EFL INSTRUCTORS' EMOTIONS AND EMOTIONAL LABOR STRATEGIES DURING THE COVID-19 PANDEMIC IN TURKEY

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ABSTRACT

EFL INSTRUCTORS' EMOTIONS AND EMOTIONAL LABOR STRATEGIES DURING THE COVID-19 PANDEMIC IN TURKEY

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This explanatory sequential mixed methods study investigated beginning and experienced English language instructors' emotions that they demonstrated, emotional labor strategies they used during interaction with their students, and the effects of years of experience on them during the COVID-19 pandemic were investigated. The setting for the study was English language preparatory schools of state and foundation universities located in Ankara, Turkey. One hundred fifty-six participants took part in the quantitative study and responded to an online questionnaire that addressed instructors' positive and negative emotions and emotional labor strategies. Follow-up semi-structured interviews were conducted with ten participants. Quantitative findings were given priority in this study. Quantitative data analysis, which included descriptive statistics, paired samples t-test, independent samples t-test, and MANOVA, was performed via IBM SPSS (28) while the qualitative data analysis was conducted manually according to the thematic analysis approach. Findings revealed that the participants demonstrated significantly more frequent positive emotions than negative ones. They also used *expressing genuine emotions* emotional labor strategy more than *surface acting* and *deep acting*. Years of experience had a significant effect on the

experience of negative emotions. It also influenced the use of expressing genuine emotions and surface acting strategies. The answers to the research questions were elaborated on via the qualitative findings by extracting eight themes after the verbatim transcriptions of the interviews and the coding processes.

Keywords: English Language Teacher Emotions, English Language Preparatory Programs, Emotional Labor, Emotional Labor Strategies

ÖZ

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN COVİD-19 PANDEMİSİ SIRASINDAKİ DUYGU VE DUYGUSAL EMEK STRATEJİLERİ

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Bu sıralı açıklayıcı karma metot araştırma çalışmasında, COVID-19 pandemisi sürecinde mesleğe yeni başlamış ve deneyimli İngilizce öğretmenlerinin gösterdikleri duyguları, öğrencileriyle etkileşim sırasında kullandıkları duygusal emek stratejileri ve deneyim yılının onlar üzerindeki etkileri araştırılmıştır. Çalışmanın ortamı, Ankara'da bulunan devlet ve vakıf üniversitelerinin İngilizce hazırlık okullarıdır. 156 katılımcı nicel çalışmaya katılmış ve öğretmenlerin olumlu ve olumsuz duygularını ve duygusal emek stratejilerini ele alan çevrimiçi bir anketi yanıtlamışlardır. On katılımcı ile yarı yapılandırılmış mülakatlar gerçekleştirilmiştir. Bu çalışmada nicel bulgulara öncelik verilmiştir. Tanımlayıcı istatistikler, bağımlı örneklem t-testi, bağımsız örneklem t-testi ve MANOVA'yı içeren nicel veri analizi IBM SPSS (28) aracılığıyla, nitel veri analizi ise tematik analiz yaklaşımına göre el ile yapılmıştır. Bulgular, katılımcıların olumsuz duygulara göre anlamlı ölçüde daha sık olumlu duygular sergilediğini ortaya koymuştur. Ayrıca, yüzeysel rol yapma ve derinlemesine rol yapma stratejilerine kıyasla, daha sık olarak samimi duygular sergileme duygusal emek stratejisini kullanmışlardır. Deneyim yılı, olumsuz duyguların yaşanması üzerinde önemli bir etkiye sahiptir. Aynı zamanda, samimi duygular sergileme ve

yüzeysel rol yapma stratejilerinin kullanımını da anlamlı şekilde etkilediği görülmüştür. Araştırma sorularına verilen cevaplar, görüşmelerin birebir deşifreleri ve kodlama süreçlerinden sonra sekiz ana tema çıkarılarak nitel bulgular üzerinden detaylandırılmıştır.

Anahtar Kelimeler: İngilizce Öğretmeni Duyguları, İngilizce Hazırlık Programları, Duygusal Emek, Duygusal Emek Stratejileri

To my family

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
NEST	Native English-speaking Teachers
ELS	Emotional Labor Strategies
TEI	Teacher Emotions Inventory
TEQ	Teacher Emotions Questionnaire
ELQ	Emotional Labor Questionnaire
CoHE	Council of Higher Education
HEI	Higher Education Institutions
ELPP	English Language Preparatory Program
EFA	Exploratory Factor Analysis
KMO Test	The Kaiser-Meyer-Olkin Test
MANOVA	Multivariate Analysis of Variance

CHAPTER 1

INTRODUCTION

In this chapter, the background of the study, statement of the problem, purposes and significance of the study will be presented.

1.1. Background of the Study

The emotional nature of the teaching profession has been emphasized by many researchers (Buric, 2017; Fried et al., 2015; Hargreaves, 1988 Schutz & Lee, 2014). Teachers can experience emotions such as utmost joy or heartbreaking sadness depending on the various classroom situations (Schutz et al., 2007). The dynamic (Intrator, 2006) and uncontrollable (Hagenauer & Volet, 2013) nature of classrooms makes teachers' and students' emotions open to change, which could be challenging, especially for beginning teachers. This also makes it quite crucial for teachers to manage their emotions in the right ways that are expected from them by the institutions, authorities and public. Like other service-required jobs, teaching requires emotional labor. Arlie Russel Hochschild developed the theory of emotional labor (1979), and most research in the literature has taken its framework from her approach. Emotional labor is related to how teachers express or demonstrate their emotions in the class, which are crucial determinants of the 'emotional climate' of the classroom (Fried et al., 2015). If there is a large and constant gap between how teachers feel and how they display their emotions, emotional labor could lead to *emotional exhaustion* or *burnout* (Zapf, 2002). There has been an increasing amount of empirical research dealing with teachers' emotional labor, and they primarily investigated the relationship between emotional labor and teacher burnout (Acheson et al., 2016; Akın et al., 2013; Zhang & Zhu, 2008). The studies mostly adopted qualitative research methods and tried to explain teachers' emotional labor practices (Li & Liu, 2021). Preventing the

possible negative outcomes of emotional labor depends on understanding the strategies that teachers employ to manage or regulate their emotions.

In the field of English language teaching, emotions were perceived as difficult to define, and study compared defining and studying cognitive aspects affecting the language learning and teaching processes (Richards, 2020). However, a growing interest in teacher emotions in the field of Education is reflected on applied linguistics area in the last 20 years and even led some researchers to mention an "emotional turn" that followed the "social turn" (De Costa et al., 2019). Many different aspects of how language teaching takes place in the classroom have an emotional side. Language classrooms are environments where language is not only the content that the students are supposed to achieve to communicate with the speakers of the target language; but also, the channel via which the classroom interaction takes place (Yazan, 2018). It is in the nature of this interactional structure of language learning and teaching process that there is a close relationship between teachers' emotions and their classroom practices, thus students' investment in learning English (Li & Liu, 2021; Richards, 2020).

The COVID-19 pandemic and transitioning to online teaching were drastic changes in education and have affected teachers and learners emotionally worldwide. Changes in the educational contexts and policies are intense sources of changes in teachers' positive and negative emotions (Lee & Yin, 2011; Tsang, 2013). One reason for this is that the educational policies are not generally constructed with a point of view that favors teachers' emotional well-being (Tsang, 2013). In their study, Hagenauer and Volet (2013, p.253) obtained findings that they discussed by saying, "…anything that was perceived as 'new' could make teachers feel unsettled, uncomfortable, insecure, anxious or nervous.". In December 2019, the whole world witnessed a major onset of a global pandemic that stemmed from an unknown coronavirus, which would be called SARS-Cov2 in January 2020 (Marinoni et al., 2020). Having emerged in Wuhan (Hubei, China), it has become the primary topic that influenced nearly all aspects of people's lives, including education. Drastic measurements and regulations of social life, such as lockdowns or closure of public spaces, came with the quick spread of the pandemic globally. In March 2020, a significant majority of university campuses were closed in Europe (Gaebel, 2020) and 185 countries worldwide by April 2020

(Marinoni et al., 2020). The measurements taken by different countries and higher institutions varied; however, transitioning to distance education was the most common regulation worldwide.

The year 2020 was quite significant in that a vast majority of learners and teachers had to experience distance education for the first time (Gaebel, 2020). As Jones and Kessler (2020, p. 1) state, "teachers literally responded overnight" to adapt to this extraordinary situation and the term 'emergency remote teaching' (Hodges et al., 2020) has been used to refer to this compulsory and sudden change. Even though different names like 'distance education, online education or remote teaching' have been used to cover this term, emergency remote education has been used to distinguish from a planned and prepared transition to distance education. This situation naturally brought many problems such as the lack of infrastructure for online education in a lot of countries, unequal access to technological tools by students, inexperienced staff, and so on. In addition, how long online education was going to last was unknown to everyone (Al Shlowiy et al., 2021). Psychological problems, emotional burdens, and increasing stress and anxiety were serious issues for students and teachers, and they were "as contagious as the Coronavirus" (Bozkurt et al., 2020, p. 11). Auger and Formentin (2021) state that an important component of teachers' emotions is shaped by attending to students' feelings. During the COVID-19 pandemic, the emotions teachers heard from their students were mostly negative, like anxiety or fear. This naturally affected teachers' emotions and their strategies to manage their emotions. It is also possible that remote teaching during the pandemic decreased the rewarding and positive aspects of the emotionality of teaching and turned them into increasing stress, anxiety and expectations from teachers (Jones, 2020). Besides, the compulsory isolation of teachers and separation from schools, which are valuable professional learning environments, were adverse outcomes of the pandemic (Alwafi, 2021).

In Turkey, after the announcement of the first COVID-19 case on 11th March 2020, one of the earliest precautions was moving all formal education to remote education. The Council of Higher Education (CoHE) is responsible for the decisions regarding higher education in Turkey. Therefore, COVID-19 pandemic measurements regarding higher education institutions (HEI) were taken by CoHE. After getting interrupted for a while on 16th March (CoHE, 2020a), universities started carrying out educational

practices via online services starting from 23rd March (CoHE, 2020b). Providing and maintaining distance education requires many aspects to consider in terms of technology, economy, or equality in accessing education (Can, 2020). Transitioning to remote teaching made it also compulsory for teachers to engage with technology more than ever. For many years, technology use in language education has been a topic of interest (Tümen Akyıldız, 2020). Integrating digital tools or online communication methods to lessons has a relatively richer background in language teaching than other fields of Education. According to Azzaro and Martínez Agudo (2018a) "negative emotions clearly hinder the cognitive development of technological know-how and the will to test new possibilities" (p. 185). Therefore, whether or not language teachers were successful in using technology so intensely all of a sudden can also be related to their emotions.

Universities used online video conference tools like Google Meet, Google Hangout, Cisco WebEx, or Zoom (Telli Yamamato & Altun, 2020). A study conducted by Kavuk and Demirtaş (2021) revealed that most of the teachers who participated in the study mentioned the difficulty of conducting online lessons and problems stemming from technological inadequacies, increasing stress related to their health and economic issues. In addition, they faced different problems depending on the level they were teaching and student profile. Online education has made it necessary for teachers to use technology in their lessons even though most of them were not provided with special training to conduct their lessons from a distance. Unfamiliarity with digital tools and pedagogies might have made teachers who were efficient during face-to-face teaching feel unsuccessful in online education (Altuntaş et al., 2020).

Similar to what teachers faced, transitioning to distance education created many problems or increased the effects of already existing issues for learners. Thuy (2021) states that transitioning to online learning had negative influences on learners' emotions due to increasing ‘loneliness’ and ‘isolation’. Most universities asked students to leave the campus and dormitories where there were opportunities to access the internet or computers. Students abandoned the campuses leaving their belongings in their dorms or apartments. Staying physically away from the campuses meant lacking the digital facilities that universities provided. A study by Karadağ and Yücel (2020) included 17.939 university students as participants and showed that only 63%

of the participants had an internet connection at home during the pandemic in Turkey. Another study conducted in Turkish HE setting by Göksu, Ergün, Özkan and Sakız (2021) revealed that university students who used their computers attended to online lessons more frequently than the ones using smartphones and the students living in urban areas could attend the lessons more than the students living in rural areas. Students' socioeconomic states positively correlated with the frequency of attending the lessons. These findings are not surprising yet important and informative. Besides, it is argued that the main purpose, especially for higher education, was to sustain education. On the other hand, more than having access to information was needed for students in HE (Bozkurt et al., 2020). Like young learners, young adults and adults also needed a psychologically supportive learning environment. It seemed that the responsibility of creating such an environment were mostly attributed to teachers.

Turkey, having 129 state-based and 78 foundation-based institutions (CoHE, 2020c), has one of the biggest higher education systems in the world (Esen, 2020). According to the CoHE Information System (YÖKSİS) data, more than 3.7 million students were enrolled in formal education in the 2018-2019 academic year (CoHE, 2020c). HEIs are grouped under four categories in Turkey: state universities, foundation universities, post-secondary vocational schools, and military institutions (Tekneci, 2016). The medium of instruction depends on institutions' language policies in that some state or foundation universities have English-only, English, and Turkish, or Turkish-only systems. Depending on the university policies, students are either expected to succeed in English exams to continue their undergraduate courses or are given the option to study at English language preparatory programs (ELPPs). In general, the tradition of English education in Turkish higher education involves ELPPs (either obligatory or optional) to provide students with essential English components and additional English courses for the rest of their undergraduate studies depending on their department requirements (Öztürk, 2019). In 2019, a regulation that requires obtaining a master's degree from the instructors to be employed in the preparatory schools was started to be implemented (Öztürk, 2019). On the other hand, instructors who do not fulfill this requirement can still work as part-time instructors.

The setting of this study is basic English departments of the ELPPs at state and foundation universities in Ankara, Turkey. Due to the mentioned employment

requirement, both full-time and part-time instructors are included as participants. A study by Demir (2015) revealed that most English instructors working at preparatory programs think that it is more prestigious to work at universities than at other levels. However, the majority of the participants also believe that within the university, they are not hierarchically perceived and respected like a "real" academician, but they are approached more as teachers. Ergül Bayram (2020) identifies several features of ELPPs in Turkish state and private or foundation universities. Firstly, she estimated that there will be more foundation universities which means that the number of ELPPs will continue to increase, so will the need to hire more English teachers in these programs. Secondly, ELPPs have the function of displaying the quality of education in an institution to the public. Finally, she proposed that the increase in the variety of roles that are assigned to instructors at preparatory programs and increasing workload will create more emotional problems such as burnout. She also argues that this situation will make it necessary for authorities to consider the emotional aspects of teaching and take necessary precautions.

Hargreaves states that teachers' reactions towards educational changes depend on many factors, and years of experience is an important one (2005). Teachers who do not have much experience in the field can experience positive and negative emotions more intensely than their more experienced colleagues (Intrator, 2006). This can be related to the fact that the rate of quitting the profession is higher in the first years of teaching (Nichols, 2016). Intrator (2006) calls the process of how beginning teachers try on different roles to balance their emotional states and what their institutions expect from them as ‘emotional drama’. This situation also occurs due to the fact that teachers start the profession with previously formed expectations and beliefs. Inconsistency between these and the actual conditions may create emotional burdens for them (Nichols et al., 2016). Along the same line, researchers emphasize that novice EFL teachers' emotions deserve a special research focus (Li & Liu, 2021). On the other hand, some research findings support the argument that teachers who are new in their careers could approach educational reforms more positively than their more experienced colleagues (Hargreaves, 2005). Still, the literature does not provide us with enough data related to the effects of years of experience on teachers' emotions. Nevertheless, teachers may experience different positive and negative emotions as they gain experience in teaching (Mevarech & Maskit, 2015).

As mentioned above, the background of the study involves theoretical information related to language teacher emotions and emotional labor with a specific focus on the effects of COVID-19 pandemic and years of experience in the Turkish higher education context.

1.2. Statement of the Problem

The existing literature on experienced and beginning teachers' emotions and emotional labor strategies does not depict a consistent picture. One reason for this is that there is still limited research investigating this phenomenon. The second reason is that the studies conducted so far have employed different research methodologies, taken place in different contexts and not with large numbers of participants (Mevarech, 2015). Qualitative research design is widespread in teacher emotions literature (Tsang, 2013; Xu, 2013). This situation creates findings that are quite valuable, however not generalizable. On the other hand, studies having adopted quantitative methods may lack comprehensive information related to the explanation of the research problem. When quantitative or qualitative findings do not adequately respond to researchers' need related to a phenomenon, further mixed-method studies are needed (Creswell & Clark, 2007). This study aims to contribute to the literature by providing the analysis of both quantitative and qualitative data.

As well as personal aspects, the phenomenon investigated in this study is directly related to the evaluation of institutional, social, and historical systems that surround English language teachers working in higher education institutions. In order to inform policymakers, teacher education programs, and using research studies as tools to contribute to teachers' well-being, the above-mentioned systems need to be investigated by more researchers. Besides, the visibility of emotional labor, which is mostly invisible in the academic roles that the instructors officially and unofficially take on, is critical to reach this goal. Lawless (2017) suggests instructors to document emotional labor in order to contribute to the recognition of emotion labor as part of academic labor. The literature does not provide us with a large amount of data that deals with these aspects concerning teacher emotions and emotional labor. Having adopted a holistic point of view that integrates cognitive, social, and historical factors, it was aimed to contribute to this gap in the literature.

Another problem that the study aimed to deal with is that teachers who teach in different subject areas may be experiencing different emotions from the others. Therefore, it was stated by several researchers that there is a need for empirical research that has their participants from the teaching of different subjects (Loh & Liew, 2016; Xu, 2013). Language teaching includes some factors to make it even more emotionally investing since there is more focus on building interpersonal relationships and including elements related to personal lives (Talbot & Mercer, 2018). Language teaching methodologies are changing often. Besides, low language learner motivation could be one of the factors that damage the well-being of language teachers, as well as linguistic lack of confidence for nonnative English teachers (Talbot & Mercer, 2018). Besides, language teachers communicate with the students mostly in a language that they are not native speakers of (Xu, 2013). In this case, more research studies exploring emotions and emotional labor strategies of English language teachers who teach at different levels and in different contexts.

It is also frequently emphasized that there is still a need for theoretical and empirical studies to reach more commonly accepted theorization of teacher emotions and emotional labor. The fact that cognitive aspects related to language learning and teaching have a richer historical background has made it possible to use research to develop language teaching theories, models, and methods. Empirical data will help teachers, teacher educators, and researchers to better understand the issues related to the affective (or emotional) aspects of language learning and teaching.

Given the detected problems in the field, the study aims to contribute to the literature by adopting a mixed-method research design and analyzing both personal and socio-historical factors affecting teacher emotions and their emotional labor strategies.

1.3. Purpose and Research Questions

The purpose of this mixed methods study is to investigate English language instructors' emotions that they demonstrated and emotional labor strategies that they employed during the interaction with their students in the duration of the COVID-19 pandemic in the Turkish higher education context. In order to better comprehend the research problem and obtain explanatory data, a sequential (QUAN→qual) design was preferred. The quantitative phase of the study aimed to describe positive and negative

emotions and emotional labor strategies demonstrated by 156 English language instructors working at ELPPs of the higher education institutions in Ankara, Turkey. To achieve this aim, questionnaire data was collected and analyzed. The qualitative phase of the study aimed to reach findings that would help explain the quantitative data by utilizing semi-structured interviews as data collection tools. Ten instructors participated in the qualitative phase of the study. Answers for the following research questions have been found in the present study:

1. What was the frequency of English language instructors' positive and negative emotions that they demonstrated during the COVID-19 pandemic?
2. What emotional labor strategies did English language instructors employ in online classes during the COVID-19 pandemic?
3. Is there a significant difference between the beginning and experienced English language instructors' emotions that they demonstrated during the COVID-19 pandemic?
4. Is there a significant difference between the beginning and experienced English language instructors' emotional labor strategies that they employed in online classes during the COVID-19 pandemic?

1.4. Significance of the Study

One of the crucial elements that affect the well-being of teachers is their emotions (Chen, 2019). Emotions are essential factors that influence the personal lives of the teachers and their teaching and their students' learning (Xu, 2013). Even though this study investigated the higher education context, it was aimed that it would hold an empowering aspect for teachers who are working in different levels of education and will give insights to other researchers to explore different facets of language teacher emotions. It is necessary to have a deeper understanding of teacher emotions in order to take action to transform conditions that hinder teacher well-being.

In addition, an essential component of teaching deals with classroom management and evoking positive social behaviors in students, which are influenced by teacher emotions (Rodrigo-Ruiz, 2016). It is also vital for teachers to understand this effect of emotions on others to prevent themselves from being intensely vulnerable to students'

negative emotions. It can provide insights for them to realize how they display their own emotions and how students get affected by them (Mottet & Beebe, 2000)

Another significance of this study is that it provides data related to the emotions of English teachers working in HEIs. The number of research studies dealing with HEI teachers' emotions are limited compared to other levels of education (Hagenauer & Volet, 2013). However, several factors are effective on teacher emotions unique to HE, such as teaching young adults, different expectations from teachers and students or the design of classroom activities (Hagenauer & Volet, 2013).

In Kimura's (2010) study, it was shown that experienced teachers develop their individual understandings related to emotion management in the class gradually during their professional lives (2010). Another significance of this study is that by aiming to understand the different perspectives of beginning and experienced teachers, it provides insights for the members of the profession all around the world. It was also aimed that the experiences of more experienced teachers could provide teachers and teacher educators with insights in relation to emotion management, as well. Besides, it is argued by many researchers that emotional rules vary depending on many contextual factors (Cribbs, 2015). These rules are not explicitly visible to the knowledge of teachers most of the time. Additionally, the need for teacher education programs to provide pre-service teachers with adequate knowledge related to the emotional aspects of teaching is expressed by several scholars (Chen, 2016, Chen, 2019). In fact, by some, this deficiency of programs is viewed as possibly "the greatest failure" of the current teacher education programs (Azzaro & Martínez Agudo, 2018b, p.370). This study is significant because it includes data from Turkish higher education context and contributes to the visibility of the emotional rules for English language instructors who may have trouble detecting and adapting to these rules.

Lastly, the COVID-19 pandemic has drastically affected educational practices and interaction between teachers and learners (Jones & Kessler, 2020). A study by MacIntyre, Gregersen and Mercer (2020) revealed that the most common stress-creating situations were workload and family health for English language teachers during the pandemic. This shows that the two factors that changed with the pandemic became the most significant stressors for the teachers. The COVID-19 pandemic has

resulted in a sudden change in all kinds of educational practices, and it is significant to investigate the effects of such a major outbreak to repair its damages on learners and teachers as well as to get prepared for a similar situation that might occur in the future.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the theoretical and empirical literature on emotions and emotional labor is reviewed, focusing on English language teaching. Even though researchers' interest in teacher emotions has increased in recent years, there is still a need for empirical studies all around the globe that can contribute to our understanding of emotions. In Turkey, the literature still seems scarce to this researcher's knowledge.

2.1. Theoretical Background of Teacher Emotions

The definition of emotions has been a topic of discussion for many academic fields like philosophy, psychology, sociology, or anthropology for a long time (Schutz, 2002). Even though there have been different definitions of emotions proposed by various researchers, it is widely the agreed upon that they involve both interpersonal and intrapersonal components (Fried, Mansfield & Dobozy, 2015). While interpersonal aspects address individuals' psychological and biological characteristics, intrapersonal aspects address the social factors. Early arguments on emotions mainly dealt with the contrast between 'emotion' and 'reason' (Schutz & DeCuir, 2002). Besides, they were perceived as personal and private and could be best analyzed psychologically or cognitively (Parkinson, 1996). The cognitive approach to emotions perceives them as related to interpretation of events, which means that emotions follow thinking about their sources (Parrott, 2001b). This process is called *appraisal* by some scholars like Lazarus (1996). According to this view, events trigger emotions depending on how individuals perceive them and the kinds of meanings they attribute to these events either consciously or unconsciously (Kiefer, 2005). In educational settings, the same type of student behaviors can be appraised differently by different teachers. Therefore, the teachers' reactions towards these behaviors or how they choose to regulate their emotions are viewed as strongly related to the cognitive and

individual processes. The cognitive approach to emotions aims to study how cognition functions in appraising an event and how it triggers certain emotions. Thus, it can be possible to find ways to contribute to individuals' well-being when they take charge of their emotions cognitively (Benesch, 2017).

On the other hand, a sociocultural perspective towards emotions perceives them as related to "our appearance to others, our relationships with others, our duties toward others, and our expectations of others." (Parrott, 2001a, p. 379). Emotions are perceived as culturally structured constructs and highly related to the individuals' social surroundings (Encinas Sánchez, 2014). The universality of emotions across different cultures is also challenged within this approach towards emotions. It is aimed to understand the structure of emotions that is related to the social factors and culture.

Another approach that challenges the cognitive point of view is the poststructuralist approach to emotions, which views them by focusing on "how they are constructed discursively" rather than "…what emotions are, biologically or cognitively" as Sarah Benesch explains (2017, p. 27). Similarly, Kocabaş-Gedik and Ortaçtepe-Hart (2020) view emotions as belonging to personal and social spaces and formed and reformed within the power relationships between cultural, social, and educational actors. The purpose of studying emotions within this framework is to use emotions to challenge unfavorable social and political situations rather than fostering individual cognitive regulations to increase well-being (Benesch, 2017).

These three approaches to emotions have been supported and criticized by many scholars in the literature. The psychological approach to emotions generally perceives them as individual and private states, while the social constructivist approach understands them as socially and culturally structured (Chubbuck & Zembylas, 2009). On the other hand, critical theorists such as Michalinos Zembylas (2003) argue that categorizing emotions either as individual or social does not depict a comprehensive picture. Adopting an integrated approach that brings together personal, cultural, and socio-political aspects together is needed to study teachers' emotions and emotional labor strategies in order to comprehend the issue better as well as contribute to the development of the conditions that has negative influences on teachers' well-being and language learning and teaching processes.

In the present study, this integrated point of view that concerns psychological, cultural and socio-political aspects together was adopted. The purpose of adopting such a point of view was not to ignore any factors that could be influential for teachers' emotions. That is why, the analyses and discussion of the data collected for the purposes of this study approached in an integrated way.

2.1.1. Classification of Emotions

Even though emotions are difficult to define, their functions, their influence on language teaching, and how they are socially formed have been examined in the literature (Richards, 2020), which is enhancing day by day (De Costa et al., 2019). Since the interest in studying emotions scientifically started to emerge, researchers have proposed different methods to deal with emotions categorically, as well. However, there is not a single agreed-upon definition or categorization of emotions (Chen, 2018; Bahia et al., 2013). As well as the definition and classification of emotions, it has also been a controversial topic for researchers in the field of psychology to identify a way to objectively measure emotions (Barret, 2006a). Ekman (1992) argues that there must be observable, distinctive *signals* (like facial expressions) for some basic emotions to be used as objective measurement tools. Other classifications of emotions include Parrot's (2001b) tree structure, which categorizes emotions as primary, secondary and tertiary. He proposes that there are six primary emotions (*joy, love, sadness, anger fear and surprise),* and there are other secondary and tertiary emotions grouped under these primary emotions. For example, fear is a primary emotion; nervousness is its secondary, and anxiety is its tertiary emotion. On the other hand, as Barret (2006a) proposes, it is not scientifically possible to prove an individual's distinct emotions or what kind of distinction exists among emotions. Using self-report strategies to measure emotions is one of the most frequently used methods to deal with emotions, however, it is also not clear if emotion words are perceived in the same way by individuals (Barret, 2006a). Depending on the situation, the same unpleasant emotional state might be described as feeling *bad, sad* or *afraid* by different people. It is also possible that some people better interpret their emotions and categorize them (Barret, 2006b). Therefore, emotions can be broken into a fundamental component: their *valence (pleasant- unpleasant)* (Barret, 2006b; Feldman, 1995). This dichotomous classification of emotions perceives them as either

positive or negative. The studies dealing with emotions in higher education settings mostly adopted a dichotomous perspective so far (Badia et al., 2019). Emotions are classified as positive when they are delightful or align with people's goals (Brendl & Higgings, 1996; Sutton & Wheatley, 2003). They are often claimed to have 'broadening' effects on individuals' abilities to be more responsive, creative, and productive (Becker, 2015). Love, care, and joy are three of the most commonly researched positive teacher emotions. Similarly, anger and anxiety are the most encountered negative emotions in teacher emotions literature (Sutton & Wheatley, 2003).

According to the points made above regarding the classification of emotions, a valence-based (positive-negative or pleasant-unpleasant) approach to the analysis of emotions was adopted in the present study. The tree-structure of basic, secondary, and tertiary emotions developed by Parrot (2001b) was also used, since in the present study two scales developed by Junjun (Chen, 2016; Chen, 2018) based on these distinct emotions were adapted. These scales that are based on the five basic emotions *(love, joy, anger, sadness, and fear)* have been proven to be reliable and valid within the literature (Aral & Mede, 2018; Atmaca et al., 2020; Chen, 2016; Chen, 2018). Therefore, distinct emotion categories by Parrot (2001b) were used as indicators of the broader positive and negative emotions.

2.1.2. Sources of Teacher Emotions

Being one of the most interactive and social professions, teaching involves emotions from various sources. One of the most significant of them is teachers' relationships with students, which has been supported by several studies (Chen, 2019; Hagenauer & Volet, 2013; Kimura, 2010). Students are very influential on teachers' decisions to stay in the profession and be enthusiastic about teaching (Spilt et al., 2011). Therefore, investigation of teachers and students' relationships carry a lot of importance to understand the teaching and learning processes better. Even though teachers may employ various strategies to manage their emotions, students generally realize their teachers' emotions (Sutton & Wheatley, 2003) and are influenced by them. This relationship exists in the other way in that teachers are most of the time aware of how their students are feeling. The positive emotions displayed by the students are

important sources of teachers' positive emotions, as well. "Emotional contagion" theory supports that participating in an interactional activity makes people susceptible towards others' emotions (Mottet & Beebe, 2000). Some recent studies supported this within instructional settings by revealing the relationship between teachers' emotional expressions and how students experience their own emotions (Becker et al., 2014; Keller & Becker, 2020). A study by Toraby and Modarresi (2018) showed that students' perceptions related to their teachers' emotions affect how pedagogically successful their teachers are for them. It means that unless a teacher displays positive emotions towards their students, they are not perceived as academically successful teachers. it is possible to say that there is a constant cause and effect relationship between teachers' emotions, their instructional behaviors, and student outcomes (Frenzel et al., 2009). There is enhancing literature on how teachers' emotions are related to students' academic success and classroom behaviors (Rodrigo-Ruiz, 2016). Keeping a positive emotional relationship between themselves and students needs emotional effort and knowledge about the proper ways to manage that (Woolfolk Hoy, 2013). In addition, these relationships depend not only on teachers, but it is also highly related to students' ideas, behaviors, and expectations. Depending on many factors like students' and teachers' age, educational level, institutional factors, or subject areas, the elements that are required to maintain positive relationships may vary. Taking an interactionist theoretical perspective as a framework, Andy Hargreaves (2000) argued that there is a strong relationship between teachers' emotions and their interactions with educational actors, like students, colleagues, or parents. He defines the components of emotional geographies as "…the spatial and experiential patterns of closeness and/or distance in human interactions and relationships that help create, configure and color the feelings and emotions we experience about ourselves, our world, and each other." (Hargreaves, 2000, p. 815). He suggests that there are five different emotional geographies in educational spaces:

> *1. Sociocultural geographies:* These geographies refer to the possibly different social and cultural personalities of teachers and other agents of education like students, administrators, or parents. Yongcan Liu (2015, p. 5) includes the factors such as "gender, race, language, ethnicity and culture" under these geographies.

2. Moral geographies: They refer to whether or not there is harmony between teachers' and other educational agents' purposes. When there is a mismatch between what teachers aim and what they are expected to accomplish, this might require extra emotional work from teachers (Hargreaves, 2000; Liu, 2015).

3. Professional geographies: Differences between what teachers, institutions and the public understand from 'being a professional teacher' may create professional geographies. Hargreaves (2000) refers to the definition of teacher professionalism by saying, "classical, masculine model of the professions, that creates a distance between teachers and the clients they serve…" (p. 816). On the other hand, teachers have different professional expectations depending on the context, educational level, and culture (Liu, 2015).

4. Political geographies: These geographies refer to the emotional effects of power relationship between teachers and people around them (Hargreaves, 2000).

5. Physical geographies: These geographies are the consequences of the factors related to the space and time of teachers' interactions with others, like students, colleagues, or parents. How frequent, intense, and (in)formal these interactions are has an effect on teachers' emotional relationships (Hargreaves, 2000).

According to the emotional geographies of teaching, how large the distances between teachers, students, colleagues, administrators, or parents are in terms of sociocultural, moral, professional, political, and physical aspects affects teachers' positive and negative emotions (Hargreaves, 2000). Hargreaves's (2000) emotional geographies align with Urie Bronfenbrenner's Ecological System theory (1979). According to this theory, people are surrounded by five embedded environments: microsystem, mesosystem, exosystem, macrosystem and chronosystem. As well as emotional geographies, these ecological systems are highly significant to assist a systematic evaluation of teachers' emotions, which are closely related to the close and distant actors. Detailed descriptions of ecological systems around teachers are given below:

1. *Microsystem* refers to the centermost system that covers teachers' relations to students, parents, colleagues, or administrators (Bronfenbrenner, 1979).

2. *Mesosystem* covers the relationships between the actors that are in the microsystem around teachers (Bronfenbrenner, 1979). Cross and Hong (2012, p. 959) states that it involves "the relationships of microsystems".

3. *Exosystem* refers to the social system that has a direct influence on microsystems and indirectly affects teachers and their emotions (Bronfenbrenner, 1979).

4. *Macrosystem* encompasses the norms, rules and principles related to law, politics, or economics (Chen, 2019; Cross & Hong, 2012) that exist in the more extensive societal system.

5. *Chronosystem* constitutes the outermost circle and includes the effect of time on teachers' emotions (Bronfrenner, 1988).

Being at the center of these systems, teachers have their own identities, beliefs, goals, which equally impact their emotions (Cross & Hong, 2012). In the present study, ecological systems theory developed by Bronfenbrenner (1979, 1988) aids the analysis and discussion of the findings in the present study, as well. The purpose of adopting these frameworks was to understand teachers' emotions that they demonstrated during the COVID-19 pandemic with regards to the close and distant environments that surrounded them, their interactions with others and the effects of social, historical, and political factors.

Another important source of teacher emotions is the expectation that they should be successful in classroom management and, at the same time, maintain a positive emotional atmosphere in the classroom. Therefore, the effort shown to deal with unwanted student behaviors in appropriate ways causes emotional burdens for teachers (Woolfolk-Hoy, 2013). When they successfully carry out this responsibility, it can also be a source of positive emotions and self-efficacy.

Deskilling and intensification of teachers' work are found to be two other sources of teachers' emotions, especially the negative ones (Tsang, 2015). Deskilling refers to the

teachers' loss of control over their work and increasing supervision by the government and public over themselves due to the managerialism in education (Tsang, 2015). In addition to deskilling, intensification of the work that is expected from teachers besides teaching, such as planning and conducting extracurricular activities or working to maintain a positive public image of the institutions, leads to negative emotions (Tsang, 2015).

In summary, teachers may experience diverse positive or negative emotions that result from different factors such as their relationships with students, colleagues, parents or administrators. While investing the emotions that they demonstrate, it is crucial to take these factors into consideration. In the present study, it was aimed to get help from the emotional geographies (Hargreaves, 2000) and ecological systems (Bronfenbrenner, 1979, 1988) while analyzing and discussing the findings.

2.1.3. English Language Teachers' Emotions

There has been a growing interest in applied linguistics regarding how learners' positive or negative emotions influence learning a language (King, 2016). It has been argued that the field of applied linguistics experienced an *"affective turn,"* which made it possible to reconsider affective factors as important as the "quantifiable and rational facts" related to language learning and teaching (Richards, 2020, p.2). The start of the research on the affective factors in applied linguistics dates to humanistic teaching literature (Moskowitz, 1978). Krashen's affective filter hypothesis (1985) and the effects of anxiety on language learners' academic success was followed by research on motivation and multilingualism, and emotions. Until recently, the main focus was on how affective factors influenced language learning. As well as the effects of emotions in language learning, language teachers' emotions, which are shaped mostly by the interaction with their students, has been a topic of interest since the 2010s (Barcelos & Aragão, 2018). However, how language learning (or teaching) affected emotions was hardly studied (Ferreira Barcelos, 2015).

With the increasing focus on communication between English language teachers and their students in the ELT field, it has been a vital necessity to create caring and empathetic relationships with the students (Ergül Bayram, 2020). Additionally, language teachers may be experiencing emotions specific to their subject areas such

as language anxiety and the situations that affect all teachers (King & Ng, 2018). For example, using English as the medium of instruction to teach English or addressing learners' negative emotions related to language learning may result in emotional problems (Richards, 2020). Additionally, teaching students from various cultural backgrounds, which is a prevalent situation in Turkish higher education institutions and dealing with English while integrating the elements from other cultures may lead to additional emotional burdens.

According to the points made above, investigation of English language teachers' emotions deserve special research attention because of the unique elements related to the emotional sides of language teaching and learning.

2.1.4 Studies on Teacher Emotions

The developing literature on teacher emotions includes several studies that guided the theoretical and empirical structure of the present study. Their detailed review is given below:

Hargreaves (2005) focused on how teachers emotionally react towards educational changes and specifically examined the differences due to their ages and experiences. Via interviews with 42 teachers in Canada, it was revealed that teachers who were in their early careers (Hargreaves defined the limit as having 5 or less years of experience) were more optimistic and adapted to changes more easily than their more experienced colleagues, who had had already experienced adapting to many different educational changes, were more unwilling to put effort to adjust their classroom practices.

Cross and Hong (2012) conducted a longitudinal case study with two elementary teachers in the US by making use of a number of diverse qualitative data collection tools like interviews and classroom observations. Taking Bronfenbrenner's ecological systems theory (1979) as a framework, they investigated the emotional effects of teachers' relationships to their surrounding environments. It was revealed that many elements within these systems negatively influence teachers' emotions, such as inadequate parent support for students (mesosystem) or obligations coming from regular test administrations (macrosystem). Nevertheless, these teachers' most potent

emotions were positive, mainly from their relationships with the students (microsystem). Primarily teaching disadvantaged children their own goals and beliefs related to their profession made it also possible to overcome emotional challenges.

Hagenauer and Volet (2013) provided the literature with data from the Australian higher education context by conducting interviews with 15 teachers educating pre-service teachers from different subject areas. The frequency of positive and negative emotions was close, and the intensity of these emotions stemmed from whether their expectations from their students were fulfilled or not. In addition, the years of experience had a mediating effect on the nervousness and anxiety of teachers. Besides, changes in the educational contexts, such as new students or new teaching atmosphere, were sources of negative emotions, especially anxiety.

A recent study by Chen (2019) dealt with primary school teachers' emotions in China concerning Bronfenbrenner's ecological framework (1979). Data collected via individual interviews with 25 teachers and survey responses of 1,492 teachers revealed that more experienced teachers had respectively more negative emotions than the less experienced teachers. Additionally, teachers had more positive emotions in relation to the micro-system and less in relation to macro-system levels. Teachers' positive and negative emotions were more intense regarding their students; therefore, it was suggested to pay attention to their relationships with students. Another finding of the study was that for beginning teachers, it was challenging to balance their positive and negative emotions due to the cultural understandings of hierarchical relationships between students and teachers.

2.1.5. Studies on English Language Teachers' Emotions

The literature on English Language teachers' emotions have been informed from the developments in the broader teacher emotions literature. However, the literature is scarcer than the studies on teacher emotions to the researchers' knowledge. Several studies that aided the language-teacher specific content of the present study are given below:

Cowie (2011) investigated the emotions of nine experienced EFL teachers working in universities in Tokyo. Arguing that experienced teachers' emotions deserve attention

as much as beginning teachers', it aimed to find out what emotions they had and what kind of implications the study can offer for teacher development. The data was collected through three consecutive individual interviews. It was revealed that creating an emotionally warm relationship with their students was essential for them, too and 'caring' for them was crucial in relation to various situations aiming to go beyond language teaching. It was also found their relationships with their colleagues and institutions were not the main sources of positive emotions but could be a strong influence on the negative emotions like anger or disappointment. It was stated that negative emotions towards students were more temporary than the ones towards institutional agents.

A multiple case study by Xu (2013) focused on three beginning EFL teachers' emotions within the framework of emotional geographies (Hargreaves, 2001) in China. It was revealed that political geographies between teachers, students, colleagues, and administrators were highly influential in determining teacher emotions since they were the structures that created emotional rules in the workplace. In terms of physical geographies, it was argued that effective use of technology outside the school made it easy for teachers to develop relationships with students and parents. This shows that even when face-to-face interaction is possible, the need to keep the interaction constant in and out of the school is present for experiencing positive emotions.

Gkonou and Miller (2018) investigated tertiary level English language teachers' emotions, emotional labor, and language teacher agency via mixed research methodology in the UK. A questionnaire was administered, and semi-structured interviews were conducted. The study revealed that teachers mostly experienced positive emotions more than negatives. In addition, the primary source of their experience of *joy* was their relationships with their students. The researchers emphasize that perceiving teaching as a "caring "profession and understanding emotion management as teachers' personal, natural decisions should not lead us to ignore social and political control on their emotions. Parallel to the ideas proposed by Zembylas (2003) and Benesch (2017), Gkonou and Miller also support that emotional labor does not necessarily have negative consequences since it has agentive power for teachers to reflect upon and find ways to confront them when needed.

2.1.6. Studies on Teacher Emotions in the Turkish Context

A study by Argon (2015) explored the factors affecting primary school teachers' emotional states with a particular focus on school administrators as influential actors in Turkey. With the participation of 65 teachers, data was collected via interviews. It was revealed that institutional characteristics, administrators' approaches, teachers' personalities, relationships with the students, colleagues, parents, and administrators were some of the critical factors for teacher emotions. It was also revealed that emotional problems could result in administrators' ignorance of teachers' emotional states and not giving enough attention to the affective factors in the educational settings. These findings also support that the microsystem around teachers has the most significant influence on their emotions.

Another study by Aral and Mede (2018) was conducted with 66 English language instructors working at preparatory programs at foundation universities. Their most frequent positive and negative emotions and the effect of years of experience on their emotional well-being were investigated. Via mixed methods design, a survey and instructors' reflections were used as data collection tools. It was found out that *joy* was the most frequently experienced emotion while the least experienced one was *fear*. The years of experience made a difference in the experience of *joy* since *l*ess experienced teachers (having less than 10 years' experience) demonstrated lower levels of joy. Lastly, parallel to the other studies, it was found that instructors' relationships with their students were the most prominent source of their positive emotions.

A recent study by Atmaca, Rızaoğlu, Türkdoğan and Yaylı (2020) explored the relationship among teachers' emotions, burnout, and job satisfaction with 564 teachers working at different levels ranging from preschools to high schools. The quantitative data showed that their most frequently experienced emotion was a *joy* while the least one was *fear*. These findings supported the other studies, and it was found that fear was a strong and negative predictor of job satisfaction, while it was a positive predictor of burnout. This kind of relationship also existed between positive emotions and job satisfaction and between negative emotions and burnout.

2.2. Emotional Labor

The terms emotional labor and emotional regulation are often used interchangeably, however, the literature reveals that they have different meanings (Cribbs, 2015) and constitute different lanes of studies. While emotional labor refers to the work of displaying or suppressing certain emotions, emotional regulation refers to the accomplishment of this work (Gross, 2007; Hochschild, 1983). Besides, Taxer and Frenzel (2015, p.79), who studied emotional regulation, argue that while the emotional regulation tradition has focused on "hiding the expression of negative emotions", the emotional labor tradition has focused on "up-regulating the expression of desired positive emotions".

Emotional labor is defined as "…the forced emotion management in work for a wage" by Tsang (2011). Workers, who mostly provide service to other people, are expected to display, or hide certain emotions. For most service work, the aimed profit is related to the emotions shown by the workers. Thus, the control of the emotions is not held by the workers themselves, but by the organizations they are working for (Tsang, 2011). While the emotions are generally private and personal matters, most service workers' emotions become 'products' with economic value (Argon, 2015). Sociologist Arlie Russel Hochschild (1983) explains this phenomenon with the distinction of private and public selves. Normally, emotions and emotional processes, like emotion management, are individuals' private systems. This situation is perceived problematic since this kind of emotional management is performed in favor of profit-making and not controlled by the employees. That is why it is different from how people regulate their emotions in their everyday lives in society (Tsang, 2011). Hochschild's inquiry on flight attendants revealed that however much disrespectful the customers behave, flight attendants were explicitly reminded that they needed to stay calm and always smile (1983). It was followed by different examinations of the emotional labor of other workers like 'nurses, police officers, retail sales, bank, and hotel employees' (Wróbel, 2013).

After Hochschild coined the term into the literature, there have been essential revisions to the conceptualization of emotional labor. Hochschild proposed the theory of emotional labor essentially depending on the Marxist point of view and Goffman's

dramaturgical perspective (Wouters, 1989). She contributed to Goffman's perspective that views individuals as ‘passive actors’ in obeying the socially accepted rules. According to Hochschild (1983), individuals are actively involved in emotion management according to feeling rules. Additionally, Ashforth and Humphrey (1993) perceived emotional labor as "impression management" by mainly focusing on behavioral outcomes. They argued that the consequences of emotional labor do not have to be negative. On the other hand, according to Morris and Feldman (1996), emotional labor has more to do with the expression of emotions rather than how people try to manage what they feel. Consistent with what Hochschild proposed, they agree that there are appropriate emotional labor consists of four dimensions: "1) frequency of appropriate emotional display, 2) attentiveness to required display rules, 3) variety of emotions required to be displayed, and 4) emotional dissonance resulting from expressing emotions which are not genuinely felt” (Morris & Feldman, 1996, pp. 989-994). They approached the concept of emotional labor from an interactionist point of view in that, social factors to have an influence on the judgment and display of emotions. In addition, they argued that emotional labor occurs even when the institutional emotional expectations are in harmony with how employees actually feel them.

There are individually and culturally varying expectations whether to display, hide, feel or not feel specific emotions (Woolfolk-Hoy, 2015). While Ekman, Sorenson and Friesen (1969) called them ‘emotional display rules’, Hochschild (1983) identified ‘feeling rules’, according to which individuals are expected to manage their emotions appropriately. On the other hand, these rules were named ‘emotional rules’ by Michalinos Zembylas (2002). Display/feeling/emotional rules depend on the contexts and what kind of emotional expressions that these contexts require. Therefore, they are pretty much bound to the cultural and social norms. Additionally, since these rules determine which emotions are ‘allowed’, ‘appropriate’ or ‘deviant’, they are embedded in certain power relations (Zembylas, 2002).

The emotional labor theory developed by Hochschild (1983) is adopted as the framework during the analysis and the discussion of the findings in the present study. In addition, according to the points made above, the investigation of the emotional

rules is perceived as a prerequisite so as to better comprehend teachers' emotional labor processes and emotional labor strategies, which are explained in the next section.

2.2.1 Emotional Labor Strategies

It is argued that emotional labor either results in emotional harmony or dissonance (Cribbs, 2015). When the employees' actual emotions match with the ones they ought to show, there is harmony. However, emotional dissonance occurs when there is a lack of harmony between the real and shown emotions (Hochschild, 1983). When the level and frequency of emotional dissonance is high, it may lead to negative situations like 'alienation, dehumanization, and depersonalization' (Tsang, 2011). Both when there is a harmony or dissonance between how individuals feel and how they are expected to show certain emotions, there are certain emotional labor strategies that they make use of. Hochschild (1983) identified two strategies of emotional labor: surface acting and deep acting. In addition to these two strategies, according to Ashford and Humphrey (1993), expressing genuinely felt emotions is also an emotional labor strategy. They are explained in detail below:

2.2.1.1 Surface Acting

Surface acting is defined as "trying to change how we outwardly appear" by Hochschild (1983, p.35). Demonstrating unfelt emotions or hiding the actually felt emotions are two ways of performing surface acting. A teacher's preference to smile and continue the lesson when feeling sad or angry could be an example of surface acting (Wróbel, 2013). Surface acting is generally associated with emotional dissonance and burnout (Mikolajczak, Menil & Luminet, 2007).

2.2.1.2 Deep Acting

Deep acting is defined as "trying to feel institutionally desired emotions" by Smith and King (2018, p.334). Even though both surface and deep acting aim to demonstrate the organizationally appropriate emotions, they involve different processes. Unlike surface acting, deep acting does not only involve changing behaviors but also changing the inner emotional states. It is mostly claimed to be not as harmful as surface acting (Lee & van Vlack, 2017). The purpose of using deep acting as a strategy is believed to look more genuine related to one's emotions (Kiral, 2016).

2.2.1.3 Expressing Genuinely Felt Emotions

Ashforth and Humphrey (1993) argued that expressing genuinely felt emotions is also a part of emotional labor since evaluating if the expression of genuine emotions matches with institutional expectations requires energy and effort, as well (de Ruiter et al., 2021).

Most studies in the literature of emotional labor have taken their framework from this 3-dimensional perspective. In the present study, teachers' emotional labor strategies are also addressed within these three emotional labor strategies: surface acting, deep acting and expressing genuinely felt emotions.

2.2.3. Teachers' Emotional Labor

The concept of emotional labor became visible in the educational research field in the 1980s (Gkonou & Miller, 2018). As Anita Woolfolk-Hoy (2013, p.264) argues "Teachers are neither warned about nor prepared for the reality that their chosen profession will require emotional labor to enact a myriad of sometimes contradictory display rules." Teachers are also service workers (Tsang, 2011) who are possibly practicing emotional labor. Within this point of view, teachers are perceived as similar to service workers, and it is accepted that the teaching profession requires special emotions from teachers to display. Isenbarger and Zembylas (2006, p. 122) argues that "when emotions are underplayed, overplayed, neutralized or changed according to specific emotional rules and in order to advance educational goals, teachers perform emotional labor." These kinds of emotion work is frequently performed by the teachers to serve various purposes

Hochschild proposes three important features of jobs that requires emotional labor: including face-to-face or voice-to-voice interaction with the public, employees put effort to create specific emotions in other people and employers have the right to control employees' emotion to different degrees (Hochschild, 1983; Tsang, 2013). . Even though most of the time there is no explicit supervision on teachers' emotions, there are some culturally and historically structured rules according to which teachers are expected to show, hide or regulate their emotions in the classroom (Schutz & Lee, 2014). Even though they are not explicitly stated, teachers become familiar with these

‘emotional rules’ (Zembylas, 2002), or ‘feeling rules’ as called by Hochschild (1983), in the profession. The emotional expectations from the teachers are not very different from those required for other service jobs. Some of them are identified as displaying positive emotions and suppress the negative ones (Cribbs, 2015), refraining from expressing strong emotions (Tsang, 2013) or approaching students with love and joy (Winograd, 2003, as cited in Tsang, 2013). In addition, Zembylas (2005) states that emotional rules for teaching are embedded in the necessity to act "professional" and maintain "self-control". It is argued that the teaching profession involves the three criteria defined by Hochschild (1983) (Yin et al., 2017). However, some features differentiate teachers' emotional labor. One of them is that most of the time, their relationship with the same students lasts a long time and might result in repetitive emotional states (Wróbel, 2013).

There have been essential discussions on whether teachers' emotional "regulation", "management," or "work" was in fact emotional labor. Some argue that teachers' emotional "work" should not be classified as emotional labor, since generally there are no explicitly defined expectations from their institutions, and it does not have a financial contribution to teachers. However, teachers' do not perform emotional labor for their own well-being (Lawless, 2018). Most of the time they use emotional labor strategies for their students’ motivation or some institutional purposes. It has positive effects on students and institutions, which is similar to "customer positive affect" in Hochschild's theory. Teachers need to put special effort and employ several strategies to achieve this. It can be more effortful for beginning teachers to learn how and when to employ these strategies. Besides, emotional rules show variance depending on many factors such as the type of the institution, educational stages or cultural and historical effects. This requires teachers to adapt to the present emotional rules in an academic context, which are most of the time implicit and require energy from the teachers to figure them out. For example, teachers need to employ different emotional labor strategies when they are working at primary, secondary or tertiary schools. Similarly, when historical and political events, such as a pandemic and change in the mode of education, affect students' emotions and motivations, they may be expected to mediate the situation by showing more positive emotions and "caring" more for the students. When they cannot succeed in this, they may be blamed by the students, their institutions or the public. Even though caring demands from the teachers might have

increased during the pandemic, caring constitutes an integral part of education and can have emotionally exhausting and rewarding consequences at the same time (Isenbarger & Zembylas, 2006). As stated by King (2016): "The emotional labor of having to induce context-appropriate caring emotions or suppressing inappropriate non-caring ones is likely to prove draining over time.". Caring about students might guide teachers when they are constructing their professional identities and help them make pedagogical decisions (King, 2016). On the other hand, it might have negative emotional consequences, as well. The effects of emotional labor on teachers are further elaborated in the next section.

2.2.4. Effects of Emotional Labor on Teachers

There are different views on whether the outcomes of teachers' emotional labor are positive or negative (Tsang, 2011). Hochschild (1983) viewed emotional labor negatively and argued that it has harmful outcomes for the employees. Hargreaves (2000) added that consequences of emotional labor might also be harmful if the goals of emotion suppression or showing some specific emotions are determined by other people, not the teachers themselves. Even though the terms used by different researchers vary, many have argued that hiding and faking emotions or surface acting damages teachers' well-being (Ruiter et al., 2021). Evidence shows that emotional exhaustion and deep acting are correlated, as well (Wróbel, 2013). On the other hand, some scholars such as Isenbarger and Zembylas (2006) claimed that emotional labor also has positive effects. Similarly, Chubbuck and Zembylas (2008), adopting a critical perspective, argued that emotions can be both a tool for social control because of the predetermined emotional rules and an opportunity to resist these rules and create transformations in the educational spaces. Similarly, Hargreaves (2000) argued that when teachers have their own objectives to perform their jobs in a better way, emotional labor could be beneficial for teachers. Besides, being successful in emotional management could have a satisfactory influence on teachers (Tsang, 2016).

2.2.5. English Language Teachers' Emotional Labor

In the ELT field, language teachers' emotional labor has not been a topic of much interest (Ergül Bayram, 2020). Even though researchers started to show interest in teachers' emotional labor in the 1980s, a special attention given to language teachers'

emotional labor was found in the literature starting from the 2000s (Gkonou & Miller, 2018). Therefore, to the researcher's knowledge, both the theoretical and empirical literature on emotional labor practiced by English language teachers lacks adequate conceptualization and strong evidence. Benesch (2017, p.54) contributed to the conceptualization of emotional labor in the ELT field and defined it as "teachers' self-monitoring to achieve 'appropriate' emotions guided by institutional policies and professional guidelines." Approaching from a poststructuralist point of view, Benesch (2017). argued that the emotional labor of language teachers results from teachers' agency. Since language teachers are in charge of their emotions, it can contribute to unraveling political and hierarchical relationships in the formation of feeling rules. In a way, she perceived emotional labor as a tool to documenting and resisting the power relationships that form and force the emotional rules for teachers.

2.2.6. Studies on Teachers' Emotional Labor

Studies on teachers' emotional labor and their emotional labor strategies have been conducted mostly via qualitative methods and in relation to their effects or sources. Three of these studies are explained in detail below:

Isenbarger and Zembylas (2006) conducted an action research study with one participant, Lynn Isenbarger, who was the first author of the study and an elementary school teacher. They mostly focused on the 'caring' of the students and its relationship to teaching and emotional labor. The study revealed that emotional labor performed by the participant had both positive and negative consequences. Suppressing negative emotions like sadness, disappointment, or frustration negatively influenced the teachers' professional life. On the other hand, caring for children made the teacher "feel good" and become satisfied.

Another study by Kimura (2010) used classroom observations of three secondary-school teachers and semi-structured interviews with them as data collection tools. During the observations, the emotional expressions of teachers, such as their voice or body language, were paid attention. Interview data supported these findings, and it was revealed that teachers expressed their positive emotions without using any strategy to hide or suppress them. It is also shown that teachers' negative emotions mainly stemmed from students' lack of engagement and impoliteness. They tried to regulate

their negative emotions even though they did not think that negative emotions needed to be controlled all time. Expressions of negative emotions such as anger functioned as tools to manage the class and prevent unwanted behaviors and maintain the cultural norms that perceive teachers and students as hierarchically related.

Taxer and Frenzel (2015) investigated different aspects of teacher emotions, especially focused on emotional regulation and which emotions they preferred to show, hide or fake. The study with 266 teachers showed that teachers most often genuinely showed positive emotions while hiding negative emotions and faked the positive ones. The authors suggest that the findings show that teachers do not show their true selves in the classroom most of the time. Besides, genuinely expressing and hiding negative emotions and often faking positive emotions can be related to outcomes such as damaged physical and mental health and low self-efficacy.

The emotional labor experiences of teachers of other subjects and English language teachers can show differences, as already mentioned above. Therefore, studies on English language teachers' emotional labor are presented separately in the next section.

2.2.7. Studies on English Language Teachers' Emotional Labor

King (2016) explored experienced five EFL instructors' perceptions of emotional labor via interviews in a Japanese university. It was revealed that showing caring emotions to students was an essential aspect of a teachers' responsibilities in the Japanese higher education setting. The participants also stated that they had to suppress negative emotions like anger or frustration mostly stemming from student behaviors. The reason for this type of emotional labor was that they believed it was teachers' job to maintain the positive atmosphere in the classroom and student motivation towards language learning. In addition, institutional problems like new system-related regulations were other sources of negative emotions for the instructors.

Another study by Talbot and Mercer (2018) investigated the emotional well-being of ESL and EFL teachers working in HEIs and their regulation strategies via interviews with 12 teachers. The study was conducted with the participation of teachers from the United States, Japan, and Austria. Findings revealed that one of the primary sources

of teachers' emotional well-being was their relationships with the students, which supports the findings of previously mentioned studies. To regulate negative emotions, the teachers used several strategies like trying to adapt to the negative situations via methods like cognitive reappraisals.

A recent study by Li and Liu (2021) investigated 484 beginning EFL teachers', who had less than 7-year experience and were working at secondary schools, emotional labor practices in the Chinese contexts and emphasized that novice teachers' emotions deserve special attention. In this quantitative study, the researchers developed a questionnaire ("Beginning EFL Teachers' Emotional Labor Strategy Scale") consisting of 20 items measuring 4 emotional labor strategy categories: surface acting, deep acting, negative consonance, and positive consonance. Mikolajzcak and his colleagues (2007) defines positive consonance as an employee's expression of emotions that they are supposed to feel. In contrast, negative consonance is defined as an expression of emotions that conflict with the present emotional rules. The findings revealed that the teachers mostly used positive consonance followed by deep acting. It is found out that Chinese EFL teachers did not prefer negative consonance to regulate their emotions. This showed that beginning Chinese EFL teachers successfully managed their emotions according to the emotional rules. Even though this study provides us with the emotional labor strategies used by EFL teachers, it does not give insights into how the teachers were affected by their emotional labor.

Another recent study by Thuy (2021) investigated EFL teachers' emotions and emotion regulation strategies during the COVID-19 pandemic in a private higher education setting in Vietnam. 6 EFL teachers who practiced online teaching during this period participated in the study and data was collected through semi-structured interviews. It was revealed that at the beginning of the process, the most common emotion was excitement for these teachers. Being able to stay at home while working and the urge to support students during this change in the mode of teaching was their priority. It was also shown that as the years of experience of the teachers increased, so did their anxiety to adapt to the pedagogical changes, especially the ones including intense use of technology. Additionally, the most preferred emotion regulation strategy was a reappraisal of the situation rather than suppressing the negative emotions.

2.2.8. Studies on Teachers' Emotional Labor in Turkish Context

As well as teachers' experiences related to their positive or negative emotions, their experiences regarding the emotional labor are very much context bound. Therefore, the studies conducted in Turkey were presented separately below:

A study by Akın, Aydın, Erdoğan and Demirkasımoğlu (2014) dealt with the relationship between emotional labor and burnout via mixed methods research. After a focus group session with nine teachers to assist the questionnaire development, 370 Turkish primary school teachers in Ankara participated in the survey study. It was revealed that teachers expressed genuine emotions the most, which is consistent with the other studies conducted in the Turkish context. Additionally, while the use of surface acting was found to be related to emotional exhaustion, there was a negative relationship between deep acting and expressing genuine emotions strategies and burnout.

Ergül Bayram (2020) also conducted a recent study that examined emotional labor and burnout states of 179 EFL teachers working at preparatory schools in İstanbul, Turkey. Similarly, the findings revealed that the most practiced emotional labor strategy was expressing genuinely felt emotions and the least used one was surface acting. In addition, teachers working at state universities practice deep acting significantly more than teachers working at foundation universities. Years of experience also created a difference in emotional labor strategies. Experienced teachers (with 10 or more years of experience) preferred expressing their emotions genuinely and deep acting more than their less experienced colleagues. Besides, emotional exhaustion levels negatively correlated with the years of experience. Lastly, there was a significant relationship between the use of surface acting and the burnout levels of the teachers.

Another recent longitudinal case study by Kocabaş-Gedik and Ortaçtepe-Hart (2020) investigated two native speakers (NESTs) English language instructors at a foundation university in Ankara, Turkey. Their emotional labor and language teacher identities were under researchers' examination. Qualitatively collected data revealed that in order to be successful in navigating emotions, there are important factors for NESTs such as obtaining a degree in teaching, being competent in the language locally spoken and having institutional support. Analysis from the "communities of practice"

perspective found that both individual factors like beliefs and context-specific factors such as relationships to colleagues or conflicting power relationships at work were influential in participants' emotional labor and language teacher identity development.

The enhancing literature focused on teachers' emotions, specifically English language teachers' emotions and labor, has shown that emotions constitute an essential aspect of teachers' personal and professional lives. Teacher attrition, burnout, emotional exhaustion, and leaving the profession are some of the outcomes of negative emotions. Besides, exploring and finding ways to create opportunities to increase positive emotions experienced by teachers needs attention to contribute to their well-being. The complex and multilayered nature of emotions makes it necessary to develop broad perspectives to investigate them. It is also crucial to understand how teachers' and students' emotions are interrelated and therefore significant factors influencing academic outcomes. Individual, contextual, social and political factors, which are highly dynamic and open to changes, should be examined. Even though the literature on emotions in the field of psychology assisted this study, the sociological aspects which are especially visible in the emotional labor studies have been paid attention to, as well. Contributing to the literature on these issues would help future studies and researchers to develop their insights related to the conceptualization, definition, and functions of emotions and emotional labor.

CHAPTER 3

METHODOLOGY

This chapter presents the research design, participants, data collection instruments, and data analysis methods.

3.1. Purpose and the Research Questions of the Study

The purpose of this study was to explore positive and negative emotions demonstrated by the EFL instructors and the emotional labor strategies that they employed during the COVID-19 pandemic. A valence-based classification of positive and negative emotions and Hochschild's (1983) emotional labor theory were adopted as frameworks to investigate the research problems. In addition, it was also aimed to find out if the instructors' years of experience had an effect on them. The research questions are given below:

1. What was the frequency of English language instructors' positive and negative emotions that they demonstrated during the COVID-19 pandemic?
2. What emotional labor strategies did English language instructors employ in online classes during the COVID-19 pandemic?
3. Is there a significant difference between the beginning and experienced English language instructors' emotions that they demonstrated during the COVID-19 pandemic?
4. Is there a significant difference between the beginning and experienced English language instructors' emotional labor strategies that they employed in online classes during the COVID-19 pandemic?

3.2. Research Design

The review of the related literature revealed that teacher emotions and their emotional labor has been mostly explored qualitatively (Atmaca, 2020; Azzaro & Martínez Agudo, 2018b) and primarily via interviews as data collection tools (Chen, 2016). Therefore, in order to enrich the literature with more generalizable data, further quantitative or mixed methods studies are needed (Chen, 2016). A comprehensive understanding of the research problems can be best achieved via multimethod studies especially for phenomena such as emotions, whose scientific and objective measurements are relatively more complex. As suggested by Creswell and Plano Clark (2007) when only quantitative or qualitative methods are inadequate to reach a comprehensive understanding of the research problem, mixed methods research is preferred. Therefore, mixed methods research was selected for the present study.

Mixed methods research is defined as "…using both qualitative and quantitative approaches or methods in a single study or program of inquiry" (Tashakkori & Creswell, 2007, p. 4). It began to be used as a research methodology in the 1980s and helps researchers to access a greater scope of data to investigate a research problem than employing only quantitative or qualitative research designs (Creswell & Creswell, 2018; Creswell & Plano Clark, 2007). Among different kinds of mixed methods research, an explanatory-sequential design was adopted in this study (QUAN→qual) (Creswell & Plano Clark, 2018). In sequential mixed designs, the quantitative and qualitative data collection takes place chronologically, and in explanatory-sequential designs, qualitative data collection and analysis follow the quantitative ones (Teddlie & Tashakkori, 2009). Adopting this type of design used the qualitative data findings to better comprehend the data collected through quantitative design (Creswell, 2003). That is why the priority was assigned to the quantitative results (Teddlie & Tashakkori, 2009). The quantitative data collection was made via an online questionnaire, and it was followed by the qualitative study conducted via semi-structured follow-up interviews.

3.3. Participants and Sampling

The research setting, sampling method and detailed information related to the participants of the quantitative and qualitative studies are presented below under four headings.

3.3.1. The Research Setting

The research setting for this study was the Basic English Departments of ELPPs at the state and foundation universities in Ankara, Turkey. The most significant effect of the COVID-19 pandemic on higher education in Turkey was the interruption of face-to-face education for about a year and a half, which constitutes three semesters. Emergency remote teaching started on 23rd March 2020 in Turkey and ended at the beginning of the 2021-2022 academic year (September 2021) (CoHE, 2021). Since the purpose of the study was to investigate instructors' emotions and emotional labor strategies during the pandemic, the call for participants for this study addressed the English language instructors who worked at ELPPs in Ankara. The only inclusion criterion was having taught online at least one semester in the emergency remote teaching period. There were several reasons for choosing HEIs in Ankara as the research setting. First of all, it is the capital city of Turkey and home to several state and foundation universities. Since the focus of this study is emotional experiences during the COVID-19 pandemic, it was essential to include institutions that shared similar conditions and were in a city having the same number of COVID-19 cases and the same kind of educational COVID-19 measurements. Additionally, researchers are recommended to choose research settings that are relatively easier to access (Bailey & Burch, 2002). Having more personal connections and more information about the institutions, the HEIs in Ankara was chosen as the research setting.

3.3.2. Sampling

Sequential mixed methods sampling was utilized in this explanatory sequential mixed methods study, in which the semi-structured interviews followed quantitative data collection via an online questionnaire. Participants in the qualitative study had already taken place in the quantitative research. Therefore, interviews were conducted with a subsample of participants who responded to the questionnaires.

In the quantitative study, convenience sampling was used since the instructors who were accessible via announcements, e-mails, and social media posts responded to the online questionnaire. It was aimed to explore the emotional experiences of beginning and experienced teachers. Therefore, the data was analyzed by making comparisons between them. Beginning and experienced teachers are categorized as having less than 7-years of experience. Having less than seven years of experience was a criterion in several studies dealing with beginning and experienced teachers' emotions and emotional labor (Lassila et al., 2021; Li & Liu, 2021). Besides, Day and Gu (2012) describe the first seven years of teaching as the "early professional life phase." Therefore, this classification was found appropriate for the grouping of the sample for this study.

The purposeful sampling method was utilized in the qualitative study. As defined by Maxwell (2005), it is "…a strategy in which particular settings, persons, or events are deliberately selected for the important information they can provide." (p. 235). It was aimed to find out the experiences of beginning and experienced teachers. Therefore, an equal number of participants from both groups were intended to be reached. In addition, a heterogeneous sample of participants was tried to be formed in terms of age, gender, and working at state or foundation universities.

3.3.3. Participants in the Quantitative Study

Quantitative data was collected via an online questionnaire in this study. One hundred fifty-six participants provided valid responses to the questionnaire. Detailed demographic information related to the participants are given in table 1 below:

Table 1

Demographics of the Participants in the Quantitative Study

Participant Characteristics		Number of participants *(n)*	Percentage *(%)*
Age	<25	6	3.84
	25 – 30	57	36.53
	31-35	39	24.99
	36 – 45	30	19.23
	46 – 50	10	6.41
	51- 64	14	8.97

Table 1 (continued)

Gender	Female	128	82.1
	Male	25	16
	Did not state	3	1.9
Experience (years)	1-3	23	14.7
	4-6	44	28.2
	7-9	10	6.4
	10-12	25	16
	13-15	8	5.1
	16-18	16	10.3
	19-21	5	3.2
	22-24	10	6.4
	25-27	4	2.6
	28+	11	7.1
Type of the university	State	63	40.4
	Foundation	93	59.6
Academic Degree	Bachelor's Degree	52	33.3
	Master's Degree	96	61.5
	Doctoral Degree	8	5.1

3.3.4. Participants in the Qualitative Study

Participants who responded to the questionnaire were asked if they would like to participate in a follow-up interview. Among the 156 participants who took part in the quantitative study, 24 participants volunteered to participate in the individual follow-up interviews. They stated their email addresses for the researcher to contact them. Eventually, interviews were conducted with ten participants (with 5 beginning and 5 experienced teachers) who were chosen according to the purposeful sampling method. All participants were assigned pseudonyms, and no information that can reveal their identities is presented in the study. Detailed demographic data of the participants is shown below in Table 2.

Table 2

Demographics of the Participants in the Qualitative Study

Pseudonyms	*Experience*	*Age*	*Gender*	*Type of the university*	*Academic Degree*
Merve	6.5 years	28	Female	Foundation	Bachelor's Degree
Nazlı	3 years	27	Female	Foundation	Master's Degree
Gizem	6 years	28	Female	Foundation	Bachelor's Degree
Selin	17 years	39	Female	State	Master's Degree
Aynur	35 years	59	Female	State	Bachelor's Degree
Berna	10 years	40	Female	State	Bachelor's Degree
Ahmet	10 years	32	Male	Foundation	Doctoral Degree
Büşra	6 years	27	Female	Foundation	Bachelor's Degree
Yasemin	20 years	45	Female	State	Bachelor's Degree
Damla	6 years	31	Female	Foundation	Master's Degree

3.4. Data Collection Instruments

Two main data collection instruments were used in this mixed methods study: an online questionnaire and a semi-structured follow-up interview. Detailed information related to both of them is presented separately in this section.

3.4.1. Questionnaire

Even though using a self-report methodology to explore emotions has some drawbacks, it is still the most widely preferred one (Buric, 2017). It was also adopted for this study. Initially, a questionnaire (see Appendix B) consisting of three parts (personal information, teacher emotions, and emotional labor) were utilized. Each part of the initial questionnaire is described below:

Part A, Personal Information: This part addresses teachers' personal information such as years of experience, educational degrees, or gender and it includes six questions.

Part B, Teacher Emotions Questionnaire (TEQ): Including 29 items, this part of the questionnaire aimed to determine the frequency of the positive and negative emotions experienced by the instructors during the COVID-19 pandemic. It was presented to the participants on a 5-point frequency rating scale (1=never, 5=almost always). Twenty-three items were adapted from previously developed scales, and six items were added by the researcher. Necessary permissions to adapt the scales have been taken from the researchers via e-mail. Teachers' emotions were aimed to be evaluated according to their valence (positive and negative). Therefore, items from three scales that addressed positive and negative emotions were adapted. 13 items were adapted from Chen's "Teacher Emotions Inventory" (TEI) (2016), which originally consisted of 26 items, and five items were adapted from the scale developed by Chen (2018). Items in these two scales addressed five distinct emotions (*joy, love, sadness, anger, and fear)* identified by Parrot (2001b) only with the omission of "*surprise."* They were found appropriate to indicate positive or negative emotions for the purposes of this study. Additionally, four items were adapted from Frenzel and colleagues' "Teacher Emotion Scales" (TES) (2016), which initially involved 12 items that measured the frequency of 3 emotions: *joy, anger, and anxiety*. Finally, the researcher added six items that specifically addressed English language teaching during the pandemic.

Part C, Emotion Labor Questionnaire (ELQ): "Emotional Labor Strategies Scale" (ELS) developed and validated by Diefendorff et al. (2005) was utilized with some adaptations, such as changing the word "customers" to "students" in order to analyze these strategies during teachers' interactions with students or using the *past tense* to refer to the emergency remote teaching period. The original scale has 14 items under the dimensions of "*surface acting, deep acting, and expression of naturally felt emotions."* A 5-point frequency rating scale (1=never, 5=almost always) was presented to the participants. Permission to adapt the scale was taken from the researchers via e-mail.

3.4.1.1. Pilot Study

To test the reliability and validity of the questionnaire, a pilot study was conducted. The call for participants for the pilot study was made through personal connections, e-mails, and social media posts during November and December 2021. When the aimed 50 instructors responded to the questionnaire, the search for more participants ended. 50 instructors took part in the pilot study. Their age varied between 24 and 50. 26 were beginning teachers and had less than 7 years of experience, while 24 of them were experienced teachers. While 76% of the participants (n=38) worked as full-time instructors, 12% (n=24) worked as part-time instructors. They were also asked how many terms they taught online during the remote teaching period due to the COVID-19 pandemic, which lasted three terms. The majority of the participants (60%, n=30) taught for three terms, 16 of them (32%) taught for two terms, and only 4 participants (8%) taught for one term.

After the data was collected through a pilot study, the analysis aimed to learn the reliability and validity of the scale. Part B (Teacher Emotions Questionnaire) and Part C (Emotional Labor Questionnaire) were analyzed separately since they addressed different constructs and were developed for different purposes. To determine the reliability of the items in the questionnaire, Cronbach's alpha (or coefficient alpha) was calculated using the IBM SPSS (28) program. It is defined as "a formula that provides an estimate of the reliability of a homogeneous test or an estimate of the reliability of each dimension in a multidimensional test" (Johnson & Christensen, 2019, p. 479). In the field of Education, when the value of Cronbach's alpha is .70 or greater than .70, a test is claimed to have internal consistency (Johnson & Christensen, 2020, .479). The emotions were going to be analyzed according to their valence and in two dimensions (positive and negative). Therefore, the Cronbach's Alpha score was calculated for both positive and negative emotions items. It was found as .795 for the 12 items addressing positive emotions, and it was .850 for the 17 items addressing negative emotions. Since they were acceptable, no modifications were made.

Then, exploratory factor analysis (EFA) was performed via IBM SPSS Statistics for both parts of the questionnaire in order to gain information related to the validity of the scale. The researcher asked SPSS to create only two factors. Varimax rotation was

utilized. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) Test was .602. According to Tabachnick and Fidell (2007), if it is above .60, the study's sampling is adequate. Bartlett's Test of Sphericity was found to be <.001 (Approx. Chi-Square=759.85, 851; df=406). KMO test gives information related to the adequacy of the sampling. Bartlett's Test of Sphericity was significant, and this showed that the data was suitable to perform factor analysis. Factor loadings showed that most items loaded successfully under either positive or negative factors. See table 3 for the items which loaded under the intended factors:

Table 3

Factor Loadings of the Items in TEQ

Items	*Factors*	
	Negative Emotions	*Positive Emotions*
9. I often had reasons to be angry while I was teaching.	.746	
18. I felt pressured about imbalance of work and life.	.711	
16. I got really mad while I was teaching.	.692	
22. I felt annoyed when my students didn't get along well with me	.690	
15. I felt frustrated because of strict policies about online teaching in my institution.	.672	
23. I felt pressured from heavy workload (e.g., preparation work).	.649	
8. I felt disappointed when my coordinators/ administrators ignored my efforts and contributions.	.648	
11. I felt nervous that my students couldn't accept my new teaching style which was adjusted to fit the new regulations.	.647	
13. I felt angry when I was treated unfairly (i.e., workload arrangement, salary level).	.603	
10. I was worried that students didn't take responsibility for their study.	.594	
25. I was nervous about using English to express my feelings during online classes.	.468	

Table 3 (continued)

20. I was often worried that my teaching wasn't going so well.	.467	
4. I was worried about how to improve student engagement and achievement.	.464	
27. I was nervous when I thought that my English proficiency was not enough to teach online effectively.	.306	
26. I enjoyed trying new methods to teach English during online classes.		.792
5. I felt proud when I saw my students make progress.		.645
7. I loved my teaching job because of the respect and recognition from the society.		.631
1. I loved being a teacher since I could gain a sense of achievement.		.627
21. I enjoyed adopting innovative ideas in my teaching.		.625
6. I generally taught with enthusiasm.		.617
24. I enjoyed using online teaching.		.582
19. I was glad that my students enjoyed my teaching.		.572
17. I was motivated by support from my colleagues and administrators.		.383
29. I loved communicating in English during online classes.		.433

The items (28, 3, 2, 12, 14) that had loadings smaller than .30 or created misleading correlations with the opposite dimensions were omitted. See table 4 for the factor loadings:

Table 4

Factor Loadings of the Omitted Items in TEQ

Omitted Items	*Factors*	
	Negative Emotions	*Positive Emotions*
28. I was pressured that my lessons were recorded/observed by my superiors.	,264	
3. I was annoyed when the society and/or public blamed teachers without any evidence.	,258	,240
2. I felt really sad when my students shared their negative emotions with me.	,111	,269
12. I loved teaching because my job was stable.	-,172	,299
14. I loved teaching because the wage was reasonable considering the work I did.		,166

After these 5 items were omitted, EFA was performed again, revealing that KMO increased to 674. Bartlett's Test of Sphericity was found to be <.001 (Approx. Chi-Square=591.91, 851; df=406). See table 5 for the KMO and Bartlett's test results:

Table 5

KMO and Bartlett's Test Results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.674
Bartlett's Test of Sphericity	Approx. Chi-Square	591.91
	df	276
	Sig.	<.001

Lastly, three more items were omitted with the academics' suggestions in the ELT departments and feedback collected from the participants. Item number 16 *(I got really mad while I was teaching.)* addressed a stronger emotion than the other items that included negative emotions. Besides, items number *6 (I generally taught with enthusiasm.*) and 9 *(I often had reasons to be angry while I was teaching.)* were omitted since they already included strong frequency statements. In total, eight items were omitted from the TEQ, and its final form included 21 items (see Appendix C). No further modifications were made. Categorization of the items under distinct emotions and positive and negative emotions are given in table 6 below:

Table 6

Categorization of the Items in TEQ

Positive Emotions
Joy
5. I felt proud when I saw my students make progress.
17. I was motivated by support from my colleagues and administrators.
19. I was glad that my students enjoyed my teaching.
21. I enjoyed adopting innovative ideas in my teaching
24. I enjoyed using online teaching.
26. I enjoyed trying new methods to teach English during online classes.
Love
1. I loved being a teacher since I could gain a sense of achievement.
7. I loved my teaching job because of the respect and recognition from the society.
29. I loved communicating in English during online classes.
Negative Emotions
Sadness
8. I felt disappointed when my coordinators/ administrators ignored my efforts and contributions.
15. I felt frustrated because of strict policies about online teaching in my institution .
Anger
13. I felt angry when I was treated unfairly (i.e., workload arrangement, salary level).
22. I felt annoyed when my students didn't get along well with me.
Fear
4. I was worried about how to improve student engagement and achievement.
10. I was worried that students didn't take responsibility for their study.
11. I felt nervous that my students couldn't accept my new teaching style which was adjusted to fit the new regulations.
18. I felt pressured about imbalance of work and life.
20. I was often worried that my teaching wasn't going so well.
23. I felt pressured from heavy workload (e.g., preparation work).
25. I was nervous about using English to express my feelings during online classes.
27. I was nervous when I thought that my English proficiency was not enough to teach online effectively.

After validity and reliability analyses of the TEQ, the same procedures were followed for Part C of the scale (Emotional Labor Questionnaire). With the initial 14 items, a reliability analysis was run. Cronbach's alpha (or coefficient alpha) was calculated using the IBM SPSS program, and it was found as .651. Omission of item number 9 increased the reliability to .742. This item was deleted to reach a score closer to .70. With the 13 items, EFA was performed. Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) Test score was .854. Bartlett's Test of Sphericity was <.001 (Approx. Chi-Square=381.134; df=78). These tests showed that sampling and the correlation among the items were adequate to perform an EFA. 12 items loaded under the theoretically intended factors. See table 7 for the EFA results of the 12 items which loaded under the intended factors:

Table 7

Factor Loadings of the Items in ELQ

Items	*Factors*		
	SA	*DA*	*GE*
13. The emotions I showed students came naturally.			.754
4. The emotions I showed students matched what I felt at that moment.			.402
5. I just pretended to have the emotions I needed to display for my job.	.844		
1. I faked a good mood when interacting with students.	.768		
3. I showed feelings to students that were different from what I felt inside.	.750		
8. I acted in order to deal with students in an appropriate way.	.664		
14. I faked the emotions I showed when dealing with students.	.558		
11. I put on a "mask" in order to display the emotions that my job requires.	.503		
6. I perceived teaching similar to a "show" where I didn't have to show my true emotions.	.575		
7. I tried to actually experience the emotions that I must show to students.		.852	
12. I made an effort to actually feel the emotions that I needed to display towards others.		.382	
10. I worked at developing the feelings inside of me that I needed to show students.		.537	

During the EFA, item number *2 (I worked hard to feel the emotions that I needed to show to students.)*, which was theoretically intended to be under deep acting, loaded under surface acting. See table 8 below for its factor loading:

Table 8

Factor Loading of the Omitted Item in ELQ

Omitted Item	*Factors*		
	SA	*DA*	*GE*
2. I worked hard to feel the emotions that I needed to show to students.	.828		

Item number 2 was omitted according to these calculations. The final 12 items were determined, and no further modifications were made in this step. Categorization of the final items under emotional labor strategies are given in the Table 9 below:

Table 9

Categorization of the Items in ELQ

Surface acting
1. I faked a good mood when interacting with students.
3. I showed feelings to students that were different from what I felt inside.
5. I just pretended to have the emotions I needed to display for my job.
6. I perceived teaching similar to a "show" where I didn't have to show my true emotions.
8. I acted in order to deal with students in an appropriate way.
11. I put on a "mask" in order to display the emotions that my job requires.
14. I faked the emotions I showed when dealing with students.
Deep acting
2. I worked hard to feel the emotions that I needed to show to students.
7. I tried to actually experience the emotions that I must show to students.
10. I worked at developing the feelings inside of me that I needed to show students.
Expressing genuine emotions
4. The emotions I showed students matched what I felt at that moment.
13. The emotions I showed students came naturally.

After several more regulations were made in Part A (Personal Information) such as adding a question related to online teaching tools according to academicians' opinions, the scale took its final form (see Appendix C).

During the analysis of the quantitative study, two separate reliability analyses were conducted for the revised Part B of the questionnaire (TEQ), the Cronbach's Alpha score was .818 for positive emotions and .824 for negative emotions. These scores showed that the questionnaire was reliable at an acceptable level.

The quantitative analysis of the main data with the 12 items in Part C of the questionnaire (ELQ), a reliability analysis was run. Cronbach's alpha (or coefficient alpha) was calculated using the IBM SPSS 28 program, and it was found as .797, which was again acceptable.

3.4.2. Semi-Structured Interview

To gain a deeper understanding of the data gathered through questionnaires, semi-structured interviews were conducted with the participants who volunteered. It initially consisted of 12 main questions, four of which were adapted from Acheson (2016). Permission to adapt the questions was taken from the researcher via e-mail. The researcher added eight questions to learn about the COVID-19 pandemic and English language teaching specific issues. A semi-structured pilot interview was conducted with one participant among the 24 participants who volunteered to participate in the qualitative study. In addition, an expert opinion was taken, and two questions were omitted after this step since it was realized that the other questions already covered them (see Appendix D).

3.5. Procedures

In all phases of the study, data was collected through online methods since it was more convenient and practical while the effects of the pandemic were still lasting. METU Online Service Survey was utilized as an online survey tool for the quantitative pilot study. In explanatory-sequential mixed methods design, qualitative data collection and analysis generally follow the quantitative analysis (Teddlie & Tashakkori, 2009). In this study, this method was employed, and the data collection and analysis process started with the quantitative phase via an online questionnaire. Then, with ten

voluntary participants, semi-structured interviews were conducted. The data collection for the main study ended in February 2022. Detailed information related to quantitative and qualitative data collection is given below.

3.5.1. Data Collection for the Quantitative Study

After the necessary permissions were taken from the HEIs in this study, the instructors were invited to participate via e-mails, institutional announcements, and social media posts. The questionnaire, which was modified after the pilot study, was given a format suitable for online surveys (see Appendix E) and administered on *METU Online Service Survey*. One hundred fifty-six instructors took part in the quantitative phase of the study, and 24 of them volunteered to participate in individual follow-up interviews.

3.5.2. Data Collection for the Qualitative Study

For the qualitative study, ten participants participated in the follow-up interviews. The participants were given a consent form that asked their permission to use the information they provided for scientific purposes and recording the interview. Interviews were conducted using the Zoom program, and they took 40 minutes on average. After participants' consent was taken, interviews were recorded.

3.6. Data Analysis

Data analysis for this explanatory-sequential mixed methods study took place in two steps: quantitative data analysis and qualitative data analysis. They are explained below separately:

3.6.1. Quantitative Data Analysis

In order to answer the research questions, several descriptive and inferential analyses were made. The analyses of the quantitative data were made via IBM SPSS (28) program. First of all, it was checked if the data was entered accurately, there were any missing values or outliers. Descriptive statistical analysis was performed to find out the demographics of the participants. For the first research question, Kolmogorov-Smirnov normality test and paired samples t-test between positive and negative emotions; for the second research question a descriptive analysis of the emotional

labor questionnaire; for the third research questions Kolmogorov-Smirnov normality test and independent samples t-tests; and for the fourth research question multivariate analysis of variance (MANOVA) were performed.

3.6.2. Qualitative Data Analysis

Data collected through individual follow-up interviews were transcribed verbatim by the researcher. Analysis of the qualitative data was made following a thematic analysis approach. Within this approach, one of the first steps of the analysis is getting familiar with the data (Braun & Clarke, 2006). Verbatim transcriptions of the interviews gave the researcher, who also conducted the interviews, the opportunity to familiarize herself with the data. The initial coding followed transcriptions of the interviews. The manual coding technique was adopted by applying various strategies like taking notes, using different colors, and constantly going back and forth the data (Braun & Clarke, 2006). When the initial coding phase was completed, they were compared and contrasted with one another with a particular focus on the repetitive phrases. To find out how the codes are related and reach a broader understanding of the data, themes and subthemes were generated.

CHAPTER 4

FINDINGS

In this chapter, the findings of the quantitative and qualitative data analyses are presented separately with regard to the research questions.

4.1. Findings of the Quantitative Study

The quantitative study aimed to find out the frequency of positive and negative emotions experienced by the EFL instructors and the emotional labor that they employed. In addition, the differences between experienced and beginning teachers were explored. The data were analyzed by using the IBM SPSS program, and research questions were answered according to the findings.

4.1.1. Descriptive Analysis Findings

Several descriptive statistics were performed to describe the data's general properties. These statistics revealed that the mean age of the participants was 34.77 (*min*=23, *max*=64, *SD*=34.77). While 82.1% of the participants were female (*n*=128), 16% was male (*n*=25), and 3 participants (1.9%) did not want to state their gender. The majority of the participants taught for three terms (64.7%), while 22.4% taught for two terms and 12.8% taught for one term during the emergency remote teaching period. While 57.1% of them (*n*=89) had more than seven years of experience, 42.9% (*n*=67) had less than seven years of experience. Besides, while most of them had masters' degrees (61.5%, *n*=96), 52 of them (33.3%) had bachelor's degrees, and 8 of them (5.1) had PhD degrees. Among the online teaching tools that the participants used, Zoom was the most widely used one by 80% of the participants. It was followed by Microsoft Teams (30.1%) and WebEx (21.1%). Other than these tools, participants also stated that they used other ones such as Perculus, Blackboard, and learning management systems (LMS) of their universities.

4.1.2. Findings Related to the Research Questions

Research Question 1: What was the frequency of English language instructors' positive and negative emotions that they demonstrated during the COVID-19 pandemic?

In order to answer the first research question, two new variables called "positive emotions" and "negative emotions" were created by calculating the means of the related items in the teacher emotions questionnaire via IBM SPSS. In order to check if the data was normally distributed, a Kolmogorov-Smirnov test was performed. It was found that the data was normally distributed on positive ($D(156)=0.065$, $p>0.001$) and negative emotions ($D(156)=0.057$, $p>0.001$). Since the normality assumption was met, a paired samples t-test was conducted to compare the means of the positive and negative emotions. The result showed that teachers reported significantly more positive emotions ($M=3.73$, $SD=.65$) than the negative ones ($M=2.91$, $SD=.65$) ($t(155)=9,183$, 95% $CI[0.64, 0.99]$, $p<.001$). See table 10 for the paired samples t-test results:

Table 10

Paired Samples T-test Results

	n	*M*	*SD*	*Std. Error Mean*	*t*	*df*	*Sig. (2-tailed)*
Positive Emotions	156	3.72	.65	.052	9.183	155	<.001
Negative Emotions	156	2.91	.64	.021			

In an exploratory manner, the means of the distinct positive and negative emotions (*love, joy, sadness, anger* and *fear)* were calculated. When the emotions were examined distinctly, it was revealed that the mean score of *joy* was the highest ($M=3.76$, $SD=.70$), which was followed by *love* ($M=3.64$, $SD=.74$), *anger* ($M=2.93$, $SD=.89$), *sadness* ($M=2.93$, $SD=1.13$) and *fear* ($M=2.90$, $SD=.32$). See table 11 for the descriptive statistics for the distinct emotions:

Table 11

Descriptive Statistics for the Distinct Emotions

	n	*M*	*SD*
joy	156	3.76	.70
love	156	3.64	.74
anger	156	2.93	.89
sadness	156	2.93	1.13
fear	156	2.90	.32

Again, in an exploratory manner, the mean scores for all items in the *Teacher Emotions Questionnaire* were calculated. It was found out that item 3 (*I felt proud when I saw my students make academic progress.)* had the highest mean score (*M*=4.23, *SD*=.864), which was followed by item 21 *(I loved communicating in English during online classes.) (M*=4.17, *SD*=.871*)*. The items with the lowest mean scores were item 18 *(I was nervous about using English to express my Feelings during online education.) (M=1.79, SD=.971),* and item 20 *(I was nervous when I thought that my English proficiency was not to teach online.)* (*M*=.35, *SD*=.660). See table 12 below for the descriptive analysis:

Table 12

Descriptive Statistics for the Items in TEQ

Items in the Teacher Emotions Questionnaire	*M*	*SD*
3. I felt proud when I saw my students make academic progress.	4.23	.864
21. I loved communicating in English during online classes.	4.17	.871
14. I enjoyed adopting innovative ideas in my teaching	3.99	.887
12. I was glad that my students enjoyed my teaching.	3.90	.949
19. I enjoyed trying new methods to teach English during online classes.	3.74	.970
2. I was worried about how to improve student engagement and achievement.	3.70	1.031
6. I was worried that students did not take responsibility for their study.	3.67	1.011
11. I felt pressured about imbalance of work and life.	3.66	1.110
1. I loved being a teacher during the pandemic.	3.44	1.061
8. I felt angry when I was treated unfairly.	3.44	1.170

Table 12 (continued)

10. I was motivated by support from my colleagues and administrators.	3.44	1.181
16. I felt pressured from heavy workload.	3.42	1.158
4. I loved my teaching job because of the respect and recognition from the society.	3.33	1.160
17. I enjoyed using online teaching.	3.31	1.174
5. I felt disappointed when my coordinators/ administrators ignored my efforts and contributions.	3.03	1.307
9. I felt frustrated because of strict policies about online teaching in my institution.	2.83	1.343
7. I felt nervous that my students could not accept my new teaching style which was adjusted to fit the new regulations.	2.83	1.148
13. I was often worried that my teaching was not going so well.	2.81	1.118
15. I felt annoyed when my students did not get along well with me.	2.44	1.131
18. I was nervous about using English to express my Feelings during online education.	1.79	.971
20. I was nervous when I thought that my English proficiency was not to teach online.	1.35	.660

Research Question 2: What emotional labor strategies did English language instructors employ in online classes during the COVID-19 pandemic?

In order to answer the second research question, the means of the items under three emotional labor strategy categories were calculated, and three new variables were created *(surface acting, deep acting, expressing genuine emotions)* via IBM SPSS. A descriptive analysis was run, and the findings revealed that the mean score of expressing genuine emotions was the highest (*M*=3.37, *SD*=.92). It was followed by surface acting (M=3.03, *SD*=.94) and deep acting (M=2.92, *SD*=.91). See table 13 below for the descriptive statistics:

Table 13

Descriptive Statistics for the Emotional Labor Strategies

EL Strategies	*n*	*M*	*SD*
Expressing genuine emotions	156	3.37	.92
Surface acting	156	3.03	.94
Deep acting	156	2.92	.91

In an exploratory manner, descriptive statistics were performed. It was revealed that items number 11 *(The emotions I showed students came naturally.) (M*=3.58, *SD*=.977) and number 7 *(I acted in order to deal with students in an appropriate way.) (M=3.57, SD=1.160)* had the highest mean scores and items number 10 (*I made an effort to actually feel the emotions that I needed to display towards students.)(M=2.83, SD=1.102)* and 12 *(I faked the emotions I showed when dealing with students.)* (*M=2*.67, *SD*=1.193) had the lowest mean scores. See table 14 below for the descriptive statistics:

Table 14

Descriptive Statistics for the Items in the ELQ

Items in the ELS Questionnaire	*M*	*SD*
11. The emotions I showed students came naturally.	3.58	.977
7. I acted in order to deal with students in an appropriate way.	3.37	1.160
3. The emotions I showed students matched what I felt at that moment.	3.17	1.089
2. I showed feelings to students that were different from what I felt inside.	3.10	1.067
5. I perceived teaching similar to a show where I did not have to show my true feelings.	3.05	1.233
4. I just pretended to have the emotions I needed to display for my job.	3.04	1.130
1. I faked a good mood when interacting with students.	3.03	1.124
6. I tried to actually experience the emotions that I must show to students.	3.01	1.059
9. I put on a "mask" in order to display the emotions that my job requires.	3.01	1.167

Table 14 (continued)

8. I worked at developing the feelings inside of me that I needed to show students.	2,95	1.082
10. I made an effort to actually feel the emotions that I needed to display towards students.	2,83	1.102
12. I faked the emotions I showed when dealing with students.	2,67	1.193

Research Question 3: Is there a significant difference between the beginning and experienced English language instructors' emotions that they demonstrated during the COVID-19 pandemic?

In order to answer the third research question that addresses the differences between experienced and beginning instructors, the participants were grouped under two subsamples in SPSS. Participants who had seven years or more experience in teaching were identified as experienced teachers, while the ones with less experience were identified as beginning teachers. In order to check the normality assumption, a Kolmogorov-Smirnov test was performed for both groups. It was revealed that the data was distributed normally on positive emotions both in the beginning ($D(67)=0.092$, $p>0.001$) and experienced teachers subsamples ($D(89)=0.095$, $p>0.001$). Similarly, the normality assumption was also met on negative emotions of beginning teachers ($D(67)=0.071$, $p>0.001$) and experienced teachers ($D(89)=0.067$, $p>0.001$). Therefore, between these two groups of teachers, independent samples t-tests were performed.

It was found that there was no significant difference between the positive emotion mean scores of beginning (M=3.62, SD=.59) and experienced teachers (M=3.80, SD=.68), (($t(154)$=-1,675, 95% CI[-0.38, 0.03], p=.096). On the other hand, there found to be a significant difference in negative emotion mean scores of beginning (M=3.06, SD=.59) and experienced teachers (M=2.80, SD=.66), (($t(154)$=2500, 95% CI[0.05, 0.45], p=.013). See table 15 for the independent samples t-test results:

Table 15

Independent Samples T-test results

	Participants	*M*	*SD*	*t(154)*	*Sig (2-tailed)*
Positive Emotions	Beginning	3.62	.59	-1.675	.096
	Experienced	3.80	.68		

Table 15 (continued)

Negative Emotions	Beginning	3.06	.59	2500	.013
	Experienced	2.80	.66		

According to these results, beginning EFL instructors reported significantly more negative emotions than experienced instructors.

Research Question 4: Is there a significant difference between the beginning and experienced English language instructors' emotional labor strategies that they employed in-class during the COVID-19 pandemic?

In order to find out the difference between experienced and English language instructors' emotional labor strategies, which consists of three levels (surface acting, deep acting, and genuine emotions), multivariate analysis of variance (MANOVA) was performed via IBM SPSS. The homogeneity of variance assumption was tested with Levene's test of equality of error variances for all three variables of emotional labor strategies (see table 16). The results were not significant other than the deep acting variable, which meant that the variance was equal between the groups. For the deep acting variable, the test revealed an almost nonsignificant result ($F(1, 154)=4.758$, $p=.031$). Therefore, the MANOVA was performed considering that the outliers and missing data had already been checked.

Table 16

Levene's Test of Equality of Error Variances Results

	Levene Statistics	*df1*	*df2*	*Sig.*
Surface acting	1.116	1	154	.292
Deep acting	4.758	1	154	.031
Expressing genuine emotions	.647	1	154	.422

The results showed that there was a main effect of years of experience on surface acting ($F(1, 155)=10.884$, $p=.001$) and expressing genuine emotions $F(1, 155)=10.785$, $p=.001$) strategies. The mean of surface acting strategies reported by beginning teachers ($M=3.31$, $SD=.85$) was significantly higher than the ones reported by experienced teachers ($M=2.82$, $SD=.96$). In addition, experienced teachers reported

using more expressing genuine emotions strategies (*M*=3.57, *SD*=.87) than beginning teachers (*M*=3.10, *SD*=.91). On the other hand, there was no significant main effect of experience on deep acting strategy (*F(*1, 155)=2.782, *p*=.097). See table 17 for the MANOVA results:

Table 17

MANOVA Results

Measure	Beginning		Experienced		*F*(1, 155)	*Sig.*
	M	*SD*	*M*	*SD*		
Surface acting	3.31	.85	2.82	.96	10.884	.001
Deep acting	3.06	.79	2.82	.98	2.782	.097
Expressing genuine emotions	3.10	.91	3.57	.87	10.785	.001

4.2. Findings of the Qualitative Study

The present sequential explanatory mixed methods research aimed to generate follow-up explanations to the quantitative findings via semi-structured interviews. Individual interviews conducted with ten participants, who had already participated in the quantitative study, were analyzed according to the thematic approach. After the participants' consent was taken, the interviews were recorded. Then, the recordings were transcribed verbatim, the initial coding process began. During this process, 165 different codes were generated. In the next step, it was aimed to reach general themes and subthemes. Eight themes and 15 subthemes were elicited from the 165 codes. All of the themes determined in the qualitative analysis served an aim to enhance the understanding of the answers that were found to the research questions via quantitative analysis. The themes and subthemes are given in Table 18 below with their relations to the research questions:

Table 18

Themes and Subthemes in relation to the Research Questions

Research Questions	*Themes*	*Subthemes*
RQ1	1. Teachers' Emotional Turbulence during the Emergency Remote Teaching	The beginning of the emergency remote teaching period Learning to teach online Achieving the outcomes Future of teaching and learning
	2. Emotional Effects of Teacher-Student Relationships	Students' emotions Online interactions Students' access to online education Caring for the students
	3. ELT-specific Emotions and Emotional Labor Strategies	The uniqueness of language teaching Requirements of language learning and teaching English language teachers' online education experiences
	4. Collaboration with the Colleagues and Administrators	
RQ2	5. Emotional Rules of Teaching English Online	Being professional Institutional emotional display rules
	6. Emotional Labor during the Pandemic	Surface acting Deep acting Expressing genuinely felt emotions
RQ3-RQ4	7. The Effect of Years of Experience on Managing Emotions	
	8. Lack of Training in Managing Emotions	

The themes and subthemes are presented below with a detailed description and explanation via direct quotations from the participants and the researcher's interpretation.

4.2.1. Teachers' Emotional Turbulence during the Emergency Remote Teaching

The semi-structured interviews conducted with ten participants revealed that the COVID-19 pandemic and the unique conditions of emergency remote teaching resulted in intense arousal of both negative and positive emotions. Participants' feelings related to their work, relationship with the students, colleagues, and administrators, and teaching in general varied depending on several personal and general factors, which are explained with regards to the different periods of the emergency remote teaching: The beginning of the emergency remote teaching period, learning to teach online and achieving the outcomes. A focus on these periods and their specific effects on teachers' positive and negative emotions provides a better understanding of the quantitative research finding regarding the frequencies of the emotions.

4.2.1.1. The beginning of the emergency remote teaching period

The outbreak of the COVID-19 Pandemic and a very sudden transition to remote teaching was one of the factors that affected instructors' emotions. In March 2020, after the CoHe (YÖK) announced that the HEIs would be suspended for three weeks, it was decided that the spring term would be conducted online. Most participants (n=7) mentioned the specific difficulty that they experienced at the beginning of this transition, which primarily generated negative emotions such as feeling *overwhelmed, anxious, nervous, unhappy,* or *panicked*. These emotions were mainly the result of uncertainty related to the upcoming educational regulations and not having the necessary knowledge and skills to successfully manage online teaching. Two participants stated that:

> *When I just started teaching online courses, I think most of us were really, really unprepared for it, about technology that we were going to use, about the platforms. We were in a panic, and we did not know what to do, how to do the things. The students were also in the same situation with us. So, I felt panicked. I felt nervous (…*) (Merve, 28, 6.5 years of experience)

> *I was skeptical in the very beginning. Online teaching is not suitable for language teaching; I used to think. I started with anxiety and skepticism*. (Selin, 39, 17 years of experience)

It was the first online teaching experience for most teachers, which required hard work and difficulty in balancing professional and personal lives. Some participants (n=3) referred to the negative emotions resulting from increasing workload and longer working hours. One of the participants said:

> *We worked really hard, and there was no balance between work and life, private life. So, I remember myself sitting in front of the computer, starting from 8:00 in the morning until 9:00, and then after 9:00, I was working on my own, completing some documents, arranging things like that. So, it was stressful.* (Yasemin, 45, 20 years of experience)

The extensive learning process and trying to adapt herself and her students to online teaching conditions lead one of the participants to experience burnout in the first term of the emergency remote teaching. She stated that:

> *I was a novice in remote teaching, the students were also novice, and I had a hard time adjusting myself and my students to the new process. That is because I felt tired and even burnout, (…) even before the end of the term.* (Berna, 40, 10 years of experience)

On the other hand, the very beginning of the COVID-19 pandemic, which was accompanied by quick measures in the implementation of teaching and learning processes in Turkey, created awareness related to the seriousness and the extraordinariness of the situation. Two of the participants decided to postpone focusing on their emotions until everything was under control. Acting with a feeling of responsibility to help resolve the crisis, they stated that their main attention was coming up with immediate solutions and providing support to their students and colleagues. One of the participants said:

> *Rather than feelings, at first, I just left the feelings alone, and I was more like solution-oriented. So, that is why my feelings came later on, not at the beginning. It was like, "let us handle this crisis first, and then we can cry.* (Aynur, 59, 35 years of experience)

It was also the case for some participants (n=3) to approach the transition positively because they were more prepared and more familiar with the concepts related to online teaching. Thus, teachers' personalities and attitudes were a significant factor in

determining their emotions at the beginning of the process. Participants who had familiarity with online education and previous experiences related to the use of technology in English language teaching had more positive emotions. Two of the participants illustrated that:

> *I like using Web 2.0 tools, so I found those really effective also to communicate with the students. I think I felt, at first, as I said, it was different, but then I got used to it. So, I like using technology, so this helped me also.* (Nazlı, 27, 3 years of experience)

> *I never felt, and I never had any issues when it came to using technology in remote teaching situations, so I was able to adapt to the process very quickly.* (Ahmet, 32, 10 years of experience)

The face-to-face education risks created positive emotions to remote teaching at the beginning of the process. They also considered the contagion risks that face-to-face education had, making remote teaching preferable. One of the participants stated that:

> *I first felt prepared. I was one of the advocates of transitioning to online education because the situation did not appear very bright in March 2020. It felt like, because it was the first time all schools, including higher education institutions, had to close in Turkey. This was a drastic measure, so I thought the situation will not directly change in three weeks, which was the first announcement made.* (Ahmet, 32, 10 years of experience)

In addition, finding it more convenient and comfortable than face-to-face education**,** some participants (n=3) stated that they also had positive expectations in the beginning. Factors such as not having to commute to work, not spending so much time to get started with the lesson, or personal issues such as being able to support family members who needed help at home assisted teachers to begin the process positively. Among the positive emotions that they demonstrated, there were *excitement* related to the new mode of teaching and *love* towards working from home. Regarding the beginning of the emergency remote teaching period, two participants said that:

> *I was a little bit excited because like most people or like most teachers, I was fed up with commuting to work every day. I was fed up with excessive workload…So, COVID-19 outbreak was even like a relief for me.* (Berna, 40, 10 years of experience)

> *I found it easier and convenient than face-to-face education. For example, when I went to the classroom in face-to-face education, it would take me ten or fifteen minutes to plug in the computer, turn on the online book and get ready to teach. But, here, because everything is already on the computer and we*

> *directly start teaching, I felt like that it was easier for me to start the lesson immediately.* (Gizem, 28, 6 years of experience)

The beginning of the process was followed by gaining more experience in online education, which is explained in the next subtheme.

4.2.1.2. Learning to teach online

After the very beginning of the process, it was more common for instructors to experience diverse aspects related to online teaching, which generated both positive and negative emotions that were sometimes different that the ones they had in the beginning of the process. It is stated by one participant that:

> *I was feeling a little bit more relaxed in the second or let's say in the last part of the teaching, the online teaching. But at the beginning, oh my god, I do not even want to remember those days. I was completely lost. I was up all the time.* (Berna, 40, 10 years of experience)

All participants who took part in the interviews stated that poor internet connection constituted a serious impediment to effective teaching. Issues related to physical conditions at schools and homes like this were sources of negative emotions. Two of the participants mentioned this problem by saying:

> *They did not start the heaters, we were freezing, and we were teaching at school. I was really, really, really angry. And also, the internet connection of our school was quite bad. And again, we had to go to school, and we had to teach online. And I was really angry about that, too.* (Damla, 31, 6 years of experience)

> *(…) And, two weeks later [I said] "Okay, I want to quit, retire and just leave". But it was just a very short moment when I felt I could not have a good internet connection.* (Aynur, 59, 35 years of experience)

On the other hand, most teachers (n=5) mentioned that adapting to the online teaching conditions and getting more knowledgeable about online tools helped them overcome negative emotions. A participant explained:

> *How can I write things on the blackboard? I personally use the blackboard or whiteboard quite often in my teaching. That was something that was quite scary in the very beginning. But in a couple of weeks, I started to use Microsoft Word, sharing my screen, sharing the book, making use of the online books, and all those features.* (Selin, 39, 17 years of experience)

Some instructors (n=4) perceived getting to know the online tools and practicing new teaching methods as an experiment, which contributed to their professional careers. They thought that transitioning to online education and gaining experience in teaching that they had not tried before were opportunities for professional development. Participants stated that:

> *I'm a three-year-experienced teacher, and I like dealing with technology. Therefore, I had also some fun with it. I had a chance to experiment and see this side of the education.* (Nazlı, 27, 3 years of experience)

> *I have learned a lot of things thanks to pandemic. So, I think it is an opportunity. I am not regretful that I worked that hard. Now I have new skills, new empowerment. So, I'm happy*. (Yasemin, 45, 20 years of experience)

As well as contributing to their professional development, being part of this drastic change and being an active agent to resolve the crisis were other factors that helped teachers positively. Two of the participants illustrated that:

> *I just said 'Okay, this is accelerating, the whole world is going through COVID, and we are going through this with online education. This is crazy, but I want to be a part of it.'* (Aynur, 59, 35 years of experience)

> In some classes, they keep their cameras off, they do not show any reactions. *Just one or two students are talking to you. Even this was the case, I was really having fun with my students. Even if there is just one student talking to me or two students, I was able to get their emotions and so I was reflecting positively. It was like creating a happy classroom environment with two or three people.* (Büşra, 27, 6 years of experience)

In several HEIs, the lessons were recorded so that the students could watch the lessons which they could not attend afterwards. This was the source of negative emotions for some participants (n=3) as given below:

> *That [recording] was completely annoying for me. Even, I remember that we were supposed to deliver the recordings to some upper-level office within our institution. I could not believe that, really.(...). It is like monitoring, supervising. No, I did not enjoy that, and I was not comfortable.* (Berna, 40, 10 years of experience)

> *The thing that I hated the most in online lessons is that we were recording the lessons so that our students can go back again and watch if they miss a class and if they want to practice more. But the students were not watching the recordings again, but our administrators and other teachers can reach these documents, recordings, and they watched us.* (Merve, 28, 6.5 years of experience)

Gaining experience in online education was followed by achieving the outcomes, which had several emotional effects.

4.2.1.3. Achieving the outcomes

The interviews were conducted when the emergency remote period ended, which gave the present study an opportunity to find out about the academic, professional, emotional, and social outcomes of the process. Most of the instructors (n=8) stated that despite their negative expectations, difficulties they have encountered, and all the problems that resulted in negative emotions initially, the online education outcome was successful for them. One of the participants stated that:

> *There were some personal issues, both on our part and students' part, but I did not feel like we did a bad job. I think we did a pretty good job considering the unique conditions of that period.* (Ahmet, 32, 10 years of experience)

Feeling efficient and successful as teachers with the ability to overcome the obstacles was a source of positive emotions and satisfaction with their profession for the instructors.

> *We believed that it [online education] would not work in terms of English, but it worked. It also increased my satisfaction because "I can do this; I can even do this online". It was wonderful, really.* (Damla, 31, 6 years of experience)

The feeling of success in online education also created opportunities to be hopeful about its functions and power in times other than the emergency of the COVID-19 pandemic. For instance, some HEIs implemented the policy of offering courses and lessons accessible to people in other cities and countries.

> *Online teaching just gives them [HEIs] that opportunity to provide their teaching, their learning opportunities to other people all around the world and in Turkey, if you want to. So, I am quite positive to online teaching. I have positive emotions.* (Selin, 39, 17 years of experience)

Instructors' emotions that started as negative at the beginning of the emergency remote teaching period were quite positive when they achieved successful outcomes.

4.2.1.4. Future of teaching and learning

A significant subtheme that was reached as a result of the interview data was participants' opinions and emotions related to the future of teaching. The universities are applying both online and face-to-face teaching methods, which still carry the effects of the collective experience of online English language teaching. A participants stated:

> *We cannot just stay out of technology even if we get back to face-to-face teaching, we have to find another way to integrate it into our teaching. Otherwise, I cannot think of a world without it. It is like resisting the big thing that is coming (…). Before the pandemic we had teachers like I want you to keep your mobiles away we're having a lesson". Excuse me?* (Aynur, 59, 35 years of experience)

Some participants (n=3) thought that teaching English online needed to be supported by face-to-face teaching in the future of education, making hybrid teaching an essential option for upcoming teaching practices. A participant explained that:

> *I would like to say that online teaching should not disappear completely. Maybe it should be used as a supplementary, emergency mode of teaching at all times. But it cannot be compared to face-to-face teaching, it is very valuable.* (Berna, 40, 10 years of experience)

On the other hand, for some (n=2) entirely face-to-face teaching with utmost interaction between the teachers and students was required to succeed in teaching English. One of the participants stated that:

> *It was not as effective as face-to-face education. They need to see my mouth (…) But in online education, because of the image, because of the voice, it is not beneficial I think in English. Also, in face-to-face education we wear masks now, it is also very ridiculous.* (Merve, 28, 6.5 years of experience)

This shows that even though the emergency remote teaching period has ended, the negative effect of the pandemic is still effective in the future of teaching and learning.

4.2.2. Emotional Effects of Teacher- Student Relationships

Since there was a specific question asked by the researcher addressing their relationship with the students, all participants mentioned this theme. Good relationships with their students and creating a positive class atmosphere were essential priorities for all instructors who took part in the interviews. They were also

one of the most significant factors which created either positive or negative emotions depending on instructors' perceptions of these relationships and the class setting. The pandemic and conducting lessons via online tools naturally affected the nature of the communication and connection between students and teachers. A detailed description and explanation of the aspects related to this theme were given under four subthemes: Students' emotions, online interactions, students' access to online education, and caring about the students.

4.2.2.1. Students' emotions

All participants stated that there was a relationship between students' emotions that they demonstrated and instructors' own emotions. The emotions that were experienced by the students and how they reflected them on their interaction with their teachers carried significance for the findings of the present study. It was revealed that the students share negative emotions more than positive ones because of several factors such as their desire to be on the campus, their worries related to their and their families' health, and dissatisfaction with the quality of instruction. A participant stated that:

> *(…) they had the same worries that I had, although they were not at the same level. Of course, they were also anxious, and most of them were unhappy that they were not able to meet their friends face-to-face, especially towards the end of the year. Some students complained that they are a member of the school for a year, but they do not know of the campus.* (Ahmet, 32, 10 years of experience)

The instructors stated that they noticed the difficulties experienced by the students and how these difficulties made them demotivated learners of English. It was frequently mentioned (n=8) that there was a strong relationship between students' lack of motivation and instructors' negative feelings during the COVID-19 pandemic. Two participants said:

> *I am always influenced from learners' motivation. Every time I see motivated people, I feel more motivated and vice versa. That is the case because most of my students were usually demotivated. Yes, I lost my motivation*. (Berna, 40, 10 years of experience)

> *But whenever I saw students not being very responsible for their own learning and creating more and more and more excuses over time, it made me have mixed feelings. Sometimes it was a bit of anger; sometimes it was a bit of disappointment. Sometimes it was being disillusioned because I started the process with very high expectations (…)* (Ahmet, 32, 10 years of experience)

This situation also made it necessary for the teachers to put more effort into finding ways, methods, or techniques to show students positive emotions and motivate them to learn in English, participate in the lessons, and make academic progress. A participant stated that:

> *I am an energetic person, but there is also one purpose of this, too: I want my students to be energetic as well. Because when they are not, I start to feel like less and less and less energetic. Or when I see my students unhappy it really makes me sad, as well. (*Damla, 31, 6 years of experience)

Similarly, when the students showed positive emotions such as eagerness, it positively affected the instructors' emotions. Two of the participants illustrated that:

> *(…) when I am having my lesson, if my students are motivated, this also made me happy and motivated to teach.* (Merve, 28, 6.5 years of experience)

> *Some students are just there to be there, but some of them are there to learn. It changes also with the profile of the students. I was a bit lucky because I had a couple of cases like this. Therefore, I did not have to deal with these emotions [negative emotions] a lot.* (Nazlı, 27, 3 years of experience)

4.2.2.2. Online Interactions

It was very frequently stated by the majority of the participants (n=8) that online education was the source of negative emotions and more effort than usual to establish effective interaction with the students. The lack of more personal relationship that was present during face-to-face teaching was mentioned by some participants (n=3). The instructors said that:

> *There was no connection between me and my students. Of course, there was some connection, but not as much as in the face-to-face education. So, during the online education, I really, again, understood the importance of a good communication.* (Merve, 28, 6.5 years of experience)

> *I lost the main interaction with my students, and I lost their interest. I know that they did not have anything wrong with me personally, but they did not enjoy online teaching at all. So, they were all cross with everything*. (Berna, 40, 10 years of experience)

> *And, in online education, I could not get to know them, I could not share anything in the lessons, for example. In the break time, we just turned off our cameras and we just left. But in the face-to-face education, you have the chance to talk to your*

students, get to know about their lives, personal ideas about something in the break time. (Merve, 28, 6.5 years of experience)

Other factors constituted impediments and gave harm to creating strong bonds with the students. One of them was the decrease in students' attending and participation in the classes (n=8).

And one day I taught only one person. The others did not even bother to come or be online. It was frustrating; I was really angry and unhappy. (Damla, 31, 6 years of experience)

Their being shy and their being unactive, emotionally not prepared to talk, all of these emotions also affected my emotions. I was also nervous, I was also, for example, I wanted to ask this question to another person, but I know that nobody was going to say anything, and it was just going to waste my time. (Gizem, 28, 6 years of experience)

Participants frequently stated that they showed intense effort to reach out to their students, get their attention and make them participate in the lessons. When their efforts did not pay off, it was a source of negative emotions such as *anger* and *disappointment*. Besides, learners' participation was compulsory when teaching English, especially to develop their speaking and communicative skills. Participants exemplified their efforts to reach out to students:

I got really angry because my students did not say anything, they did not answer any questions. I was asking "Are you here? Are you listening to me? Shall we start? Why don't you answer?" and nothing, they said nothing. (Merve, 28, 6.5 years of experience)

I told their names for instance "X student, can you hear me? Is there a problem? Is there an internet connection problem?" I was asking, but there was no response. And then I tried to write from the chat box and there was no response. And I got a bit annoyed because I was giving instructions, I was trying to have a lesson. (Nazlı, 27, 3 years of experience)

I was often angry, and I often felt disappointed at the students in the classes because sometimes I call out somebody's name and they do not answer, and I often felt frustrated and I thought that they are not watching me, they are not in front of the computers. (Gizem, 28, 6 years of experience)

In addition, during synchronous online teaching moments, both students and teachers made use of online meeting platforms like Zoom, WebEx, or Google Teams. That is why their main interaction depended on seeing each other via cameras and hearing themselves via microphones. Having their lessons in these conditions, most

participants (n=9) stated that it was a significant source of negative emotions like *anger, sadness, annoyance,* or *disappointment* when students did not turn on their cameras. They stated that:

> *I think one of the most challenging parts of online education is to make students start the camera. So, they do not usually have it on and we want as a teacher to see them because if do not see them, then we do not know what they are doing there*. (Nazlı, 27, 3 years of experience)

> *In the spring term during COVID times, I could not find that satisfaction in me because students were not turning their cameras on, they were not participating in the classes, they were not actually paying attention to what I teach or what I do in the class. After that, I did not feel any satisfaction, and I did not want to continue doing this, but I had to.* (Gizem, 28, 6 years of experience)

This situation made teachers extend more effort in a way to persuade and motivate their students to turn on their cameras. They made constant reminders and spent more time on creating a class environment where it is possible to see their students' faces and their reactions. Two of the participants explained these efforts by saying that:

> *There was only one student; sometimes nobody was opening their cameras. They refused to open their cameras. I was reminding them "If you are okay, if there is no problem, please keep your cameras on." It was a little annoying for me because you are talking as if you are talking to a wall. No mimics, no reflection of the emotions. I sometimes thought that "Why do I keep it open? I should keep my camera off as well.* (Büşra, 27, 6 years of experience)

> *I would say, "Come on, turn on your cameras, it's very difficult for me to continue without seeing you, etc." But they would pretend as if I did not exist, and they would never answer; they would not say anything. And after some time, I had to move on, because you know I cannot wait for the whole lesson for them to reply.* (Gizem, 28, 6 years of experience)

Most of the students were away from their campuses and lived with their families, mostly outside of Ankara, during the online teaching period. The conditions at their home were not always suitable to create a comfortable environment where they could interact with their teachers and friends without any distractions. It was stated by several participants (n=5) that noticing that their students were distracted, carrying out other activities like playing games, or when there are external distractions in their homes created negative emotions. The participants stated that:

> *Some of them had brothers and sisters in the same room. Some of them had, you know, frequent visitors in their home who did not seem to be caring that they were taking classes at that moment. There were background noises. Some of them were sick and was still attending courses.* (Ahmet, 32, 10 years of experience)

> *In online lessons, sometimes the students were not alone in their rooms. Their parents- I was hearing some voices, his mother or father. And again, I was seeing their mother passing and I got so nervous* (Merve, 28, 6.5 years of experience)

Several teachers also mentioned that online teaching offers more limited classroom management and monitoring opportunities, even though the importance of keeping the classroom under control increased. A participant said:

> *When you do not see them, you also do not have enough control over what they are doing, what they may be doing behind that screen or the camera. They may have just TV series open there and they may just be smiling at it, but you may think that they are having fun learning it*. (Nazlı, 27, 3 years of experience)

On the other hand, there were instructors (n=3) who succeeded in creating strong bonds with their students and had positive feelings such as *joy* thanks to that. One of them said that:

> *I thought I would not be able to do that in an online classroom, but surprisingly I did it. I mean, in my prep school classes especially, I was also teaching in the department English, I created this classroom environment together with the students and in those times, I really felt connected. I really enjoyed. It gave me satisfaction.* (Gizem, 28, 6 years of experience)

In addition, for one of the participants, classroom management got easier and more satisfactory during online education. Not seeing students' faces and not focusing on whether they are distracted or interested in the lesson made it more comfortable to carry on teaching without having negative emotions. She said that:

> *During online education, I did not see my students' faces [laughing], so I did not see the frustration, the sleepy faces, the sleepyheads. And because of that it was really more satisfying for me and because of classroom management, as well.* (Damla, 31, 6 years of experience)

4.2.2.3. Students' access to online education

One of the participants stated that students' access to online education was the most significant issue about online teaching and the main reason for her negative emotions. She stated that:

> *I was only touched when my students did not have either a computer or a stable internet connection. That was more touching to me, nothing else.* (Aynur, 59, 35 years of experience)

Closing off the campuses and dormitories made students unable to use the facilities that the universities typically offered, like free use of PC rooms or the internet. This was also one of the reasons why students did not turn on their cameras. Two instructors explained that:

> *The thing is, I had one student. He was supposed to attend the lesson, but he could not because his family was in a remote part of eastern Anatolia, and he was living in a village. In the village the mobile phones did not work, it was out of reach. He said "How can I take this exam? How can I attend the lessons? How can I do this?* (Aynur, 59, 35 years of experience)

> *In some classes, some students did not turn on their cameras. This had two reasons. One: privacy; number two: their quotas were so limited, if they turned on their cameras, they could not hear.* (Selin, 39, 17 years of experience)

In addition, the COVID-19 pandemic had negative economic influences on individuals, which reflected itself on students' online processes. One participant stated that there were students who worked part-time during the pandemic:

> *After the closedown ended, some students said they worked at part-time jobs. Sometimes I asked them to stay 15 minutes longer so that we could discuss a few things. And they would say 'Hocam I have to go because I work as a waiter at a part-time job at a restaurant.* (Aynur, 59, 35 years of experience)

The negative emotions which emerged as a result of the issues related to the accessibility of online education were overcome by efforts to find solutions to these problems. A teacher said:

> *We did have a good network of help, we also managed to develop that. So we got him to one of the apartments in 100. Yıl [name of a neighborhood in Ankara] where they shared a home, so we paid his rent and we helped him financially.* (Aynur, 59, 35 years of experience)

Her statements show solidarity practices led by the teachers were some of these efforts to overcome the negative emotions that resulted from students' lack of proper access to online education.

4.2.2.4. Caring for the students

Caring about the students was a common theme encountered in the interviews with all the participants. Both the extraordinariness and the seriousness of the pandemic conditions affected teachers in a way that they approached their students with more care, empathy, and a desire to protect them from possible harm. That is why their wish was to create a classroom environment filled with mostly positive emotions. A participant stated that:

> *I believe that teaching is very connected with our emotions, so it is very difficult to continue learning in an environment with negative emotions especially. So, I tried to recreate an environment where students can feel happy, where students can feel relaxed because a lot was going on outside.* (Gizem, 28, 6 years of experience)

Even though online education limited the personal interaction between students and teachers to a certain extent, instructors stated that they wanted to pay attention to students' problems and help them as much as possible. Reacting to students' negative emotions with care, empathy, and feeling the responsibility to comfort them were some of the instructors' concerns. They said that:

> *I made one thing very clear for my students: If you are unable to open your camera, if you are unable to participate orally in any class session, please let me know in the chat box, sent me a private message and I will not ask you any questions. Because, you know, it was a very complex period and not everyone was entirely available or had the perfect conditions for online learning.* (Ahmet, 32, 10 years of experience)

> *I often told my students not to worry about things, "everything is going to be okay". And I also listened to them because they were having problems (...) They were allowed to go out only for a few hours during quarantine times, and they were not happy about it. And I often listened to their stories, and I often listened to their complaints about those difficult times.* (Gizem, 28, 6 years of experience)

In addition, with the COVID-19 pandemic, the instructors approached students with more care related to their health. Sharing information when there are COVID-19

positive cases around the students and teacher and following their recovery processes were very common in online classes. A participant said:

> *I think a lot of things changed since March 2020. I did not use to feel worried about their health. Well, since the last two years, I have been making a lot of warnings in the classroom about why they should be wearing their masks, why this disease can be more severe than they assume it to be at certain times.* (Ahmet, 32, 10 years of experience)

These statements show that the caring approach from teachers towards their students increased during the pandemic.

4.2.3. ELT-specific Emotions and Emotional Labor Strategies

One of the purposes of the present study was to learn about the emotionally significant aspects of English language teaching to contribute to the emerging literature on language teacher emotions. The study's qualitative data revealed several essential factors that make language teaching unique in terms of the emotions it involves and requires teachers to demonstrate. The findings are categorized under a theme and three subthemes: uniqueness of language teachings, requirements of language learning and teaching, and English teachers' online education experiences.

4.2.3.1. Uniqueness of language teaching

When they were asked, all participants thought that teaching English differed from teaching other subjects in terms of emotional aspects. One main reason for this was that language teaching content involves real-life issues, which can lead to positive and negative emotions. Participants explained that:

> *Especially when we are dealing with something serious, my tone is serious, if they are dealing with something funny, my tone is funny. So, it depends on what you are teaching I would say. And sometimes you teach how to be emotional in your speech, in your talk, in your writing. So, especially at that time I try to show those emotions while acting out.* (Selin, 39, 17 years of experience)

> *Always you need to be open to some different information, some unrelated information that you would normally have no idea. It is keeping your mood up. It makes you feel wondered and amazed, or sad for some people at some parts of the world or some situations.* (Büşra, 27, 6 years of experience)

In addition, English is the content and the medium of communication in the class. Therefore, the teachers and students used it to express their ideas or emotions. A participant said that:

> *We are language teachers, so teaching a language means teaching how to communicate, teaching how to use a language to survive in a place, how to express your feelings, how to express your identity maybe.* (Gizem, 28, 6 years of experience)

As well as the unique features of language teaching, the participants also mentioned special requirements, which are explained in the next subtheme.

4.2.3.2. Requirements of language learning and teaching

The interview data revealed that participants agreed that language teaching and learning requirements are specific requirements, which locates it a different place in terms of emotions than the teaching and learning of other subjects. All the instructors who participated in the interviews explained that student motivation had a significant role in determining how successful the language learning and teaching processes would be. To make sure that the students were motivated and had positive emotions towards language learning were some issues that were the responsibilities of the English instructors. They stated that:

> *Everything [that teachers do] is for student motivation, but in the other lessons, it is not like that. If the students do not like you, the students will not like English, and he/she will not learn English. (*Damla, 31, 6 years of experience*)*

> *I think it is required for us, the English teachers to be encouraging and seem happy to be there, to show them that we are happy to teach them, and they should also be happy to learn.* (Nazlı, 27, 3 years of experience)

As well as student motivation, according to the participants of the present study, students' relationships with language teachers are very significant factors for their academic progress. A participant said that:

> *Given the nature of our profession as teachers of English, I think our job is about the relationships we establish with our students as much as the specific teaching practices we adopt in the classroom. Because you can use the perfect method in class, you can be very knowledgeable. As a teacher, you might be very experienced. But our relationship with the students is the primary medium through which we communicate our activities.* (Ahmet, 32, 10 years of experience)

Additionally, in order for their students to be successful in learning English, several instructors (n=4) thought that they needed to show that they cared about their students. In fact, one of the participants compared language teaching to "being a mother" in terms of caring. She stated that:

> *You cannot just leave them with what you have given them. You have to maybe help, but you have to monitor. You have to care about them all the time. It is like, in my opinion, being a language teacher is very similar to being a mother.* (Berna, 40, 10 years of experience)

In addition, some participants (n=3) stated that monitoring the language product that the students produced very frequently and taking more responsibility in their academic achievements differentiated language teaching from teaching other subjects. A participant said:

> *As language teachers, we feel more responsible than the teachers of other subjects. Because we have to see we have to see the product. We have to see production very frequently. We have to check, we have to monitor our learners like every week, which is very frequent in my opinion. And we are always awake. You know, being mentally and emotionally awake is something demanding, really.* (Berna, 40, 10 years of experience)

The failure of the students was most frequently attributed to language teachers, and this responsibility may generate additional workload to regulate teaching methodologies or emotional approaches towards students. A participant stated that:

> *If your students fail, you should question yourself. There must be something wrong with your method, there must be something wrong with your techniques or your attitude or something like that. This is a heavy emotional burden; this is not fair.* (Berna, 40, years of experience)

According to the participants, the specific requirements from the English language teachers were the sources of some negative emotions.

4.2.3.3. English language teachers' online education experiences

The instructors' expectations related to online teaching were mainly negative. Most of them (n=6) thought that teaching English would have its difficulties, and they would have to invest energy and work to make it possible. One of the participants stated that:

> *I knew that the online education was not going to be like the real classroom atmosphere. I thought that it would not work, especially for English language teaching.* (Merve, 28, 6.5 years of experience)

While some of these negative expectations changed as teachers gained more experience, some instructors' (n=3) opinions related to the unsuitability of teaching English remained the same in the end. Two participants who shared different views said that:

> *I was quite skeptical in the very beginning, "How can you teach?" and especially "how can you do listening and speaking stuff?". But as we progressed in those months, especially after we received the breakout rooms, I got quite satisfied doing stuff online.* (Selin, 39, 17 years of experience)

> *You have to use your gestures, your mime, your tone of voice. You have to have eye contact because you are teaching a language, you are learning a language. It should be real. And also, authenticity is important in learning any language. Therefore, it should be real. I do not think using online platforms is efficient while teaching.* (Merve, 28, 6.5 years of experience)

The instructors (n=5) frequently mentioned the importance of using body language, which was very limited during online education. A participant explained that:

> *The problem is body language. All they [students] see is the head and sometimes the hands (...) as if you don't have the rest of your body. (...) So, Online teaching would have a negative impact in this sense on young people. So, this kind of teaching should be present perhaps not with language teaching but with others like calculus or engineering where what the teacher writes on the blackboard is more important.* (Aynur, 59, 35 years of experience)

Consequently, since there were limitations regarding the quality of interaction between instructors and students, it also reflected on students' practicing speaking English. While it was common to encounter speaking anxiety experienced by the learners during face-to-face education, other factors affected this situation in online education. A participant stated that:

> *They never told me this, but I always thought that maybe they don't want to speak in English when they have their parents around brothers and siblings around. Speaking in English can be a stressful time, even when you are with other learners of English in the class. But doing this when you have other people around you, your family members. I thought it might think it might make things difficult for them at times. (*Ahmet, 32, 10 years of experience*)*

In terms of using English during online teaching, all participants stated that they were comfortable and had no negative emotions. On the other hand, their preferences related to using L1 differed depending on the various experiences they had. For example, during technical issues that needed to be resolved immediately or because of poor internet connection and its impediments for meaningful interaction between teachers and students, some instructors (n=3) preferred using more Turkish. On the other hand, since they thought exposure to English was more critical in the online teaching period, they tried to use L2 more than face-to-face teaching. In both cases, instructors were positive and comfortable.

4.2.4. Collaboration with the Colleagues and Administrators

Transitioning to online education did not give most instructors much time to prepare and gain the necessary skills and knowledge to manage teaching English online successfully. In that case, supporting and getting support from different sources became critical. Participants (n=4) mentioned the importance of professional learning environments in such conditions. When the needs were collaboration were fulfilled, it led to positive emotions. They stated:

> *This was an intense period of learning, supporting, getting support and collaborating with other colleagues. For me, I was never negative. I never felt disappointed. I never felt too tired. But of course, there were ups and downs throughout the journey.* (Ahmet, 32, 10 years of experience)

> *And I hear that my colleagues try really hard. They never lose their hope with their students. They can empathize with their students, and they are more willing to produce solutions when they have got a problematic situation. Yes, in that case, I try to remember my colleagues. I tried to adopt their way.* (Berna, 40, 10 years of experience)

> *They [teachers] were neighbors in university lodgings. They found extremely interesting solutions to this stuff [online teaching problems]. They said, "Hey this is my blackboard and here I am doing this." Actually, he used two shoe boxes, and he made a bridge over it. They had brilliant ideas. I made one for myself, too. So, I was just writing on a piece of paper, but I was using my phone. There I had my blackboard*. (Aynur, 59, 35 years of experience)

On the other hand, online conditions changed the effectiveness of teachers' relationships with people in the microsystems around them, such as their colleagues or administrators. A participant stated:

> *I also lose my motivation when I cannot see my colleagues, when I cannot go to my workplace, when I cannot be heard in real in person.* (Berna, 40, 10 years of experience)

Not having this support and an uncollaborative workplace was a significant source of negative emotions during face-to-face and online education. A participant stated that:

> *But when I started working here my love for my profession started to decrease day by day, because of the administrators, because of the colleagues. Not because of the students, or not because of the methods or strategies that I use to teach English. There is nothing I hate about my profession, but my administration, working conditions and my colleagues. Nobody told me that I was going to encounter that kind of people in working life. And I got really shocked.* (Merve, 28, 6.5 years of experience)

> *Sometimes I had to be late to the class because of the internet connection in our school. These students are paying money to that school; they cannot know that their learning is delayed because we have very bad internet connections. And I had to hide that, too.* (Damla, 31, 6 years of experience)

The characteristics of the universities, such as being a foundation or a state university, where participants worked, created a difference in terms of their relationships in the workplace, the support they obtained, and the kind of expectations from their institutions. It was revealed that it had a significant effect on instructors' emotions.

4.2.5. Emotional Rules of Teaching English Online

One of the purposes of this study was to find out what kind of emotional rules existed for the instructors during online education and how they got familiarized with these rules, which is highly related to the emotional labor strategies, and the second research question of the study. The interview data revealed that there were several emotional expectations from the teachers that took their roots from various sources. It was agreed upon by the participants that English language teachers are expected to display mostly positive emotions or attitudes. Some of them were "*energetic, crazy, different, not boring, enthusiastic, fully motivated* and *loving,"* according to the participants. The sources of these expectations were sometimes personal, and sometimes they were learned by external sources, which are explained under three subthemes: being professional, unwritten emotional responsibilities, and institutional emotional rules.

4.2.5.1. Being professional

A common starting point for determining the kinds of emotions that were appropriate to demonstrate was personal understandings of "being a teacher." Participants stated that one of the most significant concerns when determining which emotions they would show their students was being professional teachers. They stated that:

> *I tried to act calmer because I did not want to seem too nervous, or I did not want to seem out of control with the classroom management issues. Of course, you have some strategies you use them in the class. But sometimes you do not want to seem in front of the students like you are not controlling the classroom well. Therefore, I tried to seem professional, that is why I tried to arrange or moderate my anger.* (Nazlı, 27, 3 years of experience)

> *Being professional, it was my major concern. Most of the time, it is my concern to look, to sound, to act more professional (...) You should not personalize teaching that much, really. Of course, you have got a personality as a teacher, but you should not put all items of your personality into what you are doing.* (Berna, 40, 10 years of experience)

According to the present study's findings, being professional was understood as being able to control the class, showing moderate emotions, and not personalizing the teaching practices. These definitions were in parallel with feeling responsible for being in control of emotions as a teacher all the time. A participant said that:

> *But instead of sitting down and crying, you have to find a solution. It is this responsibility that you have. You cannot say, "I'm feeling very bad; I cannot teach you. You just have to be there and stop feeling bad.* (Aynur, 59, 35 years of experience)

Other than their internal decisions related to emotional rules, the participants also mentioned several sources that they became familiar with the emotional expectations from English language teachers. Among them were ELT literature, ELT events such as seminars, conventions, or professional conversations with colleagues. A participant said that:

> *The literature expects teachers to be super motivated and to criticize themselves. (...) Language teachers are generally expected to be nonhuman. Humans are emotional but they are expected to be strong and insistent.* (Berna, 40, 10 years of experience)

Additionally, participants' previous experiences helped them realize what kind of emotions a teacher should demonstrate. They stated:

> *Most of the relevant studies showed the biggest strategy novice teachers rely on in their first years of teaching is their experiences as learners, so they try to transfer their experiences as learners in their classrooms, as teachers. So, I think we do the same things. We reflect back on how we felt towards certain teacher actions, and we try to grow an understanding of how certain emotions and how certain feelings reflect on the classroom learning experience.* (Ahmet, 32, 10 years of experience)

> *I just modeled some of my teachers during my education. I watched them. I observed them and realized that "Okay, this professor is very popular because he acts in this way and he does this. He does not do that" and, etc. I was just modeling some of my teachers about emotional strategies or emotional coping.* (Berna, 40, 10 years of experience)

4.2.5.2. Institutional emotional display rules

Other than instructors' personal perspectives and professional familiarization of the emotional rules, a specific question addressed if there were any implicit or explicit emotional rules in their institutions. Most of the participants (n=6) stated that they had never experienced an explicit warning or reminder related to emotions or emotion management.

> *In terms of emotions and what we should and what we should not do in our classes regarding our emotions, no we were not told or instructed anything about that.* (Gizem, 28, 6 years of experience)

In addition, for some participants (n=2), such rules would be unacceptable as teachers who have their agencies.

> *You know, expected by whom, you know, and what right do they have to expect a certain set of emotions? So, when you look at the question from this perspective, it might be difficult to respond to it.* (Ahmet, 32, 10 years of experience)

> *Nobody can ask us to show or hide or I mean- If somebody tried to do that, I would think it as an insult on my being and my existence and I would definitely protest.* (Aynur, 59, 35 years of experience)

On the other hand, for some participants (n=2), there were emotional expectations of their institutions from them, which were primarily implicit and not said aloud.

> *I think these weren't explicit like they did not tell us "You should be happy" or "you should be smiling". They did not say these, but when they were hiring us, when they were employing, I believe that they pay attention to the personality. So, if you feel enthusiastic about teaching, I think one can tell.* (Nazlı, 27, 3 years of *experience*)

> *I do not think that we have rules or regulations that dictate us a range of emotions to display in the classroom. But I think there are more expectations at the administrative level. And I can say this considering our teacher evaluation criteria, teachers are expected to adopt a positive attitude to students, but they should also be perfect in terms of classroom management. So, I think they are. (...) But they are not like rules*. (Ahmet, 32, 10 years of experience)

It was the case for some instructors (n=2) to get explicit warnings or reminders regarding how they were expected to behave in terms of their emotions. Among these, there are reminders of being professional, not acting too emotional, or not seeming bored to the students. Participants stated that:

> *"Always be a professional," for example. And if the students ask you something about a regulation (...), "Do not respond emotionally, just show them the regulation." For example, one of my favorite students failed because he was not a hardworking person. And I was very emotional about it. (...) Then I got a warning. The management said that "You are too emotional about this, try to be professional." (*Damla, 31, 6 years of experience)

> *I remember one day our coordinator warned one of my colleagues saying "I watched your recordings, and you were just talking quietly. Please talk louder. Because this can demotivate students and we do not want any other complaints. You look very bored of teaching, please speak louder." There were always some explicit warnings.* (Merve, 28, 6.5 years of experience)

Participants' statements show that their experiences related to explicitly stated emotional display rules from their institutions showed variances.

4.2.6. Emotional Labor during the Pandemic

The second and fourth research questions specifically addressed instructors' emotional labor strategies. The interview data revealed that the instructors used several emotional labor strategies that stemmed from various sources. All of the participants stated that they put effort into managing their emotions during online teaching. For some of them, the amount of this effort was different than the one during face-to-face teaching. It was frequently stated by the participants that they mostly controlled their negative

emotions, such as anger, disappointment, or anxiety, while they tried to display their positive emotions towards students as much as possible. A participant said:

> *We, teachers, have positive emotions and negative emotions. When I say trying to control my emotions, I mean my stress, my anger, my anxiety, all those negative things. I try to keep them to myself. But if I feel like happy, or hear something good, positive, I do not control them. I share them with the students.* (Selin, 39, 17 years of experience)

The emotional labor strategies that they employed were explained under three subthemes: surface acting, deep acting, expressing genuinely felt emotions.

4.2.6.1. Surface Acting

Several participants (n=3) stated that they showed emotions that they did not actually feel towards their students. Especially when they felt anger, sadness, or fear, they mainly chose to hide it and pretend to have more positive emotions. Participants said:

> *They [students] were not giving any feedback, and I got angry with that. I got disappointed and angry. Annoyed, let's say. And when I decided to pretend, when I pretended to be a calm teacher, it paid itself. Yes, that was worth it.* (Berna, 40, 10 years of experience)

> *I was having some personal issues with my life during those times regarding my mental health. And I didn't want to show this to my students, so I kind of [break] put everything aside and I pretended as if I am having a very happy life, as if I believe that everything is going to be alright* (Gizem, 28, 6 years of experience)

> *The feelings as a teacher you are required to show are mostly positive ones. Like that, you are happy to teach them; you love them etc. etc. Yes, sometimes I had to- I feel the need to show my students that I love them, even the ones that I do not. It can be one of the things that frustrate me.* (Damla, 31, 6 years of experience)

In these situations, the participants did not try to change how they felt at that moment or did not display their actual feelings. By changing how their emotions reflected outside, they tried to fulfill several aims such as motivating the students, not creating a negative class environment, or acting professionally. Acting is an essential component of surface acting, and several participants (n=3) mentioned that they perceived teaching as similar to acting, being on the stage, or performing a role. They stated:

> *I felt we were like the violin performers playing in Titanic [a movie]. There were many problems students were dealing with; we were dealing with. People were losing their beloved ones, but we were still in a class trying to do our best despite everything going on in our lives. So, it was an intense period of emotions, intense period of mixed feelings, of course*. (Ahmet, 32, 10 years of experience)

> *I think teachers should be great actors and actresses even if they are at that time of teaching, bored or they have real problems outside the classroom about their family commitments, things like that, teachers have to play their role well.* (Yasemin, 45, 20 years of experience)

> *Basically, you are on the stage, and you are kind of in a roleplay. I am mainly talking about young student groups; we are basically a role model for them.* (Büşra, 27, 6 years of experience)

The online teaching period had its characteristics, which sometimes aided participants' surface acting strategies and made it easier to hide it when they felt negative emotions. Two of the participants stated that:

> *During online teaching, I kept my webcam off to hide my feelings in my face.* (Berna, 40, 10 years of experience)

> *Because it was a little bit harder for students to understand [negative emotions], because they do not see your whole body and movements, they just see my face and I can easily smile*. (Büşra, 27, 6 years of experience)

One of the reasons for participants' surface acting was their belief that it was not appropriate for them to share their negative emotions and put their students in a place where they supported their teachers emotionally. They believed that this relationship would harm their professional relationships with their students. When their emotions resulted from personal factors, they mainly chose acting and pretending to have other emotions. Along the same lines, a participant stated that:

> *It's not a therapy session. I was not supposed to cry and talk about my problems, and they are not supposed to listen to my problems and give advice. You have a mission there; they spare their time to get that education.* (Büşra, 27, 6 years of experience)

Another reason for surface acting that was mentioned by three participants was the recording of the lessons. A participant said that:

> *Because it was recorded, it could be watched again, maybe I might refrain from showing more negative emotions in the classes. Or, when I have something to say, like a lecture to the class about their bad behavior, I would wait for the*

> *end of the lesson. I would stop the recording; then I would tell them not to do some stuff or what to do in my classes.* (Gizem, 28, 6 years of experience)

As stated by a participant, recording of the lessons led participants to engage in emotional labor since they chose to hide their emotions until the recording stopped.

4.2.6.2. Deep Acting

Deep acting was the most frequently mentioned emotional labor strategy (n=6), and it was primarily related to the teachers' awareness of the exceptional conditions and difficulties that the students were experiencing. They stated:

> *I cannot remember adopting a strategy deliberately, but I can say whenever I felt displeased with something, I reminded myself that this was not a normal day. It was a different time with unique conditions, with unprecedented consequences. So, I always reminded myself that this is not a normal time. This is an unusual time, and do not expect things to float in their usual way.* (Ahmet, 32, 10 years of experience)

They frequently stated that they showed more empathy towards their students than they did during the face-to-face teaching. With this motive, they tried to moderate or convert their negative emotions, such as anger or sadness, into positive ones. They said that:

> *After I felt angry, I would think that maybe I should not be, I should not have got angry with them because I tried to see things from their perspective, that they were having difficult days, and maybe because they were teenagers, adolescents actually. So, they might have some problems with their identities, and it might not be comfortable for them to show their faces. And, I tried to, you know, empathize with them.* (Gizem, 28, 6 years of experience)

> *But at first, I just started to control my emotions because I got really angry, but I did not want to say anything to break their heart, to make them unhappy or unmotivated because I kind of empathized with them.* (Merve, 28, 6.5 years of experience)

> *During the online lesson as well, I know they are in a difficult situation. They are trapped in their houses, and they are trying to learn. They are trying to do their best. They really want to learn, but there are lots of distractions. That is why I was somehow more patient than I was in the physical classroom*. (Yasemin, 45, 20 years of experience)

Participants statements show that trying to understand what their students were going through helped them manage their feelings and create a more positive class atmosphere.

4.2.6.3. Expressing Genuinely Felt Emotions

All participants stated that they did not hesitate to show their positive emotions and did not control them. The strategy to express their actual feelings mainly was helpful when they had emotions such as *joy* or *love*. A participant stated that:

> *If I feel like happy, or hear something good, positive, I do not control them. I share them with the students. And I encourage them to share it.* (Selin, 39, 17 years of experience)

On the other hand, when the participants expressed their genuine negative emotions, some participants (n=3) thought that they could not manage their emotions. One of the reasons for this is experiencing stronger emotions and the difficulty of controlling them. A participant, who had medical issues related to her negative emotions, stated that:

> *But from time to time, I just stopped controlling it because I was really getting angry. By the way, at the end of that term, kurdeşen döktüm ben cidden. ["I got hives, really"]. It was such a class. I had to control everything, but sometimes I could not manage it.* (Damla, 31, 6 years of experience)

> *You know, sometimes you say something, but you don't get a reaction from the students. And it is really annoying. And at these times, I really shouted like "Guys, who am I talking to? Can someone please say something?" I was getting angry, and I was showing it.* (Damla, 31, 6 years of experience)

One of the participants also believed that expressing her emotions genuinely towards her students was an effective way to create an authentic and honest relationship with her students.

> *If I show my feelings to my students, they will show their feelings to me. And if we are open enough to discuss and understand each other, I think we will help the job get easier.* (Yasemin, 45, 20 years of experience)

This shows that teachers also manage their feelings to influence how students will express their emotions directly.

4.2.7. The Effect of Years of Experience of Managing Emotions

The present study's third and fourth research questions addressed the effects of experience on teachers' emotions and their emotional labor strategies. To reach a deeper understanding of the quantitative findings, this issue was also investigated in

the qualitative phase. First of all, it was revealed that all experienced teachers who participated in the interviews agreed that their experience in teaching helped them in different areas and to different extents. Especially in terms of emotion management, it was frequently reported that teaching experience contributed a lot, such as showing fewer overreactions, keeping calmer, or not getting offended so easily. The importance of experience in teaching was also mentioned by a participant who had 3-years of experience in teaching:

> *I try to balance them, and I can balance them better than before. So, I think as the years go by, I will be able to manage my feelings and my reactions towards the students better, and in a positive way, I think.* (Nazlı, 27, 3 years of experience)

As well as emotion management, specific teaching skills such as being more confident, having more developed communicative skills, or being more knowledgeable about the requirements of teaching young adults were some areas in which years of experience helped.

> *But thanks to my over 15 years of experience, I was able to get over certain difficulties without any help from the administration. I could do stuff on my own. That was a luxury. I would say that being experienced in as a language teacher helped a lot.* (Selin, 39, 17 years of experience)

On the other hand, the instructors were not always successful in referring to their previous experiences under the unique conditions of the COVID-19 pandemic and transitioning to emergency remote education. It was stated by several participants that (n=4) face-to-face teaching experiences were not so efficient in online teaching. They stated that:

> *And I firmly believe that even the most experienced among us turned into a novice teacher at the beginning of the remote teaching process. No matter how much experience you had, it did not directly translate into remote teaching situations.* (Ahmet, 32, 10 years of experience)

> *Although I used some of my experience from my previous teaching experience, I was still out of control most of the time when I started online teaching. But during the period of online teaching, I acquired a different type of experience, so I started to benefit from my online teaching experience.* (Berna, 40, 10 years of experience)

One of the participants, who had 35 years of experience, mentioned that adapting to new situations was not as easy as it was for beginning teachers. Even though she

viewed the process as an experiment and was happy to be a part of it, she stated that it was very common for more experienced teachers to choose retirement during the online teaching period. Another participant, who had ten years of experience, stated that his willingness to try new methodologies and being passionate about learning helped him more than his previous teaching experiences. In fact, some of the beginning teachers (n=2) stated that their interest and familiarity with digital methodologies helped them overcome the problems that resulted in negative emotions. They said that:

> *I have seen experienced teachers retire after three or four months saying, "I cannot take it anymore, this is it, I do not want this […]" [laughing] "This is not teaching," they even thought. (…) I did ask myself that question, "How would you have handled this if you had been teaching only for 10 years at this institution?" I would have managed; I would have done the same thing* (Aynur, 59, 35 years of experience)

> *So, in another scenario in which I'm still an experienced teacher, but I do not have the motivation to dig deeper into what I can do to make online learning more effective for my students and a motivation to learn about the many tools I could use in online education. I would not be this successful.* (Ahmet, 32, 10 years of experience)

4.2.8. Lack of Training in Managing Emotions

All participants stated that they did not receive specific training that focused on teacher emotions and emotion management. Their opinions of the necessity of such training in the ELT departments showed variances depending on their experiences, especially as beginning teachers. Still, the majority of the participants (n=8) thought that it would be useful to include issues related to emotional aspects of teaching. A participant stated that:

> *And what should you do with those feelings? I mean, should you show them to your students? Should you hide them, or how should you deal with your students and their feelings, for example. We should have that training.* (Damla, 31, 6 years of experience)

The lack of training emerged as a theme related to the effects of years of experience. Especially for the beginning teachers, the lack of such training might have made the negative effects of being inexperienced in teaching more strongly felt.

CHAPTER 5

DISCUSSION

In the discussion chapter, the findings of quantitative and qualitative studies are discussed, and the limitations, recommendations, and implications of the study are presented.

5.1. Summary of the Results

The present mixed methods study involved the participation of EFL instructors who were working at English language preparatory programs in Ankara, Turkey. The positive and negative emotions that they demonstrated and the emotional labor strategies that they employed during the emergency remote teaching period in the COVID-19 pandemic were investigated. Additionally, it was aimed to find out if teachers' years of experience influenced whether they had positive or negative emotions or which emotional labor strategies they used. Conducting a mixed methods study was significant because the literature on teacher emotions dominantly depends on qualitative studies (Tsang, 2013; Xu, 2013). To reach a better understanding of the research problem, an explanatory sequential (QUAN → qual) design was preferred. In explanatory sequential studies, the qualitative data is analyzed and interpreted as a means of explaining the findings of the quantitative study. In the current study, the quantitative data was collected through an online survey with the participation of 156 EFL instructors. On the other hand, semi-structured interviews with a subsample of the quantitative study participants were conducted for the qualitative data collection. Interviews were conducted with 10 participants who volunteered to take part in the follow-up phase of the study. The quantitative data analysis revealed that instructors who participated in the study reported positive emotions significantly more than negative ones. *Joy* and *love* were experienced more than the other distinct emotions. Among the negative emotions, *anger* had the highest mean score. The findings also revealed that instructors most frequently used the expressing genuine emotions

strategy among the three emotional labor strategies. The use of surface acting followed that, and deep acting was the least frequent emotional labor strategy. When the effect of years of experience on positive and negative emotions was explored, the results showed that experienced teachers demonstrated significantly fewer negative emotions than the beginning teachers, even though their positive emotions did not show a significant difference. It was also found out that beginning teachers used more surface acting than experienced teachers. Additionally, experienced teachers used more expressing genuine emotions strategies than the beginning teachers.

According to the points mentioned above, the quantitative and qualitative findings of the study are discussed under four headings: EFL instructors' positive and negative emotions during the COVID-19 pandemic, EFL instructors' emotional labor strategies, effects of years of experience on emotions, and effects of years of experience on emotional labor strategies.

5.2. EFL Instructors' Positive and Negative Emotions During the COVID-19 Pandemic

Teaching is a profession that involves intense positive and negative emotions even in stable conditions where there are no impediments before effective communication between teachers and students, as well as when a collaborative relationship between teachers, colleagues, and administration is still well accessible. After the outbreak of the COVID-19 pandemic worldwide, severe measurements were taken, and transitioning to online education in a short amount of time was one of them that influenced HEIs. This study investigated EFL instructors' emotional experiences during the emergency remote teaching, which lasted for three terms between 23rd March 2020 and September 2021. Participants' responses to the online questionnaire showed that they had significantly more positive emotions than negative ones during the remote teaching period. Besides, the most frequently experienced distinct emotion was *joy* which was also the case in a recent study conducted with high school teachers in Turkey (Atmaca et al., 2020). The semi-structured interviews conducted with the participants revealed that the conditions that the pandemic changed were significant sources of emotions. Their statements led the researchers to come up with three critical periods of emergency remote teaching: the very beginning, learning to teach online,

and achieving the outcomes. For some participants, an unexpected transition to online education was a source of negative emotions such as *anxiety* or *unhappiness*. The workload increased, and they took on adapting themselves and their students to the new situation. On the other hand, there were participants who supported that online education was the best option because of the risks that face-to-face education and for some participants. It also had more comfortable, more convenient, and easier aspects. Being familiar with the technology and digital teaching tools also created positive emotions. The very beginning of the remote teaching period was followed by gaining more experience in teaching online and coming up with solutions to the problems that were experienced in the beginning. It was also an excellent opportunity for some to experiment with a different way of language teaching, which contributed to their professional development. Finally, at the end of the process, most participants stated that they succeeded in teaching English online. It created positive emotions to see that even in such extraordinary conditions, the teachers could help students make academic progress and compensate for its difficulties. This kind of evaluation of the period with a specific focus on the effect of *time* guides the discussion of the research findings. In Bronfenbrenner's Ecological System theory (1988), one of the systems that surrounds people and influences people's development is the *chronosystem,* which shows the effect of time. It is generally explored regarding the either expected or unexpected changes that occur in an individual's life span (Rosa & Tudge, 2013). In the present study, chronosystem and its effects on teachers' emotions are significant in two levels: personal and external (Rosa & Tudge, 2013). The chronosystem around the teachers at the macro-level, or due to external factors, included the broader and more lasting social and historical changes, which reflects the COVID-19 pandemic and its consequences on the general society. At the micro-level, teachers experienced their own online education process within different periods of adapting, learning, and gaining the outcomes. It was seen that during this transition between different periods of online education and within the effect of time, their efforts, willingness, and the feeling of responsibility to be an active agent in handling the crisis helped them the most to experience positive emotions and increased their self-efficacy.

The findings of the present study showed that teachers reported positive emotions more than negative ones. Still, the sources of the negative emotions came forth during the interviews conducted with the participants. They were mainly related to the

microsystem, which constituted the relationships between teachers and their immediate environments. The compulsory isolation of teachers and unusual limitations in their interactions with the people around them created negative emotions. In the present study, the microsystem included colleagues, administrators, and, most importantly, students.

As a consequence of students' negative emotions, lack of motivation, and lack of participation, the teachers' emotions were negatively influenced. Not forming personal relationships as strongly as they did during the face-to-face teaching and spending a lot of time and effort in persuading students to participate in the lessons and turn on their cameras were also reasons for emerging negative emotions. The literature on teacher emotions supports this finding that teachers' relationships with their students are essential sources of emotions (Chen, 2019; Hagenauer & Volet, 2013). Besides, physical conditions unique to the pandemic, such as poor internet connection or distracting issues around learners' surrounding environments, hindered forming such effective interactions. On the other hand, some participants were able to form strong bonds with their students, which was mentioned to be a source of *joy* and *satisfaction*.

Teachers in this study mentioned the importance of these interactions and forming bonds with their students with regard to the requirements of English language teaching. They agreed that teaching English involves distinct emotional aspects. In line with the developing literature on the distinct emotional experiences specifically experienced by language teachers since the 2010s (Barcelos & Aragão, 2018), it was supported with the findings of this study that creating caring and empathetic relationships with their students was one of the priorities of the participants. It showed that English language teaching involves expressing more positive emotions towards students to develop more positive relationships. The participants thought that their relationships with their students was one of the crucial factors that affect learners' motivation and their investment in learning English. Language learners' motivation is a subject that has attracted attention in the ELT literature. This study showed that it can also be highly related to the emotions displayed by the language teachers. Additionally, the participants stated that both EFL teachers and learners often express their emotions in the target language, which makes English both the content of the lessons and the medium of interaction. Therefore, whether the learners manage to express and

understand emotions is highly related to their academic success, as well. The findings revealed that online education created several problems in terms of teaching English effectively while trying to maintain the positive emotions. Even though using English during online classes did not pose any problems for the majority of the participants, it was not the case for the learners. Their interaction with the other students in the class, the physical conditions at homes and their lack of motivation to learn English online might have led teachers to put more effort to display positive emotions and motivate their learners.

Another factor in teachers' microsystem was their relationships with their colleagues and administrators. The emergency remote teaching period required a lot of collaboration among the teachers who were in an intense period of learning and adapting. However, there was a growing distance in physical geographies between teachers and the people around them (Hargreaves, 2000). According to Hargreaves' (2000) emotional geographies theory, physical geographies refer to how frequent and intense teachers' interactions with others are. The COVID-19 pandemic naturally influenced the physical geographies between teachers, their colleagues, and administrators. Especially in several foundation universities, rather than finding the support they needed, instructors were expected to compensate for the shortcomings of the institutions. On the other hand, in several state universities, the administration offered more support and professional learning opportunities and paid more attention to what the instructors needed at that moment. Some participants also stated that recording the lessons and making them accessible to their colleagues and administrators were sources of negative emotions. It resulted in increased monitoring and supervision over their behaviors in the lectures, attitudes towards their students, and emotions that they demonstrated. The literature shows that teachers' lack of control over what they do and their professional decisions may result in deskilling and, thus, negative emotions (Tsang, 2015). It was the case for several participants who thought that recording of the lessons did not serve its actual aim, which was to assist students who could not attend the lessons. Instead, it was stated that the administration or other colleagues mostly watched them as a way of controlling what was happening in the lessons.

5.3. EFL Instructors' Emotional Labor Strategies

In order to meet the requirements of the emotional rules of teaching, teachers engage in emotional labor by applying various strategies (Zembylas, 2002). One of the purposes of the present study was to investigate EFL instructors' emotional labor strategies that were used during the emergency remote teaching period. The quantitative data revealed that they mostly expressed their emotions genuinely towards their students. The interviews supported this finding only for positive emotions since all participants stated that they never hesitated to show their positive emotions. In fact, they tried to encourage their students to share their positive emotions with them, as well. The findings showed that teachers experienced significantly more positive emotions than negative ones. It can be interpreted that they also used the expressing genuine emotions strategy more than the other ones because of this. The second most used strategy was surface acting. In surface acting, teachers only regulated how they displayed the emotions towards their students rather than engaging in any internal process to change their actual emotions, which is called deep acting (Hochschild, 1983). Two previous studies conducted in Turkey (Ergül Bayram, 2020; Yılmaz et al., 2015) revealed that while expressing genuinely felt emotions was the most frequently used strategy, surface acting was the least frequently used one. In this study, a different finding was obtained regarding the use of surface acting. According to the interviews conducted with the participants, deep acting was found to be the most frequently mentioned strategy. Most of the teachers stated that the unusual pandemic conditions made them try to be more empathetic and change how they feel about certain unwanted student behaviors. This was because they knew that students were also going through a hard time and had a lot of difficulties related to online education. Additionally, they stated that it was required for English language teachers to form positive relationships with their students to make learners love learning English. They believed that creating a positive classroom environment was a prerequisite for learners' academic improvement. Therefore, their emotional labor was primarily due to this internal expectation. On the other hand, the quantitative findings revealed that the acting strategy that they most frequently employed was not an internalized one, but it was more on the surface. The literature on teachers' emotional labor supports that surface acting is the most harmful emotional labor strategy for the teachers' well-being (Ruiter et al., 2021). However, the data revealed that teachers' emotions were primarily

positive. These findings can be interpreted from Hargreaves's (2000) emotional labor point of view. Hargreaves (2000) states that when teachers have their own reasons for emotional labor and actually feel successful doing it, it can benefit the teachers. According to the interview data, participants' use of surface acting mainly was to motivate the students to learn English or not to create a hostile class environment. It was related to the emotional aspects involved in teaching English that were unique to language teaching according to the participants. A very important component of language learning is speaking, which is directly related to learners' emotions and motivation. Lack of an effective interaction between learners and that it was difficult to form more personalized relationships during online education led teachers to employ more strategies to maintain a positive classroom environment. In addition, they wanted to hide or regulate their negative emotions not to seem unprofessional. These were internalized reasons for teachers to perform emotional labor and surface acting in particular. Most of the participants stated that they did not encounter an explicit emotional rule forced upon them by their institutions. On the other hand, their familiarization with how and why to perform emotional labor took its sources from the ELT literature, conversations with colleagues, or previous learning experiences. According to these findings, it is possible to say that there are some emotional expectations with which the EFL teachers working at Turkish HEIs get familiar when they are learning to teach either in undergraduate programs or in their experiences when they were language learners.

5.4. Effects of Years of Experience on Teacher Emotions

It was aimed to find out if the years of experience influenced EFL instructors' positive and negative emotions that they demonstrated during the COVID-19 pandemic. There are insufficient findings in the teacher emotions literature related to the effect of years of experience on positive or negative emotions. Still, it was stated by several researchers that both positive and negative emotions experienced by beginning teachers could be more intense (Hargreaves, 2005; Intrator, 2006).

Parallel to this, the present quantitative study revealed that beginning teachers who had less than 7-years of experience (Day & Gu, 2010) demonstrated significantly more negative emotions than the more experienced teachers. The qualitative data supported this finding in that the experienced participants stated that their experience in teaching

helped them in several ways, such as gaining more developed teaching skills or being more successful in managing their emotions. However, some studies have obtained contrary findings in the literature. For example, in Chen's study (2019) conducted in China, an opposite result was attained in that less experienced teachers reported more frequent positive and less frequent negative emotions. Similarly, Hargreaves (2005) found that less experienced teachers had more optimistic attitudes towards educational changes. According to the previous literature and the present study's findings, it is possible to say that in emergencies, such as a global pandemic, teachers' emotional experiences in teaching can show differences.

Even though it was revealed that succeeding in teaching English online required a different set of expertise in online teaching, despite this, according to the quantitative findings, it is possible to say that years of experience affects how teachers' emotional states are influenced by the difficulties they encounter. In the present study, even though the emergency remote teaching period generated challenges for both experienced and beginning teachers, experienced teachers' emotions were significantly less negative than the beginning teachers. On the other hand, no significant difference was observed in their positive emotions. Still, the mean scores of the positive emotions experienced by experienced teachers were higher than the beginning teachers.

The interview data revealed that teachers did not get special training dealing with emotional aspects of language teaching in the teacher education programs. They mentioned that such training included in the programs might have prevented their unpreparedness for the situations resulting in negative emotions.

5.5. Effects of Years of Experience on Emotional Labor Strategies

Even though the literature on the effect of years of experience on the emotional labor strategies used by the teacher is still scarce, several previous research studies revealed that experienced teachers expressed their genuine emotions more often than the beginning teachers (Yılmaz et al., 2015). This was also shown in the quantitative analysis of the present study. Moreover, it was found that beginning teachers applied significantly more surface acting strategies than experienced teachers. The qualitative data supported these findings in that the participants stated that their experience in

teaching helped them, especially when they needed to manage their emotions. They reported that they did not overreact towards emotional issues as they did when they were less experienced. Additionally, they could keep their calmness more successfully and were not emotionally offended by students' negative behaviors. Having developed emotional strength during the years, they were able to show their genuine emotions more efficiently, which were already in line with the emotional expectations from a language teacher, in their opinion.

On the other hand, the emergency remote teaching period was not an effortless experience for them. They stated that it was not easy to make use of their previous experience in teaching during the online teaching period. Despite the difficulties, the findings showed that they were more successful in genuinely showing the 'appropriate' emotions

5.6. Limitations and Future Suggestions

The present study has several limitations. One of them is that it only involved English language teachers who worked at English language preparatory programs at higher education institutions. However, the COVID-19 pandemic and the emergency remote teaching period also affected teachers working at different levels of education. Future studies that involve teachers teaching other groups and perhaps other subject areas can contribute much to the literature on teacher emotions.

Secondly, the study was conducted in only one city in Turkey. Teachers' and students' emotional experiences might have differed in other parts of Turkey. Even though the students were in different cities and tried to attend the lessons online, the present study participants were in Ankara, the capital city of Turkey, which offers specific physical opportunities and facilities that might have aided the online teaching process. Future studies can investigate teachers' experiences from other regions to obtain more comprehensive data.

Another limitation of the present study is that in quantitative and qualitative phases, the self-report methodology was adopted in that participants were asked to report their own experiences (Buric, 2017). This research design might have created one-sided and

biased findings. Future research can use triangulation methodologies that involve other parties, such as students.

In addition, it is a limitation of the study that the items in the questionnaire and several semi-structured interview questions were adapted from previously developed scales. These scales were not specifically designed to measure the experiences of English language teachers. Besides, they were not designed considering the unique conditions of the COVID-19 pandemic and the specific properties of the HEIs in Turkey. Even though they were adapted to attend to these needs, future research can focus on developing data collection instruments that can serve these areas.

CHAPTER 6

CONCLUSION

This explanatory-sequential mixed methods study investigated beginning and experienced English language instructors' emotions that they demonstrated, emotional labor strategies they used during interaction with their students and the effects of years of experience on them during the COVID-19 pandemic. The following research questions were answered as a result of the study:

1. What was the frequency of English language instructors' positive and negative emotions that they demonstrated during the COVID-19 pandemic?
2. What emotional labor strategies did English language instructors employ in online classes during the COVID-19 pandemic?
3. Is there a significant difference between the beginning and experienced English language instructors' emotions that they demonstrated during the COVID-19 pandemic?
4. Is there a significant difference between the beginning and experienced English language instructors' emotional labor strategies that they employed in online classes during the COVID-19 pandemic?

Data for this study was collected via an online questionnaire and follow-up semi-structured interviews. 156 EFL instructors responded to the questionnaire, and interviews were conducted with 10 of them. There was a chronological relationship between quantitative and qualitative data collection and analysis processes. In explanatory-sequential mixed methods studies, one function of the qualitative data is to explain the quantitative findings. That is why the data analyses were conducted with this aim. Several descriptive and inferential statistics were performed in order to provide answers to the research questions. In the present study, the findings revealed that teachers demonstrated positive emotions significantly more than negative ones.

Conducted interviews supported that even though the beginning of the emergency remote teaching period involved more negative emotions, teachers overcame these negative emotions and turned them into positive ones as they gained more experience in online teaching and saw that they actually succeeded. Besides, several important sources of teachers' positive and negative emotions were reached. Parallel to the findings of the other studies in the literature, their relationships with their students were the most significant source of their emotions. In terms of their emotional labor strategies, it was found out that teachers used expressing genuine emotions strategy more often than surface acting and deep acting. Their reason to engage in emotional labor mainly was to protect the positive classroom environment and be professional. The interviews conducted with the participants supported the existing literature that showed emotional labor does not necessarily lead to negative emotions when the teachers have their own reasons to manage their emotions (Hargreaves, 2000). In addition, it was found that years of experience had a significant effect on teachers' negative emotions since beginning teachers demonstrated significantly more negative emotions than the experienced teachers. It also affected the use of expressing genuine emotions and surface acting strategies because experienced teachers reported expressing their genuine emotions significantly more than beginning teachers, and beginning teachers used significantly more surface acting strategies.

Teaching is a profession that involves a lot of emotional aspects. Due to its interactional and social nature, it is common for teachers to experience positive and negative emotions intensely. It also involves emotional labor since teachers are expected to display certain emotions towards their students (Hochschild, 1983). This study contributed to the literature on teacher emotions by focusing on several areas that need more attention from the researchers. One of them was the exploration of emotions and emotional labor strategies in English language teaching. For some aspects, language teachers engage in more emotional work when their job requires utmost interaction with their students and deal with the authentic content that is very suitable to generate emotions both in teachers' and students' sides. The second contribution of this study was the exploration of language teacher emotions during the COVID-19 pandemic. Within the unique emergency conditions, teachers worldwide showed that it was possible to do their best to recreate the face-to-face teaching conditions during online teaching, which was not always possible. After these difficult

times ended, it was essential to document what the teachers went through emotionally for future emergencies and contribute to their well-being even in normal teaching conditions.

It is hoped that this study carries an empowering aspect for the English language teachers who are either experienced or beginning in their professions.

6.1. Implications

The present study sheds light on several points that can be useful at the practical and theoretical levels. First of all, the emergency remote teaching period, on which the study focused, still has lasting effects on education and general society. This study was conducted when there were COVID-19 vaccination opportunities for everyone, and no strict measures were left in higher education institutions. Still, the pandemic was not over, and there was an increasing number of COVID-19 positive cases in Turkey. In the future, it was possible to encounter various variants of the Coronavirus whose effects are unknown for now. The COVID-19 pandemic proved that an emergency that would affect the whole world in a short amount of time might always occur. Even in usual teaching conditions, one implication of the study is that teachers' emotions and well-being are essential and influence the teaching and the learning processes. That is why the emergency policies must be generated with adequate attention to creating opportunities that can support teachers more professionally.

Secondly, the qualitative study revealed that an essential source of English language teachers' familiarization with the emotional expectations was the ELT literature, such as the seminars, conventions, or their conversations with colleagues. On the other hand, they also stated that they had not gotten any training that specially focused on emotional aspects of teaching and emotion management. These findings can be interpreted as teachers learn about the kinds of emotions that are expected from them when they study in language teaching programs; however, they do not gain the necessary skills to deal with the intensity of the emotions in the teaching profession. The findings showed that beginning English language teachers had significantly more negative emotions and used significantly more surface acting strategies. In order to prevent the emotional burdens, the risks of burnout, and potential damages on their well-being when they first enter the profession, prospective teachers can be provided

with the necessary training that can provide them with good insights related to the teacher emotions and skills for efficiently managing their emotions.

Lastly, the results showed that several issues resulted in negative emotions and emotional problems stemming from several institutions' decisions. The qualitative data revealed that the institutions' attitudes had an essential influence on teachers' emotions. It was stated that working at a relatively democratic institution that gave importance to the instructors' needs during the COVID-19 pandemic helped them overcome several difficulties. On the other hand, when the lessons were recorded to control and supervise, it made the teachers experience negative emotions. As the literature suggests, these kinds of attitudes might result in deskilling (Tsang, 2015) and severe harm towards teachers' well-being. Especially in foundation universities, one reason for these behaviors was perceiving students as customers. Teaching requires emotional labor. In line with Hochschild's (1983) emotional labor theory, teachers engage in more emotional work when the concerns for customer-positive effect increase and when providing a satisfactory "service" to students is a main priority of the institutions. The present study showed that emotional labor did not necessarily lead to negative emotions when the teachers had their own reasons to manage their emotions and make internal decisions. On the other hand, forced emotional labor for the sake of profitmaking can create more negative emotions. The literature shows that it can lead to experiencing emotional exhaustion and even burnout. Therefore, this study's implication is that both foundation and state HEIs need to view English language teachers' well-being as a priority and take the necessary precautions to protect teachers from any harm that their policies might have on carrying positive emotions towards their profession.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

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MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 /

27 EKİM 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi Müge GÜNDÜZ

Danışmanlığını yürüttüğünüz Nazlınur KEMALOĞLU'nun "Türkiye'deki İngilizce Öğretmenlerinin Pandemi Sürecindeki Duyguları ve Duygusal Emek Stratejileri" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **427-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY
İAEK Başkanı

B. CONSENT FORM AND THE INITIAL QUESTIONNAIRE

Araştırmaya Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümü yüksek lisans öğrencisi Nazlınur Kemaloğlu tarafından yüksek lisans tezi kapsamında yürütülmektedir. Bu form size araştırma çalışmasının içerikleri ve süreçleri hakkında bilgi vermek amacıyla hazırlanmıştır.

Çalışmanın Amacı

Bu çalışmanın amacı üniversitelerin İngilizce hazırlık programlarında çalışan İngilizce öğretmenlerinin pandemi sürecindeki duygularını ve duygusal emek stratejilerini araştırmaktır. Bu gönüllü formunun sonrasındaki anketlerden toplanacak veriler araştırmanın pilot çalışma kısmında kullanılacak ve ana çalışmaya dahil edilmeyecektir. Pilot çalışmanın amacı kullanılan veri toplama aracının güvenilirliğini ve uygulanabilirliğini test etmektir.

Çalışmanın Aşamaları

Bu çalışmada karma araştırma yöntemi (NİCEL→nitel) benimsenmiştir. Üç kısımdan oluşan bir anket ve bunu takip edecek bireysel görüşmeler aracılığıyla veri toplanacaktır. Bu gönüllü katılım formu tamamlanması yaklaşık 10-15 dakika sürecek anket kısmını kapsamaktadır ve bu anketi tamamlayarak pilot çalışmaya katılan katılımcılar bireysel görüşmelere katılmayacaktır.

Çalışma Hakkında Bilmeniz Gerekenler

Bu çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Ankette bulunan maddelerin katılımcılarda rahatsızlık oluşturmayacağı öngörülmüştür. Fakat, katılımınızı herhangi bir sebepten ötürü, istediğiniz aşamada sonlandırabilirsiniz. Böyle bir durumda anketi tamamlamadan çevrimiçi form sayfasından ayrılabilirsiniz. Araştırma süresince toplanan veriler yalnızca bilimsel amaçlar için kullanılacaktır. Araştırmacı dışında kimseyle paylaşılmayacak ve tamamen gizli tutulacaktır.
Araştırmayla ilgili daha fazla bilgi almak isterseniz:
Sorularınız ve yorumlarınız için araştırmacıya ********.*********@metu.edu.tr adresi üzerinden ulaşabilirsiniz.

"***Bu çalışmaya tamamen kendi isteğimle katılıyorum ve istediğim anda katılımımı sonlandırabileceğimi biliyorum. Sağlayacağım bilgilerin bilimsel amaçlar için kullanılmasına izim veriyorum.***"

İmza

PART A: Personal Information

Please answer the following questions:

1. What is your age? _____

2. What is your gender? _____

3. How long have you been teaching? _____

4. Did you teach online during the pandemic (between 23rd March 2020-September 2021)?

☐ Spring Semester 2019/2020 (March, 2020- June, 2020)

☐ Fall Semester 2020/2021 (September, 2020- February, 2021)

☐ Spring Semester 2020/2021 (March, 2021- June, 2021)

5. What is the type of university you are currently working at? Select that apply.

☐ State university ☐ Private/ foundation university

6. Are you a full-time or part-time instructor? Select that apply.

☐ Full-time ☐ Part-time

6. What is your academic degree? Select that apply.

☐ Bachelor's Degree

☐ Master's Degree

☐ Doctoral Degree

PART B: Teacher Emotions Questionnaire

Please indicate how frequently you experienced the emotions in the items during the Covid-19 pandemic.

	During the Covid-19 pandemic…	***Never***	***Rarely***	***Sometimes***	***Frequently***	***Almost always***
1	I loved being a teacher since I could gain a sense of achievement.	**1**	**2**	**3**	**4**	**5**
2	I felt really sad when my students shared their negative emotions with me.	**1**	**2**	**3**	**4**	**5**
3	I was annoyed when the society and/or public blamed teachers without any evidence.	**1**	**2**	**3**	**4**	**5**
4	I was worried about how to improve student engagement and achievement.	**1**	**2**	**3**	**4**	**5**
5	I felt proud when I saw my students make progress.	**1**	**2**	**3**	**4**	**5**
6	I generally taught with enthusiasm.	**1**	**2**	**3**	**4**	**5**
7	I loved my teaching job because of the respect and recognition from the society.	**1**	**2**	**3**	**4**	**5**
8	I felt disappointed when my coordinators/ administrators ignored my efforts and contributions.	**1**	**2**	**3**	**4**	**5**
9	I often had reasons to be angry while I was teaching.	**1**	**2**	**3**	**4**	**5**
10	I was worried that students didn't take responsibility for their study.	**1**	**2**	**3**	**4**	**5**
11	I felt nervous that my students couldn't accept my new teaching style which was adjusted to fit the new regulations.	**1**	**2**	**3**	**4**	**5**
12	I loved teaching because my job was stable.	**1**	**2**	**3**	**4**	**5**
13	I felt angry when I was treated unfairly (i.e., workload arrangement, salary level).	**1**	**2**	**3**	**4**	**5**
14	I loved teaching because the wage was reasonable considering the work I did.	**1**	**2**	**3**	**4**	**5**
15	I felt frustrated because of strict policies about online teaching in my institution.	**1**	**2**	**3**	**4**	**5**

16	I got really mad while I was teaching.	**1**	**2**	**3**	**4**	**5**
17	I was motivated by support from my colleagues and administrators.	**1**	**2**	**3**	**4**	**5**
18	I felt pressured about imbalance of work and life.	**1**	**2**	**3**	**4**	**5**
19	I was glad that my students enjoyed my teaching.	**1**	**2**	**3**	**4**	**5**
20	I was often worried that my teaching wasn't going so well.	**1**	**2**	**3**	**4**	**5**
21	I enjoyed adopting innovative ideas in my teaching.	**1**	**2**	**3**	**4**	**5**
22	I felt annoyed when my students didn't get along well with me.	**1**	**2**	**3**	**4**	**5**
23	I felt pressured from heavy workload (e.g., preparation work).	**1**	**2**	**3**	**4**	**5**
24	I enjoyed using online teaching.	**1**	**2**	**3**	**4**	**5**
25	I was nervous about using English to express my feelings during online classes.	**1**	**2**	**3**	**4**	**5**
26	I enjoyed trying new methods to teach English during online classes.	**1**	**2**	**3**	**4**	**5**
27	I was nervous when I thought that my English proficiency was not enough to teach online effectively.	**1**	**2**	**3**	**4**	**5**
28	I was pressured that my lessons were recorded/observed by my superiors.	**1**	**2**	**3**	**4**	**5**
29	I loved communicating in English during online classes.	**1**	**2**	**3**	**4**	**5**

PART C: Emotional Labor Questionnaire

Please indicate how frequently you experienced the situations in the items during the <u>Covid-19 pandemic.</u>

	<u>During the Covid-19 pandemic…</u>	***Never***	***Rarely***	***Sometimes***	***Frequently***	***Almost always***
1	I faked a good mood when interacting with students.	**1**	**2**	**3**	**4**	**5**
2	I worked hard to feel the emotions that I needed to show to students.	**1**	**2**	**3**	**4**	**5**
3	I showed feelings to students that were different from what I felt inside.	**1**	**2**	**3**	**4**	**5**
4	The emotions I showed students matched what I felt at that moment.	**1**	**2**	**3**	**4**	**5**
5	I just pretended to have the emotions I needed to display for my job.	**1**	**2**	**3**	**4**	**5**
6	I perceived teaching similar to a "show" where I didn't have to show my true emotions.	**1**	**2**	**3**	**4**	**5**
7	I tried to actually experience the emotions that I must show to students.	**1**	**2**	**3**	**4**	**5**
8	I acted in order to deal with students in an appropriate way.	**1**	**2**	**3**	**4**	**5**
9	The emotions I expressed towards students were genuine.	**1**	**2**	**3**	**4**	**5**
10	I worked at developing the feelings inside of me that I needed to show students.	**1**	**2**	**3**	**4**	**5**
11	I put on a "mask" in order to display the emotions that my job requires.	**1**	**2**	**3**	**4**	**5**
12	I made an effort to actually feel the emotions that I needed to display towards others.	**1**	**2**	**3**	**4**	**5**
13	The emotions I showed students came naturally.	**1**	**2**	**3**	**4**	**5**
14	I faked the emotions I showed when dealing with students.	**1**	**2**	**3**	**4**	**5**

Your Comments Related to the Questionnaire:

C. CONSENT FORM AND THE FINAL QUESTIONNAIRE

Araştırmaya Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümü yüksek lisans öğrencisi Nazlınur Kemaloğlu tarafından yüksek lisans tezi kapsamında yürütülmektedir. Bu form size araştırma çalışmasının içerikleri ve süreçleri hakkında bilgi vermek amacıyla hazırlanmıştır.

Çalışmanın Amacı

Bu çalışmanın amacı üniversitelerin İngilizce hazırlık programlarında çalışan İngilizce öğretmenlerinin Covid-19 pandemisi sürecindeki duygularını ve duygusal emek stratejilerini araştırmaktır.

Çalışmanın Aşamaları

Bu çalışmada karma araştırma yöntemi (NİCEL→nitel) benimsenmiştir. Üç kısımdan oluşan bir anket ve bunu takip edecek bireysel görüşmeler aracılığıyla veri toplanacaktır. Bu gönüllü katılım formu tamamlaması yaklaşık 10 dakika sürecek anket kısmını kapsamaktadır. Çalışmanın ikinci kısmı olan bireysel görüşmeler pandemi süreci sebebiyle çevrimiçi ortamda, ZOOM program aracılığıyla gerçekleştirilecektir. Katılmak için anket sonunda gönüllü olup olmadığınız sorulacaktır ve olduğunuz takdirde araştırmacı tarafından sizinle iletişime geçilecektir.

Çalışma Hakkında Bilmeniz Gerekenler

Bu çalışmaya katılım tamamıyla gönüllülük esasında dayanmaktadır. Ankette bulunan maddeler ve (gönüllü olduğunuzu ayrıca belirtmeniz durumunda) bireysel görüşme sorularının katılımcılarda rahatsızlık oluşturmayacağı öngörülmüştür. Fakat, katılımınızı herhangi bir sebepten ötürü, istediğiniz aşamada sonlandırabilirsiniz. Böyle bir durumda anketi tamamlamadan çevrimiçi form sayfasından ayrılabilirsiniz. Araştırma süresince toplanan veriler saklı tutulacak ve yalnızca bilimsel amaçlar için kullanılacaktır. Talep edilebilecek tek kimlik belirtici bilgi e-posta adresidir ve gönüllü olmanız durumunda bireysel görüşmelere katılımınız için sorulacaktır. Araştırmacı dışında kimseyle paylaşılmayacak ve tamamen gizli tutulacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Sorularınız ve yorumlarınız için araştırmacıya ********.*********@metu.edu.tr adresi üzerinden ulaşabilirsiniz.

"Bu çalışmaya tamamen kendi isteğimle katılıyorum ve istediğim anda katılımımı sonlandırabileceğimi biliyorum. Sağlayacağım bilgilerin bilimsel amaçlar için kullanılmasına izin veriyorum."

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PART A: Personal Information

Please answer the following questions:

1. How old are you?

2. What is your gender?

3. How long have you been teaching?

4. Did you teach online during the pandemic (between 23rd March 2020-September 2021)?

Please select all that apply.

- ☐ March, 2020- June, 2020 (Spring Semester 2019/2020)
- ☐ September, 2020- February, 2021 (Fall Semester 2020/2021)
- ☐ March, 2021- June, 2021 (Spring Semester 2020/2021)

5. What is the type of university you are currently working at?

State ☐ university ☐ Foundation university

6. Are you a full-time or part-time instructor?

☐ Full-time ☐ Part-time

7. What is your academic degree?

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree

8. Which digital platform(s) did you use for distance education? Please select all that apply.

- ☐ Zoom
- ☐ Microsoft Teams

☐ Google Meet

☐ Webex

☐ Other (please specify):

PART B: Teacher Emotions Questionnaire

Please indicate how frequently you experienced the emotions in the items during <u>Covid-19 pandemic.</u>

	<u>During the Covid-19 pandemic…</u>	***Never***	***Rarely***	***Sometimes***	***Frequently***	***Almost always***
1	I loved being a teacher during the pandemic.	**1**	**2**	**3**	**4**	**5**
2	I was worried about how to improve student engagement and achievement.	**1**	**2**	**3**	**4**	**5**
3	I felt proud when I saw my students make academic progress.	**1**	**2**	**3**	**4**	**5**
4	I loved my teaching job because of the respect and recognition from the society.	**1**	**2**	**3**	**4**	**5**
5	I felt disappointed when my coordinators/ administrators ignored my efforts and contributions.	**1**	**2**	**3**	**4**	**5**
6	I was worried that students didn't take responsibility for their study.	**1**	**2**	**3**	**4**	**5**
7	I felt nervous that my students couldn't accept my new teaching style which was adjusted to fit the new regulations.	**1**	**2**	**3**	**4**	**5**
8	I felt angry when I was treated unfairly (i.e., workload arrangement, salary level).	**1**	**2**	**3**	**4**	**5**
9	I felt frustrated because of strict policies about online teaching in my institution.	**1**	**2**	**3**	**4**	**5**
10	I was motivated by support from my colleagues and administrators.	**1**	**2**	**3**	**4**	**5**
11	I felt pressured about imbalance of work and life.	**1**	**2**	**3**	**4**	**5**
12	I was glad that my students enjoyed my teaching.	**1**	**2**	**3**	**4**	**5**
13	I was often worried that my teaching wasn't going so well.	**1**	**2**	**3**	**4**	**5**
14	I enjoyed adopting innovative ideas in my teaching.	**1**	**2**	**3**	**4**	**5**

	During the Covid-19 pandemic…	***Never***	***Rarely***	***Sometimes***	***Frequentl***	***Almost always***
15	I felt annoyed when my students didn't get along well with me.	**1**	**2**	**3**	**4**	**5**
16	I felt pressured from heavy workload (e.g., preparation work).	**1**	**2**	**3**	**4**	**5**
17	I enjoyed using online teaching.	**1**	**2**	**3**	**4**	**5**
18	I was nervous about using English to express my feelings during online classes.	**1**	**2**	**3**	**4**	**5**
19	I enjoyed trying new methods to teach English during online classes.	**1**	**2**	**3**	**4**	**5**
20	I was nervous when I thought that my English proficiency was not enough to teach online effectively.	**1**	**2**	**3**	**4**	**5**
21	I loved communicating in English during online classes.	**1**	**2**	**3**	**4**	**5**

PART 3: Emotional Labor Questionnaire

Please indicate how frequently you experienced the situations in the items during the Covid-19 pandemic.

	During the Covid-19 pandemic…	***Never***	***Rarely***	***Sometimes***	***Frequently***	***Almost always***
1	I faked a good mood when interacting with students.	**1**	**2**	**3**	**4**	**5**
2	I showed feelings to students that were different from what I felt inside.	**1**	**2**	**3**	**4**	**5**
3	The emotions I showed students matched what I felt at that moment.	**1**	**2**	**3**	**4**	**5**
4	I just pretended to have the emotions I needed to display for my job.	**1**	**2**	**3**	**4**	**5**
5	I perceived teaching similar to a "show" where I didn't have to show my true emotions.	**1**	**2**	**3**	**4**	**5**
6	I tried to actually experience the emotions that I must show to students.	**1**	**2**	**3**	**4**	**5**
7	I acted in order to deal with students in an appropriate way.	**1**	**2**	**3**	**4**	**5**
8	I worked at developing the feelings inside of me that I needed to show students.	**1**	**2**	**3**	**4**	**5**
9	I put on a "mask" in order to display the emotions that my job requires.	**1**	**2**	**3**	**4**	**5**
10	I made an effort to actually feel the emotions that I needed to display towards others.	**1**	**2**	**3**	**4**	**5**
11	The emotions I showed students came naturally.	**1**	**2**	**3**	**4**	**5**
12	I faked the emotions I showed when dealing with students.	**1**	**2**	**3**	**4**	**5**

Do you want to take part in a follow-up individual interview? (It is expected to take about 30-40 minutes and will be conducted online.)

☐ **Yes** ☐ **No**

If your answer is "yes", please write your e-mail address for the researcher to get in touch with you:

D. CONSENT FORM AND SEMI-STRUCTURED INTERVIEW QUESTIONS

Bireysel Görüşme için Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümü yüksek lisans öğrencisi Nazlınur Kemaloğlu tarafından yüksek lisans tezi kapsamında yürütülmektedir. Bu form size araştırma çalışmasının içerikleri ve süreçleri hakkında bilgi vermek amacıyla hazırlanmıştır.

Çalışmanın Amacı

Bu çalışmanın amacı üniversitelerin İngilizce hazırlık programlarında çalışan İngilizce öğretmenlerinin pandemi sürecindeki duygularını ve duygusal emeklerini araştırmaktır.

Çalışmanın Aşamaları

Bu çalışmada karma araştırma yöntemi (NİCEL→nitel) benimsenmiştir. Yanıtlamış olduğunuz üç kısımdan oluşan bir anketin ardından yaklaşık 40 dakika sürmesi beklenen bireysel görüşme gerçekleştirilecektir. Bu gönüllü katılım formu, bahsi geçen bu görüşmeyi kapsamaktadır. Görüşmeler, onay verdiğiniz takdirde sesli olarak kaydedilecek, yazıya aktarılacak ve araştırmacı tarafından analizi gerçekleştirecektir.

Çalışma Hakkında Bilmeniz Gerekenler

Bu görüşmeye katılım tamamıyla gönüllülük esasında dayanmaktadır. Görüşme esnasında sorulan soruların katılımcılarda rahatsızlık oluşturmayacağı öngörülmüştür. Fakat, katılımınızı herhangi bir sebepten ötürü, istediğiniz aşamada sonlandırabilir veya sorulara cevap vermemeyi tercih edebilirsiniz. Bu durumda araştırmacıya durumu aktarmanız yeterli olacaktır. Görüşme süresince toplanan veriler saklı tutulacak ve yalnızca bilimsel amaçlar için kullanılacaktır. Katılımcıların kimlikleriyle ilgili olabilecek bilgiler araştırmacı dışında kimseyle paylaşılmayacak, gizli tutulacaktır. İzin verdiğiniz takdirde görüşme sesli olarak kayıt altına alınacak ve yalnızca araştırmacıya ulaşılabilir olacaktır. Söz konusu görüşme kayıtları yalnızca araştırmacıya ulaşılabilir olacak, gizli tutulacak ve araştırma tamamlandıktan sonra silinecektir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Sorularınız ve yorumlarınız için araştırmacıya ********.**********@metu.edu.tr adresi üzerinden ulaşabilirsiniz.

Bu görüşmeye tamamen kendi isteğimle katılıyorum ve istediğim anda katılımımı sonlandırabileceğimi biliyorum. Sağlayacağım bilgilerin bilimsel amaçlar için kullanılmasına izim veriyorum.

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Görüşmenin sesli olarak kayıt altına alınmasına izin veriyorum

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İMZA

Semi-structured Interview Questions

1. How did you feel about the work that you did during the Covid-19 pandemic?

    a. How satisfying would you say that teaching English was?

    b. Have your emotions about teaching changed at all? If so, how?

2. Can you tell me a story of a time when you felt like you were working very hard to control your emotions during online education?

    b. Why did you feel like you needed to control your emotions in that situation?

    c. How often did you do things like this?

3. How much effort did you put into generating, pretending, or suppressing emotions in online classes during the pandemic?

    a. Were there specific strategies that you use over and over?

    b. Was this effort a different amount than you normally put into controlling your emotions before the pandemic?

4. How do you see teaching EFL as different from teaching other subjects?

    a. How did you see teaching EFL as different from teaching other subjects during the pandemic?

5. Do you think that your emotional state was affected by the students' emotions during the pandemic?

6. Do you think that there are some specific emotions required when teaching English during the pandemic? If so, what are they? Why do you think they are required?

7. Did pandemic change the kind of emotions you were free to show students?

8. Did your institution have any explicit and/or implicit emotional rules (the emotions that you are expected to display) that were expected from the teachers?

9. Do you think that your years of experience affected your emotion management during the pandemic? If so, how?

10. Have you got any special training related to teacher emotions and emotional management during your undergraduate degree? If you have not, do you think it is necessary? If you have, how did this training help you during the pandemic?

11. How did you feel about using English during online lessons? Did you feel worried when your lessons were recorded?

12. Were your emotions different than face-to-face teaching? If so, why?

E. TURKISH SUMMARY/ TÜRKÇE ÖZET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN COVİD-19 PANDEMİSİ SIRASINDAKİ DUYGULARI VE DUYGUSAL EMEK STRATEJİLERİ

Giriş

Öğretmenlik mesleğinin yoğun duygusal gereksinimlere sahip olduğu birçok araştırmacı tarafından vurgulanmıştır (Hargreaves, 1988; Schutz ve Lee, 2014). Sınıf ortamlarının dinamik ve kontrolü güç yanları öğretmenlerin hem pozitif hem de negatif duygular deneyimlemesine sebep olmaktadır (Hagenauer ve Volet, 2013; Schutz ve diğerleri, 2007). Bu durum öğretmenler için duygularını onlardan beklendiği biçimlerde kontrol etmeyi gerekli kılmaktadır. Hizmet sektöründe yer alan diğer meslekler gibi, öğretmenlik de duygusal emek gerektirir. Arlie Russel Hochschild (1979) *duygusal emek* teorisini geliştirmiş ve literatürdeki çoğu araştırma çerçevesini onun yaklaşımından almıştır. Duygusal emek, öğretmenlerin o an hissettikleri duyguları sınıfta nasıl ifade ettikleri veya sergiledikleri ile ilgilidir (Fried ve diğerleri, 2015). Öğretmenlerin nasıl hissettikleri ile duygularını nasıl sergiledikleri arasında ciddi bir farklılık varsa, duygusal emek duygusal tükenmeye yol açabilir (Zapf, 2002). Öğretmenlerin duygusal emeğini ele alan artan sayıda ampirik araştırma bulunmaktadır ve bu araştırmalar çoğunlukla duygusal emek ile öğretmen tükenmişliği arasındaki ilişkiyi araştırmıştır (Acheson ve diğerleri, 2016; Akın ve diğerleri, 2013; Zhang ve Zhu, 2008). Araştırmalar çoğunlukla nitel araştırma yöntemlerini benimsemiş ve öğretmenlerin duygusal emek deneyimlerini açıklamaya çalışmıştır (Li ve Liu, 2021). Duygusal emeğin olası olumsuz sonuçlarını önlemek, öğretmenlerin duygularını yönetmek veya düzenlemek için kullandıkları stratejileri anlamaya bağlıdır.

İngilizce öğretimi alanında, duygular, dil öğrenme ve öğretme süreçlerini etkileyen bilişsel yönlerle karşılaştırıldığında tanımlanması ve incelenmesi daha zor olarak algılanmıştır (Richards, 2020). Ancak, eğitim alanında öğretmen duygularına artan

ilgi, son 20 yılda uygulamalı dilbilim alanına da yansımıştır (De Costa ve diğerleri, 2019). Sınıfta dil öğretiminin nasıl gerçekleştiğiyle ilgili birçok farklı koşul duygusal bir yana sahiptir. Öğretmenlerin duyguları ile sınıf uygulamaları arasında yakın bir ilişki vardır, dolayısıyla bu öğrencilerin İngilizce öğrenmek için harcadıkları emeği etkilemektedir (Li ve Liu, 2021; Richards, 2020).

COVİD-19 salgını ve çevrimiçi öğretime geçiş, eğitimde büyük bir değişiklik yaratmış ve dünya çapında öğretmenleri ve öğrencileri duygusal olarak etkilemiştir. Vuhan'da (Hubei, Çin) ortaya çıkan Koronavirüs, eğitim de dahil olmak üzere insanların yaşamlarının neredeyse tüm yönlerini belirleyen birincil bir konu haline gelmiştir. Sokağa çıkma yasağı veya kamusal alanların kapatılması gibi sosyal hayat düzenlemeleri, pandeminin küresel olarak hızla yayılmasıyla birlikte ortaya çıkmıştır. Mart 2020'de, Avrupa'da (Gaebel, 2020) ve Nisan 2020'ye kadar dünya çapında 185 ülkede üniversite kampüslerinin önemli bir çoğunluğu kapatılmıştır (Marinoni ve diğerleri, 2020). Farklı ülkelerde alınan tedbirler farklılık gösterse de uzaktan eğitime geçiş dünya çapında gerçekleştiren en yaygın düzenleme haline gelmiştir. "Acil uzaktan öğretim" terimi (Hodges ve diğerleri, 2020) bu zorunlu ve ani duruma atıfta bulunmak için kullanılmıştır. Bu durum doğal olarak birçok ülkede çevrimiçi eğitim için altyapı eksikliği, öğrencilerin teknolojik araçlara eşitsiz erişimi, deneyimsiz personel vb. gibi birçok sorunu da beraberinde getirmiştir. Ayrıca psikolojik sorunlar, duygusal yükler, artan stres ve kaygı öğrenciler ve öğretmenler için ciddi sorunlar olmuştur. Önemli mesleki öğrenme ortamları olan okullarından öğretmenlerin zorunlu olarak uzaklaşmaları da pandeminin olumsuz sonuçlarından olmuştur (Alwafi, 2021).

Türkiye'de 11 Mart 2020'de ilk COVİD-19 vakasının açıklanmasının ardından alınan ilk alınan önlemlerden biri tüm örgün eğitimin uzaktan eğitime taşınmasıydı. Üniversiteler 16 Mart'ta (YÖK, 2020a) bir süre kesintiye uğradıktan sonra 23 Mart'tan itibaren eğitim uygulamalarını çevrimiçi hizmetler üzerinden gerçekleştirmeye başladılar (YÖK, 2020b). Uzaktan eğitimin sağlanması ve sürdürülmesi, teknoloji, ekonomi veya eğitime erişimde eşitlik açısından birçok yönün dikkate alınmasını gerektirmektedir (Can, 2020). Uzaktan öğretime geçiş, öğretmenlerin teknolojiyle her zamankinden daha fazla etkileşim kurmasını da zorunlu hale getirmiştir. Kavuk ve Demirtaş (2021) tarafından yapılan bir araştırmada, öğretmenlerin çoğunun çevrimiçi ders işlemenin zorluğundan ve teknolojik yetersizliklerden, sağlık ve ekonomik

sorunlardan kaynaklanan stresin artmasından bahsettiklerini ortaya koymuştur. Ayrıca dijital araçlara ve pedagojilere olan yabancılık yüz yüze öğretimde etkili olan öğretmenlerin çevrimiçi eğitimde kendilerini başarısız hissetmelerine neden olmuş olabilir (Altuntaş ve diğerleri, 2020).

129 devlet ve 78 vakıf temelli kuruma sahip olan Türkiye (YÖK, 2020c), dünyanın en büyük yükseköğretim sistemlerinden birine sahiptir (Esen, 2020). Bazı devlet veya vakıf üniversitelerinde sadece İngilizce, İngilizce ve Türkçe ya da sadece Türkçe öğretim sistemler bulunduğundan eğitim dili kurumların dil politikalarına bağlıdır. Üniversite politikalarına bağlı olarak, öğrencilerin lisans derslerine devam edebilmeleri için İngilizce sınavlarında başarılı olmaları beklenir veya İngilizce hazırlık programlarında eğitim alma seçeneği sunulur. Genel olarak, öğrencilere temel İngilizce bileşenleri ve bölüm gereksinimlerine bağlı olarak lisans eğitimlerinin geri kalanı için ek İngilizce dersleri İngilizce hazırlık programları tarafından sağlanır (Öztürk, 2019).

Bu çalışmanın ortamı Ankara ilindeki devlet ve vakıf üniversitelerinin temel İngilizce bölümleridir. Yukarıda belirtildiği gibi, çalışmanın arka planını, Türkiye yükseköğretimi bağlamında COVİD-19 pandemisinin etkileri ve deneyim yılına özel olarak odaklanarak dil öğretmeni duyguları ve duygusal emek ile ilgili teorik bilgiler oluşturmaktadır.

Çalışmanın Amacı ve Araştırma Soruları

Bu karma yöntem çalışmasının amacı, İngilizce öğretim görevlilerinin COVİD-19 pandemisi sürecinde öğrencileriyle etkileşimleri sırasında sergiledikleri duyguları ve uyguladıkları duygusal emek stratejilerini yükseköğretim bağlamında incelemektir. Araştırma problemini daha iyi anlamak ve açıklayıcı veriler elde etmek için sıralı (NİCEL→nitel) araştırma yöntemi tercih edilmiştir. Araştırmanın nicel aşaması, Ankara'daki yükseköğretim kurumlarının temel İngilizce bölümlerinde çalışan 156 İngilizce öğretmeni tarafından gösterilen olumlu ve olumsuz duyguları ve duygusal emek stratejilerini tanımlamayı amaçlamıştır. Bu amaca ulaşmak için anket verileri toplanmış ve analiz edilmiştir. Araştırmanın nitel aşamasında, veri toplama aracı olarak yarı yapılandırılmış görüşmelerden yararlanılarak nicel verilerin açıklanmasına yardımcı olacak bulgulara ulaşmayı amaçlamıştır. Araştırmanın nitel aşamasına 10

öğretim görevlisi katılmıştır. Bu doğrultuda aşağıdaki araştırma sorularına yanıtlar bulunmuştur:

1. İngilizce okutmanlarının COVİD-19 pandemisi sırasında gösterdikleri olumlu ve olumsuz duyguların sıklığı nedir?
2. İngilizce öğretmenleri COVİD-19 salgını sırasında çevrimiçi derslerde hangi duygusal emek stratejilerini kullanmışlardır?
3. Mesleğe yeni başlamış ve deneyimli İngilizce öğretmenlerinin COVİD-19 pandemisi sırasında gösterdikleri duygular arasında anlamlı bir fark var mıdır?
4. Mesleğe yeni başlamış ve deneyimli İngilizce öğretmenlerinin COVİD-19 pandemisi sürecinde çevrimiçi derslerde uyguladıkları duygusal emek stratejileri arasında anlamlı bir fark var mıdır?

Yöntem

İlgili literatür incelendiğinde öğretmen duygularının ve duygusal emeğinin çoğunlukla nitel olarak (Atmaca, 2020; Azzaro ve Martínez Agudo, 2018b) ve veri toplama aracı olarak mülakatlar yoluyla (Chen, 2016) araştırıldığı ortaya çıkmıştır. Bu nedenle literatürü daha genellenebilir verilerle zenginleştirmek için daha fazla nicel veya karma yöntem çalışmalarına ihtiyaç vardır (Chen, 2016). Özellikle bilimsel ve nesnel ölçümü nispeten daha karmaşık olan duygular gibi olgular için, araştırma problemlerinin kapsamlı bir şekilde anlaşılması en iyi şekilde çok yöntemli çalışmalarla sağlanabilir. Creswell ve Plano Clark'ın (2007) önerdiği gibi, araştırma probleminin kapsamlı bir şekilde anlaşılmasına ulaşmak için yalnızca nicel veya nitel yöntemler yetersiz olduğunda, karma yöntem araştırması tercih edilebilir. Bu nedenle bu çalışmada karma yöntem tercih edilmiştir.

Karma yöntem araştırmalarının farklı türleri arasında, bu çalışmada sıralı açıklayıcı tasarım benimsenmiştir (NİCEL→nitel) (Creswell & Plano Clark, 2018). Sıralı tasarımda nicel ve nitel veri toplama kronolojik olarak gerçekleşir ve sıralı açıklayıcı tasarımlarda nitel veri toplama ve analizi nicel olanları takip eder (Teddlie ve Tashakkori, 2009). Bu tür tasarımı benimsemenin amaçları, nicel tasarım yoluyla toplanan verileri daha iyi anlamak için nitel veri bulgularını kullanmaktır (Creswell, 2003). Bu nedenle bu çalışmada nicel bulgulara öncelik verilmiştir (Teddlie ve Tashakkori, 2009). Nicel veri toplama çevrimiçi anket yoluyla yapılmış ve bunu yarı

yapılandırılmış mülakatlar yoluyla gerçekleştirilen nitel çalışma izlemiştir. 156 katılımcı ankete geçerli yanıtlar vermiştir. Anketi yanıtlayan katılımcılara, mülakata katılmak isteyip istemedikleri sorulmuştur. Nicel araştırmaya katılan 156 katılımcıdan 24'ü bireysel takip görüşmelerine katılmaya gönüllü olmuş ve araştırmacının kendileriyle iletişimde kalabilmesi için e-posta adreslerini bildirmiştir. Son olarak amaçsal örnekleme yöntemine göre seçilen 10 katılımcı (5 mesleğe yeni başlamış ve 5 deneyimli öğretmen) ile görüşmeler yapılmıştır. Anketin güvenilirliğini ve geçerliliğini test etmek için bir pilot çalışma yapılmıştır. Pilot çalışma verilerinin güvenilirlik ve geçerlilik analizleri IBM SPSS (28) programıyla gerçekleştirilmiştir. Bu analizlere ve uzmanların görüşlerine göre anket son halini almıştır. Ana çalışmada uygulanan düzenlenmiş anket üç bölümden oluşmaktadır: kişisel bilgiler, öğretmen duyguları anketi ve duygusal emek stratejileri anketi. Anketin bölümleri ve nitel veri toplama aracı olarak mülakatlar aşağıda açıklanmıştır:

Bölüm A, Kişisel Bilgiler: Bu bölüm öğretmenlerin kişisel bilgilerini ele almış ve deneyim yılı, eğitim dereceleri veya cinsiyet gibi bilgiler edinmeyi hedeflemiştir.

Bölüm B, Öğretmen Duyguları Anketi: Anketin 21 maddeden oluşan bu bölümü, COVİD-19 pandemisi sürecinde öğretim elemanlarının yaşadıkları olumlu ve olumsuz duyguların sıklığını belirlemeyi amaçlamıştır. Maddeler katılımcılara 5'li sıklık derecelendirme ölçeğinde (1=hiçbir zaman, 5=hemen hemen her zaman) sunulmuştur. Bu bölüm, daha önce geliştirilmiş üç farklı ölçekten uyarlanmış (Chen, 2016; Chen, 2018; Frenzel ve diğerleri, 2016) ve araştırmacı tarafından İngilizce öğretimi ve pandemi koşullarına uygun olarak eklenmiş maddelerden oluşmaktadır.

Bölüm C, Duygusal Emek Stratejileri Ölçeği: Bu bölüm Diefendorff ve diğerleri (2005) tarafından geliştirilmiş duygusal emek stratejileri anketinden uyarlanmış 12 maddeden oluşmaktadır. Anket farklı üç farklı strateji kategorisine işaret etmektedir: yüzeysel rol yapma, derinlemesine rol yapma ve samimi duyguları sergileme (Ashforth ve Humphrey, 1993; Hochschild, 1983).

Yarı yapılandırılmış mülakatlar: Anketler aracılığıyla toplanan verileri daha iyi anlamak için gönüllü olan katılımcılarla yarı yapılandırılmış görüşmeler yapılmıştır. Başlangıçta, dördü Acheson'dan (2016) uyarlanan 12 ana sorudan oluşan mülakat soruları bir katılımcıyla yapılan pilot çalışma sonucu düzenlenmiştir.

Anket ve mülakat sorularının uyarlanması için araştırmacılardan e-posta yoluyla izin alınmıştır. Çalışmanın tüm aşamalarında, pandeminin etkileri devam ederken daha kullanışlı ve pratik olması nedeniyle veriler çevrimiçi yöntemlerle toplanmıştır ve *ODTÜ Çevrimiçi Anket Servisi*'nden ve Zoom programından faydalanılmıştır. Ankete katılım davetleri kurumlar aracılığıyla yapılan duyurular, öğretim görevlilerine yönelik e-postalar ve sosyal medya paylaşımları aracılığıyla yapılmıştır.

Veri Analizi

Araştırma sorularına cevap verebilmek için nicel veri analizi esnasında çeşitli betimsel ve çıkarımsal analizler yapılmıştır. Öncelikle verilerin doğru girilip girilmediği, eksik veya uç değer olup olmadığı kontrol edilmiş, ardından katılımcıların demografik özelliklerini öğrenmek için tanımlayıcı istatistiksel analiz yapılmıştır. Birinci araştırma sorusu için Kolmogorov-Smirnov normallik testi ve pozitif ve negatif duygular arasında bağımlı örneklem t-testi; ikinci araştırma sorusu için duygusal emek anketinin tanımlayıcı bir analizi; üçüncü araştırma soruları için Kolmogorov-Smirnov normallik testi ve bağımsız örneklem t-testleri ve dördüncü araştırma sorusu için çok değişkenli varyans analizi (MANOVA) IBM SPSS (28) programı ile yapılmıştır. Nitel veri analizi esnasında bireysel mülakatlar yoluyla toplanan veriler araştırmacı tarafından kelimesi kelimesine yazıya dökülmüştür. Nitel verilerin analizi, tematik analiz yaklaşımı izlenerek yapılmıştır. Mülakatların deşifresinin ardından kodlama işlemi gerçekleştirilmiştir. Not alma, farklı renkler kullanma ve veriler arasında sürekli gidip gelme gibi çeşitli stratejiler uygulanarak el ile kodlama tekniği benimsenmiştir (Braun ve Clarke, 2006). İlk kodlama aşaması tamamlandığında, kodların nasıl ilişkili olduğunu öğrenmek ve verilere ilişkin daha geniş bir anlayışa ulaşmak için temalar ve alt temalar oluşturulmuştur. Bu işlemin ardından sekiz ana tema ve 15 alt tema oluşturulmuştur.

Bulgular

Nicel veri analizi, araştırmaya katılan öğretim elemanlarının olumsuz duygulara göre anlamlı düzeyde daha fazla olumlu duygu bildirdiklerini ortaya koymuştur. *Sevinç* ve *sevgi* diğer belirgin duygulardan daha fazla deneyimlenmiştir. Olumsuz duygular arasında öfke en yüksek ortalamaya sahiptir. Bulgular ayrıca, üç duygusal emek stratejisi arasında eğitmenlerin en sık samimi duyguları sergileme stratejisini kullandıklarını ortaya koymuştur. Bunu yüzeysel rol yapma kullanımı izlemiş ve derinlemesine rol yapma en az karşılaşılan duygusal emek stratejisi olmuştur. Deneyim yılının olumlu ve olumsuz duygular üzerindeki etkisi araştırıldığında, sonuçlar, olumlu duyguların anlamlı bir farklılık göstermemesine rağmen, deneyimli öğretmenlerin mesleğe yeni başlamış öğretmenlere göre anlamlı bir ölçüde daha az olumsuz duygu sergilediğini göstermiştir. Ayrıca mesleğe yeni başlayan öğretmenlerin deneyimli öğretmenlere göre daha fazla yüzeysel rol yapma kullandığı tespit edilmiştir. Deneyimli öğretmenler acemi öğretmenlere göre samimi duygular sergileme stratejisini daha fazla kullanmışlardır. Nicel araştırmaya daha önce katılmış on katılımcı ile yapılan bireysel görüşmeler tematik yaklaşıma göre analiz edilmiştir. Hepsi birebir yazıya döküldükten sonra ilk kodlama süreci esnasında 165 farklı kod üretilmiştir. Bir sonraki adımda genel tema ve alt temalara ulaşılması hedeflenmiştir. Sonuç olarak sekiz tema ve 15 alt tema ortaya çıkarılmıştır. Nitel analizde belirlenen tüm temalar, nicel analiz yoluyla araştırma sorularına bulunan cevapların daha iyi anlaşılmasını sağlamaya hizmet etmiştir. Ulaşılan temalar sırasıyla şunlardır:

1. Acil uzaktan öğretim sırasında öğretmenlerin duygusal türbülansı,
2. Öğretmen-öğrenci ilişkilerinin duygusal etkileri,
3. İngilizce öğretimine özgü duygular ve duygusal emek stratejileri,
4. Meslektaşlar ve yöneticiler ile iş birliği
5. Çevrimiçi İngilizce öğretiminin duygusal kuralları
6. Pandemi sırasında duygusal emek
7. Öğretmenlikte deneyimin duygu yönetimine etkisi
8. Duygu yönetiminde eğitim eksikliği

On katılımcıyla gerçekleştirilen yarı yapılandırılmış görüşmeler, COVİD-19 pandemisinin ve acil uzaktan eğitimin benzersiz koşullarının hem olumsuz hem de

olumlu duyguların yoğun şekilde deneyimlenmesine neden olduğunu ortaya koymuştur. Katılımcıların meslekleriyle, öğrencileriyle, meslektaşlarıyla ve yöneticileriyle olan ilişkilerine ve genel olarak öğretime ilişkin duyguları, çeşitli kişisel ve genel faktörlere bağlı olarak değişiklik göstermiştir. COVİD-19 pandemisinin patlak vermesi ve uzaktan öğretime çok ani geçiş, öğretmenlerin duygularını etkileyen faktörlerden biri olmuştur. Mart 2020'de YÖK'ün üniversitelerin üç hafta süreyle askıya alınacağını açıklamasının ardından bahar döneminin çevrimiçi olarak yürütülmesine karar verilmiştir. Katılımcıların çoğu, bu gelişmenin başlangıcında endişe, mutsuzluk veya panik gibi olumsuz duygular yaratan belirli bir zorluklardan bahsetmiştir. Sürecin en başından sonra, öğretmenlerin çevrimiçi öğretimle ilgili çeşitli yönleri deneyimlemeleri sürecin başında sahip olduklarından farklı olan hem olumlu hem de olumsuz duygular yaratmıştır. Okullardaki ve evlerdeki fiziksel koşullarla ilgili sorunlar olumsuz duyguların önemli bir kaynağı olmuştur. Öte yandan öğretmenlerin çoğu çevrimiçi öğretim koşullarına uyum sağlamanın ve çevrimiçi araçlar hakkında daha fazla bilgi edinmenin olumsuz duyguların üstesinden gelmelerine yardımcı olduğunu belirtmiştir. Çevrimiçi eğitime geçmenin ve daha önce denemedikleri bir öğretim deneyimi kazanmanın mesleki gelişim için fırsatlar olduğunu düşündüklerini belirtmişlerdir. Mülakatlar acil uzaktan eğitim dönemi sona erdiğinde yapıldığı için bu çalışmanın sürecin akademik, profesyonel, duygusal ve sosyal sonuçlarına dair bilgi edinme fırsatı doğmuştur. Öğretim görevlilerinin çoğu olumsuz beklentilerine, karşılaştıkları zorluklara ve başlangıçta olumsuz duygularla sonuçlanan tüm sorunlara rağmen çevrimiçi eğitim sonuçlarının kendileri için başarılı olduğunu belirtmişlerdir. Engelleri aşma becerisine sahip öğretmenler olarak kendilerini verimli ve başarılı hissetmek, öğretmenler için olumlu bir duygu ve mesleklerine dair memnuniyet kaynağı olmuştur.

Öğrencilerle iyi ilişkiler geliştirmek ve olumlu bir sınıf ortamı yaratmak mülakatlara katılan tüm eğitmenler için temel önceliklerdir. Pandemi ve derslerin çevrimiçi araçlarla yürütülmesi, doğal olarak öğrenciler ve öğretmenler arasındaki iletişimin ve bağlantının doğasını etkilemiştir. Tüm katılımcılar, öğrencilerin sergiledikleri duygular ile öğretmenlerin kendi duyguları arasında bir ilişki olduğunu belirtmişlerdir. Öğrencilerin yaşadıkları duygular ve bunları öğretmenleriyle olan etkileşimlerine nasıl yansıttıkları bu araştırmanın bulguları açısından önem taşımaktadır. Bu durum ayrıca öğretmenlerin öğrencilere olumlu duygular göstermeleri ve onları İngilizce

öğrenmeye, derslere katılmaya ve akademik ilerleme kaydetmeye motive etmek için yol, yöntem veya teknikler bulmaya daha fazla çaba göstermelerini gerekli kılmıştır. Katılımcılar sıklıkla öğrencilerine ulaşmak, onların dikkatini çekmek ve derslere katılımlarını sağlamak için yoğun çaba gösterdiklerini belirtmişlerdir. Çabaları sonuç vermediğinde, öfke ve hayal kırıklığı gibi olumsuz duygular deneyimlemişlerdir. Ayrıca, İngilizce öğretirken, özellikle konuşma ve iletişim becerilerini geliştirmek için öğrencilerin derslere aktif katılımları önemlidir. Pandemi sürecinde öğrencilerin evlerindeki koşullar, öğretmenleri ve arkadaşlarıyla dikkatleri dağılmadan iletişim kurabilecekleri rahat bir ortam yaratmak için her zaman uygun değildi. Öğrencilerin dikkatlerinin dağıldığını fark etmenin birçok katılımcı tarafından olumsuz duygular yarattığı ifade edilmiştir. Pandemi koşullarının hem olağandışılığı hem de ciddiyeti, öğretmenleri öğrencilerine daha fazla özen, empati ve onları olası zararlardan koruma arzusuyla yaklaştırmıştır.

Bu çalışmanın amaçlarından biri de İngilizce öğretiminin duygusal açıdan önemli yönlerini öğrenmektir. Araştırmanın nitel verileri, dil öğretimini içerdiği ve öğretmenlerin göstermesini gerektiren duygular açısından benzersiz kılan birkaç temel faktörü ortaya çıkarmıştır. Sorulduğunda tüm katılımcılar İngilizce öğretiminin diğer derslerin öğretiminden duygusal açıdan farklı olduğunu düşünmüşlerdir. Bunun ana nedenlerinden biri, dil öğretiminin olumlu ve olumsuz duygulara yol açabilecek gerçek yaşam konularını içermesidir. Görüşmelere katılan tüm öğretim görevlileri, dil öğrenme ve öğretme süreçlerinin ne kadar başarılı olacağını belirlemede öğrenci motivasyonunun önemli bir rolü olduğunu açıklamışlardır. Öğrencilerin dil öğrenmeye karşı motive olmalarını ve olumlu duygular beslemelerini sağlamak, İngilizce öğretmenlerinin sorumluluğunda olan bazı konulardır. Bu çalışmanın katılımcılarına göre, öğrenci motivasyonunun yanı sıra, öğrencilerin İngilizce öğretmenleri ile olan ilişkileri de akademik başarı için önemli faktörlerdir. Ayrıca bazı öğretim görevlileri öğrencilerinin İngilizce öğrenmede başarılı olmaları için kendilerinin öğrencilerine değer verdiklerini göstermeleri gerektiğini düşünmüşlerdir. Hatta bir katılımcı dil öğretimini değer verme açısından "anne olmak" ile karşılaştırmıştır.

Çevrimiçi öğretim sırasında İngilizce kullanımı açısından tüm katılımcılar rahat olduklarını ve olumsuz duygular yaşamadıklarını belirtmişlerdir. Öte yandan, Türkçe

kullanımına ilişkin tercihleri ise yaşadıkları çeşitli deneyimlere göre farklılık göstermektedir. Örneğin, hemen çözülmesi gereken teknik sorunlar sırasında veya internet bağlantısının zayıf olması ve bunun öğretmen-öğrenci etkileşimini engellemesi nedeniyle bazı öğretim görevlileri daha fazla Türkçe kullanmayı tercih etmiştir. Öte yandan, çevrimiçi öğretim döneminde İngilizceye maruz kalmanın daha kritik olduğunu düşündüklerinden, bazı öğretmenler de İngilizceyi yüz yüze öğretimden daha fazla kullanmaya çalışmışlardır.

Çevrimiçi eğitime geçiş, çoğu öğretmene çevrimiçi İngilizce öğretimini başarılı bir şekilde yönetmek için gerekli beceri ve bilgileri kazanmak için fazla zaman vermemiştir. Bu durumda farklı kaynaklardan destek almak kritik hale gelmiştir. Katılımcılar bu gibi durumlarda profesyonel öğrenme ortamlarının öneminden bahsetmiştir. Katılımcıların çalıştıkları üniversitelerin vakıf veya devlet üniversitesi gibi özellikleri, işyerindeki ilişkileri, aldıkları destek ve kurumlarından beklentileri açısından farklılık yaratmıştır.

Bu çalışmanın amaçlarından biri, çevrimiçi eğitimde öğretim görevlileri için ne tür duygu kurallarının var olduğunu ve bu kuralların kaynağını ortaya çıkarmaktır. Görüşme verileri, öğretmenlerden köklerini çeşitli kaynaklardan alan çeşitli duygusal beklentilerin olduğunu ortaya koymuştur. İngilizce öğretmenlerinin çoğunlukla olumlu duygu ve tutumlar sergilemelerinin beklendiği katılımcılar tarafından kabul edilmiştir. Katılımcılara göre bu duygulardan bazıları "enerjili, çılgın, farklı, sıkıcı olmayan, coşkulu, motive ve sevgi dolu" idi. Bu beklentilerin kaynakları bazen kişisel, bazen de dış kaynaklardan gelmektedir.

Göstermenin uygun olduğu duygu türlerini belirlemek için ortak bir başlangıç noktası, "öğretmen olma" konusundaki kişisel anlayışlardır. Katılımcılar, öğrencilerine hangi duyguları göstereceklerini belirlerken en önemli kaygılarından birinin profesyonel öğretmenlik olduğunu belirtmişlerdir. Bu çalışmanın bulgularına göre profesyonel olmak, dersi kontrol edebilmek, orta düzeyde duygu göstermek ve öğretim uygulamalarını kişiselleştirmemek olarak anlaşılmıştır. Bu tanımlamalar, bir öğretmen olarak duyguların her zaman kontrol altında olmasından sorumlu hissetmekle paraleldir. Katılımcılar, duygusal kurallarla ilgili içsel kararları dışında, İngilizce öğretmenlerinden duygusal beklentilere aşina oldukları çeşitli kaynaklardan da

bahsetmiştir. Bunların arasında İngilizce öğretimi literatürü, seminerler, kongreler veya meslektaşlarla profesyonel sohbetler gibi etkinlikler vardır. Öğretmenlerin kişisel bakış açıları ve duygusal kurallara profesyonel olarak aşina olmaları dışında, kurumlarında örtük veya açık herhangi bir duygusal kural olup olmadığına yönelik bir soru sorulmuştur. Katılımcıların çoğu duygu ya da duygu yönetimi ile ilgili açık bir uyarı ya da hatırlatma yaşamadıklarını belirtmişlerdir. Katılımcıların ifadelerine göre kurumlarında açıkça ifade edilen duygu gösterim kuralları ile ilgili deneyimlerinin farklılıklar gösterdiğini göstermektedir.

İkinci ve dördüncü araştırma soruları İngilizce öğretim görevlilerinin duygusal emek stratejilerini ele almaktadır. Mülakatlardan elde edilen veriler, öğretmenlerin çeşitli kaynaklara bağlı olarak farklı duygusal emek stratejileri kullandıklarını ortaya koymuştur. Katılımcıların tamamı çevrimiçi öğretim sırasında duygularını yönetmek için çaba harcadıklarını belirtmişlerdir. Bazıları için bu çabanın miktarı yüz yüze öğretim sırasındakinden daha farklı olmuştur. Öğrencilere karşı olumlu duygularını mümkün olduğunca sergilemeye çalışırken, çoğunlukla öfke, hayal kırıklığı, kaygı gibi olumsuz duygularını kontrol ettikleri katılımcılar tarafından sıklıkla ifade edilmiştir. Birkaç katılımcı öğrencilerine karşı gerçekte hissetmedikleri duyguları sergilediklerini belirtmişlerdir. Özellikle öfke, üzüntü ya da korku hissettiklerinde, bunu saklamayı ve daha olumlu duygulara sahiplermiş gibi davranmayı tercih ettiklerini belirtmişlerdir. Bu durumlarda katılımcılar o an hissettiklerini değiştirmeye çalışmamış veya gerçek duygularını sergilememişlerdir. Duygularının dışarıya nasıl yansıdığını değiştirerek öğrencileri motive etmek, olumsuz bir sınıf ortamı yaratmamak veya profesyonelce davranmak gibi çeşitli amaçları gerçekleştirmeye çalışmışlardır. Rol yapma, yüzeysel rol yapmanın önemli bir bileşenidir ve birçok katılımcı öğretmenliği oyunculuk, sahnede olma veya bir rol oynamaya benzer olarak algıladıklarını belirtmiştir. Katılımcıların yüzeysel rol yapma stratejisini kullanmalarının nedenlerinden biri, olumsuz duygularını paylaşmalarının uygun olmadığına ve öğrencileriyle olan mesleki ilişkilerine zarar vereceğine inanmalarıdır. Duyguları kişisel faktörlerden kaynaklandığında, çoğunlukla rol yapma ve başka duygulara sahipmiş gibi davranmayı seçmişlerdir. Derinlemesine rol yapma en sık bahsedilen duygusal emek stratejisi olmuştur ve öncelikle öğretmenlerin öğrencilerin yaşadıkları istisnai durumlar ve zorluklarla ilgili farkındalıkları ile ilgilidir. Öğrencilerine yüz yüze öğretime göre daha fazla empati gösterdiklerini sıklıkla

belirtmişlerdir. Bu güdü ile öfke ya da üzüntü gibi olumsuz duygularını yumuşatmaya ya da olumlu duygulara dönüştürmeye çalışmışlardır. Öğrencilerinin neler yaşadığını anlamaya çalışmak, duygularını yönetmelerine ve daha olumlu bir sınıf atmosferi yaratmalarına yardımcı olmuştur. Tüm katılımcılar olumlu duygularını göstermekten çekinmediklerini ve onları kontrol etmediklerini belirtmişlerdir. Gerçek duygularını ifade etme stratejisi, çoğunlukla sevinç veya sevgi gibi duygulara sahip olduklarında yardımcı olmuştur.

Bu çalışmanın üçüncü ve dördüncü araştırma soruları, öğretmenlik mesleğindeki deneyim süresinin öğretmenlerin duyguları ve duygusal emek stratejileri üzerindeki etkilerini ele almıştır. Nicel bulguların daha derinden anlaşılması için nitel aşamada bu konu da araştırılmıştır. Öncelikle mülakatlara katılan deneyimli öğretmenlerin tamamının öğretmenlik deneyimlerinin kendilerine farklı alanlarda ve farklı boyutlarda yardımcı olduğu konusunda hemfikir oldukları ortaya çıkmıştır. Özellikle duygu yönetimi açısından, öğretmenlik deneyiminin daha az sıklıkta aşırı tepkiler gösterme, daha sakin olma ya da kolay gücenmeme gibi katkılarının olduğu sıklıkla bildirilmiştir. Duygu yönetiminin yanı sıra, daha özgüvenli olmak, daha gelişmiş iletişim becerilerine sahip olmak veya genç yetişkinlere öğretmenin gereklilikleri hakkında daha bilgili olmak gibi belirli öğretme becerileri, deneyim yılının yardımcı olduğu bazı alanlardır. Öte yandan öğretmenler, COVİD-19 salgınının benzersiz koşullarında ve acil uzaktan eğitime geçişte önceki deneyimlerine atıfta bulunma konusunda her zaman başarılı olamadıklarını dile getirmişlerdir. Yüz yüze öğretim deneyimlerinin çevrimiçi öğretimde çok verimli olmadığı birçok katılımcı tarafından ifade edilmiştir.

Katılımcıların tamamı öğretmen duygularına ve duygu yönetimine odaklanan özel bir eğitim almadıklarını belirtmiştir. Katılımcıların çoğunluğu İngilizce öğretmenliği bölümlerinde duygusal yönlerle ilgili konulara yer verilmesinin faydalı olacağını düşünmüştür.

Tartışma ve Sonuç

Bu sıralı açıklayıcı karma yöntem çalışmasında, COVİD-19 salgını sırasında mesleğe yeni başlayan ve deneyimli İngilizce öğretmenlerinin gösterdikleri duygular, öğrencileriyle etkileşim sırasında kullandıkları duygusal emek stratejileri ve deneyim

yılının onlar üzerindeki etkileri araştırılmıştır. Çalışmanın bulguları öğretmenlerin olumsuz duygulardan anlamlı düzeyde fazla sıklıkta olumlu duygular sergilediklerini ortaya koymuştur. Yapılan mülakatlar, acil uzaktan öğretim döneminin başlangıcının daha fazla olumsuz duygu içermesine rağmen, öğretmenlerin çevrimiçi öğretimde daha fazla deneyim kazandıkça bu olumsuz duyguları aşıp olumluya dönüştürdüklerini ve gerçekten başarılı olduklarını gördüklerini desteklemiştir. Ayrıca öğretmenlerin olumlu ve olumsuz duygularının birçok önemli kaynağına ulaşılmıştır. Alan yazındaki diğer çalışmaların bulgularına paralel olarak, öğrencilerinin duygularının en önemli kaynağı öğrencileriyle olan ilişkileridir. Duygusal emek stratejileri açısından, öğretmenlerin yüzeysel rol yapma ve derinlemesine rol yapmaya kıyasla samimi duygular sergileme stratejisini daha sık kullandıkları tespit edilmiştir. Duygusal emek vermelerinin temel nedeni pozitif sınıf ortamını korumak ve profesyonel görünmektir. Katılımcılarla yapılan görüşmeler, öğretmenlerin duygularını yönetmek için kendi sebepleri olduğunda duygusal emeğin mutlaka olumsuz duygulara yol açmadığını gösteren mevcut literatürü desteklemiştir (Hargreaves, 2000). Ayrıca, deneyim yılının öğretmenlerin olumsuz duyguları üzerinde anlamlı bir etkisi olduğu bulunmuştur, çünkü mesleğe yeni başlamış öğretmenler deneyimli öğretmenlere göre anlamlı düzeyde daha fazla olumsuz duygu sergilemektedir. Aynı zamanda, deneyimli öğretmenler, mesleğe yeni başlamış öğretmenlere göre gerçek duygularını daha fazla ifade ettiklerini ve yeni başlayan öğretmenlerin önemli ölçüde daha fazla yüzeysel rol yapma stratejisi kullandığını bildirmiştir.

Öğretmenlik, birçok duygusal durum içeren bir meslektir. Etkileşimsel ve sosyal doğası gereği, öğretmenlerin olumlu ve olumsuz duyguları yoğun bir şekilde yaşamaları yaygındır. Öğretmenlerin öğrencilerine karşı belirli duygular sergilemeleri beklendiği için duygusal emek de içermektedir (Hochschild, 1983). Bu çalışma çeşitli alanlara odaklanarak öğretmen duyguları ile ilgili literatüre katkıda bulunmuştur. Bunlardan biri İngilizce öğretiminde duyguların ve duygusal emek stratejilerinin araştırılmasıdır. Bazı yönlerden, dil öğretmenleri, işleri öğrencileriyle en üst düzeyde etkileşimi gerektirdiğinde daha fazla duygu yönetimi ile meşgul olurlar. Bu çalışmanın ikinci katkısı, COVİD-19 salgını sırasında dil öğretmeni duygularının ortaya konmasıdır. Kendine özgü acil durum koşullarında, dünya çapındaki öğretmenler, çevrimiçi öğretim sırasında her zaman mümkün olmayan yüz yüze öğretim koşullarını yeniden yaratmak için ellerinden gelenin en iyisini yapmanın mümkün olduğunu

göstermiştir. Bu zor zamanlar sona erdikten sonra, öğretmenlerin gelecekteki olası acil durumlar için duygusal olarak neler yaşadıklarını belgelemek ve normal öğretim koşullarında da iyi oluşlarına katkıda bulunmak esastır.

Katılımcılar, öğrencilerle olan ilişkilerinin, öğrencilerin motivasyonunu ve İngilizce öğrenmeye yaptıkları yatırımı etkileyen en önemli faktörlerden biri olduğunu düşünmüşlerdir. Öğrencilerin motivasyonu, İngilizce öğretimi literatüründe dikkat çeken bir konudur. Bu çalışma, bunun İngilizce öğretmenlerinin sergilediği duygularla da yüksek oranda ilişkili olabileceğini göstermiştir. Ayrıca katılımcılar, hem İngilizceyi yabancı dil olarak öğrenen öğrencilerin hem de öğretmenlerin duygularını sıklıkla hedef dilde ifade ettiklerini ve bunun da İngilizce'yi hem derslerin içeriği hem de iletişim aracı haline getirdiğini belirtmişlerdir. Bu nedenle, öğrencilerin duygularını ifade etmeyi ve anlamayı başarabilmeleri, akademik başarılarıyla da yakından ilgilidir. Bulgular, çevrimiçi eğitimin olumlu duyguları korumaya çalışırken İngilizceyi etkili bir şekilde öğretmek açısından çeşitli sorunlar yarattığını ortaya koymuştur. Çevrimiçi derslerde İngilizce kullanımı katılımcıların çoğunluğu için herhangi bir sorun oluşturmasa da öğrenciler içinin durumun farklı olduğu ortaya çıkmıştır. Sınıftaki diğer öğrencilerle etkileşimleri, evdeki fiziksel koşulların uygun olmayışı ve çevrimiçi İngilizce öğrenmeye yönelik motivasyonlarının olmaması, öğretmenlerin olumlu duygular sergilemek ve öğrencilerini motive etmek için daha fazla çaba harcamasına neden olmuş olabilir.

Bu çalışmanın mesleklerinde deneyimli veya yeni başlayan İngilizce öğretmenleri için güçlendirici bir yön taşıması umulmaktadır.

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