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Language teacher agency, emotion labour and emotion rewards in ESOL language programs

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Language teacher agency, emotion labour and emotion rewards in ESOL language programs

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ABSTRACT

While language teacher agency and language teacher emotions are both individually regarded as central components in teacher identity and practice, there has been increasing awareness of how teacher agency and teacher emotions may operate as related components. However, despite calls for further research on this topic, the nature of the relationships between agency and emotions, especially in language teachers, has remained underexplored. Therefore, this research project aims to further explore this relationship by conceptually replicating a novel study by Miller and Gkonou (2018). While Miller and Gkonou (2018) sampled university English language teachers, the current research project qualitatively explores the co-constitutive effects of language teacher agency and emotion within a sample of English language teachers who teach migrant and refugee students in the UK. The language teachers participated in an online questionnaire (n=40) and semi-structured interview (n=14) to gather information on their most reported emotions and the role of agency in emotion labour. A thematic analysis then identified themes from the participants' responses. The primary themes included language teachers mainly attributing positive experiences to their teaching role. Furthermore, the interactions with students led to willing emotion labour and emotion rewards. The analysis also highlighted the language teachers' epistemic beliefs surrounding caring for students and emotion labour as a part of their job role. The findings from this research project are largely in line with Miller and Gkonou's (2018) study and support their conclusions on how the normative discourses surrounding care may lead to emotion labour and emotion reward. Therefore, the project agrees that it

would be useful for language teachers to reflect on their agency and emotions, which may benefit their ethical self-formation.

Keywords: Language Teacher Emotions; Emotion Labour; Teacher Agency; Ethical Self-Formation; Teaching-as-Caring

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CHAPTER 1: Introduction

Teaching is a complex and intense process saturated with a wide variety of emotions (Rosiek & Beghetto, 2009). Farrell's (2018, p vii) description of language teaching and learning characterises it as a positive experience filled with “passion,” “enthusiasm” and “excitement”. However, studies have demonstrated the practical realities of language teaching and highlight how some issues are pervasive, such as language teacher stress, which may lead to attrition from the profession, and burnout (Acheson, Taylor & Luna, 2016). In fact, emotions in language teaching were not explored until interest was generated by the understanding that language teaching is an emotional practice (Hargreaves, 1998; 2001) and the language classroom is ‘an emotional place’ (Pekrun & Linnenbrink-García 2014). Considering the complex reality of teaching (Nias, 1996), language teacher research is now focusing on several constructs such as teacher beliefs, (e.g., Barcelo & Aragão, 2018; Barcelos, 2015); teacher cognition and activity (Golombek & Dorian, 2014), teacher identity (Ding & De Costa, 2018; Li & De Costa, 2018; Song, 2018); teacher agency (e.g., Miller & Gkonou, 2018; Reis, 2015), and teacher strategies (e.g., Morris & King, 2018; Talbot & Mercer, 2018; Wolff & De Costa, 2017), as well as the effect on the learning environment (Moskowitz & Dewaele, 2021).

The growing awareness of language teachers’ emotions, and their effects on their teaching and classroom environment, has led to research predominantly focusing on the psychological and sociocultural approaches in language teaching and learning (Benesch, 2017). However, more attention is being given to poststructural approaches

to emotion in mainstream and language teaching research (Gkonou, Dewaele, & King, 2020). Additionally, given the dynamic contexts in which language teachers operate (Larsen-Freeman & Cameron 2008), and the increasing consensus that emotions and emotion management practices interact across multi-dynamic levels (King & Ng, 2018), further exploration of these related phenomena would be useful in understanding how teachers discursively use their agency in relation to their emotions.

In addition to examinations of language teacher agency and emotions as individual constructs, a recent study of emotion and agency in language teachers has revealed their interrelated relationships. For instance, White (2016) discursively examined the co-constitutive effects of agency and emotions in migrant and refugee settings. Additionally, Miller and Gkonou's (2018) identification of key emotional constructs such as emotion labour, emotion reward, and their relationship to agency was examined in tertiary settings. However, no studies have examined these key language teaching constructs in migrant and refugee contexts. Therefore, this research project aims to explore how English for Speakers of Other Languages (ESOL) teachers who teach migrant and refugee learners in the UK, co-constitute emotions and agency in their everyday teaching practice. Additionally, this research project will be a conceptual replication of Miller and Gkonou's (2018) study. By conceptually replicating Miller and Gkonou's (2018) poststructural and discursive methodologies in a ESOL sample, the relationships between emotion reward, emotion labour, and agency will be examined in an underexplored context. Moreover, the conceptual replications hold value in

enhancing the transferability of their theoretical framework to the wider research literature (Lincoln & Guba, 1985).

The following chapters will begin by providing a review of the relevant literature (Chapter 2) to situate the research project. Next, the methodology and research design of this research project will be outlined in Chapter 3. Following this, Chapter 4 will present the key findings from the empirical study carried out. Chapter 5 will discuss the key themes from the analysis. The discussion in Chapter 6 will highlight any possible contributions from this project's findings to the wider research literature and recommend potential practical implications and avenues for further research.

1.1 Definitions: Affect, Emotion, and Feelings

The 'affective turn' in applied linguistics (Pavlenko, 2013, p.5) is a paradigm shift (Prior, 2019) that is increasingly being used to examine how emotion is a crucial underlying construct in language teaching and learning (De Costa, Rawal, & Li, 2018). However, Agudo (2018) and Gkonou, Dewaele, and King (2020) have highlighted how commonly used terms such as affect, emotions, and feelings have often been used interchangeably in the applied linguistic research literature. It is important to note that while these concepts are highly interrelated (Gkonou, Dewaele, & King, 2020), they relate to distinct phenomena. Psychologists such as Hogg, Abrams, & Martin (2010) posit that affect consists of moods, feelings, and emotions. A mood is a general state, such as a good or bad mood, without a specific attributable stimulus or event. On the other hand, it is generally agreed that emotions, such as joy and anger, are a discrete

process, consisting of changes in physiological responding, subjective experience, and behaviour to stimuli or events (Fridja, 1986). Lastly, feelings are thought to depict conscious or unconscious mental associations caused by an emotion (Barrett, 2017). Therefore, this research project will endeavour to encapsulate and distinguish between emotions, feelings, and moods under the affective umbrella to accurately report the experiences of feeling and emotion by language teachers.

1.2 Definition: Emotion Rewards

Language teacher reward has been studied in the research literature on emotion and professional performance (Songhori, Atashpanjeh, & Noori Sadegh, 2021). In the psychological domain, reward is traditionally split into three components (Berridge & Kringelbach, 2008): affect and emotion (i.e., implicit 'liking' and conscious pleasure), learning, and motivation. Studies have demonstrated how language teachers often go through "a state of reward deficiency" (Siegrist, 2017, p. 226). To measure emotion rewards, trait scales and specific emotion reward subscales, such as the Effort-Reward scale (Ren, Li, Yao, Pi, & Qi, 2019), have been used with teachers to indicate how they receive socio-emotional rewards such as self-worth and respect and recognition from others (Ren et al., 2019). Using a more ecological approach, where the data collection is taken in a naturalistic environment, researchers have gathered data to document positive emotional rewards in teaching from positive emotions. For instance, mainstream education studies (Isenbarger & Zembylas, 2006) and language teaching studies (Hargreaves, 2000; Miller & Gkonou, 2018) have found that teachers described

rewarding emotions such as happiness and joy. Miller and Gkonou (2018), therefore, characterise these positive emotions as ‘emotion rewards’.

CHAPTER 2: Literature Review

Given the calls to further research emotions and agency together (White, 2016), this literature review will synthesise, critically analyse, and evaluate the theoretical and methodological issues regarding these constructs from key publications, as well as their findings and implementations, and their contribution to the research literature. Additionally, literature concerning how emotions, emotion labour, emotion rewards, and agency operate together through poststructural and discursive perspectives, such as within discourses surrounding teaching-as-caring, will be given. Throughout the literature review, potential theoretical or methodological gaps will be identified and discussed within the rationale for the current research project. Finally, the research questions for the current research project will be presented in Section 2.4.

2.1 Language Teacher Emotions

Emotions are ubiquitous and fundamental to human existence (Davidson, 1998). While definitions of emotion vary substantially (Ekman & Davidson, 1994), it is widely accepted that emotions are critical for health and wellbeing (Davidson, 1998). In educational research, emotions have been largely understudied until recently (Agudo, 2018). One suggested reason for this under exploration is that emotions have been considered difficult to measure due to their subjective nature (Ross, 2015). Another reason comes from feminist critiques, which identify how emotions have been neglected in the research literature due to them being considered “subjective,” “irrational” and “exclusively female” (Benesch, 2012). Similarly, the lack of research on emotions has been justified in Western research (Prior, 2019) by the belief that the ‘rational’ cognitive

mind can control affective states, therefore, emotions have been perceived as less rational and less valuable than cognitive research (Agudo, 2018, p. 367). However, whereas emotions were once understudied and poorly understood as ‘the elephant in the room’ (Prior, 2019), the growing awareness of the influence of emotions in language teaching and learning has created a large body of research as a part of the current affective turn in applied linguistics. In fact, over the last two decades, numerous publications examining language teacher emotions have been recently published (Agudo, 2018; Barcelos, 2015; Benesch, 2012, 2017; Cowie, 2011; Gkonou, Dewaele & King, 2010; Hiver & Dörnyei, 2017; Miller & Gkonou, 2018). However, while there has been rapid growth in this research area, there is currently no research consensus on examining emotions (De Costa, Rawal, & Li, 2018). In fact, the multifaceted nature of emotions (Scherer, 2005), within complex and multi-dynamic teaching contexts (Larsen-Freeman and Cameron, 2008) has led to a wide range of quantitative and qualitative methods, experimental and experiential epistemologies (Prior, 2019) as well as cognitive, social, and poststructural theoretical approaches (De Costa, Rawal, and Li, 2018).

The cognitive approach to emotions, which considers emotions to be features of the human mind (Oatley & Johnson-Laird, 2014), is a hugely influential approach in language teacher emotions’ research. The approach grew from criticisms of the biological approach to emotions. The biological approach considered emotions to be genetically determined and universally experienced (Barrett, 2017). In contrast, cognitive language teacher researchers have largely taken direction from psychological

models, such as Lazarus' appraisal theory (1991) and Gross and Thompson's model of emotion regulation (2007) which emphasises an individual's internal capacity in managing "positively" and "negatively" valenced emotions. Given the negative emotions that language teachers have experienced facing, such as stress (Acheson, Taylor & Luna, 2016), some researchers have taken a cognitive approach in order to help language teachers to understand and potentially change their emotions from within (Dewaele, 2019; Talbot & Mercer, 2018; Morris & King, 2018). As a result, cognitive emotion research in language teaching has typically been examined using participants' self-report measures from interviews and questionnaires to capture and analyse their internal experiences. Moreover, there has been a recent impetus in applied linguistics research to not only examine negative emotions, but to examine and enhance the positive emotions and wellbeing in language teachers as well (MacIntyre & Mercer, 2014). This drive has led to the positive psychology movement, which focuses largely on an individual's internal capacity to manage their emotions (MacIntyre & Mercer, 2014). The movement redresses the focus on negative emotions by examining happiness, flourishing, authenticity, congruence, fulfilment, and resilience (Dewaele, 2018; MacIntyre, Gregersen, & Mercer, 2016).

One of the benefits of the cognitive approach in language teacher emotion research is that it has the flexibility to examine emotions both qualitatively and quantitatively. Quantitative research, such as the use of questionnaires in language teacher cognition, allows for increasing methodological sophistication that aids in identifying potential relationships between multiple independent (psychological) and dependent variables

(e.g., self-reported teacher behaviour, emotions, and attitudes) (Dewaele, 2018). Moreover, qualitative cognitive research, such as detailed case studies of university language teachers, have been conducted by Talbot and Mercer (2018), and Morris and King (2018). These studies have enabled teachers to describe their thought processes regarding their emotions in several Western and non-Western teaching contexts. Therefore, both the cognitive qualitative and quantitative research into language teachers' emotions gives further insights into the phenomenon.

However, the cognitive approach has faced some criticisms regarding language teacher research. First, Pavlenko (2013) has criticised the cognitive approach for reducing emotions to studying individual differences, variables, and personality traits within mostly homogenous and privileged groups. Secondly, appraisal and emotion regulation models of emotion are focused on the internal cognitive relation between the person and their subjective experience of the environment. However, these models have been criticised as being less concerned with an individual's the sociocultural or historical experiences that are also active in subjective emotional processing (Kubanyiova & Feryok, 2015).

Another influential approach in language teacher emotion research is Vygotsky's (1986) sociocultural perspective. This perspective stresses the fundamental role of social interaction and meaning-making in the development of cognition (Vygotsky, 1978). Notably, Vygotsky (1994) recognised the significance of emotions in understanding cognition through the concept of 'perezhivanie', defined as emotional or lived

experience (Prior, 2019). Language teaching studies have drawn upon the work of Vygotsky (1994) by using the principle of "emotional experience" to research how emotions are constructed and enacted in the language classroom. For instance, a study by Golombek (2015) documented language students who became language teachers and their emotional experiences. The results from this study revealed that both language teacher trainers, as well as those learning and teaching a language, brought their "personal histories, emotions, experiences as language learners and teachers, beliefs, and knowledge to our relationships and interaction in the learning-to-teach context" (Golombek, 2015, p. 481). Therefore, this approach has been important in recognising how the social environment can shape an individuals' multi-layered and subjective emotional lived experience.

Another perspective that has attempted to explore language teachers' emotions is the Foucauldian perspective (1982), which led to teachers' emotions being examined from a socio-relational approach (Zembylas (2002). A socio-relational approach regards language teachers' emotions as both "social and personal, the result of intersubjective and political relations and processes" (Zembylas, 2002, p. 193). The socio-relational approach to examining the emotions of language teachers has mostly been studied through socio-educational reforms or institutionally driven 'feeling rules' (see Section 2.2.1 on feeling rules below). As a result of this approach, Gkonou and Mercer (2018, p. 161) argue that "the focus of classroom life should not be on managing individuals but rather managing relationships between them". They further provide examples of how promoting teachers' understanding of their professional relational practices can

contribute to their professional wellbeing (Davis, Summers, & Miller, 2012; Gkonou & Mercer, 2018). A contribution of this approach has been that, by acknowledging the political and power dimensions of emotions, studies have shown that teacher wellbeing can be improved not only by enhancing emotional literacy, but also by promoting agency to transform their contexts (Howard, 1995; Song, 2018). However, there are some criticisms of the socio-relational approach. First, it may be more effective for both novice and experienced teachers to employ emotional regulation strategies whereby "individuals make changes to their external environment, their internal mental processes and their behaviours" than to make direct external changes (Morris and King, 2018). Another criticism of the socio-relational approach is that it may reduce language teachers' emotions to discursive practices (Prior, 2019).

Lastly, the poststructuralist approach has been introduced to further explore language teachers' emotions from a more holistic perspective. The poststructural approach regards emotions as physically-manifested but also socially- constructed (Benesch, 2018). The approach considers an individual's history, sociocultural circumstances and power relations in understanding and interpreting emotions (Benesch, 2017; Zembylas, 2005b), which in turn may cause their subjects to be conditioned to hierarchical norms and expectations (i.e., 'emotional rules') in emotional ways (Prior, 2019). However, while emotions are therefore discursively-constructed and embodied (Benesch, 2018), the approach is not deterministic and accounts for the individuals' role of agency, resistance, and transformation (Prior, 2019). A second key factor of the poststructural approach is that it does not sort emotions into "positive" and "negative" categories with

the former to be enhanced and the latter to be suppressed. In fact, given the omnipresence of emotions (Miller and Gkonou, 2018), a plethora of researchers have called for more empirical work into how emotions in their entirety may influence teacher's personal and professional development and wellbeing over their professional lives (Bekleyen, 2009; Benesch, 2012, 2017; Gkonou & Mercer, 2017; Gkonou & Miller, 2017; Horwitz, 1996; King, 2016; Loh & Liew, 2016; Mercer & Gkonou, 2017). Therefore, it is important to examine not only what emotions are, but what they do (Ahmed, 2004). As a result, this approach has recently inspired research into teacher emotions within mainstream education and language teaching and learning (Gkonou, Dewaele, & King, 2020).

However, there are some limitations of how the poststructural/discursive approach has been implemented in the research of language teachers. Given the focus on capturing the teachers' experiences, there could be some methodological improvement (De Costa, Rawal, & Li, 2018). Most of the studies listed above have relied on questionnaire and interview self-report measures. These measures have problems, such as memory attrition (Walentynowicz, Schneider, & Stone, 2018). Furthermore, to examine language teacher emotions synchronously, research could borrow methods from psychology such as idiodynamic rating practices (MacIntyre, 2012) that measure how emotions fluctuate during interaction. This practice could be used alongside stimulated recall protocols (Mackey & Gass, 2015). Moreover, given that teacher emotions are dynamic and change over time and space, it would be helpful to collect more longitudinal data (Saito et al., 2018), for example through underexplored methodologies such as

autoethnography (Canagarajah, 2012). Moreover, it should be noted that by using cross-sectional and self-report measures, the studies listed above may not be able to fully capture synchronous emotion data, nor offer explanations of differences in experience over time. Therefore, it is important to note that any interpretation of the research should account for these methodological issues.

2.2 Emotion Labour

Hochschild's (1979; 1983) seminal research on emotion management is valuable to the research on language teachers' emotions. This is because the construct noted the ubiquity of emotion management and emotion labour in all human interactions. This emotion management occurs when individuals have to "monitor" and "calibrate" not only their outward emotional displays, but also their "inner feeling" to what would be considered socially appropriate or desirable (Hochschild, 1979, p. 562). Hochschild's (1979, p. 551) conceptualization of "emotion-work", highlighted the intentional effort required by an individual in managing emotions. Benesch (2017) identified how this perspective departed from prior sociological approaches that believed humans passively conform to social rules, and from psychological approaches that theorised emotions as unconscious phenomena. Therefore, a key benefit to Hochschild's (1979, 1983) approach is the exploration of an individuals' international efforts to manage their behaviours. This intentional effort is valuable in exploring how emotions and agency may both intersect for language teachers.

2.2.1 Feeling Rules

Hochschild (1983) describes feeling rules as the conventions by which people judge whether their feelings are appropriate situations or not. When performing emotion labour, people react to overtly stated or covertly implied 'feeling rules' (Hochschild, 1979, p.563). These feeling rules are experienced by an individual when there is a "pinch between 'what I do feel' and 'what I ought to feel" (Hochschild, 1983. p.57). Hochschild (1983) further posited that there was little emotion labour when the feeling rules were congruent with an individual's inner feelings. However, her conceptualization argued that when the feeling rules were incongruent with an individual's inner feelings, people could not always produce the expected emotions. Moreover, Hochschild (1983) argued that while these feeling rules were evident in many scenarios, they were especially prominent with power relation dynamics. As such, Hochschild (1979) was particularly interested in employees operating in a workplace hierarchy and the ways they may struggle with attending to feeling rules. During such a conflict, Hochschild (1979) identified that people consciously put on a performance, entailing emotion labour. Hochschild's (1979) theory conceptualised emotion labour as a negative phenomenon which should reduced and avoided. Noting the similarities between Hochschild's (1979; 1983) construct and the emotion labour faced by teachers (Morris & King, 2018), the construct was readily examined by mainstream teaching (Zembylas, 2002) and language teaching (Acheson, Taylor & Luna, 2015; Hargreaves, 1998; King, 2016; Nias, 1996; Cowie, 2003; Ho & Tsang, 2008). Such research revealed how the concept of feeling rules and subsequent emotion labour was found to be a commonly

experienced by language teachers and is, therefore, a useful construct for examining teachers' emotions and wellbeing.

2.2.2 Emotion Labour Research in Language Teaching

In the study of language teachers' emotions, much research has revealed the downsides to excessive emotion labour (Acheson, Taylor, Luna, 2016; Ghanizadeh & Royaei, 2015; Loh & Liew, 2016). The findings, alongside mainstream education (Isenbarger & Zemblyas, 2006), largely relied on self-reported interviews and narrative recounts. These findings revealed that performing excessive emotion labour had adverse effects on teacher wellbeing, which led to implications for the reduction or removal of emotion labour. However, in her examination of emotions and emotion management, Benesch (2017) criticises Hothchild's (1983) structuralist approach to emotions.

While Benesch (2017) acknowledges how Hochschild's (1979, 1983) emotion labour construct was seminal in highlighting the ubiquity of emotion management used by language teachers, Benesch (2012, 2017) also identified that, using a poststructuralist approach, emotion labour is embodied discursively and is, therefore, authentic rather than being performed. Furthermore, Benesch (2017) states that all emotions and responses to feeling rules are not merely internal states. Instead, she posits that emotions are contingent upon the external environments in which individuals are embedded and upon the social expectations they need to abide by. Moreover, poststructural studies on emotions have also highlighted the positives associated with

emotion labour for language teachers. For instance, Miller and Gkonou (2018) identified in their studies on university language teachers, that it is important to recognise how feeling rules can positively affect language teachers' well-being. Further, Miller and Gkonou (2018) identified that emotion labour motivated actions that were often rewarded by student reciprocity, engagement, and high achievement leading to emotion rewards. Similarly, in mainstream education, it can be understood how even "the negative aspects of emotional labour might become a catalyst for positive functions of emotional labour" (Isenbarger & Zembylas, 2006, p. 130). Therefore, under a poststructural approach, research has demonstrated the value for language teachers in considering alternatives to the "pessimistic perspectives" (Zembylas, 2005a, p. 156) and exploring "the positive aspects of emotional labor" (Zembylas, 2005a, p. 50). Lastly, Isenbarger and Zembylas, (2006) have called for further research on the positives of emotion labour to redress the negative structuralist assumptions of the construct.

2.2.3 Emotion Labour and 'Teaching-as-Caring'

Longitudinal and cross-sectional case study research has revealed how caring is central to language teaching (Gkonou & Miller, 2017; Kordi, Hasheminejad, & Biaria, 2012; Pereira, 2018). Gkonou and Mercer (2018) identified that English teachers operate in highly social, interactional, and interpersonal environments that are influenced by the cultural politics of care. Furthermore, Miller and Gkonou (2018) have compared the caring emotion labour required by language teachers to the discussions surrounding the emotional labour required in nursing (Burkitt, 2014). Burkitt (2014, p.140) states that in nursing, "emotion is central to doing the job at all levels," and that it enables them to

create and maintain “the right kinds of relationships” in order “to do their jobs effectively.” For instance, Miller and Gkonou (2018) have noted how language teachers demonstrate care and suppress negative emotions as is deemed appropriate to maintain positive relationships with students. Therefore, teachers' effort in developing relationships with their students is often enacted through agentive demonstrations of caring. These efforts are forms of everyday emotion labour that can be labelled as ‘teaching-as-caring' (Miller & Gkonou, 2018; Isenbarger & Zembylas, 2006; Noddings, 2013). A poststructural understanding of the emotion labour involved in teaching-as-caring has recognised the positive and negative emotional outcomes for teachers. For instance, caring relationships were found to be a source of professional satisfaction for teachers (Lortie, 1975; Nias, 1989). In contrast, they have also been found to be a source of emotional strain, when teachers felt forced to demonstrate care that was not reciprocated or is not valued (Acker,1995).

A further point to consider is the context of ESOL classes and ESOL teachers in the UK who teach migrant and refugee students. While ESOL is generally understudied (Mathews-Aydinli, 2008; Tarone, 2010), it has been noted that when teaching refugee and migrant students, teachers demonstrate care (Dávila & Linares, 2020). This care was exhibited in response to their students, with an understanding that they navigate and experience the world differently compared to other students because of their ethnic, racial, and linguistic backgrounds, in addition to their immigration experiences and legal statuses (Flint, Dollar, & Stewart, 2018; Rolón-Dow, 2005; Yoshikawa, Suárez-Orozco, & Gonzales, 2017). As such, in mainstream education, language teaching, and

specifically within an ESOL context, ‘teaching-as-caring' is an intentional practice. Therefore, a poststructural approach to emotion labour not only considers internally managed ‘feeling rules’ but also considers the different socio-polical contexts in which expected ‘teaching-as-caring' takes place and how this is demonstrated by language teachers.

Similar to the study of emotions, it is apparent that a poststructural/ discursive understanding of emotion labour is beneficial when conducting such research on language teachers in their unique teaching contexts. However, there are some methodological improvements that could be implemented. For instance, Benesch (2017) suggests that further poststructural/discursive studies should expand the current sampling methods to examine the feeling rules experienced by underexplored samples, such as pre-service teaching professionals to account for their individual experiential progression throughout their career. Moreover, the study of emotion labour and feeling rules may benefit from similar methodological implementations as those discussed in relation to emotions in Section 2.1 above. This is especially relevant considering how the experiential studies outlined in this section may struggle to capture the synchronous dynamic nature of interactions (Bargiela-Chiappini & Harris, 1997; Holmes & Stubbe, 2003; Stubbe, 2001).

2.3 Language Teacher Agency

Language teacher agency has been defined as how individual teachers are partly constituted, and partly constitute themselves, through historical, sociocultural, and

socio-political practice (Holland, Lachicotte, Skinner, & Cain, 1998). Much language teacher agency research has focused on how agency is used by teachers in relation to teaching practice and engaging with policy (Pyhältö, Pietarinen, & Soini, 2014). Research on language teacher agency has demonstrated the breadth of the construct, which falls within identity (Ilieva, 2010; Kayi-Aydar, 2015; Kumaravadivelu, 2012; Morgan, 2004; Ruohotie-Lyhty, 2013; Varghese, Morgan, Johnston, & Johnson, 2005), cognition, (Burns, Freeman, & Edwards, 2015; Golombek & Johnson, 2004) and professional development research (Feryok, 2012; Johnson & Golombek, 2016). However, teacher agency remains a poorly studied construct conceptually (Teng, 2019). For instance, it is "still unclear whether teacher agency refers to an individual capacity of teachers to act agentively or to an emergent ecological phenomenon based on the quality of teachers' engagement within their contexts" (Teng, 2019, p.72).

Morgan (2009) has criticised previous language teacher agency research as being too individualistic, whereby professionals are expected to effect change primarily through their individual capacities. In contrast, language teacher agency research has also researched the construct from a social approach. For instance, examining the external effects of a lack of agency through relational control (Priestley, Biesta & Robinson, 2015), such as teacher disempowerment and deprofessionalization (Benesch, 2018) in response to top-down educational reform. However, Davies (1990) and Miller (2012; 2014; 2016) note that a perspective of agency that sees language teachers' behaviours as directly influenced by local and external constraints can be regarded as too simplistic.

Therefore, in line with current research (Priestley, et al., 2012; Rogers & Wetzel, 2013; Tao & Gao, 2017), holistic examinations of language teachers' agency in their teaching contexts regard the construct as neither static nor fixed. Instead, it should be regarded as a continually emergent process that is both historically influenced dialogical between the individual and the institution.

2.3.1 Language Teacher Agency and Emotion

Emotion and agency have for some time now been viewed as interrelated constructs from sociocultural, dialogical, and complexity-based perspectives (Dufva & Aro, 2014; Mercer, 2011; Miller, 2014; Pavlenko, 2007; Sullivan & McCarthy 2004). For instance, in mainstream educational research, Hargreaves (2000) emphasises the potentially positive aspects of emotional labour when used by teachers seeking to achieve their personal agendas, arguing that they can find emotional labour rewarding and pleasurable when working conditions allow. However, precisely how agency and emotion are related has not been the subject of research attention (White, 2016). Following on from White's (2016) proposal, Miller and Gkonou (2018), who studied university language teachers using a poststructuralist/discursive approach, highlighted how agentive emotion labour led to emotion rewards in their sample. Moreover, in a study relating to students' plagiarism in universities, Benesch (2018) also identified how emotions and agency are interrelated through a poststructuralist/discursive approach. Due to the approach regarding all emotions as potential sources of language teacher agency, Benesch (2018) identified how emotions may act as useful signals for teachers

concerning their current working conditions. This awareness, she argues, enabled the language teachers to use their agentive potential through compliance or resistance with the institution to enhance their emotional wellbeing. Despite the two poststructural/discursive emotions and agency studies being conducted with university teachers in Western contexts, the poststructural/discursive approach to both language teacher emotions and language teacher agency has been shown to be beneficial in exploring the relationship between emotions and agency.

2.3.2 Language Teacher Ethical Self-Formation, Discourses of Care, and Emotions

Language teachers' emotion labour and agentive practices are often constituted through particular discourses and values regarding desired teaching expectations. According to Foucault (1983, p. 243), ethical self-formation is a discursive process that involves "a sort of work, an activity" that individuals undertake to improve their sense of self. Clarke (2009), and Miller, Morgan, and Medina (2017) reported that language teachers often undertake great effort to control internally felt and externally displayed emotions in order to become "better", more "professional" teachers over time. Therefore, self-formation of the self co-emerges with emotion and identity.

Care has been promoted as a moral basis of teacher professionalism (Sockett, 1993). Research on teaching-as-caring has demonstrated how language teachers' caring actions, such as supporting and nurturing behaviours (Miller & Gkonou, 2018; Noddings, 2013) are in relation to discourses of care that teachers have associated to

exemplary teacher practice. However, Sockett (1993) posits that teachers who hold such beliefs of care should not discount the historical contexts in which care is valued in larger cultural and political goals. For instance, the neoliberalist ideals found in many language teaching institutions (Li & Rawal, 2018; Pereira, 2018) that value certain emotions over others (King, 2016).

A Foucauldian approach to ethical self-formation (1983) suggests that teachers' emotion labour is not always “imposed” (Benesch, 2017). Rather, the emotion labour that language teachers often undertake, such as the emotion labour required in teaching-as-caring, is conducted agentively (Miller & Gkonou 2017, 2018). Therefore, the effects of the “positive” emotional rewards that result from emotion labour (Cowie, 2011; Zembylas, 2005a), particularly when teachers orient towards discourses of teaching-as-caring (Isenbarger & Zembylas, 2006) warrants further inquiry.

2.4 Rationale for Study

In light of the literature review above, there are several benefits to conducting the current research project on ESOL teachers’ agency and emotions. First the relationships between language teacher agency and emotion requires further exploration (White, 2016). Secondly, it is apparent that agency and emotion research has largely been researched from structuralist and static perspectives, with an emphasis on the negative assumptions surrounding emotion labour (Isenbarger and Zembylas (2006). This research project will therefore use a poststructural/discursive approach to examine these underexplored phenomena further, which account for how

agency and emotions are dialogically and continually emerging within the complex and multi-dynamic levels (Larsen-Freeman & Cameron, 2008).

Additionally, there have been studies have examining emotions and agency in migrant and refugee settings (White 2016), and emotions and agency using a poststructural/discursive approach in university language teachers (Benesch, 2018; Miller & Gkonou, 2018). However, as this literature review has demonstrated, there are currently no poststructural/discursive studies on the co-constitutive effects of agency and emotions in language teachers who teach migrant and refugee students.
As the literature review above has indicated, not only is an ESOL teaching sample understudied (Mathews-Aydinli, 2008; Tarone, 2010), qualitatively reporting on their discursive experiences will allow their voices to be better heard in the research literature. Moreover, a conceptual replication of Miller and Gkonou's (2018) research questions in a different teaching context will test the robustness of their theoretical idea that teachers use their agency and emotions for emotional rewards while also being influenced by discourses surrounding "good" teaching.

Therefore, to further explore the co-constitutive effects of emotions and agency in an ESOL sample, the following research questions were adapted from Miller and Gkonou (2018):

1. What are the most common emotions experienced by ESOL English language teachers in the classroom?

2. How is teacher agency enabled and constrained in teachers' emotion labour?

3. How does their exercise of agency, through emotion labour, lead to emotional rewards?

4. How can teachers' reported emotions and emotion labour be understood from the perspective of ethical self-formation and teaching-as-caring?

CHAPTER 3: Methodology

This methodology chapter will outline the research paradigm and methodological approach used in this research project and how they were best suited for answering the research questions. Next, the techniques used for data collection will be explained, such as population and sampling. Additionally, the self-report instruments administered will be described and evaluated. Following this, an explanation and justification for the method of analysis will be provided. Lastly, the procedure for the data collection and analysis, including ethical considerations, will be outlined. Finally, in order to conceptually replicate Miller and Gkonou's (2018) study, the present study will endeavor to follow their methodology and procedures unless stated otherwise.

3.1 Research Approach

This research project employed an interpretivist (or constructionist) worldview (Berger & Luckmann, 1967; Burr, 2003; Gergen, 1985; Gergen, 1999). This worldview posits that individuals understand the world from their relative, subjective experiences instead of a singular and objective reality. The application of this worldview was considered appropriate for the research project due to the research questions theorizing emotions and agency as emerging from the participants' subjective lived experiences.

Given the nature of the interpretivist worldview, a qualitative research design was chosen for the data collection, analysis, interpretation, and written report of this experiential and underexplored topic. Qualitative research has been characterised as the attempt to explore and understand the meanings people attribute to a social or

human phenomena (Creswell & Creswell, 2017). This approach differs from quantitative research, which tests hypotheses through examining potential relationships among variables (Creswell & Creswell, 2017). Despite the call to disregard the polarization between qualitative and quantitative research (Miles & Huberman, 1994), qualitative research has two features regarded as relevant for this research project: purposive sampling and verbal data collection (Creswell & Creswell, 2017).

First, the lead researcher of this research project intentionally selected the participants due to their value in elucidating their experiences, such as the ESOL teachers' experiences within their specific educational contexts. This approach can be compared with quantitative sampling methods that usually try to gather the largest sample possible in order to claim their inferences can be generalised to a target population (Creswell & Creswell, 2017). Secondly, a qualitative approach typically uses words as data, unlike quantitative research that typically uses numbers as data to achieve statistical significance. Therefore, self-reported qualitative research tends to employ a variety of word-generating techniques such as interviews, focus groups, and surveys (Creswell and Creswell, 2017). Another reason that a qualitative approach was used in the research project was the value of gathering 'naturalistic' inductive data, such as not using pre-existing instruments (Lincoln & Guba, 1985). This bottom-up approach is useful when the topic is underexplored, and new information can emerge from the participants' responses that can be gathered by the researcher (Elo & Kyngäs, 2008, p. 109).

There are several logistical issues involved with qualitative research, such as the long timeframe required for transcription and analysis. Therefore, qualitative data is often gathered from a small number of participants in their specific context (Braun & Clarke, 2013). Despite this narrow range of data, qualitative methods provide a “thick” (Geertz,1973, p.9) and richly detailed and complex accounts from each participant are gathered alongside a recognition of the context from which the data is collected (Braun & Clarke, 2013).

Lastly, there have been calls for increased mixed methods research that use both qualitative and quantitative methods in applied linguistics (Creswell, 1994) either through integrating or combining qualitative and quantitative methods (Angouri, 2010). This is in order to give different perspectives and “shed light on different layers of meaning” (Holmes, 2007, p.5) of the phenomena being studied to aid the interpretation of research findings. However, in addition to the benefits of qualitative inquiry stated above, the scope of this research project attempts to replicate the qualitative methodology used by Miller and Gkonou (2018) to examine their theoretical framework of emotions and agency.

3.2 Research Context

This research project was conducted by collecting data from language teachers who teach migrant and refugee students in ESOL settings. The ESOL courses in this research project were funded by the UK government and follow a set national curriculum. Most of the ESOL courses in this research project were taught in further

education colleges, adult learning facilities, and community centers. The courses are for learners aged 19+ and are typically heavily multilingual. Further, the courses do not require any previous English language knowledge or previous schooling experience. Many of the students participate in the ESOL courses as employment requirements, as well as for assisting children with homework, and for social purposes.

An important factor to note is the historical context in which this study took place. The Covid-19 pandemic led to a rapid conversion to online and blended delivery of ESOL courses for the participants and their students. In terms of methodology, the Covid-19 pandemic affected the study regarding the sampling, data collection, and possible interpretation of results. Unlike Miller and Gkonou (2018), who used offline sampling and mixed online and offline data collection in order to accommodate the Covid-19 social distancing restrictions in the UK, this study’s sampling and data collection took place fully online. Moreover, the switch to remote emergency online teaching for most of the ESOL sample could have created new emotional stressors for the teachers (MacIntyre, Gregersen & Mercer, 2020) that would not have been accounted for in previous studies.

3.3 Data Collection

3.3.1 Sampling and Population Characteristics

After obtaining ethical approval from the lead researcher's institutional Ethics Committee, potential ESOL teachers were contacted and invited to participate in this research project voluntarily. The sampling methods used were purposive (i.e., non-

probabilistic sampling selected by the lead researcher due to their specific professional characteristics) and snowball (i.e., participant referral) sampling. As a result, the participants were recruited through personal contacts of the lead researcher and online social media networks.

This method differed from Miller and Gkonou's (2018) recruitment process. For their study, the participants were recruited from two universities in the UK and US. Access was granted through a management contact, who acted as a gatekeeper and could develop trust between the researchers and the participants (Creswell & Creswell, 2017). However, due to the reduced scope of this master's project research, which was unaffiliated with any external educational institutions, the sample was limited to those in the UK who answered the online advert.

For part one of the study, the participants filled out an online questionnaire. After 28 days in the field, the web survey received 43 responses. Due to the vast reach of online sampling, this project collected a larger sample (n=43) than Miller and Gkonou's (2018) offline sample (n=30). Of these responses, three were excluded as they were not current ESOL teachers or had been in the last 12 months. For part two of the study, a subset of the participants (n=14) volunteered to take part in online semi-structured interviews. There was a large amount of attrition between the questionnaire and interviews which left a smaller number of respondents in this study than Miller and Gkonou's (2018) sample of (n=25).

Table 1 (below) includes a summary of the demographic information for the forty teacher participants.

Table 1: Demographic information for teacher participants

Gender	Female: 25 Male: 13 Prefer not to disclose: 2
Full-time/Part-time	Full-time: 21 Part-time: 19
Qualifications	PhD: 0 MA: 12 Language teaching certificate: 26
Teaching experience (in years)	Mean: 13.03 (min 2 months; max = 47 years 10 months)

3.3.2 Data Collection Tools

For part one, an online questionnaire (Google Forms) was developed for the ESOL teachers. According to Rasinger (2010), questionnaires are the main instrument for collecting data in survey research and are often used in self-report research to capture internal cognitions such as attitudes and beliefs. While quantitative questionnaires are

typically used to quickly gather large amounts of data from close-ended questions (Creswell & Creswell, 2017), qualitative surveys have a variety of features. First, qualitative surveys often use open-ended questions to produce long-form answers which reveal opinions, experiences, narratives, as well as accounts. Second, these answers can be useful for forming questions during interviews, as they assist the researcher in identifying any initial themes or issues that may need to be further explored (Rasinger, 2010).

A limitation with using a questionnaire in this research project is the volunteer snowball sampling strategy used. This is because it is not possible to know the response rate of the survey, and it is likely that due to non-response bias, only motivated teachers would respond (Berg, 2010). Another potential issue was the use of an analyst-driven prescribed list for the emotion terms and sorting the emotion-words into a positive and negative valence. Using a prescribed list is not congruent with an interpretivist approach to data collection and reinforces socially constructed connotations associated with certain emotional expressions (Miller & Gkonou, 2018). However, this conceptual replication proceeded following Miller and Gkonou's (2018) methods, who posit that emotion labels and categories can be useful for helping teachers identify a wider range of normative emotional experiences. Moreover, the inclusion of the "other" category allowed for the participants to add an extra two emotion-words. This open-ended question allows for a more emic approach to data collection which creates opportunities for the language teachers' voices to be heard (Creswell & Miller, 2000).

For part two of the study, the lead researcher conducted individual, semi-structured interviews using the web conferencing software Zoom. Interviews are a popular technique in qualitative research data collection (Miyahara, 2020, p.54). They can broadly be defined as an “interaction in which two or more people are brought together into direct contact for at least one party to learn something from the other” (Brenner, Brown, & Canter, 1985, p.3). The interview method consists of observation under controlled conditions and data recording (Perry, 2011). During an interview, the interviewer personally interacts with the participant through a series of questions to obtain data whereby an interpersonal connection is formed (Perry, 2011). The main aim of qualitative interview techniques is to explore how the participants “make sense of their lives, outlining the process (more than the end product) of meaning-making, and to provide a detailed description of how people interpret their experiences are crucial elements” (Miyahara, 2020, p.54). Therefore, semi-structured interviews are usually employed. This type of interview has a set of predetermined questions to answer the research questions, but the interviewer has the flexibility to follow up with additional probing of emergent themes and clarifications (Perry, 2011).

A criticism of this technique is that interview data may be prone to researcher effects bias, i.e., the effect of the researcher on the behaviour of the participants (Miles & Huberman, 1994). This effect may reduce the internal validity of the data (Perry, 2011). However, given the constructivist/interpretivist epistemology of this research project, it is accepted that “knowledge is product of human construction, which accounts for the co-construction between the researcher and participant” (Miyahara, 2020, p.54). This

epistemology supports the view that the data collected from semi-structured interviews holds value for answering the research questions.

3.3.3 Data Collection Procedures

After ethical approval was obtained from the lead researcher's institution, the online questionnaire was piloted and disseminated to participants (for the information sheet and consent form, see Appendices 8.1 and 8.2). The survey was shared through ESOL networks found on social media (Facebook, Twitter), and through the personal contacts of the lead researcher to generate a snowball sample. Once informed consent was given, the ESOL language teachers completed the anonymous online questionnaire which was active for four weeks. In line with similar studies (MacIntyre, Gregersen, & Mercer, 2020), the participants were advised on the consent page not to take part or withdraw at any time if they felt distressed or uncomfortable talking about their emotional experiences. The questionnaire for this project contained a total of 10 open and closed ended questions. The questionnaire requested for participants to provide demographic information and report on their emotions while teaching. More specifically, the questionnaire contained a list of 20 emotion-words grouped into "positive" and "negative" emotions from which the respondents could choose six (adapted from Zembylas, 2005a, p.220) (see Appendix 8.3). Like Miller and Gkonou (2018), this study encouraged the participants to add any two other emotion-words they identified as commonly feeling while teaching English.

The lead researcher then contacted the ESOL language teachers who indicated on the survey webform that they wished to participate in follow-up interview. In order to generate trust, the lead researcher reiterated their profession as a fellow ESOL teacher (Creswell & Creswell, 2017). For the current research project, the online semi-structured interviews included 11 questions (see appendix 8.4). These questions were developed to gather more information regarding emotional experiences from the online questionnaire answers. The questions also requested that the teachers give examples of using agency during these emotional experiences while teaching. There is typically no required number of participants needed for qualitative inquiry because sampling is largely guided by the sort of information the researcher wants to gather (Patton, 2002, p.244). Thus Patton (2002) suggests that a sample size of between 15 and 30 individual interviews tends to be common in research which aims to identify patterns across data (Gough & Conner, 2006; Terry & Braun, 2011). However, due to accessibility issues mentioned in Section 3.3.1 above, as well as the small scope of this master's project, the final sample size of (n=14) was much smaller than Miller and Gkonou's (2018) sample (n=25).

All interviews were completed in the summer of 2021 through the video conferencing software Zoom with additional handwritten notes by the lead researcher. The interviews lasted up to 1 hour with an average length of 33 minutes, for a total of 457 min, or nearly 8 hours of interview talk. The corpus of transcribed interviews contains a total of 40,012 words. All interviews were transcribed "verbatim," i.e., the process consisted of transcribing the spoken words and sounds from the recorded data (Braun and Clarke,

2013), using Google Docs speech-to-text software and checked manually by the lead researcher.

3.4 Analysis

In order to analyse the data, a thematic analysis was conducted. Thematic analysis is a flexible yet systematic approach for identifying, analyzing, and reporting themes i.e., the patterns across a dataset (Braun & Clarke, 2006) in relation to research questions. Inductive thematic analysis is not based on any prior theory from the research literature. Instead, it aims to generate an analysis relating to the research questions from the bottom-up. While thematic analysis cannot provide a linguistic analysis of the interviews, the content of the transcripts can be used with an interpretivist approach. This approach can provide a descriptive account of the underexplored phenomena, such as emotions, and can also be used critically to identify any concepts that underpin the explicit data content (Braun & Clarke, 2013), such as the discourses surrounding 'teaching-as-caring'.

In order to conduct the thematic analysis, an adaptation of Braun and Clarke's (2006) systematic, six-phase process was followed.

1. Transcription, reading, familiarisation, and taking notes of potential interest.
2. Coding, complete across the entire dataset. Review and remove redundancy.
3. Group codes into themes that represent a common idea.
4. Reviewing themes and sub-themes.

5. Defining and naming themes. Creating a thematic map.
6. Writing - finalizing analysis.

3.5 Data Analysis Procedures

For the online questionnaire, data were transferred from Google Forms to Microsoft Excel to tabulate the frequencies of the emotion-words. For the online semi-structured interviews, the transcription data were then organised using the software QDA Miner Lite. The lead researcher read the transcripts repeatedly to gain familiarity through immersion, which assisted in identifying any interesting features in context (Miles & Huberman, 1994). Due to the lead researcher having a shared profession with the participants as an ESOL practitioner, in order to practice reflexivity and be alert to potential biases, the lead researcher wrote memos in a research journal regarding their personal experiences throughout the research process. For instance, the shared profession may induce the lead researcher to draw favorable conclusions about the participants or look for examples confirming their own past experiences. These memos were reflected on in the event they may have shaped the development of codes and themes (Braun and Clarke, 2013).

The initial coding process began by organizing the data through bracketing sentences or sentence fragments and writing a corresponding word(s) to represent its category in the margins (Rossman & Rallis, 2012). Examples of codes included emotion-words, teachers' agentic behaviours relating to their own emotions, strategies for dealing with learner emotions in class, references to teacher experience, teachers' comments on

classroom interpersonal relationships, and an “other” category (see Figure 1, below for a full set of categories and codes used in this research project). Following this, the codes were grouped into themes and sub-themes. During this process, the coding and subsequent identification of patterns underwent several iterations and was recursively reorganised during the analysis. Themes included orientations towards teaching-as-caring with sub themes concerning emotion labour and emotion rewards. Lastly, themes of experience and emotional labour were explored in relation to beliefs the teachers' held surrounding “good” teaching (See Figure 2, below for a thematic map). In addition to these steps, the data was additionally analysed to illustrate expected, surprising, and unusual codes and themes. Presenting the data in this way endeavored to represent the diverse perspectives depicted by the participants (Creswell & Creswell, 2017). Lastly, although there are issues with how a theoretical saturation of data can be achieved (See O'Reilly & Parker, 2013 for a full discussion), the analysis continued until no new patterns emerged.

Relational Classroom Management

Individual Learner Strategies

Whole-Class Strategies

Connection and Interaction

Interpersonal Relationships with Students

Emotion-words

"Positive" Emotion-words

"Negative" Emotion-words

Teacher Behavioural Agency

Lack of Percieved Agency

Authentic Behaviours

Experience

Teacher Beliefs

Developed Strategies

Other

Not Relevant to Research Questions

Figure 1. Categories (in bold) and codes that emerged from the inductive coding process.

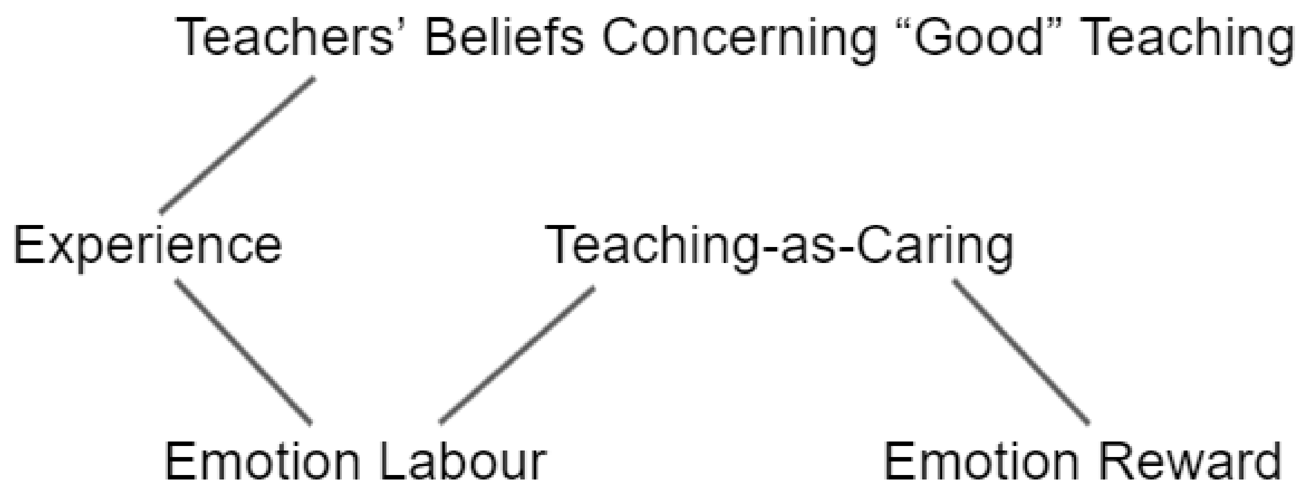

Figure 2. Thematic Map depicting themes and subthemes from the participants' orientation to positive emotions while teaching.

3.6 Data Storage

All participant data was stored according to the Birkbeck College, University of London, and Data Protection Act guidelines. Data from the data collection were aggregated and anonymised by removing identifiable information. The participants were assigned a randomised ID number for data analysis and presentation. All identifying information will be permanently deleted after the duration of the project. Anonymised data from the data collection and analysis were saved in password-protected files and stored on the Birkbeck Research Data online platform. In order to protect participant confidentiality, the anonymised data from data collection and analysis can be accessed on a case-by-case basis by the lead researcher.

CHAPTER 4: Results

This research project aimed to explore the interconnecting influences of emotional rewards, emotion labour, and teacher agency. Additionally, it aimed to examine how these factors may be constructed under teaching-as-caring discourses in an ESOL teaching sample. This chapter reports on the questionnaire and semi-structured interview data. This results section will start by presenting the most commonly reported emotions while teaching by the eligible 40 questionnaire respondents. Next, the following sections will present the patterns identified through thematic analysis from the 14 follow-up interviews, which will be illustrated with excerpts from the participants.

4.1 Reporting on Emotions from the Online Questionnaire

Participants selected a wide range of emotion-words to describe their emotions while teaching from an online questionnaire. The ESOL teachers selected almost double the number of emotion-words that were labelled as "positive" than "negative" (187 "positive" compared to 96 "negative" in total).

The four most frequently selected positive emotion-words were 'Happiness' (selected by 32 out of 40 participants), 'Caring' (28 participants), 'Enthusiasm' (27 participants) and 'Satisfaction' (23 participants). In contrast, the four most frequently selected negative emotion-words were 'Frustration' (20), 'Anxiety' (15), 'Boredom' (13), and 'Powerlessness' (9).

4.1.2 Language Teachers Interacting with Students

Interviews were conducted with the ESOL teachers to further understand what led to the strong selection of positive emotion-words (hereafter characterised as emotional rewards). The participants were asked to explain what they enjoyed most while teaching English in an ESOL context. The majority of participants reported that they enjoyed interacting and building relationships with their students (11 out of 14) and demonstrated no gender differences in this regard. Table 2 (below) includes a representative selection of excerpts from the interviews that illustrate their emotion rewards from interacting with students.

Table 2: Example excerpts Language teachers' emotional rewards resulting from engagement with students

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I *love* being able to form the rapport and connection [with] my students. (T5)

There's *reward* from, you know, you get that feedback that they they're socially engaged and they're listening to you and you're listening to them. (T14)

So, the final stage when they... become autonomous learners when they are able to express their feelings. It's super *rewarding* and I just *love* it and I just *love* interacting with them... this is one of the blessings, if you will, of teaching a language. (T8)

I *enjoy* listening to my ... students, by that I mean exchanging conversations. (T12)

I felt this *enthusiasm* [with] a particular class that I have a very good rapport with them. And I would be very...*enthusiastic* to teach them so [I] would look forward to the lesson. (T11)

Even when I am not teaching the same group anymore, I contact them and they contact me as well I think it is the human side that is most *satisfying* and *gratifying* about teaching. (T6)

In contrast, when the participants were asked to explain what they least enjoyed while teaching, nine of the 14 participants specified how the relational element of teaching contributed to emotionally negative outcomes. For example, three teachers noted how they did not enjoy interacting with individual students for particular reasons. For some of the teachers, working with individual students for whom enrolment was an employment requirement and who did not want to be there, “caused concern” (T7). For others, it was a personality clash, where interacting with a certain student was “not enjoyable” (T4) or “if it’s a student that I don’t necessarily have a good rapport with or I don’t like for whatever reason... I don’t enjoy those lessons” (T11). For some teachers, they also reported the least enjoyable element was the whole class relational element. Two teachers noted how fostering whole class positive environments was challenging. One teacher noted how it was “stressful” managing whole class social skills (T1). The other teacher stated an aspect she enjoyed the least was student comments on “race or

ethnicity or religion or anything that can injure others" in the class and was something she "generally tried to avoid" (T2).

There were several findings relating to emotions that occurred outside of the classroom. For example, when the language teachers were asked, "What aspects of your teaching do you enjoy the most?", a popular finding that emerged was the lesson planning activities before class to present to the students. Similarly, when asked, "What aspects of your teaching do you enjoy the least?", it emerged that 8 of the 14 language teachers least enjoyed "bureaucratic" (T12) administration duties e.g., filling out attendance records and paperwork. However, as these findings were not directly relevant to the research questions, which are concerned with synchronous student-teacher interactions, they will not be further reported.

4.2 Teacher Agency and Emotion Labour

Another theme that emerged for nine of the 14 participants was the emotion labour required in building and maintaining relationships and desirable classroom atmospheres. For example, one teacher stated that "I think in a real sense a teacher doesn't really teach anything to anybody, what a teacher does is promote an atmosphere that's conducive to learning" (T12) and "in some ways being online is easier because... there are multiple ways you can get them to interact" (T14). Another teacher stated how "I focus on the student and connect with them try to meet their needs the rest of the class" (T1). Another teacher said, "I look forward to maintaining those beautiful connections...I need the students to remember that they were special and that

they will always be special to me and that is the emotional part.” (T6). Another stated, “I'm far more interested in students having a very nice environment where they feel encouraged and safe to start producing to start learning.” (T8). Additionally, a teacher stated, “I tried to care for their needs sometimes they want me to repeat things they want to understand better, so I just feel caring towards them” (T10) and “I like having regular students that I kind of engage with....as I like to build that rapport” (T11).
For individual students, the teachers made similar observations. For example, one teacher described their use of emotion labour by saying, “... we can make students feel like ok, my teacher is trying to understand me. So, she's trying to understand why I don't want to learn or why I don't want to listen” (T2). Another teacher stated, “In the classroom, I manage ... students who are in a bad temper ill-mannered students by giving kind words by giving advice for those students or by making eye contact regularly” (T9)

Another way the participants demonstrated emotion labour was through not expressing negative emotions which could potentially damage the relationships with their students. For example, a teacher stated, “I might be frustrated but I do everything I can to be patient and connect with the student and make sure that we are understanding each other” (T1). Another stated “once actually I had quite unpleasant situation with a student and... I managed my emotions internally” (T3) and “if you start yelling or getting angry ... you ruin your harmony in the classroom” (T10). Another found how “the way I would manage that anxiety I ... just kind of blocking the feeling out” (T11). Lastly, another

teacher stated “I just change my stance if I was inside the classroom. If I was standing up. I would sit down or breathe drink a glass of water” (T13).

These results depict a large amount of emotion labour performed by the teachers and provide examples of what their emotions are doing and how they help constitute agentive acts. In fact, only one teacher expressed the agentive choice not to perform emotion labour to build a relationship with a student with whom they did not have a good rapport.

A surprising and persistent finding was the proactive coping that teachers engaged in outside of the classroom to use within the classroom. These included detailed lesson planning to motivate their students, or internal emotion regulation strategies to generate caring emotional states. However, like Section 4.1.2 above, these are asynchronous to the classroom interactions and so will not be further reported.

4.3 Teacher Agency, Emotion Labour, and Emotion Reward

A common theme from the participants’ descriptions was the interaction between emotional rewards and agentively undertaken emotion labour. The following excerpts reveal how the ESOL teachers agentively undertook this emotion labour for their emotion rewards. For example, one teacher stated, “OK whatever I teach them it's not going to work anyway so... I ask... questions to understand students' emotions to handle my emotions because they are all interconnected [and if] the students are feeling good …you also feel good” (T2). Another teacher stated, “I care a lot about my students... I

contact them and they contact me as well I think it is the human side that most satisfying and gratifying about teaching" (T6). Another stated, "I love the interaction I love being with my students I'd love even preparing the classes the anticipation when you are preparing classes" (T8). Another stated, "I like that their life experiences exceeds mine and I think that it helps me to sympathise or empathise with them a lot during lessons" (T10). Yet another stated, "I like to build that rapport and you know enjoy them as students" (T11). Lastly, a teacher described that "it's kind of a lifeline for people at the moment in terms of communicating, it's... rewarding" (T14). These findings show that agentively undertaken emotion labour can lead to emotion rewards, as well as the negative emotional outcomes presented in Section 4.1.2 above.

4.4 Relationships between 'Teaching-as-Caring', Teachers' Emotions, and Self-Formation

As stated in Section 4.3 above, many of the teachers highlighted how emotional rewards stemmed from their emotion labour. This emotion labour was largely from demonstrating care for students, creating a desirable classroom atmosphere, and suppressing naturally felt emotions.

When the participants were questioned further, six teachers articulated how they felt that emotion labour was a part of their professional duty. For example, one teacher stated, "our mission, our goal as teachers is not to be perfect but to be present as much as we can for learners" (T6). Another stated, "if you don't like [it], don't join [this] profession because it's demanding and it's caring" (T9). Another stated that "just trying

to increase student engagement so heavy focus on just being very kind... and engaging students so that's the kind of that's the main responsibility" (T11). Yet another stated, "and my job as a teacher [is] not simply to correct those things they did poorly but to encourage them and focus on those things they did well. Is just a code word for motivation that's all. I think in a real sense a teacher doesn't really teach anything to anybody what a teacher does is promote an atmosphere that's conducive to learning" (T12).

Some of the teachers indicated that this professional duty even brought them emotion rewards. For example, one teacher stated, "we need to understand their emotions because, you know, although it is hard to manage authority issues at some point, the main thing we do is teaching...because we will feel like happy and satisfied with what we do with students which is our main concern and that is actually our job" (T2). Another teacher said, "I feel joy, I think, when I know that I've done my job properly and I'm getting that feedback from them. The students. That they are enjoying the lessons" (T14).

Lastly, several of the ESOL teachers described how 'teaching- as – caring' became easier with experience. This is exemplified by one teacher who succinctly described their experience and similar experiences of the other participants by saying, "How [do] I change the atmosphere? It definitely has to do something with experience. Because ... we find solutions ... then we become very experienced, and we say ok this feeling is happening because of this so I can use this strategy" (T2). These examples indicate

how the teachers acted in accordance with their beliefs surrounding how ‘good teachers’ should act, and how this discourse develops over time with teaching experience.

CHAPTER 5: Discussion

The following discussion chapter will provide a detailed analysis of the results regarding the four research questions presented in Chapter 2. Additionally, this chapter will contextualise the findings within the broader research literature. Section 5.1 will discuss the range of emotions ESOL teachers most commonly experienced, and the reasons given for these emotions. Next, Sections 5.2 and 5.3 below will discuss the relationship between emotion labour and agency and this relationship in relation to acquiring emotional rewards. Lastly, Section 5.4 will discuss how this relationship is conducted surrounding language teachers' systematised beliefs relating to their teaching duties. Lastly, this discussion chapter will outline the strengths and limitations of the current research project and potential avenues for further research.

5.1 Positive Emotions in ESOL Language Teaching

The questionnaire used in part one of the study aimed identify the most common emotion-words reported by ESOL language teachers while teaching. A way of situating these findings among the wider research literature is by drawing comparisons between the results from this study and Miller and Gkonou's (2018), which it aimed to conceptually replicate.

The first point of interest relates to the four most commonly reported positive emotion-words (Enthusiasm, Happiness, Caring, and Satisfaction) by the ESOL teachers. These were the exact words the university language teachers selected in Miller and Gkonou's (2018) study, although in a different order. The second comparison that can be made is

the trend in reporting positive emotion-words over negative emotion-words by ESOL teachers. This trend was similar to Miller and Gkonou's findings (2018) of university teachers. However, the ratio of positive emotion-words compared to negative emotions-words for the ESOL teachers was only double, whereas Miller and Gkonou's (2018) participants reported a ratio of over three times more positive emotion-words than negative. Leading to the interpretation that the university teachers sample found language teaching to produce more emotional rewards than the ESOL teacher sample. The comparison of results suggests that, despite the difference in the sample, and individual differences within the samples, the salient trends and patterns indicate that language teachers in different contexts experience a broad range of emotions, which are predominantly positive.

Cowie (2011) notes that most research on teacher emotions has focused on reporting only the negative emotions. However, these results support previous literature that suggests a move away from only considering "pessimistic perspectives" (Zembylas, 2005a, p. 156). The results support other literature, such as the positive psychology literature, which identified that more attention needs to be given to positive emotions as a central part of language teaching (Dewaele, 2018; MacIntyre, Gregersen, & Mercer, 2016).

5.1.1 Language Teachers' Relationships with Students

The exploration of the first research question continued through follow-up interviews to further understand why the language teachers characterised their teaching lives in such

a positive manner. As recorded in Section 4.2, most ESOL teachers, when asked what they most enjoyed about teaching, reported enjoying interacting with their students. These findings are similar to Miller and Gkonou's (2018) findings, which found that most (21 out of 25) of their participants most enjoyed interacting with their students. The findings from these studies, despite their different contexts, both support findings from the broader research literature that have likewise indicated that teachers gain "emotional pleasure" from forming "relationships" with their students (Cowie, 2011; Dewaele & Mercer, 2018; Mercer, Oberdorfer, & Saleem, 2016; Warren, 2014, p. 266; Zembylas, 2005a).

The second most salient pattern identified from the ESOL teachers were the positive emotions achieved from preparing activities for their students, such as lesson planning. The interview questions for this study were phrased as "while teaching" and lesson planning by the ESOL teachers took place outside of synchronous teaching delivery. Interestingly, it is clear from the excerpts in Section 4.2 that most of the ESOL teachers saw lesson planning as a part of their teaching. As mentioned in Section 4.1.2 above, the asynchronous findings in relation to teacher and student interaction are not relevant to the research questions. However, the asynchronous patterns found in this research project indicates that a more holistic interpretation of teachers' practice could extend to include asynchronous activities, especially given the research context happening during Covid-19 and the "blurred lines" of current language teachers' roles (MacIntyre, Gregersen, & Mercer, 2020).

5.2 Teacher Agency and Emotion Labour

The second research question examined how language teacher agency may be enabled and constrained by the teachers' emotion labour. As indicated in the results from Section 4.3, most of the teachers interviewed willingly exerted emotional effort to create desirable learning environments and strong relationships with students. These results were similar to Miller and Gkonou (2018) findings, which found that their whole sample exerted emotional effort.

The present findings, as well as those of Miller and Gkonou (2018), contrast with Pullen and Simpson (2009) in finding little evidence of gender differences in emotion labour. However, in accordance with Bolton (2009), a feminist scholar who posits that emotion labour is undervalued, both studies found the teachers considered emotion labour to be regarded as mundane and an "everyday aspect of teaching practice " (Koster, 2011, p. 69).

Despite the ESOL language teacher emotion labour being undervalued, and the negative relational emotional outcomes as indicated in Section 4.2, the teacher interviewees indicated that they undertook this emotion labour willingly. This finding supports a poststructural and discursive perspective on agency (Holland, Lachicotte, Skinner, & Cain, 1998), recognizing how agency is an emergent process and influenced by, but not determined by, society.

5.3 Teacher Agency, Emotion Labour, and Emotion Reward

The interviews attempting to answer the third research question examined how language teacher agency, emotion labour, and emotion reward were interconnected. The findings from Section 4.3 revealed how the ESOL teachers actively sought emotion rewards. These findings were similar to Miller and Gkonou's (2018) sample of university language teachers who also willingly performed emotion labour in order to achieve emotion rewards. It is apparent how the language teachers from these samples were in line with other language teaching samples (Cowie, 2011), as well as mainstream teaching samples (Zembylas, 2005a), in how they often perform "everyday emotional labor" (Koster, 2011, p. 69) such as 'teaching-as-caring' in order to achieve emotional rewards (Isenbarger & Zembylas, 2006).

In contrast, similar to Miller and Gkonou's (2018) study, this project found that emotion labour sometimes led to negative emotional outcomes for the language teachers, as outlined in Section 4.1.2. This coincides with prior research that while emotional labour can achieve emotional rewards, it can also lead to negative emotional outcomes, as has been shown in mainstream (Acker, 1995) and language teaching (Acheson, Taylor & Luna, 2016). Despite this, the results for this research project and Miller and Gkonou's (2018) study revealed how emotion labour, through student interactions and creating desirable classroom conditions, led to positive emotions greatly outweighing the negative emotions. Therefore, it is important to recognise how emotion labour can also incur positive emotional outcomes for teachers, such as the emotional rewards from student reciprocity, engagement, and high achievement (Miller and Gkonou, 2018).

In these cases, it is possible to recognise how “the negative aspects of emotional labor might become a catalyst for positive functions of emotional labor” (Isenbarger & Zembylas, 2006, p. 130). Given the current focus on the negative outcomes of emotion labour in applied linguistics and the attempts to decrease or remove it, it may be worth further exploring an approach that considers a poststructural view of emotion labour (Benesch, 2017) that takes into account both the negative and positive aspects of emotional labour in relation to emotion reward, as well as how it can be agentively (Benesch, 2018) employed for teacher wellbeing.

5.4 Relationships between ‘Teaching-as-Caring', Teachers’ Emotions, and Ethical Self-formation

The results from interviews attempting to answer the fourth research question aided in further exploring how teachers' reported emotions and emotion labour could be understood from the perspective of ethical self-formation and teaching-as-caring.

The thematic excerpts in Section 4.4 from this study and similar findings in Miller and Gkonou’s (2018) sample indicated that the emotion labour through teaching-as-caring was regarded as a professional duty. This epistemic belief regarding “good teaching,” fulfilled through their professionally expected emotion labour, ultimately led to the teachers experiencing emotional rewards. In examining the language teachers' accounts of experiencing positive emotions far more frequently than negative emotions, it can be considered how such feeling rules may underlie their teaching experiences.

On the one hand, this research project follows Britzman's (2012, pp. 67-68) reminder that it is important to respect teachers' "cumulative experiences" in their reflections. On the other hand, it should be recognised that the participants' reported experiences fall within "representations of particular discourses," i.e., the discourses and values relating to "good teaching," including the feeling rules of teaching-as-caring, which contribute to politically and socially organised ways of being (Noddings,2013). Moreover, as mainstream educational researchers have noted, the emotional labour undertaken to incite the teachers' emotional rewards, such as the orientation to valuing particular emotions over others, is "not inherently natural" for a classroom context (Zembylas, 2005b, p. 942). And so do not arise merely from idiosyncratic, personal dispositions but are "'located' in particular educational histories (of institutions and individuals)" (Zembylas, 2011, p. 41). As a result, it is apparent that language teachers' capacity to exercise agency, while not "imposed" by an institution, can develop within a "possible field of action" (Foucault, 1983, p. 221) from particular discourses and values.

5.5 Strengths and Contribution to Research Literature, Limitations, Practical Implications, and Further Research

This research project has examined the theoretical concepts from Miller and Gkonou's (2018) study in a non-university teaching context and in an understudied ESOL sample. Specifically, the findings of this study were largely similar to those of Miller and Gkonou (2018), who found that emotions and agency interact in a language teaching sample. Unlike a direct replication which aims to repeat a finding in a similar sample, the conceptual replication in an ESOL context can more likely transfer the theoretical

framework into the broader research literature (Lincoln & Guba, 1985). The use of a qualitative, inductive, and emic approach especially allowed for the understudied participants' voices (Creswell & Miller, 2000) to be included in the research literature. Lastly, any differences between the samples highlight the value in a poststructural approach to researching agency and emotions, which can account for individual differences in the participants' internal worlds, and differences in their immediate complex and dynamic teaching contexts (Larsen-Freeman & Cameron, 2008).

There are several shortcomings relating to this research project, both in design and in implementation. First, the conceptual replication was intended to differ only in terms of population; however, due to the logistics of this master's project and Covid-19, additional factors had to be changed. For instance, there were several issues with the sampling. As discussed in the methods Section 3.1 above, the multiple case study approach used by Miller and Gkonou (2018) could not be achieved due to a lack of participant access. Therefore, all the interviews for this study had to take place through a volunteer snowball sample. As a result, the cross-sectional approach in this study could not gather a large amount of contextual information from the participants. To rectify this, further studies with a larger scope should continue to employ a multiple case study approach to gather the descriptions of the “specific contexts” needed for transferability” (Braun & Clarke, 2013, p.282). Lastly, caution is advised in the interpretation of results due to the historical event of Covid-19 during which the data collection took place. This event may have affected the teachers’ contextual (i.e.,

remote emergency online teaching) practice which may not have been considered in Miller and Gkonou's (2018) original study.

There are a number of avenues for future research in this subject area. First, as a conceptual replication, this research project's sample is comprised solely of English language teachers. First, in order to ecologically record the dynamic fluctuating of language teachers' emotions, synchronous measures could be taken from the teachers while they are teaching and interacting with students (MacIntyre, 2012). Secondly, English language teachers have been over-represented in the wider research literature (Ergün & Dewaele, 2021) and are unlikely to represent all language teachers' experiences regarding emotions and agency. Therefore, further research on emotions and agency should also examine the experiences of language teachers who teach languages other than English. In addition, due to the ongoing relational aspects of language teachers' emotions and agency and the awareness of how their historical experiences also shape their emotions and agency, a longitudinal examination of these factors would also be useful to explore further and understand these phenomena. Lastly, as mentioned in the discussion of this research project, a number of the language teachers implied that asynchronous teacher-student interactions affected their emotions and agency, which was not considered in Miller and Gkonou's (2018) study. Future studies could potentially explore a more holistic understanding of what teachers experience emotionally and agentively in their teaching practice.

Regarding the practical implications of this research study, this project agrees with Benesch (2018), and Miller and Gkonou (2018, p. 59) that enhancing language teachers' awareness of their agency and discourses surrounding teaching-as-caring may allow them to "reflect on, respond to, and sometimes challenge the feeling rules active in their teaching contexts" as a part of their professional development. In addition to emotion regulation strategies that are dominant in cognitive applied linguistics research (Prior, 2019), language teachers could also be encouraged to perform action research within their teaching contexts to critically reflect on their agency, emotions, and emotion labour to enhance their emotional wellbeing.

CHAPTER 6: Conclusion

This research project aimed to add to the growing research literature exploring language teachers' co-constituted agency and emotions. This project used a poststructural approach regarding emotions and agency to conceptually replicate a previous study (Miller & Gkonou, 2018). This research project cross-sectionally sampled language teachers who teach in a UK ESOL (i.e., migrant and refugee) context compared to the previous study that sampled university language teachers at two US and UK institutions. The research project used an interpretivist and emic approach to qualitatively report on ESOL language teachers' experiences of emotion reward, emotion labour, and agency while teaching. Continuing with this approach, the data was analysed inductively. The findings from the analysis indicated that language teachers reported experiencing mostly positive emotions while teaching, largely due to the close professional relationships they share with their students. In fact, the findings showed that teachers willingly undertook large amounts of emotion labour in order to create positive learning environments and positive relationships with students, which led to their emotional rewards. A final key finding was how these teachers undertook such emotional labour and received emotional rewards from it, which was underlined by discourses surrounding "good" teaching. The ESOL teachers' responses were mainly in line with Miller and Gkonou (2018), despite differences between the samples such as individual differences, the institutional contexts, and the historical contexts in which they occurred. Similar to current trends outlined in the literature review in Section 2.1, this research project's findings support a poststructural approach to researching emotions, agency, and emotion labour in language teaching research. Additionally, as discussed

above in Section 5.5, this research project adds transferability to Miller and Gkonou's (2018) theoretical framework to the wider research literature. However, further research employing non-English samples, synchronous data collection, and longitudinal designs would also add credibility to these qualitative findings. For practical applications, it is recommended that language teachers have access to training that supports ethical self-formation. Additional practical applications include language teachers developing personal agency and critical awareness concerning the feeling rules at their institutions.

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8. Appendices

8.1 Participant Information sheet

Information Sheet

Department of Applied Linguistics and Communication.

Birkbeck, University of London

26 Russell Square, Room G31 London WC1B 5DQ

Phone number: 020 7631 6317

Title of Study: Language teacher agency, emotion labour and emotional rewards in ESOL language programs

Name of researcher: Charlotte Elizabeth

This study is being conducted as part of my MA TESOL (Teaching English to Speakers of Other Languages) degree in the Department of Applied Linguistics and Communication, Birkbeck College, University of London. The study has received ethical approval by Birkbeck College, University of London.

This study investigates the relationships between emotion labour, agency, and emotion reward. Your participation is voluntary. You will be asked to fill out information relating to your demographics and training, as well as open and closed survey questions about your emotions and emotion management as a part of your job. These answers will be used to document emotions and agency experienced by ESOL language teachers. If the participant indicates consent to be further contacted, an email address will be taken and a follow-up interview (approx. 30-60 minutes) will be conducted. The interview will

explore any relationships between emotions and agency. This will provide further insight into the research questions.

Data from the survey will be analysed by the lead researcher (Charlotte Elizabeth) manually or using statistical software. For the interviews, written transcripts will be created and analysed for themes. If you agree to participate in the follow-up interview, you will agree a convenient time for me to interview you online via video or voice call. You are free to stop the interview or take breaks at any time. You can withdraw from the study up until the data you have provided has been anonymised. During analysis, data will be anonymised by replacing identifying information e.g., names with ID numbers. The data will then be aggregated into a larger data set from which it is impossible to extract, which is a process that takes approximately 4 weeks.

Your data will kept be anonymous by the lead researcher (Charlotte Elizabeth) and will be stored in a password-protected database. Only the lead researcher will have access to the data.

The analysis of your participation in this study will be written up in a report of the study as a part of my degree and potential future publications. You will not be identifiable in the write up or any publication which might ensue. Anonymised data may be made available to other researchers by being deposited in the Birkbeck College data repository.

Some people may find recalling emotions as a part of their job to be distressing. If you find yourself becoming distressed during the survey, then it is recommended that you do not continue. If you choose to take part in the interview and start to feel distressed, you are welcome to take short breaks or to not continue at any point. You can withdraw from the study at any point without having to give a reason.

The study is supervised by Dr. Mohammed Ateek who may be contacted at the above address and telephone number. For information about Birkbeck's data protection policies, please visit: http://www.bbk.ac.uk/about-us/policies/privacy. If you have concerns about this study, please contact the School's Ethics Officer sshpethics@bbk.ac.uk. You also have the right to submit a complaint to the Information Commissioner's Office https://ico.org.uk/

8.2 Participant Consent form

Consent Form

Title of Study: Language teacher agency, emotion labour and emotional rewards in ESOL language programs

Name of researcher: Charlotte Elizabeth

I have been informed about the nature of this study and willingly consent to take part in it. I understand that taking part in this study is voluntary. If I have any questions about this study, I can contact the lead researcher at: celiza02@student.bbk.ac.uk

I agree to the following data collection and processing approaches being used for my data including providing demographic and survey information. If I consent to a follow-up interview, then I agree to my responses being transcribed for further analysis. I understand that I will not be identifiable in any presentation of this research without my further, written, consent. I understand that I may withdraw my data at any time before it has been anonymised and combined with other data.

I understand that the anonymised form of the data (participant ID numbers) I have provided will be made available to other researchers through potential publications and by being deposited in the Birkbeck College data repository. All confidential data will be deleted no later than 3 years of being collected. Your data will kept be anonymous by the lead researcher (Charlotte Elizabeth) and will be stored in password-protected databases. Only the lead researcher will have access to the data.

Some people may find recalling emotions as a part of their job to be distressing. If you find yourself becoming distressed during the survey, then it is recommended that you do

not continue. If you choose to take part in the interview and start to feel distressed, you are welcome to take short breaks or to not continue at any point.

You have the right to withdraw for this study at any point without having to give a reason.

I am over 16 years of age.

Name

____

Signed

____

Date

____

8.3 Online Questionnaire

1. What is your gender?

Short-answer text

2. Are you currently on a full-time or part-time work contract?

- full-time
- part-time
- Other...

3. Please list any qualifications yo may have that are relevant to language teaching:
E.g: 120 hour TEFL certificate, CELTA, CertTESOL, Level 5 teaching qualification, DELTA, DipTESOL, Level 7 qualification, BA Languages/ Linguistics/Education, MA TESOL/Applied Linguistics/Education, PhD, Other language teaching certificates etc..

Long-answer text

4. An example ESOL definition is: "English for Speakers of Other Languages (ESOL) can help learners gain English literacy for use in education, employment and everyday life." Do you currently teach ESOL? *

- Yes
- No
- Other...

5. In what country is your organisation based?

Short-answer text

6. What is your total teaching experience in years and months?

Short-answer text

7. How would you describe your employment organisation? E.g. school, sixth-form, college (further education), university, community center, informal learning or meeting space, etc. other.

Short-answer text

8. Are you currently teaching online?

- Yes- I was teaching in a physical setting, but due to Covid-19 I am now teaching online.
- Yes- my job was online before Covid-19 and still is online now
- No- I am currently teaching in a physical setting
- Other...

Thank you for your answers so far. Next you will have a set of questions regarding your emotions while teaching.

Description (optional)

Listed below are 20 emotion words. Please choose SIX words that identify emotions you feel most commonly while teaching English in your current context.

Happiness	Frustration
Sadness	Disappointment
Irritation	Disillusion
Anxiety	Guilt
Disgust	Despair
Fascination	Caring
Pride	Love
Enthusiasm	Loss
Boredom	Powerlessness
Awe	Satisfaction

9. Please write the 6 words here:

Short-answer text

10. If you would like, you can add any two other emotion words that identify emotions you feel most commonly when teaching English.

Short-answer text

Thank you very much for your time and insights on Teacher Agency, Emotion Labour and Emotion Reward. This study is being carried out as part of a replication of another study. If you know any other ESOL practitioners, then please forward the survey link.

Description (optional)

If you can, please consider taking part in an anonymous semi-structured audio interview via Zoom with the lead researcher (an ESOL teacher). The interview will be a friendly informal chat to discuss these themes further (approx. 33 mins) as part of the research project. Please write your email below to be contacted. Thank you again for your time and insights!

Short-answer text

8.4 Interview Questions (Adapted from Miller and Gkonou (2018)

1. What are your primary responsibilities in your current position?
2. What are the aspects of your teaching that you love?
3. What aspects of your teaching do you enjoy the least?
4. Can we discuss further the positive emotion words you selected from the online questionnaire?
5. Can we discuss further the negative emotion words you selected from the online questionnaire?
6. How do you perform emotion management while teaching?
7. To what extent is performing emotion management easy?
8. To what extent is performing emotion management hard?
9. Can we discuss any job stress you may have?
10. Can we discuss the teacher autonomy you experience in your role?
11. Do you have any advice on emotion management you would like to give to colleagues?