Teachers' and Students' Sense of Teachers' Emotional and Professional Identity

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ABSTRACT

Emotions are integrated into every sphere of people's lives since they are one of the core elements of human beings. Being in a profession wherein human being is at the very center, teachers experience various feelings at different phases of their practice like happiness, anger, anxiety, satisfaction, shame, pride or love (Hargraves, 2000). Since motivation, performance anxiety and moral development are closely related to teaching context as emotional concepts, the role of emotions in pupils' learning must be kept in mind if we are to understand the complexities that affect our job as educators and to prevent the 'dehumanization' of teaching practice at the extant sociopolitical context (Shapiro, 2010). With these in mind, the aim was to explore teachers' and students' perceptions of teachers' emotional identities and how they are reflected in their practices. The significance of this study lies in associating teachers' emotions with their professional identities, and linking them with students' expectations from teachers. Four teachers and twelve students participated in this qualitative design which elicited data based on semi-structured interviews. Findings were categorized under teachers' perceptions and students' views of their teachers. Generally, teachers were found to be aware of their personal and professional identities and reflected them in their own teaching practices. They could understand that their emotional and professional identity is affected and shaped according to the social and cultural context they work in. Student participants, on the other hand, were aware of their expectations from their teachers and the kind of relationship they must establish with them. In particular, they want academic help from their teachers, but they also appreciate the support of their teachers whenever they need since they have respect in the knowledge and life experience of their teachers. A number of pedagogical implications were drawn which would shed light on teaching practices to make them compatible with students' needs.

Key Words: emotional identity, professional identity, teacher emotions.

1. Introduction

Emotions have an essential role in the construction of professional identity. In fact, they act as a bridge between the social context in which teachers work and the way they behave. Schutz, Hong, Cross, and Osbon (2006) define emotions as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (p. 344). Teachers' feelings about their professional identity influence their well-being, and it, in turn, affects their sense of effectiveness (Day & Gu, 2009). Furthermore, Hargraves (2001) maintains that:

> As an emotional practice, teaching activates, colors, and expresses the feelings and actions of teachers and those they influence. Teachers can enthuse their students or bore them, be approachable to or stand-offish with parents, trust their colleagues or be suspicious of them. All teaching is therefore inextricably emotional- by design or default (p. 1057).

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Teachers' emotions also construct and reconstruct their personal and professional identities. Zembylas (2003b) contends that in order to understand teacher identity, teachers' emotions and self-knowledge must be taken together. Day, Sammons, Stobart, Kington, and Gu (2007) describe identity as how teachers explain themselves to themselves and to others, and take it as a concept that continues evolution throughout one's career. They also suggest that "identity is an important determinant, and plays a crucial part in influencing teachers' emotional well-being and effectiveness" (p. 102). In fact, Day et al. (2007) maintain that teachers' personal and professional identities are inextricably related to their motivation, job satisfaction, commitment and self-efficacy beliefs. It is also influenced by whether teachers' needs of autonomy, competence, and relatedness are met or not. They further argue that if identity has such an importance for one's motivation, self-efficacy, sense of purpose, commitment and effectiveness, then the effects of various factors either positive or negative on it, and the contexts they take place and their practical results should be examined in great detail.

As an area of interest teachers' emotions have gradually started to be investigated (Day, 1999; Goodson, 2003). Zembylas (2003a) contends that classroom or school "discourse" plays an important role in the construction of teachers' emotional experiences as well as being affected by them. Inspired by social constructivist theories, researchers have focused on the study of teachers', administrators' or students' emotions by taking their social interactions into concern (Zembylas, 2007). He further argues that teachers' emotions are shaped by their relationships as well as their intrapersonal features.

In her comprehensive review of the literature on teachers' emotions and identity, Shapiro (2010) puts forward that since emotions are at the center of teaching, emotional identity becomes an indispensable part of this profession. According to her, learner motivation, performance anxiety and moral development are closely related to teaching context as emotional concepts. Therefore, the role of emotions in pupils' learning must be kept in mind if we are to understand the complexities that affect our job as educators and to prevent the 'dehumanization' of teaching practice in the extant sociopolitical context.

2. Teachers' emotions

Despite the vital role emotions play in teaching profession, it has not attracted sufficient attention as an area of research so far in general education, and the number of studies is even more limited in the field of ELT (Hargraves, 2000; Sutton & Wheatley, 2003). As Day (2007) points out although it is this area that should be emphasized in policy and strategic planning in order to increase the standards of teaching and learning, it is still neglected. Instead, the rationalized, cognitively driven and behavioral outcomes of teaching and learning are largely emphasized (Hargraves, 2000).

Day and Gu (2009) note that particular interest must be given to teachers' "well-being" since their vulnerability has increased and their morale has lowered especially in these modern times that fill classes with emotionally indeterminate pupils as a result of the changing dynamics of our time. Furthermore, they emphasize that in such a time period when teaching is identified as one of the most stressful jobs, special care must be given to teachers' positive qualities, strengths, their caring behavior for students, their motivation, commitment, and their determination to dedicate themselves to the profession despite all the drawbacks and challenges. Sutton and Wheatley (2003) reveal that focusing on emotions can enhance professional development of teachers and school improvement in general. Therefore, teachers' emotions must be stressed as a starting point for teachers' professional

development. Saunders (2012) displayed that teachers went through a range of emotions while adopting new educational practices and these emotions affected their instruction in turn. As such, emotions are inseparably linked to individuals' relationships and their environment; that's why, they should be investigated altogether (Saunders, 2012).

Over the past three decades, interest in teachers' emotions has increased just like its' appearance in research papers (Hargreaves, 2000, 2001; Nias, 1996; Schmidt, 2000). There are various studies in the literature investigating teachers' lives, works, emotions and identities in different contexts for diverse subject matters. MacLure (1993), for instance, initiated a project entitled Teachers' Jobs and Lives in the United Kingdom between 1987 and 1990. The project was set to research the effects of recent reforms on teachers' work, career hopes and their morale. With the participation of 69 teachers from three main districts of the country, a series of interviews were conducted to underpin teachers' lives, backgrounds, and emotional identities. The results demonstrated that teachers' identities are less stable and coherent than it has been implied in the literature. Specifically, it was made explicit that "the holistic ideology of self-discovery or self-improvement may actually mask a narrowing down of the range of options as to what a person may be or become, into a small set of coercive identities" (MacLure, 1993, p. 321).

In England's context, a four-year study was conducted by Day et al. (2007) on the relationship between primary and secondary school teachers' perceptions of effectiveness amd their teaching practice in a range of socioeconomic contexts. With the participation of 300 teachers working at 100 different schools, the variations in teachers' lives, works, and effectiveness were targeted to be explored. In four years' duration, two series of semi-structured interviews were conducted with teachers per year. In order to investigate teachers' effectiveness, students' test results were employed, and attitude tests were given to students to explore their perceptions of teachers and school. The major findings of this longitudinal study were summarized under five categories by the researchers which are:

•Teachers' commitment and resilience affect student attainment, hence great attention must be paid to the well-being, commitment and effectiveness of teachers.

•Teachers' well-being, commitment and effectiveness are also related to positive professional identities that teachers construct, hence care must be given so that teachers can sustain their commitment with the help of context-specific strategies.

•The sense of commitment and resilience of teachers who work at disadvantaged school contexts is more at risk, hence their professional development programs must specifically address these issues.

•Although most of the teachers retain their effectiveness against time, it does not always hold true that teachers get more effective over time. Therefore, professional development services at national and local levels must especially address teachers of later stages.

•It is usually a matter of quality and retention to maintain teachers' commitment and resilience, hence specific attention must be paid to sustaining and enhancing these virtues in addition to curriculum or role development issues.

Aultman, Williams-Johnson and Schutz's (2009) study is one of the rare studies striving to uncover the nature of the caring behavior of teachers in teacher-student relationship. Adopting a phenomenological approach, they conducted a series of semi-structured interviews with thirteen in-service teachers in order to reveal the boundaries of teachers' caring behavior. The analyses of their data unfolded that most of the teachers experience difficulties in drawing the boundaries and conflicts with their students in communicating these boundaries. Recurrently, teachers were found to be trying to find the balance between their "caring teaching identity" and "maintaining a healthy, productive level of control in the classroom" (p. 644). Still, in another research the relationship between teachers' and students' enjoyment was explored in the light of social-cognitive theories to learning (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009). By employing a quantitative design in the investigation of emotions, researchers collected self-report data from 1,542 students and 71 teachers in two different times and looked for the relationship between teacher enjoyment and enthusiasm and their echoes on students' enjoyment in mathematics. Building on the assumption of social-cognitive theory that "…emotional transmission is based on socially perceivable hints about the emotional state of other persons…" (p. 711), the researchers hypothesized that teachers' and students' enjoyment are positively linked as a result of the constant interaction between teachers and students within classrooms, hence there exists a transmission of enjoyment from teachers to students. The results provided supporting evidence to these assumptions. Specifically, it was found out that in mathematics classes, teachers' and students' enjoyment is tightly linked to each other, and this was mediated through teachers' enthusiasm. This was interpreted as a valuable insight that would direct and shape further research since the presence of pleasant teaching and learning environments is a prerequisite for successful education and teachers' emotional well-being. Rowe, Fitness and Wood (2010) investigated university level students' and teachers' perceptions of emotions in learning via a qualitative study. Upon conducting interviews with 21 university students and 15 academic staff from an Australian university, the researchers detected that participants associated negative emotions with an incongruence of results with their goals, whereas positive emotions were linked to the events which are congruent with their goals.

Zembylas (2005) attempted to reveal the value of the ethnography in emotional change thorough the case of an elementary school teacher. The results of this three-year ethnographic study were given under two categories: emotional suffering and emotional freedom. Conceptualized around Reddy's (1997) theory of emotives, the findings revealed that a teacher's emotional development evolves within the social and discursive practices at school. Day and Gu (2009) further provide the story of a teacher who participated in the VITAE (Variations in Teachers' Work, Lives and their Effects on Pupils) project to exemplify how teachers' emotions may change at different stages of their professional lives. In this story, we can witness the emotional rises and falls throughout the teaching career of Stchel who works at a disadvantaged urban school. He started the profession out of a sheer interest in helping socio-economically unprivileged pupils, and enjoyed it a lot in the beginning. However, as he experienced some unpleasant situations with parents, he started to lose enthusiasm. Still, he was committed to teaching pupils wholeheartedly and this helped him regain his decreasing interest. He spent most of his time working and he realized he spared considerably less time to life outside the school compared to his friends working in other fields. At the same time, he went through a couple of health problems and his well-being was at risk. Later on, a new deputy head was assigned to his school and he took up more responsibilities at work. He was happy about this change and his motivation was in increase again.

2.1. Purpose of the study

The specific focus of the present study is not only on teachers' emotions and their reflections on their professional identities, but also on how students and their learning processes are affected by these factors. There is actually limited research on teacher-student relationships in terms of emotions and professional identities. Most of the studies dwell upon only teachers without considering their representations on students and learning (except for Aultman et al., 2009). Furthermore, much research on teachers' personal and professional emotional identities has been conducted with younger age groups (e.g., Day et al., 2007). Therefore, this study is a candidate to fill a scarcity in the literature by associating teachers' emotions of professional identity and their reflections on students, and by targeting university lecturers and students.

Hargraves (2000) underlines that so far a certain number of studies have been conducted to review teachers' emotions and emotionality as a personal temperament or as a psychological construct. Yet the studies investigating how emotions of teachers are affected by their personal lives and identities, and by the evolving conditions of their work environment are limited to few examples. Building on the previous data on the role of emotions in teaching and teachers' professional identities, the importance of internal and external factors on teachers' work is highlighted in the present study. As the above review of literature depicts although studies on teacher emotions have gained momentum in the last three decades, still there is a dearth of research associating teachers' emotions and their professional identities. Besides, even if they are addressed, most of the studies thus far were conducted in primary or secondary school settings. Additionally, the number of papers covering the emotions of both teachers and students is limited. Hence, the study could present a good example as being a study including the perspectives of both teachers and students and as being conducted at tertiary level.

The specific research questions this study addresses are:

1) What is the perceived sense of teachers' professional identity?

2) How are teachers' senses of "self" reflected on their professional identity?

3) How do teachers experience their emotions in their relationships with their students?

4) How do students perceive their teachers' emotional and professional identities?

3. Methodology

3.1. Setting and participants

This study was conducted at a state university located in Istanbul, Turkey where 30 % of classes are required to be presented in English. Therefore, English has an important role at this university. After passing the exemption exam or attaining a certain proficiency level following their attendance to preparatory classes, students continue taking obligatory or elective English courses with credits while they go on their education at their departments. These English courses are service courses that are offered every semester to every student of the university. The courses offered at this level are Advanced English 1 and 2, Reading and Speaking in English, Business English, and English 1 and 2.

The sample of this study is consisted of four teachers of English working at the Modern Languages Department of the university who were selected based on a convenience sampling method since they accepted to take such a long interview (Fraenkel & Wallen, 2003). Pseudo-names were used for these volunteer teachers and demographic information regarding them was as follows:

Banu was 37 years old and had 11 years of experience at tertiary level. She was a graduate of the English Language Teaching program.

Cansu was 32 years old and had 10 years of experience at tertiary level. She was a graduate of the English Language Teaching program.

Ece was 37 years old and had 15 years of experience at tertiary level. She was a graduate of the English Language and Literature program.

Gizem was 31 years old and had 5 years of experience at tertiary level. She was a graduate of the English Language Teaching program.

Apart from teachers, twelve students also participated in the study (three students from each teacher's class) who were chosen in a purposive way based on their teachers' regards for them, as having a high, medium or low level classroom achievement in order to collect as a heteregoneous sample as possible.

3.2. Data collection and analysis

Semi-structured interviews were conducted with each teacher individually based on a number of focus questions, and further elaborations and illustrations were elicited through the emerging questions at the time of the interview. These interviews with teachers took approximately 30 to 45 minutes per teacher. Likewise, semi-structured interviews were conducted with each of the twelve student since it was considered that personal expression of emotions could be more readily made with the individual participation of each student rather than a focus group interview. All the interviews were conducted in Turkish, and the participants' answers to the questions asked were audio-recorded and then transcribed. Later, these transcriptions were translated into English by the researcher, and a subset of these translations (10 %) was also translated by another teacher who did not participate the study. An interrater reliability of .87 was reached, and the conflicts in the translations were resolved via discussions.

According to Dörnyei (2007), since interviews are very well-known communication methods, they are so conveniently used as a research instrument in qualitative studies. Among all types of interviews, semi-structured interviews are the most frequently administered ones in applied linguistics. The reason behind this is while semi-structured interviews guide the interviewee with some questions or prompts, it also leaves room for freely elaborating on topics or making additional comments (Dörnyei, 2007). The transcriptions of the semi-structured interviews were entered into N-Vivo 8 software to be qualitatively analyzed, and recurring themes were collected under emerging categories on NVivo 8.

4. Results

4.1. Teachers' sense of professional identity

Upon the readings of interview transcriptions of the four teachers, firstly teachers' sense of their professional identity emerged as a major point to be discussed. The disclosure of these four teachers

made it clear that every teacher has his/ her own unique professional identity. Some try to assume a more tender and unintimidating role in egalitarian class contexts, while others take up a more distant and authoritarian role in classes. Furthermore, they seem to have created the professional identities in accordance with their educational background or their interest areas. Select comments exemplifying this concept are as follows:

> In a professional sense, I would like to describe myself as a "facilitator", in fact I try to act like that. However, in our present context, you also know that our ideals do not match with our practice. Especially when physical conditions are not convenient, one can compromise his or her ideals. Still, being fair and egalitarian is important for me in a professional sense. Furthermore, I want my students to take the responsibility of their own learning. But for our current context, I take up the role of being very fair and understanding. You know that we have a very diverse student profile in general, so I feel obliged to take up a different role for every unique situation and to assess them accordingly. On the other hand, I want to create an environment in which my students can easily talk about the course or their private situations that affect the course because I think everything they experience affects their academic life so I must be aware of them. Especially for foreign language courses, some of them may feel too nervous and shy away from participation when they do not feel at ease, and this negatively affects learning. I mean it does not only affect that individual student; it also affects the teacher and the rest of the class (Interview, Cansu).

> I am a graduate of the English Language and Literature department, so I sometimes feel that I do not belong in here because I teach things that I was not trained for, but at the same time I like being with the young in an academic environment. Still my interest areas are poetry, or reading short stories, so in a professional sense there is a mismatch between what I am doing right now and what I feel as my professional identity. I think that I should discuss and analyze a short story or a poem with my students or talk about life; I should make them look at the world from a different perspective. But what I dream of is very different what I am teaching right now. In general, I try to facilitate the academic lives of my students rather than make it more difficult (Interview, Ece).

> I can define myself as a professional who has the necessary linguistic as well as cultural knowledge which would make the transmission of my subject matter knowledge easier. I try to build positive relationships with my students and make them aware of their individual and social responsibilities. I can describe my professional identity as a teacher who tries to create awareness in her students, and it is true not only for curricular issues but also for their lives in general. In addition to these, I try to create intimate relationships with my students so that they can understand what they read, interpret it and synthesize it with life in general. I try to share the things that I recently learn with my students in a positive classroom context, but I also have certain rules. I inform my students about them and occasionally remind them of these. As a rule of thumb, I try to be a teacher who can get to students' level and allow them to take the initiative. I rarely turn into a tough teacher only when it is really necessary (Interview, Gizem).

> Professionally I can define my identity as the one conveying credibility and authority. Actually, my professional identity is a summary of the path I follow throughout my

profession, and it can be summarized as a little bit tolerant, but a lot more than that, authority…. Well, I cannot say "not a democratic one" for sure, but at the same time I cannot call myself a mainstream teacher. Let's say rather a modern power holder. I can call myself a teacher who has created her own style and settled her authority in classroom management. I assume a strict role as a teacher but not as much as a fascist. I cannot be said to be very understanding and tender; let's say bitter sweet. On the other hand, I try to create an authoritarian atmosphere in my classes in which students feel secure enough to express their thoughts and feelings (Interview, Banu).

According to Day et al. (2007), the broader social contexts that teachers live, the personal-professional elements of their lives, experiences, beliefs, and actions interact with each other, and occasionally teachers' sense of self or identity is affected by the tensions between these factors. This conflict between a teacher's sense of self and his/her educational context within whose boundaries they have to act is reflected in Ece's comments when she admits that:

In my current work environment nothing is done as it is supposed to be, I mean, in academic sense, course contents, materials, student profile. They are all below the level that it has to be and full of mistakes. This is reflected in my mood of teaching, too and I, unfortunately, reflect this to my students. I cannot act out in front of my students, it is not me. So I confess the absurdities of my situation and the situation we all experience with my students. But I try not to bore them, I try to act a situation comedy to them because I am aware of the fact that the thing I am doing right now, I mean, the courses are full of mistakes, and I could not pretend like everything is ok when I, myself, do not approve this situation.

Here, she states that she is not satisfied with the academic context she is in right now, and it is reflected in her teaching too because she cannot pretend like everything is going well. Her views also support Day's (2007) predisposition that "the perceived relevance and value of the curriculum" influence teaching and learning (p.3). Nias (1996) also takes up this position by stating that "teachers are emotionally committed to many different aspects of their jobs. This is not an indulgence; it is a professional necessity. Without feeling, without the freedom to 'face themselves', to be whole persons in the classroom, they implode, explode – or walk away" (p. 305). Besides, O'Connor and Scanlon (n.d.) assert that teachers' view of themselves as teachers and the development of their professional philosophy which contributes to the construction of their identity are affected by the situations that teachers encounter and the roles they assume in such situations. They further claim that "teaching is a dichotomous profession: a political act combined with a personally engaging role" (p.2).

4.2. Reflections of teachers' "self" on their professional identity

Throughout the interviews, teachers were asked to what extent their personalities or senses of "self" are reflected on their "self" as a teacher. All of them indicated that it is inevitable to separate their sense of personal and professional "self" as it can be observed from their following answers:

Absolutely I see reflections of my own "self" in my professional identity. I think this is true for all the teachers. You cannot be a totally different person when you stepped into the classroom. Like everybody else, teachers have their own identities and they have a certain style/ way of teaching that is unique to them. This is the same for me, too. I have my own teaching style in

my professional identity which belongs to me and my personality is a part of that style. I am the one who makes teaching different than other instructors. While I am in the classroom of course I try to apply the requirements of "being a teacher". Besides, I am a human being. While lecturing, of course, there is some distance with the students and you but if I want to share something with them, I do it. Maybe not all the teachers share that information with the students but I do it. Or if I want to make a joke, I do it. This is because of my personality, and my personality more or less shows itself in the classroom. Shortly, I believe that all of us (the instructors) have different teaching styles mostly because of our own selves (Interview, Cansu).

Of course, I see the reflections of my "self" in my professional identity because I couldn't separate them. You assume the role of the teacher in the classroom, but while realizing that role, we make use of our experiences, perceptions, our own learning-teaching methods. As a result, our characteristics gain importance in classroom context. For example, I like learning while having fun in an enjoyable context. I believe that if I enjoy, my students will enjoy the lesson too. When I experience problems if they are not too personal, I share them with my students so that they could understand me (Interview, Gizem).

I am a self-assertive person who tends to be disciplined at times even when not necessary, and it is reflected in my profession. Otherwise, it could have been schizophrenic to separate my identity from my profession (Interview, Banu).

Certainly I see reflections of my "self" in my professional identity. I reflect my personality to my teaching style and I do not present myself like a different person in the classroom. I am what I am (Interview, Ece).

4.3. Teachers' sense of their relationships with students

Another emerging point following the data analysis was the sense of teachers about their relationships with students and their emotions for them. They were noticed to hold differing perceptions about the nature of their relationships. Indeed, the presence of human factor in teaching profession has been drawn attention by some researchers (Aultman et al., 2009; Hargraves, 2000, 2001; Zembylas, 2003b). It is stated that if human action is considered as the starting point of discussions about identity, then the role of emotions and identity can be made possible to be discussed in teachers' job (Zembylas, 2003b). O'Connor (2008) argues that there are humanistic and ethical dimensions underlying teaching occupation that can provide intrinsic motivation to some teachers. Cansu also makes it apparent that as a human being one cannot refrain from integrating his/her emotions into teaching because you interact with students as a part of your job. That's why, it is inevitable to hinder or leave your emotions at home. For instance, she maintains that:

I think student-teacher relationship should be far away from the ends of the close-far continuum and find the balance. Unfortunately, it's very difficult to do that fine-tuning because there is a human factor in our relationships with students; that's why not all of them can be the same for us. Your attitudes can change based on the classroom atmosphere, student profile or their attitudes toward you (Interview, Cansu).

In this sense, Hargraves (2000) points out that "emotional understanding and misunderstanding in teaching result from what we term emotional geographies of schooling and human interaction" (p. 815). The teachers in this study also gave clues about the nature of their relationships with their students as follows:

> My relationships with students change according to the student profile in each class, but generally I cannot be defined as a cold teacher, but not very close either. I find the balance between being close and far according to the classroom atmosphere. Still I prefer to stay distant to them outside the class (Interview, Ece).

Furthermore, the influence of internal and external factors on teachers' profession can be clearly observed in the following comments of Ece:

> My story as a teacher has evolved day by day through experiencing teaching in different classroom settings, learning new things each day, my students' shaping me, and through my experienced colleagues' support. What kind of a teacher I am can change according to the general mood of the classes and to the student profiles by taking these changes into consideration.

Therefore, emotional changes that the participants of the present study confess (like Ece) that she is experiencing at different periods of their career can form an example to Day and Gu's (2009) conceptualization of motivation and emotional well-being. Similarly, the existence of such a change seems to take place in Cansu' case too as we can detect it in her following words: "My perception of 'myself' as a teacher has of course changed in time, and the experiences you gain through time are also effective" (Interview, Cansu). Another major point that was emphasized by each of the four participants was the importance of being fair to all students as it can be noticed from the following comments of them:

> As a teacher, I try to be understanding and fair toward my students (Interview, Gizem).

> … apart from these, being fair is essential for me. In other words, I try to do my best for students who take on their responsibilities, perform their best and who attend all the classes (Interview, Ece).

> … but at the same time being fair is very important for me. For me, there is a difference between regularly studying or at least struggling students and the ones who never try to do anything, so giving the share of the hard-working one is crucial for me (Interview, Cansu).

Caring for students is a laborious process for teachers given their workload and unsatisfactory salaries, and it is called emotional labor by Hargraves (2000). Chang and Davis (2009) assert that teachers must be prepared to confront resistance or rejection to the curriculum/lesson by students. They propose that teachers should either search for additional information or reframe resistance so that they can exert ethical caring. For Schutz and Zembylas (2009), as it includes effort, planning, and control so that teachers can meet organizationally determined emotions, teaching is a laborious occupation. Hence, it is urgent for teachers to be emotionally intelligent in the terms that Goleman (1995) categorizes, which are: a) knowledge of self-expression of emotions, b) moods management, c) the ability of empathy, d) being able to motivate oneself and other, e) possessing a variety of social

skills in one's repertoire. In the light of this explanation, the participating teachers of this study can be claimed to hold emotional intelligence since all of them emphasized the importance of empathy, emotions and motivation for their teaching:

> …Actually, my starting point is this: "If I were a student, I would want to be treated like this." I think each student is very precious for us because they add us something. As teachers we take a great part in their lives (Interview, Gizem).

> …. Unless you have a good rapport with your students, I believe teaching would turn into a torture for you and your students (Interview, Banu).

> …Teachers should be aware of the realities of academic context they are in, and should not exert too much discipline on students so that they could satisfy themselves. They should think about their students and take their levels into consideration while teaching (Interview, Ece).

> I think I am a teacher who has close relationships with students. I guess in most of the times, I put myself in their shoes more than enough, and this is reflected in our relationships too. I mean empathy has a great place in my relationships with my students…..I think my caring behavior can be defined as "humanistic" most of the time because I can easily put myself in others shoes. They may be my friends or my students, it doesn't matter. It's the matter of personality. For example, when I look at my students, I remember my school years. When they have a problem I think like "when I had this kind of a problem at the school I really wanted someone to help me". And as a result of this empathy I try to solve their problems. For example, one of my students was living away from his family (like many others). He wanted to visit his family in a national holiday and he wanted to go one day earlier than the holiday. But he had a problem with the attendance. That may be a problem for the instructor, too. He told me his problem and I let him go earlier. In that kind of a situation I would do the same thing for any student because I immediately start feeling the same things as them and besides I have been through the same things when I was a student (Interview, Cansu).

Students of diverse grade levels have been found to be motivated by their teachers' caring behavior (Sutton & Wheatley, 2003). Moreover, Aultman et al. (2009) mention that teachers' care and shared power can lead to improved student success and increased teacher satisfaction, and the participant teachers seem to be aware of this fact and strive to provide such a caring environment for their students.

In the Research into Teacher Effectiveness: A Model of Teacher Effectiveness report, McBer (2000) outlines the characteristics of an effective classroom environment as a positive climate that has a direct contribution to learners' capacity and motivation. Most of the teachers participating in the present study seem to be aware of this fact, and Cansu's exposition illustrates this issue:

> It is very important for me that my students are not passive viewers and participate in the lesson and feel comfortable about it. At this point, taking the role of "facilitator" and creating a positive learning climate is very important for me. I think the first thing I should do is to help my students overcome foreign language learning anxiety. (Interview, Cansu).

As Day (2007) emphasizes it is teachers' passion for teaching, their students and their learning is what makes a teacher better than others rather than their knowledge of subject matter or pedagogy. Cansu's remarks are also in line with this view as she acknowledges that:

> While I am in the classroom of course I try to apply the requirements of "being a teacher". Besides, I am a human being. While lecturing, of course, there is some distance between the students and you, but if I want to share something with them, I do it. Maybe not all the teachers share that information with the students but I do it…… It is not a problem and sometimes I chat with them. They like talking with us. And if we talk regularly, in the next conversation for example I ask "how was your exam?" (that you told me yesterday) And they really like it too because they feel that they are important for you…. I want my students to know that they are important for me firstly as human beings. That's it.

In a way she makes it explicit that taking each learner as an individual with their feelings and approaching them out of a need to connect with them rather than giving lectures in a mechanical way and cutting the communication afterwards is what characterizes her professional identity. According to Day (2007) both intellectual and emotional commitment is necessary for teaching. For him, passion requires commitment, and commitment is directly linked to teachers' "sense of professional emotional identity" (p. 2). Therefore, Cansu's concerns for her students and for their feeling that they are important can be categorized as a passion for students and for their well-being instead of a mere act of mechanical teaching.

Sutton and Wheatley (2003) acknowledge that one source of positive emotions for teachers is when their previous students remember and turn back to them. In fact, this satisfaction apparently has been experienced by one of the participating teachers in this study, Gizem, as she commented:

> … occasionally my previous students reach me to celebrate my birthday or to take my classes again. They sometimes invite me to dinner, weddings or various events, if I am free and know that I won't get bored, I go with them. I am still in touch with one of my former students who completed his military service in my village. I believe in the continuity of this kind of a relationship.

Additionally, the analysis of student participants' data revealed that mostly Gizem's students look for a supportive, warm and loving relationship with their teachers both inside and outside the class. They expressed that this would readily lend itself to their academic success and their success in every corner of life. Moreover, they pointed out that they experienced such a relationship with their teachers which confirms Gizem's remarks on her trying to provide support to her students. They stated that they need not only academic but also emotional support from their teachers and Gizem indicated that she tries to help the students whose families live in other cities or she tried to listen and understand them and gave this example:

> Most of my students share their problems in their private lives with me and I go on communicating with them even after the duration of my courses. At the same time, I try to help students coming from my hometown or students of other teachers when they experience problems. When I enter the class, I always greet them and ask how their lives are going. I give examples from my own life so that they can explain theirs more comfortably.

4.4. Students' perceptions of their teachers' emotional identities

According to Sutton and Wheatley (2003), students can understand teachers' emotions and are influenced by them. They also expect their teachers to be in a warm but distant relationship in order to feel comfortable in their lessons. Since this study was conducted at tertiary level, students' expectations from their teachers differ in comparison to primary or secondary school students. These students come across with their English language instructors once a week, and mostly the class is composed of students coming from different departments. Hence, most of the students do not know each other, and when this is combined with the anxiety of foreign language learning, it adds to the tension of the classroom. Therefore, most of the students interviewed for this study indicated that they expect their teachers to create a warm, positive and non-threatening classroom environment where they could openly express their opinions. For instance, one of the students of Ece exemplifies this situation:

> According to me, teachers should value their students and their opinions no matter what they are, and we were able to maintain such a relationship in our lessons. After each reading text, we discussed about that topic. I want to underline the word "discuss" because it was not like an enforcement of ideas, but we shared our ideas in a mutually respective way with everyone's participation (Interview, Student 3 of Ece).

As another issue, Frenzel et al. (2009) underlined the reciprocity of teacher and student enjoyment in mathematics classes and its contribution to both students' academic success and teachers' emotional well-being. In a similar vein, nearly all of the students in the present study (except for one) mentioned the necessity of a warm, close and open relationship with their teachers within courtesy and respect boundaries. For instance, they frankly remarked that they would participate in the classes more comfortably and freely if they sensed that true intimacy from their teachers. A couple of them expressed the anxiety caused by English language classes, and further added that this could be overcome in a positive learning environment.

> …This is actually a matter of fun, not lesson, but a teacher who can have fun with their students is the one who understands them and who can manage to attract them to the course (Interview, Student 3 of Cansu).

> Teachers' providing a warm and positive learning environment helps students enjoy the lesson, and this would in turn help teachers enjoy it, and I believe that this close relationship between teachers and students would lead to success (Interview, Student 1 of Gizem).

> When there is a relationship between students and teachers based on respect and love, there occurs a healthy relationship. Otherwise, when students take teachers as only elders and try not to be disrespectful, there could not occur too much of a sharing, learning or relationship. I have such close teachers from high school that I still communicate and this makes me really happy. I think this makes them happy too, having such feedbacks (Interview, Student 1 of Ece).

> The only lesson that I eagerly followed throughout a semester was the English course. The main reason for this was our having great fun while learning, and this occurred thanks to our teacher (Interview, Student 1 of Ece).

As a general trend, the majority of students declared that they want to get academic support and help for their courses from their teachers. In addition to this, they want their teachers to share their life experiences and wisdom and guide them in their lives. Select comments are as follows:

> I mostly expect my teachers' support in terms of evaluating my work. Getting either negative or positive feedback reinforces me to study more. That's why my teachers' providing feedback to my studies is very important for me (Interview, Student 2 of Ece).

> First of all, I want to get academic help from my teachers, but together with it emotional support is as much important as academic support. I want my teachers to inform me not only about the issues related to course content, but also on his/ her ideas about the current issues. I expect examples from the country agenda or daily life, and want my teacher to contribute to my cultural knowledge, and our teacher actually does this. In a psychological sense, our feelings have great effect on our lessons and life, so a teacher should not only be a trainer but also a guider. They must share their experiences with us and help us lead our lives more efficiently. Don't we spend most of our lives with teachers? (Interview, Student 2 of Banu).

Conclusion

As it is appearant from the results above which are listed as answers to the research questions, most of the findings of this study are consistent within its own dynamics and with the extant literature. Accordingly, a number of conclusions can be drawn from them. First of all, it can be maintained that the teachers participating in this study were aware of their personal and professional identities and reflect them in their own teaching practices. As with O'Connor's (2008) participants, the teachers in the present study were found to make use of their identities to "guide and shape their professional and emotional decisions" (p.125). Next, they knew that their emotional and professional identity changes based on the social and cultural context they work in. All of them expressed the dependence of their self-actualization and emotions on both their school culture and student profile. This finding lends support to Palmer (1998) and Cross and Hong (2012) who stress that teachers 'identity is multifaceted influenced by the crossover of the immediate and global forces, and they in turn impact the emotional experiences. Third, student participants knew what to expect from their teachers and what kind of a relationship they must establish with them. In general, they want academic help from their teachers, but they also look for support of their teachers whenever they need since they believe in the knowledge and life experience of their teachers. They also stated the necessity of a warm and nonthreatening classroom environment for their English language courses as they already have a language learning anxiety. They want their teachers to create such a learning context as well as to approach each one of them equally. Alligned with Goetz et al.'s (2013) finding that *supportive presentations style* is conducive for inducing positive emotions in students, students in the current study emphasized the importance of a positive and fair classroom climate to overcome especially foreign language learning anxiety. Most importantly, both the students and teachers participating in this study were aware of the fact that there must be a boundary in the relationship between students and teachers like the participants of Aultman et al.'s (2009). As a matter of fact, all of the students emphasized that their relationships with their teachers must be warm and open, but there must be some distance between teachers and students. In their study which focused only the effects of classroom instruction on exerting control or value in students, Becker, Goetz, Morger and Ranelluci (2014) revealed that teachers' and students' emotions are related both in a conscious and unconscious

level. The present investigation is partially in line with Becker et al.'s (2014) finding as the expectations of the student participants are mostly in line with the perceived professional and emotional identities of their teachers. Their definitions of boundaries between teachers and students also match with the virtual boundaries drawn by their teachers.

The particular findings of this study converge on the importance of classroom contexts and teachers' roles for students' learning. This study has shed light on how teachers construct and reconstruct their professional identities based on the requirements of the school culture and students. In so doing, it added up to our knowledge on the dynamic and multi-faceted nature of professional identity. In particular, it showed the rationale of why teachers perform certain kind of caring behavior toward their students. This contributes to our understanding of the intricate and multi-layered structure of emotions in teaching and how discrete emotions influence student-teacher relationships. From students' voices what kind of support is most conducive to their foreign language learning and for their personal growth was also made explicit.

While making generalizations from the present investigation, it is important to note that there are certain limitations to be considered. One limitation is the reliance on only semi-structured interviews as data collection methodology. As Sutton and Wheatley (2003) point out this can inhibit the researchers from seeing all aspects of "multicomponential model of emotions" (p.335). This drawback can be overcome with a more phenomenological approach to interviewing by meeting with teachers more than once and reaching a more in-depth analysis of their perceptions from multiple dimensions. Like every interview study, there is a risk of participants' not being able to open up or articulate their opinions freely. This problem was tried to be addressed during the interviews by the researchers' reassurances or questions for clarifications and elaborations, yet it could have been better handled with a series of interviews with one participant. A more comprehensive understanding could be achieved with the integration of phenomenological interviewing techniques for further studies

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