

3. Wright I. Critical thinking in the schools: why doesn't much happen? *Informal Logic*, 2001. DOI: 10.22329/il.v22i2.2579

MESURING FOREIGN LANGUAGE TEACHERS' EMOTION LABOR

Дацків О.П.

*кандидат педагогічних наук,
доцент кафедри англійської філології та методики навчання англійської мови
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

Since the beginning of the 21st century, there has been a significant increase in research into the emotions of foreign language learners. By advancing knowledge in this area, it is possible to improve not only the job satisfaction and emotional well-being of teachers but also the learning outcomes for students, as the mental state of the teacher can have a significant impact on the quality of their teaching and the emotions of their students.

The term 'emotional labor' was first introduced by sociologist A. Hochschild in 1983. It refers to the practice of managing emotions in the workplace in a way that meets the expectations of others. This involves either suppressing or inducing certain feelings in order to maintain the appropriate emotional state for the situation. A. Hochschild identified two ways in which people manage their emotions when they differ from the expected emotional norms: surface acting, which involves altering one's outward appearance, and deep acting, which involves inducing a genuine feeling. G. Näring, M. Briët, and A. Brouwers have added the third type of emotional labor, the suppression of emotion, to Hochschild's original taxonomy [4].

S. Benesch has revised the concept of emotional labor by retaining some of Hochschild's original ideas while also modifying others. While both A. Hochschild and S. Benesch acknowledge the connection between emotional labor and power imbalances, S. Benesch introduces the idea that unequal power can be resisted.

Qualitative studies involving semi-structured interviews established that teachers perform emotion labor primarily to increase student engagement, demonstrate care for their students, and maintain positive relationships with them. The demands of this emotional labor result in emotional exhaustion and reduced self-efficacy, potentially leading to burnout. Thus, emotional labor demands can lead to negative outcomes for teachers.

S. Benesch investigated language teachers' emotion labor in three areas: dealing with late or absent students, interacting with learners about plagiarism, and responding to student writing. The study found that emotion labor was a common experience for teachers in these situations, suggesting that managing emotions is an essential aspect of language teaching [2]. The primary focus of emotion labor is the overwhelming responsibility placed on teachers to guarantee successful language outcomes for their students, regardless of the

students' individual circumstances or background. This suggests that the emotional burden placed on language teachers may be unrealistic and potentially unsustainable.

S. Benesch's study also investigated institutional policies, focusing on language teacher' responses to the student attendance policy. Her study examined how teachers implemented these rules (or not) and the emotions they experienced when students were late or absent. The results showed that emotion labor was a product of the conflict when there was a discrepancy between the university's policies and teachers' preferred practices. Additionally, emotion labor was also evident in teacher-student interactions, with teachers feeling frustrated when some students arrived late and disrupted the class or uneasy when students were absent without explanation.

Several instruments have been developed to measure emotion labor, namely C. Brotheridge and R. Lee's Emotional Labour Scale [2] and H. Yin, J. Lee, Z. Zhang, and Y. Jin Emotional Labour Strategy Scales [4], the Dutch Questionnaire on Emotional Labor [3]. These instruments will help researchers to collect more data on emotion labor. While emotion labor might lead to negative outcomes, including burnout, there is already evidence of its potential benefits, namely receiving emotional rewards, increasing emotional capital, and developing teacher agency. The type and extent of its impact depends on both personal (teacher's personality, beliefs), and contextual factors.

To conclude, the current research has shed light on important aspects of foreign language teacher' emotion labor, but there is still a need for more studies that provide practical strategies and solutions for managing emotion labor in the long term. By understanding how emotion labor affects teachers' well-being and job satisfaction, and identifying effective coping strategies, future research can help them not only manage but also thrive in their profession.

ЛІТЕРАТУРА

1. Benesch S. Emotions and English Language Teaching. Routledge. 2017. 206 p. URL : <https://doi.org/10.4324/9781315736181>
2. Brotheridge C. M., Lee R. T. Development and validation of the Emotional Labour Scale. *Journal of Occupational and Organizational Psychology*. 2003. Vol.76, Issue 3. P. 365 - 379. URL : <https://doi.org/10.1348/096317903769647229>
3. Näring, G., Briët, M., & Brouwers, A. Beyond demand - control: Emotional labour and symptoms of burnout in teachers. *Work & Stress*. 2006. Vol. 20, Issue 4. P. 303 - 315. URL : <https://doi.org/10.1080/02678370601065182>
4. Yin, H., Lee, J. C. K., Zhang, Z., & Jin, Y. Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and Teacher Education*. 2013. Vol. 35. P. 137-145. URL : <https://doi.org/https://doi.org/10.1016/j.tate.2013.06.006>