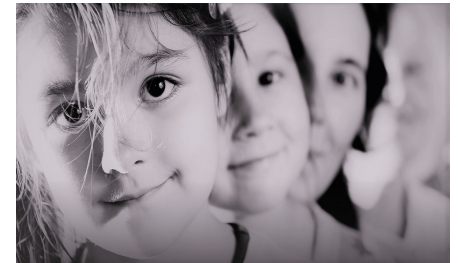


Understanding shifts in language teacher identities and emotions



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Workshop outline

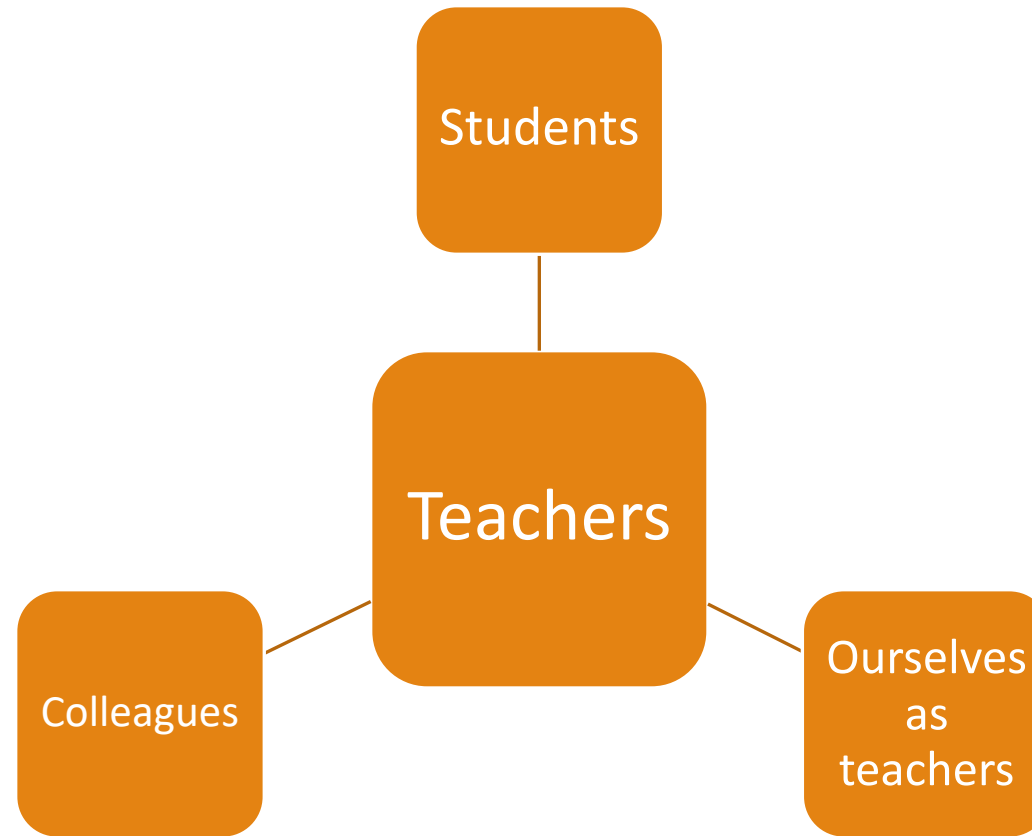
- **Identities:**
 - Teacher and non-teacher identities
 - Educational and personal values
 - Being 'professional' – how much emotion?
- **Emotions:**
 - What emotions do
 - Emotional labour
 - Emotional and social capital

Language teacher identities (Barkhuizen, 2017)

- Cognitive, social, emotional, ideological, historical: both inside the teacher and outside in the world.
- Being and doing, feeling and imagining, and storying.
- Struggle and harmony:
 - Contested and resisted, by self and others.
 - Accepted, acknowledged, and valued, by self and others.
- Dynamic and multiple.
- Change, short-term and over time:
 - Discursively, in social interaction with others.
 - In material interaction with spaces, places, and objects.



Teachers as central hub



Understanding our purpose (Eyre, 2017)

- The **global** question: *What is education for?*
- The **local** question: *What is my job's core purpose?*
- The **personal** question: *What is my teacher shape?*

*I'm in
love
with the
shape
of You*

SHAPE

- School
- Hearth
- Abilities
- Personality
- Experiences



SHAPE

- School: *context*
- Hearth: *passionate about...*
- Abilities: *strengths*
- Personality: *extrovert, calm...*
- Experiences: *life before / outside teaching*

**What is your teacher SHAPE?
What is it that only YOU can
bring to the role?**

Teacher and non-teacher identities

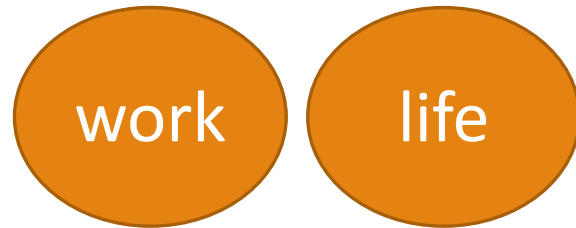
- Personal values
- Educational values
- Not just a teacher!



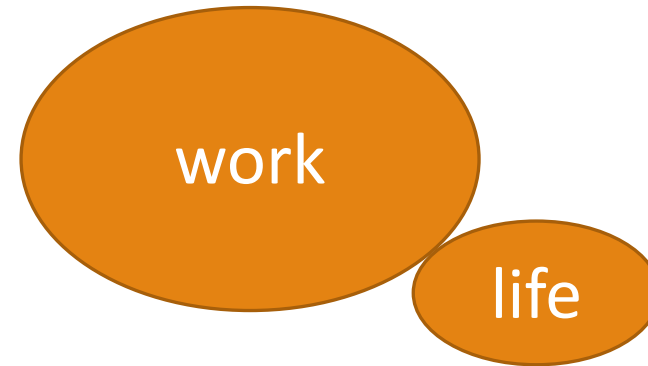
- **Imagine that you are not a teacher. What will you do for a living?**
- **Imagine that you are retired. How are you going to fill your days?**

Work and life

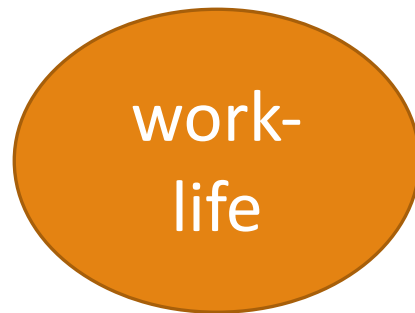
a.



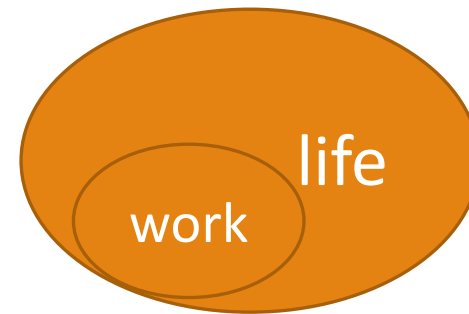
b.



c.



d.



Professional identities

- What do teacher professional identities comprise?
- What does 'being professional' mean?
- What is the role of emotions in teacher professional identities?

Identities - Emotions

People talk about being professional as not containing any emotion at all, as if the two are separate. Being able not to rush things but hold back, step back, look at things more objectively is very important. But I would not like to be without emotion, because I think it makes me who I am.

(English teacher at a UK university)

Language teacher identities

- Teacher identity ↔ teacher's practices and contexts (Morgan, 2004; Song, 2016; Varghese et al., 2005)
- Most studies have focused on:
 - how teacher identities develop over one term/semester;
 - Novice teachers and how they manage transition from student-teacher status (Kanno & Stuart, 2011; Liu & Fisher, 2006; Tsui, 2007);
 - NNESTs vs. NESTs. [NNESTs and NESTs]

Language teacher identities

- NNESTs' (language) anxiety:
 - not due to lack of teacher/linguistic competence
 - but structural inequalities (Park, 2015; Ruecker & Ives, 2015; Song, 2018) and
 - anxiety about language skills, which are always changing but do not reach the level one would like to reach/perfectionism (Bekleyen, 2009; Burke, 2013; Horwitz, 1996; Reis, 2015; Tum, 2014).
- Legitimacy as language teachers and professional identity.

Identities - Emotions

- Important to look at emotions and how teachers **understand**, **experience**, **perform** and **talk** about them.
- This leads to better understanding of the *personal*, *social* and *political* components of teacher identity.
- *Political*: [workplace] relating to getting or keeping power within a particular company/organization etc.

The elephant in the staffroom (Eyre, 2017)



'Brilliant and Original . . . by the deepest
thinker on this topic since Darwin
Daniel Gilbert, bestselling author of *Stumbling on Happiness*

How Emotions Are Made

The Secret Life
of the brain

Lisa Feldman Barrett

Emotions

















Emotions do not live in a distinct part of the brain and are not universally expressed and recognised: they are constructed in the moment, by core systems that interact across the whole brain, aided by a lifetime of learning.

(Barrett, 2018)

Emotions

Pick TWO emotions that you most commonly feel when teaching.

- How do these emotions impact on your teaching?
- How do you manage these emotions?

	A	B	C	D
1				
2				
3				
4				

Teacher emotions (Zembylas, 2005)

Happiness (2)

Frustration (1)

Sadness

Disappointment

Irritation (3)

Disillusion

Anxiety (2)

Guilt

Disgust

Despair

Fascination

Caring (3)

Pride

Love

Enthusiasm (1)

Loss

Boredom

Powerlessness

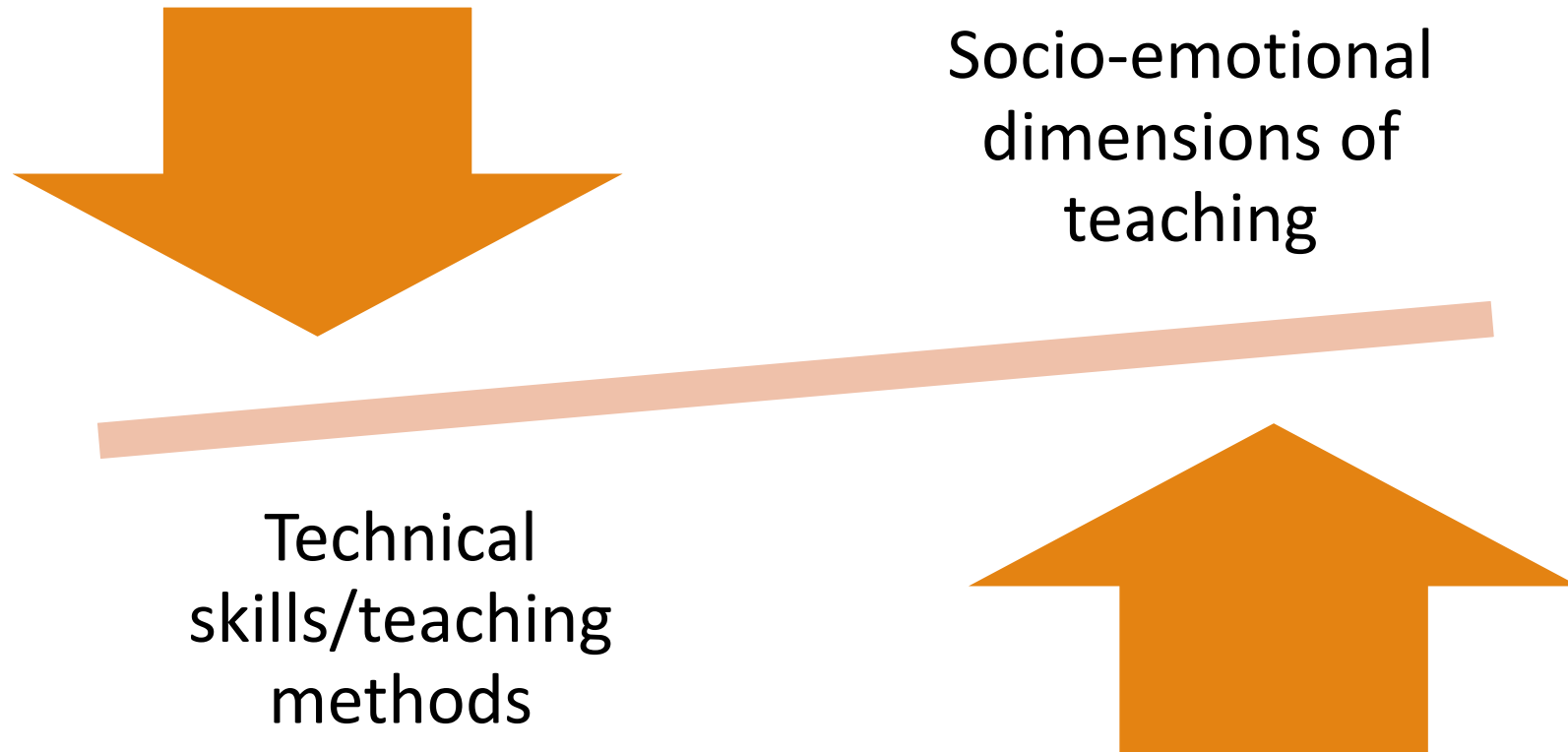
Awe

Satisfaction

Teacher emotions

- Emotion-cognition dilemma.
- Valence/judgment (positive vs. negative)
- Positive emotions are not always good and negative emotions are not always bad (Gkonou & Miller, under review; Oxford, 2017; Oxford & Gkonou, forthcoming).
- Emotional neutrality (Ward & McMurray, 2016).

Teacher education



Teaching qualities

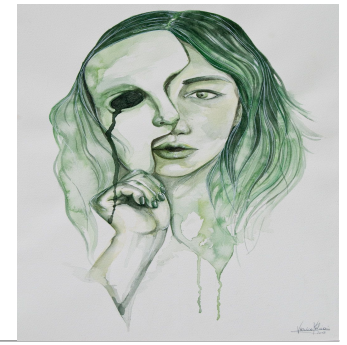
Divide the teaching qualities below into groups. Choose a names for each group.

1. Approachable
2. Authoritative
3. Can answer questions on topic with confidence
4. Clear instructions
5. Clear speaking
6. Demonstrates empathy

7. Expert
8. Good listener
9. Good materials
10. Good use of resources
11. Manages time well
12. Makes eye contact



Emotional labour

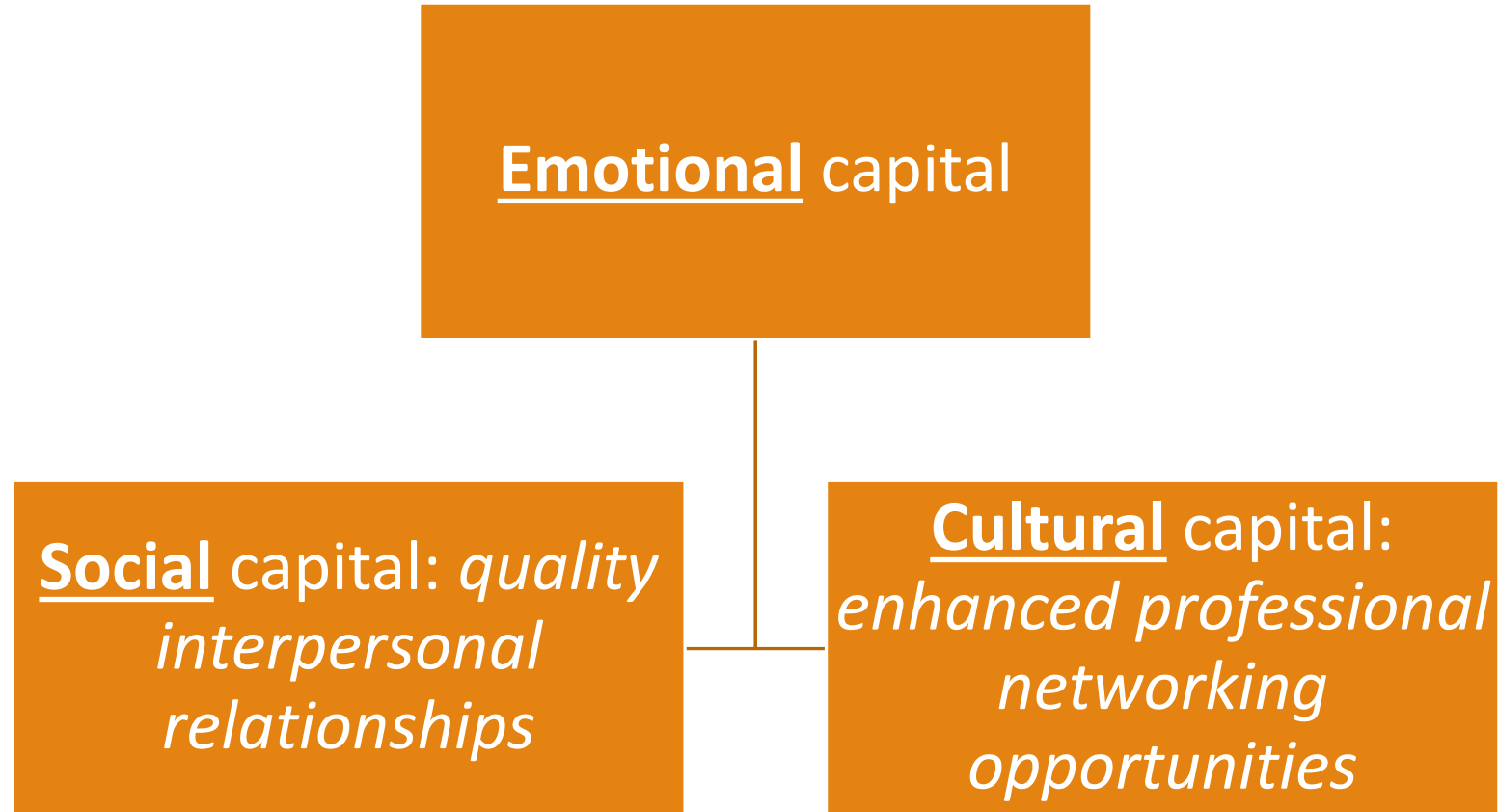


- Commodification of emotion to conform to an organization's 'feeling rules' (Hochschild, 1979, 1983; Zembylas, 2003) → negative.
- Emotional labour as *inevitable* and *necessary* (Benesch, 2017, 2018; Gkonou & Miller, 2017; King & Ng, 2018; Loh & Liew, 2016).
- Emotional labour as a form of emotion regulation (Miller & Gkonou, 2018).
- Paucity of research into L2 teachers' emotion regulation (Morris & King, 2019, forthcoming).

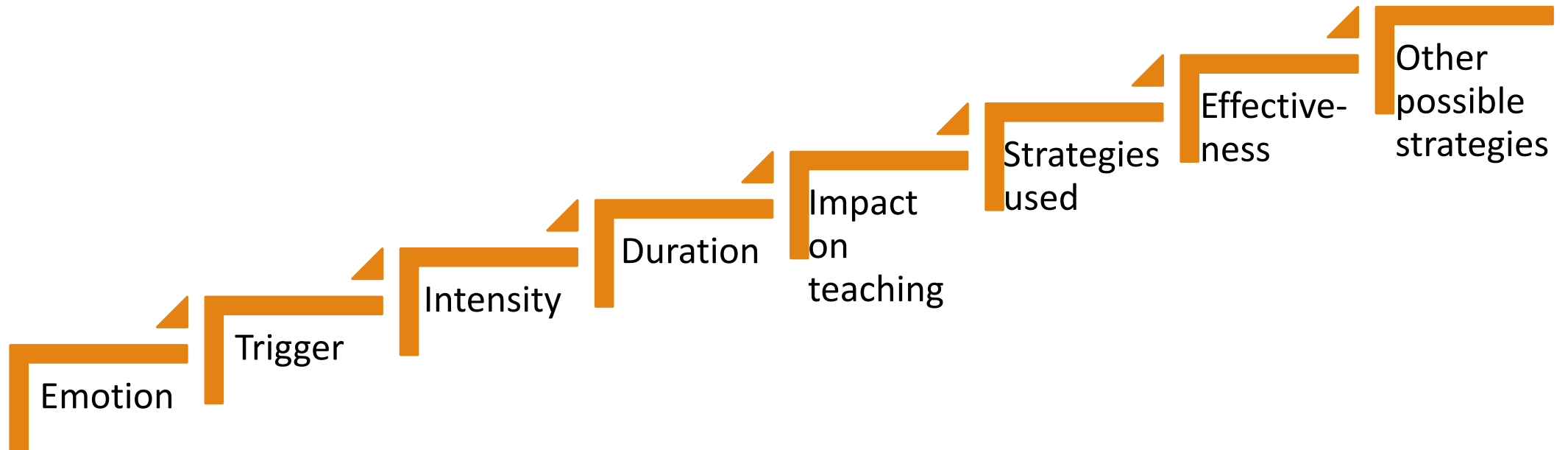
Emotional capital

- How we can use our emotions – and even our efforts to labour emotionally – as a **resource** (Holmes, 2010; Ward & McMurray, 2016; Zembylas, 2007).
- It is not just:
 - An internal awareness or
 - An individually developed set of (emotion regulation) strategies (Cottingham, 2016; Song, 2018).

Capital-s (Bourdieu, 1986)



Capitalize on emotions





Conclusion

- Emotions and identity are not subjective and personal, but socially and contextually constituted.
- They are also dynamic and not static.

“psychologically wise teachers can make a huge difference to the lives of their learners”

(Duckworth, 2016: 218)

Thank you! 😊



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