posed the question, "How should we conceptualize the potentially overwhelming number of processes involved in regulating emotional response tendencies?" (p. 281) and struggled to come up with answers to the aforementioned question. He put forward three approaches that he thinks might frame the emotion regulation processes.

The first one is to focus on people's attempts to regulate a certain emotion. There have been quite a few studies that aim to identify emotion regulatory strategies (Parkinson et al., 1996; Rippere, 1977; Thayer, Newman, and McClaim, 1994; as cited in Gross, 1998b, p.281). However, the findings of these studies consisted of only descriptions of behavioral acts ranging from self-talk to deep breathing, which may not not provide a high level analysis of the phenomenon (Gross, 1998b).

The second one is to group emotion regulatory processes based on the emotion component aimed to be regulated, such as emotional experience, emotional expression or bodily reactions. According to Gross (1998b), this approach too might not provide a right level of analysis since it obscures the fact that people often attempt to alter many aspects of emotion at the same time instead of only one aspect as when they want to get rid of the emotion in question completely.

The last one, which is also the conceptual framework the current study is based on, is to adopt a process-oriented approach with the notion that emotion regulatory strategies can be distinguished in the course of emotion-generative process (Gross, 1998b, 1999, 2001, 2002; Gross, Richards, and John, 2006; John and Gross, 2004). In other words, it was argued that "emotion regulatory acts may be seen as having their primary impact at different points in the emotion-generative process" (Gross, 1998b, p.281). Keeping this premise in mind and then determining the sequence of processes the modal model

of emotion specifies as a potential target for emotion regulation, Gross (1998b) reformed the modal model and highlighted five points where individuals can regulate their emotions (See Figure 1). Thus, five sets of emotion regulatory processes are represented at these points: *situation selection, situation modification, attentional deployment, cognitive change, and response modulation.*

To elaborate on this model by Gross (1998b), the first four sets of emotion regulation are regarded as *antecedent-focused* emotion regulation, in that they occur prior to the generation of the emotion. The focus of such antecedent-focused strategies is to modify future emotion response tendencies. For example, when a teacher enters the class, s/he might change the seats of students who often talk too much together. This action may be interpreted as his or her avoidance of an emotionally relevant situation, thereby decreasing the probability of experiencing the emotion of frustration or even anger in this situation. The last one, response modulation, is considered *response-focused* emotion regulation, which occurs after the generation of the emotion. The aim of such response-focused strategies is to control over or manage the existing emotion. For instance, one teacher might breathe deeply or self-talk to suppress his/her emotion of anger when s/he sees two students laughing out loudly during teaching. In the following sections, each of the five sets of emotion regulation processes will be detailed.

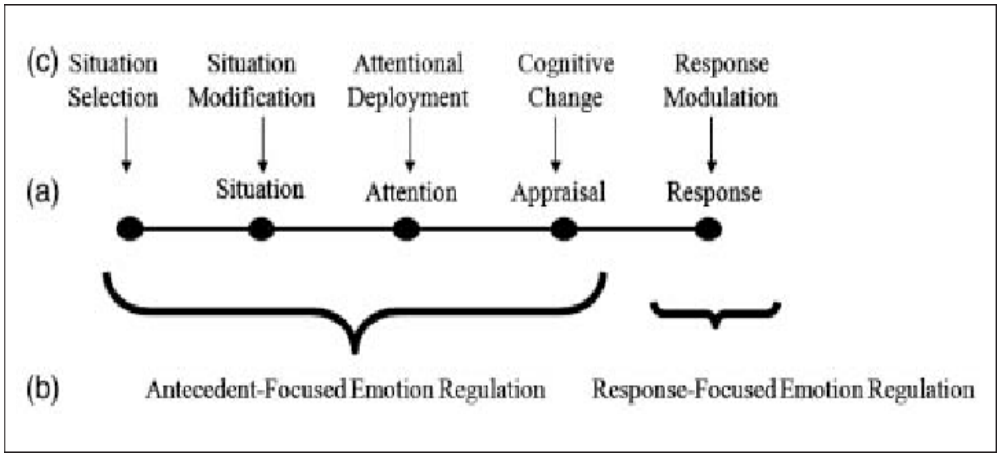


Figure 1. The process model of emotion regulation (adapted from Gross & Thompson, 2007) (a) Components of emotion generation. (b) Antecedent-focused versus response-focused emotion regulation strategies. (c) Five emotion regulation families. Source: Sheppes & Gross, 2011, p. 320.

2.6.1.1 Situation Selection

Situation selection may be considered to be an approach that focuses ahead. This kind of emotion regulation involves engaging in actions to increase the likelihood that individuals will experience a situation they think will cause the emotions they want to have (or decrease the likelihood that individuals will experience they think will cause the emotions they do not want to have (Gross, 2013; Gross & Thompson, 2007). In the example of an individual choosing not to go to a party where s/he knows her/his ex-partner will be there, situation selection is illustrated by the individual preferring not to go there that s/he thinks is likely to avoid the chances that s/he will be upset or frustrated. To give an example from an educational aspect, a teacher's selection of the situation may be preferring to teach English in the tertiary level since s/he likes working with young adults rather than children. The reason for this is that s/he tries to avoid experiencing a situation that will lead to undesirable emotions and therefore prevents it through this type antecedent-focused emotion regulation strategy.

For sure, the decisions that individuals make about certain situations such as where to go to dinner or what to do after school or work will imply how they will feel in the end; however, their predictions about which emotions these situations will cause do not always influence these decisions (Gross & Thompson, 2007). Referring back to the party example, the person can choose to go there even though s/he is aware of the emotions she prefers not to have but s/he will experience at that time. However, individuals often take their predictions about how they will feel into consideration and take necessary steps to avoid or seek out the situations. On the other hand, since certain situations are complex, it might be difficult for individuals to estimate their emotional responses to future scenarios (Gross, 1998b, 2013; Gross & Thompson, 2007). This point also plays an important role particularly in "weighing short term benefits of emotion regulation versus longer-term costs" (Gross & Thompson, 2007, p.11). For example, when an introvert person avoids social situations to feel much more comfortable, this short-term relief may cause social isolation or anxiety in the long run. That is why situation selection requires outer perspectives such as therapists or more knowledgeable others. In fact, as mention earlier, in the type of extrinsic emotion regulation, individuals attempt to influence or manage others' emotions by estimating the emotional consequences for others. This is the case especially for infants and young

children since they do not have enough competence to choose their situations for themselves. It is necessary to note that this study at hand focuses on individuals' managing only their own emotions, that is, intrinsic emotion regulation rather than extrinsic emotion regulation.

2.6.1.2 Situation Modification

Not every potentially annoying situation necessarily gives rise to negative emotional responses (Gross, 2013). In the context of the party example, the party may be arranged for professional purposes, and that person has to attend. Throughout the party, s/he can modify the situation by choosing not to have a conversation with her/his ex-partner. These attempts to modify the situation are made by individuals with the purpose of changing its emotional effect (Gross, 1998b, 2013; Gross & Thompson, 2007). As regards *situation modification*, differentiating direct results of unregulated emotion expression from those of emotion regulation is worth noting (Gross, 1998b, 2013). For instance, when one argues with his/her partner heatedly, and suddenly realizes his/her partner seems so upset because of this tense interaction, that person approaches his/her partner to apologize and support. As a result of this example, it can be concluded that emotion expressions have the potential to alter continuing social interaction. In addition, it is of importance to emphasize that *situation modification* refers to attempts at modifying external physical environments although situations can be external or internal. When the case is an effort aiming to modify internal environments such as cognitions, it will be explained in detail in the following section of *cognitive change*.

2.6.1.3 Attentional Deployment

Both *situation selection* and *situation modification* target at changing the individual's situation, however, *attentional deployment* does not require individuals to change the environment but redirect attention in a given situation with the purpose of affecting their emotions (Gross, 2013; Gross & Thompson, 2007). According to Gross (2013), this form of emotion regulation may involve "physical withdrawal of attention (e.g., covering the eyes or ears), internal redirection of attention (e.g., through distraction),

and responding to external redirection of attention (e.g., a parent's redirection of a hungry child by telling the child an interesting story" (p. 503). Taking these types along with the relevant examples into consideration, it is worth emphasizing that there are three attentional strategies to examine in detail; namely *distraction, concentration* and *rumination* (Gross, 1998b).

Distraction refers to moving attention away from the emotional parts of the situation or completely away from the situation (Gross, 1998b; Gross & Thompson, 2007). A teacher who ignores two students who are having chat during teaching can exemplify this strategy of emotion regulation. In addition, distraction might also exist in individuals' mind, for instance, when a teacher recalls thoughts or memories that will lead to desirable emotional state (Gross, 2015).

Another attentional strategy, *concentration*, fully exploits the potential of cognitive resources (Gross, 1998b). For example, individuals use this strategy through "focusing attention on an object such as their breathing, a sound or a visual stimulus during concentration meditation process" (Brefczynski-Lewis, Lutz, Schaefer, Levinson, & Davidson, 2007; as cited in Wadlinger & Isaacowitz, 2011, p. 3). Thus, they move their attention away from the undesirable thought and redirect it to the object of meditation, thereby regulating their emotions (Wadlinger & Isaacowitz, 2011). For example, a teacher feeling tired may focus on being energetic, enthusiastic and ready to teach through engaging in mindfulness activities or listening to an uplifting song so that s/he may keep attention from fatigue.

Lastly, *rumination* often involves focusing on emotions regarding negative situations and the negative appraisal of their results, thereby increasing the duration and the intensity of these mostly sad and angry events (Bushman, 2002; Morrow & Nolen-Hoeksema, 1990, as cited in Werner & Gross, 2010, p. 24). When compared to *distraction* through which one constantly tries to keep attention away from the emotion-eliciting stimuli and situation itself, *rumination* repetitively involves inner-directed attention on the factors and consequences of his/her negative emotional experience (Gross, 2013). That is why it can be considered a maladaptive emotion regulatory strategy.

2.6.1.4 Cognitive Change

Referring back to the appraisal component of emotion, one needs to evaluate a situation as important to his/her goal before that situation causes the person to attend to an emotion. Keeping this notion in mind, cognitive change refers to changing the way a person appraise a situation in order to alter its emotional importance through changing the way that person thinks about the situation itself or about his/her capacity to deal with the problems it causes (Gross, 2013; Gross & Thompson, 2007; Welner & Gross, 2010).

One type of cognitive change is reappraisal. For example, take a situation where one takes a wrong turn while going to an engagement ceremony. That person gets lost and therefore late for it. S/he may think s/he is too late to the ceremony and people will think that is disgraceful. This sort of negative thoughts may lay particular stress on the person. To put it a different way, s/he may think people will most probably not care if s/he is late or simply these things happen. In the latter case, cognitive reappraisal may change the way of thinking about the situation as not-a-big-deal one. Such an evaluation of the situation can considerably influence both the type and the intensity of the consequent emotional responses (Gross, 2013). To illustrate the point for an educational context, Sutton (2004) used an example of a teacher who has been angry with a student for a while due to his/her disruptive behavior. S/he may reappraise the disruptive event and feel compassion rather than anger after learning that the student recently lost his brother.

2.6.1.5 Response Modulation

Response modulation is the last of the emotion regulatory strategies that appears late in the emotion-generative process once emotional responses have been elicited and refers to directly influencing physiological, experiential, or behavioral response systems (Gross, 1998b, 2013; Gross & Thompson, 2007; Werner & Gross, 2010). Drugs can be used to modulate physiological responses, relaxation activities and exercises to reduce both physiological and experiential effects of negative emotions such as anxiety and cigarettes, alcohol and even food may be used to alter emotional

experience (Gross, 1998b; Gross & Thompson, 2007). To give examples of a teaching situation, a teacher may use "self-talk" to change the emotional experience, "deep breathing" to modulate physiological responses, and "controlling facial expression" to modify the emotional expression (Sutton, 2004, p.381).

One form of response modulation that has been particularly studied is *expressive suppression* involving efforts individuals make to inhibit continuing emotion-expressive behavior (Gross, 2008; Gross, Richards, & John, 2006; Gross & Thompson, 2007). For instance, a teacher may put effort into hiding his/her frustration or anger towards a student acting a disruptive behavior. Two different views regarding the effects of expressive suppression were expressed by Gross, Richards, and John (2006). One of the ideas is that if emotion-expressive behaviors are suppressed, they will come out from elsewhere as increased physiological responses (DePaulo, Kashy, Kirkendol, Wyer, & Epstein, 1996; Jones, 1950). However, the second one is since behavioral displays of emotion such as facial expressions fulfil a function of increasing the impact of the emotional response, the intensity of the emotion will be reduced once it has been inhibited. The results of a number of studies suggest that the suppression of ongoing emotional behaviors partly intensifies the experience of that particular emotion (Izard, 1990; Matsumoto, 1987, as cited in Gross, 1998b, p. 285). On the other hand, based on fewer studies, it is worth emphasizing that suppressing emotion-expressive behavior appears to influence the subjective experience of some emotions differently, that is, decreasing positive emotion experience but having no impact on negative one (Gross & Levenson, 1997).

Gross (2008) also put forward that suppression may bring about cognitive and social demands. In this regard, the results of memory studies show that suppression gives rise to worse memory for the information provided during the period when participants were told to suppress their emotions (Richards & Gross, 1999, 2000). In addition, suppression also seems to affect social interactions among individuals and a study of Butler et al. (2003) demonstrates that individuals who interact with someone suppressing his/her emotions report lower levels of comfort and ease in their relationships with them.

2.7 Emotion Regulatory Goals

Now that "the integrative and generative power of the construct of emotion regulation" (Gross, 1998b, p. 285) and the emotion regulation processes shown in Figure 1 have been reviewed, the question of what goals and beliefs individuals have for emotion regulation will be touched upon in the following.

A couple of interesting questions to address regarding emotion regulation are why individuals feel the need to regulate, manage or control over their emotions and why they use one emotion regulation strategy instead of another. As Gross (2008) emphasized, if some of the strategies, such as reappraisal, often breeds positive consequences whereas others, such as suppression, generally result in negative consequences, everyone is usually expected to use reappraisal all the time but not suppression. However, individuals differ in their emotion regulation strategies and the reason might be that they have various goals for emotion regulation (Gross, 1998b). This possibility may result from the fact that emotion regulation processes tend to vary across cultures (Mesquita & Albert, 2007). To be more precise, emotion regulatory goals are often context specific as well as culture specific (Gross, 2008) and thus this idea may be associated with different "emotional display rules" in a cultural and organizational context (Ekman, 1972). In other words, one can feel the need to display some of the emotions or not to display some others according to learned display rules in a specific context.

As to typical emotion regulation goals, people often regulate their emotions in order to increase positive emotions and decrease negative emotions (Gross, 1998b). For example, one teacher who is angry with a student constantly acting disrespectful behaviors may take deep breaths or think of a serene place with the purpose of reducing the effect of negative emotional experience (Sutton, 2007). On the other hand, one teacher may increase positive emotions such as happiness, affection or caring to enhance students' motivation (Sutton, Mudrey-Cumino, Knight, 2009). On the other hand, emotion regulation also involves up-regulate negative emotions and down-regulate positive emotions (Parrot, 1993; Tamir, 2009b). To continue giving examples of teaching contexts, one teacher who deal with students ganging up on him/her may have to appear strict and unsmiling (Sutton, Mudrey-Cumino, Knight, 2009). In

addition to these examples given from educational contexts, a more complete analysis of various goals for emotion regulation in different contexts is needed and the current study aims to fill in this gap in the emotion regulation literature.

2.8 Teachers' Emotions

Before directly laying emphasis on teachers' emotions, first emotion was defined and conceptualized based on the component process model proposed by Scherer (1982) in order to clarify the current study's theoretical perspective on emotions in the previous sections. Given that the prevalent conceptualization is the multicomponential perspective on emotions, this section focuses on the literature related to teachers' emotions. In the last couple of decades, there was a lack of research into teachers' emotions. According to Sutton and Wheatley (2003), one reason of this scarcity of research on teachers 'emotions is that the word *emotional* has been associated with words like *irrational,* that is to say, negative meanings have been attributed to the term of emotion in Western culture. Second, research on emotions in the field of psychology was also recent at that time; therefore, findings in one field last for a while to be applied to another. In other words, although there is a growing body of literature on psychological research on emotions since the early 1980s (Lewis and Haviland, 1993), it was not until the late 1990s that emotions received much attention in educational research. More specifically, little was known about how teachers' emotional experiences affect their teaching practices, how the sociocultural settings play a role in teachers' emotions and how their emotions relate to their motivation. However, research into teachers' emotions has been steadily gaining importance within educational contexts since Sutton and Wheatley's review of theoretical underpinnings and the then limited research on teachers' emotions over a decade ago. As Keller, Frenzel, Goetz, Pekrun and Hensley (2014) suggested that teacher emotions are closely related to teaching processes since they influence teacher attitudes, forms teacher-student interactions, and finally affect student performance. What is more, they play a crucial role in teachers' wellbeing in their profession. A study of Johnson, Cooper, Cartwright, Donald, Taylor and Millet, (2005) revealed that teaching has been ranked as one of the most stressful professions among 26 occupations and the main

explanation of such a result lies behind the emotional involvement of teachers in their professions. If such an emotional involvement is poorly managed, teacher well-being becomes critical, thereby resulting in teacher attrition (Fried, Mansfield & Dobozy, 2015).

2.8.1 Teachers' Experience of Positive Emotions

Students are a major source of teachers' positive emotional experiences during teaching. Love and caring are the most discussed among positive emotions in the literature. Not surprisingly, the emotion of caring has been often associated with women and elementary teachers (Woods and Jeffrey, 1996) whereas Hargreaves' (1998b) study did not reveal any gender differences in caring. Middle school and high school teachers also reported caring for their students (Emmer, 1994a). Furthermore, Sutton (2000a) found that very few of middle school teachers in the USA talked about caring. However, most of them reported love was a more dominant emotion.

Teachers also feel joy and satisfaction when they see their students learn what is taught and make progress in their growth (Sutton, 2000a; Sutton & Wheatley, 2003; Zembylas; 2002), when their students follow class rules and policies (Winograd, 2003) or when they interact with their students in extracurricular activities (Hargreaves, 2000; Sutton, 2000a).

Another positive emotion that teachers often feel is pride when their previous students come and visit them and they manage to recognize a student with a learning disability (Hargreaves, 1998b, 2000). They also feel proud when they achieve work-related goals (Hatch, 1993; Lortie, 1975).

Some teachers also talk about the excitement associated with teaching (Nias, 1989; Sutton 2000a). This is mostly due to the unpredictable nature of teaching (Nias, 1989). Unsurprisingly, beginner teachers feel excited more often than their experienced counterparts (Huberman, 1993).

2.8.2 Teachers' Experience of Negative Emotions

Teachers can also experience negative emotions especially in their interactions with their students. Anger and frustration have been the most prevalent emotions while teaching among the negative emotions.

Frustration and anger result from a number of sources. Primarily and commonly, students 'misbehavior and disciplinary problems in the classroom leads to these negative emotions (Chang & Davis, 2009; Hargreaves, 2000; Sutton, 2007; Sutton & Wheatley, 2003). When students have a lazy, inattentive and uncooperative attitude towards teachers' effort (Hargreaves, 2000; Reyna & Weiner, 2001; Sutton, 2007), teachers often feel angry. As for the factors outside the classroom, anger and frustration occurs due to uncooperative colleagues (Sutton, 2004) and inappropriate parental behaviors (Lasky, 2000; Sutton, 2004).

Another important negative emotion beginner teachers often experience is anxiety when they feel unprepared for teaching and have difficulty in coping with the demands of the teaching profession (Chang, 2009; Sutton & Wheatley, 2003). More experienced teachers also feel this emotion when they are unsure about whether they are doing a good job (Lortie, 1975; Sutton & Wheatley, 2003).

Shame and guilt also arise in the educational context. When teachers realize they are neglecting their job and their students or feel inadequate in their job, they experience quilt (Hargreaves & Tucker, 1991). Furthermore, when students' motivation decreases or a high-achiever student shows a poor performance, teachers feel responsible for these situations, thus resulting in the emotion of quilt (Chang, 2009).

2.9 Studies on Teachers' Goals and Beliefs for Emotion Regulation

It is well-known that individuals working in almost all types of occupations and organizations are involved in emotional experiences overtly or covertly, including teachers and schools. In this regard, the fact that teaching requires a great deal of emotional skill necessitates an investment in exploring the emotions of teachers. However, the attention on teachers' emotional experience and responses received little attention until the late 1990s.

Since the profession of teaching has been considered as a service occupation rather than an emotional engagement, the emotional complexities embedded in teaching have been neglected for a long time as mentioned above. Therefore, concepts of emotion regulation and display have been largely explored in non-educational organizations rather than in schools. This neglected attention on the emotional aspects of teaching may also account for the shortage of studies about emotion regulation in educational settings.

Sutton and colleagues were the early pioneers in educational psychological literature in this research area (Sutton, 2004, 2005, 2007; Sutton & Harper, 2009; Sutton, Mudrey-Camino, & Knight, 2009 Sutton and Wheatley, 2003). Most of their studies included implications from recent research on teacher emotions and suggestions for future research in this field. Their leading role paved the way for further studies that have had a variety of foci as well as their own. In the following, the very recent literature on teachers' emotion regulation will be reviewed.

To begin with Sutton's own study (2004) which inspired the researcher to conduct the study at hand, two questions were addressed in the study. One was what goals and beliefs teachers have for their own emotion regulation while teaching. The other was what strategies teachers report they employ to regulate their own emotions. However, although no clear explanations were provided by the author himself in his study regarding the term of "strategy" here, it might arguably refer to the conscious and deliberate actions to manage one's emotions based on Gross's (1998a) process model of emotion regulation. The study was conducted with 30 teachers from USA teaching middle grades. The semi-structured interview was used as a data collection tool.

As to the results of this study, teachers presented different reasons why they regulate their emotions. The most frequent one was related to effectiveness and positive outcome expectancies. More specifically, they reported that their own emotion regulation enabled them to be focused on their goal of academic learning and did not allow their emotions to interfere with their teaching. Some of the teachers emphasized on the significance of emotional regulation in having better relationships with students. They reported all of these enhance their effectiveness in teaching, however, empirical research is required to make sure such an impact of emotion regulation on teacher

effectiveness. In addition, some of the teachers considered emotion management as a requirement of their job, which was imposed on them by "cultural display rules or an idealized emotion self-image" (Sutton, 2004, p. 386). Since this is one of the research aims of the current study, the relevant literature regarding this subject will be presented in the following sections. Similarly, being a role model for students was also another goal of the teachers for their emotion regulation. However, no teacher reported on emotional display rules expected by the organization that they worked for, which was also one of the aspects the study at hand aims to explore and it will be discussed in more details through utilizing the related studies done on this topic in the upcoming sections.

On the other hand, most of the teacher pointed out the importance of "being real" or not seeming as "a robot" to the students so that students could understand better that teachers were human beings after all. Interestingly, 4 of them argued that emotion regulation was in conflict with "being real". In this regard, Schmidt and Knowles (1995) found that teachers who had concerns with being real failed in emotional self-regulation, thereby perhaps resulting in classroom management issues (as cited in Sutton, 2004, p. 387). However the participants who were not novices in Sutton's study (2004) did not report any disciplinarian issues. In addition to two opposing themes emerged from Sutton's study (2004), the last one was related to a moderate display of emotions.

Another study that was also inspired by Sutton's (2004) but conducted in a totally different geographical area, China, was recently done by Gong et al. (2013). Their aim was to examine Chinese teachers' emotion regulation goals and strategies used before, while, and after teaching. They studied with 34 teachers who were teaching in elementary, middle and high schools. Adopting a similar method to Sutton's (2004), the semi-structured interviews were conducted.

The findings of the study revealed that one of the most common goals for Chinese teachers' emotion regulation was to accomplish instructional tasks optimally and to enhance instructional effects, which was a similar result to Sutton's (2004). Interestingly, some of the teachers reported they up-regulated their negative emotions in order to draw students' attention to their own disruptive behaviors and also to carry

out instructional tasks more effectively. In addition, some of the teachers reported they controlled over their emotions, especially negative ones not to make a negative impact on students' learning. They also noted that their aim was not only to achieve instructional goals such as giving the class without any problem and finishing all the tasks but also to ensure students have a positive attitude towards the subject. Another point made by Chinese teachers was that regulation emotions was a part of professional and ethical norms of teaching. This finding is parallel with Yin and Lee's (2012) which found regulating negative emotions is a requirement of the profession of teaching in Chinese culture and Sutton's (2004) in Western culture. Moreover, Chinese teachers emphasized on the harmful effect of teachers' negative emotions on students' mental health. Therefore, they reported they regulated their emotions for the sake of promoting students' mental well-being. Furthermore, some of the teachers reported controlling over emotions gave students a good image of teachers by emphasizing the fact that teachers should be "cool-headed" (Gong et al., 2013, p. 872). Finally, being consistent with Sutton's (2004), emotion regulation was required to maintain good relationships with students, thereby enhancing students' learning.

Next, Chahkandi, Rasekh and Tavakoli (2016) recently added new perspectives to this subject under study and aimed to explore efficacious English teachers' goals and strategies to regulate their own emotions as well as their own students'. Along with the interviews, one more tool, emotion diary journals were employed to gather data from 22 teachers who teach English in secondary and tertiary levels in Iran. To be more accurate, 12 of these 22 teachers interviewed also kept journals and a total of 92 diary entries were compiled from these teachers. Although the study was carried out in a different culture and country through utilizing a new data collection form, the findings of the study yielded similar results to the studies mentioned previously. Chahkandi et al. (2016) analyzed the findings in two broader themes, goals for regulating positive emotions and negative emotions. Iranian teachers reported that they felt the need to regulate their positive emotions so as to enhance teaching effectiveness and attain academic objectives. This goal for emotion regulation was found in other studies (Gong, et al., 2013; Hagenauer & Volet, 2014; Sutton, 2004; Yin & Lee, 2012). However, in none of them, positive emotions have been down-regulated to achieve this aim. In this regard, Chahkandi et al. (2016 revealed that not regulating positive

emotions prevented teachers from managing time in class and moving forward in their own teaching program as planned, thereby impeding the learning. Conversely, Gong et al. (2013), Sutton (2014) and Yin and Lee (2012) reported that teachers expressed their positive emotions overtly to promote effectiveness in teaching. Maintaining authority over students was one of the goals of Iranian teachers to down-regulate their positive emotions in parallel with Gong et al.'s study (2013). Finally, the study also revealed that regulating positive emotions enabled teachers to present unbiased teacher character since they distributed their attention among the whole class. In the similar vein, Hagenauer and Volet's (2014) also found that the teachers tended to hide their like or dislike of certain students and considered expression of positive emotions towards certain students overtly incompatible with their sense of professionalism.

As to regulating negative emotions, Chahkandi, Rasekh and Tavakoli (2016) found that teachers regulated their negative emotions to maintain both their and their own students' mental health (Gong et al., 2013), to promote teacher-student relationships (Gong et al., 2013; Sutton, 2004), to be a role model and behave like a professional which has been commonly discussed in other studies as well. (Gong et al., 2013, Hagenauer & Volet; Sutton, 2004; Yin & Lee, 2012).

2.10 Studies on Teachers' Emotion Regulation Strategies

It's inevitably true that teachers are continually exposed to various emotion-arousing stimuli during teaching, ranging from external events such as a noisy and disruptive class which may provoke anger to internal events such as being uneasy about a situation experienced the night before. Teachers who experience certain emotions such as in the afore-mentioned situations may engage in some form of emotion regulation with certain goals in mind. With respect to what emotions are regulated, individuals including teachers often attempt to decrease their negative emotions. However, according to Parrot (1993), they may also decrease, maintain or increase negative or positive emotions during emotion regulation (as cited in Gross, 2002). To succeed in their attempts to regulate their emotions, they employ a variety of strategies. The term of "strategies" can seem to imply a conscious and deliberate effort, however, emotion

regulatory processes can be automatic or controlled, conscious and unconscious (Gross, 1998b).

Given that any activity or event which has the potential to influence one's emotions may undergo an emotion regulation process, it is not surprising that there are a variety of emotion regulation strategies (Koole, 2009). Since there is no specific order in people's emotion regulation strategies, one influential approach to this ordering problem is Gross's process model of emotion regulation (Gross 1998a, b). This model has been adopted as a theoretical framework by a number of studies focusing on emotion regulation. Since this framework also provided a basis for the study at hand to explore the emotion regulation strategies of Turkish instructors of English from an educational perspective, the literature review on teachers' emotion regulation strategies was limited to only the studies which adopted Gross's process oriented approach. Thus it would be more relevant to the current study and also enabled the researcher to compare and contrast findings of this study with the previous ones reported in the literature.

As referred earlier in the section of teachers' emotion regulation goals, Sutton (2004) also examined emotion regulation strategies of teachers from USA teaching middle grades as well as their goals for emotion regulation. The findings of the interviews with these teachers revealed that the majority of teachers reported using strategies to regulate their emotions in the classroom. In a general sense, they attempted to down regulate their negative emotions such as frustration and anger resulted from disruptive pupils and lack of effort. In addition to this, they reported using a variety of preventive (antecedent-focused) and responsive (response-focused) strategies.

Sutton (2004) examined and classified these strategies used by the teachers according to Gross' categorization of emotion regulation strategies. As preventative strategies, modifying the situation, attention deployment, and cognitive change were the most frequent strategies used by the teachers in the study of Sutton (2004). Examples of strategies they use to modify the situation included telling the students they are not feeling well (mentally or physically), thereby decreasing the possibility of misbehaviors or completely hindering them and also getting well-prepared for the lesson so that there might be fewer problems or selecting activities teachers find easier.

Moreover, at the emotion cue, asking the students to do something quiet or taking a short break or telling a joke to diffuse the situation were also examples of strategies for modifying the situation. Lastly controlling over students' negative emotions was reported to be one of the ways of regulating teachers' own negative emotions through management and discipline strategies such as "discipline card" utilized by one of the teachers.

As to attention deployment as a preventive strategy, most of the teachers reported using this one before going to school such as talking to colleagues, self-talk, thinking positive thoughts, and getting to school early. A few of them also pointed out that they regulated their emotions immediately by just ignoring students' minor misbehaviors.

As an example of cognitive change, teachers often engaged in self-talk and reflection, thinking about when they had not regulated their emotions and taking students' words and behaviors less personally. Thus teachers attempted to prevent their unwanted emotions from appearing.

The strategies mentioned above were employed before the emotions were experienced. In the immediate situation, teachers used various behavioral and cognitive strategies to control over their emotions. Physically withdrawing, pausing, deep breathing, getting quiet and controlling facial features were the behavioral responsive strategies teachers reported using at the emotion cue. After the school, they reported getting over this emotional state by sitting in a quiet place and exercising. As to cognitive strategies, they attempted to reflect on their previous experiences, remember who they are and think positive thoughts or visulize such as a serene place. After the school, they reported talking to their colleagues, friends and family to reduce stress (Cockburn, 1996; Lewis, 1999). They also stated that they did their intellectual hobbies and getting ready for the next class not to keep busy with their mind with the emotional event.

Another study by Gong et al. (2013) examined Chinese teachers' emotion regulation strategies through interviewing. Encoding their data based on Gross' process model of emotion regulation, they found that Chinese teachers used similar strategies to control their emotions before, in and after class with American teachers (Sutton, 2004). Their situation selection strategies included changing class schedule and walking to another group of students rather than the ones with misbehaviors and continuing the class. As

a situation modification strategy, they reported preparing some questions for the class, modulating the teaching tempo, pausing for a while and recreating a good atmosphere, telling a joke, or letting the class do class work quietly. Their use of attention deployment strategies included changing to another topic, neglecting the thing, and letting students do simple tasks in order to get their attention away from the emotion-arousing stimuli. They also used certain cognitive change strategies such as thinking about positive side of things, thinking of their students as "just children", or thinking that emotions before class should not influence the class before the class. At the emotion cue, they reported walking in the classroom and being engaged in self-talk or thinking of students' good sides and thinking that they cannot change kids in one or two days. After the class, reflecting on the instruction and finding solutions, changing their opinions on student learning, communicating with and learning from colleagues to identify a possible solution, and writing in a diary were some ways teachers used.

As to response modulation strategies, they often attempted to decrease their negative emotions through employing a variety of strategies including holding back, constraining, maintaining patience, covering up, concealing, keeping silent, venting as well as deeply breathing, sighing, calming, pausing, yelling, raising their voice, scolding, and gripping fists. Few of the teachers also reported they pretended to display negative emotions, in particular anger or sadness although they did not feel it at all in order to give students a lesson. As to response modulation strategies used after the class, they found similar findings as Sutton's (2004) study including talking to colleagues, families, and friends, exercising, taking a walk, shopping, or playing computer games.

Unlike aforementioned studies, in a recent study by Jiang, Vauras, Volet, and Wang (2016), students' perceptions regarding their teachers' emotion regulation while teaching were involved as well as the teachers' opinions on their own emotion regulation. 53 students and 4 teachers teaching various subjects in an international lower-secondary school in Finland participated in the study. A mixed method approach, utilizing students' surveys and teachers' interviews, was used to explore associations between teachers' positive or negative emotions from the perspective of their students, and teachers' reflections on their emotion regulation. However, students' voice regarding their teachers' emotions were not emphasized in this review.

Instead, teachers' emotion regulation strategies were examined since this was more relevant to the study at hand. Consistent with Gross's model, five categories of emotion regulation strategies were obtained from interviews from Finnish teachers. To start with situation selection, only one teacher reported avoiding talking to students when being angry. In the similar vein, Gong et al. (2013) found that only one teacher tended to walk to another group to regulate negative emotions. As to situation modification, Finnish teachers employed various strategies including giving exercise break, talking freely, talking with the disruptive students outside the classroom during the lesson, talking with the students with misbehaviors and informing the students of her own emotional states. These findings are in parallel with Sutton's (2004) study which revealed that American teachers reported giving warning cards to students to stop their misbehaviors thereby relieving their negative feelings. They also let their students know about their present emotional states to modulate the situation. Asking students to work quietly in their own desks was also another strategy similarly to the studies of Sutton (2004) and Gong et al. (2013).

To move their attention away from the emotional situation as an attention deployment strategy, Finnish teachers reported trying upregulating their positive emotions through focusing on the students' increasing competence and learning gains, and also thinking about students' maturity and interest in studies. As a cognitive change strategy, reappraisal was employed by Finnish teachers to decrease their negative emotions through evaluating a challenging student from a different perspective, seeing the good side of him/her and adopting a big picture perspective of students' education rather than despairing of their low achievement. Additionally, the Finnish teacher of English employed self-talk so that they reported dealing with their negative emotions internally. He also showed empathy to challenging students by putting himself in students' positions thereby relieving his negative feelings. As to responsive strategies, suppression was used by only one teacher who reported hiding his anger to maintain authority in front of students. In contrast to this, in Hosotani and Imai-Matsumura's study (2011), teachers reported suppressing not only negative emotions such as sadness and anger but also positive emotions such as joy so as to encourage students to go further in their skills and grow more. Gong et al. (2013) and Hagenauer and Volet

(2014a) also revealed evidences of teachers employing suppression to regulate their emotions.

Next, Hagenauer and Volet (2014a) aimed to gain insights into teacher educators' emotion display when teaching and interacting with students. This study examined 15 teachers from two public Australian universities teaching first-year students in pre-service education in terms of their emotion regulation strategies. Similarly to other studies reviewed above (Gong et al., 2013; Jiang et al., 2016; Sutton, 2004), data were gathered through in-depth, semi-structured face-to-face interviews. A few teachers reported employing antecedent-focused strategies involving efforts to distance themselves from the emotional issues of students. However, some of the teachers reported suppressing their negative emotions due to their conceptions of professionalism. Although they believed that intense negative emotions should be concealed from not only students but also colleagues in daily interactions, they reported they were not continuously successful in suppression of their negative emotions.

Some reported strategies elicited from the data fit Gross's (1998b) description of response-focused strategies. These strategies included sharing their positive and negative emotions with significant others, for example, members of their family or colleagues in the department (Gong et al., 2013; Sutton, 2004). Rationalization or acceptance of the situation by adaptation of expectations was also a cognitive strategy revealed in the data.

The study by Chahkandi et al. (2016) on efficacious Iranian teachers teaching English secondary and tertiary levels also resulted in a wide range of regulatory strategies. To start with situation selection, this study revealed different strategies from other studies mentioned earlier (Gong et al., 2013; Jiang et al., 2016; Sutton, 2004). These strategies were more related to managerial and disciplinary components of classroom teaching and specification of teachers' expectations and class rules in their first encounters with students. Interestingly, they also obtained information about students' family, economic, and social background and taking it into consideration in treating individual students and interpreting their behaviors. On the other hand, similarly to Hagenauer and Volet (2014a), Iranian teachers also avoided displaying their negative emotions

which were not related to classroom context. In contrast, Sutton (2004) and Jiang et al., (2016) found that teachers informed their students about their emotional states when they did not feel well psychologically and physically. As to situation modification, the strategies reported by Iranian teachers were in parallel with the ones found in other cultural settings. These strategies involved having adequate preparation and planning prior to the classes, playing joyful music and video clips to regulate students' emotions, using humor, giving students a break when they lost concentration, dismissing the disruptive students from the class, and recording a minus point for them.

As an attention deployment strategy, Iranian teachers reported tolerating their students' problematic behaviors by concentrating on their positive sides such as being ready for the lesson and improving in exams similarly to the findings of Gong et al. (2013) and Jiang et al. (2016). They also tried to thinking about the consequences of the previous actions taken regarding their emotions when they lost their temper (Sutton, 2004) and focusing on academic instruction and their role and responsibilities as a teacher. The use of cognitive change strategy reported by Iranian teachers manifested itself through considering students' misbehaviors as a peculiarity of their age and puberty. They also displayed empathy towards students by reevaluating students' challenging behaviors in consistent with Jiang et al. (2016). One of the teachers suggested that students' social and economic background ought to be considered in approaching a low achiever. As a result of this, reshaping their cognition by accepting the status of their students and adapting their expectations accordingly were some strategies employed by Iranian teachers. Finally, when teachers experienced especially negative emotions, they employed similar strategies to other studies (Gong, et al., 2013; Jiang at al., 2016; Sutton, 2004) including yelling, frowning, scolding students, or having a meaningful look at them. Silence was also regarded as a practical strategy by most of the teachers.

2.11 The Role of Cultural Display Rules on Teachers' Emotions

Mesquita (2007) argued that emotions are "culturally situated" (p. 410). A number of studies comparing emotions cross-culturally paid more attention to the expression of emotions, which are manifested as display rules first introduced by Ekman and Friesen

(1969). According to Safdar et al. (2009, p.1), these rules "influence the emotional expression of people from any culture depending on what that particular culture has characterized as an acceptable or unacceptable expression of emotion". In addition to characteristics of individuals that have an impact on emotion display, culture has been considered as an effective factor on the expression of emotion. Therefore, differences in emotions were studied through a comparison of individualistic and collectivist cultures (Hofstede & Hofstede, 2005; Markus and Kitayama, 1991; Matsumoto, Yoo, Fontaine, Anguas-Wong, Arriola, Ataca, et al. (2008); Mesquita, 2001). Since the expression of emotions is seen as the individuals' right in individualistic cultures, these cultures might involve rules encouraging outward displays of emotions (Safdar et al., 2009). On the other hand, "collectivistic cultures emphasize the maintenance of cohesion within the group and therefore, control of emotion has high priority" (Safdar et al., 2009, p.2). Safdar et al. (2009) also put forward that individualistic cultures put pressure on the members to be happy and to express happiness whereas collectivistic cultures appear to be less limiting concerning positive emotions and these emotions can be seen as undesirable. As to negative emotions, for example, anger is seen as functional and appropriate for the sake of protecting one's rights and for resolving disagreements (Eid & Diener, 2001). However, in collectivist cultures, it is tolerated less since it harms authority and harmony and cooperation within the group (Miyake & Yamazaki, 1995). According to Hofstede and Hofstede's study (2005), "individualistic" countries include Western countries such as the U.S., Australia and many European countries while East Asian countries are seen as "collectivistic". However, this does not mean that there are no cultural variations in emotion within cultures, especially in respect of emotional display rules. As a result, a further understanding of emotional display rules specifically within the cultures is needed in addition to between individualistic and collectivistic countries.

Although the role of culture in emotion experience and expression has been continually emphasized in the domain of emotion and culture, most of the studies have focused on individualistic cultures such Western countries as the USA and Australia and on collectivistic cultures such Asian counties as Japan and China. However, emotional display rules in many other cultural contexts have been substantially neglected. Besides, most of cross-cultural studies on emotion display have focused on social

situations. However, to the researcher's best knowledge, very few studies are available in the literature that address the role of culture on teachers' emotions. One recent research by Hagenauer, Gläser-Zikuda, and Volet (2016) aimed to explore how university teachers in Germany and Australia, which are considered as "individualistic" countries with different educational systems, expressed their positive and negative emotions while teaching and what their perceptions were in terms of a good teacher-student relationship. The data were gathered from 15 Australian and 9 German university teachers through interviews. The study revealed that both groups agreed on overtly expressing positive emotions as a necessary part of teaching and controlling over negative emotions based on their sense of professionalism. However, there were significant differences between two groups. Australian teachers reported higher and more intense expression of positive emotions whereas German teachers reported more open expression of anger. The other study by Chahkandi, Rasekh and Tavakoli (2016) was on the role of Iranian culture in efficacious EFL teachers' emotion regulation. Through interviews and diary journals, the data were collected from 22 efficacious EFL teachers teaching in secondary and tertiary levels. The findings of the study indicated that some aspects of emotion display were different in Iranian culture when compared to other cultures. Iranian teachers emphasized on the effectiveness of showing positive emotions, however, they were not displayed as openly and freely as in the other cultures. Furthermore, the emotions which were not relating to teaching context were reported to be controlled and suppressed whereas their counterparts in the other cultural contexts comfortably share them with their students.

Taken together, some aspects of emotional display vary from culture to culture emotions whereas some others show similar facets of emotion expression. However, studies on this area are still lacking. Therefore, the study at hand aimed to address this gap and focused on the role of Turkish culture on EFL instructors' emotion display when teaching and its effect on their emotion regulation strategies.

2.12. The Role of Organizational Display Rules on Teachers' Emotions

Most organizations have a set of rules and policies developed primarily to guide organizational decisions or actions in the written form. However, emotional display rules are mostly unwritten norms or manners. According to Ekman and Friesen (1975), display rules are "what people learn, probably quite early in their lives, about the need to manage the appearance of particular emotions in particular situations" (p. 137). On the other hand, in the emotional labor research, they refer to expectations of organizations from their employees regarding how emotions should be displayed at work (Moran, Diefendorff, & Greguras, 2012). Consequently, it is important to distinguish between felt and displayed emotions since the emotions that employees in an organization feel may not match with the emotions that are taught to express (Rafaeli & Sutton, 1989). Based on this notion, the perceived requirement to express or hide certain emotions removes the emotional autonomy from the employees (Brotheridge & Grandey, 2002). In this regard, Hochschild (1983) put forward that organizational control of employees' emotion display may engender stress accompanied by emotional exhaustion, burnout and dissatisfaction. Therefore, studying the expression of emotion in organizational contexts is of vital importance because involuntarily expressed emotions may have powerful effects on the organizational members' behaviors, attitudes and cognitions.

Moreover, organizational expectations regarding the expression of emotion in organization roles are conveyed to the members of the organizations including teachers through "training, handbooks, and evaluations and through workplace cultures" (Pfister, 2015). In order to construct these display rules and expectations, the organization often draws on cultural and societal norms (Hochschild, 1983). That is to say, expectations of emotional display in the workplace are formed based on the display rules created by cultures and societies. Based on this, organizations obtain these rules and adapt them to their organizational climate and culture.

Pioneering research of emotional labor and display rules commenced with flight attendants and bill collectors (Hochschild, 1983). Subsequently, there was a growing interest in the field and a number of studies focused on workers considered as frontline employees who have are directly involved in providing service to customers (Noe,

Uysal & Magnini, 2010). In addition to this, the retail and hospitality industries also attracted much attention from researchers since emotional display are required for sustaining customer loyalty in these sectors (Kim, Jeon & Hyun, 2012). The research also appeared in many other interactive professions such as lawyers and doctors and caring professions such as social workers and teachers (Grandey, Diedendorff & Rupp, 2013).

One of the caring or service-based professions, teaching entails frequent interactions with primarily students, colleagues, school administrators and parents. While interacting with these educational stakeholders, teachers are likely to display certain emotions both inside and outside of the classroom. Not only for teachers, but also many other employees working in the service industry, the frequent interactions with people may be exhausting in itself in terms of workload, such interactions may also require employees to regulate their display of emotions according to organizational display rules (Rafaeli & Sutton, 1989). Efforts that teachers make to manage their expression of emotions according to beliefs and expectations constructed both collectively and organizationally about teaching profession place emotional demands on them. To satisfy these demands, they are required to perform emotional labor.

Although there has been a growing interest in emotional labor from an educational perspective, few studies can be found in the literature to address the issue of emotional labor. The literature on especially emotional display rules within the scope of emotional labor showed that there are implied emotional display rules in education that teaching organizations build in order to lead teachers. (Brown, 2011; Hebson, Earnshaw & Marchington, 2007; Isenbarger & Zembylas, 2006; Winograd, 2003; Yin & Lee, 2012; Zembylas, 2005). As mentioned earlier, these implied emotional display rules were formed by teaching organizations based on historical and cultural norms. (Winograd, 2003; Zembylas, 2005). Taking this premise into consideration and combining it with his own insights derived from a qualitative research, Winograd (2003, p. 1652) generated five emotional display rules for use within education:

(1) To love and to show enthusiasm for students;

(2) To be enthusiastic and passionate about subject matter;

(3) To avoid the display of extreme emotions like anger, joy and sadness;

(4) To love their work; and

(5) To have a sense of humor and laugh at their own mistakes and the peccadilloes of students.

Moreover, caring and professionalism were found to be forms of implied emotional display rules (Brown 2011; Isenbarger & Zembylas, 2006).

On the other hand, Pfister (2015) approached the issue from the administrators' perspective as well as teachers'. The administrators of K-12 public school organizations in the study reported that they do not always provide teachers with emotional display rules. This is similar to the existing results in the literature showing that implied display rules are given under the name of professional norms. When the participants' organizations provide emotional display rules, their aim is to guide teachers to display more calmness and less frustration and anger (Pfister 2015).

Taken together, the literature review regarding emotional display rules in organizational life reveals certain conclusions. One is that teachers imply the existence of display rules but in an implied way rather than definitively. Another one is that positive emotions such as calmness and caring are expected from teachers to display while not surprisingly, negative emotions such as anger and frustration are required to exist less likely during teaching. Finally, the messages regarding emotional display rules are conveyed to teachers through orientation, professional development, and individual conversations.

To the best knowledge of the researcher's, there is no research exploring this topic from the perspective of a tertiary level organization. Therefore, this study at hand aims to find out to what extent an organization serving in higher education have emotional display rules for their instructors of English and how the organization conveys these (if any) with them.

CHAPTER 3

METHODOLOGY

3.0 Presentation

This chapter first presents qualitative research method the current study employs, then explains the rationale behind specifically adopting phenomenological approach for this study. Next, the research setting and the participants of the study will be detailed along with data collection procedures, data sources and data analysis processes. Finally, the role of the researcher in the study and ethical issues will be discussed.

3.1. Qualitative Research

The study at hand takes a qualitative research approach involving Turkish instructors of English in a foundation university in order to acquire the deeper understanding of the phenomenon of emotion regulation. With the aim of exploring such a complex psychological phenomenon in depth, individuals' detailed personal views and also their lived experiences regarding their emotions were required. For this reason, a qualitative study was selected for the current study. Before moving onto the details of the research design of the study, a brief discussion of the qualitative research methodology was essential to understand the rationale behind selecting such a method in the study.

A widely-recognized representation of Denzin and Lincoln's (1994b) regarding the characteristics of qualitative research is as follows:

> Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (p. 2)

Taking this characterization of qualitative inquiry into consideration, as Richards (2003) noted, what distinguishes qualitative approaches from quantitative ones is that they are designed to "explore complexities and conundrums of the immensely complicated social world that we inhabit" (p. 8). In this regard, a qualitative approach taken for the current study enabled the researcher to "get a first-hand sense" (Eisner, 2001, p.137) of individuals' emotional expressionser their subjective experiences during an emotion episode, and their emotion regulation processes before the class, during the class and after the class. In other words, based on this kind of approach, the study at hand sought to understand the underlying emotion regulation process of the individuals from their own perspectives.

In addition, pursuing a qualitative inquiry allowed the researcher to explore in-depth what goals and beliefs for their emotion regulation and what strategies they use to regulate their positive or negative emotions through their conscious and deliberate efforts. These situations or questions mentioned above are where a qualitative research offers the best source of illumination.

As listed by Creswell (1998), there are seven core traditions in qualitative research, namely ethnography, grounded theory, phenomenology, case study, life history, action research, and conversation analysis. Among these types of qualitative research approaches, phenomenology was considered the most consistent with the nature of the aims and research questions in the current study. In the following section, the description of phenomenological approach will be provided for a proper understanding of the reason why this approach was identified as the best research design for this study.

3.2 Phenomenology

Creswell (2007) defines a phenomenological study as "describing meaning for several individuals of their lived experiences of a concept or phenomenon" (p.59). Emotion regulation processes of Turkish instructors of English were the central phenomenon or the key being explored in this qualitative study. This phenomenological inquiry described the essences of meaning in the emotions they have experienced as part of

their profession. Through the lens of their perspective, the focus was on these instructors' memories when they regulate their emotions and their lived through experiences depending on the type of the emotion during emotion regulation process.

Given that the phenomenon under examination was explained, another aspect of this approach is that it attempts to explore "what" the individuals experienced and "how" they experienced the phenomenon (Moustakas, 1994) so that a detailed description of the nature of the lived experiences can be developed. Based on this perspective, the study sought explanation as to why and how these instructors of English regulate their emotions while doing their jobs.

Beyond this, these lived experiences must be conscious (van Manen, 1990), that is, directed efforts toward an object and in this respect, the inquirer must attempt to describe the essences of these experiences and efforts rather than providing explanations or analyses (Moustakas, 1994). Taking this notion into consideration, the researcher concentrated on what cognitive and behavioral efforts the instructors under study consciously make to manage or control over their emotions. It is particularly essential to lay an emphasis on that the current study relies on conscious and deliberate regulation process. However, this process can be automatic or controlled as well (Gross, 1998a).

To better study the phenomenon under examination, it is essential to understand phenomenology through reversing perspectives. Two different approaches explained by Titchen and Hobson (2005) exist in phenomenological approach, namely direct and indirect approach. The job of the researcher in the direct approach is to "shine a light on the foreground of the phenomenon to engage in a systematic study of participants' mental representations of the phenomenon as they experience it" (Titchen and Hobson, 2005, p. 121). The researcher attempts to do this by asking questions to the participants regarding their conscious actions while experiencing the phenomenon, thereby exploring their intentions and rationales behind their actions. In contrast, the researcher using indirect approach is involved in the life and social worlds of the participants, rather than adopting an outsider perspective. To achieve this, the researcher needs to literally immerse themselves in participants' everyday world through observing everyday practice and recording everyday language.

The founder of phenomenology, Edmund Husserl was a supporter of direct approach whereas his student, Martin Heidegger accepted the indirect approach. These two reversing approaches adopted by these philosophical giants brought two distinctive phenomenological philosophies with them in the literature, namely Husserlian' descriptive and Heideggerian' interpretive philosophy of phenomenology. Some scholars following Husserl's philosophical tradition, called as descriptive or transcendental phenomenologists, such as Giorgi (2009) and Moustakas (1994) defended that at the core of phenomenology lies the researcher's attempt to describe the meaning of lived experience from the first-person viewpoint rather than his or her own lived reality. In other words, Husserl and his exponents argued that through bracketing, it is possible to gain an understanding of the true nature of the phenomenon under investigation. In contrast, Heidegger's phenomenology attempts to address that the researchers cannot isolate themselves from their own past experiences, preconceptions, and biases about the phenomenon in question, which influence the way they give meanings to lived experience. That is to say, how the researchers understand the world is closely linked with how they interpret the reality (Wojnar & Swenson, 2007).

One of the researchers who followed Heideggerian assumptions of interpretative or hermeneutic phenomenology, Smith (1996a, 2004) developed an interpretative phenomenological analysis and contributed made a contribution to qualitative research in psychology. Smith's (2004) Interpretative Phenomenological Analysis (IPA) seeks to explore participants' personal lived experiences based on their own perceptions but also strongly recognize the central role the researcher plays in making sense of that personal experience. That is to say, IPA's quest for understanding experiences and perceptions of individuals derives from Husserl's descriptive phenomenology. However, the researcher's involvement to give meaning to participants' lived experiences and try to make sense of them puts IPA in an interpretative or hermeneutic process. In respect of the theoretical position of IPA, Smith (2004) provided the following explanation: "the participant is trying to make sense of their personal and social world; the researcher is trying to make sense of the participant trying to make sense of their personal and social world" (p. 40). As the aim of this study was to provide insights into the phenomenon of emotion regulation in teaching, more

specifically, instructors' interpretation of their own emotions, the way they regulate their emotions and the goals and beliefs they have for this, IPA was deemed an appropriate method of analysis. In the following section, a brief overview of the components of IPA, namely phenomenology, hermeneutics and ideography will be given for readers to better understand the rationale behind adopting this approach for the current study.

3.2.1 Interpretative Phenomenological Analysis (IPA)

In this section, a short outline of IPA's theoretical orientation will be provided. IPA researchers is mainly concerned with exploring how individuals experience phenomena and what meaning they attribute to them, indicating that participants are also actively engaged in interpreting their lived experiences . Consequently, an in-depth examination of personal accounts of the individuals is combined with the researcher's own interpretation after presenting and discussing the emerging themes, thus creating a double hermeneutic (Pietkiewicz and Smith, 2012). To describe this dual interpretation process, IPA relies on the major principles of phenomenology, hermeneutics, and idiography.

"IPA is phenomenological in that it is concerned with exploring experience in its own terms" (Smith, Flowers & Larkin, 2009, p. 1). More specifically, IPA relies upon how research participants reflect upon or make sense of their lived experiences since the actual experience is impossible to reach due to having been lived in the past. Therefore, the meaning that individuals attribute to the experience is regarded as a representation of the experience itself (Smith, Flowers & Larkin, 2009). As a result, IPA aims to describe how people perceive their life experiences, rather than focusing on phenomena based on a predetermined criteria. This requires researchers to bracket their presuppositions, biases and past experiences regarding phenomena. The current study also draws upon personal accounts of the individuals regarding their emotional experiences through in-depth interviews.

IPA is also interpretative since the researcher tries to make sense of the participants' personal world. In fact, first, the participants attempts to give meaning to their

experiences and second, the researcher tries to decipher that meaning (Smith & Osborn, 2008). Therefore, this double hermeneutic process puts an emphasis on the active role of the researchers. Yet, they must rely on what the participants are willing to reveal about their experience. At the same time, they cannot completely avoid being influenced by their own preconceptions that they are required to be aware of during each phase of the study. All in all, Smith, Flowers and Larkin (2009) exactly summarizes as follows:

> […] IPA requires a combination of phenomenological and hermeneutic insights. It is phenomenological in attempting to get as close as possible to the personal experience of the participant, but recognizes that this inevitably becomes an interpretive endeavor for both participant and researcher. Without phenomenology there would be nothing to interpret; without the hermeneutics, the phenomenon would not be seen. (p. 37)

The third theoretical component of IPA is idiography which refers to the elaborate, careful and detailed analysis of single cases or a small number of cases. (Smith, 2004). Rather than making generalizations, IPA prioritizes exploring every case through an examination of individual perspectives of the participants in their unique contexts (Smith & Osborn, 2008). In the study at hand, a particular group of instructors of English who share the same culture and work environment was studied in order to explore emotional experiences of each and every one of them based on their own personal account through a detailed interview.

3.3. The Research Setting

The study at hand was conducted at the Department of Foreign Languages (DFL) in a newly established foundation university in Ankara. It is known as the first university in Turkey specialized in aeronautics and astronautics. The medium of instruction is 100% English in the university (except for the Management Program in Turkish). Students who enroll the departments where the medium of instruction is the English language must take the English Proficiency Exam prepared by DFL. Students who fail

the exam need to attend the English Preparatory Program (EPP) for one academic year. After completing the Program successfully, they start their undergraduate courses.

From the details above, it is quite evident that this department offers English language instruction to undergraduate and graduate students through English Preparatory and Academic English Programs. DFL's accredited general English courses are offered year-round for Alpha (Beginner-A1), Bravo (Elementary-A2) and Charlie (Pre-intermediate-B1) students. EPP courses mainly focus on all language skills while covering essential grammar, vocabulary and pronunciation and they range from 20 to 30 lessons a week.

As to Academic English Program (AEP), it is designed for freshman and sophomore students who need to use English in a university context. AEP's courses covering topics such as academic writing and presentation skills and English for specific purposes seek to help our students develop their academic language and literacy. AEP courses DFL currently offers for 4 hours a week include Academic Writing Skills, Academic Presentation Skills, English for Logistics, English for Aviation Management and English for Business Administration. Moreover, AEP also offers one to three elective language courses depending on the need for and availability of instructional resources. Elective language courses DFL currently offers for 4 hours a week include Russian, German and Spanish.

There are 34 language instructors working who are assigned to one or both of the programs mentioned above in the DFL. Three of those instructors have duties and responsibilities in administrative positions within the department. Four of them whose duties revolve around coordinating the programs, managing and organizing the examinations as well as teaching courses in limited hours. The rest of the instructors owns a range of responsibilities in addition to teaching in one of the programs such as, developing English language teaching materials over the books used in the programs, invigilating departmental exams, and translating administrative papers.

These language instructors have taught 8 to 10 hours per week during the academic year 2016-2017. However, their working hours start at 08:30 and ends 17:00 each day. In other words, even if they have no classes to teach, they are required to be at work during the time period mentioned earlier, which is a standard working hour legislation

in most of the foundation and private universities in Turkey. Referring back to the instructors' workload, they normally spend on average 20 hours a week of timetabled teaching. However, during the academic year 2016-2017, the number of teaching hours per week has been reduced to 8 to 10 hours due to certain organizational problems. Since there were allegations of corruptions in the founder association, this situation caused the university which has been financed by the association a serious trouble both materially and morally. The university was allegedly not able to overcome the economic difficulties experienced in recent years. Based on that these financial problems may have a negative impact on the quality of education provided in the university, The Council of Higher Education (CoHE) intervened in the university and forbade it to enroll new students in the university for the academic year 2016-2017. Absence of new students' enrollments would directly affect the employment of the English instructors working in the DFL because there would be no students to teach English in the English Preparatory Program. Since a clear explanation was not given for this situation by the university administration for a long time, a large number of instructors were in search for new job opportunities and most of them preferred to quit the job in the university since they found another job. Since the salaries of the university personnel were not paid for nearly two months, a group of instructors went to the office of the department that is responsible for the financial affairs and requested the officers from more information about the pay status of the salaries. These instructors were forced to resign due to so-called "salary protest". Therefore, the number of staff was reduced by nearly half as well as their teaching workload of the instructors. The rest of the instructors staying in the organization constitutes the current staff of the department and participate in the current study.

3.4. Sampling

In the direction of research purposes, this study was planned to be carried out with the participation of 27 English instructors working in the Department of Foreign Languages of a foundation university, where the researcher also serves as an English language instructor. Since the target population members have some convenient criteria such as "easy accessibility, geographical proximity, accessibility at a certain

time, and participation volunteerism", this study used convenience sampling (Dörnyei, 2007).

Moreover, the reason for choosing a single working environment was that all participants interviewed share the same working environment because perceived institutional emotional display rules are a factor affecting employees' emotional regulation strategies. In this study, it was also investigated how this factor influences the teachers' emotional regulation. Although there were some non-Turkish instructors in the department as well as Turkish ones, it was planned to select especially only Turkish participants. The reason was that this study also examines the influence of cultural emotional display rules on the emotion regulation strategies of the Turkish instructors of English with the notion that Turkish culture may play have role in the way they show their emotions at work.

As mentioned above, it was aimed to collect data from 27 Turkish instructors of English through an interview utilizing a qualitative research technique. This number constituted all Turkish speaking English instructors working in this unit (excluding 3 department managers, 1 researcher herself, 3 non-Turkish lecturers, 1 instructor utilized for pilot study). The rationale behind such a sampling which includes all of the Turkish instructors in the department under study was that the sample needed to be selected large enough to identify individual differences but deliberately limited to the teaching level (all participants teach university students) and the research context. Although each instructor in the study shares a common community and institutional culture and addresses the same student profile, the role of individual differences may have an impact in the goals and beliefs and strategies used in emotion regulation. For this reason, participants in the study who are in different ages, genders, educational backgrounds, and years of teaching experience, etc. may reveal various themes about the aims and strategies of emotional regulation. In the sample of the research, therefore, the demographic variables were ignored. Limiting the study to a specific group who owns certain commonalities and including only that group would contradict with psychological aspect of the study based on the subjective experience of emotion as one of the component of emotion in nature. Taking into account individual differences rather than eliminating them would yield important insights regarding emotion regulation processes and strategies of the participants under investigation.

3.5 Participants

Table 1 indicates the profile of the participants of the current study. As stated earlier, there were 27 Turkish instructors of English who gives English language instruction in English Preparatory and Academic English Programs in the Department of Foreign Languages of a foundation university. While only 7 of the participants are male, 20 of them are female. In the field of English Language Teaching, females outnumber males considerably in Turkey, therefore; such a gender imbalance in the sample was inevitable. Since the age range among participants vary from 23 to 35, one might as well say the teaching staff consists of a young population. The instructors also studied in various Bachelor's degrees including English Language Teaching, English Language and Literature and English Linguistics. The participants also ranged in the years of teaching experience from 2 to 10. However, the average of the participants' length of teaching experience is quite low.

Table 1.

A profile of the instructors who participated in the study

Participant	Gender	Age	Years of teaching experience
Participant 1	M	27	5
Participant 2	F	23	2
Participant 3	F	25	3
Participant 4	F	25	2
Participant 5	F	26	4
Participant 6	F	26	4
Participant 7	M	31	5
Participant 8	F	25	3
Participant 9	F	35	9
Participant 10	F	26	4
Participant 11	F	25	2
Participant 12	F	29	5
Participant 13	F	25	2
Participant 14	F	33	10

Table 1 (continued)

Participant	Gender	Age	Years of teaching experience
Participant 15	M	25	3
Participant 16	M	28	6
Participant 17	F	24	2
Participant 18	F	29	5
Participant 19	M	25	3
Participant 20	F	26	3
Participant 21	M	29	6
Participant 22	F	29	8
Participant 23	M	27	3
Participant 24	F	25	3
Participant 25	F	27	2
Participant 26	M	29	3
Participant 27	F	29	6

3.6 Data Collection Instrument and Procedures

3.6.1 Interviews

With the intention of providing a detailed description of the emotion regulation processes and strategies of instructors of English through a phenomenological approach, data were collected via in-depth, phenomenologically based, and one-on-one interview.

As van Manen (1990) suggested, the purpose of in-depth interviewing is to understand the lived experiences of other people and the meaning they attribute to that experience. However, it is worth noting that there is no way of understanding others perfectly. Realizing the restrictions on understanding the others, one can make an effort to achieve this by understanding their actions. Through observation, these actions or behaviors can be watched and thus one can have an "observational understanding" of the performer (Schutz, 1967). However, he added that this understanding as a result of the observation may not correspond to how the performer views her/his own behavior, therefore "subjective understanding" of the performer should be reached to understand the performer's behavior fully. In other words, what meaning the performer himself

makes of that behavior is also required. In this regard, the method of interview enables the inquirer to gain access to the context of people's behavior so that it will allow him/her to understand the meaning of that behavior (Seidman, 2006).

There are quite a few approaches to describe the experience of people such as personal and organizational documents, observation, questionnaires and surveys in qualitative studies. The researcher does not argue that there is only one right way of doing this. However, if the goal of the inquirer is to understand the meaning the participants make out of their experience, then s/he is required to involve the perspective of the people under examination. In this regard, as Becker and Geer (1957) and Trow (1957) claimed, conducting interviewing is far superior to other avenues of inquiry listed above (as cited in Seidman, 2006).

In this study, one-on-one, semi-structured interview was conducted with 27 Turkish instructors of English working in a foundation university. Taking the research aims and questions into consideration, the choice of interviewing as a research method for this study was determined since the crucial point of the study was based on "subjective understanding" of the participants. To refer back to the research questions in the study, the goals and beliefs of Turkish instructors of English for their emotional regulation and strategies they employ to regulate their emotions can be described and understood through only examining how they view their own experience, and what meaning they give to that experience under investigation. In addition, when the interview is compared to observation as a qualitative approach, the inquirer "has better control over the types of information received, because the interviewer can ask specific questions to elicit this information" (Creswell, 2008, p. 226). In this study, clarifying and elaborating probes were used to obtain additional information so that interviewing was the best method to use.

As Locke (1989) asserted, a sufficiency of a research method depends on the research aims and the questions of the study. This study employed only one method, which was interviewing. Justifications were provided above for choosing such a method for the study. However, one might think that it is not completely sufficient avenue of inquiry and suggest that some of the other avenues can be employed to gather more data. This potential risk behind the one method was compensated by extending the number of the

participants utilized in the study so that the flavor of the many nuances possibly gained in the other types of approaches was not missed. On the other hand, as a supporter, observation as one of the well-accepted data collection forms used in qualitative approaches would not yield reliable data for the current study as teacher emotion is the point in question. That is to say, if teachers were observed by a nonparticipant observer/researcher during teaching, this observation could put pressure on them, therefore, it causes them not to display their genuine emotions. In other words, the subjective experience of the emotion and the expression of the emotion might differ when they are in the classroom.

Although it was extremely time-consuming in terms of both data collection and data analysis process, one-on-one interview was used in the current study. This approach was ideal for this study because it enabled the researcher to get close and personal with each participant regarding emotions which many people are not comfortable with talking about especially with somebody they do not know rather well. Luckily, in this study, the inquirer interviewed with their colleagues whom she has worked with in the same organization. Although she has known most of them quite well for a long time, she has built good working relationships with some others. More precisely, all of the participants have known the researcher to varying degrees prior to the interview. In this case, one might question about the issue of interviewing friends or acquaintances. Blichfeldt and Heldbjerg (2011) suggested that "the process of understanding has its precondition in the relations, dialogs, trust, and confidence established beforehand with the aim of generating a common and shared understanding of the situation/phenomenon in question" (p.11). Since the phenomenon in question is most particularly related to emotions, the interviewees must feel comfortable with the interviewer to share their ideas and feelings. Blichfeldt and Heldbjerg (2011) also emphasized:

> If one defines an in-depth interview as a process, during the course of which the interviewer and the interviewee construct meaning in collaboration, then one would expect the interviewing of friends, acquaintances, etc., to have several advantages – at least in some situations. (p. 6)

Taking into consideration Blichfeldt and Heldbjerg's claims (2011) above, understanding the meaning the participants make out of their experiences regarding their emotions formed the basis of the current study. Through elaborating probes, the researcher helped the participants to construct meaning regarding the phenomenon in question. This situation was also useful prior to the interviews, while making contact with the potential participants. The researcher did not need to rely on third parties or build the interviewing relationships with the participants since she knew them in advance. She just made a contact visit to allow them hear of the study. The details were given in the procedures section.

3.6.2 Interview Questions

Interview questions were largely taken from Sutton (2004) and adapted to this study. Some of the questions were removed whereas new ones were added to fit the study's requirements. Some of them were also improved to obtain data of higher quality. The questions which were originally worded in English by Sutton (2004) were also translated into Turkish. The translation of the instrument also required some of the questions to be reconstructed in order to ensure the cultural and conceptual equivalence. After finalizing the adaptation and translation of the interview questions, expert opinions were taken regarding the content and wording of the questions from one of whom is the vice chairperson of academic affairs in the DFL at the university and also a PhD student studying in Curriculum and Instruction and the other one who is the vice chairperson of administrative affairs in the same department. Keeping in mind the feedback received from them relating to the wording of a few of questions, certain alterations were made to make these questions clearer and easier to understand.

Then one test or pilot interview was conducted with the help of one of the Turkish instructors of English who was also working in the same department as the actual participants. It was very beneficial for refining the interview guide and getting a general feel for how the interviews would go.

Referring back to the interview questions in the current study, there were 7 main questions in total (See Appendix A). In the first question, participants were asked to

give background information including their age, educational background, years of teaching experience and responsibilities within the institution. The second question aimed to warm up the participants by asking them what emotions they associate teaching or being a teacher with. In the third question, a list of certain emotions were presented to the participants and asked to which one (s) of these represent what they feel while teaching. The emotions in the list were most often experienced by teachers (Frenzel et al., 2009; Hargreaves, 1998; Sutton, 2007; Sutton & Wheatley, 2003, as cited in Gong et al., 2013, p. 871). The fourth question was the most comprehensive one and also the question that provided rich data for the study. The fourth question including sub-questions focused on recent or salient emotional encounters of the participants. In other words, respondents were asked to recall a recent emotional event during teaching such as a moment of anger and frustration when they felt the need to control over, modify, hide or regulate the emotion in front of their students or while interacting with them. The fifth one was related to whether there are any emotional display rules for instructors in their own culture and how this perceived emotional display rules within the culture or community they belong to affect their emotion regulation strategies. The sixth one was similar to the previous question in terms of the content and wording and related to whether there are any emotional display rules for instructors in their own working environment and how this perceived emotional display rules in the organization affect their emotion regulation strategies. The last question aimed to wrap the interview up and receive final thoughts regarding teaching and emotions.

3.6.3 Procedures

Since the interviewer was working with the potential participants at the same department, gaining access to them was not demanding although it took some time. Without relying on the third parties, she was lucky to make a contact visit in their own offices to explain the research project to them. Since a group of instructors shared one office, group contact visits saved time and allowed the researcher to give one explanation of the study to several people at once. Then the instructors were invited to the study with “seriousness but friendliness of tone, purposefulness but flexibility in

approach, and openness but conciseness in presentation" (Seidman, 2006, p.47). The nature of the study was presented and what was expected of them was explicitly explained. After determining whether the potential participants were interested, the time and place of the interview with each participant was decided because this visit also initiated the voluntary participation process. Although the informed consent form was presented to the participant for signing immediately before the individual interview, not on this first visit, what it contained along with all aspects of the work was still explained. Thus, they could better understand what they were involved in their acceptance of the invitation to be interviewed.

When the interview time approached for each participant, the researcher visited their offices half an hour before the interview began in order to remind them of the interview appointment and get them ready. When the time arrived, the interview was held in each participant's own office if it is was available. If it was not, one of the empty classrooms at that time was used as an interview setting. The comfort of the participants were ensured through choosing a quiet and private one. Two options as Turkish and English were provided to the participants regarding the language of the interviews. All of the interviews except for only one were conducted in Turkish in accordance with each participant's own preference. The interviews was recorded by a mobile phone with the permission of the participants. The duration of the interviews varied from 19 minutes to 42 minutes. The interview schedule and the length of the interviews were given in Table 2.

Table 2.

The interview schedule and the duration of the interviews

Participant	Date	Duration
Participant 1	20.03.2017	33:27 minutes
Participant 2	21.03.2017	20:26 minutes
Participant 3	21.03.2017	20:59 minutes
Participant 4	21.03.2017	26:42 minutes
Participant 5	21.03.2017	21:38 minutes

Table 2 (continued)

Participant	Date	Duration
Participant 6	22.03.2017	21:34 minutes
Participant 7	23.03.2017	28:12 minutes
Participant 8	23.03.2017	23:26 minutes
Participant 9	24.03.2017	36:01 minutes
Participant 10	27.03.2017	32:27 minutes
Participant 11	27.03.2017	25:12 minutes
Participant 12	28.03.2017	30:28 minutes
Participant 13	28.03.2017	20:22 minutes
Participant 14	28.03.2017	20:20 minutes
Participant 15	28.03.2017	33:27 minutes
Participant 16	29.03.2017	42:46 minutes
Participant 17	29.03.2017	29:20 minutes
Participant 18	30.03.2017	23:59 minutes
Participant 19	30.03.2017	39:52 minutes
Participant 20	30.03.2017	19:53 minutes
Participant 21	30.03.2017	37:29 minutes
Participant 22	31.03.2017	41:26 minutes
Participant 23	31.03.2017	19:12 minutes
Participant 24	31.03.2017	28:34 minutes
Participant 25	04.04.2017	19:50 minutes
Participant 26	06.04.2017	20:11 minutes
Participant 27	07.04.2017	22:13 minutes

3.7 Data Organization and Management

Qualitative data were gathered through conducting 27 interviews with Turkish instructors of English at a foundation university during three weeks, from March 20, 2017 to April 7, 2017. Nearly 12 hours of interviews were audio-recorded by the researcher's mobile phone. In this section, the organization and management of the material that interviewing generated, including how the data was stored, transcribed and analyzed, were discussed in detail.

3.7.1 Storage

To start with the storage of the data, informed consent forms signed prior to each interview was filed in a safe place. Then each interview audio-recorded via cell-phone was transferred to the researcher's personal computer and placed into a computer file immediately after the interview was completed. The audio-recording of each interview was labelled accurately with pseudonyms and also entered into a log along with the interview and interviewee details. All of the audio-recordings were also backed up through cloud storage for keeping the material secure and accessible anywhere and anytime.

3.7.2 Transcription

The processes of gathering and analyzing data were separated. The researcher did not commence working with the material until she completed all the interviews. First completing all the interviews, then studying all the transcripts enabled the researcher to "avoid imposing meaning from one participant's interviews on the next" (Seidman, 2006, p. 113). At the end of three-week data gathering process, all the audio-recordings were transcribed verbatım. Transcribed data were organized in a Microsoft Word document and a total of 267 pages of transcripts were generated from the interviews.

Seidman (2006) emphasized that "a detailed and careful transcript that re-creates the verbal and nonverbal material of the interview can be of great benefit to a researcher who may be studying the transcript months after the interview occurred" (p. 116). When these extensive data that 27 interviews yielded was considered for the study, one might predict that the process of transcription was labor intensive and took a vast amount of time. That is to say, Seidman's point (2006) occurred in this study since transcription of all the interviews was completed much later than data collection period. However, since the transcripts were formed verbatim and in detail, they fully reflected the interviews and made the researcher's job easier even after a long time.

3.8 Data Analysis

Creswell (2013) emphasizes that data analysis process in qualitative research is quite challenging for researchers since it involves "organizing the data, conducting a preliminary read-through of the database, coding and organizing themes, representing the data, and forming the interpretation of them" (Creswell, 2013, p. 195). Basically based on this framework, a hand analysis of qualitative data was preferred for this current study. More specifically, in the whole data analysis process, the detailed steps recommended Hycher (1985) was followed. These steps adapted to the current study were outlined in Table 3 as follows:

Table 3.

Steps followed for the phenomenological analysis of interview data

Steps	Procedure
Step 1:	Transcription
Step 2:	Bracketing and the phenomenological reduction
Step 3:	Listening to the interview for a sense of the whole
Step 4:	Delineating units of general meaning
Step 5:	Delineating units of meaning relevant to the research question.
Step 6:	Training independent judges to verify the units of relevant meaning
Step 7:	Eliminating redundancies
Step 8:	Clustering units of relevant meaning
Step 9:	Determining themes from clusters of meaning
Step 10:	Return to the participant with the summary and themes.
Step 11:	Identifying general and unique themes for all the interviews
Step 12:	Contextualization of themes

Step 1: Transcription: As explained earlier, all of the interview data audio-recorded was transcribed verbatım and organized in Microsoft Word carefully.

Step 2*: Bracketing and the phenomenological reduction:* While reviewing the transcripts, Hycher (1985) noted that the researcher must approach the data by suspending his/her own meanings and interpretations and trying to understand the meaning what individuals who were interviewed make out of their experience regarding the phenomenon. Taking this notion into account, one might consider that the researcher is in a complete and absolute presuppositionless position. However, Hycher (1985) emphasized that it is impossible for the researcher to bracket his/her presuppositions totally and suggested that one way of checking whether the researcher manages in bracketing his/her own interpretations is to list the presuppositions that s/he is aware of and also explicitly share them with the research committee.

Step 3: Listening to the interview for a sense of the whole: Keeping in mind a necessity of setting aside personal experiences and assumptions, next step is to obtain a general sense of the data by reading the transcripts several times along with listening to the audio-recordings a number of times. Thus the researcher may make note of all the verbal and nonverbal material of the interview as well as general first impressions of the data.

Step 4: Delineating units of general meaning: In this step, all the transcripts were read again one by one and carefully line by line. Relevant words, phrases, sentences or sections were highlighted and noted in the transcripts to elicit the individuals' meanings. The notes might be recorded in the margins of the transcripts. At this point, Hycher (1985) suggested that the data must be approached with as much openness as possible. To do this, the inquirer must use the participants' words as much as possible. However, certain alterations in wording, omissions or additions might be included for the sake of clarification during note taking (Hycher, 1985). Since this step is more related to getting a sense of the whole, the research questions are not addressed to the data yet.

Step 5: Delineating units of meaning relevant to the research question: After the units of general meaning were identified, the step of relating the interview data to the research questions began in order to decide on whether the responses of the individuals

illuminate the research questions. More specifically, at this point, the statements that were irrelevant to the study at hand were not recorded. It is likely that some statements may be unambiguous or uncertain, which might causes the researcher to hesitate about the relevance of them to the research question; therefore, she must include them for the sake of being on the safe side (Hycher, 1985). Hycher (1985) also noted that this kind of situation requires the researcher to make a "judgement call" and therefore carries a risk of inappropriate subjective judgements. However, such a risk would be minimized if the researcher succeeded in bracketing her/his presuppositions and was open to the literal data.

Step 6: Training independent judges to verify the units of relevant meaning: One way of ensuring the reliability of the data as well as establishing the rigor of the study is to work with well-trained researchers in phenomenological research (Hycher, 1985). Although there is no place of pure objectivity in this kind of research as individuals bring out their own perspective to some extent, such independent verification would make the researcher far more rigorous in his/her approach in analyzing the data. In the current study, the experienced researchers were asked for help to verify the researcher's findings.

Step 7: Eliminating redundancies: Having completed the steps above, the next to do was to examine the list of units of meanings and get rid of the ones that are redundant to others identified earlier (Hycher, 1985). Nevertheless, the researcher paid attention to the frequency that a meaning was mentioned and the way it was mentioned. Therefore, the researcher made a note of the actual number of times a meaning was listed. At this point, non-verbal or para-linguistics cues played an important role in determining the meaning. Two units of relevant meaning which use the same words may refer to the different meanings because of non-verbal or para-linguistics cues or different emphasis. During the eliminating process, these points were taken into consideration.

Step 8: Clustering units of relevant meaning: Once the researcher eliminated the redundant units of meaning, she tried to determine if any of the units of relevant meaning could be grouped together. To put it differently, the researcher tried to explore whether there was some cluster that unites a number of units of relevant meaning

through examining each unit of relevant meaning and eliciting the essence it addressed to (Hycher, 1985). Hycher (1985) also pointed out that in this step, the skill and "artistic" judgement of the researcher is more involved than in any of the earlier procedures. This situation poses a threat to the issue of "bracketing" in phenomenology since the researcher might not set aside his/her assumptions. To resolve this, the impartial judges were asked for help to check whether the researcher and the judges thought of the same cluster (Hycher, 1985). As noted, since the clusters are context-specific, some of the units of relevant meaning might be placed twice under different clusters. It was sometimes difficult for the researcher to determine which relevant meanings should be grouped together. In these cases, keeping Hycher's suggestion (1985) in mind, the researcher decided to include it under both to play safe.

Step 9: Determining themes from clusters of meaning: At this point, all of the cluster meanings were examined to decide whether some of the clusters of meaning could be aggregated together under a central theme.

Step 10: Return to the participant with the summary and themes: One way of validity check is to return to the participant with the summary and themes and share the findings so far with him/her (Hycher, 1985). What was aimed here was to ensure that the essence of the interview was accurately and fully understood by the researcher. In this case, the participant was supposed to agree on the summary and themes. Otherwise, certain corrections would be made or a second interview could be conducted to cover the issues that were not mentioned previously (Hycher, 1985).

Step 11: Wording or phrasing of themes: In this step, the researcher needed to choose suitable phrases or sentences that capture complete ideas and convey the meaning to the reader (Vaismoradi, Jones, Turunen & Snelgrove, 2016). At this point, how well the theme or the label fits into the whole data in relation to the research question was important. The words used for labeling the theme was derived from meanings, feelings, and proverbs found by the researcher while reading transcriptions (Vaismoradi, Jones, Turunen & Snelgrove, 2016). Since a theme was constituted through the frequency of repetitions of the same code, its level of frequency in the whole data influenced the importance of the theme. Therefore, the researcher also recorded the actual number of times a code occurred.

Step 12: Translating themes: In this study, since the thesis was written in English but the interview data was Turkish, translating the labels for the themes was required. At this point, preserving the abstraction and the meaning of the theme was so important. To ensure the quality of the translation of the theme into the target language, a bilingual translator was asked for help.

Step 13: Contextualization of themes: Once the themes were phrased accordingly and translated into the target language, the next step was to place these themes back in the contexts where these themes emerged because the essence of the phenomenon would be captured better within the context. Therefore, relevant quotes were integrated into the report for readers to fully understand the meaning that the participants made out of the experience along with the researcher's interpretations. Since the interviews were held in Turkish, the selected quotes from the interviews were translated into English by the researcher and the translated quotes were checked by an expert interpreter. Both the original quotes and their English translations were integrated into the report. Their pseudonyms were used in order not to reveal the identity of the participants.

3.9 The Role of the Researcher

Recognizing and gaining an understanding of the researcher's roles in a study is required since her/his identity, perspective, and relationship with participants have a powerful influence on the conduct and the results of the research (Maxwell, 2002). More specifically, such personal qualities that the researcher carries to the study as previous experiences, values, beliefs and characteristics form the way the researcher views the study and engages with it. Therefore, inquirers cannot assert they are totally objective since the perspective that they have on what they are studying certainly influence the phenomenon they are exploring and how they interpret it. What is more crucial for researchers is to develop a critical reflexive awareness of their own influence on what they are studying and place themselves and their practice under scrutiny (Agar, 1996).

To present my own role as a researcher in the current study, I do not count myself as an experienced teacher but I am not novice either due to my four-year of service in the field. However, I am a young and complete novice researcher in qualitative work. I was educated at public schools throughout my educational life. As a graduate of English Language Teaching (ELT), I began my teaching career as a teacher of English at the English Preparatory School at a newly-founded private university in a different city that I had never been before in Turkey for a year. Noticing my burning desire to do research in my own field, I followed an MA program in English Language Teaching at the public university where I received my BA. For the sake of my MA studies, I moved back to my hometown and started to teach at the Department of Foreign Languages at a foundation university where I am currently working at. I have been teaching English in the department for three years.

Prior to my decision to study on this topic in my thesis project, I had already been interested in educational psychology even since my undergraduate years. In recent times, teacher motivation and well-being attracted my attention and began pondering on these topics. In search of a way of incorporating psychological aspects into teaching, I encountered the term "emotional labor" in teaching. This concept was the starting point for me. The fact that teachers need to regulate their emotions to cope with emotional labor embedded in their teaching enabled me to explore the depths of the phenomenon of emotion regulation. To start with myself as a teacher, there were certain times when I regulated my negative emotions as well as positive emotions. On the other hand, I also remember specific situations where I failed to control over particularly such negative emotions as frustration and anger. However, I must admit that until I explored this topic in the literature, I was not aware of my own emotions and the "strategies" that I had been employing to regulate my emotions so far while teaching. At the beginning, I was preoccupied by the question of whether there is a real strategy used in that sense. I knew I was attempting to manage my emotions in class in certain ways, but I had no idea how I was doing this, which is called as "emotion regulation strategy". In this regard, the process of conducting this thesis project enabled me to be more aware of my emotions and develop a more critical perspective towards myself, the emotions that I felt during teaching and the emotion regulatory process that I experienced. As a result of this, I realized that I had had

unconscious assumptions regarding teachers' emotions and emotion regulation. As I read widely on teachers' emotion regulation, observe my own emotions and emotional behaviors and interact with research participants during and after the interviews, I underwent a transformation during this process, which might have influenced this study.

In addition to this, sharing a common profession with my participants allowed me to view the phenomenon from a teacher's perspective all the time. Since I was a teacher as well teaching the same student profile in the same organization, I was able to visualize the situations in which they reported they experienced certain emotions and understand how they felt. Listening to my participants' emotional experiences and developing empathy with them was a great experience for me. I was strongly influenced by this study since this thesis project provided me an opportunity to see both similarities and differences with my emotional experiences in teaching. Therefore, such an empathy might have had an influence on the conduct of the research and its results.

As regards dangers of being an insider in this study, I cannot refuse the risks of it carried. First of all, my contradicting positions as a researcher, as a colleague and as an instructor led to some confusion in the researcher's mind as to whether they ought to act in a warm way since we were colleagues or stay within the boundaries of a research interview for a thesis. On the other hand, one of the advantages of being insider was when I visited them to invite to the interviews within the scope of my thesis project, most of them did not even hesitate to accept my invitation. However, some of them reported they were feeling uneasy not because of me as a researcher but whether they were able to express their emotional experiences. Yet, they seemed glad to share with me their emotional situations and also reported they relieved their feelings about their students through the interview. They openly stated that their awareness of their own emotions was raised after this talk and they would pay more attention to their emotion regulation from then on. All of these reactions were a clear signal of participants' willingness to participate in this study.

Moreover, as I was an insider, a majority of the participants shared their complaints and concerns freely being aware that I would understand them due to my familiarity

with the context. Yet, certain questions in the interview related to the organization were responded timidly by few of the participants. In fact, as a researcher, I might have felt myself under pressure to touch on emotional display rules expected from the instructors by the organization. It is obvious that there are power issues behind this concern because of my vulnerable position as an instructor in the organization. Nonetheless, freely admitting my standpoint and role in this study, I could report the findings of the study regardless of any pressure. The aim of this study is not to judge the climate of the organization or the individuals working for it. It is intended to gain a better understanding of the underlying process of teachers' emotion and emotion regulation.

3.10 The Trustworthiness of the Study

Qualitative researchers need to employ some trustworthiness criteria to ensure that the inferences drawn from the data are rigor and their studies are credible (Creswell & Miller, 2000). In the current study, four criteria proposed by Lincoln and Guba (1985) were used rather than more traditional quantitatively-oriented criteria in the literature. One important criteria in qualitative inquiry is the *credibility* or validity of the findings. This can be ensured by using "a lens established using the views of people who conduct, participate in, or read and review a study" (Creswell & Miller, 2000). One lens to establish the validity of their findings is the lens of the researcher (Creswell & Miller, 2000). Therefore, in this study, the data were returned over and over again to establish good themes and transform the findings of the data into a persuasive description. This process refers to "validity-as-reflexive-accounting" (Altheide & Johnson, 1994, p. 489). Qualitative researchers may a second lens to determine the credibility of their studies: the research participants in the study (Creswell & Miller, 2000). This lens provided a chance for the researcher of this study to check whether the inferences drawn from the interviews with the participants accurately represent their realities in their final account. This is known as "member check" in qualitative research. A third lens may be the view of the individuals external to the study, referred as "peer examination" or "peer debriefing". This strategy was employed in this study with the help of one fellow PhD student registered in the Curriculum and Instruction

and one MA student studying in the ELT program in a different university, who were also instructors in the study context. During the process of data analysis and interpretation, they were asked for help to ensure that whether the same or at least similar inferences were drawn from the data. Moreover, in this study, the fact that the research context was the researcher's own workplace provided a chance for her to give a thick description of the setting (Lincoln and Guba (1985). Similarly, she could build trust with the participants who are her colleagues that she has been working with for a few years.

Next one of the quality control mechanisms in qualitative inquiry is *confirmability*. Qualitative researchers must ensure that the research findings are solely based on the experiences and preferences of the respondents rather than the researcher's predispositions, beliefs, assumptions and so on (Guba, 1981). To achieve this, the researcher needs to clarify how the researcher's role are manifested in the findings of the inquiry while providing useful insights. With the purpose of making all details of the inquiry clear for the reader, a detailed methodological description was provided for a possible replication or reanalysis of this study by others. The researcher's positioning in this study was also admitted based on the potential role of the researcher's biases, perspectives and interests.

Another criterion for quality control is *dependability*, which is equivalent to reliability in the positivist studies. Contrary to quantitative studies, it is not necessarily guaranteed to gain the same results in a qualitative inquiry when it is replicated. However, what is the issue is that a detailed coverage of the research design and implementation used as well as a self-assessment of the subjectivity must be provided to achieve dependability (Shenton, 2004). In this study, details regarding the methodology and methods were well-documented by the researcher as mentioned earlier as well.

As for *transferability* of the findings of the current study to other contexts, it may be achieved to some extent. Findings of teachers' goals and strategies for emotion regulation during teaching in this study can be applicable to other teaching settings. However, due to certain research aims and questions of this study regarding the role of a specific culture and teaching context, the relevant findings or conclusions may not

be transferable to other situations and populations. However, since a thick description of the research context was made in the current study, the interested researchers can compare it with other contexts in so far as it is relevant.

3.11 Ethical Considerations

To conduct this qualitative study, the proposal was sent to the Ethics Committee of the university and the approval for the conduct of the study was received (See Appendix D for the permission). Informed consent was taken from all of the research participants (see Appendix C for a sample informed consent form). They were informed about their rights regarding involving in the research prior to the procedure. The confidentiality of the interviews and the participants was ensured. The participants' pseudonyms were used in order not to reveal the identity of the participants.

CHAPTER 4

FINDINGS

4.0 Presentation

The findings of the study are presented in this chapter. The themes emerging from the interview data is analyzed and discussed along with the quotations taken from the interviews and then the findings obtained from the analysis is reported based on the research questions of the study.

4.1 The most frequent emotions reported by Turkish EFL instructors while teaching

The findings of the interview data showed that the participants reported experiencing one or several emotions during teaching. As presented in Table 4, the top 2 most frequently experienced negative emotion was disappointment/sadness (*n*=14) and anxiety (*n*=14). In terms of positive emotions, the most frequently experienced emotion was love and affection (*n*=14).

Table 4.

The most frequent emotions reported by Turkish EFL instructors

Emotion	Number	In which situation
Disappointment and sadness	14	-When I do not get back for my effort in return from my students -Following that I learn my students' exam scores, when I realize they could have done much better than they did -When an activity that I worked hard on planning before class did not well in class -When I realize they do not deserve this much devotion that I give to them -When I feel I am incompetent in teaching certain things -When I do not have a good harmony with classroom dynamics -When they do not respect, and appreciate my preparations and efforts for any lesson -When they are busy with their mobile phones while I do the activity that I put a lot of effort into -When they do not do their best to achieve something -When they are unmotivated to learn -When they do not listen and make any effort -When I cannot get the responses that I expect from my students
Anxiety	14	-When I am not well-prepared for the lesson -When the lesson finishes earlier than planned -What if they do not like the lesson or the way I teach -What if my students fail -What if I have problems with some students -Whether I am efficient and sufficient as a teacher -When I have a busy schedule in class -What if I give a wrong impression of myself in the early days

Table 4(continued)

		-When I think that the subject I teach is difficult for students to understand -When they are unable to understand or fail in the exam (whether it is because of me) -When I do not have enough number of activities or tasks for students to practice more
Love and affection	14	When I see my students working hard -After I became a mother -When they tell me they are hungry -I have a sister or mother relationships -If there is love between me and my students, they will love learning English -When they are in a bad mood -They are not our customers, sometimes I feel like I am their big sister. -When I have good rapport with my students -When I think that they are naive and they are there to learn -They remind me of my own student days -I love being with my students -If I have a good harmony with classroom dynamics -Love and affection are the emotions that I feel automatically when I enter the classroom and see happy and smiling faces. -We teach a language which is learned best with love and affection-based communication. -Teaching is like maternal affection or love. -You cannot teach without love
Frustration and anger	11	-When students are inattentive while I am teaching -When one of the student takes turn answering a question, if the others talks noisily or being busy something else rather listening to their peer

Table 4 (continued)

		-When I feel they do not care as much as I care or when I do not get the respect I deserve -When they ask irrelevant questions or regarding my private life in the middle of the lesson -When they are busy with their mobile phones while I am teaching -When my lesson plans do not work -When they do not make earnest attempt to do tasks or activities that I spend considerable time preparing -When students do not obey the rules and regulations clearly specificied in advance -When they constantly sleep in class -When they do not bring their books to the class -When students are not willing to do even activities that are easy and take a short time
Satisfaction	9	-When the lesson goes well -When I have seen my students succeeding and that we have done this together -When I realize that my students listen to the lesson attentively -When I put too much effort and see the return (student learning outcomes) is high
Relaxing	9	-When I am satisfied with the lesson that I taught -When I think that I did my best -When there is no problem in a research lesson -After teaching a difficult lesson -When something that I was teaching was finally understood after a long hard effort
Patience	8	-I can tolerate many things in class that I never do in my normal life

-When a student who is not very attentive asks me to reexplain a point that I have covered a few minutes ago and also several times
-When students do not care my expectations
-When I have classroom management issues
-When they are not quiet and not listening to me
-When I encounter disrespectful behaviors

4.2 Emotion Regulation Goals

The first research question in this study explores why Turkish EFL instructors in a foundation university seek to regulate their emotions. This section presents EFL instructors' reasons, goals and beliefs for their emotion regulation. Firstly, the findings of their goals for negative emotion regulation are presented. Table 5 below shows the goals for regulating their negative emotions along with the frequency of each goal. Lastly, the findings of their goals for positive emotion regulation are reported at the end of this section.

Table 5.

Goals for regulating negative emotions

Goals	N
having the sense of responsibility and professionalism	15
avoiding being the scapegoat	14
achieving instructional goals	13
maintaining a good communication/relationships with students	11
not harming students' motivation and mood	8
maintaining discipline and management in classroom	6
preventing emotions from spreading like a "virus"	5
creating a comfortable learning environment	4
letting students know that they are upset	4
learning lessons from past experiences with teachers regarding emotion regulation	3

4.2.1 Goals and beliefs for regulating negative emotions

4.2.1.1 The sense of responsibility and professionalism

EFL instructors gave a variety of reasons for regulating their emotions, however the most common reasons given were related to fulfilling their professional responsibilities towards both their students and institution they work for (n=15). Majority of the teachers believed that they need to regulate their emotions in the classroom since it is a requirement of professionalism in teaching. They emphasized that teaching is a serious business, and therefore, teachers should not interfere their emotions in teaching. In this respect, when asked one of the participants why she regulates her emotions while teaching, she pointed out that when teachers display all of their emotions overtly, it might not be professional in the eyes of the students:

Bence, aklıma gelen ilk şey profesyonellik. Sanki, bilmiyorum öğretmenliğin içinde bu var mı veya olması gerekiyor mu ama her duygumuzu belli edip, her şeyi paylaşıp, öğrencilere bütün duygularımızı gösterdiğimizde profesyonel olmayacakmış gibi geliyor bana hani öğrencinin gözünde.	I think the first thing that comes to mind is professionalism. I do not know if you have or you have to have this in teaching, but it seems like that it is not professional in the eyes of the students when we show all our feelings, share everything and show all our feelings to the students (Participant 17, Female, 24).

In addition to the sense of professionalism, most of the interviewees underlined that they have certain responsibilities towards both their students and employers. Looking at the issue from a business ethical perspective, one interviewee mentioned the importance of keeping in mind that teachers are paid in return for doing their job and therefore they need to meet their organization's expectations by controlling their negative emotions:

Sanırım böyle noktalarda profesyonelliğin gerekliliklerini hatırlamak gerekiyor, yani bunun mesleğiniz olduğunu, burda size bunun karşılığında belki, belli bir ücret ödendiğini, sizden insanların beklentileri olduğunu hatırlamak gerekiyor. Ben genelde o profesyonellik duygusu ile hareket etmeye çalışıyorum böyle olumsuz şeyler olduğunda.	I think we have to remember the necessity of professionalism at such points, so you have to remember that this is your occupation, here you are paid a certain fee for it, and people have expectations from you. I usually try to act with that sense of professionalism when there are such negative things (Participant 1, Male, 27).

Moreover, one other participant emphasized that teachers deal with human beings in the first place, let alone students. Therefore, he added that they shoulder responsibility for regulating their emotions for not only one student but many more:

Bizim işimiz öğrenciler, yani işimiz insan olduğu için karşımızda 20-30 tane hepsine karşı bir sorumluluk besliyoruz duygu düzenleme anlamında.	Because our job is with students, that is to say, with human beings, we have a responsibility for all of 20-30 students with regard to emotion regulation (Participant 16, Male, 28).

4.2.1.2 Not to be the "scapegoat"

According to the analysis of the transcribed interviews, fourteen instructors reported that they control their emotions in order for students not to have a feeling of dislike or hate towards teachers themselves, thereby going to school, learning in general and learning English. They pointed out that they do not want to be the one who is blamed for their disinterest in learning the target language or ultimately their failures. Specifically, one of the participants pointed out that emotion dysregulation even could leave a lasting impression on students, effecting their whole educational life.

Yani direk birçok öğrenciyi de kaybedebiliriz o an, belki ömür boyu bile bir öğrenci üzerinde bir etki bırakabilirsiniz, kötü bir etki bırakabilirsin. Söyleyeceğiniz bir söz tamamen sizden uzaklaşmasına, belki dersten, okuldan bile uzaklaşmasına neden olabilir.	We may discourage many students directly from learning at that moment, maybe even for a lifetime, you may have an influence on a student, a bad influence. A word that you will say may cause him/her to become emotionally distant from you, maybe even the classes, even away from the school (Participant 23, Male, 27).

Consequently, the responses of the participants showed that they are aware that students are often ready for blaming someone else when they face an obstacle during learning. In this case, realizing such a defense mechanism that students will likely use, one interviewee emphasized that she does not want to be the "scapegoat" for their dramatic end:

Genelde bu öğrenci profili zaten birçok şeyi hayatta ya başarmamış ya başaramamış ya önüne çıkan ufak tefek engelleri hep bahane olarak öne, ya onlara tutunup ben yapacaktım ama şu şu olmadı, izin vermediler. İşte şunun yüzünden bir kişiye atfetmek, bir günah keçisi seçmek çok kolaydır. İnsan psikolojisini çok rahatlatır. O günah keçisi ben olmayayım (Participant 22, Female, 29).	Generally, this student profile either has not succeeded or not been able to succeed in many things in life and used some small obstacles as an excuse such as "I was going to do but it did not happen" or "They did not allow me to do". It is very easy to blame someone else or choose a scapegoat, which eases the psychological burden on humans. I do not want to be that scapegoat (Participant 22, Female, 29).

Besides, several teachers emphasized how teaching a language differs from other subjects during the interview in many aspects. In this regard, one of the participants claiming that English should be taught in a comfortable and interactive environment specified the need for emotion regulation in order for students not to give up learning English because of the teacher effect:

Yani lisans eğtitimimizde de sürekli öğretilen bir şey bu. Herhangi bir ders olmadığı için Matematik bilmem ne gibi; İngilizce, konuşularak, iletişim kurularak, karşılıklı ve sınıfta herkesin katılma isteği ve pozitif yaklaşımını gerektiren bir ortam olduğu için öğretmenin sürekli iyi yaklaşması, kötü tepkiler vermemesi aslında altında yatan neden. Hani İngilizce öğreniminde zaten öğrenciler önyargılı olduğu için önyargılı dilden soğutmamak, dersten soğutmamak adına hep pozitif yaklaşmamız gerektiğini, bu da aslında benim kafamda alttan alma gibi kodlanmış olabilir.	undergraduate education. Since English is not similar to other subjects such as Mathematics, it requires an environment where students communicate, interact with each other, and willingly participate in classes. These are the underlying reasons behind why teachers are supposed to approach positively towards students and avoid negative responses. Since students are already prejudiced against learning English, we need to have a positive attitude towards students so as not to discourage them from the language itself and language classes. I might also associate this with tolerance (Participant 17, Female, 24).
This is something that is constantly taught in our	

4.2.1.3 Achieving instructional goals

It is seen in the analysis of the responses that thirteen instructors in this study emphasized the influence of the emotion regulation on the teaching process. When asked one participant (Participant 10, Female, 26) why she seeks to regulate her emotions during teaching, she mentioned its effect on the trajectory of the lesson saying that "aksi yönde davranırsam dersimin akışının ciddi oranda bozulabileceği durumlar var" [If I behave in the other way around, there are certain situations that might substantially disrupt the flow of the lesson]. In the similar vein, most of the instructors specified the importance of regulating their emotions to accomplish their instructional tasks and activities optimally and smoothly. More specifically, they believed that it is necessary to control over certain emotions in class to be able to implement the lesson as planned according to both schedule and syllabus, as illustrated in the following quote from one of participants:

Çünkü, bizim derse gitmeden önce planladığımız bir program var. Hani öğrencilere vermemiz gereken bir hedef. Onları ulaştırmamız gereken bir amacımız var. Ben bu amacıma profesyonelce yaklaşmayıp, tutup da kendi özel duygularımı, sorunlarımı katarsam sekteye uğratacağım onların da hedeflerini yanlış bir yere taşımış olacağım.	Because we have a schedule that we plan before going to class. I mean, a goal that we achieve for students. We have an aim to convey them. If I do not approach my aim professionally, interfere my personal feelings and problems in my aim, I will disrupt it and will have taken their (students') aim to a wrong place too (Participant 6, Female, 26)

Similarly, another interviewee pointed out that teachers need to get rid of all possible problems and obstacles that might ruin the planned lesson prior to the class. She also added that, however, being unable to manage our emotions may create unwanted consequences:

Sonuçta biz sınıfa belirli bir amaç için gidiyoruz. Onu da gerçekleştirmek için herhangi bir engel olmamasını isteriz kafamızda. Bu hem teknolojik olabilir hem kendi işte duygu durumlarımız olabilir. Mümkün olduğunca smooth hafif bir şekilde o dersi atlatabilmeyi isteriz. Ama hakim olamazsak eğer…Bu bir engel.	After all, we are going to the class for a specific purpose. We want to make sure that there are no obstacles to fulfill it. It can be both technological and emotional situations of our own. We want to be able to get through that lesson as smoothly as possible. But if we are not able to control over ... This is an obstacle (Participant 24, Female, 25).

4.2.1.4 Maintaining a good communication/relationships with students

The analysis of the responses in the interviews showed that eleven instructors mentioned the necessity of emotion regulation to build up a good rapport with the students in the long run. In this regard, one of the interviewees (Participant 18, Female, 29) especially laid stress on the fact that the love of teachers brings about the desire for learning saying that "...çünkü öğrenci öğretmenini severse dersi de sever, derse yönelir diye düşünüyorum ben. O yüzden ben iyi iletişim kurmaya gayret gösteriyorum" [… because I think if one student loves his/her teacher, s/he loves learning, too, so I try to have a good communication with them].

Two participants looked at the issue from language learning and stated that language learners should be inspired by their language teachers during the learning process:

Dil öğrenimiyle, matematik ya da herhangi bir başka bir dersin öğreniminin aynı olmadığını düşündüğüm için İngilizce öğrenen ya da dil öğrenen öğrencilerin öğretmenlerini gerçekten sevmesi gerektiğini düşünüyorum. Ve bu yüzden öğretmenin gerçekten öğrencilere karşı pozitif bir yaklaşım içerisinde olması gerektiğini düşünüyorum.	I think that students who learn English or learn languages should really like their teachers because I think that learning a language is not the same as learning mathematics or any other course. And so I think that the teacher should really be in a positive attitude towards the students (Participant 11, Female, 25).
Özellikle bizim alanımızda dil öğretimi olduğu için biraz daha sevgiye dayalı bir iletişim kurmak gerekiyor.	Especially since our job is to teach a language, we need to establish communication a little more based on love (Participant 17, Female, 24).

Besides, one of the novice instructors reported that she avoids displaying her anger since she is worried about students' negative reactions towards her and her lesson as illustrated in the following statements:

Öğrencilere sanki böyle kızmak istemiyorum çünkü onların hem bana karşı böyle olumsuz bir duygu beslemesini istemiyorum. Hani içten içe galiba sebebi bu. İşte ya beni sevmezler, dersime eskisi gibi gelmezler gibi.	I do not want to be angry at students because I do not want them to have such a negative feeling towards me. I guess this is the reason that I feel inwardly. I think like, what if they do not like me, what if they do not attend my classes as they did (Participant 2, Female, 23).

One of the experienced teachers (Participant 22, Female, 29), on the other hand, pointed out that remaining silent is the key to establishing positive relationships with the students and said that *"*Her içimden geçeni söyleseydim böyle olumlu ilişkiler kuramazdım" [I would not build up good relationships if I talked freely as I liked each time].

4.2.1.5 Not harming students' motivation and mood

The analysis of the interview transcriptions demonstrated that eight teachers were worried about demotivating students due to their own negative emotional states. Therefore, they emphasized that it is necessary to modulate their emotions to a positive one since most students often need pushing by the teacher to attend the classes. When teachers themselves are not motivated to teach as a result of their emotional states, one teacher (Participant 11, Female, 25) emphasized how discouraging it would be for students saying that *"*Mesela modu düşük bir şekilde derse girdiysem ve her zamanki gibi çocuklarla ilgilenmiyorsam ya da onlara güzel bir eneji vermiyorsam ders içi bu onları demotive edecektir" [For example, if I entered into the class in a bad mood and did not care the students as usual or might not have the energy for them in class, this would demotivate them].

Realizing how the teachers' energy immediately affect their students' mood, one other participant tries to pretend as if he were so happy and energetic although he is not for the following reasons in the given quote below:

Şöyle deyim, hani sınıfa girmeden önce ne kadar üzüntülü de olsam veya uykulu da olsam farklı şeyler de olsa, o sınıfa girdiğim andan itibaren tamamen mutlu, enerjik bir hava vermeye çalışırım. Çünkü öğrenci onu vermediğiniz takdirde zaten hepsi ya uyuyor veya o dersten bekleneni almıyor. Sizin modunuz düştüğünde anında onların da düşüyor. O yüzden sınıfa girmeden önce şöyle bir derin nefes alıp, kendime gelip enerjiyle girmeye çalışırım.	I mean, I try to present a happy, energetic teacher from the moment I get into that class, even if I am saddened or drowsy before I get into the class. Because if you do not give that impression to them, they are all already sleeping or they do not make the most of the lesson. When you are in a low mood, they feel the same instantly. So I try to breathe deeply before I get into class and try to enter the class with energy (Participant 23, Male, 27).

In addition, it was also mentioned during the interviews that after long sessions in the school, students may also feel exhausted and therefore may not have the energy and motivation for another class. With the purpose of energizing his students, one of the instructors reported that he tries to avoid displaying his negative emotions as well as attitudes during teaching:

İşe giderken yüksek enerjiyle girmek istiyorum, çünkü çoğu zaman öğrenciler bazen dersten çıkmış oluyor hali hazırda zaten zihinleri yorulmuş oluyor. Bi de yavaş hareket edersem, uyuşuk konuşursam, ya da suratım asık olursa, mutsuz bir görüntü verirsen onların motivasyonunun da çok düşeceğine inandığım için onları canlandırmak adına ne kadar üzgünsem ne olursa olsun, hani sesimi canlı tutmaya çalışıyorum.	When I go to work, I want to keep my energy high because most of the time students' class just ends and they are mentally exhausted. If I act slowly, speak drowsily or I have a long face and seem unhappy, their motivation will decrease. Because of this belief, I try to keep my voice lively, how unhappy I am, in order to energize them (Participant 19, Male, 25).

4.2.1.6 Maintaining discipline and management in classroom

Six teachers indicated that emotion regulation plays an important role in maintaining discipline and management in the classroom. When the transcribed interview data were analyzed, it was also seen that not controlling over negative emotions brings a chain of negative events along as well as classroom management problems, affecting negatively both teacher and student well-being. One of the participants summarized the flow of possible negative events in the following quote:

Az önce dediğim gibi, motivasyonu kırılır öğrencilerin. Öğrenciler bizden uzaklaştıkça sınıfta bir diğer öğrencileri etkileyeceklerdir. Her ne kadar dersle ilgilenmek isteyen öğrenciler varsa da bir sınıf yönetimi problemi de olacaktır. Bu yine bize sorun olarak dönecektir. Çünkü sınıfı idare edemiyorsunuz, anlattığınız ders öğrencilere geçmiyor. Bu sefer yine kendinizi başarısız olarak, memnuniyetsiz olarak göreceksiniz. İki tarafı da bence karşılıklı step by step mutsuz etmiş olacaktır böyle davranışlar, kontrolsüzlük diyeyim.	As I said earlier, they get demotivated. As students get emotionally distant from us, they will influence others in the classroom. Even though there are some attentive students in the class, this will yet lead to a classroom management problem. This will also come back to us as another issue. When you are unable to manage the classroom, you will feel unsuccessful and dissatisfied. This kind of emotional behaviors and being out of control emotionally will make both parties unhappy step by step (Participant 12, Female, 29).

One other teacher also looked at this in the other way around. She claimed that, as a result of emotion dysregulation in a situation while teaching, first teachers themselves were badly affected by this, and eventually the other problems will likely erupt, affecting both parties:

En başta zaten kendi motivasyonumuz düşer bir, ikincisi öğrencinin motivasyonunu düşürürsünüz sınıfa girdiğinizde. Güvenilen hoca olmazsınız en önemlisi, güven problemi yaratabilir. Onun dışında bence classroom managementı da etkilediğini düşünüyorum. Çünkü hani kendiniz zaten dağınıkken ne kadar hakim olabilirsiniz karşı tarafa orası da tartışılır.	In the first place, you already lose your own motivation, second, you lower the students' motivation when you enter the class. You cannot be a trusted teacher, which is the most important thing, and this can create a problem of trust. Besides, I think that it also affects classroom management because when you are already scatterbrained, how you will control over them is also disputable (Participant 3, Female, 25).

Besides, one instructor specifically mentioned the potential dangers of displaying of certain emotions to students and suggested that teachers should be strong enough to cope with students' attempts to disrupt the lesson by not letting them use their (teachers') emotions bad:

Öğrenciler öğretmenlerini o kadar iyi analiz ediyorlar ki onları nerden vurcaklarını çok iyi biliyorlar. Eğer duygularımızı bu kadar kolay yansıtırsak öğrenci bizim neye kızıp neye kızmayacağımızı neye alıncağımızı bu kadar kolay anlarsa herhangi bir ders işlememek istedikleri bir anda bunu bize çok rahatlıkla yapabilirler ve o ders tamamen çöp olur. O yüzden onları karşısında biraz daha güçlü biraz daha olumsuz duygularımızı gizleyerek biraz daha sağlam durmalıyız diye düşünüyorum.	Students analyze their teachers so well that they know very well where to hit them. If we reflect our feelings so easily, the student can easily understand what we get angry at and what we get offended about and when they do not want you to teach a lesson, they can succeed it easily and that course would be a waste of time. So, I think we should stand a little more robust and stronger by hiding our negative feelings more (Participant 13, Female, 25).

4.2.1.7 Creating a comfortable learning environment

Four participants reported that teachers' emotion regulation is necessary to create a comfortable learning environment for students to learn, especially a language, which

in itself gives rise to anxiety and shyness in students. The responses of these instructors showed that students may get discouraged from learning when they do not feel happy and comfortable in the classroom. More specifically, one of these participants explained the possible consequences of teachers' negative approach towards students illustrated in the following quotes:

Öğrenmenin gerçekleşmesi için sınıfta güvenli bir ortamın oluşması lazım, en temel kurallardan birtanesi bu. Bu nasıl oluyor? Öğrenci öğretmen ile arasında bir duvar örmeyecek, öğretmene karşı olumsuz bir şey hissetmemesi lazım çünkü direkt kendini kapatabilir, bilse de derse katılmayabilir ya da not almayabilir, umursamayabilir, bunun için oradaki dengeyi çok iyi kurmak gerektiğine inanıyorum. Ve o an gergin bir ortamda, öğrenci bir şeyi zaten, bir kere yabancı dil öğretiyoruz biz, çekingenlik yaşamak çok normal hani, böyle şeylerle karşılaşmak. Bir de öğretmenin olumsuz yaklaşımını görünce, öğrenci iyice kendini kapatıyor.	In order for the learning to take place, it is necessary to establish a safe environment for the class, this is one of the most basic rules. How does that happen? The student should not put up a barrier between himself/herself and the teacher, s/he should not feel anything negative against the teacher because s/he can close himself or s/he may not participate in the lesson even if s/he knows or may not take notes or may not care about it and I believe that the balance should be set up very well there. And at that tense moment, we teach a foreign language, their being shy, encountering such things are very normal. And seeing the negative approach of the teacher, the student closes himself completely (Participant 19, Male, 25).

Apart from controlling over negative emotions, another participant (Participant 16, Male, 28) emphasized the importance of showing positive emotions to students saying that "Eğer öğrenciler karşısında gülen, gülümseyen bir öğretmen görürlerse kendilerini daha ait hissediyorlar o sınıfa" [If students see a smiling teacher before them, they feel that they belong to that classroom]. This response indicated that when teachers upregulate their positive emotions, students' needs for affection and a sense of belonging to the learning environment can be fulfilled.

4.2.1.8 Preventing emotions from spreading like a “virus"

The analysis of the responses emerging from the interviews indicated that teachers could transmit their both positive and negative emotions to students. The contagious nature of emotions was specifically emphasized by five participants in this study. Therefore, being fully aware of students’ susceptibility to their teachers’ emotions, interviewees reported that they felt the need to downregulate their negative emotions in particular not to affect their mood in a negative way. Two of these participants claimed that emotions spread like virus and therefore both parties are affected by one another:

Olumsuz duyguların sınıfa girildiğinde ben perdelenmesi gerektiğini düşünüyorum yani bunun ders esnasında sınıfa yansıtılmaması gerektiğini düşünüyorum. Çünkü dediğim gibi hakikaten bulaşıcı bir şey. Nasıl girersek ilginç bir şekilde yayılıyor sınıfta böyle virüs gibi duygu.	I think that negative feelings in the class should be covered, so I think it should not be reflected in class during the course because, as I said, it's really contagious. The mood we have while entering the class is spreading in an interesting way like a virus (Participant 13, Female, 25).
Sonuçta ben ne kadar pozitifsem öğrenci de o kadar pozitif oluyor, ben ne kadar uyuzsam öğrenci de o kadar uyuz oluyor hakikaten yani. Kesinlikle birbirimizi çok etkiliyoruz.	After all, the more positive I am, the more positive students get, and the lazier I am, the lazier students get. We are absolutely influenced by each other (Participant 14, Female, 33).

4.2.1.9 Learning lessons from past experiences with teachers regarding emotion regulation

Not many but three participants mentioned the impact of their own teachers on their emotion regulation while doing their job. The responses given by the participants indicated that teachers’ past experiences with their own teachers have shaped how they manage their emotions in their interaction with their students. One of the participants

shared an anecdote regarding an event in which her teacher failed to regulate his/her negative emotion and cried in front of the students. She explained how she perceived this kind of emotional situation at that time through her lens as a student and how it influenced her current relationships with her own students:

Ki hatırlıyorum lisede böyle bir olay olmuştu, hocamız ağlamıştı falan, öğrencilerin tepkisi ve sonrasında arkasından konuştukları şey hoş olmuyor. Hoca ağladı ya, ne kadar da zayıf gibi düşünmüştük. Bu şekilde düşünülmesini istemediğim için ve öğrencinin söylediği bir şey beni bu kadar etkilememesi gerektiğini düşündüğüm için.	I remember that there was such an event in high school, our teacher cried, the reactions of the students and the things they talked about her behind are not nice. The teacher was crying, we thought like how weak she was. I do not want them to think like that and I think that something that the student says should not affect me that much (Participant 17, Female, 24).

These responses revealed that teachers are affected by their prior life experiences in their emotion regulation. In addition, being educated by different kinds of teachers who might have various emotional expressions towards their students seemed to allow teachers to observe their teachers' emotional reactions to certain situations and compare them with each other. In this regard, one of the instructors who participated in this study made a comparison between his two teachers. Based on his observations on these teachers' emotional reactions, he explained the consequences of teachers' emotion regulation and dysregulation and the lessons that he learned from them with following words:

Yani ne kadar moralini bozduğumuz, motivasyonlarını bozduğumuz hocalarımız tabi ki oldu. İşte derste dinlemediğimiz, ya da gidip oyun oynadığımız vs. ama iki türlü hocamız oldu yani gördüm ben. Bazısı böyle arkadaşlar hiçbir şey anlatmıyorum deyip yerinde oturdu, o zamanlar bazı çoğu kişiler konuşmaya devam etmişti ama bi huzursuzluk oluyor sınıfta...Bi de şöyle bi öğretmenim oldu, gereğini yapıp söyleyip devam eden ve devam ettikten sonra böyle zamanlarda kesinlikle en azından hiç İlgilenmeyen öğrenci bile ilgilenmeye çalışıyor. O yüzden hiçbir zaman dersi bırakmamaya çalışıyorum. Hemen her şeye kızmış bozulmuş, her şey olabilir bunları bi kenara koyup, işte o dışarıdan göz bana şey diyor, senin sorumluluğun var, bırakma lüksün yok, sen öğrencileri motive edeceksin.	For sure, we had teachers that we demoralized and demotivated like we did not listen to or we played games. However, we had two kinds of teachers, I mean I realized. On the one hand, some of them said "I teach nothing" and sat down at her/his desk. At those times, many students continued talking but there was uneasiness in the classroom. On the other hand, I had this kind of a teacher, s/he said what s/he needed to say and continued teaching. After s/he continued, even the student who is normally inattentive tries to attend the class. Therefore, I try not to stop teaching. I might be angry, everything might happen, by putting them aside, I mean the outside eye tells me "You have a responsibility, you have no choice to give up, you will motivate students (Participant 19, Male, 25).

4.2.1.10 Letting students know that they are upset

Four instructors reported that negative emotions does not necessarily have to be down-regulated to some extent in the classroom. Otherwise, they claimed that students might not realize the seriousness of the problem that causes their teacher to experience that negative emotion. When this is the case, one of the participants reported that they might continue behaving in the same way by ignoring how their teacher is feeling. However, she also added that if teachers express their negative emotions, students can approach their teachers in a more apologetic way:

Senin kötü hissettiğini bilse öğrencilerin daha farklı yaklaşımları olabilecek, bilmezlerse umursamaz davranabiliyorlar, bencilliklerine devam edebiliyorlar. Çocukarın da bir şeyleri öğrenmesi gerek, öğretmeni de bir insan, iyi günleri olduğu gibi kötü günleri de olabilir.	If they know that you feel bad, the students will be able to have different approaches, if they do not know, they may act recklessly, they keep on acting selfishly. Students also need to learn something, their teacher is also a human being, s/he might have a bad day as well as a good day (Participant 9, Female, 35).

Similarly, another interviewee (Participant 2, Female, 23) claimed that they even do not realize that there is a problem resulted from their misbehaviors when the negative emotion is concealed from them saying that *"*Eğer olumsuz bir duygu içerisine girdiysem ve bunu gizlediysem, öğrenci farkına varmıyor ve bi sorun yokmuş gibi algılayabiliyor*"* [If I experience a negative emotion and hide this, the student does not realize it and even consider that there is apparently no problem].

On the other hand, the same interviewee above emphasized that teachers should show their emotions to students so that they can know their teachers well and feel closer to them. She also added that this intimacy will bring an environment of mutual trust along with it:

…sınıfa girince hep diyoruz duygularımızı kapı önünde bırakalım diye ama bu belki öğrencilerin bizi tanıyamamasına da sebep olabiliyor. Sınıfta bazı duyguları göstermeliyiz ki, öğrenci bizi tanısın, aynı şekilde biz öğrencileri tanıyalım. Hem bir güven ortamı oluşur, hem 2 taraf birbirine daha yakın hisseder. Çünkü birbirini tanıdıkça zaten aradaki ilişki de ona göre ayarlanır ve düzenlenir.	... when we enter class, we always say that we should leave our feelings behind the door, but this may also cause the students not to recognize us. We should show some feelings in the class so that the student will know us and we will recognize the students in the same way. Both it helps to develop an atmosphere of trust and both sides feel closer to each other. Since, as we get to know each other, the relationship between us is already adjusted and arranged accordingly (Participant 2, Female, 23).

4.2.2 Goals and beliefs for regulating positive emotions

In Table 6 below, EFL instructors' goals for regulating their positive emotions were shown along with the frequency of each goal.

Table 6.

Goals for regulating positive emotions

Goals	N
maintaining a professional distance between their students and themselves	5
presenting an unbiased teacher image	4
dealing with classroom management and discipline problems	4
encouraging students through fake smile, and exaggerated praise and compliments	2

4.2.2.1 Maintaining a professional distance between their students and themselves

Apart from regulating, modulating or hiding negative emotions, the down-regulation of positive emotions were also mentioned by most of the participants. The most frequently talked reason for regulating positive emotions such as happiness, love and affection was to maintain professional boundaries with students. The majority of the participants emphasized the importance of setting appropriate boundaries with students since they reported being concerned about losing teachers' authority over students, breaking physical contact taboos, and dangers of intimate relationships with students. More specifically, one participant reported that he was worried that he would lose his authority over his students if he were close enough with them to give them a hug and therefore he preferred to avoid it:

Çok sevinçli, çok mutlu bir durumda öğrenci bana sarılmak istediğinde, mutluluğunu paylaşmak istediğinde biraz geri adım attığımı söyleyebilirim. Sarıldıysam bile çok resmi bir şekilde sarılarak, uzak durarak davrandığımı söyleyebilirim. Burada da bir otorite kaygısı söz konusuydu. Çok fazla samimi olmak, otoritemi zedeler mi gibi bir düşüncem oldu.	In a very joyful and happy moment, when a student wants to hug me, share his/her happiness with me, I can say that I take a step back. Even if I hug her/his, I can say that I do it in a formal way by keeping a distance. It was about a concern of authority here. I thought of like whether being too sincere with the student harms my authority (Participant 7, Male, 31).

Besides, another interviewee touched upon this professional distance from a different viewpoint and emphasized that teachers should be more careful about their relationships with the students in the opposite sex and also avoid showing their love overtly as well as minimizing physical intimacy with the students they like:

Normalde yakın ilişkilere girebileceğimiz bi kültürde yetişmişiz biz ama eskisi kadar o şekilde değil, özellikle, karşı cinsiyetler arasında öğrenci ile öğretmen ilişkisinde dikkat edilmesi, daha fazla dikkat edilmesi gerekiyor. Mesela çok sempatik bulduğunuz bir öğrenciye, çok, normalde temas, dokunma böyle ile sevginizi göstermek isteyebilirsiniz ama onu engellemeniz gerekebiliyor.	Normally, we grew up in a culture where we can have close relationships but it is not as it was in the past. Especially we need to be more careful about a student-teacher relationship between the individuals of the opposite sex. For example, you may want to show your love to a student that you find nice through physical contact but we may need to prevent it (Participant 1, Male, 27).

Similarly, a female instructor admitted that she suppressed her love to a student of hers since she is concerned that he might misunderstand her interest:

Bir erkek öğrenci mesela tombiş, bazen öyle bir hareketleri var ki. Ben onu böyle yanaklarını sıkmak istiyorum ama anında kendimi kontrol altına almaya çalışıyorum. Böyle bir şey olmaz, hayır hayır. O yanlış anlayabilir falan hani.	Bazen şöyle yapıyorum. Çocuğumun olduğunu biliyorlar, işte yaşımı az çok tahmin ediyorlar. Bunun avantajını kullanıyorum. Ya ne tatlısın diyorum, biraz daha genç bir hoca olsaydım ne tatlısın demezdim.

For example, one male student is chubby, sometimes he has such attitudes (lovely). I want to hold his cheeks but I try to control myself immediately like "I should not do, no no! He might misunderstand it". I sometimes do	in this way. They know I have a child, and guess my age more or less. By taking the advantage of it, I say "How cute you are!" If I were a younger teacher, I would not tell him he is so cute (Participant 18, Female, 29).

Finally, one other participant reported he believed there should be certain boundaries in teacher-student relationships but not distances as a requirement of professionalism:

Profesyonel bir ortamdayız, sınıf içindeyiz ve sınıf içinde profesyonel bir ortamı sağlamak için öğretmen-öğrenci ilişkisinde profesyonel ortamı sağlamak için mesafeler olması gerektiğine inanmıyorum ama belli sınırların da olması gerektiğine inanıyorum. We are in a professional environment, in class and I do not	think there should be distances in order to provide a professional environment in the classroom and to provide a professional environment for the teacher-student relationship, but I believe that certain boundaries must also exist (Participant 21, Male, 29).

4.2.2.2 Presenting an unbiased teacher image Another goal that the participants mentioned for regulating their positive emotions was related to presenting an unbiased teacher image. Four participants reported their exaggerated positive emotions towards one student or a group of students who are often attentive and successful students might be regarded as a discrimination by other students, thereby resulting in their negative feelings and reactions to the teacher as well as the lesson. The responses mainly demonstrated that teachers try to down-regulate their positive emotions towards and avoid showing a particular interest in "privileged" students with the purpose of being fair. In this regard, one of the participants mentioned her attempts not to seem biased towards the students she is more interested in:

Evet çünkü en çok korktuğum şeylerden biri adalet duygumun olmamasını eğer hissederlerse diye korkarım. Öğrencilere eşit mesafede durmaya çalışıyorum. Ama ne kadar öyle yapmaya çalışsam da daha çalışkan öğrenciye daha bir ilgilenmek için ona daha fazla zaman ayırmaya meyilim oluyor. Ya da hayatımıza dair belki kişisel paylaşımlarda bulunduğumuz öğrencilerle ister istemez biraz daha farklı bir diyaloğumuz gelişiyor ama bunu sınıf içerisinde minimuma indirebilmek için çalışıyorum diyelim.	Yes because one of the things that I am most afraid of is not having a sense of justice, I am afraid of what if they feel it. I try to stay at an equal distance to the students. Although I try to do so, I tend to assign more time to the hardworking student in order to pay more attention to him/her. We unavoidably improve different dialogues with students that we share personal things regarding our lives but let's say, I try to minimize it inside the classroom (Participant 22, Female, 29).

Similarly, another participant emphasized that since she is aware that other students easily notice such favoritism towards successful ones, she tries to avoid showing her positive emotions:

İşte orada mesela bir öğrenci şey yazmış. İşte bayan hocalar daha fazla ayrım yapıyorlar öğrenciler arasında. Çalışkan öğrencilerle daha çok ilgileniyorlar diğerleriyle çok ilgilenmiyorlar falan gibi. Hani bunun da öğrencinin gözünden çok farkedildiğini bildiğimiz için ister istemez biraz daha ilgilenceğim varsa da bir tık geri çektiğim zamanlar oluyor.	There, for example, a student wrote something. Woman teachers are more discriminating among students. They care more about hardworking students and do not care about others. I know that this is so noticeable in the eyes of the student that, so I draw back even if I want to care more (Participant 3, Female, 25).

One other interviewee reported that although she wants to praise the student who did a better job than others, she has to suppress her positive feelings not to offend others:

Bir öğrenci o kadar güzel bir iş sunuyor ki ama sınıfta 20 başka öğrenci var ve hiçbiri bunu yapamıyor. Şimdi o öğrenciyi bağrınıza basmak istiyorsunuz ama diğerleri de tabiiki de yani bir dozu olmalı onu yüceltmenin. Ama içinizde kalıyor bir şekilde.	One student presents such a nice work that none of 20 other students cannot do. At that moment, you want to embrace him/her, but there must be a certain dosage of dignifying him/her. However, I suppress it in some way (Participant 12, Female, 29).

4.2.2.3 Coping with classroom management and discipline problems

Four teachers reported down-regulating their positive emotions because displaying excessive positivity such as love, affection and joy confront teachers with classroom management and discipline problems. Therefore, regulating positive emotions, they believed, was required to effectively lead the class. One teacher explained the point along this line:

Çünkü çok güler yüzle, çok neşeli olduğum zamanlarda, "Ah hocam işte bugün de ne kadar güzel bir gün, şundan bahsedelim bunu yapalım" gibi dersi kaynatma çabalarına girebiliyorlar. Ve birazcık cıvıyorlar. Öyle olsun da istemediğim için onu bastırma ihtiyacı hissetmişim.	When I smile and feel very joyful, students try to disrupt the lesson saying like "Teacher, what a beautiful day! Let's talk about this, let's do this. Since I do not want it to happen, I felt the need to suppress it. (Participant 11, Female, 25).

Similarly, another participant explained her lack of trust in students in terms their future behaviors when she display certain emotions. She also added that teachers' expression of emotions overtly may affect their relationships with students in the long run since these emotional states that teachers fail to regulate jog students' memory:

Eğer bırakırsam duygularımı bunun öğrenciler tarafından suistimal edileceğini düşüyorum. Ve bunu bu şekilde kodlayıp, dersin o sömestr boyunca mesela ilişkimizi etkileyeceğini ve kötü yönde etkileyeceğini düşünüyorum.	If I show my feelings, I feel that my feelings will be abused by students. And I think that they will encode it in this way and this will affect our relationship and affect it badly during that semester (Participant 17, Female, 24).

In addition to down-regulating positive emotions, one of the participants even deliberately shows negative emotions even if she does not feel that way in especially serious situations such exams in in order not to present an easygoing teacher image:

Ama böyle bir sınav ortamı çok resmi ortam varsa orada böyle gülümsersem sanki işte o durumun ciddiyetini bozacakmışım ya da öğrencilere çok rahat bir hoca, kopya çekmelerine müsaade edecekmiş gibi bir izlenim vermemek adına o zamanlar daha sert durabiliyorum. Evet, gerçekten çok mutluyum ama sınavda diyorum ki öğrencilere biraz sertmiş imajı vereyim ve gülümsemeyim ya da işte çok mutlu olduğumu belli etmeyeyim gibi stratejilerim oluyor.	But if there is an exam, very formal situation and I smile there, I feel like I will disrupt the seriousness of the situation or in order not to present a teacher image that is very easygoing and lets them to cheat, I seem stricter. Yes, I am really happy but in the exam, I have strategies like I talk to myself "I should present a strict and tough teacher image or should not reveal that I am very happy (Participant 4, Female, 25).

On the other hand, two instructors emphasized that they do not prefer to conceal their positive emotions; however, one of them especially suggested that revealing excessive positivity causes students to slack off. Therefore, she believed that maintaining a right balance in the expression of positive emotions was necessary:

Olumlu bir duygu olduğunda onun yansıtılması gerektiğini düşünüyorum sınıfta, ders esnasında. Ama aşırı yansıtıldığında da farklı bir rehavet çöküyor bu sefer sınıfa. O da iyi değil. Yani onun dengesini tutturmak önemli.	During the class, I think it should be displayed when there is a positive feeling. However, when it is displayed overtly, students feel sluggish this time. It is not good either. So, it is important to balance between them (Participant 13, Female, 25).

In other respects, one other instructor reported that he reveals his joy and happiness as it is. He also explained how the display of positive emotions affects classroom climate in a positive way in the following quote:

Mesela çok komik bir şey olduysa amiyane tabirle kahkahalara boğulabiliyorum, hunharca gülebiliyorum. Bu da bence sınıfın aurasını etkiliyor. Daha pozitif bir ortam oluyor. Eğer öğrenciler karşısında gülen, gülümseyen bir öğretmen görürlerse kendilerini daha ait hissediyorlar o sınıfa. Şakalar, komiklikler yapan da bir insanım ben sınıfta, espri de yaparım. Olumlu duygularımı çok fazla gizlemiyorum.	For example, if it was a very funny thing, colloquially, I am convulsed with laughter, I laugh loudly. I think, it affects the classroom aura. It's becoming a more positive environment. If they see a laughing, smiling teacher in front of them, they feel belong to the classroom. I am a person who makes jokes in the class. I do not hide my positive feelings too much (Participant 16, Male, 28).

4.2.2.4 Encouraging students through fake smile, and exaggerated praise and compliments

Two instructors reported that they express positive emotions exaggeratedly even if they do not feel it in order to motivate and encourage students. One of the participants especially mentioned a fake smile that she wears as illustrated in the following quote:

Ya ne kadar öğrencinin başaracağına inanmıyorsam da hemen kendimi orada toparlamaya çalışıyorum. Bir gülümseme sanırım şey hazırda tuttuğum bir gülümseme şekli var. Keşke mümkün olsa da onların fotoğrafı olsa böyle normal gülümsemesi, poker face gülümsemesi diye. Hemen böyle bir sevimli zannettiğim bir yüz hali takınıyorum.	Even though I do not believe that the student will succeed, I try to collect my thoughts immediately at that moment. I have a standby smile for these situations. I wish it was possible to have a picture of both my normal smile and my fake smile. I try to have a face that I consider is pretty right away (Participant 22, Female, 29).

Not to cause any disappointment and discouragement in students, the same participant explained how she managed to pretend to have positive emotions and what kind of strategies she used to make it real:

Öğrenci diyor ki ya "Hocam hallederiz, yaparız" falan diyor ama inancım yok. İçimden konuşmak geçiyor içimden. Ama hani sonuçta sınıftayım, öğretmenim, öyle bir ilişkim yok öğrenciyle ve bu bizi bir yere götürmez deyip hemen orada kontrol mekanizmaları devreye giriyor. Tabi ki de istersen her şeyi yapabilirsin gibi ama bunu hani şey yapmacıklıktan uzakta yapmaya çalışıyorum bence. Hemen orada şeyler ekliyorum doğal kalsın o motivasyonel cümlelerim diye. O öğrenciyi tanıdığımı gösteren bazı şeyler sunuyorum. Ona ufak başarılarını hatırlatıyorum.	Although the student says, "Teacher, I'll do it", I do not have faith in him. I self-talk at that moment. Considering that I am in the class as a teacher and do not have that kind of relationship with him and this will not get us anywhere, my control mechanisms come into play. I say "Of course you can do everything as long as you want" kinds of things, but I try to do this in a natural way. I add some words that show that I know the student well in order to keep those motivational utterances as natural as possible. I remind him of his small successes (Participant 22, Female, 29).

On the other hand, one other interviewee mentioned how she used positive emotions to praise and compliment students' good work along with her exaggerated emotional expressions and body language:

Bizim öğrencilerin sorduğumuz soru karşısında onların verdiği cevapları ve belki mimiklerle, vücut diliyle yaptığımız şeyler ya da duygularımızı gösteren herhangi bir işaret onları gerçekten motive edebildiğini düşünüyorum. Onların motivasyonunu etkiliyor bence. Çok güzel bir cevap aldım ve bunu gerçekten işte aradığım cevap buydu gibi daha böyle bir abartılı duyguyla gösterdiğimde öğrenci daha motive olabiliyor.	I think our gestures, body language, and emotional expressions in reply to their responses to the questions asked in class can motivate them. I think these influence their motivation. "I got a great answer or this is the answer I am looking for" kind of exaggerated emotional reactions can motivate students more (Participant 4, Female, 25).

4.3 Emotion Regulation Strategies

The second research question in this study asks what strategies Turkish EFL instructors use to regulate their own emotions and more specifically, what cognitive and behavioral efforts they consciously make to manage or control over their emotions before the class, during the class and after the class. This section presents emotion regulation strategies of EFL instructors encoded according to Gross's (1998b) process model of emotion regulation. All the emotion regulation strategies of these instructors are categorized into two groups, namely *antecedent-focused (preventative)* and *response-focused (responsive)*. Firstly, *the antecedent-focused* emotion regulation strategies that EFL instructors use including *situation selection, situation modification, attention deployment, cognitive change* are reported along with the quotations taken from interview transcripts. Lastly, the *response-focused (responsive)* emotion regulation strategies as *response modulation* is given.

When asked whether they ever try to control, regulate or mask the emotional experiences in the classroom, 26 out of 27 instructors in the study reported they used two or more strategies to regulate their positive or negative emotions, or both. Only one male instructor reported he does not try to regulate his emotions even negative ones since he does not often experience negative emotions in the classroom. Therefore, he reported he does not use any strategies or make any behavioral or cognitive efforts

for emotion regulation. The following were the strategies teachers used before, in, and after class. All the strategies teachers reported were listed in Table 7:

Table 7.

Turkish EFL instructors' emotion regulation strategies before, in and after class

Strategies	When the strategy is used	N using the strategy (a)	Examples of strategies
Situation Selection	In Class	3	-Presenting a strict teacher image at the beginning of the term -Presenting a friendly teacher image -Specifying class rules
Situation Modification	Before Class	3	-Preparing for the lesson well
	In Class	21	-Informing students' of his/her own emotional states -Giving a break -Using a specific teaching strategy (e.g. Having the class do something quiet or individually) -Giving advices or motivational talk to students -A touch of sarcasm -Raising their voice for warning purposes (Friends!)

Table 7
(continued)

Attention Deployment	Before Class	14	-Talking to colleagues -Thinking about positive thoughts about teaching and students -Focusing on the lesson -Doing something they like (e.g. doing make-up, drinking coffee or tea, having a nice breakfast, eating chocolate, and listening to music)
	In Class	9	-Changing to another topic -Shifting the focus on students (e.g. asking questions to them, making them speak, doing student-centered activities) -Imagining something they love (e.g the concert of a favourite singer)
	After Class	5	-Listening to music -Watching TV series -Focusing on the daily routine -Singing -Cooking -Going to a natural place
Cognitive Change (b)	In Class	16	-Thinking of the positive side of a thing (students' effort to learn) -Ignoring -Empathy -Not taking it personally and seriously -Thinking of it as normal -Thinking of students as kids -Self talk -Relieving themselves as they did their best -Apathy

Table 7 (continued)

	After Class	13	-Self-reflection -Not taking it personally and seriously -Thinking of it as normal -Self talk -Asking advice from others -Accepting the status quo
Response Modulation	Before Class	23	-Talking to colleagues, friends -Reading students' positive comments -Listening to music, radio -Getting engaged with daily work and lesson plan -Going out for some fresh air -Watching funny videos -Smoking
	In Class	23	-Pretending to be interested in one student and like his/her answer and fake smile -Pretend that they didn't hear or answer students' annoying and irrelevant questions -Leaving the classroom for fresh air and deep breathing -Hiding their love and interest to their favorite students, avoiding touching them and giving compliments -Suppressing their happiness and joy (especially regarding their personal life) -Concealing their smiling face and pretend to be serious -Remaining silent -Avoiding eye contact and turning to the board (especially for down-regulating positive emotions) -Laughing -Reminding students of rules -Yelling and scolding

Table 7 (continued)

After Class	15	-Pouring out trouble to family members, friends and colleagues and asking for their support and advice -Visualizing and reflecting on -Doing something else

a) Numbers add up to more than 27 as some teachers reported more than one strategy.

b) It was often difficult to determine if the cognitive change was a preventative or responsive strategy

4.3.1 Situation Selection

As an initial step in the process model, situation selection is described as "approaching or avoiding certain people, places or objects in order to regulate emotions (Gross, 1998, p.283). Only three EFL instructors that participated in this inquiry seem to have used this strategy. To illustrate, one of the instructors reported presenting a strict teacher unlike her personality in the first class of the year because she was teaching repeat students who are often hard to manage. Being aware of this beforehand, she selected a different situation in this case so that she may avoid possible negative emotions resulted from classroom management and discipline issues, as she described in the following statements:

Dönem başında, ben normalde şöyle ki neşeli başlarım sınıfima. Bundan önce hep böyle olmuştu, yani gayet keyifli ve güler yüzle başlamışımdır. Ama bu dönem başında onu biraz farklılaştırma niyetiyle girdim sınıfa ilk girdiğimde. Hani çok fazla şey olmamak adına, sert bir mizaçla girmedim ama eskisine oranla daha sert bir mizacım vardı. O şekilde yaklaşmaya çalıştım. İlk zaman da ne diyeyim o classroom management problemlerimden dolayı. Problem yaşayabileceğimden dolayı o şekilde girdim. Ve normalde onlara daha yakın davranabilcekken, neşeli, keyifli davranabilecekken daha monoton bir tavırdaydım aslında.	At the beginning of the term, I usually start the lesson in a joyful manner. It has always been like this. However, at the beginning of this semester, I entered the class first, with the intention of making it somewhat different. In order not to go too far, I did not enter with a very strict attitude, but I had a stricter attitude than my old one. I tried to approach towards them in this way in the beginning because of possible classroom management problems. And while I would normally be able to treat them more closely and joyfully, it was a more monotonous attitude indeed (Participant 25, Female, 27).

In contrast to the previous situation, one male instructor reported presenting a friendly/affectionate teacher image inside the class but reserved and cold outside of the class, which is the situation that he deliberately selected for developing positive but respectful relationships:

...dışarıda ketum görünmeme rağmen sınıf içerisinde çok ketum görünmüyorum. Sınıfta daha çok bir abi imajı çiziyorum onlara karşı. Bu yüzden de çoğu öğrencim çok hoşuna gidiyor bu durum ve samimi sınırlarını çok aşmıyorlar bazen. Nerede duracaklarını, ne zaman ne diyeceklerini anlayabiliyorlar. Bir sınırın olduğunu biliyorlar onlar da farkındalar oluyorlar. Dolayısıyla çok fazla sıkıntı yaşayabileceğimiz durumlar oluşmuyor.	…although I seem reserved outside of the class, I am not so inside the class. I present a brother image towards them (students). Therefore, most of my students like this and they do not exceed their boundaries. They can understand where they are supposed to stop and when they are supposed to say what. They become aware that there is a boundary (between them and the teacher). Consequently, there are no situations where we may have too much trouble (Participant 16, Male, 28).

Two instructors stated that at the very beginning of the term, they specified the classroom rules and their expectations from their students throughout the semester so

that they tried to avoid experiencing a situation that will lead to undesirable emotions in the future as illustrated in the following:

Dönem başlarını çok önemsiyorum. Her dönem başında hedefleri, bu dönem boyunca neler olacağını, onlardan ne beklediğimi, nelerin yapılması ve yapılmaması gerektiğini hep onlarla paylaşıyorum.	I attach great importance to the beginning of term. At the beginning of every term, I always share with my students the goals, what I expect from them, what they must do and what they must not do throughout the semester (Participant 15, Male, 25).

However, despite this, one of these instructors could not prevent herself from experiencing negative emotions, as evident in the following explanation:

Bir gün öncesinde sınıfta hatırlattığım halde hiçbir şekilde Türkçe konuşmayacağız arkadaşlar lütfen bu konuda hassasiyet gösterin çünkü İngilizce konuşabiliyorsunuz ve burada İngilizce öğrenmek için varsınız. Bu yüzden gerçekten acil bir durum olmadığı sürece konuşmayın diye söylemiş olduğum halde birçok öğrenci benimle bütün bir ders boyunca ertesi günü Türkçe konuşmaya çalıştı. Ve önceden de belirttiğim gibi bir şeyi ben net bir şekilde belirtiyorsam ve sonrasında bunu öğrenci yapmıyorsa gerçekten sinirleniyorum.	Although I remind students of "We never speak Turkish, please be sensitive to this because you can speak English and you are here to learn English". Although I told them "Do not speak Turkish unless it is urgent", many students tried to speak Turkish to me during the lesson the next day. As I stated earlier, if I specify anything clearly and after that, the student does not do it, I get angry (Participant 8, Female, 25).

4.3.2 Situation Modification

Situation modification involves efforts to directly modify the situation in order to change its emotional impact. The line between situation selection and situation modification is not always clear because modifying a situation may effectively create a new situation (Gross, 1998b, 2015). Besides, situation modification specifically

refers to altering modifying external physical environments. EFL instructors reported to use a variety of strategies to modify potentially upsetting situations. Three of the instructors reported several before school strategies that involved modifying the situation. One of them mentioned doing enough preparation and planning to easily answer possible questions of students, as she described in the following statement:

…daha çok örnek bulayım, daha çok öğrenciden gelecek sorulara filan dikkat edeyim, daha çok kaynaklara bakayım ki bir soru geldiğinde daha rahat cevap vereyim diye bu şekilde endişemi biraz düzenleyebiliyorum, kendimi daha çok hazırlayarak.	…I can regulate my anxiety by doing more preparation for the lessons including finding more examples, considering questions that students will possibly ask, searching for more sources so that I can answer easily possible questions that come from students. (Participant 4, Female, 25).

The majority of teachers *(n* = 21) reported using a variety of strategies aimed to modify the situation in class. The interview data showed that the strategy of situation modification was closely associated with managerial and disciplinary components of teaching. For example, one other teacher reported trying to make eye contact, approach the students with misbehaviors to send a signal that they should stop their disruptive behaviors:

…eye contact kurarak öğrenciye bir mesaj vermeye, ya sinirlendiğim durumu yapan öğrencinin yanına yaklaşarak orada benim olduğumu fark etmelerini ve artık o beni sinirlendiren davranışı yapmayı kesmeleri mesajını vermek için bazen yakınlarına gidiyorum öğrencilerin.	…I give a message to the student by making eye contact. I make the student who makes me angry notice that I am there by approaching towards him and give the message that he needs to stop that behavior that makes me angry (Participant 21, Male, 29).

Some other teachers avoided the forthcoming negative emotions by talking to students. One participant preferred to talk with the disruptive students outside the classroom

during the lesson while another one wanted to give suggestions to the whole class. On the other hand, some other interviewees reported informing the students of his/her emotional states so that they can behave accordingly. Some of the participants reported avoiding interacting with students by giving a break or having the class do something quiet, individually.

Ama şu da benim hoşuma gidiyor açıkçası; arkadaşlar küçük bir ara, ben sizi kendime yakın görüyorum, bir yakınımı kaybettim o yüzden biraz üzüntülüyüm. Kendimi bu konuda çok iyi hissetmiyorum bugünlerde beni anlayın tarzında küçük bir bilgi verip. Hani çünkü onlara rol yapmak da beceremediğim bir durum. Birçok kez yapıyoruz ama çok özel durumlarda yapamıyoruz. Onları bilgilendirmeyi daha olumlu görüyorum kendi içimde.	In fact, I like this, too: "Friends, let us give a small break, I feel close to you, I lost a close family member, so I am sad. I am not feeling good these days, please understand this." I am not good at acting towards them (students). We do this but we are unable to do it in very special situations. I consider informing them (about emotion-eliciting situation) more positive (Participant 6, Female, 26).
Mesela yine de rahatlayamadıysam sınıfa gittiğimde öğrencilerle paylaşmayı, paylaşabileceğim bir şeyse tabi. Ya arkadaşlar bugün biraz hani rahatsızım ya da ne bileyim çocuğum varsa dün gece uyumadım diye bilirim hani onlarla paylaşmak da, karşımdakine durumu belli etmek beni rahatlatır açıkçası.	If I am still not relieved, I share it with students as long as it is something that I can share. "Friends, I am feeling a bit unwell or I do not know, if I have a kid, I can say I could not sleep well the other day. Sharing with them and revealing the situation relieve me indeed (Participant 3, Female, 25).

One other strategy used by participants to modify the emotion-eliciting situation is pretending that they did not hear and not responding students' irrelevant annoying questions as illustrated by one of the participant in the following:

Şöyle, aslında ben dediğim gibi öğrenciler böyle sınıfta çok alakasız bir yerden soru geldi, dersin akışını bozduğunu düşünüyorum. O yüzden o sorunun birazcık daha olumsuz olduğunu görmeleri açısından bazen cevap vermiyorum, pek çok kez. Genelde böyle bir göz ardı ediyorum, duymamış gibi yapıyorum.Örnek vereyim geçen bir sınıfta olmuştu. Bir tane öğrencinin elinde tesbih vardı, işte hocam bunu size hediye edeyim gibi bir şey söyledi ama hiç duymamazlıktan geldim. Hocam güzel değil mi sizce de filan dedi, gene duymamazlıktan geldim. Birkaç defa daha konuştu konuştu, hiçbir cevap vermedim. O şekilde duymamazlıktan geldiğim oluyor bilinçli olarak yaptığım.	Actually, when students ask irrelevant questions in class, I think this disrupts the flow of the lesson. Therefore I sometimes, even many times, do not respond in order for them to see that that question is a bit negative. I usually ignore it or pretend that I did not hear it. Let me give you an example, it happened in one of the classes. One student had a rosary in his hand and told me that he would give it to me as a gift and I pretended that I did not hear him. He asked me whether it is nice and I pretended that I did not hear him again. He talked and talked a couple of times and I did not respond at all. In this way, I deliberately pretend as if I did not hear (Participant 4, Female, 25).

As a last resort, two participants reported raising their voice for warning purposes:

…öğrencilere sesimi normal seviyesinden daha yükselterek, arkadaşlar! Hani bir uyarı geliyor orada öğrencilere. "Şuna dikkat edelim, yoksa sonuçları olacak" gibisinden.	…by raising my voice to the students than normal, like "friends!" This is a warning for students. It is kind of warning kind of "Be careful, otherwise, things will turn out badly" (Participant 19, Male, 25).

However, there were also some other instructors try to recreate a good atmosphere by telling a joke or a touch of sarcasm without offending them:

Genellikle sarcastic bir şeyler yapmaya çalışıyorum. Yani öğrencilerin o an istemediğim bir davranışını direk şakaya vuruyorum yani bir şekilde. Ya da ne bileyim esprili olmaya çalışıyorum. O şekilde yani halletmeye çalışıyorum.	I often try to do something sarcastic. I directly laugh off students' misbehavior in some way. Or I do not know, I try to be witty. I try to deal with it in this way (Participant 8, Female, 25).
Her ne kadar evet sınıftayız birtakım şeyleri kontrol altında tutmam gerekiyor. Yani o bilinç hep var ama bazen yani şöyle aslında hiçbir zaman hiçbir öğrencime onu aşağılayacak ya da kendini kötü hissettirecek derecede bir şey söylemedim aslında. Ama hani böyle tatlı laf sokma, dokundurma dediğimiz olayları daha sık yaptığım oluyor bu tarz durumlarda.	We are in a classroom and I need to control over certain things. I always have this awareness, but I have sometimes, in fact, never told any student a word that may humiliate him/her or make him/her feel bad. However, I often needle them in a friendly way in these situations (Participant 10, Female, 26).

4.3.3 Attention Deployment

Unlike situation selection and situation modification, attentional deployment does not aim to change the environment but the attentional focus to influence emotional responding. Therefore, attention deployment is the internal version of situation selection. Fourteen of the instructors reported redirecting their attention to other things to up-regulating their positive emotions before the class. The majority of them reported that talking to the colleagues is one of the ways of moving their attention away from the undesirable emotional state. Some of the instructors also reported mentally checking out the immediate situation by thinking of positive thoughts about teaching and their students and also focusing on their lesson as illustrated in the following:

…derse gitmeden önce mutluluk verici şeylere düşünüyordum öğrencilerimle ilgili. Mesela işte onlarla olan ilişkilerimi göz önünde bulundurmam. Mesela geçen hafta olan güzel bir olayı aklımda canlandırmam. "Bak bu olaylar olmuştu, aslında onlar beni seviyor, ben onları seviyor. Ben onlara öğretmek için bulunuyorum. Öğrettiğim zaman mutlu oluyorum".

…I have been thinking pleasing things about my students before the class such as considering my relationships with them, or reviving a happy memory happening last week. It is this kind of self talk "Look, these happened in the past, they love me indeed, I love them. I am here to teach them. I am happy when I teach" (Participant 6, Female, 26).

Nine of the instructors reported using attentional deployment process in class. In order to shift their attention away from the immediate situation, some of the participants reported changing to another topic and shifting the focus on students. One of these instructors described below how she tried to relieve her sadness and redirect her attention following the death of her mother:

Annemin vefatından sonra sınıfa girmem gerekiyordu. Açıkçası böyle öğrencilerle ilk karşılaşmam, onların bana bir şefkatle bakması böyle hocam filan diye üzülmesi, o konuyla nasıl başa çıkabilirim çok merak ediyordum açıkçası. Ama şöyle oldu, sınıfa geldiğimde dedim hani, konuyu hiç o tarafa getirmemeye çalıştım. Sürekli böyle, sınavlarınızı yaptınız mı, şu ödeviniz nasıl geçti, tatilde neler yaptınız gibisinden konuyu oldukça dağıtmaya çalıştım. Sonra öğrencilerin de dediğim gibi o duruma çok fazla ben öyle davranınca çok fazla o konu hakkında konuşmak istemediler. Daha çok böyle genel tavırlar içerisinde işte, tatilde şunu yaptık, şu ödevimiz şöyle geçti, hocam şuna bir bakar mısınız demeleri beni daha çok rahatlamıştı. Genelde beni eğer üzen bir durum varsa ben o konudan daha çok uzaklaşarak rahatlıyorum. Konuyu daha farklı yerlere getiriyorum. O beni daha çok rahatlatıyor açıkçası.

After my mother's death, I had to teach my class. Actually, I was wondering how I could deal with this when I first encountered with students, they had an affectionate look at me, they felt sorry for me. But it was like, when I entered the class, I tried not to bring the conversation around to that subject. I continously diverted the conversation towards their exams, assignments and holiday activities. When I behave in this way, they also did not want to talk about it. They talked more about their holidays and assigments and asked me to review some of them and this relived me considerably. If there is a situation that make me sad, I feel relieved as I divert attention from it. I change the topic to different things, which makes me more relieved indeed (Participant 4, Female, 25).

On the other hand, three instructors mentioned redirection of their attention to their students by posing questions to students, making them speak, and doing student-centered activities. For example, one of these participants reported down-regulating her anxiety since she did not have enough planning and preparation for the lesson by redirecting attention to students through asking questions:

Bazı derslerde endişe duyduğumda oluyor, anlatabiliyor muyum acaba diye ya da yeteri kadar hazırlandım mı diye. Bazı derslere maalesef böyle bir anda diğer işlerimden dolayı hazırlıksız gittiğim oluyor, acaba yapabiliyor muyum şu an diye. Onu da şöyle bir nefes alıp, bir materyale bakıp, "Bir saniye tamam acele etmek zorunda değilsin. Bir bak önünde ne var, ne anlatman gerekiyor?". Ya da çocuklara soru yönelt hadi. Biraz böyle teknikler işin içine giriyor: Kendimden uzaklaştırma. Odak noktasını benden uzaklaştırmak gibi bir şey devreye giriyor. Onların odağını onlara çevirerek işte öğrenci bazlı giderek bende adapte oluyorum.	In some classes, I might get anxious about whether I teach well or I have done enough preparation. Unfortunately, I have to go to some classes without any preparation due to my other duties. I deal with this by deeply breathing and looking at the lesson material, then myself "One second, okay, you do not have to hurry up. Look at what you have to teach. Or ask questions to students". Such techniques come into play. It is kind of diverting attention from myself. I adapt myself to the lesson by moving their attention to themselves, I mean, through a student-based approach (Participant 12, Female, 29).

Another one reported that he especially tries to make students speak when he feels upset. Otherwise, he emphasized that he tend to talk about the situation that makes him upset with students rather than getting it off his mind:

Farkında değilim ama duygularım konusunda üzgün veya sinirli olduğum zaman topu genelde öğrencilere atıyorum. Onların konuşmasını, onları daha çok konuşturmaya çalışıyorum. Hadi siz bir şeyler söyleyin bakalım bu sefer diyorum. Kendim çok fazla konuşmak istemiyorum çünkü kendim çok fazla konuştuğum zaman bazen ister istemez konuları başka yere saptırabiliyorum. Beni üzen veya sinirlendiren konu ne ise o tarafa sarkabiliyor konu.	I am not aware of my own emotions, but when I am sad or angry, I usually pass the buck to the students. I try to make them speak more. I tell them that they should speak this time. I do not want to talk too much because when I talk too much, I divert the conversation to something else unavoidably. Whatever makes me sad or angry, I divert it to that subject (Participant 16, Male, 28).

4.3.4 Cognitive Change

Cognitive change refers to changing the meaning of an emotional stimulus through reinterpretation or appraisal of the situation to change the trajectory of the emotional response to it. The use of this strategy in class was reported by sixteen instructors. One of these strategies reported included thinking of the positive side of a thing such as students' effort to learn, their spending time coming to school and feeling empathy by thinking of their own student years. Contrary to this, some of the teachers reported ignoring the situation, and feeling apathy. Besides, there were also some instructors who reappraise the situation by thinking of it as normal and usual, thinking of students as younger or kids and not taking it personally and seriously. Most of them also reported engaging in self-talk to avoid or decrease unpleasant emotions during class.

To illustrate the strategies used by the interviewees, two of the participants reported that when they think of their students' hard work and motivation to learn, this leads to decrease their negative emotion experience. It is also important to note that negative-emotion-eliciting stimulus in these situations seem to be driven by something else which is not related to the students. Still, the instructors reinterpret the situation causing them to be upset and decide that their students do not deserve this:

Onların emeğini görünce, işte benim ay bugün canım sıkıldı, ay bugün ders işleyesim yok, ya da olumsuz bir haldeysem, karşımdaki de olumsuz bir halde olmak zorunda mı hayır. Morali motivasyonu yerinde. Benim bozmaya hakkım yok, onların vaktini çalmaya hakkım yok diye düşünüyorum.	When I see their effort, I avoid being like "I am annoyed, or I am not in the mood to teach today". If I am in a negative mood, should the others be in a negative mood as well? No. They are highly motivated. I think I do not have the right to break it and steal their time (Participant 19, Male, 25).
Sonuçta öğrenciler bir emek vermişler, kendilerini hazır hale getirmişler o dersi öğrenmek için ve o ders eğer şöyle düşünüyorum benim açımdan, benim modum düşük olduğu için kötü geçerse kendimi daha kötü hissederim.	Students have made an effort, got ready for the lesson and if that lesson went badly because of my low mood, I would feel worse (Participant 4 Female, 25).

Besides, some of the instructors reported that they feel empathy for their students. More specifically, when they think of the situation from students' viewpoint, they openly admitted that they either decrease the intensity of the negative response, or exchange the negative attitude for a more positive attitude as described by one of the instructors in the following:

Ondan sonra düşündüm. Yani ne yapsam boş. Artı hani o da o durumda olmak istemiyor. Gerçekten kızgınlıkla beraber böyle bir empati de kurmaya çalıştım. O zaman çok kızamıyorsun da zaten. O da o durumda olmak istemiyor. Kimisinin ilgi alanı o değil. "Yeni bir dil öğrenmeye kalksan İspanyolca'da sen de belki aynı hatayı yapacaktın" falan deyince böyle biraz daha rahatlayabildiğimi hissettim. Bunları düşündükten sonra biraz daha olumlu bakabildim.	Then I thought about it. Whatever I do does not work. S/he does not want to be in this situation, either. I tried to have empathy along with my frustration. Then you do not get angry anyway. S/he does not want to be in this situation, either. Some of them are not interested in (learning English). I felt like I calmed down a little bit when I talked to myself like "When you took learning a new language such as Spanish up, you would make the same mistake". When I thought about these, I could look at the issue more positively (Participant 29, Female, 35).

Moreover, one other interviewee reported that her students remind her of her own student years, and certain situations that made her worried about her teacher's emotional response. Therefore, in order for her own students not to be exposed to her negative reactions, she emphasized that she especially try to be more understanding towards students, thereby reducing the severity of her negative emotions as illustrated in the following statements:

...aynı yollardan ben de geçtim. Bazen hoca acaba geç gelince kızacak mı falan diye acele ederek geldiğim zamanlar oldu koştur koştur. Ya da hani böyle kahvaltı yapmadan derse yetişmek için geldiğim zamanlar oldu. Onlar sürekli aklıma geliyor hani. Belki işte bu öğrencilerden de illa ki derse zamanında yetişeyim, bir şeyler öğreneyim gibi hani hedefleri olarak geliyorlar sınıfa. Belki o yola gelene kadar da pek çok şey atlatmış oluyorlar. Aklıma öyle şeyler, kendi öğrencilik yıllarım geliyor. O yüzden böyle daha anlayışlı olmaya çalışıyorum açıkcası.	...I experienced the same process as they (students) did. Sometimes I rushed to go to the class for fear that the teacher will get angry if I am late. There were also some times when I did not have breakfast not to miss the class. These constantly come to mind. Perhaps, some of these students come to the class with certain goals such as arriving at school on time and learning things. Maybe, they have gone through many difficulties on the road to the school. These kinds of things, my own student years come to mind. Therefore, I try to be more understanding indeed (Participant 4, Female, 25).

On the other hand, there were also some participants who reinterpret the situation and then decide to ignore it since they believe that it does not bring any benefits. By ignoring all of the negative-emotion-eliciting stimuli, one of these participants managed to regulate her emotions in class, illustrated in the quote below:

Bunun bana hiçbir faydası olmadığını gördüm. Hani düşünüyorum da ne oluyor karşı taraf düşünmüyor ki. Daha sonra, ''Tamam onlar öğrenci her şeyi yapabilirler, her şeyi söyleyebilirler.'' falan diye kendi kendimi telkin etmeye başladım öyle bir durumda. Şimdi mesela bu yıl dönüp baktığımda, mesela dalga geçen olabiliyor, kendi arasında konuşanlar işte beni rahatız edenler olabiliyor ya da bana karşı çıkanlar olabiliyor. Fark etmez ki, umursamıyorum.	I realized that it does not help at all. There is nothing that changes when I care about it because the other party (students) do not care about it. Then, I started to suggest myself "Okay, they can do everything because they are student". For example, when I look back on this year, some of them might mock, talk among themselves, annoy me or object to me. It does not matter, I do not care (Participant 12, Female, 29).

Another interviewee mentioned the distance between the teacher and students. Regarding this, she reported that when she thinks of the professional boundaries and her own status as a teacher, theirs as students, she can control over her emotions:

Öğrencilerin bazen seviyesine inmemek gerekiyor. Yani ben hocayım, onlar öğrenci. Aramızda bir mesafe var, o distance o önemli bir şey. Onlara bazen küsmek ya da onların bize ettiği şekilde cevap vermek aslında onların seviyesine inmek maalesef. Bence olmaması gereken bir şey. Dolayısıyla bazen ben kendi dilimi tutmaya çalışıyorum.	We should not lower ourselves to students' level. I am a teacher, they are students. There is a distance (between students and the teacher) and this distance is important. Unfortunately, being offended by them or responding them in the same way they did to us means lowering ourselves to their level. This is not supposed to happen. Therefore, I sometimes try to hold my tongue (Participant 10, Female, 26).

Two other participants mentioned that they try to reduce the intensity of their negative emotion by not taking the students' misbehaviors personally, thinking of these as normal for students and a part of their personality:

Sanki bu benim orada görevim olduğu için çocuklara o anlamda kızmaya hakkım yok. Yani hepimiz öğrenci olduk. Öğrenciliğin doğası gibi geliyor bana ve yaptıkları şeyleri personal çok algılamıyorum aslında. O yüzden de kızmama biraz daha en azından kızmamın dozajını, kızgınlığımın dozajını azaltabiliyorum o anlamda.	I do not have the right to get angry with them, I think, because this is my job. We were all students. It feels like these are in students' nature and I do not take them personally indeed. Therefore, I can reduce the dosage of my anger in that sense (Participant 9, Female, 35).
Bireyselleştirmemeye çalışıyorum olayı. Yani mümkün mertebe onların, yani şöyle bir şey düşünüyorum. Benim açımdan baktığım zaman genel anlamda bir öğrenci hata yapabillir, sevmiş de olabilir, kızmış da olabilir, bana çok sevineceğim bir şekilde davranmış olabilir öğrenci ama mesela bunu ille de bana özel bir davranış olduğunu düşünmemeye çalışıyorum. Çünkü bunu belki başka bir öğretmenine de yapıyor, çünkü bu tarz durumları yaşadığımı düşünüyorum. Öğrencilerin sevimli görünmeye çalışan ya da bazıları kendini kanıtlamaya çalışıp hocaya karşı bir tepki koyan öğrenciler olabiliyor. Bunların kişisel olarak benimle değil, onların kendi bireysel özellikleri olduğunu direk benim kişiliğime karşı olduğunu düşünen bir insan değilim. Bir süre sonra onların normal olabileceğini ya da onların üzerinden etkilerimi almaya çalışıyorum ve bunu bir sonraki sınıfa tekrar girişimde ya da bir sonraki haftada bu tarz duygularımı yansıtmamaya çalışıyorum.	I try not to take it personally. I mean, as much as possible, I think in this way. When I look at the issue from my own perspective, one student might make a mistake, s/he might love me, s/he might get angry with me or s/he might behave towards me in a pleasing way. However, I try not to consider that these are something special for me. Perhaps, s/he does these to other teachers as well. I think I experience this kind of situations. Some of them might try to look nice towards their teachers or some others might show reactions (negative) to their teachers to demonstrate themselves. I think these are not related to me in person but their personal characteristics. I am not the kind of person who thinks these are directly targeted at me. After some time, I try to consider them normal or get rid of their effect on me. When I enter the class next time or next week, I try not to show these kinds of emotions (Participant 21, Male, 29).

4.3.5 Response modulation

The last of the emotion regulation families, response modulation refers to taking actions to directly influence physiological, experiential, or behavioral responding. As explained earlier, what differentiates this emotion regulation strategy from others is that it occurs after the responses are generated. Therefore, with the help of this kind of strategy, one tries to decrease physiological, experiential, or behavioral aspects of emotions. Before the class, in order to directly influence their negative emotions, the majority of the EFL instructors (*n=23*) reported using the strategies including the things that they love doing such as hanging out or having chat with their colleagues, reading students' positive comments, doing make-up, listening to some upbeat music, watching funny videos, drinking coffee and tea, having a nice breakfast and eating chocolate:

Çok iyi oda arkadaşlarım var çok iyi ilişkilerim var. Odaya girdiğim anda bazı şeyleri dışarıda bırakabiliyorum onların sayesinde. Oda atmosferi, yaptığımız şeyler, muhabbetlerimiz, bunları hemen göz ardı etmeme yardımcı oluyor.	I have very good officemates and good relationships wit them. When I enter the office, I can leave some things outside thanks to them. The office atmosphere, the things we do, our conversations help me ignore these immediately (Participant 12, Female, 29).
Müzik dinlerim, hareketli müzikler dinlerim. Aslında çoğu sabah oluyor bu bende ya. Böyle bir, özellikle dönemin sonlarına doğru gerçekten çok yorulduğumu hissediyorum. Okula çok karamsar geliyorum. Böyle mecburmuşum gibi, derse girmeye dair hiçbir isteğim kalmıyor. Derse hazırlanıyorum ama hazırlanırken böyle bir zulüm gibi geliyor. Öyle anlarda böyle bir hareketli müzik dinlerim. Komik video izlerim. Böyle bir şey yaparım. Yine kendimi güldürmeye, neşelendirmeye çalışırım.	I listen to music, especially upbeat music. I think this happens to me in the mornings. I feel really exhausted particularly till the end of the term. I come to school in a pessimistic mood. I have no desire to teach as if I was forced. I do some preparation for the lesson, but it feels like a torture for me. At these moments, I listen to upbeat music. I watch funny videos. I do these kinds of things. I try to make myself laugh and cheer myself up (Participant 13, Female, 25).

One of the female instructors reported doing make-up to change her negative emotional state. Thus, she believed that she could also cover the negative expression on her face with the help of make-up:

> Çünkü derste de ağlamak istemiyorum. Yani böyle ufak tefek sorunlarla geldiğimde çünkü şey yapmıyorum hani yarım saat içerisinde, bir ortama girdiğimde bir şekilde modumun o değişmesine izin veriyorum ya da izin veriyorum ne kadar doğru bir ifade bilmiyorum ama değişsin diye arkadaş ortamının içine giriyorum ya da komik bir şey izliyorum falan. Hani bilmiyorum o günden güne değişiyor ya da makyaj yapınca da aslında kendime o iyi geliyor. Hatta şeysem yorgunsam böyle gözaltım torbalıysa ya da ağladıysam falan sanki o kızarıklıkları da kapatabildiğim için hani o kapattık, tamam üstünü kapattık şimdi bugünü atlatabiliriz. Sonra eve gidince kaldığımız yerden devam edebiliriz moduna giriyorum. Evet üstüme başıma çekidüzen verince, makyaj yapınca falan o iyi gelebiliyor ya da eğer anlatabileceğim bir şeyse bir arkadaşımla paylaşırsam yine ufak bir destek, bir tavsiye alırsam oradan da besleniyor olabilirim.
>
> Because I do not want to cry in the class. When I come to school with tiny problems, I allow my mood to change in half an hour when I enter into a (new) environment. I do not know how true it is to say "I allow it". For my mood to change, I hang out with my friends or watch funny things. I do not know, it changes from one day to another or when I do make-up, I feel good. Even when I am tired, I have bags under my eyes or cry, since I cover all redness on my face (through make-up), I get into the mood "I covered it up now, OK, I can get over it today. I can continue where I leave off when I go home. When I make myself presentable and do make-up, they feel good or if it is something that I can tell, if I share it and get a little support, I might be fed by it (Participant 22, Female, 29).

On the other hand, some other instructors reported they try to influence their negative emotional state by focusing on the lesson or other stuff to do at work. Even two of the instructors emphasized that when they focus on work, she automatically inhibits her negative emotional state:

Şöyle diyebilirim ki çoğunlukla o duyguyu hissedemeyecek kadar meşgul oluyorum. Hani bir yanda bir iş var zaten. Üzgünmüşüm, stresliymişim, şöyleymiş falan bir kenara atmak zorunda kalıyorum.	I can say that I am mostly too busy to experience that emotion. I already have work to do. I have to put aside my sadness, my stress and such like (Participant 12, Female, 29).
Biz çok yoğun çalıştığımız için aslında geldiğimiz zaman bu olayları unutmamız için sadece bir 10-15 dakika gibi bir süre geçiyor. Sonrasında hemen işe başladığımız için ben işe başladığım zaman birçok şeyi arkamda bırakan bir insanım. Bebek dışında tabi. Ama hani herhangi bir şeyi unutabilirim çünkü başka bir şeye kanalize oluyorum. Genelde de bu zaten benim uyguladığım bir taktik de olabilir, hani aklımda bir şey varsa onu unutmak için başka bir şey yapayıma giderim. Onunla ilgilenirken çünkü bir yandan onun içine girerim, başka her şey dışarıda kalmış olur.	Since we have a busy schedule, it takes 10-15 minutes to forget about all these things when we come to work. We start working immediately. When I start working, I am the kind of person who leaves many things behind except for my baby. However, I can forget anything because I canalize my attention on something else. This could be a technique that I usually apply. I mean if I have something in mind, in order to forget it, I try to do something else. I deeply focus on it and thus I leave everthing else outside (Participant 27, Female, 29).

During the class, the majority of the EFL instructors (n=23) who participated in this study reported various strategies to alter their emotional responses. One of these strategies reported by two instructors were acting in the appropriate way not to offend, discourage or demotivate students in class. However, they emphasized that their genuine emotions still remain unchanged and also inconsistent with their displayed emotions. This is also called as suppression, which is one of the forms of response modulation. To illustrate, one of the instructors mentioned how she tried to encourage a potentially unsuccessful student by paying him compliments that she does not believe at all:

Bir şey bulursam onu tutup ilerletebilmeliyim, gaza getirmeliyim gerekiyorsa. Hani motivasyonu belki abartmalıyım gibi. Hep bu otokontrolle hareket ettiğim, cevap verdiğim ve bazen kendimi öyle buluyorum... Halbuki inanmıyorum bazen söylediğim şeylere ya da yapamayacağının farkındayım. Öğrenci diyor ki ya hocam hallederiz, yaparız falan diyor ama inancım yok. İçimden şey demek geliyor. Hı hı yaparsın, hıı çok yaparsın gerçekten hatta yani şey argo filan konuşmak geçiyor içimden. Ama hani sonuçta sınıftayım, öğretmenim, öyle bir ilişkim yok öğrenciyle ve bu bizi bir yere götürmez deyip hemen orada kontrol mekanizmaları devreye giriyor. Tabi ki de istersen her şeyi yapabilirsin gibi ama bunu hani şey yapmacıklıktan uzakta yapmaya çalışıyorum bence. Hemen orada şeyler ekliyorum doğal kalsın o motivasyonel cümlelerim diye. O öğrenciyi tanıdığımı gösteren bazı şeyler sunuyorum. Sen zaten şurada şunu şunu yapmıştın gibi ufak başarılarını ona hatırlatıyorum.	If I find something (regarding students' positive side), I should be able to hold it and move it forward and encourage them (students) if necessary. It is like motivating students exaggeratedly. I find myself acting with this self-control. However, I do not believe what I have said or I am aware that s/he cannot manage it. Although the student says, "Teacher, I'll do it", I do not have faith in him. I self talk at that moment. Considering that I am in the class as a teacher and do not have that kind of relationship with him and this will not get us anywhere, my control mechanisms come into play. I say "Of course you can do everything as long as you want" kinds of things, but I try to do this in a natural way. I add some words that show that I know the student well in order to keep those motivational utterances as natural as possible. I remind him of his small successes (Participant 22, Female, 29).

In the similar vein, one other participant reported pretending as if she is interested in students' responses although she does not think what students have said contributes to the class:

Onun dışında, biraz daha böyle özgüvensiz ya da derse katılım konusunda cesaretsiz öğrenci varsa, onları teşvik etmek için gülümsediğim ya da söyledikleri şey gerçekten çok derse bir şey katmasa da "Aaa öyle mi?"filan diye ilgilendiğim zamanlar oluyor.	Apart from this, if there are any students who are diffident or too shy to participate in the classes, there are certain times when I smile to encourage them or I pretend that I am interested in what s/he has said responding like "Oo, really!" even if it does not contribute to the class (Participant 4, Female, 25).

On the other hand, another interviwee reported trying to down-regulate her positive emotions unlike the previous scenarios by pretending as if the student's answer was not bad although she found it very good:

Mesela, bir öğrenci çok özgüvenli ve çok güzel bir cevap verdi diyelim. Ama bu özgüveni onu kötüye götürüyor. Yani nasıl? Kendi İngilizce altyapısı yüzünden başarılı olduğunu bu yüzden çalışmasa da yapabileceğini düşünüyor izlenimi verdiği için ona çokta böyle "Aa mükemmel, çok beğendim!" gibi tepkiler vermeden geçiştiriyorum. 'Hmm, tamam teşekkürler, güzeldi' diyerek ki hani onu çok cesaretlendirip çalışmasını engel olmamak için.	For example, let's say, one student is self-confident and has given a very good response. However, his/her self-confidence influences him/her badly. How? S/he thinks that s/he is succcesful due to his/her previous background in English, and therefore s/he thinks s/he does not have to study. Because of this impression that s/he gives, I avoid responding like "It is perfect, I like it so much!" I simply said "Okay, thanks, it was nice" without any encouragement in order not to prevent him from studying (Participant 6, Female, 26).

In addition to the type of strategy used above to decrease positive emotions, there were some other strategies reported by EFL instructors. These strategies include hiding their love and interest to their favourite or successful students, avoiding touching them and giving compliments. Two of the instructors described how they try to modulate their emotional response by down-regulating their positive feelings in the following:

Öğrencilere eşit mesafede durmaya çalışıyorum. Ama ne kadar öyle yapmaya çalışsam da daha çalışkan öğrenciye daha bir ilgilenmek için ona daha fazla zaman ayırmaya meyilim oluyor. Ya da hayatımıza dair belki kişisel paylaşımlarda bulunduğumuz öğrencilerle ister istemez biraz daha farklı bir diyaloğumuz gelişiyor ama bunu sınıf içerisinde minimuma indirebilmek için çalışıyorum diyelim.	I try to treat students equally. Although I make an effort to do so, I tend to assign more time to hardworking students to give them more attention. Or we improve a more different dialogue with the students whom we share personal things about our private lives. However, I try to minimize this within the class (Participant 22, Female, 29).

Bir öğrenci o kadar güzel bir iş sunuyor ki ama sınıfta 20 başka öğrenci var ve hiçbiri bunu yapamıyor, şimdi o öğrenciyi bağrınıza basmak istiyorsunuz ama bir dozu olmalı yüceltmenin. Ama içinizde kalıyor bir şekilde.	One student presents such a nice work that none of 20 other students cannot do. At that moment, you want to embrace him/her, but there must be a certain dosage of dignifying him/her. However, I suppress it in some way (Participant 12, Female, 29).

Moreover, some other instructors reported that they down-regulate their joy and happiness, conceal their smiling face and even pretend to be more serious to handle authority issues in the classroom:

Bazen çocuklar çok manyak, komik şeyler söyleyebiliyorlar. O anda püskürtmek istiyorum. Olabildiğince çok kendimi sıkıyorum ve ciddiyetimi koruyorum… böyle gülme sırası değilse ve çocukların o an cıvımasını istemiyorsam onu bastırmaya çalışıyorum.	Sometimes, students may tell funny things. At that moment, I want to laugh out loud. However, I gulp it back and maintain my serious expression…I try to suppress it if it is not an appropriate time for laughing (or having fun) and I do not want students to disrupt the class (Participant 9, Female, 35).
Çok güler yüzle, çok neşeli olduğum zamanlarda, ah hocam işte bugün de ne kadar güzel bir gün, şundan bahsedelim bunu yapalım gibi dersi kaynatma çabalarına girebiliyorlar. Ve birazcık cıvıyorlar. Öyle olsun da istemediğim için onu bastırma ihtiyacı hissetmişim. Hatta çok net hatırlıyorum akşam ev arkadaşlarıma anlatmıştım, bugün böyle böyle yaptım diye.	When I smile and feel very joyful, students try to disrupt the lesson saying like “Teacher, what a beautiful day! Let’s talk about this, let’s do this. Since I do not want it to happen, I felt the need to suppress it. Even I remember very vividly that I told my flatmates about what I did that day (Participant 11, Female, 25).

Ben böyle normal hayatımda çok böyle espriler, neşeli filan, komik şeyler üzerine çok ilgilenirim. Öğrenciler de böyle espri yaptığı zamana sınıfta ki böyle baya yapıyorlar. Gülmemek için veya böyle cıvımamak için kendimi çok tutuyorum, özellikle tutuyorum. Normal hayatta kesinlikle yapmayacağım bir şey, sonuna kadar giderim, hiç tutmam, cıvırım arkadaşlarımla. Ama öğrencilerle tutuyorum.	In normal life, I am very interested in making jokes, funny things, and such like. When students tell jokes in the class, I especially restrain myself from laughing. This is what I will never do in normal life. I continue it till the end of it without restraining myself. However, I restrain that feeling when I am with students (Participant 17, Female, 24).

One other participant reported trying to conceal her happiness about her personal life from her students and described how she covered it up by pretending that it is totally related to teaching and being together with them:

Yine derin bir nefes alıp o duygunun sanki benimkisi hayatımla ilgili bir şey değil de, hani öğrencilerin yanında olduğumdan dolayı onlara bir şeyler öğretiyor olduğumdan dolayı olduğunu göstermeye çalışıyorum mesela. Ona vurduruyorum olayı.	I am taking a deep breath and trying to show that that emotion (a positive one) is aroused because I am with students, teaching them not because it is related to my own life. I try show that that emotion is related to the lesson (Participant 8, Female, 25).

Moreover, in order to hide their emotional expression, some other instructors reported using certain physical strategies including remaining silent, laughing, avoiding making eye contact, turning to the board, yelling and scolding as a last resort. One of the instructors mentioned how he inhibited his emotional state by stop talking and watching students silently:

Sınıfta bütün öğrenciler hep bir ağızdan benim sesimi bastıracak derecede kendi aralarında sohbet ediyor ve kimse de oralı değildi. Benim ne yaptığım hiç kimseyi ilgilendirmiyor gibiydi. Herkes kendi arasında 3erli 5erli gruplar halinde konuşma yapıyordu ve bir uğultu hakimdi sınıf ortamına. Sonrasında durdum, bir şey anlatmaya çalışıyordum, önce anlatmayı bıraktım. Durdum, sinirlendim tabi ki, öfke duygusu hakimdi. Normalde tabi öfke duygusuyla akla gelen ilk tepki bağırıp, öfkenizi göstermek dışa vurmadır. İlk başta tabi ki bu tepkiyi gösterme hissi geldi ama önce bir durup düşündüm, sakinliğimi koruma çalıştım. Ardından durdum, bir köşeye geçtim, hiçbir şey yapmadan sessiz sessiz öğrencilere baktım. Bir süre sonra 3er 5er 3er 5er herkes benim o köşede kendilerini izlediğimi gördü ve yanlarındaki arkadaşlarını sessiz ol sessiz ol falan diye uyarmaya başladılar. Bu şekilde herkes sessiz oldu, benim kızdığımı anladılar. Hiç uyarmak veya bağırmak gibi bir ihtiyaç duymadım.	All the students in the class were chatting among themselves. My voice was drown out the noise of the classroom, and no one cared about this. Noone seemed to be interested in what I did. Everyone was talking among themselves in groups of 3-5, and there was a humming noise in the classroom. I stopped while trying to teach something, first I stopped talking. I stopped, I got angry, of course, and the feeling of anger was noticable. Normally the first reaction that comes to mind with the feeling of anger is shouting and showing the anger. At first, of course, there was a feeling of showing this reaction, but I stopped and thought, then tried to keep calm. Then I stopped, went to a corner, looked at students quietly without doing anything. After a while 3- 5 students, then everyone saw that I was watching them in that corner and they started to alert their friends to be silent and quiet. In this way everyone was silent, they understood that I was mad. I never needed to warn or shout them (Participant 7, Male, 31).

One other participant reported that she tried to suppress her anger by laughing and described how she managed to rebuild a good atmosphere through her fake positive emotional behavior in the following statements:

Bundan bir on gün öncesinde sınıfta inanılmaz bir kaos var. O gün öğrencilerin hepsinin modu çok düşük. Dolayısıyla benim de o anki ruh halim çok değişti. Normalde sınıfa çok pozitif girmiştim o gün. Ama hepsinin modu düşük olunca sürekli uyumak istediler, sürekli konuştular, hiçbir şekilde dinlemediler ve çok öfkelendim. Çok kızdım yani. Böyle gerçekten patlama noktasına geldim. Sonra hakikaten bir yerde patladım . Sonra hepsi böyle şok oldu. Dedim ki "Böyle devam edersem ben çığrımdan çıkıcam bu ders." Çünkü iyice delirmeye başladım. Sonra gülmeye başladım. Bunu öyle bastırmaya çalıştım. Şaka yapıyorum ya korktunuz mu falan dedim böyle. Şaka yapıyorum ama çok sinirlendim bakın ypamayın devam ederseniz sonucu böyle olcak size sadece önden bir örnek göstermiştim dedim. Öyle bastırdım onu. Aslında o gerçek bir patlamaydı ama onu belli etmek istemedim nedense hani. Bu kadar kolay sinirlendi patladı hoca da olmasın diye. Sonra güldüm, böyle bastırmaya çalıştım onu.	Ten days ago, there was an incredible chaos in the class. On that day, all of the students were in the low mood, so my mood changed very much as well. Normally I entered the class very positively that day. But when their mood was low, they wanted to sleep continuously, talked constantly, listened to me in no way, and then I got very angry. I mean, I was so mad. I almost reached boiling point. Then I had an outburst of anger. At that moment, they were all shocked. I said, "If I go on like this, I will go out of my way".Then I started to laugh. I tried to suppress it like that. Then I said I was joking and asked if they were scared of this. Next, I told them I was kidding but I got really annoyed, and added if they keep doing this, it will end up like this. I also said that I showed them an example in advance. I suppressed it in this way. Actually, it was a real outburst, but I did not want to reveal it. I did not want them to think that the teachers got angry very easily. Then I laughed, I tried to suppress it like this (Participant 13, Female, 25).

Another interviewee mentioned that she try to move away from her students by turning away and going to the teacher's table and doing something on computer in order to hide her anger or sadness:

…ben üzüldüğümde ya da sinirlendiğimde direk böyle bir şey yok kalıyorum önce böyle bir. Sonra arkamı dönüyorum, öğretmen masasının oraya gidiyorum. Ya hemen orada bilgisayardan bir slayt varsa o slaytı böyle bir açıyorum ya da oturuyorum falan. Aslında şu an aslında bunu söylerken farkettim, bir mesafe koyuyorum öğrencilerle arama, öğretmen masasına giderek, bunu yapıyorum.	… when I'm sad or angry, I stop first. Then I turn around and go to the teacher's desk. If there is a slide on the computer, I open that slide or I sit down. Actually I realized that when I was saying this, I'm putting a distance between myself and students by going to the teacher's desk. I am doing this (Participant 2, Female, 23).

On the other hand, some other instructors reported using the strategy of moving away from students to hide their positive emotions by going towards the board or being busy with the book:

Yani gülünecek bir şey yoktur aslında. Ama hani bazen olur ya bize komik gelir ama o anda oradaki duruşunuzdan dolayı onu yansıtmamanız gerekir. O zaman genelde tahtaya dönüyorum ya da kitaba eğiliyorum böyle hani sanki orada bir şey görmüşüm gibi felan yapıyorum.	Indeed, there is nothing to laugh about. But we find something funny at times, but you should not display it because of your stance there. Then I usually go back to the board, or I look at the book as if I saw something there (Participant 27, Female, 29).

Furthermore, some of the participants emphasized that try to modulate their emotional response by breathing deeply and leaving the classroom for some fresh air:

Bir kere hatırlıyorum çok çok sinirlenmiştim ve gözüm dolacak, evet bunu şimdi hatırladım. Gözlerim dolmuştu ki benim çok kolay dolar, onu saklamak için uğraşmıştım, başka şeyler düşünmeye çalışmıştım, nefes alma teknikleriyle böyle nefes alıp ağlamayım sınıfın önünde diye kendimi tutmuştum.	I remember that I got extremely mad once and my eyes almost filled with tears. My eyes filled with tears, which mine fill with tears very easily, I made an effort to hide it. I tried to think of something else. Through breathing techniques, I restrained myself from crying in front of students (Participant 17, Female, 24).

Mesela öfkeli olduğum anlarda diyelim kendimi biraz daha normal bir moda sokabilmek için 1-2 dakika beklerim, hiçbir şey söylemeden. Bakarım onlara, susmalarını beklerim. Bir de o ara derin derin nefes alırım. Aldığım nefesi hissetmeye çalışırım. Hatta mümkünse bir temiz hava alırım. Pencerenin yanına giderim.	For example, let's say, when I am angry, I wait for 1-2 minutes without talking in order to be a more normal mood. I look at them (students) and I wait for them to be quiet. I also take a deep breath. I try to feel the breath that I have taken. If it is possible, I open the window and have some fresh air (Participant 13, Female, 25).
Yani şöyle olabilir, geçen sene yaşadığım durumda az çok anlaşılıyor tabii ki o ruh halinden, öğrenci çok çabuk anlıyor ama 1-2 dakika dışarı çıkıp geldim mesela. O şekilde bir şey oldu, hava alıp gelme gibi. O ortamdan o an çıkmak istedim.	I mean it can be in this way. In a situation that I experienced last year, my mood revealed itself so obviously that students noticed it. I went out for 1-2 minutes. It is like going out for fresh air and returning. I wanted to leave the environment at that moment (Participant 25, Female, 27).

After the class, there were also some strategies that fifteen of the participants employed to influence their emotional responses. One of these strategies that the majority of these participants reported is pouring out their troubles regarding the situation leading to negative emotions to family members, friends and colleagues and asking for their support and advice:

Yani ofis ortamında çalıştığımız için birbirimizle çok fazla konuşuyoruz böyle şeyleri. Paylaşmayı seviyorum aslında. Başıma gelen ve beni çok etkileyen bir şeyi arkadaşlarıma anlatıyorum. O konuda da çekincem pek yoktur. Açık açık söylerim herkese. Dolayısıyla dediğim gibi paylaşmayı deniyorum biraz. Çünkü kendi başıma bazen emin olamıyorum. Yani ben buna bu kadar sinirlendim ama haksız mıyım sizce diye bir sormak istiyorum. Hatta daha bu sabah oldu yani ofis arkadaşlarımdan birine size anlattığım olayı anlattım. Hani haksız mıyım, ben böyle çok kötü hissettim o bunu söylediğinde. Yani hani sen olsan benzer bir tepki vermez miydin diye sordum.	We are talking too much about these with each other because we work in the office environment. I really like sharing, actually. I talk to my friends about something that has happened to me and deeply affected me. I am not shy about these. I tell everybody frankly. So, as I said, I try to share a little because sometimes I can not be sure on my own. So I want to ask them like "I got so angry at it, do you think I am wrong?" Even it happened this morning and I told one of my officemates about the situation I told you. I asked him/her whether I was wrong, and said I felt so bad when s/he (the student) said that. I also asked whether s/he would give a similar response if s/he were in my shoes (Participant 10, Female, 26).
Mesela ders içerisinde bir öğrenciyle tartıştım filan, genelde iş arkadaşlarımla konuşuyorum, onlarla paylaşıyorum. Başıma böyle bir olay geldi gibisinden, çok moralim bozuldu diye. Genelde onlar da benzer şeyler yaşamış oluyorlar. Bunun çok normal olduğunu, doğal bir süreç olduğundan bahsediyorlar. O şekilde kendimi alıştırabiliyorum.	For example, when I argue with students in the class, I usually talk to my colleagues and share it with them. It is kind of "This happened to me and I got upset". They have also experienced similar situations. They say that it is a normal and natural process. I get used to it in this way (Participant 4, Female, 25).

Besides, most of the teachers also mentioned self-reflecting on the situation after it to modulate their emotional response:

Olumsuzlar için genellikle yazmayı tercih ediyorum. Bu her zaman olmasa da haftada 1-2 kere başıma gelen, kötü duyguları oluşturan sınıf olayını yazıp bunla ilgili kendimi analiz etmeye çalışıyorum. Ben neden o an olumsuz hissettim, bunu bir daha yaşarsam ne yapabilirim, aslında çok mu tepki verdim, kendi içimde çok mu büyüttüm ya da öğrencilere çok mu yansıttım, gibi. Kendimi reflekte ediyorum.	For negative situations, I often prefer to write about them. This is not what I always do but I try to evaluate myself once or twice a week by writing about negative emotion arousing situations that I experienced in the class. It is like why I felt a negative emotion at that moment, what I can do if I experience it again, whether I overreact to it, exaggerate it or show it overtly. I self-reflect (Participant 6, Female, 26).

Yani aslında böyle bir olay yaşadıktan sonra, günün sonunda bir self-reflection yapıyorsunuz. Ne iyi gitti, ne kötü gitti, ben neden böyle hissettim, tekrar tekrar yaşanıyorsa artık bunla ilgili neler yapabiliriz, nasıl çözebilirim bir daha bunu hissetmemek için.	After you experience such a situation, you self-reflect at the end of the day. It is like what went good and what went wrong, why I felt this way, what we can do about it this if it is frequently experienced and how I can solve it not to feel it again (Participant 19, Male, 25).

On the other hand, one of the interviewee mentioned how she critisizes herself regarding the emotion-eliciting situation and try to self-reflect through by visualizing it:

Kendimle çok kavga ederim ben, öyle söyleyim içten içe. Yani, fazla kavga ediyorum hatta tekrarlarım o görüntüyü kafamda. İşte mesela az önce verdiğim örnek, çocuğa verdiğim cevap, sürekli tekrarlanır kafamda benim. Öyle öyle en sonunda da, kendi kendimi değerlendiririm bir nebze. Evet o haketmişti, evet onu öyle yapman gerekiyordu gibi. Ama çok fazla kafamda onun kritiğini yaparım yine de.	I argue with myself very often. I even visualize the event. As in the example I have just given, I rethink the response that I give to the student. Eventually, I evaluate myself to some extent, like “Yes, s/he deserved it and you should have done so”. I often do a critique of it in my mind (Participant 14, Female, 33).

Lastly, the other one mentioned continuing his normal routine such as engaging in small talk with students so that he does not reveal his negative emotions:

Rutin olarak sınıfa girdiğimde ne yapıyorsam aynı şeyleri yapmaya çalıştım. Yani öğrencilere durumlarını sormak, nasıl, günlerinin, haftalarının nasıl geçtiğini sormakla başlıyorum her zaman. Aynı şekilde, varsa birebir daha önceden konuştuğum bir öğrenci, aynı şekilde ona belki personal bi soru soruyorum. Bu şekilde o şeyi kendimi duygumu aşmaya çalışıyorum… Yani her zaman yaptığım şeyleri yapmaya çalışarak o duyguları bastırmaya çalışıyorum. Normalde motivasyonsuz olduğunuzda ne yaparsınız, işte iletişimi kesmeye çalışırsınız daha fazla, yani öğrencilerle birebir iletişime o kadar girmezsiniz. Herhalde olumsuz şeyleri de bu şekilde bastırmaya çalışmak, yaptığınız işlerle onları bastırmak öne çıkıyor. Yani öğrencilerin onu algılamasını önlemeye çalışıyorum olumsuz olduğunda.	I tried to do the same things routinely when I entered class. So I always start the class by asking students about themselves, how they are, how their days and weeks go on. Similarly, if there is any student I have previously talked to, I ask him/her some personal questions. In this way I try to overcome that thing, my own emotion. I try to suppress those feelings by trying to do what I always do. What do you normally do when you are not motivated? You try to avoid communicating, that is, you do not communicate much with the students one to one. It is probably best to try to suppress negative things in this way, to suppress them with the things you do. So I try to prevent students from perceiving it when I am negative (Participant 1, Male, 27).

4.4 Cultural Display Rules

The third research question in this study explores whether there are any emotional display rules for EFL instructors in the Turkish culture and how these perceived display rules within the culture or the community they belong to affect their emotion regulation process and strategies. The analysis of the interview transcriptions demonstrated that teachers are expected to up-regulate their positive emotions and down-regulate their negative emotions. Emotional display rules in Turkish culture reported by Turkish EFL instructors are provided in Table 8 below:

Table 8.

Emotional display rules in Turkish culture reported by Turkish EFL instructors

Display rules	N
wearing a happy and smiling face	17
being patient and calm	12
being caring and affectionate	4
being strict and serious	1 (in the past), 3 (now)

4.4.1 Wearing a happy and smiling face

It was seen in the transcribed data that seventeen instructors reported they are expected by the society to behave towards students in a friendly and cheerful manner. In terms of the expression or display of the emotions, the participants emphasized the importance of wearing a happy and smiling face in the profession of teaching to satisfy societal and cultural expectations. Although one of the participants was unsure about whether such an expectation from teachers is needed or not, she accepted its positive effect on lessons:

Kültürel olarak bence biz de güler yüzlülük bekleniyordur. Hizmet sektöründeki herkesten güler yüzlülük bekleniyor bence. Beklenmeli mi beklenmemeli mi belki tartışılabilir ama okutmanlar açısından sakin bir ortamın, güler yüzlü olmanın, öğrencilere olumlu yaklaşmanın, ben dersi olumlu olarak etkilediğini düşünüyorum (Participant 5, Female, 26).	Culturally, I think we are expected to smile. I think everybody in the service sector is expected to smile. Whether it should be expected or not may be disputable, but in terms of instructors, I think a comfortable environment, smiling, and approaching students positively influence the classes in a positive way (Participant 5, Female, 26).

Similarly, another interviewee reported that she tries to satisfy these cultural expectations regarding emotions since she cares a lot what other people say. On the other hand, she also admitted that she finds all of these expectations useful for the class climate:

Ama bizden beklenen ne olursa olsun öğrencinin motivasyonunu yüksek tutmaya çalışmak, sınıfın enerjisini öğretmen olarak yukarı çekmeye çalışmak… Öğrencilerle münakaşaya girmemek, öfkeyi de kontrol etmek aslında. Beklenen bu olunca ben biraz toplum ne derci bir insan olduğum için, bu beklentileri karşılamaya çalışıyorum. Çünkü çoğu boş beklentiler değil bence gerçekten sınıfın frekansını düzenlemek, atmosferini olumlulaştırmak adına faydalı şeyler.	What is expected from us, in any case, is to try to keep students' motivation high, to increase their energy levels…It is also not to argue with students and to control over anger indeed. Since this is what is expected from us and I also care a lot what other people say, I try ton meet these expectations. These are not vain expectations. I think they are useful for regulating classroom climate and creating a positive classroom atmosphere (Participant 20, Female, 26).

Besides, they put forward that this kind of positivity are expected from particularly from teachers of English language teachers rather than the ones in other disciplines. As a reason behind their perception about this, they showed that foreign language learners are often easily discouraged, therefore they need teachers approaching them with positive emotions and thereby making them love learning the language. To illustrate, one other participant emphasized how the expectations regarding the display of certain emotions differ between the instructors of English and other faculty members:

Mesela Matematik öğretmeninden sınıfa bir ne bileyim, anne, abla gibi yaklaşması beklenmez. Ama İngilizce öğretmenlerinden bu beklenir nedense. Bir norm heralde Türkiye koşullarında olan. Bende bizim okulumuzda bunu gayet görüyorum açıkçası. Bölüm hocalarında böyle bir ilgilenme, şefkat, sevgi artık her ne oluyosa yok ama hazırlık hocalarından bir sınıf hocası olması bekleniyor.	For example, a Maths teacher is not expected to approach towards students like a big sister or mother. I do not know why but this is expected from English teachers. I think this is a norm in Turkey. Actually, I see this obviously in our school. While instructors of English are expected to become like a classroom teacher, faculty members are not expected to show caring, affection or love (Participant 12, Female, 29).

Considering this issue as an impression rather than expectation, another participant mentioned that her culture as well as the community where she grew up had a positive influence on her emotions and emotion regulation process:

Kültürel anlamda hakikaten çok etkilendiğimi düşünüyorum. Yani en başta da söylediğim gibi içinde büyüdüğüm aslında çevre bana böyle gösterdi. Yani benim öğretmenlerim hep çok şefkatliydi, çok sevgi doluydu. Ben birgün öğretmen olmak istedim ve ben şu an aynı şeyi yapmaya çalışıyorum. Yani o anlamda şekillendirildiğimi düşünüyorum.	I think I have been really influenced (positively) by the culture. As I said very earlier, the environment where I grew up showed me so. I mean my teachers were all affectionate and full of love. I wanted to become a teacher and now I try to do the same. I mean, I think I have been shaped by it in that sense (Participant 10, Female, 26).

4.4.2 Being patient and calm

Twelve instructors reported that teachers are expected to be patient and calm. They also explained that the society, especially parents hope that teachers patiently tolerate students' annoying behaviors without becoming angry and handle the difficult situations in a calm way without being overwhelmed by their emotions. Two of the participants especially emphasized that teachers are expected to be consistent in their emotions as well. They also added that being moody might pose an obstacle to maintaining a good communication with their students.

Onun dışında yani yine sabırlı olmamız bekleniyor bence. Mesleğin doğası böyle ve bizden toplum ya da okul olarak beklenen de bu. Yani ne olursa olsun sabır. Öğrencilerle münakaşaya girmemek, öfkeyi de kontrol etmek aslında. O da her zaman bizden beklenen bir şey, öğrenciyle kavga etmeyeceğiz.	Apart from this, I think we are expected to be patient. This is the nature of the teaching profession and this is what we are expected by the society or the school. Whatever happens, we must be patient. Not arguing with students and controlling over anger are also expected. What is always expected from us is to have no quarrel with students (Participant 20, Female, 26).

İngilizce okutmanlarından beklenen bence şunlar olsa gerek: Sınıfta duruşunu her zaman koruyan, yaşadığı sıkıntılara karşı büyük tepkiler vermeyen, tutarlı olan, hani bir gün çok iyi ilişkiler kuruyor olumlu çünkü gün içinde güzel şeyler yaşadığı için sınıfta olumlu giren ama ertesi gün kötü şeyler yaşadığı için bunu yansıtıp da kötü iletişim sağlayan değil de daha tutarlı bir profil bekleniyor.

I think these are expected from instructors of English: maintaining their stance, not overreacting to distress that they experience, behave consistently. One day they have good relationships with students since they have happy moments in the same day, but the other day they have negative communication with them since they experience bad situations. They are expected to avoid this kind of dual approach but to have a more consistent teacher profile (Participant 6, Female, 26).

4.4.3 Being caring and affectionate

Four participants reported that being caring and affectionate are the emotions that they are expected to show towards students. Specifically, they emphasized that teachers are asked to shoulder the burden of not only providing support for their students, but also taking the control of a variety of things related to them from their homework, their behaviors to even their personal problems. In this regard, one interviewee complained that teachers are burdened with too many responsibilities as evident in the following quotation:

Öğrenciyi sürekli, hele ki günümüzde velilerin büyük bir baskısıyla, öğrenciyi sürekli kontrol etsin, ödevlerini, yaşantısını hani hareketlerini. Öğretmen her şeyden sorumlu olsun istiyorlar. Hani kendilerinin de yapması gereken şeyleri bence çoğunu öğretmene yüklüyorlar. Yani bu durumda öğretmen sabırlı olsun, çocuğa kızmasın, güleryüzlü olsun. Çok çalışsın öğretmen, eve gidince de çalışsın.

With the great pressure of the parents today, teachers are expected to constantly take the control of students, their assigments, their lives and their behaviors. They want teachers to be responsible for everything. I think they burden many things on teachers that they themselves should do. In this case, teachers are expected to be patient, not to get angry with students and to smile. They should work hard, even when they go home (according to the society) (Participant 18, Female, 29).

4.4.4 Being strict and serious

Although only one of the participants stated that being strict and serious were expected from teachers more in the past, three of them claimed that the authoritarian style teaching is still expected from teachers. Protesting such an approach, one of the participants openly admitted that there is a conflict between her perspective and cultural or societal expectations regarding the expression of certain emotions such as respect and believed that excessive respect is not necessary:

İngilizce öğrenen ya da dil öğrenen öğrencilerin öğretmenlerini gerçekten sevmesi gerektiğini düşünüyorum. Ve bu yüzden öğretmenin gerçekten öğrencilere karşı pozitif bir yaklaşım içerisinde olması gerektiğini düşünüyorum ama toplumumuzda öğretmenlerin birazcık daha sert olması ve bir hürmete karşı, onu hakkedecek şekilde davranması gerektiğini düşünülüyor. Ben onu çok yapabildiğimi düşünmüyorum açıkçası. Tabi ki öğrenciler saygı duymuyorlar mı? Duyuyorlar ama toplumun beklentisini karşılayacak derecede midir ya da ne bileyim el pençe divan şeklinde, evet ha hoca geliyor Ayşe hoca geldi tamam önümü ilikleyim şeklinde abartılı olacak belki birazcık ama şeklinde değil mesela bendeki durum. Ben böyle olması gerektiğini düşünmüyorum ve karşı çıkıyorum toplumun bu beklentisine.	I think that students who are learning English or learning languages should really like their teachers. And that's why I think the teacher should really be in a positive attitude towards the students, but in our society it is thought that the teachers should be a little bit stricter and behave in such a way that they can deserve this respect. I honestly do not think I can do it much. Don't students respect me? Of course, they do, but I do not know whether the amount of respect students have for me meets the society's expectations. Maybe I am exaggerating but they do not bow and scrape. I do not think it should be like this and I object to this expectation of the community (Participant 11, Female, 25).

The same interviewee also pointed out that she was influenced by these cultural expectations at the beginning and this used to reflect on her behaviors in class. Later, however, she reported that she decided to have her own way:

Meslektaşlarımın da öğrencilerimin de olduğu ortamlarda mesela daha çok dur sus yapma şeklinde normalde vermeyeceğim tepkiler veriyordum. Ama sonrasında benim öğretmenlik anlayaşımın bu olmadığını farkettim ve kendi çizgimde ilerlemem gerekiyor diye düşündüm ve müdahaleyi kestim açıkçası.	In the environments where both my students and colleagues are present, for example, I was giving reactions that I would not normally give such as "stop!, shut up!, don't do it!". But then I realized that this was not my understanding of teaching, and I thought that I should have my own way, and I stopped restricting my students (Participant 11, Female, 25).

However, conversely, these cultural expectations regarding on being strict and authoritarian put another interviewee under pressure and caused her to suppress her positive emotions:

Mesela bazı kişiler genç öğretmenlere karşı önyargıyla davranıyor çünkü yeterince otoriter olamayacağımızı ve sert davranamayacağımızı düşünüyorlar öğrenciye. Bu durum benimkini aslında temel olarak etkiliyor olabilir çünkü ben otoritemi kaybetmekten korktuğum için neşeli halimi bastırıyorum.	For example, some people are biased towards young teachers because they think we are unable to maintain adequate authority over students and behave them in a strict way. This may basically influence my own emotions because I suppress my joy for fear that I might lose my authority over students (Participant 25, Female, 27).

In the eyes of the students, one participant (Participant 24, Female, 25) reported that a strict or cold teacher can appear as if s/he has a problem saying that "Biraz sert bir hoca olduğunda ya da böyle sopuk bir hoca olduğunda sanki hocada bir problem varmış gibi düşünüyorlar" [Students think that a strict or cold teacher might have a problem].

4.5 Organizational Display Rules

The fourth research question was related to the display of emotions in organizational settings. The interviewees were asked to explain whether there are any emotional

display rules of their work environment and how these display rules (existing or perceived) affect their emotion regulation process and strategies. All of the participants indicated that there are implied emotional display rules that their organization form in order to lead teachers. Therefore, the responses emerging from the interviews relies on the perceptions of EFL instructors regarding the expression of emotions in their workplace. Emotional display rules in their workplace reported by Turkish EFL instructors are given in Table 9 below:

Table 9.

Emotional display rules in the workplace reported by Turkish EFL instructors

Display rules	N
Maintaining a professional and emotional distance between the teacher and students	11
Being good-humored and cheerful	7
Being patient, calm and successful in emotion regulation	7
Being authoritarian, strict and serious	4
Being obedient and avoiding displaying discontent	3

4.5.1 Maintaining a professional and emotional distance between the teacher and students

11 participants reported that instructors are expected to maintain a professional and emotional distance between themselves and students. They also emphasized that their organization expect them to be careful about the line between being friendly towards students and being a friend of students. Therefore, they pointed out that teachers and students should have mutual respect relationships from the organizational viewpoint. In order to ensure that, they are expected to display some of the emotions and also hide some others depending on the situation. The analysis of the transcribed data showed that some of the instructors agree with behaving according to these implicit rules while some others feel restricted and uneasy about these expectations. To illustrate, one of the instructors mentioned her concern about her own behaviors in her interaction with students in public:

Ders aralarında bahçeye çıktığımda öğrencilerimle sohbet ederken sürekli bir şey duygusuna kapılıyorum, izleniyor muyum acaba, şu an tuhaf bir şey mi yapıyorum acaba, acaba absürt bir şey mi yaptım ki şu anda. O da beni geriyor anlamsız bir şekilde bir öğrencimle sohbet ederken ya da gülerken ne bileyim sigara içerken acaba kötü mü görünüyor acaba. Biri gördü mü, çok mu absürt durdu bu yaptığım, sürekli böyle kafamda dolanıyordu, gergin hissettiriyor beni.	When I go out in the break time speaking with my students, I always feel as if I was being observed, or I doubt whether I do something absurd or strange. That makes me nervous for no reason. Does it look bad when I talk with one of my students when I laugh or smoke? Did anyone see it or is what I am doing too strange? Such thoughts always kept me busy, which makes me nervous (Participant 13, Female, 25).

Similarly, two other instructors emphasized that they have a feeling of guilt because they feel like they did something wrong and therefore experience the fear of being criticized by superiors:

Diyelim koridorda bir öğrencimle çok güzel bir şekilde sohbet, muhabbet, gülüyorsam ediyorsam, yanımdan başka bir hoca ya da bölüm başkanı geldiği zaman kendimi direk böyle çok suçlu hissediyorum. Sanki şey oluyor, ya şimdi beni öğrenciyle bu kadar gülerken ederken gördü. Kötü bir duygu düşünce yansıyacak gibi düşünüyorum.	Imagine that I am talking with one of my students, laughing and enjoying the moment. If another instructor or the chair of the department walks by, I immediately feel guilty. It feels as if people would think bad things about me because they saw me with a student laughing (Participant 2, Female, 23).
Yani bu tarz davranışları yaptığımda yanlış bir şey yapıyormuş hissine kapılıyorum, bu biraz yanlış mı yapıyorum acaba sorgulamalarına sokabiliyor beni veya eleştirileceğim korkusu oluyor.	I feel like I am doing something wrong when I behave like this. I may question myself about whether I am doing something wrong or I have the fear of being criticized (Participant 25, Female, 27).

Another instructor pointed out that such an organizational expectation forces him to suppress his positive emotions, thereby feeling like a robot towards students:

Açıkcası zaman zaman kısıtlanmış hissettiğim oluyor...Ancak hepimiz sınıf ortamındayız, hepimizin öğrencilerle bir etkileşimi söz konusu, dolayısıyla dediğim gibi sevgi, şefkat hissediyorum dedim zaten en başta, böyle bir durumda da orada kendimi ifade etmemek beni biraz robot gibi hissettiriyor. Bu da birçok insan için rahatsız edici bir şeydir.	Honestly, I feel restricted sometimes…Yet we are all in the classroom environment, we all have some kind of communication with students. For this reason, as I mentioned earlier, it is love and affection that I feel for students. In such a case, that fact that I cannot express myself freely makes me feel like a robot, which is uncomfortable for many people (Participant 7, Female, 31).

4.5.2 Being good-humored and cheerful

Seven participants reported that instructors are expected to be good-humored and cheerful in order to maintain a good communication with students and to encourage them to learn. In this regard, one of the participants claimed that such an expectation in the organization that she works for may probably make her strive to decrease her anger in the classroom:

Güleryüzlü olmamız, iyi iletişim kurmamız, iyi anlaşmamız bizden beklenen şeyler. Hani başka bir kurumda çalışsaydım, sınıfta bu kadar öfke kontrolü yapmak için uğraşır mıydım onu düşündüm şu anda.	Being good-humored, establising good communication, having good relationships are the things that are expected from us. I am not sure if I would try this much to control my anger if I worked at a different institution (Participant 18, Female, 29).

Not to discourage students when they ask for their help, one other participant (Participant 4, Female, 25) reported that teachers are expected to be more friendly and cheerful saying that*"*Bir sorusu olduğunda da onlara caydırıcı olmamamız için onlara daha güleryüzlü, arkadaş canlısı tavır takınmamızı bekliyorlar*"* [When students have a question, we are expected to be more good-humored and friendly not to discourage them].

Although it may not be regarded as an organizational display rule or an expectation from the organization, one of the participants claimed that that people in her workplace

are not sincere to each other and therefore have an artificial smile on their faces. She also added that since she realized that things work there in that way, she has also been hiding her negative emotions and wearing a fake smile:

Yani özel okul ya da vakıf üniversitesi olmasının verdiği bir havası var buranın. Özellikle ilk gediğimde farkettiğim şey. İnsanların birbirlerine dürüst olmaması. Yani bu kadar politik yüzleri ben ilk defa, hayatımda ilk defa burada gördüm. Bir şeyden zerre hoşlanmamasına rağmen hı hı deyip yüze gülen insanlarla en azından muhabbetimi keserdim. Samimiyet çünkü benim için önemli. Ama baktım ki burada işler böyle yürüyor. Ben onu da öğrendim. Burada yani o sınıftaki öfke kontrolü değil sadece bütün duygularımı kontrol altına almama belki bazen içimden küfretsem de yüzüne gülüyor ve buna inandırabildiğimi de düşünüyorum. Bu konuda inandırıcılığımında yıllar geçtikçe arttığını düşünüyorum. Öyle sadece şey değil, öğretmenlikle alakalı değil bulunduğum ortamla da alakalı politik gülümsemeleri burada öğrendim.	This institution has the aura that private universities and foundation universities have. Especially the first thing I noticed when I came here is that people are not honest to each other. I have seen such political faces here for the first time in my life. I used to cut off communication with the people who smile and say yes to things even though they do not like them. Because sincerety is important for me. Yet I observed that things only go like this. So I learned the same thing. I control not only my anger but also all of my feelings here. Even when I keep thinking curse words in my head, I smile at peoples' faces and I think I can make them believe. I think my talent in this little game develops as years pass by. This talent is not only about teaching or teaching related situations but also the political smiles in my workplace (Participant 22, Female, 29).

4.5.3 Being patient, calm and successful in emotion regulation

Seven interviewees reported that instructors are expected to be patient, calm and successful in controlling over their emotions. In this respect, the response of one of the participants showed that not controlling certain emotions brings about sequence of events affecting the organization in a negative way in the end. Specifically, she emphasized that if teachers are unable to control their emotions, this will influence student learning outcomes, thereby the organization itself. The following quotes two participants said shows that the organization demands that teachers manage their emotions, especially their anger and avoid arguing with students:

Bizden beklenen şey öğrenim hedeflerimize ulaşmamız ve bunu da iyi bir atmosfer içinde yapmamız. Bunu yapmak için de tabi ki duygularımızı kontrol etmemiz gerekiyor. Hani gidip de çok sinirli bir şekilde sürekli derse girersek oradaki öğrenimi de etkileyecek dolayısıyla kurumu da etkiliyecek.	What is expected from us is reaching the education goals and objectives, and doing so in a nice atmosphere. To be able to do this, we have to control our feelings. If we constantly teach in an angry mood, it will affect the classroom environment and the institution (Participant 27, Female, 29).
Öğrenci bir şey dediğinde siz de ona karşı cevap verirseniz olay büyür. Bu olgunluğu bizim göstermemiz gerekiyor. Bu zaten yönetim tarafından ilk söylenen şeylerden birisi öğrencilerle kesin münakaşaya girmeyin.	If you talk back to a student when s/he says something to you, the situation will get worse. We should be mature enough to avoid this. For this reason, the first thing the administration told us is not to have an argument with students (Participant 16, Female, 28).

Besides, one other interviewee asserted that even in job interviews, how teachers regulate or hide their anxiety are observed and accordingly, certain deductions are made about their emotion regulation in the class:

İlk mülakatlarda dahi bence bizim duygularımızı ne kadar gizlediğimiz, mülakat ortamı gergin bir ortam olsa bile nasıl tepkiler verdiğimize bakıyorlar ki ona göre sınıfla ilgili çıkarımlar yapabiliyorlar.	Even in the first interviews, the institution pays attention to how much we can hide our feelings, and what kind of reaction we have in a stressful environment like interviews so that they can infer the personality we will have in classroom (Participant 6, Female, 26).

Three of these instructors especially mentioned that patience is one of the emotions that teachers need to have. When asked them about how this expectation affects their emotions and their regulation process, all of them stated that they are affected by this negatively. One of them claimed that excessive patience is expected from them. She

especially mentioned that showing patience towards students who do not deserve breeds unfair situations for others and also makes teachers desperate in time:

Çalıştığımız kurumda bizim bazen biraz gereğinden fazla sabırlı olmamız beklenebiliyor öğrencilere karşı. Ve biz bir yere kadar onlara bir şey verebiliriz ama bunu almak istemeyen öğrenciler ortaya çıktığında bu hem kendi sınıfındaki öğrencilerin hakkını yeme durumuna düşürüyor hem de öğretmeni çok olumsuz yönde etkileyebiliyor. Yani bu beni umutsuzluğa kaptırıyor diyebilirim.	In the institution we work for, sometimes we are expected to be more patient to students than needed. We can teach them only to a certain level, but when some students do not even want to learn this much, this affects the teacher negatively and is unfair for their class mates. So I can say that this situation makes me feel hopeless (Participant 8, Female, 25).

When it comes to the consequences of such an organizational display rule as being patient, another one stated that she sometimes suffers from burnout and emotional exhaustion because of not expressing herself freely or the duties not appealing to her. This situation leads to decrease in her tolerability and therefore affect her performance:

Çünkü gerçekten belli dönemlerde tükenmişlik hissedebiliyorsun, yorgun hissedebiliyorsun ya da verilen tasklar sana hitap etmiyor ve o özgürlüğünü kullanma hakkın olmaması fikri yine kapana sıkışmışlık hissi yaratıyor. Sabır olayı burada biraz daha düşük seviyede olabiliyor. Her zaman aynı performansı gösteremeyebiliyorum. Performansımı da etkiliyor. Onun dışında modumu düşürdüğü için yine o normalde sınıfa girerken yansıtmadığım yüzüm idarecilere karşı ya da etraftaki insanlara karşı yansıyabiliyor.	Because you sometimes feel exhausted. You might be feeling exhausted or the tasks assigned to you may not be the best for you. The idea that you do not have freedom about this causes you to feel restricted. You might become less patient because of this. I am not able to show the same performance all the time. This affects my performance too. Because of this, I might reflect my real feelings, which I normally hide in the classroom, to the people around me or the people in the administration (Participant 9, Female, 35).

On the other hand, the other instructor approached the issue from a different perspective. She openly admitted that she runs out of her patience with students within

the school but when she goes home, she has no patience with her husband or beloved ones. This response shows that the expectation of being patient from teachers may also affect their personal life. Since they try to surpress certain emotions in the school, they feel the need to release them outside of the school. Finally, she mentioned that teaching is emotionally demanding, therefore teachers or people around teachers need to be aware of this:

Okul ortamında, özellikle öğrenciyle olan kısımlarda yani sınıfta ya da sınıf dışında o kadar sabrımın bittiğini düşünüyorum ki genelde eve gidince bir şey açıklamak için en ufak bir şeye önce şöyle yapacaksın sonra böyle yapacaksın gibi bir anlatım için ya da ya anlayamadım onu tekrar eder misin gibi eşimle ya da nazımın geçtiği insanlarla diyebilirim ufacıcık bir gram sabrımın kalmadığını yani farkedeli çok oldu. O yüzden bunu da komtrol etmeye çalışıyorum. Çünkü gidip de eşime çemkirmenin de bir manası yok. ... hani bazı mesleklerde var ya mesleki yıpranma payından daha erken emekli falan ediliyor. Bence öğretmenlikte de olur ya da bir öğretmenle beraber olmak isteyen insanların bunu kabul edip neyle karşılaşacağını biliyor olmasında fayda var diye düşünüyorum. O da zor çünkü.	In the school environment, especially in the situations related to students, inside the class or outside of the class, I think I already run out of patience. Therefore, when I go home, it has been a long time since I realized that I had no patience, not even in small amounts, with my husband and beloved ones for a small instruction such as "First, you will do this, then do that" or responding to the request of "Excuse me, I could not get it, can you repeat it?". I try to control over this as well (in her personal life) because there is no point in storming at my husband for my lack of patience. ...well, there are some occupations where individuals get retired due to occupational burnout. I think this occurs in teaching as well or people who want to live with a teacher accepts this and needs to know what s/he will face because it is difficult (Participant 22, Female, 29).

4.5.4 Being authoritarian, strict and serious

Four participants reported that instructors are expected to be authoritarian and strict towards their students. Especially in serious situations such as exams or before giving instructions for an important task such as filling an official form, one of the

participants stated that instructors are expected to be more strict and serious and even conceal their joy:

Dediğim gibi yine özellikle böyle sınav ortamlarında ya da bir araştırma yapılacaksa o sınıfta vs., araştırmanı tanıtacaksan işte arkadaşlar böyle böyle bir araştırmamız var. Bunlar izin formu doldurun gibi, böyle bir instruction verme durumlarında ya da dediğim gibi sınav ortamlarından bizden daha ciddi olmamızı bekliyorlar. Bu tarz durumlarda bence bizden daha ciddi olmamızı, çok mutlu gözükmememizi bekliyorlar.	As I mentioned before, especially during an exam or when giving information about a research and giving instructions for a questionnaire that is administered in the classroom… When you say this is the consent form, please sign it and fill in the questionnaire… In such situations, they expect us to be more serious and not tolook very happy (Participant 4, Female, 25).

Another participant emphasized the importance of maintaining authority over the students according to the organization. However, she claimed that this expectation should not give way to taking control of everything. As a supporter of learning autonomy, she openly explained her opinions in the following line:

Çalıştığımız kurum, bizden biraz daha otoriter bir şey bekliyor açıkçası. Yani şunun olduğunu ben hissediyorum. Dersi öğrenci değil, siz yönetin. Bu tarz işlenmesini gerektiğini söylüyorlar. Hem otoriter olalım hem de her şey bizim kontrolümüz altında olsun istiyorlar. Ben de şeye inanıyorum. Tamam biz tabi ki öğrencilere yardımcı olacağız, yol göstereceğiz de biraz da öğrencinin de bu konuda rol almasını gerektiğini düşünüyorum. Yani ne yapması gerektiğini kendisi bence bilmeli, bilincinde olmalı. O yüzden mesela ben genelde biraz anne-baba gibi her şeylerini yapmam da bırakırım. Kendi sorumluluğu diye bırakırım çocuğun üzerine onu.	The institution we work at expects something more authoritative from us. I mean I feel that they want us to manage the classroom ourselves; not the students. They want us to be authoritative, but at the same time, they want to keep everything under their control. What I believe is that we will of course help and guide the students, but students should play a role in this too. I mean students should be aware of what they are supposed to do. For this reason, I generally don't do everything for students like their parents. I let them do the rest as it is students' own responsibility (Participant 24, Female, 25).

4.5.5 Being obedient and avoiding displaying discontent

Three instructors reported that their organization expect them to be obedient. Although obedience may be perceived as a behavior rather than an emotion, the participants' responses enables the researcher to look at it from an emotional perspective. To illustrate, one of the participants mentioned that instructors are expected not to express their dissatisfaction about a decision taken:

Mesela çalıştığımız kurumda idarenin aldığı bir karar, ya da alınmış olan bir karar belki bizim hoşumuza gitmemiştir. Ama bunu duygusal olarak göstermemiz, hani davranışlarla göstermemiz yadırganıyor.	For example, in the institution we work at, we do not or may not like a decision the administration have taken. But we cannot emotionally show this, or it looks odd when we try to show our emotions with our behaviors (Participant 7, Male, 31).

One other participant mentioned how she gets discouraged and quits expressing her opinions and feelings about anything to the superiors after she gets nothing in return:

> Öğretmenlik anlamında da öğretim yöntemleri anlamında da ya da işte verilen bir task öğrencilere verilecek olan bir işte bir şey olsun ödev, görev neyse o konuda da zaten bir şey bir tartışma ortamımız olmadığı için yani ilk senelerde ben şey yapıyordum onu anlayamamıştım daha. Hep bir öneri ile gidiyordum falan ama şeyle karşılaşıyordum sonra yüzüme gülünüyordu tabi tabi falan diye ama sonra bir sonuç görmeyince hıı dedim böyle biz de şey yapacağız o zaman hani pek işlerine karışmayacağız, denileni yapacağız ve sürekli birbirimize gülümseyeceğiz falan bu.
>
> Both in terms of being a teacher and teaching techniques, or a task that is assigned to students like homework or any kind of responsibility, we don't have any environment to discuss such things. In the first years of my teaching here, I used to have suggestions to discuss but I people always confronted me and laughed at me. I wasn't taken seriously so I decided not to do any of these. Instead, I started not to interfere in anything and do what is asked me to do and smile at other peoples' faces (Participant 22, Female, 29).

In the similar vein, criticizing being expected teachers to be obedient, another participant mentioned being "hypocritical" when instructors pretend to approve whatever the organization asks them to do just to satisfy their expectations. The analysis of these responses showed that instructors have to hide their genuine emotions not to disobey the authority:

> Yani ne olursa olsun burada bizim kurumumuz açısından düşünürsek, bizim aklımıza yatsın yatmasın kurumsal düşünmemizi istiyorlar. Yani bu okul ne istiyorsa onu yapmamızı istiyorlar mesela. Bazıları mantıklı dediğim gibi sınıfta motivasyonun yüksek olması, evet gerekli. Ama bize mantıksız gelen işleri aslında mantıklı gibi aktarmamız da bekleniyor. Bu durumda da biraz riyakar olmuş oluyoruz aslında da bizden bu bekleniyor maalesef. Bu biraz eleştirdiğim bir nokta.
>
> Whatever it is, whether we like it or not, our institution wants us to think from their perspective. They want us to do whatever the univeristy wants. Some of the decisions they take make sense; for example keeping classroom motivation high. However, they also expect us to show some of the illogical things as if they were logical. In this case, we become insincere, which is unfortunately is what is expected of us. This is something I criticize (Participant 20, Female, 26).

CONCLUSIONS

5.0 Presentation

This chapter first summarizes the findings of the interview data collected through semi-structured interview. Second, this conclusion chapter attempts to suggest some implications and recommendations for educational reformers, teacher educators, school administrators and ultimately teachers and for further research.

5.1 Discussion of the Findings

This study addressed the following research questions:

1. What are Turkish EFL instructors' goals and beliefs regarding their emotion regulation while teaching?
2. What strategies do Turkish EFL instructors use to regulate their own emotions before, in and after the class?
3. Are there any emotional display rules for instructors in their own culture? If yes, what are they? How do they affect their emotion regulation process and strategies?
4. Are they any emotional display rules of their work environment? If yes, what are they? How do they affect their emotion regulation process and strategies?

Thus, the summary and interpretation of the significant findings are discussed referring to the research questions provided above.

5.1.1 The most frequent emotions reported by Turkish EFL instructors while teaching

A higher frequency of negative emotions such as disapppointment, sadness and anxiety, followed by frustration and anger was found in the interview data. To start with disappointment and sadness, students seemed to be the primary source of their disappointment. According to their self reports, they have certain expectations for their students and set some of them out by simply telling them, but some of them go unspoken by them. They clearly admitted that when students do not meet these expectations, or do not do what their teachers want them to do, they often feel disappointed. Especially when students do not make as much effort as their teachers do, and when they do not respect and appreaciate their teachers' preparation for the lesson, teachers were higly saddened. Their reluctance to learn and participate in classes, subsequently their failure in the exams was reported to be the causes of their disappointment. As for their management of these emotions, they seemed to mostly use cognitive change strategies such as relieving themselves as they did their best, not taking it personally, having empathy for them or apathy for them by simply ignoring them.

As for the anxiety, according to participants' self-accounts, their anxiety is mostly related to themselves. Their lack of preparation for the lessons and their doubts about their self-efficiency and self-sufficiency are some causes of their feeling of anxiety. In order to reduce their anxiety level, they try to do some preparation and planning prior to the lesson so that they can be ready to face anxiety-eliciting situations such as a bombardment of questions coming from students. If they are at the anxiety cue, they reported shifting the focus on the students by asking questions to them, making them speak and doing student-centered activities. Thus they can divert both their own and students' attention away from themselves.

Other negative emotions frequently mentioned by the participants was frustration and anger. The data demonstrate that classroom management and discipline problems seem to be the cause of their anger. Students' inattentiveness in class activities, their violation of classroom rules and regulations and their disruptive behaviors are the situations that the instructors mentioned as main reasons for their anger. In order to manage their anger effectively, they seem to use situation modification and response modulation strategies. For example, when they were about to get angry, they reported making eye contact with the students and physically approach the students with

misbehaviors or talking with them outside the classroom in the lesson or raising their voice for warning purposes. They also mentioned reducing the intensity of their anger by breathing deeply, laughing at times and remaining silent.

As for the positive emotions, the most frequently emotions were love and affection. The responses of the participants show that they approach students as if they are a member of their own family. They reported feeling students' big sisters or brothers. Even some of the mother participants mentioned approaching them with maternity affection when they are hungry or in a bad mood. Especially when they have good rapport with students and see their effort to learn, they emphasized they have a feeling of love for both their students and their job. However, the instructors reported having some concerns about displaying their positive emotions such as love, affection and joy due to their worry about losing their authority over students, not being able to maintain professional boundaries and seeming biased and unfair towards them. Therefore, they reported down-regulate their love and affection to certain extent by hiding their love and interest to their favourite students, avoiding touching them and giving compliments and concealing their smiling face and pretend to be serious.

5.1.2 EFL Instructors' Goals and Beliefs Related to Emotion Regulation While Teaching

The interview analysis reveals that effective emotion regulation for teachers is not simply deciding to display positive emotions and hide negative ones but involves more complex processes. From the responses emerging from the interview data, it is obvious that instructors of English take a number of criteria into consideration before taking action regarding the emotion they experience. First of all, they have to remind themselves of their higher status and their role as moral agents in the society. Secondly, they are required to take into account the educational goals they are expected to achieve. In addition to these, they need to consider students' emotional and psychological state, ethical values in the profession of teaching and societal and cultural expectations. Due to these responsibilities they need to shoulder, they are aware that they have to calculate the cost and benefit of each and every emotion being

aroused. This is the general impression of the interview data with regard to what issues they have in mind in regulating their emotions in the class.

Considering the potential consequences of their emotional expressions, Turkish instructors of English reported various goals for their emotion regulation. Their goals and beliefs regarding positive and negative emotion regulation were separately presented in the chapter of findings. Beginning with the regulation of negative emotions, emerging themes regarding the instructors' goals include **having the sense of responsibility and professionalism, avoiding being the scapegoat, achieving instructional goals, maintaining a good communication/relationships with students, not harming students' motivation and mood, maintaining discipline and management in classroom, creating a comfortable learning environment, preventing emotions from spreading like a "virus", learning lessons from past experiences with teachers regarding emotion regulation** and finally **letting students know that they are upset.** Most of these goals that Turkish EFL instructors who participated in this study attempt to achieve for effective emotion management have some similarities to American teachers' in Sutton's study (2004), to Chinese teachers' in Gong et al.'s (2013) and Iranian teachers' in Chahkandi et al.'s (2016), Australian teachers in Hagenauer and Volet's (2014). Regarding this, it is reasonable to assume that goals for emotion regulation in the teaching profession generally share certain similarities across different cultures and educational contexts. The findings of the present study along with the studies mentioned above show that emotion regulation in general, and the management of negative emotions in particular, is inextricably bound up with teachers' perceptions of professionalism. As Fischer, Manstead, Evers, Timmers and Valk (2004) emphasized, teachers' beliefs about professionalism are affected by different factors, such as social mores related to emotions, organizational rules, or individual differences as well as past experiences with teachers. Besides, following the professional norms of teaching brings teachers'role of moral or role models along with it as a goal of emotion regulation. Regarding this, instructors reported that teachers are expected to be exemplary and model with their behaviors. As a result, the double roles of teachers (being professional and a role model) encourage Turkish EFL instructors as well as Asian and Western teachers to control over their emotions.

Unlike the tertiary level teachers in Constanti and Gibbs' (2004), who highlighted the importance of inhibiting negative emotions due to economic reasons, that is, regarding students as customers to be satisfied, the findings of the study at hand emphasize the moral dimension of the teaching profession and its impact on teaching practice to determine their way of emotion display. In line with Sutton's (2004) study and Hagenauer and Volet's (2014), the EFL instructors in the tertiary level in the present study considered ineffective emotion management, particularly negative ones, to be a violation of their moral duty to engage students in learning. Their devotion to duty in terms of both their responsibilities towards their students and their attempt to satisfy the workplace's expectations brings along many other goals for their emotion regulation.

The instructors in the present study highlighted certain instrumental roles of the effective use of emotion expression and/or emotion suppression. First of all, the display of certain emotions or their hiding in certain situations helped them achieve their instructional goals such as syllabus coverage as well as keep them focused on academic learning goals. This finding parallels with the previous research on the influence of effective emotion management on teaching effectiveness or positive and sustainable learning outcomes (Chahkandi et al., 2016; Gong et al., 2013; Hagenauer & Volet, 2014; Sutton, 2004. Secondly, they emphasized that it enabled them to maintain a good communication/relationships with students in line with the previous studies (Chahkandi et al., 2016; Gong et al., 2013; Hagenauer & Volet, 2014). This goal was found to be hard to achieve for the teachers in the study since they considered it a double-edged sword. According to the instructors interviewed, when they mask their negative emotions to approach them in a positive way, their good humour may be abused by students and ended up with a loss of authority over students and emergence of students' misbehaviors. On the contrary, they highlighted that when they have a strict control over students by displaying their negative emotions, students may build emotional barriers between themselves and their teachers. This poor communication poses an obstacle in creating a positive and comfortable environment and engaging lessons for students. As a result of this, students get demotivated and discouraged from learning, thereby not gaining the full benefits of their education. In this regard, the EFL teachers in the present study particularly highlighted that foreign

language learners are especially easily demoralized and demotivated from language learning compared to other subjects. Therefore, they reported that they, as instructors of English, are expected to make students love learning the target language which is English in the context of the present study. Such a responsibility confronts teachers with the growing concern over being the scapegoat for students' discouragement or even failure in language learning process, which is not mentioned in other studies. Consequently, they reported that they attempt to avoid harming students' mood and motivation through the regulation of certain emotions. As it can be clearly understood from the findings of the present study, all of these goals for emotion regulation are inextricably linked to each other. In other words, a lack of control particularly in negative emotions brings a chain of negative events along as well as classroom management problems, affecting negatively both teacher and student well-being in the end.

In addition, similarly to Gong et al.'s (2013) and Sutton's (2004) study, the teachers in this study emphasized that negative emotions are contagious and therefore, negative emotion regulation is required to prevent it from spreading like a "virus". This is also referred as "emotional contagion" (Fisher, 2007) in the literature. On the other hand, some recent studies also revealed that teacher' positive emotions such as enjoyment during teaching have positive effects on students' enjoyment (Becker, Goetz, Morger, & Ranelluci, 2014; Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009). However, this kind of transmission seems favorable during teaching, it may not result in desirable consequences in terms of negative emotions. When teachers transmit their negative emotions to students, it readily presents an excuse for especially those who are already unmotivated to give up learning. Moreover, not mentioned in the previous research as a goal for emotion regulation, the influence of past experiences with teachers on teachers' emotion management was emphasized by the participants of the present study. The responses given by the participants indicated that teachers' past experiences with their own teachers have shaped how they manage their emotions in their interaction with their students. Based on their observations on their own teachers' emotional reactions, they reported learning lessons from the consequences of both teachers' emotion regulation and dysregulation and take actions in their own teaching accordingly. Regarding this, the adage, ''teachers teach as they are taught''

(Lunenberg et al. 2007, p. 586) may not be suitable for the teachers in the current study since they emphasized that they try to avoid the mistakes their ineffective teachers made in the past regarding a lack of control in negative emotions. That is to say, the teachers regard some of their own teachers as bad examples and avoid resembling them in that sense.

Furthermore, although most of the teachers agreed that the conscious suppression of negative emotion brings considerable benefits in some situations mentioned above, at the same time, they emphasized the importance of adequate negative emotional expression for students to realize the seriousness of the problem that causes their teacher to experience that negative emotion. Otherwise, they reported they might continue behaving in the same way by ignoring how their teacher is feeling. In addition to this, displaying negative emotions adequately and appropriately was also believed to help students know their teachers well and thus they may behave accordingly. More specifically, when students are informed about what makes their teachers feel negative emotions, after some time, they may not be offended due to their teachers' negative reactions. The reason for this is that they may get used to them in time as they know their teacher.

As for the regulation of positive emotions, teachers' goals included **maintaining a professional distance between their students and themselves, presenting an unbiased teacher image, coping with classroom management and discipline problems,** and finally **fake smile, and exaggerated praise and compliments to encourage students.** Regarding this, first of all, the data showed that on the one hand, teachers seek to build up a good rapport with students as discussed above. On the other hand, they attempt to maintain a professional distance between their students and themselves, and suppress their positive emotions. These conflicting goals can create certain problems if one teacher cannot achive a balance between establishing good relationships and staying within the emotional boundaries in their interaction with their students. According to some of the participants in this study, if there is too much distance between students and their teachers, teachers might appear as a robot to the students in parallel with Sutton's (2004) study. On the other hand, the findings of the study indicated that their display of positive emotions in some situations might result in losing their authority over students.

Moreover, teachers also mentioned suppressing certain emotions for presenting an unbiased teacher image. The data of the present study showed that their exaggerated positive emotions towards one student or a group of students who are often attentive and successful students might be regarded as a discrimination by other students, thereby resulting in their negative feelings and reactions to the teacher as well as the lesson. This finding is similar to a very recent study of Chahkandi et al.'s (2016) and Hagenauer and Volet's (2014) which regard personal preferences towards students as a violation of professionalism and emphasize that they must be totally suppressed. A definite advantage of the down-regulation of this kind of positive emotions is that it encourages teachers to distribute their attention among the whole class and to motivate reserved students to get involved in class activities.

In terms of dealing with classroom management and discipline issues, there was evidence of suppression of positive emotions in the present study, as some teachers reported that displaying excessive positivity such as love, affection and joy presents an obstacle for teachers to effectively lead the class. On the other hand, some other teachers supported the view that the display of positive emotions affects classroom climate in a positive way, and therefore believed that positive emotions should be expressed as it is. Consequently, both sides have their own benefits and risks. Therefore, what is more important is to maintain a right balance in the expression of positive emotions depending on the situations.

The last but one of the most interesting findings of the present study is that some of the teachers reported expressing positive emotions exaggeratedly even if they do not feel it in order to motivate and encourage students. Through fake smiles, exaggerated praise and compliments towards students, teachers' aim is to make students believe themselves even if the teachers do not believe in them. This kind of insincere method of encouragement might create ethical dilemmas. On the one hand, when teachers completely display their genuine feelings, students are likely to be offended, demoralized or discouraged. On the other hand, when they pretend to have positive feelings and an insincere smile, they might result in disappointments in students' side in terms of their attitude towards their teachers when they realize or feel such an insincerity, and having a vain hope.

Taken together, it is crucial to note that there is no correct way of dealing with emotions in the classroom. The findings of the present study only involves self-reports of the instructors who participated in the study based on their emotional experiences. An understanding of their goals and beliefs regarding their emotion regulation is of great importance as well as the strategies they use for it since their views regarding why they seek regulate their emotions help readers make a sense of their behavioral and cognitive efforts to manage their emotions and the rationale behind the strategies. These goals reported by the participants also reveals which aspects of teaching are influenced by effective or ineffective emotion management and how both parties (teachers and students) are affected by this phenomenon. Hopefully, this section will help readers reach a deeper understanding of why teachers in the present study use certain strategies in certain situations as discussed in the following section.

5.1.2 EFL Instructors' Emotion Regulation Strategies

The findings of the present study demonstrated that EFL instructors interviewed employed a variety of emotion-regulation strategies that helped them cope with their emotional experiences, especially negative ones. When they were asked whether they ever try to control, regulate or mask the emotional experiences in the classroom, all of the instructors in the study reported they used two or more strategies to regulate their positive or negative emotions, or both. However, only one male instructor reported he does not try to regulate his emotions since he does not often experience negative emotions in the classroom except for anxiety when he experienced due to his focused and attentive students.

The instructors in this study talked about their negative emotional experiences and the strategies of down-regulating negative emotions more than their positive emotional experiences and the strategies of upregulating positive emotions. This finding is in parallel with the previous studies focusing on the teachers' emotion regulation strategies (Gong et al., 2013; Jiang et al., 2016; Sutton, 2004). These strategies reported by the participants were employed either before the emotion was experienced (e.g., by presenting a strict teacher image at the beginning of the term) or as a way of downregulating an already-aroused emotion (e.g., by thinking of the positive side of a

situation or by pouring out their troubles to family members, friends or colleagues). According to Gross and colleagues (Gross, 1998b; 1999; Gross & John, 2003; Richards & Gross, 1999, 2000), the most effective strategies would be those attempting to alter the emotion response tendencies before their full activation. In the similar vein, the least effective strategies would be those occurring late in the emotion generative process after the activation of emotion response tendencies. Therefore, it would be reasonable to conclude that antecedent-focused strategies are more effective than response-focused strategies. To illustrate with an evidence, the systematic study of emotion regulation has demonstrated that re-appraisal is a more effective and healtier strategy for emotion regulation than suppression (Gross, 1999; Gross & John, 2003; Gross & Levenson, 1997; Richards & Gross, 1999, 2000).

The essentials of emotion regulation were provided above for a better understanding of the findings of the present study. In this research, most of the strategies used for emotion regulation were applied during the class. The analysis of the interview data indicated that the most preferred strategy types employed by the EFL instructors in class were response modulation and then followed by situation modification. This finding clearly demonsrated that Turkish instructors of English have a tendency to either modify their emotional response or the potentially emotion-eliciting situation.This is also a clear indication that they do not prefer much to prompt internal mechanisms (e.g. a redirection of attention or reappraisal of a situation) before the emotion occurred Instead, they tend to alter external physical environments (e.g., telling a joke or giving advice to students, motivational talk).

The fact that the majority in the present study seemed to favor response modulation is also a sign of the frequency of emotional suppression. Regarding this, when the participants were asked how successful they are when they try to control (or mask or regulate) their emotions, an overwhelming majority of them (n=19) reported being competent in regulating their emotions while seven of them admitted that they fail in their attempts to regulate their emotions. Interestingly, one of them who also claimed that he does not seek to regulate his emotions during teaching reported always showing whatever emotions he feels. This finding demonsrates that those instructors who reported they are competent in regulating their emotions seem to manage to do this by suppressing their negative emotions because they tend to modulate their emotional

responses (after the full activation of emotions) rather than redirection of attention or reappraisal of a situation (before their full activation) which are better strategies according to Gross and colleagues. Other studies (e.g. Gong et al., 2013; Hagenauer &Volet, 2014a; Jiang et al., 2016) have also found the evidence of teachers using suppression to conceal negative emotions. In fact, the instructors in the current study try to hide not only negative emotions but also their positive emotions similarly to Hosotani and Imai-Matsumura's study (2011) with the purposes of coping with managerian and disciplinary issues as well as maintaining professional boundaries. As an evidence of this from the data, when these instructors were asked whether they try to regulate their positive emotions as well as negative emotions, only a substantial minority of the instructors (*n*=6) supported the view that positive emotions should be displayed in class without requiring any regulation. To compare the findings of this study with American teachers in Sutton's study (2004) as an individualistic culture, Turkish EFL instructors differs from American teachers in emotional expression and the use of response modulation. According to Sutton and Harper (2009), the number of American teachers who tried to up-regulate their positive emotions including the display of happiness is higher than the ones who always tried to decrease negative emotions such as anger or frustration. In the current study, fewer teachers preferred to display positive emotions, and more teachers tried to down-regulate negative emotions in line with Gong et al.'s (2013) study and Hosotani and Imai-Matsumura's study (2011) .This comparison clearly demonstrates that American teachers display their positive emotions more frequently while teachers from collectivist cultures down-regulate their negative emotions more often.

Referring back to the suppression of emotions, it can trigger cognitive and social costs such as degraded memory (Richards & Gross, 1999, 2000), an increase in experienced emotional intensity (Butler and Gross, 2004) and a decrease in job satisfaction and workplace well-being, or an increase in symptoms of burn-out (Chang 2009). In parallel with the Chang's (2009) study and Jiang et al's (2016), one of the instructors in the current study admitted suffering from burnout and emotional exhaustion because of not expressing herself freely. Another one especially mentioned that showing patience towards students with misbehaviors breeds unfair situations for others and also makes teachers desperate in time. Moreover, one other female instructor openly

admitted that she runs out of her patience with students within the school but when she goes home, she has no patience with her husband or beloved ones. This response shows that constant emotional suppression within the school may also affect teachers' interaction with their partners in their personal life. Since they try to surpress their emotions in the school, they feel the need to release them outside of the school. As mentioned earlier, in the literature of emotion regulation, suppression has been compared with reappraisal in terms of their effectiveness in regulating emotions. Consequently, it was found that these two processes have different consequences although both of them can decrease the expression of all emotions. However, only reappraisal reduces the experience of negative emotions (Heilman, Crisan, Houser, Miclea & Miu, 2010). In the suppression of emotions, individuals still experience those negative feelings and there even might be an increase in experienced emotional intensity (Butler and Gross, 2004).

In the present study, the use of reappraisal was seen as frequently as modulation after the class. In other words, the participants seem to have a tendency to use reappraisal more after the class than in the class when compared to the use of modulation. Specifically, most of them who mentioned trying to change their cognition reported that they consciously set aside time for self-reflection. By trying not to take things personally and thinking of certain negativity as normal, they mentioned relieving themselves. During the class, following response modulation and situation modification, reappraisal is the most favourable form of emotion regulation. While teaching, they reported trying to change the trajectory of the emotional response to a situation through reinterpretation of the event. By thinking of the positive side of a thing and having empathy with students, they reported trying to down-regulate their negative feelings in particular. Intererestingly, in contrast to having empathy, some of the instructors claimed that when they apathy for students, they can control over their negative emotions much better. Regarding this, they underlined that their ignorance is parallel with students' apparent indifference in class. Consequently, the responses of the instructors in the present study showed that the use of reappraisal helps them reduce the severity of their negative emotions and even exchanges the negative attitude for a more positive attitude. Therefore, it is so reasonable to come to the conclusion that reappraisal is more effective than suppression in increasing the positive-emotion

expression and reducing the negative-emotion expression similarly to Jiang et al. (2016).

Before the class, the most preferred strategies that teachers employed were response modulation (as usual in the present study) and attentional deployment. According to Gross' viewpoint, attentional deployment could be as effective as other preventative emotion regulation strategies; however, there is no enough evidence proving this. On the other hand, it is certain that attentional deployment is more effective than responsive strategies such as suppression. In order to move their attention away from the potentially emotion-eliciting situation, EFL instructors in the present study especially preferred to talk to their colleagues, focusing on the lesson plan and doing something they like. According to their self reports in the interviews, through these distractive activities, they managed to decrease their negative emotions and even mentally checked out the immediate situation. Besides, it is also important to note that there are a group of instructors who reported that they automatically forget about their undesirable emotional states as soon as they enter the class and therefore they sometimes do not need to act for redirection of attention or regulating their emotions in any way prior to the class.

Moreover, during the class, they also employed certain strategies such as changing to another topic, shifting the focus on students by asking questions to them and making them speak so that they could move away both their attention from the emotion eliciting stimulus and also students' attention from the teacher. The latter one might be so important as well since when people are at the unwanted emotional cue, they might make more mistakes in what they are doing at that moment. More internally and personally, some of the instructors reported imagining something they love such as being in the concert of their favourite singer, dreaming of drinking coffee. The responses of the participants in the interview demonsrated that attention deployment process helped teachers getting the potentially emotion eliciting stimulus off their mind.

All in all, most of the EFL instructors in the current study employed various emotion-regulation strategies categorized according to Gross's (1998b) distinction between preventative and responsive strategies. These strategies facilitated their emotion

regulation in terms of the duration and intensity. It was, nevertheless evident in self-reports of the participants that these strategies were simply not sufficient. Therefore, the suppression of emotions, negative ones in particular was needed. However, the findings showed that suppressing negative emotions without attempting to regulate them put an emotional burden on teachers. Consequently, teachers should try to take precautions before the undesirable emotion is aroused by applying antecedent-focused strategies that EFL instructors in the present study suggested.

5.1.3 The Role of Cultural Display Rules on Teachers' Emotion Regulation Process

Since all of the EFL instructors who participated in the present study have Turkish nationality, this study aimed to explore their perceptions of display rules in Turkish culture and its influence on their emotions and emotion regulation process as an instructor of English. As mentioned in the previous sections, differences in emotions were studied through a comparison of individualistic and collectivist cultures (Hofstede & Hofstede, 2005; Markus and Kitayama, 1991; Matsumoto, Yoo, Fontaine, Anguas-Wong, Arriola, Ataca, et al. (2008); Mesquita, 2001). According to Hofstede and Hofstede's study (2005), "individualistic" countries include Western countries such as the U.S., Australia and many European countries while East Asian countries are seen as "collectivistic". In this regard, Turkish society is characterized by a strong tendency towards collectivism (Kabasakal & Bodur, 2007). In terms of emotional display rules, Safdar et al. (2009) put forward that individualistic cultures put pressure on the members to be happy and to express happiness whereas collectivist cultures appear to be less limiting concerning positive emotions and these emotions can be seen as undesirable. In contrast to collectivistic cultural norms, according to self-reports of the majority of the EFL teachers, they are expected to show their positive emotions, especially happiness and joy. More specifically, appearing happy and smiling to them is of primary importance. The contradicting approach to emotional display rules between Turkish culture and collectivistic cultural norms may result from the fact that the instructors in the present study teach the English language. In other words, the subject that teachers teach might play an important role as a contextual factor in

determining the appropriateness of emotion display as Frenzel, Becker-Kurz, Pekrun, and Goetz (2015) proposed. Besides, the instructors themselves who participated in the current study also emphasized that this kind of emotional positivity are expected from particularly from language teachers rather than the ones in other disciplines. As a reason behind their perception about this, they showed that foreign language learners are often easily discouraged, therefore they need teachers approaching them with positive emotions and thereby making them love learning the language. When looked at the issue from the perspective of language learning, such an expectation is suitable to create motivational conditions for students. According to Dörnyei (2001), these conditions are ensured by creating a pleasant and safe classroom atmosphere, reducing classroom anxiety, adopting appropriate teacher behaviour and building up rapport with the students. Consequently, effective emotion management, especially the expression of positive emotions plays an important role in achieving in some goals discussed above. When the participants were asked how this kind of cultural expectation influences their emotion regulation process, most of them reported finding it useful for the class climate and accepting its positive effect on the lessons. On the other hand, as mentioned previously, in order to achieve some other goals such as maintaining a professional distance between their students and themselves, presenting an unbiased teacher image, coping with classroom management and discipline problems, and the participansts reported suppressing their positive emotions. This clearly shows that determining emotion expression or suppression depends on various situations and purposes.

As for the negative emotions, in collectivistic cultures, they are tolerated less since they harm authority and harmony and cooperation within the group (Miyake & Yamazaki, 1995). Similarly to cultural norms in collectivism, the findings of the present study indicated that teachers are expected to down-regulate their negative emotions. More specifically, the Turkish society hopes that teachers patiently tolerate students' annoying behaviors without becoming angry and handle the difficult situations in a calm way without being overwhelmed by their emotions. However, although only one of the participants stated that being strict and serious were expected from teachers more in the past, few participants (n=3) claimed that the authoritarian style teaching is still expected from teachers. All of these participants protested such

an expectation and admitted that there is a conflict between their perspective and cultural or societal expectations regarding the expression of negative emotions. The data also showed that these contradicting approaches influence some of the instructors to a greater extent and in a negative way whereas some others ignore cultural norms regarding being strict and serious and have their own way. To illustrate, one of the female instructors reported that these cultural expectations regarding on being strict and authoritarian put her under pressure and caused her to suppress her positive emotions. Such an impact might be an obstacle for developing a good rapport with students. Therefore, it is important for teachers to be on the safe side by adopting an appropriate plan of action with respect to the emotion being aroused rather than directly following cultural norms.

Besides, the instructors of the present study also reported that being caring and affectionate are the emotions that they are expected to show towards students. They also emphasized that teachers are expected to shoulder the burden of not only providing support for their students, but also taking the control of a variety of things related to them from their homework, their behaviors to even their personal problems. However, the data showed that instructors are not content with being burdened with too many responsibilities. Even some of them highlighted that learner autonomy should be enhanced.

All in all, it is clearly evident that culture plays a role in shaping people's emotional behaviors. Its effect is not only on the frequency and intensity of emotions felt by people but also their evaluation of the emotional situations and the meaning they attribute to these situations. However, each culture has their own rules regarding emotion expression and suppression (Ford & Mauss, 2015). Therefore, this study attempted to unearth Turkish culture's emotional display rules and their effects on teachers' emotion regulation process so that emotional practices of Turkish EFL teachers in the present study can be understood better.

5.1.4 The Role of Organizational Display Rules on Teachers' Emotion Regulation Process

The teaching organization that EFL instructors in the current study work for is a foundation university as presented in the earlier chapters. The interview data showed that that there are implied emotional display rules that their organization form in order to lead teachers similarly to the previous studies (Brown, 2011; Hebson et al., 2007; Isenbarger & Zembylas, 2006; Winograd, 2003; Yin & Lee, 2012; Zembylas, 2005). Therefore, the responses emerging from the interviews relies on the perceptions of EFL instructors regarding the rules for the expression or suppression of emotions in their workplace. The majority of the instructors emphasized that they are expected to maintain a professional and emotional distance between themselves and students. It means that teachers are required to be careful about the line between being friendly towards students and being a friend of students. This finding is consistent with the study by Brown (2011) and Isenbarger and Zembylas (2006) in which caring and professionalism were found to be forms of implied emotional display rules. Such an expectation might result from the fact that most of the EFL instructors in the current study teach university students who are so close in age to themselves. That is to say, being of similar age with students may carry some risks regarding the relationships with them. Some students may tend to challenge the authority of particular categories of instructors, especially young and female ones. Considering the instructors' profile in the present study, it is clearly seen that the majority is female and their age average is quite low. Besides, most of them also have a lack of considerable experience and expertise in their field. Therefore, when these factors come together, teachers might lose their respect in the eyes of the students and attempt to harm their teachers' authority in the classroom. Even some of the participants' self-reports also demonsrated that they feel these concerns, too and therefore try to suppress their positive emotions in interacting with students. In order to have mutual respect relationships, they reported even pretending to be serious and strict.

The data also showed that some of the instructors agree with behaving according to these implicit rules regarding the professional boundaries while some others feel restricted and uneasy about these expectations. To illustrate, some of the instructors emphasized that they have a feeling of guilt because they feel like they did something wrong and therefore experience the fear of being criticized by superiors. Such concerns might be harmful for teachers' well-being. When teachers do not feel comfortable and

safe within the workplace in terms of expressing their feelings freely, their motivation and productivity reduces considerably, thereby influencing the organization itself in the end. Moreover, since this kind of restriction requires them to minimize their intimacy with students, they reported being forced to suppress their positive emotions and thereby feeling like a robot towards students. In this regard, employers should be pay more attention to maintaining teachers' well-being and not harming their relationships with students in an indirect way when they implicitly lead them to behave accordingly.

A minority of the instructors reported that they are expected to be authoritarian, strict, and serious towards their students especially in serious situations such as exams or before giving instructions for an important task such as filling an official form. The analysis of the findings also demonsrated that this expected authoritarian style might be perceived by the instructors due to professional teacher/student boundaries they are required to keep. One of these participants also highlighted that the organization demands much more than maintaining the authority over students. She especially underlined that this expectation should not give way to taking control of everything as a supporter of learning autonomy. Consequently, while teachers are expected to be "bossy" in the classroom, which was a word one of the participants said as an organizational display rule, this expectation might turn into shouldering responsibility for caring for the students.

Interestingly, a few of the instructors also mentioned the organization's expectation of being obedient. Such a response might make readers think for a second since obedience may be perceived as a behavior rather than an emotion. However, the details they provided regarding this enabled the researcher to look at it from an emotional perspective. In this regard, they specifically underlined that they are expected to avoid displaying their discontent. To illustrate, one of the instructors emphasized how she gets discouraged and quits expressing her opinions and feelings about anything to the superiors after she gets nothing in return. In the similar vein, another participant mentioned being "hypocritical" when instructors pretend to approve whatever the organization asks them to do just to satisfy their expectations. These responses showed that instructors have to hide their genuine emotions not to disobey the authority. This suppression might bring about serious problems in superior-subordinate relationships

in the workplace. It might be also detrimental for open communication and honest dialogues, thereby harming an environment of mutual respect and trust.

Moreover, a number of instructors reported that they are expected to be patient, calm and successful in controlling over their emotions. More specifically, they are expected to manage their emotions, especially their anger and avoid arguing with students. Some of them emphasized that this demand of the organization is right since if teachers are unable to control their emotions, this will influence student learning outcomes, thereby the organization itself. Moreover, teachers' self-reports regarding showing patience is quite interesting. When asked them about how the expectation of being patient affects their emotions and their regulation process, all of them stated that they are affected by this negatively. One of them claimed that excessive patience is expected from them. She especially mentioned that showing patience towards students who do not deserve breeds unfair situations for others and also makes teachers desperate in time. The analysis of the data demonsrates that teachers might be fed up with shuting their eyes to the students' failures or misbehaviors all the time. Besides, hiding negative emotions might be maladaptive in nature as highlighted in the emotion literature as "emotional labor". Regarding this, the participants reported sometimes suffering from burnout and emotional exhaustion because they are constantly expected to show patience. This finding supports the Hochschild's argument (1983) that organizational control of employees' emotion display may engender stress accompanied by emotional exhaustion, burnout and dissatisfaction.

On the other hand, the other instructor approached the issue from a different perspective. She openly admitted that she runs out of her patience with students within the school but when she goes home, she has no patience with her husband or beloved ones. This response shows that the expectation of being patient from teachers may also affect their personal life. Since they try to surpress certain emotions in the school, they feel the need to release them outside of the school. Finally, she mentioned that teaching is emotionally demanding, therefore teachers or people around teachers need to be aware of this. To conclude, this finding demonsrates that emotion suppression might harm teachers' mental health as well as their motivation, requiring resolution by the teachers.

Lastly, seven participants reported that instructors are expected to be good-humored and cheerful in order to maintain a good communication with students and to encourage them to learn. This can appear to be inconsistent with their expectation of maintaining a professional and emotional distance. However, their expectation of expression of positive emotions, especially happiness and joy, seem to be more related to instructional situations rather than social settings according to the findings of the study. The reasoning behind this deduction is the response of one of the participants indicating that when students have a question, they are expected to be more good-humored and friendly not to discourage them. Furthermore, although it may not be regarded as an organizational display rule or an expectation from the organization, one of the participants claimed that that people in her workplace are not sincere to each other and therefore have an artificial smile on their faces. She also added that since she realized that things work there in that way, she has also been hiding her negative emotions and wearing a fake smile. Such a finding might be an indication of lack of mutual trust within the workplace.

Taken together, teaching students through positive emotions, with patience, good humour and too much giving certainly satisfies students as well as their parents. However, such display rules may be costly to the teachers and the organization. In certain situations where it is possible to mention energy depletion effect of display rules, display rules might lead to a decrease in teachers' performance and productivity.

5.2 Conclusion

The present study sheds lights on EFL instructors' emotion display and regulation and their beliefs regarding their functions, including a variety of preventative and responsive emotional regulation strategies aimed at the regulation of their emotional experiences. The findings of this study suggest that teacher goals and beliefs regarding emotion regulation plays a crucial role in shaping their emotional behaviors. That is to say, the types of the emotion they need to express or suppress as well as the duration and the intensity of the emotional responses depending on the situations are determined by their goals and beliefs. These goals reported by the participants also reveals which aspects of teaching are influenced by effective or ineffective emotion management and

how both parties (teachers and students) are affected by this phenomenon. Moreover, an understanding of their beliefs about emotion regulation enables readers to make a sense of the rationale behind the strategies they applied to regulate their emotions. Since the data reported here relied on the self-reports and lived experiences of the EFL instructors, the strategies they employed in certain situtions with specific purposes and their reflections on the benefits and challenges of them might guide teachers regarding the effectiveness and appropriateness of emotion regulation strategies depending on the situations.

Two common factors influencing teachers' emotions and emotion regulation, namely the cultural and organizational display rules, were also examined in the current study to gain an insight into their impact on the participants' use of emotional regulation and its consequences for them at work. The findings showed that Turkish culture, regarded as one of collectivistic cultures, has conflicting rules for emotion display with collectivism supporting a lower expresssṣon of positive emotions. According to the self reports of the participants, a display of positive emotions, particularly happiness and joy was desirable in Turkish culture. This finding suggests that this might be resulted from another contextual factor, the subject taught. Since language teaching requires such an emotional positivity from language teachers to show towards students, such an expectation might arise.

Moreover, the findings of the current study firstly indicated that the teaching organization that the participants work for forces individuals to express certain emotions and not to express others despite its implicit nature. Although such an emotion regulation imposed by the organization might be based on the justifiable reasons for some rules such as maintaining professional distance between the teacher and students, some of the participants expressed their dissatisfaction regarding this. The data also revealed that some of the perceived display rules such as being obedient on the other hand, causes instructors to lose their sincerity in along with their trust and respect towards the superiors in the organization.

All in all, this study approaches the phenomenon of emotion regulation from several perspectives as explained so far. All of the findings emerging from the analysis of these perspectives leads to the final conclusion that teachers' effective emotion

management is prerequisite for a good quality education. Behid this argument, there is a domino effect of emotion regulation concerning all of the educational stakeholders from teachers themselves to school administrators. Therefore, in the following section, some implications for people being involved in any part of education in some ways will be provided.

5.3 Implications for Practice

An instructor in her 9th year said:

> Ama şu sorduğun sorularla galiba biraz daha üzerinde düşünüp kendi duygularıma da döneceğim. Çünkü çok öğrenci odaklı davrandığımı hissettim. Halbuki senin sorularınla beraber biraz daha kendi iç dünyama da dönüp ne hissediyorum bakmalıyım. Çünkü benim hislerim de önemli.

The most important implication of this research on teachers' emotions is to raise awareness in both pre-service and in-service teachers of their own emotions, and help them identify their self-regulatory strategies for their emotions and particular goals behind the use of the strategies in each situation.

Many experienced teachers emphasize that they learn to regulate their emotions as they teach, through experience, in time, by themselves or with the support of their colleagues. However, unfortunately, teacher education programs provide little or no assisstance to teacher candidates regarding this except for a few techniques given for a good classroom management. It is so crucial for them to become aware of their own and their students' emotions that influence their instructional goals, motivation, and teaching strategies (Hargreaves, 2000). They also need to be informed about the different functions of various emotion regulation strategies on their well-being and teaching effectiveness. Therefore, this study lays the foundation for new designs of teacher education programs through an integration of the importance of emotions, emotion display and of strategies for appropriate emotion regulation in the curriculum.

Pre-service teachers are not alone in the lack of knowledge and awareness in emotion control. For in-service teachers as well, including both novice and experienced ones,

emotion regulation strategies should be addressed in professional developmental courses or activities provided by teacher educators within the work environment. These teacher trainers also can model teaching strategies that demonstrate methods of emotion display in the classroom. Especially prospective teachers at the very beginning of their teaching career should be prepared for effective emotion management in class. It is also important to note that the competence in emotion regulation does not automatically emerge from experience. Even the most experienced teachers need to apply certain strategies to control over their emotions in the class. Therefore, all teachers should be encouraged to especially use antecedent-focused strategies such as reappraisal rather than reponse-focused strategies such as suppression with the help of mindfulness activities.

School administrators also should take certain responsibilities in teachers' emotional well-being. As the findings of the present study revealed, implied organizational display rules considerably influence teachers' emotion display and regulation, hence ultimately teacher well-being. Therefore, administrators should avoid exposing teachers to emotional labor due to their emotional job demands. Instead, they should create an environment of mutual trust and respect so that job motivation and satisfaction can be promoted and teachers can have less emotional swings resulted from the work environment. Besides, administrators should also provide opportunities for teachers to improve themselves in emotion control such as forming teacher training units or psychological counselling centers.

Lastly, educational reformers or policy-makers need to take the features of teaching into account, and make arrangements accordingly to maintain and improve teachers' emotional health and well-being. Unfortunately, there is little attention on teachers' emotions in educational policies and the definitions of teachers' standards in Turkey.

5.4 Implications for Research

The focus of the current study was on Turkish EFL instructors of English at a tertiary instutition and therefore, emotion regulation was touched upon considering language learning and a university setting as well. Teachers teaching in different grade levels, educational settings, and countries might have different goals and beliefs for their emotion regulation and also various emotion regulation strategies depending on their cultural and organizational display rules. Besides, teachers from other disciplines might have different opinions on emotions and emotion regulation and also multiple levels of competence in emotion control as well as teaching strategies.Therefore, the nature and the extent of such variations should be taken into consideration for further research.

Research is needed to explore potential influential contextual factors such as individual personalities, personal and educational backgrounds, socioemotional skills and culture, etc. In addition, the present study relied on self-reports of tertiary teachers and did not include any other perspectives. Therefore, the perceptions of multiple actors such as students or administrators on teachers' emotions and emotion regulation should be included in future research. Moreover, studies addressing possible consequences of teachers' emotion display and regulation for teaching effectiveness or learning achievement should be conducted in future. Furthermore, teachers' opinions on the functions of certain emotion display strategies and the interplay between these strategies and students' (emotional) reactions should be addressed.

Methodologically, multiple data collection methods can be used, including self reports and other reports in accompany with objective observations in natural learning in teaching contexts. The inclusion of observations into research designs could be an effective way of determining the effectivess of teachers' emotion regulation strategies in terms of classroom management, discipline and relationships with students through the lenses of the observer. The addition of emotion diaries into the data could provide deep insights into the dynamics of emotion display and regulation of teachers.

Lastly, longitudinal studies enable researchers to explore the influence of teachers' emotion dispaly and regulation on teaching and learning in the long term. A comparative research on teachers with varied levels of teaching experience is needed

to understand their goals and strategies for emotion regulation as well as their efficacy, coping styles and teaching behaviors.

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APPENDICES

Appendix A: Interview Protocol

Interview No: **Date:** **Duration:**

Pseudonym: **Time:**

Hello,

As you know, I am Merve Arığa. I am doing my Master's in English Language Teaching Program at Middle East Technical University. In my Master's thesis, I would like to explore what goals and beliefs Turkish EFL teachers have for their own emotional regulation before school, after school and during the immediate classroom situation and what strategies they use to regulate their own emotions. I will briefly mention what *emotion regulation* refers to. *Emotion regulation* refers to "attempts individuals make to influence which emotions they have, when they have them, and how these emotions are experienced and expressed" (Gross, Richards, & John, 2006). Emotion regulatory processes may be automatic or controlled, conscious and unconscious (Gross & Thompson, 2007). In this study, I am more interested in the conscious part of your emotion regulation process.

Before we move onto the interview, I would like to inform you that your identity and responses to the interview questions will be kept strictly confidential. The information you will provide will be used only for research purposes.

I would like to record our conversation with your permission during the interview and you can stop and / or terminate the interview at any stage since your participation in this research is completely voluntary.

The interview will take about 25-30 minutes. I'd like to start the interview now if you permit.

Interview Questions

1. Could you tell me a little bit about your personal background including your age, your educational background, teaching experience, your current role/position in this institution?
2. When you think about emotions and teaching, what comes to mind or what emotions do you associate with teaching?
3. You mentioned the emotion(s). Other common emotions are on the list I am giving you. Could you look at the list and tell me which one(s) seem(s) most relevant to you when teaching?

(Anger, Fear, Anxiety, Satisfaction, Relief, Disappointment, Sadness, Happiness, Disgust, Surprise, Love/Affection)

4. Do you ever try to control, regulate or mask the emotional experiences in the classroom? If yes,
   - **a.** I would like you to think of a time in the past month or two when you tried to alter, control, mask or regulate your emotions in the classroom. Go ahead and take a few moments to think of a time when you tried to alter, control, mask or regulate your emotions. When you're ready, I'd like you to describe this time to me in as much detail as you can. (Use the term the respondent used e.g. control, mask).
   - **b.** Why did you try to regulate, (mask or control) your emotions in that situation?
   - **c.** What do you do to try to control (or mask or regulate) the emotion?
   - **d.** What strategies do you use or what conscious actions do you take in order to try to control (or mask or regulate) an emotion (positive or negative) while teaching?
   - **e.** (If the respondent has only discussed negative emotion) Do you try to regulate positive emotions as well as negative emotions? (If yes) Could you please explain it with examples?

f. (If the respondent has only discussed positive emotions) Do you try to regulate negative emotions as well as positive emotions? (If yes) Could you please explain it with examples?

g. After the incident is over, at the end of the school day, what strategies do you use or what conscious actions do you take in order to cope with the emotion that affects you during the lesson?

h. If you ever come to school and you are not in a good place, maybe the traffic is bad, you had an argument with your partner, the baby was up all night (whatever is relevant to the respondent), is there anything you do to try to prepare yourself for the day?

i. How successful are you when you try to control (or mask or regulate) your emotions?

j. What are the consequences of controlling (or masking or regulating) your emotions while teaching?

k. What are the consequences of not controlling (or masking or regulating) your emotions while teaching?

l. (If the respondent says s/he doesn't regulate his/her emotions) One of the things that some teachers have told me is that, when they get angry, they try to monitor pretty closely, or try to mask, because they are a little worried about what they might say and they might go over some line. Do you ever worry about that?

Now, I have some questions related to emotional display rules. *Emotional display rules* are "the standards for the appropriate expression of emotions on the job" (Diefendorff, Croyle, & Gosserand, 2005). For example, in hotel management, an emotional display rule might be that hotel personnel must smile and welcome customers when they enter the hotel. In nursing, an emotional display rule might be to remain calm and reassuring to a patient even if the patient is combative.

5. Are there any emotional display rules for you teachers in your own culture? If yes, what are they? How do they affect your emotion regulation strategies?

6. Are they any emotional display rules of your work environment? If yes, what are they? How do they affect your emotion regulation strategies?

7. Is there anything else you would like to say about emotions and teaching?

Thank you very much for giving me your precious time and answering my questions. If you have any opinions or suggestions on this topic or the study, please don't hesitate to share with me.

Merve Arığa

Appendix B: Interview Protocol (Turkish)

Interview No: **Date:** **Duration:**

Pseudonym: **Time:**

Merhaba,

Bildiğiniz üzere, ben Merve Arığa. Orta Doğu Teknik Üniversitesi İngiliz Dili Öğretimi programında yüksek lisans öğrenimimi yapmaktayım. Yüksek lisans tezimde, İngilizce okutmanlarının dersten önce, ders esnasında ve dersten sonraki kendi duygusal düzenlemeleri için ne tür amaç ve inançları olduğunu ve kendi duygularını düzenlemek için hangi stratejileri kullandıklarını araştırmaktayım. Kavram olarak duygu düzenleme ile neyi kastettiğimden kısaca bahsetmek isterim. Duygu düzenlemesi "bireylerin sahip oldukları duyguları, o duyguları yaşadıkları zamanı ve bu duyguları deneyimleme ve ifade etme biçimini etkilemek için yaptığı çabalardır" (Gross, Richards, & John, 2006). Yani, insanların duygu durumlarını yönetmek için olumlu veya olumsuz duygularını kapsayan tüm durumların düzenlenmesidir. Duygu düzenleme süreci otomatik ya da kontrollü, bilinçli ya da farkında olmadan gerçekleşebilir (Gross & Thompson, 2007). Bu çalışmada ben, sizin duygu düzenleme sürecinizin bilinçli olan kısmıyla ilgileniyorum.

Görüşmemize geçmeden önce, görüşme boyunca konuşulanların gizli tutulacağını, benim dışında hiç kimsenin bu bilgilere ulaşamayacağını ve araştırma raporlarında isminizin ve kurumunuzun adının kesinlikle yer almayacağını özellikle belirtmek isterim.

Görüşme esnasında konuşmalarımızı izninizle kaydetmek istiyorum ve bu çalışmaya katılımınız tamamen gönüllülük esasına bağlı olduğu için görüşmeyi herhangi bir aşamada durdurabilir ve/veya görüşmeyi sonlandırabilirsiniz.

Görüşmemiz ortalama 25-30 dakika sürecektir. İzin verirseniz görüşmeyi başlatmak istiyorum.

Interview Questions

1. Bana kendinizden ve profesyonel geçmişinizden bahseder misiniz (Yaşınız, eğitim geçmişiniz, tecrübe yılınız, şu anki çalışıyor olduğunuz kurumdaki göreviniz gibi)?
2. Öğretmek, öğretmenlik denince aklınıza hangi duygular gelmektedir veya öğretmeyi veya öğretmenliği hangi duygular ile bağdaştırıyorsunuz?
3. Bahsettiğiniz duyguların yanı sıra, size söyleyeceğim duygulardan hangisi veya hangileri sizin öğretirkenki/dersteki/sınıftaki duygularınızı yansıtır? (Söyleceğim ve katılımcıya aynı zamanda bir kağıt üzerinde göstereceğim duygular aşağıdadır.)

(Öfke, Korku, Endişe, Memnuniyet, Rahatlama, Hayal Kırıklığı, Üzüntü, Mutluluk, Tiksinti, Şaşkınlık, Sevgi/Şefkat)

4. Sınıfta ya da dersteyken, duygularınızı kontrol altında tuttuğunuz, düzenlediğiniz ya da gizlediğiniz olmuş mudur? (Evet ise);
    - **a.** Şu anda sizden, geçen bir iki ay içerisinde ya da daha öncesinde, sınıf içinde, ders esnasında duygularınızı değiştirmeye, denetlemeye, gizlemeye veya düzenlemeye çalıştığınız bir zamanı ya da durumu düşünmenizi istiyorum. Devam edin ve duygularınızı değiştirmeye, denetlemeye, gizlemeye veya düzenlemeye çalıştığınız o zamanı/durumu düşünmek için birkaç dakikanızı ayırın. Hazır olduğunuzda, bana o anı ve durumu bu sefer olabildiğince ayrıntılı olarak açıklamanızı rica ediyorum.
    - **b.** Bahsettiğiniz durumda neler oldu peki? Neden duygularınızı düzenleme, kontrol etme ya da gizleme ihtiyacı duydunuz?
    - **c.** Genelde o duygunuzu kontrol altında tutmak, gizlemek ya da düzenlemek için neler yaparsınız?
    - **d.** Bahsettiğiniz duygunun yanı sıra, ders esnasında, duygularınızı (olumlu ya da olumsuz) kontrol ederken, düzenlerken ya da gizlemeye çalışırken bilinçli olarak hangi davranışları sergiliyor veya hangi stratejileri uyguluyorsunuz?

e. (Katılımcı sadece olumsuz duygulardan bahsettiyse), Peki, olumlu duygularınıza da hakim olmaya, onları da kontrol altında tutmaya, düzenlemeye ya da gizlemeye çalışıyor musunuz? (Evet ise) Örneklerle açıklayabilir misiniz?

f. (Katılımcı sadece olumlu duygulardan bahsettiyse), Peki, olumsuz duygularınıza da hakim olmaya, onları da kontrol altında tutmaya, düzenlemeye ya da gizlemeye çalışıyor musunuz? (Evet ise) Örneklerle açıklayabilir misiniz?

g. Ders esnasında duygu durumunuzu etkileyen bir olay ya da durumdan sonra, ders bitimi, o duygunuzla başa çıkmak için neler yapıyor veya hangi stratejileri uyguluyorsunuz?

h. Okula kötü bir ruh halinde, keyifsiz bir şekilde geldiğinizde, örneğin; trafik çok kötüdür, partnerinizle ya da ailenizle tartışmışsınızdır ya da bebeğiniz tüm gece uyumamıştır ve sizi de uyutmamıştır. Böyle bir durumda kendinizi güne hazırlamak için yaptığınız herhangi bir şey var mı? (Var ise, neler olduğundan bahsededer misiniz?)

i. Duygularınıza hakim olmada, düzenlemede ya da gizlemede ne kadar başarılısınız?

j. Ders esnasında, duygularınıza hakim olmanın, onları kontrol etmenin, düzenlemenin ya da gizlemenin sonuçları nelerdir?

k. Ders esnasında, duygularınıza hakim olmamanın, onları kontrol etmemenin, düzenlememenin ya da gizlememenin sonuçları nelerdir?

l. (Eğer katılımcı duygularını düzenlemediğini söylüyorsa), Bazı öğretmenler, sinirlendiklerinde, duygularını daha çok kontrol etmeye ya da gizlemeye çalıştıklarını söylediler. Çünkü sinirli iken söyleyebilecekleri şeyler ile çizgiyi aşabileceklerinden endişe ettiklerini dile getirdiler. Sen bu konuda endişelenmez misin?

Şimdi, duygusal gösterim kurallarıyla ilgili bazı sorularım var. Duygusal gösterim kuralları "iş esnasında duyguların uygun biçimde ifade edilmesine ilişkin standartlardır" (Diefendorff, Croyle, & Gosserand, 2005). Örneğin, otelcilikte duygusal gösterim kuralı olarak, otel personelinin gülümsemesi gerektiği ve

müşterilere otele girdikleri zaman hoş geldiniz demeleri örnek gösterilebilir. Hemşirelikte, duygusal gösterim kuralı olarak, hırçın olsa bile bir hastaya sakin ve güven verici bir şekilde yaklaşması örnek olabilir.

5. Peki, toplumda, yani sahip olduğunuz kültürde sizden, yani İngilizce okutmanlarından ya da genel anlamda öğretmenlerden sergilemesi beklenen belirli duygu gösterim kuralları var mıdır? Var ise nelerdir ve algıladığınız bu kültürel beklentiler sizin duygularınızı ve duygu gösteriminizi düzenleme sürecini nasıl etkilemektedir?
6. Çalıştığınız kurumda sizden veya İngilizce okutmanlarından sergilemesi beklenen belirli duygu gösterim kuralları var mıdır? Var ise nelerdir ve algıladığınız kurumsal beklentiler sizin duygularınızı ve duygu gösteriminizi düzenleme sürecini nasıl etkilemektedir?
7. Öğretmenlik ve duygular hakkında söylemek istediğiniz herhangi bir şey var mı?

Değerli zamanınızı ayırıp sorularımı cevaplandırdığınız için çok teşekkür ederim. Bu konu ya da çalışma hakkında eklemek istediğiniz herhangi bir görüş ve öneriniz var ise lütfen benimle paylaşınız.

Merve Arığa

Appendix C: Informed Consent Form

Gönüllü Katılım Formu

Bu araştırma, ODTÜ Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretimi programında yüksek lisans öğrencisi olan Merve Arığa tarafından, Prof. Dr. Ayşegül Daloğlu danışmanlığındaki yüksek lisans tezi kapsamında yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Bu çalışmanın amacı, bir vakıf üniversitesinin hazırlık okulunda çalışmakta olan İngilizce öğretmenlerinin işyerindeki kendi iyi oluş durumları hakkındaki algılarını çevresel, toplumsal ve kişisel boyutlarda ele alarak incelemektir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, ankette yer alan bir dizi ifadeye Likert ölçeği üzerinde ne derecede katılıp katılmadığınızı belirtmenizdir. Bu çalışmaya katılım ortalama olarak 10-15 dakika sürmektedir.

Araştırmaya katılımınız tamamen gönüllülük esasına dayalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemeniz yeterli olacaktır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için, çalışmayı yürüten Yüksek Lisans öğrencisi Merve Arığa (E-posta: e166816@metu.edu.tr) ya da tez danışmanı Prof. Dr. Ayşegül Daloğlu (E-posta: daloglu@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad Tarih İmza

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Appendix D: Ethics Committee Approval

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Sayı: 28620816 / 145

08 MART 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ayşegül DALOĞLU;

Danışmanlığını yaptığınız yüksek lisans öğrencisi Merve ARIĞA'nın ***"EFL Instructors' Emotion Regulation Goals and Strategies: A Qualitative Study"*** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-031** protokol numarası ile **16.03.2017 – 30.09.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Mehmet UTKU
İAEK Üyesi

Prof. Dr. Ayhan SOL
İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR
İAEK Üyesi

Doç. Dr. Yaşar KONDAKÇI (Y.)
İAEK Üyesi

Yrd. Doç. Dr. Pınar KAYGAN
İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK
İAEK Üyesi

Appendix E: Turkish Summary

İNGİLİZCE OKUTMANLARININ DUYGU DÜZENLEME AMAÇLARI VE STRATEJİLERİ: TÜRKİYE'DEKİ BİR VAKIF ÜNİVERSİTESİNDE FENOMENOLOJİK BİR ÇALIŞMA

GİRİŞ

Öğretmenler sınıfa adım atmadan önce, öğretmen eğitimi programlarının çoğunda ihmal edilen olan önemli bir beceriye ihtiyaç duyarlar: kendi duygularını tanımak, yönetmek ve duygusal tepkilerinin diğelerini nasıl etkilediğinin farkında olmak. Söz konusu bu sosyal ve duygusal beceriye, öğrencilerin sınıf içinde rahat hissetmeleri için gerekli olan sıcak ve güvenli bir öğrenme ortamı oluşturabilmek için her öğretmenin sahip olması gerekir. Her ne kadar bu kadar önemli bir becerinin geliştirilmesi öğretmen eğitiminin çok önemli bir parçası olsa da, geleneksel eğitim programlarında, diğer bilişsel ve akademik alanlar kadar çok ele alınmamıştır. Buna ek olarak, öğretmenlerin yüksek düzeyde strese maruz kaldıkları ve bu şartlarda geleceği inşa ediyor olmaları iyi bilinmesine rağmen, onların duygusal süreçleri ve duyguları ile nasıl başa çıktıkları yeterince önemsenmemiştir.

Nitekim, öğretmek duygusal emek gerektirir (Sutton, Mudrey Camino, & Knight, 2009). Öğretmenler, diğer bireyler gibi, öğretmenlik yaparken çeşitli duygular hissetmelerine neden olan farklı durumlarla karşı karşıya kalırlar. Bir öğretmen öğretim hedeflerine ulaştığında veya öğrencileri koyduğu kurallara uyduğunda mutlu olur; bazen ise bir öğrencinin olumsuz bir eleştirisi yüzünden üzüntü duyar. Zaman zaman öğrencileri bir kavramı anlamadığında hayal kırıklığı yaşarken, uygun olmayan bir davranış sergileyen öğrenciler ile karşılaştıklarında öfkelenirler. Özellikle olumsuz duygularını öğrencilerinden gizlemeye çalışarak olumlu duygusal tepkiler vermek ya da duruma uygun duygular sergilemek için için çaba gösterirler. Bu yüzden öğretmenlik büyük bir "duygusal emek" barındırır (Hochschild, 1983). Bir diğer deyişle karşılaştıkları duruma göre duygularını yönetmek, kontrol altına almak, düzenlemek, bastırmak ya da gizlemek için uğraşırlar.

Öğretmenlerin duygu düzenlemeleri ise pek çok yönden önem teşkil etmektedir. Öğretmen davranışlarını etkileyen, öğretmen-öğrenci ilişkilerini şekillendiren, sonuç olarak öğrencilerin öğrenme çıktılarını etkilediği için öğretim süreçleri için oldukça önemlidir. Bunun yanısıra, öğretmenlerin psikolojik iyi oluşuyla birlikte iş tatminleri ve tükenmişlikle mücadelelerinde de büyük bir rolü vardır. Aynı zamanda, öğrencilerin duygularını düzenlemelerine yardımcı olmaları için öğretmenlerin önce kendi duygyularını kontrol altında tutmaları bir ön koşul oluşturmaktadır. Son olarak öğretmenlerin duygu düzenleme süreçleri, bilgiyi öğrenciye aktarma, öğretim hedeflerine odaklanma, hafıza, akıl yürütme ve karar verme becerileriyle birlikte motivasyonlarını da içeren bilişsel öğretim süreçlerinin ayrılmaz bir parçasıdır.

Bu çalışmanın amacı, İngilizce okutmanlarının hangi duygularını ne tür amaçlarla düzenlediklerini ve ders öncesinde, esnasında ve sonrasında duygularını düzenlemek için ne tür bilişsel ve davranışsal çabalar gösterdiklerini, hangi stratejilere başvurduklarını öğrenmektir. Bu yüzden aşağıdaki araştırma soruları hazırlanmıştır:

1. İngilizce okutmanlarının kendi duygu düzenlemeleri ile ilgili amaç ve inançları nelerdir?
2. İngilizce okutmanları dersten önce, ders esnasında ve dersten sonraki duygularını düzenlemek için hangi stratejileri kullanmaktadır?

Bu okutmanlar tarafından algılanan kültürel ve kurumsal duygusal gösterim kurallarının, onların, duygularını gösterimini veya duygularını düzenleme süreçlerini nasıl etkilediği de çalışmanın cevaplamaya çalıştığı sorulardır:

3. Toplumda kendi kültürleri tarafından İngilizce okutmanlarından ya da genel anlamda öğretmenlerden sergilemesi beklenen belirli duygu gösterim kuralları var mıdır? Var ise nelerdir ve algıladıkları bu kültürel beklentiler okutmanların duygularını ve duygu gösteriminin düzenlenme sürecini nasıl etkilemektedir?

4. Çalıştıkları kurumda İngilizce okutmanlarından sergilemesi beklenen belirli duygu gösterim kuralları var mıdır? Var ise nelerdir ve algıladıkları kurumsal beklentiler okutmanların duygularını ve duygu gösteriminin düzenlenme sürecini nasıl etkilemektedir?

Kavramsal Çerçeve

Bu çalışmada, Gross (1998b) tarafından geliştirilen Süreç Modeli temel alınarak, verilerden elde edilen bulgular bu modelin belirttiği kriterler çerçevesinde ele alınmıştır. Bu modelde Gross (1998b), duygu düzenleme sürecini iki kategoriye ayırmıştır: *önsüreç-odaklı* (antecedent-focused) ve *tepki-odaklı* (response-focused). *Önsüreç-odaklı* stratejiler, duygusal tepkiler henüz tam anlamıyla aktif olmadan ve henüz davranışta bir değişikliğe sebep önce yapılan düzenlemeler ile ilgilidir. *Tepki-odaklı* stratejiler ise duygusal tepkilerin aktif olmasından sonra duygu ifade edilirken yapılan düzenlemeleri içermektedir. Bu iki temel stratejinin altında 5 farklı duygu düzenleme süreci tanımlanmıştır: *Durum seçme* (situation selection), *durum değiştirme* (situation modification), *dikkatte yayılma* (attention deployment), *bilişsel değişim* (cognitive change) ve *tepki düzenleme* (response modulation). Bu stratejilerden, *durum seçme*, *durum değiştirme*, *dikkatte yayılma* ve *bilişsel değişim önsüreç odaklı* stratejiler kategorisinde bulunurken *tepki düzenleme* ise *tepki odaklı* stratejiler kategorisinde yer almaktadır (Gross, 1998b).

Durum seçme, bireylerin, istenen ya da istenmeyen duygulara neden olma olasılığına göre bir durumu tercih etmesi ya da bir durumdan kaçınmasını ifade etmektedir. Bir öğretmenin küçük çocuklarla çalışmayı sevmesi ve ergenlere öğretmenin zor olduğunu düşünmesinden dolayı ilkokulda çalışmayı tercih etmesi bu kategoriye bir örnektir. *Durum değiştirme* ise bireyin bir durumu ihtiyaçlarına veya arzu edilen duygusal etkisine göre değiştirmesidir. Bir öğretmen ders esnasında iyi arkadaşların yanyana oturmalarına izin vermeyerek durumu değiştirebilir. Çünkü öğretmen biliyor ki büyük ihtimalle onlar yanyana oturduklarında sürekli konuşacaklar ve kendisi bu duruma kızacak. Bu olasılığı ortadan kaldırmak için dışsal ve fiziksel çevrede böyle bir düzenlemeye gidebilir. *Dikkatte yayılma* ise bireyin dikkatini, durumun istenmeyen duyguyu uyandıran yönünden başka bir şeye yönlendirmesi veya tamamen o

durumdan uzaklaştırmasıdır. Bir öğretmenin ders esnasında sürekli birbiriyle yüksek sesle konuşan iki öğrenciyi umursamaması veya yorgun bir öğretmenin dersten önce yorgunluğundan ziyade enerjik ve istekli olmaya odaklanması örnek gösterilebilir. *Bilişsel değişim*de, bireyler durumu yeniden değerlendirerek, duygusal etkisini değiştirmek amacıyla yapılan içsel ve bilişsel bir düzenlemedir. Bir öğretmenin sakin kalması konusunda kendisini telkin ederek, öğrencilerin yorumlarını kişisel algılamayarak veya öğrencilerle empati kurarak duygusal etkiyi değiştirmeye çalışması bilişsel değişim stratejisine birer örnektir. *Tepki düzenleme*, diğer süreçlerin aksine, duygusal tepki ortaya çıktıktan sonra duygunun fizyolojik, deneyimsel ve davranışsal unsurlarını doğrudan etkilemek için yapılan çabalardır. Öfkeli bir öğretmenin ortamdan uzaklaşması, derin bir şekilde nefes alıp vermesi veya dersten sonra meslektaşlarıyla konuşması o olumsuz duygunun etkilerini azaltmak için başvurdukları tekniklerdir.

Bu duygu düzenleme stratejileri veya süreci otomatik ya da kontrollü, bilinçli ya da farkında olmadan gerçekleşebilir (Gross & Thompson, 2007). Bu çalışmada, katılımcıların duygu düzenleme sürecinin bilinçli ve kontrollü olan kısmı dikkate alınmıştır.

YÖNTEM

Bu tez çalışmasında İngilizce okutmanlarının kendi duygularını düzenlemede ne tür amaç ve inançları olduğunu ve duygularını düzenlemek için hangi stratejileri kullandıklarını tespit etmek amacıyla fenomenolojik nitel bir araştırma yöntemi kullanılmıştır. Türkiye'de özellikle de yüksek öğretim kurumlarında çalışan öğretmenlerin duygu düzenlemeleri ve duygusal emek davranışları hakkında çok araştırma olmadığından, araştırmacı bu olguyu bir fenomenoloji yaklaşımında ele almayı amaçlamıştır. Fenomenolojik araştırmalar, insanların yaşadığı deneyimlerin özünü anlamaya imkan tanır. Bu çalışmada da katılımcıların perspektifinden, kişisel ve ilk ağızdan bilgiler elde edilerek, katılımcıların kendi duygusal deneyimleri hakkında derin bir anlayış kazanılmıştır.

Araştırma amaçları doğrultusunda, bu çalışmanın, araştırmacının da İngilizce okutmanı olarak görev yaptığı bir vakıf üniversitesinin Yabancı Diller Bölümü'nde çalışmakta olan 27 İngilizce okutmanının katılımı ile gerçekleştirilmiştir. Hedef populasyon üyeleri "kolay erişilebilirlik, coğrafi yakınlık, belirli bir zamanda erişilebilirlik ve katılım gönüllülüğü gibi bazı elverişli kriterlere" sahip olduğundan bu çalışmada kolay ulaşılabilir durum örneklemesi kullanılmıştır (Dörnyei, 2007). Bunun yanı sıra, tek bir çalışma ortamının seçilmesinin sebebi ise görüşülen tüm katılımcıların aynı çalışma ortamını paylaşıyor olmalarının önemidir çünkü algılanan kurumsal duygu gösterim kuralları çalışanların duygu düzenleme stratejilerini etkileyen bir faktördür. Bu çalışmada bu faktörün öğretmenlerin duygularını düzenlemelerinde nasıl bir etkisi olduğu da araştırılmaktadır. Aynı zamanda bölümde birtakım Türk olmayan İngilizce okutmanları olmasına rağmen, özellikle Türk katılımcıların seçilmesi planlanmaktadır çünkü bu çalışma aynı zamanda kültürel duygu gösterim kurallarının İngilizce okutmanlarının duygu düzenleme stratejileri üzerindeki etkisini de incelemektedir.

Nitel bir araştırma tekniği olan bire bir görüşme ile 27 İngilizce okutmanından veri toplanılmıştır. Bu sayı bu birimde çalışan tüm Türk olan İngilizce okutmanlarını oluşturmaktadır (3 bölüm yöneticisi, 1 araştırmacının kendisi, 3 Türk olmayan okutmanlar ve pilot çalışmaya katılan 1 okutman hariç). Bu kurumda ve bahsi geçen birimdeki Türk okutmanlarının tamamının çalışmaya dahil edilmesinin sebebi ise, bireysel farklılıkları saptayacak kadar büyük ancak öğretim düzeyini (bu çalışmadaki tüm katılımcılar üniversite öğrencilerine öğretiyor) ve araştırma bağlamını kasıtlı olarak sınırlandıran bir örneklemin gerekliliğidir. Çalışmadaki her bir okutman ortak bir toplum ve kurum kültürünü paylaşsa ve aynı öğrenci profiline hitap etse de duygu düzenlemeleri ile ilgili olan hedef ve inançlar ve kullanılan stratejilerde, bireysel farklılıkların rolü büyüktür. Bu nedenle de bu çalışmada yer alan farklı yaşa, cinsiyete, eğitim geçmişine, mesleki tecrübe yılına vb. sahip olan katılımcılar, duygu düzenlemeleri ile ilgili amaç ve stratejiler hakkında çeşitli temalar ortaya çıkarabilir. Bu araştırmanın örnekleminde de bu yüzden demografik değişkenler göz ardı edilmiştir. Çalışmayı belirli bir gruba sınırlandırmak, bireysel farklılıkları ortadan kaldırmak çalışmanın amacıyla örtüşmemektedir.

Bu çalışmada her bir katılımcı ile bire bir yarı yapılandırılmış görüşmeler yapılmıştır. Katılımcıların çalışmaya nasıl davet edildiğine gelince, verinin toplanacağı yer araştırmacının kendi iş yeri olduğu için katılımcılar bizzat araştırmacı tarafından ofislerinde ziyaret edilmiş, böylelikle her biri potansiyel katılımcı olan ofis sakinleriyle grup halinde temasa geçilmiştir. Çalışmanın doğası, amacı ve bu noktada katılımcılardan ne beklendiği konusunda açık ve net olunarak ciddi ama samimi bir yaklaşımla katılımcılar çalışmaya davet edilmiştir. Ardından her bir katılımcı ile görüşmenin yapılacağı yer ve zaman belirlenmiş ve bu ziyaret aynı zamanda gönüllü katılım sürecini de başlatmıştır. Gönüllü katılım formu bire bir görüşmeden hemen önce imzalaması için katılımcıya sunulmuş olsa da çalışmanın tüm yönleriyle birlikte bu formun ne içerdiği ayrıca açıklanmıştır. Böylelikle katılımcılar görüşme davetini kabul etmeleri halinde neye dahil olduklarını daha iyi anlayabilmişlerdir. Görüşme soruları Sutton'ın (2004) çalışmasından bu çalışmaya uyarlanmıştır. Görüşmeler için, katılımcıların ana dili Türkçe olduğu için Türkçe veya İngilizce seçenekleri sunulmuş, 1 kişi hariç tüm katılımcıların görüşmeleri Türkçe yapılmıştır. Katılımcıların izni alınarak, görüşmedeki veriler sesli olarak cep telefonu aracılığı ile kaydedilmiş ve bu nitel veriler, 20 Mart 2017 - 7 Nisan 2017 tarihleri arasındaki üç hafta boyunca toplam 27 görüşme yapılarak toplanmıştır. Yaklaşık 12 saatlik ses kaydı, bire bir transkripsiyon ile metne aktarılmış ve görüşmelerden toplam 267 sayfa transkripsiyon elde edilmiştir.

Bu çalışmada nitel verilerin elle analizi tercih edilmiştir. Görüşme verilerinin fenomenolojik analizi için ise Hycher (1985) tarafından önerilen detaylandırılmış adımlar takip edilmiştir. Bütün transkripsiyonları satır satır bir kaç kez okuduktan sonra, elde edilen veriler daha önceden yapılan çalışmalarca belirlenmiş kavramlara göre ve verilerden çıkarılan kavramlara göre kodlanmıştır. Kodların bir araya getirilip incelenmesinin ardından kodlar arasındaki benzerlik ve farklılıklara göre kategoriler oluşturulmuştur. Kategoriler arasında da taşıdıkları anlamlara göre temalar ortaya çıkarılmıştır. Son aşamada ise elde edilen temalar ışığında katılımcıların konuya ilişkin algıları yorumlanmış ve raporlaştırılmıştır.

BULGULAR

Bu çalışma İngilizce okutmanlarının, ders esnasında neden duygularını düzenleme ihtiyacı duyduklarına dair inanç ve amaçlarını ortaya çıkarmıştır. Görüşme verilerinin analizi, öğretmenler için etkili duygu düzenleme sürecinin sadece olumlu duyguları göstermek ve olumsuz duyguları gizlemekten ibaret olmadığını, daha karmaşık süreçler içerdiğini ortaya koymaktadır. Aynı zamanda bu çalışma, İngilizce okutmanlarının, yaşadıkları duygular ile ilgili harekete geçmeden önce birtakım ölçütleri dikkate aldıklarını açıkca göstermektedir. Her şeyden önce, öğretmenlerin duygularını düzenlemesi ve özellikle de olumsuz duygularını kontrol altına alması profesyonelliğin bir gerekliliği olarak görülmektedir. Katılımcılar, aynı zamanda, toplumdaki mesleki statülerinin ve rol model olma gibi rollerinin de öğretmenlerin duygularına hakim olmalarını gerektirdiğini savunmaktadır. İkincisi, eldeki araştırmanın bulguları, duygu düzenlemenin öğretmenlik mesleğinin ahlaki boyutuna da dayandırıldığını göstermektedir. Duygu kontrolsüzlükleri, özellikle de olumsuz duyguların kontrol altına alınamaması, öğrenciyi öğrenmeye teşvik etme görevinin ihlali olarak görülmektedir. Hem öğrencilerine olan sorumlulukları hem de işyerinin beklentilerini karşılama çabaları açısından görevlerine olan bağlılıkları, duygu düzenlemeleri için bir neden teşkil etmektedir. Üçüncü olarak, bu çalışmadaki okutmanlar, etkili duygu yönetiminin bazı enstrümantal rolleri beraberinde getirdiğini öne sürmektedir. Duyguların etkili bir şekilde düzenlenmesi, öğretim hedeflerinin gerçekleştirilmesi, müfredatın zamanında ve uygun bir şekilde uygulanması ve öğrencilerle, özellikle de dil öğrenen öğrencileri ile iyi ilişkilerin sürdürülmesi açısından gereklidir. Aksi takdirde, öğrenci ile öğretmen arasındaki duygusal engellerin olumsuz olaylar zinciri şeklinde cereyan edeceği vurgulanmıştır. Bu duygusal bariyerlerin, sınıfta olumlu ve rahat bir ortam yaratmada engel teşkil edebileceği ve bu da öğrencilerin öğrenmeden soğumalarına ve uzaklaşmalarına sebebiyet verebileceği dile getirilmiştir. Bunun sonucunda da öğrencilerin gözünde öğretmenlerin "günah keçisi" olarak görülebileceği ve bunun bir takım sınıf yönetimi ve disiplin problemlerine yol açabileceği vurgulanmıştır. Nihai sonuç olarak da öğretmenlerin iyi oluşlarının zarar görme ihtimali olduğunun altı çizilmiştir. Ayrıca, bazı okutmanlar duyguların bir virüs gibi yayıldığını vurgulayarak, özellikle de olumsuz duyguların öğretmenlerden öğrencilere bulaşmasını engellemek için

duygularını düzenlenmesi gerektiğini savunmaktadır. Bunlara ek olarak, okutmanlar, geçmişteki öğretmenlerinin duygusal düzenlemelerinin onların kendi duygularıyla başa çıkma yollarını etkilediğini, onların yaptıkları hatalardan ders çıkardıklarını öne sürmüşlerdir. Son olarak, bazı okutmanlar, öğrencilerin sorunun ciddiyetini anlamaları için, özellikle olumsuz duyguların belirli ölçüde gösterilmesi gerektiğini belirtmiştir. Aksi takdirde, öğretmenlerinin nasıl hissettiğini göz ardı ederek aynı şekilde davranmaya devam edebildikleri vurgulanmıştır. Olumsuz duyguların gösterilmesi aynı zamanda öğrencilerin, öğretmenlerini daha iyi tanımalarını ve öğretmenlerinde olumsuz duygular uyandırabilecek hal ve hareketlerden sakınmalarını sağlayabileceği vurgulanmıştır.

Olumlu duyguların düzenlenmesindeki amaç ve inançlara gelince, bu çalışmadaki katılımcılar öğrencileri ile kendileri arasında profesyonel bir mesafe bırakmak için olumlu duygularını bastırdıklarını ifade etmektedirler. Öte yandan, yukarıda da bahsedildiği gibi okutmanların hedefleri arasında öğrencilerle iyi bir ilişki kurmak da yer almaktadır. Ancak, birbiriyle çelişebilecek bu hedefler, bir öğretmenin iyi ilişkiler kurma ve öğrencileri ile olan etkileşiminde duygusal sınırlar içinde kalma arasında bir denge kuramaması halinde bazı problemler yaratabilir. Bu çalışmadaki bazı katılımcılara göre, öğrenciler ve öğretmenleri arasında çok fazla mesafe varsa, öğretmenler Sutton'ın (2004) çalışmasında da olduğu gibi öğrencilere bir robot gibi görünebilirler. Öte yandan, araştırmanın bulguları, bazı durumlarda olumlu duyguların sergilenmesinin, öğrenciler üzerindeki otoritelerini kaybetmelerine sebep olabileceğini gösterdi. Bunun yanısıra, okutmanlar, tarafsız ve adil bir öğretmen imajını vermek için belirli olumlu duygularını bastırdıklarını vurgulamışlardır. Bu çalışmanın verileri, derse ilgili ve başarılı olan bir öğrenciye veya öğrenci grubuna yönelik gösterilen bazı pozitif duyguların, diğer öğrenciler tarafından ayrımcılık olarak algılanabileceği ve bunun da öğretmene karşı olumsuz duygu ve tepkilerin oluşmasına sebep olabileceği vurgulanmıştır. Bu tür pozitif duyguların aza indirgenmesinin önemli bir avantajı ise öğretmenleri, dikkatlerini bütün sınıfa eşit bir şekilde dağıtmaya ve böylece çekingen öğrencilerin de sınıf etkinliklerine katılmasını sağlamaya teşvik etmektir. Bazı okutmanlar sevgi, merhamet ve sevinç gibi pozitif duyguları açık bir şekilde göstermelerinin, derslerini etkili bir şekilde yönetmelerine engel teşkil ettiğini belirtmişlerdir. Bu yüzden de sınıf yönetimini ve disiplini

sağlamak için, olumlu duygularını bastırdıklarını vurgulamışlardır. Öte yandan, bazı okutmanlar olumlu duyguların sergilenmesinin sınıf ortamını olumlu yönde etkilediği görüşünü desteklemişlerdir ve bu nedenle olumlu duyguların olduğu gibi ifade edilmesi gerektiğine inanmışlardır. Dolayısıyla, her iki durumda bazı avantajlar ve dezavantajlar içermektedir. Bu nedenle, önemli olan durumlara bağlı olarak olumlu duyguların ifadesinde doğru dengeyi korumaktır. Olumlu duyguların düzenlenmesindeki amaçlar ile ilgili en ilginç bulgulardan birisi ise okutmanların bir kısmının öğrencileri motive etmek ve teşvik etmek için hissetmedikleri halde olumlu duygularını abartılı bir şekilde ifade etmeleridir. Sahte gülümsemeler, öğrencilere abartılı övgülerle öğretmenlerin amacı, inanmasalar bile öğrencileri kendilerine inanmaya teşvik etmektir. Bu samimiyetsiz teşvik metodu etik ikilemler yaratabilir. Bir taraftan, öğretmenler gerçek duygularını tamamen gösterdiğinde, öğrencilerin rahatsız olması, morallarinin bozulması veya cesaretlerinin kırılması muhtemeldir. Öte yandan, gerçek olmayan olumlu duygular veya samimi olmayan bir gülümseme öğrenciler tarafından anlaşıldığında ya da hissedildiğinde, onlar da hayal kırıklığına neden olabilir.

Duygu düzenleme stratejilerine gelince, bu çalışmanın bulguları, katılımcıların duygusal deneyimlerinin, özellikle de olumsuz olanların üstesinden gelmelerine yardımcı olan çeşitli duygu-düzenleme yollarına başvurduğunu göstermiştir. Okutmanların tümü, olumlu veya olumsuz duygularını veya her ikisini de düzenlemek için birkaç veya daha fazla strateji kullandıklarını belirtmişlerdir. Bununla birlikte, sadece bir erkek okutman derste hiç olumsuz duygular yaşamadığı için, duygularını düzenlemeye çalışmadığını dile getirmiş (aşırı ilgili ve çalışkan öğrencilerindenin neden olduğu endişe dışında). Görüşme verilerinin analizi, İngilizce okutmanları tarafından ders öncesi, esnası ve sonrasında en çok tercih edilen strateji türünün *tepki düzenleme* (response modulation) olduğunu göstermiştir. Dersten önce tepkilerini düzenlemek için kullandıkları stratejiler, iş arkadaşlarıyla konuşmak, öğrencilerinin yazdığı güzel yorumları ve dönütleri okumak, radyo veya müzik dinlemek, günlük işlerle meşgul olmak ve ders planlaması yapmak, temiz hava almak, komik videolar seyretmek ve sigara içmek olarak belirtilmiştir. Ders esnasında ise, bazı öğrencilerle ilgilenilmiyormuş gibi ya da bir öğrencinin verdiği cevabı beğenmiş yaparak sahte bir gülümseme ile olumsuz duygularını gizlediklerini belirtmişlerdir. Bunun yanısıra

öğrencilerin ders dışı sorularını duymamazlıktan gelerek ve cevap vermeyerek olumsuz duygularını düzenlemeye çalıştıklarını vurgulamışlardır. Aynı zamanda sevdikleri öğrencilere karşı da ilgi ve sevgileri saklıyor, onlara fiziksel temastan ve övmekten kaçındıklarını, yani olumlu duygularını da bastırdıklarını dile getirmişlerdir. Ayrıca, derin nefes alıp vererek, sessiz kalarak ya da gülerek de duygularını değiştirmeye çalışmışlardır. Dersten sonra ise yine arkadaşlarıyla konuşup onlardan tavsiye alarak, ve olay ile ilgili kendilerini değerlendirerek de duygusal tepkilerini düzenlemeye çalışmışlardır. Tepki düzenleme stratejilerinin diğer stratejilere oranla İngilizce okutmanları tarafından daha çok tercih edilmesi, duygusal tepkileri meydana gelmeden önce müdahale edemediklerinin bir göstergesidir. Bu da, kullandıkları straetejilerden de anlaşılacağı üzere, okutmanları çoktan oluşmuş duygusal ifadelerini bastırmaya, saklamaya veya gizlemeye itmiştir. Araştırmalar (Gross ve arkadaşları) *önsüreç odaklı* stratejilerin (antecedent-focused strategies), *tepki odaklı* stratejilere (response-focused strategies) göre daha sağlıklı ve etkili stratejiler olduğunu göstermektedir. Tepki düzenleme, tepki odaklı stratejiler kategorisinde yer aldığın için diğer stratejilere göre istenen bir tür değildir. Bu stratejiden sonra en çok başvurulan tür ise *bilişsel değişim* (cognitive change) stratejisidir. Araştırmalar bir bilişsel değişim stratejisi olan *yeniden değerlendirme*nin (reappraisal) tepki düzenlemeden daha etkili olduğunu ortaya çıkarmışlardır. Her ikisi de tüm duyguların ifadesini azaltabilir. Ancak yalnızca *yeniden değerlendirme*, olumsuz duyguların hissiyatını azaltmaktadır (Heilman ve arkadaşları, 2010). Tepki düzenlemede ise, bireyler o duyguyu göstermemeye çalıştıkları için bastırırlar ancak bu esnada halen duyguyu hissetmeye devam etmektedirler. Ders esnasında bilişsel olarak duygu durumlarını etkilemek için, katılımcılar, o duyguyu uyandıracak durumun iyi bir yönünü düşünmeye, örneğin bazı öğrencilerin öğrenme çabasını gibi, çalıştıklarını ileri sürmüşlerdir. Bunun yanısıra bazıları tamamen duygu durumlarını etkileyecek olayları görmezden gelmeye, umursamamaya, kişisel algılamamaya, öğrenciler genç ve tecrübesiz oldukları için normal görmeye çalışmışlardır. Bazıları ise kendi öğrencilik yıllarını hatırlayarak ya da olaya onların gözünden bakarak empati kurmaya çalışmışlardır. Bir kısmı ise ellerinden geleni yaptıklarını düşünerel kendilerini rahattıklarını ya da kendileriyle konuştuklarından bahsetmişlerdir. Dersten sonra da bunlara benzer yollara başvurduklarını ancak özellikle kendilerini değerlendirmeye aldıklarını ve bu hususta

meslektaşlarıyla konuşup onlardan da tavsiye aldıklarını vurgulamışlardır. Bilişsel değişim stratejisinin hemen ardından en çok kullanılan strateji ise *dikkatte yayılma*dır (attention deployment). Bu strateji iki farklı biçimde kullanılabilmektedir: *dikkat dağıtma* (distraction) ve *yoğunlaşma* (concentration). Bu stratejiye katılımcılar tarafından en çok dersten önce başvurulmuştur. Dikkatlerini durumdan tamamen ilişkisiz başka bir şeye yönlendirmek için iş arkadaşlarıyla konuşmayı, öğrenciler ile ilgili olumlu şeylere odaklanmayı, derse yoğunlaşmayı, ve hobilerini yapmayı tercih ettiklerini belirtmişlerdir. Ders esnasında ise konuyu o istenmeyen duyguyu uyandıran olaydan başka bir şeye yönlendirmeye çalışarak, dikkatleri öğrencilerin kendilerine çekerek, onlara soru sorarak, onları konuşturarak dikkatlerini o olaydan uzaklaştıklarını dile getirmişlerdir. Dersten sonra ise yine sevdikleri aktiviteleri yaparak müzik dinlemek, dizi seyretmek gibi dikkatlerini o olaydan başka bir yere çektiklerini söylemişlerdir. *Bilişsel değişim* ve *dikkatte yayılma* çevreyi değiştirmeden duyguları düzenlemeyi mümkün kılmaktadır. Bir sonraki başvurulan strateji ise durum değiştirmedir. Bu stratejide yeni bir durum arayışı söz konusudur. Bunun için dersten önce katılımcılar, derslerine hazırlıklı gitmeyi veya daha iyi hazırlandıklarını söylemişlerdir. Ders esnasında ise o duygusal etkiyi değiştirmek için olayı veya durumu şakaya vurmayı, espri yapmayı veya o durum öğrencilerden kaynaklı ise onlara dokundurmayı tercih ettiklerini dile getirmişlerdir. Bunun yanısıra, sınıf yönetimi ve disiplin açısından, öfke duygusun istenmeyen davranışı sergileyen öğrenciler ile göz teması kurarak veya onlara fiziksel olarak yaklaşarak onlara mesaj vererek oluşmasına engel olmaya çalışmışlardır. Ayrıca, uygun olmayan davranışlar sergileyen öğrenci ile dışarıda konuşarak ya da tüm sınıfa motivasyon konuşması yaparak veya tavsiyeler vererek de durumu değiştirmeye çalıştıklarını dile getirmişlerdir. Bazıları ise içinde bulundukları duygusal durumu öğrencileriyle paylaşarak, mola vererek ya da öğrencilerin tek başlarına, sessiz bir şekilde çalışmalarını sağlayarak durumu değiştirmeye çalışmışlardır. Son olarak sadece 3 okutman *durum seçme* stratejisine başvurmuşlardır. Bu strateji uzak durumlarla daha çok ilgilidir. Bu çalışmadaki katılımcılardan biri, motivasyonu düşük öğrenci grubu ile istenmedik disiplin sorunlarıyla karşılaşmamak için sert ve katı bir öğretmen imajı çizmeye çalışmıştır. Öte yandan, başka bir okutman, onların hem sevgi hem saygısını kazanmak amacıyla derste ılımlı ve arkadaş canlısı bir öğretmen profili göstermiş

dışarıda ise biraz daha ketum görünmeyi seçmiştir. Bir diğer okutman ise sınıfta uyulması gereken kuralları önceden belirterek istenmedik bazı duyguların yaşanmasına engel olamayı amaçlamaktadır.

İngilizce okutmanlarına, Türk kültüründe İngilizce okutmanlarından veya öğretmenlerden hangi duyguları göstermesi beklendiği ve bu beklentilerin onların duygularını ve duygu gösterim ve düzenleme süreçlerini nasıl etkilediği sorulmuştur. Literatürde Ekman and Friesen (1969) tarafından ortaya atılan kültürel duygu gösterim kuralları Hofstede'nin (1980) bireycilik-toplumculuk modelinde incelenmiştir. Bu modele göre Türk kültürü, toplumculuk kültürlerine ait sayılmıştır (Kabasakal & Bodur, 2007). Bu da demektir ki Türk okutmanlarından pozitif ve negatif bazı duyguları daha aza indirgemesi beklenmektedir. Bu çalışmanın bulgularına göre ise toplumculuk kültürü kurallarının tersine, okutmanlardan güler yüzlü olmaları ve mutlu görünmeleri beklenmektedir. Bazı okutmanlar diğer branşlardan ziyade, bunun özellikle İngilizce öğretmenlerinden beklendiğini ileri sürmektedirler. Sebep olarak da yabancı dil öğrenen öğrencilerin daha çabuk motivasyonlarını yitirdiği vurgulanmıştır. Bunun yanısıra öğrencilere karşı ilgiyle ve şefkatle yaklaşmaları beklenmektedir. Ama bazı okutmanlar bu beklentinin öğrencilerin her şeyinden sorumlu olmaya dönüştüğünden yakınmakta ve öğrenci özerkliğinin geliştirilmesine dikkat çekmiştir. Toplumculuk kültürü kurallarına paralel olarak olumsuz duyguların azaltılması, sabır gösterilmesi ve sakinliğin korunması okutmanlardan beklenmektedir. Son olarak da, katılımcılardan sadece biri geçmişte öğretmenlerden daha katı ve ciddi olması beklendiğini söylerken, üçü ise otoriter tarzda öğretmenin hâlâ öğretmenlerden beklendiğini iddia etmiştir. Bazıları bu beklentiyi umursamayıp kendi bildiğini uygulamayı tercih ettiğini söylerken, bazıları ise büyük ölçüde olumsuz etkilendiğini belirterek, bu durumun sınıfta olumlu duygularını bastırmaya ittiğini öne sürmüştür.

Son araştırma sorusu olarak, katılımcılara kendi iş yerlerinde İngilizce okutmanlarından hangi duyguları göstermesi beklendiği ve bu beklentilerin onların duygularını ve duygu gösterim ve düzenleme süreçlerini nasıl etkilediği sorulmuştur. Öncelikle bu iş yerinde de diğer araştırma sonuçlarına paralel olarak yazılı veya sözlü olarak belirtilen duygusal gösterim kuralları yoktur. Katılımcılar da üstü kapalı bir şekilde ima edildiğinin altını çizmişlerdir. Bu yüzden elde edilen bulgular tamamiyle okutmanların kendi algılarına dayanmaktadır. Görüşme verilerinden elde edilen

bulgulara göre, araştırmanın da yapıldığı öğretim biriminde okutmanlardan öğrenciler ile aralarına belirli mesafeler koymaları ve onlara karşı arkadaş canlısı, güler yüzlü olmaları ancak onlarla arkadaş olmamaları beklenmektedir. Bu ince çizgiye dikkat etmeleri beklenmektedir. Çalışmaya katılan okutman populasyonun yaş ortalamasının düşük, tecrübeli olanlarının ve kadın okutman sayısının azınlıkta olması bu beklentinin sebeplerinden biri olabilir. Böyle bir beklentinin okutmanlarda yarattığı etkiye bakılacak olursa, bazıları bunu destekleyerek bu kurala itaat ettiğini vurgularken bazıları ise kendini kısıtlanmış ve tedirgin hissediyor, yanlış bir şey yapmış gibi hissederek suçluluk duyuyor, üstleri tarafından eleştirilmekten korkuyor ve son olarak öğrencilerin kendilerini bir robot gibi görmesinden endişe ediyor. Tüm bunlar da okutmanların iyi oluşunu olumsuz etkileyebilir ve öğrencileri ile ilişkilerine zarar verebilir. İkinci olarak okutmanlardan mutlu görünmeleri ve güleryüzlü olmaları bekleniyor. Öğrencilerle duygusal mesafenin korunması beklentisi ile çelişiyor gibi görünse de, olumlu duyguların gösterilmesi sosyal ortamlardan ziyade ders ortamında, öğretirken daha çok beklenmektedir. Öğrenci-öğretmen ilişkisi ile ilgili duygu gösterim kurallarından ayrı olarak, okutmanlar ile üstlerinin ilişkisi açısından okutmanlar, kendilerinden kurum tarafından söylenenlere ya da yapılması istenen şeylere itaat etmesi beklendiğini ileri sürmüşlerdir. İlgili birimde, kurallar ya da işlenişler hakkındaki memnuniyetsizliklerin dile getirilmesinin istenmediği okutmanlar tarafından vurgulanmıştır. Bu durumun da okutmanların fikirlerini beyan etme konusunda cesaretlerini kırdığı, denileni onaylamak zorunda bırakıldıkları için iki yüzlüymüş gibi hissettirdiği ve otoriteye karşı gelmemek adına gerçek duygularını gizlemek zorunda bıraktığı ileri sürülmüştür. Bunun sonucu olarak okutmanların üstleriyle ilişkisi zarar görebilir, şeffaf ve samimi bir iletişim zedelenebilir ve karşılıklı güven ve saygı yok olabilir. Son olarak, okutmanlardan sabırlı, sakin olmaları ve duygularını düzenlemede başarılı olmaları beklenmektedir. Bazı okutmanlar kendilerinden öğrencilere karşı aşırı sabır göstermesi beklendiği, bu durumunda onları strese ve bıkkınlığa sürüklediğini dile getirmiştir.

Genel olarak, bu çalışmadan elde edilen bulgulara dayaranarak, öğretmenlerin etkili duygu yönetiminin kaliteli bir eğitim için ön koşul olduğu ortaya çıkmıştır. Öğretmenlerin duygularını sınıf içinde iyi yönetebilmesi yalnızca kendi iyi oluşları için değil, öğrencilerin ruh sağlığı, derse olan ilgileri ve öğrenim kazanımları açısından

da önem teşkil etmektedir. Bu nedenle, bu çalışma öğretmenlerin kendi duygularını tanımaları ve yönetebilmeleri, ayrıca duygusal tepkilerinin başkalarını nasıl etkilediğini de farketmeleri açısından onlara farkındalık kazandırabilir. Bunun yanısıra bu çalışma, öğrenciler, meslektaşlar ve yöneticiler ile güçlü, destekleyici ilişkiler kurmanın, çatışmayla etkili bir şekilde başa çıkmanın, sağlam ama saygılı sınırları belirlemenin etkili bir duygu kontrolünden geçtiği bilincini kazandırabilir.

Appendix F: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ■

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Arığa
Adı : Merve
Bölümü : Yabancı Diller Eğitimi

TEZİN ADI (İngilizce) : Emotion Regulation Goals and Strategies of Instructors of English: A Phenomenological Study at a Foundation University in Turkey

TEZİN TÜRÜ : Yüksek Lisans ■ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ■
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: