

**THE IMPACT OF EMOTIONS ON THE WELL-BEING
OF THE ENGLISH PREPARATORY PROGRAM INSTRUCTORS:
A TURKISH CASE**

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**THE IMPACT OF EMOTIONS ON THE WELL-BEING
OF THE ENGLISH PREPARATORY PROGRAM INSTRUCTORS:
A TURKISH CASE**

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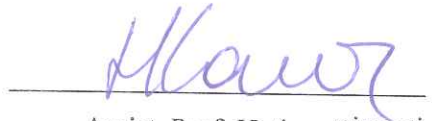
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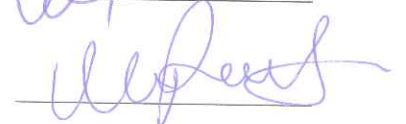
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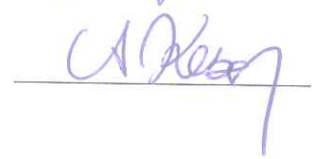
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ABSTRACT

THE IMPACT OF EMOTIONS ON THE WELL-BEING OF THE ENGLISH PREPARATORY PROGRAM INSTRUCTORS: A TURKISH CASE

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The purpose of this research study is to find out the impact of emotions on the well-being of the English Language Preparatory Program instructors working in private (non-profit, foundation) universities in İstanbul, Turkey. Specifically, this study aims to investigate the most common emotions felt by the EFL instructors, find out whether there is a significant difference between their positive and negative emotions, and how the years of experience affect their emotions along with their emotional well-being. Besides, the factors leading to change in their emotions and emotional well-being were also examined to draw implications for the promotion of positive emotions in language preparatory programs. The quantitative data were obtained through a scale administered to 66 EFL instructors while the qualitative data were gathered from teachers' reflections written by 28 participating instructors. The findings of the study showed that participants mostly experience positive emotions. Moreover, years of experience is a significant factor. However, there were also other remarkable factors affecting instructors' emotions and emotional well-being regarding their students, personal life and institutions. Based on the findings, recommendations to foster positive emotions were provided in the study.

Keywords: Emotions, Emotional Well-being, English Language Preparatory Program.

ÖZ

DUYGULARIN İNGİLİZCE HAZIRLIK PROGRAMLARI'NDAKİ İNGİLİZCE ÖĞRETİM ÜYELERİNİN İYİ OLMA DURUMUNA ETKİSİ: TÜRKİYE'DE BİR DURUM

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Bu çalışmanın amacı, İstanbul, Türkiye'deki vakıf (kâr amacı gütmeyen, özel) üniversitelerinin İngilizce Hazırlık Programlarında çalışan İngilizce Öğretim üyelerinin duygularının iyi olma durumlarına etkisini bulmaktır. Spesifik olarak bu çalışma, yabancı dil olarak İngilizce öğreten öğretim üyelerinin en çok hissettikleri duygu durumlarını, pozitif ve negatif duygu durumları arasında bir fark olup olmadığını ve deneyim yılının duygularını ve bununla beraber duygu durumlarını nasıl etkilediğini araştırmayı hedeflemektedir. Bunun yanında, dil hazırlık programlarında pozitif duyguların artırılmasına yönelik çıkarımlar yapabilmek için öğretim üyelerinin duygu ve iyi olma durumlarında değişikliğe yol açan faktörlerde ele alınmıştır. Nicel veriler 66 yabancı dil olarak İngilizce öğreten öğretim üyesine uygulanan bir ölçek aracılığıyla toplanırken, nitel veriler katılan öğretim üyelerinin 28'i tarafından yazılan yansıtıcı metinlerden alınmıştır. Çalışmanın bulguları; katılımcıların çoğunlukla pozitif duygular hissettiğini göstermektedir. Ek olarak, tecrübe yıllarının da önemli bir faktör olduğunu ortaya koymaktadır; ancak öğrencilerin, öğretim üyelerinin özel yaşamlarının ve iş yerlerinin de öğretim üyelerinin duygularını ve iyi olma durumlarının etkileyen önemli faktörler olduğu bulunmuştur. Sonuçlara göre, çalışmanın içinde pozitif duyguların gelişmesine yönelik öneriler sunulmuştur.

Anahtar Kelimeler: Duygular, İyi Olma Durumu, İngilizce Hazırlık Programları

To My Beloved Family and All Supporting Friends

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Chapter 1

Introduction

1.1 Overview

Emotions have been defined as a state of mind with the guidance of strong feelings which are embodied in a character (Koestler, 1967, pp.226). Emotions are very subjective and the degree that they fluctuate differs from person to person. However, they are not stable and might vary over time and across situations as they are highly influenced and shaped by the environment that they occur, in while shaping the personal growth of a person as well.

When the environment is taken into consideration, the most relevant contexts for instructors are their school settings. Therefore, it is almost impossible to think of instructors, their emotions and their contexts separate from each other while studying their emotional responses. In the field of education, instructors' emotions have never been a central issue, and the amount of research conducted is very low, even though emotions are at the centre of teaching, as Hargreaves (1998) mentions. In the past, teaching was also seen as an isolated activity, while today it is considered as collaborative work with new challenges (Liu, 2016).

For each occupational setting, different emotional labour is required. Emotional labour can be explained as the regulation of emotions in organizations (Grandey, 2000). According to Hochschild (1983), it is about adapting your emotions to achieve a goal belonging to an organization whereas Goleman (1998) states that it is the highest form of a person's emotional state. According to Hargreaves (1998), the main emotional labour in the class is love while Chen (2016) mentions love as the least experienced emotion and joy as the most frequent one.

Especially for instructors, regulation of emotions, which can be explained as instructors' finding alternative options to show their feelings (Kılıç, 2015), is crucial. As it is mentioned by Cowie (2003, pp.259), it is important not to get angry, but to make use of the feeling as a form of control tool in the class. When school settings are taken into consideration, it is possible to say that emotion regulation is a great way to deal with issues, since the school settings include colleagues, students, institutional expectations, administration, parents, and society, all of which require a

lot of responsibilities at the same time. For that reason, emotions are not one-sided in a school setting; they are either double or many sided depending on the situation.

When the school environment and instructors' emotions are envisioned, feelings are classified as positive and negative and as occurring for different reasons. According to Sutton and Wheatley's (2003) review, positive emotions, such as love, caring, pleasure, pride, and excitement are the result of seeing the learners' improvement, spending time with the learners, having visits from former students, getting support from either colleagues or parents, or being a beginning instructor and experiencing unpredictable events. On the other hand, negative emotions, such as anger, frustration, shame, sadness, guilt, and anxiety are the result of students' misbehaviours, disobedience, interacting with unhelpful colleagues and irresponsible parents, being stressed and tired, or being a beginning instructor and feeling unsure about how well you are doing in achieving goals. It is also stated by Hargreaves (2005) that emotions are related to educational change and the years of experience in the field.

Based on these overviews, it is possible to infer that young instructors are optimistic and willing in their work and social environment in spite of their low self-confidence. Nevertheless, more experienced instructors with more relaxed sense of confidence tend to lose their enthusiasm and as life becomes more repetitive. For that reason, it can be concluded that all these factors might have an impact on teacher's emotions.

1.2 Theoretical Framework

Conducting research on emotions was very rare almost twenty years ago. As mentioned by Denzin (2009), even a couple of years ago, it was not easy to find many studies on emotions in teaching. The reason for this lack of research on emotions in the field of education is explained by biases against emotions in Western culture and how the complexity of emotions and the word 'emotional' were perceived as negative and old-fashioned concepts (Fried, Mansfield & Dobozy, 2015). However, as Denzin (2009) indicates, emotions are like live-performances in which the artist and the audience affect each other. There are also live performances in education, but they differ from other live performances as they take place in classrooms, or corridors. For that reason, instructors are in an interaction with

colleagues, students, and the context and it is highly important to investigate instructors' emotions and the factors affecting them.

Throughout history, emotions have been studied in many different fields and with many different perspectives, by researchers, philosophers, sociologists, psychologists, and anthropologists. In early Western culture, Socrates was one of the first well-known thinkers who discussed emotions and their causes and, since their causes were perceived as negative, emotions were related to inferior and primitive feelings, which slowed down the occurrence of current views and studies on emotions (Schutz & DeCuir, 2002)

In addition to the philosophical approach to emotions, sociological and psychological approaches were also given importance. Sociologists investigated how emotions were acted out and perceived by family and community members or in a social and work environment. While sociological approach investigates emotions in terms of environment, the psychological approach explains them around the framework of the individual and its interaction with community members.

Besides social-psychological approaches, other approaches include the social interactionist, and the social constructionist approach. The social interactionist approach of Denzin (1984) focuses on interactions and the ability to develop empathy among people. The social constructionist approach of Hargreaves focuses on how these interactions affect people's understanding and perception of their emotional experiences. Cognitive and appraisal emotion theories deal with the perception of emotions and their relation to the individual's aims and well-being (Van Veen & Slegers, 2006). Emotional experiences are considered quite personal and each person might have different expectations and might feel different emotions from similar situations. According to Hargreaves (2005), emotional understandings and misunderstandings arise from the difference in the expectations of instructors depending on their age, gender, experiences and generations. These understandings and misunderstandings are not only towards students, but also towards colleagues, and instructors are affected by the similarity in identities or the lack of closeness in their relationship. Therefore, instructors' emotional well-being is directly related to the improvement in their performance of emotional understanding (Hargreaves, 2000).

Zemblylas (2007) summarizes the theoretical approaches with three perspectives; the psychodynamic, social constructionist, and interactionist

perspectives. The psychodynamic approach is related to the internal feelings of an individual, and it does not give much importance to its effect on other people. Teaching and learning are viewed as individual experiences and emotions. In the social constructionist approach, emotions are not related to an individual's psychology, but to their relationships with other people and the culture that the individuals were raised in and many researchers were influenced by this approach. As an addition to these two perspectives, a third perspective, the interactional and performative perspective, has also gained importance in the last couple of years and it includes both psychodynamic and social constructionist approaches and advocates that human bodies and socialization processes are also reasons for emotions to occur, and the way individuals involve their body is also in charge of forming emotions.

1.3 Statement of the Problem

The issue of emotions has been a subject for inquiry in many different fields; however, the role of emotions in education has been either ignored or investigated with the exclusion of many essential terms. The American Educational Research Association's annual meeting in San Diego in 1998 represents the beginning of the study of instructors' feelings and motivation and educational psychology (Schutz & Lanehart, 2002). Before then, the issue of emotions was mainly investigated from the perspective of students' feelings at school (Acheson, Taylor, & Luna, 2016).

Since instructors are always in an interaction with learners, it would not be possible to examine them and their behaviours without taking emotions and the variables that affect their emotions into consideration. In addition to environmental issues and facilities in the work place, the student profile (mostly affected by the success rate of the learners in the nationwide university entrance exam), and cultural differences are also essential factors that need to be taken into account in universities. It is also mentioned in Sutton & Wheatley (2003) that when the instructors and the students have different perceptions over different occasions in class, they tend to feel different emotions which ends up affecting instructors' interaction with students.

The school and the classroom environments are the main contexts where the most different feelings are experienced by the instructors (Cross & Hong, 2012). In the majority of universities in Turkey, English language education is provided by the

preparatory programs of the universities; however, even though the programs and the curriculums may show similarities to each other, there can be many differences in the number of facilities and the environment in which learning and teaching takes place. Considering those emotional experiences, it is possible to say that emotions mainly have a high potential to manipulate instructors' teaching and students' learning at the same time (Schutz & DeCuir, 2002).

To wrap up, instructors' emotions in university context are associated with both individual and environmental factors and majority of studies in education field did not put a lot of emphasis on the importance of instructors' emotions and the factors affecting their emotional labour.

1.4 Purpose of the Study

The overall purpose of the study is to investigate the emotional well-being of English as a Foreign Language (EFL) instructors working in language preparatory programs, find out what variables might have an impact on the fluctuation of their emotional well-being, whether years of experience has any effect on their emotions, and lastly, gather reflections about their emotional labour.

1.5 Research Questions

The following research questions were addressed in this study:

1. What are the most common emotions felt by the EFL instructors working in English Language Preparatory Programs (ELPPs)?
2. Is there any significant difference between the positive and negative emotions of the ELPP instructors?
3. How do the years of experience of ELPP instructors affect their emotions?
4. What are the major factors leading to changes in the emotions and emotional well-being of the participants?
5. What suggestions can be provided to foster positive emotions and help ELPP instructors to abstain from negative emotions in language preparatory programs?

1.6 Significance of the Study

The issue of emotions has been a puzzling circumstance for ages (Chen, 2016). In the field of education, instructors' perception of work and how they feel is a substantial part of their professional identity, and this concerns both negative and positive feelings which can have long-lasting effects and have strong importance (Van Veen & Slegers, 2006).

The context where teaching takes place is an essential factor to consider, and this may lead instructors to have different emotions because of the variety in their student profiles, the expectations from the students and the appraisal of the events that happened in the classroom, because appraisals differ from one context to another (Sutton & Wheatley, 2003).

In Turkey, the number of studies focusing on English Language Preparatory Program (ELPP) instructors' emotions and emotional well-being is not significant and needs to be broadened since little is known about instructors' emotional well-being. Therefore, this study will contribute to the field and the literature by investigating ELPP instructors' emotions in private institutions. This study also gives clear implications and points the way for further studies of ELPP instructors' emotions and factors affecting their emotional well-being.

1.7 Definitions

ELPP: English Language Preparatory Program

EFL: English as a Foreign Language (Mayo, 2003)

TEI: Teacher Emotion Inventory (Chen, 2016)

Chapter 2

Literature Review

2.1 Introduction

This chapter examines emotions in the field of education. Firstly, the definitions of emotions, and of emotional well-being of instructors in relation to their emotional competence, emotional intelligence, emotional literacy, emotional labour, and emotion regulation are given. Secondly, the emotional and personal well-being of instructors is explained around the concept of life-satisfaction. Thirdly, emotion types and the factors affecting emotions are discussed. Next, higher education in Turkey is investigated. Then the relationship between students and instructors and previous research on emotions are reviewed. Finally, previous research on instructors' emotions conducted in Turkey is examined.

2.2 Emotions

Emotions are positive or negative responses triggered by biological or psychological stimuli and they may result in some somatic changes in blood pressure, the rate of heart beat, bodily flush and sweat (Winograd, 2003, pp.1643). Since they do not only have somatic effects, but also psycho-somatic effects on people, they are significantly influencing factors in instructors' relationships with pupils in their classroom (Gkonou & Mercer, 2017, pp. 42). For that reason, emotions can be explained around the circle of emotional competence, intelligence, literacy, labour and emotion regulation and dysregulation. Although the concepts are investigated under different subheadings, they are all integrated with each other to a great extent. The following section of this study describes these concepts in detail.

2.2.1 Emotional competence. According to Goleman (1995, pp.34), emotional competence is about a person's ability to show and control his emotions, empathize with others' emotions, motivate himself and exercise social skills. These are five basic concepts that are needed not only to be a successful business person, but also a personally developed individual. Competence is also a necessary skill to be able to deal with the difficulties efficiently (Spilt, Koomen & Thijs, 2011). An

individual's emotional competence is related to how efficient he is in understanding and using emotion related terms and evaluating facial expressions and occasions since emotions are transferred through situational, vocal, behavioural and facial modes (Garner 2010). For instructors, emotional competence and understanding are developed over time and if instructors are in the middle of their teaching career, it is more likely for them to feel competent and able to deal with changes and be more tolerant towards students (Hargreaves, 2005). Also, instructors' emotional well-being is related to their emotional competence and if instructors are emotionally competent, they are more likely to manage their emotions, have high self-awareness, understand others' feelings, and use positive emotions to motivate learners as well as taking responsibility of their decisions and considering their occupation more enjoyable (Jennings & Greenberg, 2009).

2.2.2 Emotional intelligence. Emotional intelligence is almost a subtitle of emotional competence and is related to the separation of feelings from each other and to understanding other people's feelings with appropriate labels (Goleman, 1995). Emotions and intelligence are also closely related terms, since emotions are considered as effective factors in thinking intelligently (Sucaromana, 2012). Boler (1999) expresses emotional intelligence differently to Goleman (1995) and he mentions that emotional intelligence is not a technical concept, but a skill that can be improved and shaped (Hargreaves, 2000).

Goleman (1998) describes emotional intelligence with five different components; self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness is related to having a critical perspective towards yourself to become a better version of yourself by checking on your weaknesses and strengths with the help of your emotions. Self-regulation is the ability to control your emotions, contributing to your goal achievement. Motivation includes being hopeful, optimistic and having a strong urge to accomplish something. Empathy is putting yourself in some other people's shoes, and social skills are the interactions and interpersonal relationships with others (Gkonou & Mercer, 2017, pp. 5). In language classrooms, empathy is the most important element to be considered as a part of effective communication and learning (Sucaromana, 2012).

Even though the relation between emotional intelligence and emotional labour has not been investigated in detail (Yin, 2015), it is known that emotional

intelligence is a broader concept than emotional labour, since the latter is mainly focused on the regulation of emotions in a work environment. It is also predicted that emotional intelligence is highly related to emotional labour. In a study conducted with primary special education instructors by Platsidou (2010) in Greece, if the instructors' emotional intelligence is high, they are less likely to feel exhaustion or burnout, so they have better job satisfaction. In accordance with this idea, if a person's attitude and approach is positive towards a situation, he tends to cope with the situation better than others. In the same study, it was also found that female instructors display significantly better results at managing the emotions of others than male instructors.

The relationship between emotional intelligence and instructors' self-efficacy is another subject discussed in the field by some researchers, since self-efficacy is a significant element developing instructors' behaviours and attitudes professionally (Nikoopour, Farsani, Tajbakhsh, & Kiyae, 2012). For that reason, a study was conducted in Turkey by Koçoğlu (2011) and 90 pre-service instructors studying in foreign language instructor education program were chosen as participants to measure the relationship between their self-efficacy and emotional intelligence. It was found that instructors with higher self-efficacy beliefs and emotional intelligence tend to use more productive strategies in their classrooms to engage their learners. Also, instructors were found to be performing better at stress tolerance and assertiveness rather than independence and self-regard considering their emotional intelligence.

Another study of emotional intelligence and instructors' self-efficacy in terms of years of experience, age, gender was carried out with 336 Iranian instructors in English language programs by Nikoopour, Farsani, Tajbakhsh, and Kiyae (2012). The study revealed that years of experience is positively correlated with the two concepts, but age and gender have no specific effect on them. Besides this study in Iran, Tabatabaei & Farazmehr (2015) also investigated the relationship between emotional intelligence and instructors' job satisfaction of 100 instructors from language institutions in terms of years of experience, age, and gender. Higher emotional intelligence was correlated with job satisfaction and years of experience and age did not show any positive correlation with the two concepts; however, gender was a predictor in job satisfaction and male instructors were found to be more satisfied with their jobs.

In addition to the relationships among self-efficacy, job satisfaction, and gender, another study conducted by Vaezi and Fallah (2012) in Tehran was about the relationship between emotional intelligence and instructor stress with sense of humour. In the study, the researchers used 3 different types of inventories, such as Teacher Stress Inventory, Sense of Humour Scale, and Emotional Intelligence Scale. There were 108 EFL instructors as participants. It was found that stress level of instructors was negatively correlated with their sense of humour and emotional intelligence and their years of experience, gender and age did not have any significant impact. Therefore, it can be concluded that if instructors have a good sense of humour, they are better at coping with stress and they have higher emotional intelligence.

It is believed that emotionally intelligent people are better at regulating their approaches and emotions while achieving their goals (Irvin, 2012). For that reason, emotional intelligence is a vital concept and has a great advantage in language teaching and learning in terms of creating a better environment for students to foster their learning, since learners and instructors in the classroom develop a relationship and the views of an instructor can shape how students behave in the classroom to a large extent. Hence, it is important for instructors to use their emotions and emotional intelligence not only to facilitate teaching, but also to encourage their learners to develop their emotional intelligence as well. As stated by Sucaromana (2012), the more developed emotional intelligence an instructor has, the better his students will develop their emotional intelligence ability and achieve learning.

Developed emotional intelligence is also related to characteristics of effective English language instructors. In a study conducted in Iran, 95 instructors and 1704 learners were participants and the study aimed to measure the relationships between the Emotional Quotient Inventory, instructor effectiveness and the competencies of emotional intelligence. It was found that interpersonal competency has a positive correlation. For that reason, it can be concluded that instructors will be more fruitful during their teaching and they will have better communication with their learners if they are more interpersonally intelligent (Khodadady, 2012).

In total, the improvement of emotional intelligence is beneficial for both instructors and learners. Instructors and learners are not only surrounded by knowledge, skills, and the curriculum, but also their emotions. Different factors, such as years of experience, gender, age, job satisfaction and sense of humour can be

predictors of emotional intelligence. Therefore, emotional intelligence is considered as a crucial factor in the field of education.

2.2.3 Emotional literacy. As emotional intelligence is derived from emotional competence, emotional literacy is derived from emotional intelligence and it has five different components which are necessary for successful application of literacy in the classroom. The five components are; recognizing, understanding, labelling, expressing and regulating emotion. Emotional literacy is also an instrument for instructors to foster themselves professionally and have better communication with their colleagues and learners (Hargreaves, Lieberman, Fullan, & Hopkins, 2010, pp. 1021) while enhancing intrapersonal and interpersonal processes in school environment (Lee & Yin, 2010). It can be also defined as a substitute term for emotional intelligence in education and it is important for instructors to be aware of the importance of it in order to solve problems easily in the classroom (Spendlove, 2009, pp. 4). In one of his studies with students, Wynne (2016) mentions that another reason for developed emotional literacy is for impressive use of workplace rhetoric, since how you convey the message to your students has a huge impact on shaping students and their reactions.

Sharp (2000), as an educational psychologist, led a programme with the aim of promoting emotional literacy among instructors, administrative staff, advisors, and governors. At the end of the programme, it was found that the more emotional literacy of instructors improves, the better education standards will emerge. Therefore, when instructors feel good, students will learn well.

In an intervention program which examined social, emotional and language literacy among instructors and students in Pennsylvania, it was found that developing professional identity in teaching is a part of emotional literacy. Also, instructors, whose professional identity was developed mentioned feeling more overwhelmed by their jobs, while their coaches found them more efficient at their work (Domitrovich, Gest, Gill, Jones, & DeRouise, 2009).

In a school environment, the emotional literacy of instructors can also be affected by the tools, materials and new technological equipment that they need to use in. For that reason, Harper (2012) carried out research to investigate instructors' adaptation to new tools and their relation to instructors' feelings. In the study, frustration and reluctance were the strongest negative feelings, whereas confidence

and fun were experienced as positive feelings. It was found that instructors affected by the school environment and the support of colleagues may differ in their emotions towards new tools.

To conclude, an emotionally literate instructor is someone who is capable of perceiving his or others' feelings, develops empathy, listen to the problems of the students, and tries to create a healthy environment for his learners by building a strong bond (Perry, Lennie, & Humprey, 2008). For that reason, it is important for teacher trainers and teacher education programs to give more importance to the emotional literacy of instructors. That would help to create better education opportunities and environments not only for instructors, but also for students.

2.2.4 Emotional labour. As Hargreaves (2000, pp.814) mentions, many jobs where there is constant interaction with others require certain types of emotions and these emotions might be performed or masked in many situations. Masking or performing emotions while interacting with others is especially valid for instructors who can be both in need of hiding their frustration caused by a colleague or a student and need to stay calm and positive when faced with student misbehaviour. It has been found that instructors control their emotions for the benefit of students. Even though controlling emotions is beneficial for the learners, researchers think that expressing emotions differently to how they actually feel can cause instructors to be in emotional exhaustion and burnout (Fried, Mansfield & Dobozy, 2015).

Emotional labour is discussed from two perspectives by Brotheridge and Grandey (2002) and these perspectives are job-focused emotional labour and employee-focused emotional labour. While job-focused emotional labour is centred on interactions with other people, and the emotional demands of a job, employee-focused emotional labour is related to the employee himself and his ability to control his emotions to accomplish his work requirements. Job-focused emotional labour is explained around the idea of how hiding negative emotions causes burnout among workers. For example, the necessity of faking a smile for a worker while interacting with customers and its relation to stress outcomes are given.

To handle the negative effects of job and employee-related emotions, workers need to use either surface acting strategies, which means hiding real emotions and displaying fake emotions, or deep acting strategies of altering their true emotions in accordance with required emotional expectations with the help of cognitive

techniques. It is argued that if an instructor's emotional intelligence is high, he tends to use deep acting while providing emotional harmony (Yin, 2015). However, in the same study, it is also mentioned that there is a need for the display of naturally felt emotion (genuine acting) as a third strategy, since instructors also need to be sincere with their emotions so as to create a better atmosphere in the classroom.

Some scientists believe that deep acting and surface acting strategies are directly linked to different types of emotions and emotion regulation. Lee et al. (2016) found that deep acting and reappraisal strategies are in a positive correlation with the feeling of enjoyment, whereas surface acting strategies are related to feelings, such as anger, anxiety, and frustration. In addition, in their study to find the connection between emotional labour and burnout among 410 school teachers, Yilmaz, Altinkurt, Guner, and Sen (2015) mentioned that surface acting is the least preferred strategy, followed by genuine acting, and they are main reasons for instructors to experience burnout and emotional exhaustion.

In a study conducted in U.S. with 22 different schools and 468 K-12 teachers, emotional labour was investigated around the constructs of emotional display rules, deep acting, and surface acting (Brown, Horner, Kerr, Scanlon, 2014). In the study, the Emotional Labour of Teaching scale was used, and it revealed that instructors consider deep acting as "becoming a role and surface acting as "playing a role" (pp. 212). The reason for using deep acting strategies was to handle disruptive behaviour of students more positively and surface acting was used to keep a healthy relationship with the learners in order to facilitate learning. Also, it is mostly mentioned by the instructors that they prefer deep acting more than surface acting.

Zhang & Zhu (2008) related emotional labour to instructor burnout and satisfaction and carried out research with Chinese college instructors to investigate instructors' emotional labour strategies and the emotions they led them. The study claimed that instructors tend to use deep acting strategies more than surface acting strategies. For that reason, they were found to experience more satisfaction and less burn out, and considering the results of the research it is suggested that instructors need to adjust their strategies accordingly to obtain positive results and emotions.

Acheson, Taylor and Luna (2016) also conducted a study in a high school in the U.S with 5 FL instructors looking at their emotional labour inside and outside of the classroom. In order to collect data, researchers interviewed each participant individually and used a semi-structured format for the follow-up questions. At the

end of the study, it was found that instructors use deep acting strategies in order to motivate their learners and create a positive atmosphere in the classroom. However, surface acting is mainly preferred to establish a good rapport with students and handle conflicts.

Another study by Akın, Aydın, Erdoğan, and Demirkasımoğlu (2014) was conducted with 10.028 Turkish primary school instructors both in state and private schools with the aim of investigating the strategies they use as well as find out whether there are any differences regarding their gender and the type of schools. In terms of types of emotional labour, it was found that instructors prefer to use genuine acting strategies at its core and then they prefer to use deep acting and surface acting respectively. However, private school instructors display deep acting and genuine acting more than public school teachers and the reason for that is mentioned as administrative and governmental issues. In addition, there was no significant difference found regarding the gender of instructors, since the most participants were female.

Instructors' emotional labour and the strategies they use are also related to their instructor efficacy. In a study conducted in Hong Kong with 1115 primary school teachers, researchers revealed that deep and genuine acting strategies have a positive impact on instructor efficacy in terms of classroom management and student engagement (Yin, Huang, & Lee, 2017).

To sum up, it can be concluded that surface acting is the dissimulation of emotions whereas deep acting is a deliberate alteration of felt emotions (Brown, Horner, Kerr, & Scanlon, 2014). In many studies, it is seen that instructors tend to use certain emotional labour strategies for many different reasons. Therefore, emotional labour is a concept that cannot be ignored in teaching.

2.2.5 Emotion regulation. Emotion regulation is also related to the ability to manage both positive and negative emotional expressions; however, it is known that regulation of negative emotions is the greatest challenge as regulation involves different processes; physiological, motivational, neurologic and behavioural. While regulation is related to both these processes and to instructor well-being (Fried, Mansfield, & Dobozy, 2015), dysregulation of emotions is mostly related to job stress and burnout issues among instructors (Garner, 2010). Also, all emotional labour strategies mentioned above are necessary for emotion regulation (Yin, 2015).

In research conducted with 22 English instructors in Iran, it was found that regulation of positive emotions is correlated with the maintenance of authority over students, demonstration of an objective instructor personality, and fostering instructor fruitfulness, whereas the regulation of negative emotions is related to the aim of protecting both instructors and students' mental health, boosting instructor-learner relationships, and strengthening the image of instructors as advisers for ethics and moral issues (Chahkandi, Eslami Rasekh & Tavakoli, 2016). In the same study, it is also mentioned that emotion regulation is a concept that many researchers neglected the inclusion of cultures while investigating. Although the relationship between culture and emotion display has not been investigated in detail, a study conducted recently by Hagenauer, Zikuda, and Volet (2016) has tried to fill in this gap in the literature and revealed that norms and social interaction in cultural-educational contexts provide significant differences in the demonstration of positive and negative feelings. The study was carried on with the participation of Australian and German university instructors and put forward that both group of instructors believe in the importance of positive emotion display and the necessity of negative emotion management. However, Australian teacher trainers reported demonstrating more positive emotions, while German teacher trainers reported a higher number of demonstrations of open anger.

In another study conducted by Hagenauer and Volet (2015), 6 university instructors from Australian public universities were participants and at the end of the study, it was agreed by the instructors that demonstration of positive emotions is essential while it is absolutely necessary for instructors to hide negative emotions as much as they can. However, it was also mentioned in the study that although it is easy to control emotions, it is not always easy to hide facial expressions and control of emotion display is a skill that is developed throughout years and should be in the curriculum of undergraduate teacher education programs in universities for better regulation.

Regulation of negative emotions is not only about the expression of those emotions, but also about managing the type of emotions and altering them if possible; however, in a study conducted with nine faculty members in the U.S., this was found to be very challenging, since emotions affect the way instructors think at the same time (Gates, 2000). The aim of the study was to find out how instructors managed their emotions and what the effect on students' learning was, and it was

concluded that emotions do not affect the way students learn, but it has an impact on how students develop their opinions over a typical content or a skill.

Emotions are important in every occupation, but they have a different importance in school settings, and education. Moreover, in school settings each type of emotion has a different effect and meaning depending on age, background, gender, experience, type of the school, and the programs that instructors and students are involved in. In a study conducted by Akbari, Samar, Kiany and Tahernia (2017), 18 instructors were interviewed in Iran and it was pointed out that instructors had different emotion regulation strategies depending on different demographical criteria. For example, some instructors may find themselves more comfortable with only one type of gender or may try to overcome unwillingness of the classroom by using different teaching activities. In addition, in the moments they do not feel proficient enough, they tend to ignore others and keep their distance or stay silent as an emotion regulation technique.

In brief, as Hargreaves (2000) mentions, the capacity of using emotions appropriately depends on the expectations of the profession and the organization that contributes to the emotional expressions. For instructors, there are many variables shaping their instructional strategies and attitudes in classroom settings (Akbari, Samar, Kiany. & Tahernia, 2017). In addition, it is a well-known fact that higher emotional intelligence means higher regulation of emotions, which provides maximized benefit of positive feelings (Szczygiel, Mikolajczak, 2017). Therefore, in the field of education, regulation of emotions requires a great deal of consideration.

2.3 Emotional and personal well-being and life satisfaction of instructors

When instructors' emotions and well-being are taken into account, their job demands and resources were considered as a priority in the research field. However, their personal well-being also needs to have attention drawn to it (Berjeme-Toro, Prieto-Ursúa & Hernández, 2016). It is mentioned by Wills (2009) that there are many factors to be considered as effective in life satisfaction and personal well-being of instructors, according to the Personal Well-being Index that was developed by Cummins et al. (2003) and Satisfaction with Life as a Whole measure which was initially developed by Diener (1984).

In a study by Wills (2009), it was claimed that personal well-being is shaped by the differences in people's working environment and subjective well-being is related to what feelings and thoughts a person has about his life. Also, in his study he found out that personal well-being of instructors has a direct relationship with the size of their income, having a job and age. However, no significant difference was found considering gender differences.

Another study concerning well-being of instructors was conducted with 413 teachers from 47 different schools in Spain by Berjeme-Toro, Prieto-Ursúa, and Hernández (2016) and it aimed to find out what personal resources shape instructors' well-being. At the end of the study, it was found that burn out and work engagement were other important factors that affect instructor well-being, in addition to self-efficacy and personal coping resources.

As self-efficacy is believed to be one of the most important criteria for instructors' psychological well-being, another study was conducted by Zee and Koomen (2016) and a positive link between instructors' psychological well-being and student's academic adaptation, and classroom quality were discovered. Also, as a result of 40 years research, this study shed light on the negative relationship between self-efficacy and burn out as well.

In short, promoting positive coping strategies and self-efficacy in order to boost instructors' well-being and achieve educational goals is necessary (Berjeme-Toro, Prieto-Ursúa & Hernández, 2016). It is essential to consider that the well-being of instructors is associated with such factors as income, age, burn out, engagement, self-efficacy, work environment and personal coping strategies.

2.4 Emotion types and factors affecting emotions in teaching

Emotions are defined as powerful results of thoughts, behaviours, or social environment (Turner, 2009, pp.341). As well as being powerful results, they are considered as gripping circumstances in classroom environment (Frenzel, 2014). However, most studies of emotions were conducted either as related to students or in a general education context rather than EFL context (Cowie, 2011). Therefore, there is a gap to be filled by investigating emotions of instructors in an EFL context. According to Zinck and Newen (2008), emotion types as anger, fear, sadness, and joy (happiness) are the basic and most common ones felt by instructors and in

teaching, different emotion types occur due to the differences in experienced incidents and settings.

While it is necessary to discuss instructors' emotions in primary and secondary school settings, it is also essential to pay attention to their emotions in university settings, which is limited in the literature (Postareff & Lindblom-Ylänne, 2011), though it is possible to find some differences between the emotions of university instructors and the emotions of primary or secondary school instructors. Firstly, in universities, the setting is shaped by adult learners and there are differences in the roles of instructors, students and even in the type of activities used in the lessons. Most importantly, each act that students display may be perceived significantly differently by the instructors and, as Hagenauer and Volet (2014) also mention, while active disruptive behaviour is perceived as negative classroom feeling in primary settings, it is perceived as positive classroom feeling in university setting.

According to Ramezenzadeh, Adel, and Zarenian (2016), the emotional lives of instructors are also affected by the authenticity in teaching. Authenticity is defined by different themes, such as "being one's own self, horizon of significance, contestation resulted from the sense of responsibility, authentic relations, and de-constructive thinking which confirmed the dialogical nature of authenticity." (pp. 807). As a consequence of their study, which was carried out among twenty experienced university instructors with temporary positions, due to the participants' facial expressions, tone of voice, and eye contact, they found a relationship between authenticity and the emotions of anger, love and caring. Specifically, anger was related to low salary and the policies affecting the quality of teaching and injustice whereas love and caring were related to their interaction with their students and justice. On the other hand, in the study conducted by Hagenauer and Volet (2014), anger has been found as a frequently mentioned emotion among instructors and the reason for this is that the study took place among university instructors working with adult learners - and frustration and annoyance were only mentioned when the expectations from students were not fulfilled.

Since feelings are changeable, it is not possible to expect instructors to be stable with their feelings all the time. Winograd (2003, pp. 1641) mentions that during a whole academic year, an instructor can feel many emotions, such as joy, anger, embarrassment, shame, guilt, anxiety, sadness, depression, satisfaction by

turns. However, Frenzel (2014) mentions that the most discussed emotion in education literature is instructor burnout caused by depression, exhaustion, or anxiety, whereas the article also gives a broader explanation of other types of feelings both positive and negative. For instance, in a study conducted by (Hagenauer & Volet, 2014), instructors expressed their positive emotions and the feeling of pleasure when their students showed motivation, engaged in the activities and completed their assignments and the positive emotions, such as hope, relief, happiness came out when a difficult situation was handled successfully. Hagenauer and Volet (2014) also discussed negative emotions. Lack of engagement, unwillingness from students, being asked too many questions, or a student's trying to be too dominant over other students are some of the elements that cause negative emotional responses. In addition, students going beyond the boundaries of the relationship with the instructor and treating the instructor like a friend or sending friendship requests on social media are reasons for negative emotions, too.

Additionally, emotions are changeable because they are affected by many variables such as class environment and teaching goal-orientation of instructors. For example, it has been found that specific emotions result from different types of teaching methodologies (Wang, Hall, Goetz, & Frenzel, 2016). Close to teaching methodologies, Trigwell (2012) shed light on the approaches in teaching that have an influence on instructors' emotions in higher education and he investigated the connection between emotions and approaches with the help of Approach to Teaching Inventory-Revised and Emotions in Teaching Inventory with a sample of 175 higher education instructors in Australia. The findings revealed that positive emotions were connected to instructors' student-focused approach rather than instructor-focused approach. While pride and motivation came out as positive emotions, anxiety and embarrassment were the main negative emotions that were aroused.

In addition, a study conducted by Lee and Yin (2011) in China revealed that instructor emotions are also influenced by the new books used in classes and the changes in college entrance exams. These changes may also cause instructors to have some complex emotions, such as being excited and threatened or feeling curious and nervous at the same time.

To conclude, instructors' feelings are shaped by different reasons related to the setting, learners, curriculum, teaching methodologies, or even personality. In addition, in some research, it is claimed that instructors' emotions are related to their

achievement of classroom goals, for that reason, they have implications for the quality of education and student learning on a large scale (Frenzel, Goetz, Stephens, & Jacob, 2009). However, to understand the meaning and the effect of emotions in detail, it is important to explore both positive and negative emotions. In addition, each emotion has a different pattern and their roles differ to a great degree (Zinck & Newen, 2008). Although, there are many types of emotions in human nature, in the present study, only five different types of emotions will be investigated. Specifically, the positive emotions of joy and love and the negative emotions of sadness, anger and fear will be explored. These five emotions were selected according to their frequencies felt by the instructors (Chen, 2016).

2.4.1 Positive emotions. Positive emotions are related to subjective well-being and are directly linked to happiness and can be felt when people are satisfied with their lives, work or when experiencing pleasure (Diener, 2000). Experienced positive emotions do not only affect the person individually, but also are transferred to other people around and are likely to spread (Kessler, 2011, pp.13). It is also known that positive emotions have a direct impact on developing a person's social or intellectual skills in addition to creativity and productivity (Fredrickson, 1998; Fredrickson & Losada, 2005). As it is mentioned above, positive emotions have many benefits and there are many different types of positive emotions. However, the study only includes joy and love as two different positive emotions, so there will be short explanations of joy and love below.

2.4.1.1 Joy. Fredrickson and Joiner (2002) define joy as a desire to be active and play, and "play" means building social and intellectual skills in addition to exploring and inventing (Fredrickson, 1998). Joy and well-being are the symbols of enjoyment and highly related to happiness, and happiness is one of the most positive emotions felt by human-beings (Frenzel, 2014). Joy is considered to be occurring in an independent manner and is not always related to a cognitive content (Zinck & Newen, 2008). However, it is suggested that the feeling of joy leads to creativity and facilitates success (Frederickson, 2001). Moreover, it is pointed out by Frenzel, Goetz, Stephens, and Jacob (2009) that the expression of joy will increase the amount of enthusiasm of instructors and it will be transferred to their teaching methods. On the other hand, although it is claimed as a very positive feeling, in a

study conducted by Chahkandi, Eslami Rasekh, and Tavakoli (2016), it was mentioned by some instructors that excessive expression of joy and affection can be a threat to their power, so it is necessary for instructors to consider how much they express their joy.

2.4.1.2 Love. Shaver, Morgan and Wu (1996) put forward that love is not listed among basic emotions in many studies and most researchers defend that love is not a basic emotion, because it has different types and includes many other emotions, such as joy, anxiety and jealousy in it. However, the article “Is love a ‘basic’ emotion?” Shaver, Morgan, and Wu (1996) also defends that love must be counted as one of the basic feelings, since it requires a link between two people and facilitates communication and produces relaxation (Fredrickson, 1998).

2.4.2 Negative emotions. There are many different types of negative emotions, but the basics, such as fear, anger, and disgust, are defined respectively as a strong desire to avoid, to assault or cause damage, and to keep away (Fredrickson, 2001). In an education context, the reasons for negative emotions are expressed as working in a university and having higher workloads due to the limited interactions among colleagues and the issue of loneliness (Hagenauer and Volet, 2014). It is known that the negative emotions of instructors have implications on slowing down the production of new ideas and opportunities for the learners (Frenzel, Goetz, Stephens, & Jacob, 2009). As it is mentioned above, negative and unpleasant emotions have many different reasons and drawbacks. For that reason, in terms of negative emotions, since this study only includes anger, sadness, and fear, there will be short explanations of anger, sadness, and fear below.

2.4.2.1 Anger. McPherson, Kearney, and Plax (2003) point out that anger is a strong and negative emotion that may be found in interpersonal relations, and that it has four different types depending on the level of aggression. The types of aggression are classified as distributive-aggression, integrative-aggression, passive-aggression, and non-assertive-denial. Distributive aggression hosts little courtesy and more hatred while integrative-aggression does not blame the person, but expresses the opinions directly. Passive-aggression includes cold looks and silent treatment while the message is ambiguous and non-assertive-denial is linked to

hiding emotions and the denial of anger. Moreover, the same research also claims that although anger is a type of emotion occurring naturally among individuals and instructors, it is the most possible one for the students to perceive inappropriately and only integrative-assertive type of anger may be perceived more positively by the students.

2.4.2.2 Sadness. Sadness is a type of disappointment caused by the failure to meet the expectations or take control of a situation. This causes the person not being able to enhance the situation in a positive way and thus, suffer (Zinck & Newen, 2008). In some studies, it is mentioned that instructors' sadness can be caused by poverty of the school or the environment in addition to the arguments and differences of opinions among colleagues (Shapiro, 2010).

2.4.2.3 Fear. Zinck and Newen (2008) describe fear as an unintended expression of a worrying situation. In the field of education, fear is also defined by lack of time to be more creative and improvise, in addition to the lack of experience (Whitcomb, 2013). When instructors think of unexpected questions coming from the students and feel themselves less qualified to teach, they may also express their feeling of fear (Carr, 1999, pp. 164). In addition, pre-service instructors also mention their fear of classroom management, negative attitudes from the students, and the relationships among the colleagues (Hong & Greene, 2011). However, it is sometimes possible for instructors to use the term fear and anxiety in the same context with no distinction and that is why it can be difficult for researchers to reach clear conclusions (Chahkandi, Eslami Rasekh, & Tavakoli, 2016).

2.5 Higher Education in Turkey

In Turkey, higher education is provided by three different types of institutions; foundation vocational training schools, state universities and private universities. Whereas state universities are financially supported by the government, private universities are non-profit foundations (Erdogan, Biyikli, Demirkol, & Ersoy, 2016). According to the Council of Higher Education (CoHE) (YÖK) in Turkey and the Number of Academic Units by Types (Higher Education Council, 2016- 2017), there are 183 universities established in Turkey and 6 of them are foundation

vocational training schools, 112 of them are state universities and 65 of them are private universities. The majority of them are in İstanbul, where there are 58 universities in total and among those universities 4 of them are foundation vocational training schools, 12 of them are state universities, and 42 of them are private universities. The number of language instructors totals 9799 and 8 out of 12 state universities, 36 out of 42 private universities and all foundation vocational training schools have English Language Preparatory programs for their learners. However, the statistics for the number of English Language Preparatory Programs and the number of instructors are not provided on the Higher Education Council's website.

In Turkey, due to increasing demand for university places, students have been required to enter a university entrance exam provided by Turkish Student Selection and Placement Center (ÖSYM) since the 1960s. This exam includes multiple choice questions and as for its strengths, the students, who are more successful and skilful than others are chosen objectively. As for its weakness, it is possible to say that it does not assess students' writing and creativity skills even though these skills are pretty necessary for university students (Eşme, 2014). The university entrance system and the type of exam have been continuously changed and this has some negative effects not only on students, but also on the whole education system. However, it is not easy to change it completely in the near future, since it is a product of five decades (Eşme, 2014).

Over the last decade, the number of universities has increased rapidly and this has raised issues of quality among both instructors and students, and it is also claimed that the increase in the number of universities has led to a deterioration in teaching conditions, research opportunities and quality faculty members due to the decrease in financial support. Also, existing universities did not provide any support for the establishment of new universities in terms of dealing with administration or social challenges (Özoğlu, Gür & Gümüş, 2016). In the same study, it is also discussed that universities should be aware of the region they are founded in with the aim of contributing to the region and its people. For example, if the region is likely to attract tourists, the university should provide more programs related to tourism. Therefore, teaching and learning would be more motivating and encouraging for both instructors and learners.

Although education and politics are two different fields, politics has always an indirect impact on higher education institutions and this impact can come from

either global or national elements. In a study conducted by Gök (2016), it is revealed that educators shape their opinions around political issues and learners consider university only as a step to find good job opportunities, instead of benefiting from it as an opportunity to develop the skills they need.

Since all institutions have advantages and disadvantages affecting their instructors and students in many ways, the Turkish higher education system is found to be successful in involving female instructors and learners while it also needs innovations regarding the number of instructors, doctorate and international students and quantity of research in addition to funding from abroad (Tekneci, 2016). Furthermore, in Turkish higher education system, the role of English is gaining more and more value today with the aim of introducing the importance of internationalization and global economy to youth in addition to multi-cultural and multi-lingual education (Arik & Arik, 2014; Öztürk & Yıldırım, 2015).

As for private universities, privatization in the higher education field has recently gained importance in Turkey and it is considered as an effect of globalization all around the world. Also, the limited education budget of the government and the increased demand for education with better services and more flexible hours (which can be easily provided by private organizations) are also factors that lead to privatization (Yirci & Kocabaş, 2016). Private universities, which receives almost no financial support from the government in Turkey, are mainly established by non-profit organizations and their administration depends on their board of trustees. Moreover, most them are founded in more developed cities of Turkey (Özoğlu, Gür & Gümüş, 2016).

Although private universities have some common principles with other universities, they are independent of the government in defining their schedules, goals, budgets, fees, disciplinary system, number of students and the scholarships provided and they maintain the university through the fees they are paid by the students and for that reason, they may pay more attention to the learners' satisfaction (Yirci & Kocabaş, 2016; Brown, 2011, pp.13-15). As it is also mentioned by Cevher (2015), private universities focus on the students and what is beneficial for them in order to make more students enrol in their programs.

As Cevher (2015) mentions, private universities provide good opportunities, such as a broad variety of educational applications, education in foreign languages, flexible communication chance among academics, students and industrial life, better

salaries for academics, and a lower number of students. A lower number of students means more time allocated to students by academics (Kısabacak, 2011). In addition, it is believed by academics that salaries are higher in private universities, as well as it being easier to get a promotion (Kısabacak, 2011). However, Çivilidağ (2011) mentions that when considering academics' job satisfaction and workplace bullying, they are higher for those working in private universities. In another field study conducted on burnout syndrome and job satisfaction of 227 academics from different faculties Turkish universities, some factors, such as academics' age, marital status, gender, years of experience, title, faculty and working hours were taken into consideration (Çağlıyan, 2007). At the end of the study, it was found that gender and years of experience are not important factors for burnout and job satisfaction, while age is a significant factor and that younger academics experienced burnout more than older academicians.

Cevher (2015) mentions about the weaknesses of private universities and considers the inadequacy of advertising, physical conditions, lack of support from the government for students, and underdeveloped human resources departments. It is mentioned in the study that these features need improvement. The study also covers the increased number of students who have less productive study habits and motivation, the negative approach of parents to the institution, and the perception of its being easy to pass and be successful. Kısabacak (2011) in a thesis study of universities and the perceptions of academics also added the student profile as a challenge experienced by academics in private universities. Academics criticized private universities because of their substandard education, since students might be considered as customers whereas academics might be considered civil servants instead of scientists or researchers, and the scores required by the university entrance exam are not high compared to other universities. Moreover, as another factor affecting instructors' emotions, it is also believed that in private universities the relationship among colleagues can be corrupted as a result of academics questioning their values and experiencing issues related to trust in academic publications (Kısabacak, 2011).

All in all, when private universities are taken into consideration, it is possible to declare that they all have their strengths and weaknesses in terms of physical conditions, quality of education, financial flexibility, fees, salaries for academic staff, and structure, but they mostly offer similar benefits. For that reason, this study aims

to investigate English Language Preparatory Program instructors' emotions and the factors shaping them.

2.6 Previous research on instructors' emotions

Instructors' emotional responses are influenced by a variety of elements in a school setting and the way they express them heavily depends on their cultural background, gender, career and life goals and these emotions can be seen in the form of envy, anxiety, pride, love, doubt, worry, etc. (Hargreaves, 2000). When instructors' daily schedule is considered, it is possible to say that they spend most time with their students and they are primarily involved in establishing a good relationship with them. However, when instructors, students, and emotions are altogether, there might be some misunderstandings arising from different backgrounds, or cultures. That's why, building up a correct understanding of emotions with the learners must be a priority of instructors (Hargreaves, 1998).

Much research claims that emotions are contagious, so when instructors have positive emotions, it is not only good for their well-being, but also their students' well-being (Hagenauer, Hascher, & Volet, 2015). Regarding emotion contagion, in his study with 178 music instructors and 605 students from the Royal Dutch Society for Music Artists, Bakker (2005) mentions that the work environment and the flow in the lessons help instructors become filled with positive emotions and intrinsic motivation. It helped instructors put more energy in the pre-planning process of the lessons and resulted in satisfaction and enjoyment. Hence, both instructors and students are affected by the crossover of emotions. As Houser and Waldbuesser (2017) also predict, the happier the instructor and the students are, the more favourable the class atmosphere is.

Considering contagiousness of the emotions, Becker, Goetz, Morger, & Renellucci (2014) state that instructors' and students' emotions are significantly interrelated in an unconscious process. In the same study, it was also found that it is possible for instructors to model the appropriate emotions in each lesson so as to create a better learning atmosphere and fruitful lessons for their learners; however, it should not be forgotten that emotions are not stable and in each lesson the dynamics need to be set by the instructor and when entering it is important for instructors to try to foster the learners' mood by engaging them with positive memories and

experiences. Similarly, as mentioned by Spilt, Koomen, and Thijs (2011) instructors' positive feelings and relationships with their students have a huge effect on learners' productivity and competence.

A study done by Cowie (2003) in Japanese universities to find the perceptions of emotion in instructors' teaching lives showed that instructors improved warm connections with their students and were perceived as moral guides, whereas their relationships with colleagues were tense with no shared beliefs. It was also mentioned in the study that even though instructors have anxiety before entering the class, they perceive it as a positive feeling that helps them get ready for the lesson.

Another study that was conducted by Hagenauer, Hascher, & Volet (2015) in Austria, investigated instructors' emotions on students' behaviour, considering the aspect of instructor-student connection. One hundred and thirty-two secondary instructors were involved as participants in a quantitative study that utilized self-report questionnaire data. Frenzel's model of instructor emotions (2014) was taken as the main source and basis. According to the research, it was found that forming an interpersonal relationship was the main reason for instructors' joy while disciplinary issues in the class caused anger.

As well as experienced instructors, first-year instructors' development as an instructor also has an importance in the field and not only shapes the instructors' identity, but also their emotional well-being. In a study conducted with 8 first year mathematics and science teachers from 8 different high schools in the U.S.A., it was found that expectations and realities in the class mostly differ, and emotional labour is experienced by the novice instructors, and instructors sometimes feel stressed and overwhelmed while they try to make their learners love the subject they teach. However, they also feel joy when they see their students engaged with the subject (Nichols, Schutz, Rodgers, & Bilica, 2017).

In addition to age and years of experience, gender is another element affecting feelings of both instructors and students. In a study conducted by Uitto and Estola (2009), instructors were asked about their own student times and memories of their former instructors. Participating instructors were all female. During the interviews, they expressed different feelings, such as admiration, frustration, support and restriction towards their instructors. These feelings came into existence after some incidents or formed over time with mutual friendship. Most importantly, it was

found that both instructors might have the same roles and that gender is not a predictor of emotions.

A case study concerning pre-service primary and secondary teaching language instructors' emotions was also carried out in Beijing, China by Yuan & Lee (2016). In their study, the researchers focused on one of the pre-service instructors' feelings before and after the practicum which lasted for three months. Before the practicum, he felt quite excited and anxious, since it was his first time to teach and experience a real classroom atmosphere and his anxiety was related to his approach and relationship with the students. He also recalled his previous learning experiences with positive emotions. Compared to his feelings before the practicum, he expressed his feelings after the practicum as reality shock with many negative feelings. Not only the students and their achievement, but also his relationship with his mentor, school policy and the education system demotivated and let him be in doubt about his identity as a future instructor. At the end of the study, it was suggested that emotional intelligence of the pre-service instructors can be fostered during their practicum to facilitate their future work contexts.

Day and Qing (2009) shed light on the importance of instructors' emotional-being in terms of being effective and keeping a healthy state of mind and well-being to deal with the difficulties and the workload in the school context. In a case study, one of the instructors mentioned how the workload was detrimental and it was difficult to find time for personal life. However, in the study it was also claimed that motivation of the students is the most satisfying feeling and the best way to handle difficulties.

As mentioned in the studies above, emotional well-being of instructors is one of the most essential factors that needs to have more attention paid to it in educational research area not only for instructors, but also for student-instructor relationships. For that reason, developing a strong bond among instructors and students and maintaining instructors' self-efficacy is a very significant element to be achieved in education field (Day & Qing, 2009).

In the literature, there are certain studies expressing the significance of environment and how it has effects on shaping individuals' perceptions and behaviours (Cenkseven-Önder & Sarı, 2009; Xiaofu & Qiwen, 2007; Sarı, 2005; Sünbül, 2003; Gürsel, Sünbül & Sarı, 2003; Kılıç, 2015; Sariçam & Sakız, 2014; Kayıkçı, 2011; Eren, 2014; Çubukçu, 2012; Kızıltepe, 2008). In this respect, Polat

and Ogay Barka (2014) mention that it is essential to notice that societies are made up of different cultures and beliefs emerging from environmental differences, and those differences in people's cultures and beliefs can be the reason for displaying different emotions. However, there are only a couple of studies conducted in order to explore the quality of school lives and its emotional effects on teachers (Xiaofu & Qiwen, 2007). Therefore, as it is claimed by Cenkseven-Önder and Sarı (2009), in Turkey, there is a need to conduct studies concerning instructors' emotions and how their emotional well-being is shaped by the environment.

To begin with, when instructors' emotions are taken into consideration, it is important to take their gender, years of experience, and age into account in relation to their job satisfaction and burn-out level. In a study conducted by Sarı (2005), the researcher compared 295 teachers and principals from different special schools all around Turkey and revealed that female instructors experience more emotional exhaustion and job satisfaction while male instructors experience more depersonalization. In addition, more experienced instructors were found to feel more personal accomplishment and less job satisfaction than the less experienced ones. Finally, it was mentioned in the study that principals' job satisfaction is higher than the instructors whose workload is much higher than the principal's. For that reason, Sünbül (2003) also mentions that instructors in Turkey experience more burn out issues than the head instructors.

In addition to these studies, Gürsel, Sünbül and Sarı (2002) conducted a study with different 290 high school teacher and head instructors from Konya and found almost the same results, except head instructors' having less job satisfaction due to the years of experience and more experienced instructors' feeling more personally accomplished.

Another study by Kılıç (2015) was mainly concerned with students' age and gender factors and how they affect instructors' emotions. Specifically, the study aimed to reveal preschool instructors' emotional changes in 4 preschools with the participation of two hundred twenty-eight students varying in age from 4 to 6. The results showed that instructors had more encouragement with 4-year-old ones than the 5 and 6 year olds, since instructors found it easier to regulate their emotions and to show more positive emotions towards them. Also, there was a significant relationship between students' genders and instructors' positive and negative emotions. It is revealed that girls are more open to exhibit positive emotions while

boys tend to display negative emotions and instructors' emotions were shaped respectively as well.

Maintaining self-efficacy is another vital issue in education field and at the same it is necessary to consider its relationship to burnout among instructors. Hence, Sarıçam and Sakız (2014) applied Teacher's Sense of Efficacy Scale and Maslach's Burnout Inventory to 118 school teachers in Turkey. Although there was no significant difference between male and female instructors' self-efficacy level, it was revealed that female instructors' burn-out level is higher than their male colleagues, in accordance with the results of Sarı's (2005) study. Furthermore, while special education instructors' self-efficacy was higher than other branches' instructors, they were also mentioned as experiencing lower levels of burn-out than art, music or primary education instructors.

According to Kayıkçı (2011), it is challenging for instructors to manage the classroom and care for students' achievement at the same. Therefore, he carried out research to investigate what discipline management and student misbehaviour issues instructors experience. In the study, 450 instructors from 40 different Antalya elementary schools were chosen as participants and a "Student Misbehaviour Scale" was developed. At the end of the study, it was found that student misbehaviour in class is experienced by male instructors more and when the instructors get older and the more technology used in the classroom, they experience less misbehaviour, and naturally it is assumed that students are more motivated with experienced instructors. Therefore, in the study, it seems that age and experience are important factors. However, in a study conducted by Eren (2014) focusing on 455 prospective instructors' academic optimism and hope related to their teaching, emotions, student motivation, and success that found that academic optimism was related to enjoyment and unrelated to anger and anxiety. In addition, although hope is not regarded as a feeling, it is claimed that it is positive in charge of student motivation and success in learning. However, it is not triggered by instructors' feelings as it is in academic optimism.

Instructors' emotions have a direct impact on providing learners with an incentive to be engaged with the lessons and Çubukçu (2012) highlights the importance of language instructors' emotions in her study with 10 instructors from a prep department of a state university in Turkey. The study put forward that there is a difference between young and experienced instructors in terms of experiencing

negative and positive emotions and that young instructors tend to express more negative feelings, such as anger, guilt, shame, anxiety, and boredom, resulting from feeling inadequate or encountering misbehaviour in class. For positive feelings, such as joy and pride, both types of instructors experience them when the learners are engaged with the lesson or show success in tasks that are not expected to be fully completed.

In addition to how students' motivation has an impact on university instructors' emotions, instructors' motivation and motivational reasons are important, too. As Kızıltepe (2008) mentions, students are a profound reason for instructors to feel motivated, followed by career opportunities while monetary and research based issues are found demotivating. However, according to research, students can still be the most demotivating element due to behaviour disorders in class, and especially female instructors' level of motivation is mostly affected by the student factor.

To wrap up, instructors' well-being, burn-out, life satisfaction and how to cope with stress, motivation level, years of experience, age and gender factors are major topics discussed in some studies in Turkey and it is suggested by the researchers that educational programs for the instructors and administration should be designed including these issues and the quality of schools should be enhanced (Cenkseven-Önder & Sarı, 2009). Finally, it should be remembered that good quality in teaching is the result of positively felt emotions (Hargreaves, 1998).

Based on these overviews, it can be concluded that teachers' emotions and subjective well-being may display differences emerging from either individual or environmental factors. Whereas individual factors include motivation, experience age and gender, environmental factors are related to students, colleagues and institutions. For that reason, there is more need for researchers in Turkey to be aware of the importance of emotions in education and add to the number of studies conducted.

2.7 Conclusion

As is suggested by various recent studies in literature, instructors' emotions have impact on their behaviours and instruction. No matter how instructors try to regulate their emotions or how high their emotional intelligence, there are still observable effects in their classroom management, motivation, or social interactions.

Hence, this study will shed light on what emotions instructors most frequently experience, the relationship between the positive and negative emotions on low and high experienced groups of university instructors, what factors lead to change in their emotions, and, lastly, what type of suggestions can be offered to foster positive emotions in language preparatory programs.

Chapter 3

Methodology

The aim of this chapter is to describe the components of methodology section. First of all, it explains the philosophical paradigm, research design, target population and participants of the study. Then, the procedure section includes data collection procedure and instruments, data analysis, reliability, and validity. Finally, it presents the limitations and delimitations of the study in details.

The aim of this research is to answer the following questions:

1. What are the most common emotions felt by the EFL instructors working in English Language Preparatory Programs (ELPPs)?
2. Is there any significant difference between the positive and negative emotions of the ELPP instructors?
3. How do the years of experience of ELPP instructors affect their emotions?
4. What are the major factors leading to changes in the emotions and emotional well-being of the participants?
5. What suggestions can be provided to foster positive emotions and help ELPP instructors to abstain from negative emotions in language preparatory programs?

3.1 Philosophical Paradigm

The term “paradigm” is defined by many researchers; however, it was first introduced by Kuhn and explained as a set of concepts and variables related to methodology and its approaches (Shaha & Al-Bargi, 2013). Scotland (2012) states that each paradigm contains four elements, such as ontology, epistemology, methodology and methods. While ontology is concerned with *what* is, epistemology is involved in *what it means to know*. Methodology, includes how data collection and analysis are conducted, and methods are the approaches to collect and analyse the data. It is possible for all paradigms to gather data both qualitatively and quantitatively (Scotland, 2012).

Fraser (2014) believes that the question for methodological suppositions is about the process of the research which can be both quantitative (positivist) and qualitative (interpretivist). Husey and Husey (1997, pp.48) differentiates between the

methods by saying that quantitative methods are for longitudinal, experimental and cross-sectional studies and requires surveys, data-base and meta-data analysis; however, the qualitative method is used for action researches, case studies and requires feminist perspective, grounded theory and hermeneutics. Quantitative (positivist) studies contain surveys, standardized tests, and observation tools used for the categorization of the incident and the analysis is carried out by using statistics whereas qualitative (interpretivist) studies embrace open-ended questions, focus groups, interviews, and observations including researchers' own inferences and suppositions (Scotland, 2012).

In social sciences, researchers suggest using both methods as a triangulation technique. Triangulation means the collaboration of qualitative and quantitative methods (Jick, 1979). As Fraser (2014) points out, since a mixed methods approach includes both types of paradigms, it gives more comprehensive results. Reaching a conclusion in a mixed method study is much more reliable thanks to the use of both using scales and interviews that strengthen the results and the credibility of the research (Shah & Al-Bargi, 2013). It is also put forward by Jick (1979) that triangulation is beneficial for the researchers to be more self-assured about their results while it is activating their creativity to collect richer data.

Considering the suppositions above, with the aim of reaching better-quality results and answering the research questions, this study was based on mixed method as a research design.

3.2 Research Design

In the current study, a mixed method design was embraced in order to meet the aims of the study and get benefit from both types of data collection methods. As mentioned by Almpanis (2016), mixed method design puts emphasis on the development of both types of methods rather than the limitations of each of them. While the study mostly required quantitative data, qualitative additions were also made through teachers' reflections.

In mixed method research, there are six different types of designs. They differ depending on the how the researcher collects data. The different types are convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design.

Regarding the different types of data collection, this study takes explanatory sequential design as one type of mixed method research design. In order to achieve its aim, this particular design prioritizes quantitative data and then collects qualitative sets of data. For that reason, the qualitative set of data empowers the quantitative data. To meet the specified objectives, the data was collected through two stages, from quantitative and qualitative methods respectively. In the first stage, quantitative data was gathered from the Teacher Emotion Inventory (TEI) Scale (Chen, 2016). To complement the quantitative data, qualitative data came from reflections of the instructors which were carried out as the second stage in this study.

3.3 Target Population and Participants

The study was carried out among private university instructors of English Preparatory Programs in İstanbul. The aim of these programs is to make university students ready to start studying in their departments and acquire an academic level of English. The programs also enable learners to achieve basic skills, such as writing, reading, speaking, and listening in addition to their grammar knowledge. The reason for accumulating data from private universities' ELPP instructors was to find out whether there is a difference in instructors' emotions arising from the variances in their years of experiences and other work conditions. The variances that may be thought to have an effect on their emotions and the work conditions were defined as the amount of their salaries, weekly work hours, holidays, the years they have worked in the same university, benefits provided by the university or the government, the number of students and technological equipment in a classroom.

The scale study was sent out to 150 ELPP instructors enrolled in 5 different English Language Preparatory Programs (ELPPs) in İstanbul. These programs were chosen by considering the similarities among their language programs, working conditions, and benefits provided to their instructors. However, although the scales were shared with 150 instructors, the subject participants in the study were 66 instructors in total. Among these participants, while 66 of them answered the scale study, 28 of them also reported their reflections.

Based on the obtained percentages, they were from different age groups and had a variety in the years of experiences and expertise in teaching. The size of age groups was found to be similar to each other, except for the youngest teachers' group

aged between 20 and 25 (7.6%). As for the percentages for the years of experiences in total, 22.7% of them had 1-4 years of experience, 21.2% of them had 5-9 years of experience, 30.3% of them had 10-14 years of experience and 16.7% of them had between 15 and 20 years of experience. In addition, 9.1% of them had more than 20 years of experience. The distribution of male (30.3%) and female (69.7%) instructors are illustrated in detail in the tables below.

Table 1

The Distribution of Participants Regarding Age of Participants

Characteristics	Frequency	Percent
Age		
20-25	5	7.6
26-30	13	19.7
31-35	18	27.3
36-40	15	22.7
Above 40	15	22.7
Total	66	100.0

Table 2

The Distribution of Participants Regarding Gender of Participants

Characteristics	Frequency	Percent
Gender		
Male	20	30.3
Female	46	69.7
Total	66	100.0

Table 3

The Distribution of Participants Regarding Years of Teaching Experience of Participants

Characteristics	Frequency	Percent
Years of teaching experiences in total		
1-4	15	22.7
5-9	14	21.2
10-14	20	30.3
15-20	11	16.7
Above 20	6	9.1
Total	66	100.0

3.4 Procedures

In this section of the study, the details about data collection procedures including the types of instruments, data analysis, reliability and validity and lastly, limitations are presented respectively.

3.4.1 Data collection procedures. In this section of the study, information about data collection instruments and the types of sampling are provided in detail. As previously stated, this study took exploratory sequential design as a basis, including scales and reflections gathered. Before the data was collected, permission was taken from the Ethics Board Committee and the Head of the English Preparatory Program of the universities who agreed that the study can be conducted officially.

First of all, during the first phase of the quantitative data collection procedure of the study, the instructors were sent the Teacher Emotion Inventory (TEI) Scale (Chen, 2016) of two parts. Part 1 aimed to gather relevant background information about the participants while Part 2 attempted to find out the most common emotions experienced by the ELPP instructors. Specifically, 66 ELPP instructors from private universities were kindly asked to fill in the scale online. The links were sent to their

e-mail addresses formed in Qualtrics (<https://www.qualtrics.com>) which is a web-based tool to conduct scale research and evaluations.

All the responses gathered from the quantitative measures were automatically recorded, which allowed a high level of privacy and electronic security. Only the researcher of this study had access to the responses.

Finally, for the qualitative data, the participating ELPP instructors were asked to reflect on the factors that foster their positive emotions and/or protect them from negative emotions during their teaching practices.

3.4.2 Data collection instruments. The data for the purposes of this study was collected from both quantitative, namely Teacher Emotion Inventory (TEI) Scale and qualitative instruments; such as teacher reflections. The following part describes each instrument in detail.

3.4.2.1 Teacher Emotion Inventory Scale. To find out the emotions of the ELPP instructors, participants were asked to fill out two parts of a Teacher Emotion Inventory (TEI) Scale adapted from Chen (2016). First, they were asked some demographic information about their age, gender, expertise in the field, amount of experiences in the same institution as well in teaching field in general, their salary, benefits, number of students in the classroom, workload, and technological facilities.

In the second part of the scale, the adapted TEI Scale was administered to the participating instructors. Three items concerning parents were deleted from the scale since the study took place in a university context where ELPP instructors have very little interaction with the parents of students. The scale involved 23 items in total (See Appendix A). The Inventory was divided into positive (love, joy) and negative emotions (sadness, anger, fear) emotions. Instructors were asked how frequently they felt each emotion on the list during the whole academic year. Specifically, the inventory was composed of five dimensions, namely *love*, *joy*, *sadness*, *anger* and *fear* (e.g. I *love* my teaching job because it is stable, I *enjoy* sharing with my colleagues, I feel really *sad* when my students fire up at me, I feel *angry* when the society and/or public misunderstand our instructors, I am *worried* about competition with my colleagues). The inventory was based on a 5-point Likert-scale type ranging from 'almost always (5)' to 'never (1)' (Appendix A).

3.4.2.2 Teacher's Reflection. Reflection is a method that helps data collection through collecting participants' ideas, emotions, and reactions on a certain topic. As it is clearly stated by Rich (2015), reflection is precious in the identification of distinguishing and unpredicted insights. In this study, to complement the qualitative data, the ELPP instructors were asked to reflect on the factors that foster their positive emotions and/or abstain them from negative emotions during their teaching practices (Appendix B).

3.4.3 Data Analysis Procedures. This study employed both quantitative and qualitative data collection tools and it was explanatory sequential design since quantitative (numeric) data were prioritized. The data sets were statistically analysed using SPSS 23.0. Specifically, descriptive information about the characteristics of the sample was provided. The frequencies of the scale reflecting instructors' positive and negative emotions and the effects of years of experience were calculated to explore the relationship between the emotions and perceptions of instructors on their teaching. Levene's test of Normality was conducted to test the normality of distribution for the Teacher Emotion Inventory Scale. The teachers who were half the standard deviation above the mean of the sample were selected as the "high experience" group. Other teachers were considered as the "low experience" group. As independent sample t-test was used to analyse the difference between high and low experience groups in terms of their emotions. The low experience group was defined as teachers who had less than 10 years of teaching experience while the high experience group was composed of instructors who had 10 and more years of experience.

For the qualitative data, reflection questions were employed. The questions were analysed via content analysis (Miles & Huberman, 1994). The analysis process was initiated with the open coding of the data followed by the categories included in reflections. The researcher identified three categories that emerged from the data. These categories were sorted as student-related, instructor-related, and institution-related. Frequencies for these factors were calculated and comparison were made for both groups of instructors.

The following table reports each research question, data collection instruments as well as the data analysis in detail

Table 4

Overview of the Research Questions and Corresponding Procedures

Research Questions	Data Collection Instruments	Data Analysis
1. What are the most common emotions felt by the EFL instructors enrolled in English Language Preparatory Programs (ELPPs)?	Teacher Emotion Inventory (adapted from Chen, 2016) & Teachers' Reflection	Mean Comparison (SPSS)
2. Is there any significant difference between positive and negative emotions of the ELPP instructors?	Teacher Emotion Inventory (adapted from Chen, 2016) & Teachers' Reflection	Mean Comparison (SPSS)
3. How do the years of experience of ELPP instructors' affect their emotions?	Teacher Emotion Inventory (adapted from Chen, 2016)	Median Split & Independent Sample t-test (SPSS)
4. What are the major factors leading to change in the emotions and emotional well-being of the participants?	Teachers' Reflections	Content Analysis
5. What suggestions can be provided to foster positive emotions and help ELPP instructors to abstain from negative emotions in language preparatory programs?	Teacher Emotion Inventory (adapted from Chen, 2016) & Teachers' Reflection	Mean Comparison (SPSS) & Content Analysis

3.4.4 Reliability and Validity. Reliability and validity are essential elements for both quantitative and qualitative research. Validity is considered as the explanation of the scores on a test (Rogelberg, 2008, pp. 57). For validity, it is important for the measures to be accurate, credible, transferable and measure what is aimed to explore (Golafshani, 2003). On the other hand, reliability is defined as the

“relative freedom from random error variance” (Rogelberg, 2008, pp. 70). For reliability, results are copied to be able to obtain consistent results and replicability is the main concern (Golafshani, 2003).

To ensure that data collection instruments are valid and reliable, the researcher adapted scales that were previously utilized and applied in other studies. In previous studies, the instruments were proved to be valid and reliable. All item loadings were greater than .58 and it indicated that the items were related to each other. The inter-correlations among the five factors ranged from -.23 to .76 with an average value of .34. In addition, alphas within the range of .73-.90 with an average value of .84 demonstrated that the items had adequately strong reliabilities.

3.5 Limitations

In this study, there are some limitations to be taken into consideration. The first limitation could be regarded as the number of instructors that participated in the study. Although the scales were sent to a larger sample, the number of participants was limited. For that reason, the results might be inadequate to generalize, and the external validity of the results may be limited.

A second limitation of the study was the time constraints. Since emotions are not stable and may change over time, the results may be provisional.

A third limitation of this study was the scale that was previously designed to investigate primary school teachers' emotions. For that reason, some items may not be valid for preparatory program instructors.

Another limitation of the study could be the setting that the participants answered the scales. The participants were only from universities in Istanbul. If some other participants from various other cities had been involved in the study, wider perspectives of the ideas would have been provided due to the fact that there might be variations in the emotions of ELPP instructors living other cities.

In addition to the limitations mentioned above, the final limitation of this study is the lack of an external researcher. Since the researcher herself also works in one of the institutions where the data is collected, the objectivity of the study might be influenced and this can be regarded as another threat to external validity.

Chapter 4

Results

This chapter presents the results of all the data gathered from EFL instructors enrolled in ELPPs of private universities in İstanbul in order to find out their frequently experienced emotions, the relationship between their positive and negative emotions related to their years of experiences, and the factors that affect them followed by the suggestions to foster positive emotions of ELPP instructors. The data was gathered from a scale study and teachers' reflections. The findings were grouped into five sections; the frequency of regularly felt emotions among ELPP instructors, the differences between positive and negative emotions of ELPP instructors, the effects of years of experience on the emotions of ELPP instructors in total, and the factors leading to a change in the emotions and the emotional well-being of instructors. Finally, based on the gathered data, suggestions for the promotion of positive emotions are reported

4.1 The Frequency of Emotions of EFL Instructors in ELPPs

In an attempt to find an answer to the first research question about the frequency of regularly felt emotions of instructors, the data were obtained through TEI Scale. The mean scores of the scale were calculated through SPSS software and the sample size was reported as 66 participants.

To begin with, the mean scores and standard deviations of the regularly felt emotions are shown in the table below:

Table 5

The Frequency of Mostly Felt Emotions of EFL Instructors in ELPPs

	Love	Fear	Sadness	Joy	Anger
Mean	3.56	3.05	3.37	4.38	3.61
Std. Deviation	.80	.69	1.00	.68	1.00

As shown in the Table 5 above, the average mean score of ELPP instructors' regularly felt emotions was calculated and specifically, it was found out that the feeling "joy" is the most experienced emotion among instructors and it was rated as 4.38 while the second most experienced emotion was claimed as "anger" and rated as 3.61. Thirdly, the mean score of "love" was 3.56 rated by the instructors and it was followed by the feeling "sadness" and was rated as 3.37. Lastly, the least experienced emotion was revealed as "fear" and at 3.05 rated.

In addition, these findings were supported by the qualitative part of the study and the instructors mostly mentioned their feeling of "joy" under the terms of motivation, gratitude, and energy whereas the least mentioned feeling, "fear" was only mentioned in terms of feeling insufficient in class.

[...] Gratitude coming from students for my effort is the most affective criteria for me and I am energized by their effort and individuality at the same time (Instructor, Reflection data, November 7th, 2017).

[...] Appreciation and motivation of the students have an effect on my emotional well-being (Instructor, Reflection data, November 7th, 2017).

[...] Students attitude in general and motivation to learn are really essential for me. This changes me, too. I become more enthusiastic and motivated (Instructor, Reflection data, November 7th, 2017).

[...] When I see that the students are active and fully focused, I feel very delightful. The worst times are the ones when I feel I'm not sufficient enough (Instructor, Reflection data, November 7th, 2017).

Furthermore, the perceptions of ELPP instructors for each item in the scale are presented in the table below.

Table 6

The Perceptions of ELPP Instructors

ITEMS		1	2	3	4	5
1.	I enjoy sharing with my colleagues.	1	4	11	9	41
2.	I feel angry when the society and/or public misunderstand our teachers.	2	11	21	9	23
3.	I am worried that students don't take responsibility for their study.	2	6	13	22	23
4.	I feel disappointed when I do not get what I should get.	1	5	19	19	22
5.	I love my teaching job because it is a profession which could obtain respect and recognition from society.	4	5	18	18	21
6.	I am worried about competition with my colleagues.	38	16	9	2	1
7.	I am motivated by students' care.	1	4	8	19	34
8.	I love my teaching job because it is stable.	2	6	14	19	25
9.	I feel pressured when I suffer from shortage of time with too much work.	2	9	23	18	14
10.	I love my teaching job because I could see how our next generation grows up which is different from other jobs.	3	7	12	20	24
11.	I am indignant when the society and/or public blame our teachers without any evidence.	4	10	15	14	23
12.	I am motivated by support from my colleagues and leaders.	1	2	10	21	32
13.	I feel pressured about imbalance of work and life.	1	16	25	10	13
14.	I love teaching because the wage is reasonable.	8	20	21	11	5
15.	I feel really sad when my students fire up at me.	5	18	24	9	9
16.	I feel angry when I am treated unfairly (i.e., workload arrangement, salary level).	2	13	14	15	21
17.	I feel proud when I see my students make progress.	1	1	4	6	53
18.	I feel frustrated when my promotion is stuck by stiff policies.	14	9	9	12	21
19.	I feel disappointed when my school leaders ignore my efforts and contributions.	11	14	6	10	24
20.	I am worried about how to improve my student engagement and achievement.	7	11	23	14	10
21.	I am so excited when my students interact with my teaching.	2	2	7	14	40
22.	I feel pressured that my students could not accept my new teaching style which is adjusted to fit new policies/or reforms (i.e., curriculum reform).	11	17	18	11	8
23.	I am glad that my students enjoy my teaching.	-	3	4	15	43

Note: 1: Never, 2: Rarely, 3: Sometimes, 4: About half the time, 5: Almost always

As shown in the Table 6, when the answers of the participants to items 1, 7, 12, 17, 21, and 23 about the feeling "joy" were analysed, it was seen that instructors mostly shared positive emotions towards their job and students. Specifically, their emotions related to "joy" were about sharing (item 1), motivation (items 7, 12), feeling proud (item 17), excited (item 21), and glad (item 23). To begin with, sharing with colleagues was an item (item 1) that was agreed to by the majority of the participants (41 instructors almost always agree, and only 1 instructor never agrees). Secondly, being motivated by the students' care (item 7) (34 instructors almost always agree, only 1 instructor never agrees) and colleagues or leaders (item 12) (32 instructors almost always agree, only 1 instructor never agrees) were also other affective factors on teachers' positive feelings. In addition, feeling proud over students' achievement and progress (item 17) was the most effective factor on instructors' feeling "joy" (53 instructors almost always agree, only 1 instructor never agrees). Moreover, it was agreed by most of the instructors that they feel excited when their students interact with their teaching (item 21) (40 instructors almost always agree, 2 instructors never agree). Lastly, instructors feel glad when their students enjoy their teaching (item 23) (43 instructors almost always agree, none disagrees). As another positive emotion, "love" is mostly correlated with respect from society, having a stable job and a chance to observe how the next generation grows up (items 5, 8, and 10). However, financial issues were not the reason to feel "love" towards teaching (item 14) (5 instructors almost always agree).

Apart from the findings about feeling "joy" and "love", when instructors' negative emotions considered, it was revealed that "anger" was the mostly experienced negative feeling followed by "sadness", and "fear". Firstly, the instructors felt angry when the society misunderstood or blamed them (item 2, and 11). Moreover, another factor causing instructors to feel indignant was being treated unfairly in terms of workload or salary (item 16). What's more, financial issues did not only make teachers "angry", but also "sad". As expressed in items 4, 18, 8, and 19, instructors associated their negative feelings with not getting what they should get, having promotion problems, and being ignored by their leaders in terms of their contributions. Finally, "fear" was the least expressed and mentioned feeling among all of them and it was mostly related to the times when students do not take their responsibility for their studies (item 3). On the other hand, most of the instructors did

not consider competition with their colleagues as a factor that causes them feel “*fear*” (item 6) (38 instructors never agree).

As an addition to the quantitative findings about “*anger*” and “*sadness*” related to negative emotions, in their reflections, instructors mentioned that financial factors are important criteria affecting their emotions and emotional well-being:

[...] In addition to the behaviours of the students towards me, the pay is another important factor affecting my emotions (Instructor, Reflection data, November 7th, 2017).

[...] The only factor for me is money (Instructor, Reflection data, November 7th, 2017).

Based on these overviews, it can be concluded that there are different factors causing emotions to occur and “*joy*” is the most common positive emotion as well as being the regularly felt emotion among all the others. Moreover, “*anger*” is the most common negative emotion as well as being the second mostly felt emotion. Finally, emotions can be sorted from the most to the least experienced ones as; “*joy*”, “*anger*”, “*love*”, “*sadness*”, and “*fear*”. This shows us that instructors do not tend to experience emotions in a linear order. In fact, their emotions fluctuate from positive to negative for various reasons.

4.2 The Differences between Positive and Negative Emotions of ELPP

Instructors

As for the answer to the second research question about the differences between the positive and negative emotion of ELPP instructors, the mean scores and the standard deviations of the data were obtained through SPSS software and were analysed in terms of the differences between positive (*joy*, *love*) and negative (*anger*, *sadness*, and *fear*) emotions experienced by the instructors. The following table presents the obtained findings of the differences between positive and negative emotions.

Table 7

The Differences between Positive and Negative Emotions

Pair	Mean	N	Std. Deviation	t-test
Positive emotions	4.05	66	.65	p<0.001
Negative emotions	3.27	66	.72	

As shown in Table 7 above, based on the mean comparison analysis, it is revealed that ELPP instructors experience *positive emotions* (M=4.05, SD=.65) more than *negative emotions* (M=3.27, SD=.72) regarding their occupation. Positive and negative emotion scores were moderately and positively correlated ($r=0.406$, $p<0.001$). There was a significant difference between positive and negative emotion scores of preparatory program instructors ($t(65) = 8.362$, $p<0.001$). On average, positive emotion scores were 0.77 points higher than negative emotion scores (95% CI [.59, .96]).

Furthermore, these findings were supported by teachers' reflections in which the instructors expressed their opinions about regularly felt emotions. Examining the reflections, it is reported that instructors most frequently mentioned about the importance of positive emotions and the situations how and when they felt happy and motivated while teaching. The following provides examples from teachers' reflections:

[...] Being in a positive mood is very important to have a good teaching day (Instructor, Reflection data, November 7th, 2017).

[...] The energy of my students is the main factor motivating me while teaching (Instructor, Reflection data, November 7th, 2017).

To summarize, EFL instructors enrolled in ELPPs feel positive emotions more and mention the factors related to their positive emotions rather than the negative ones. For that reason, it is evident that teachers mostly feel positive towards their jobs and attach importance to the energy and motivation of their students as

well as their own well-being. In addition, they are more likely to express what motivates them rather than what distresses them

4.3 The Effect of Years of Experience on the Feelings of ELPP Instructors

To examine the third research question about the effect of years of total experience on ELPP instructors' emotions, the instructors were separated into two groups as "low experience" and "high experience" through median split. Thereby, the low experience group consisted of 29 instructors who had less than 10 years of total experience in teaching whereas the high experience group consisted of 37 instructors who had more than 10 years of total experience in teaching.

The mean scores and standard deviations of both groups are demonstrated in the table below.

Table 8

The Effect of Years of Experience on the Feelings of ELPP Instructors

N	Low Experience		High Experience		t-test
	Mean	Std. Deviation	Mean	Std. Deviation	
	29		37		
Love	3.46	.94	3.62	.68	ns
Fear	3.10	.70	3.00	.68	ns
Sadness	3.43	1.09	3.31	.93	ns
Joy	4.18	.89	4.54	.40	p<.05
Anger	3.60	1.12	3.63	.91	ns

As it is shown on Table 8 above, the differences between the emotions of the two groups were calculated through an independent sample t-test. Based on the findings, it was divulged that instructors in both groups did not significantly differ in their emotions regarding "anger", "fear", "sadness" and "love". The only significant difference between low and high experience instructors regarding their emotions was "joy" ($t(64) = -2.34, p < .05$). The high experience group of instructors

($M=4.54$, $SD=.40$) reported higher levels of “joy” when compared to low experience group of teachers ($M=4.18$, $SD=.89$).

In brief, the EFL teachers in ELPPs were examined depending on their years of experiences and it is evident from the findings that years of experience is a significant factor creating a difference on the emotions of instructors. In addition, it is disclosed that if they have 10 or more than 10 years of experience, they feel more amount of “joy” in their occupation, which seems to be associated with the advantages of seeing the next generation make progress and shape thanks to them.

4.4 The Factors Leading to Change in the Emotions and Emotional Well-being of ELPP instructors

As for the fourth research question of this study concerning the factors that affect the ELPP instructors’ emotions and emotional well-being while teaching in ELPPs, the data came from their reflections. In total, there were 28 participants reflecting on their opinions. The qualitative findings revealed that the factors shaping their emotions and emotional well-being were divided into three groups; student-related, instructor-related, and institution related factors. However, these groups are in interaction with each other.

4.4.1 Student related factors. ELPP instructors’ emotions are related both positively and negatively to the mutual interactions with their students both positively and negatively. Moreover, student-related factors are the most effective criteria for shaping instructors’ emotions, as the frequency of comments related to learners’ engagement, motivation, and happiness are higher than the other factors on reflections. The following excerpts show how the factors affect them positively:

[...] The most important criteria for me is the classroom environment. What I mean the class environment is actually the student profile. The more my students are interested in learning and the more dedicated they are, the more motivated I become (Instructor, Reflection data, November 7th, 2017).

[...] I generally enjoy being in class, especially when my relationship with my students is good. In fact, sometimes being in class can be like an escape from the real world. I try to have as much fun as possible, and this usually makes the students happy. If they are happy, I am happy (Instructor, Reflection data, November 7th, 2017).

[...] Willingness and unwillingness of my students, their motivational levels, positive and negative results of my efforts, emotional and cultural maturity of my students, and getting on well with the students are key factors (Instructor, Reflection data, November 7th, 2017).

As well as positive emotions related to their students, instructors also mentioned the times when they felt negatively due to the reasons deriving from their learners:

[...] The educational and cultural background of my students make me feel really negative these days (Instructor, Reflection data, November 7th, 2017).

[...] I feel frustrated when I see the learners' lack in critical thinking and autonomy, as well as their addiction to their mobile phones (Instructor, Reflection data, November 7th, 2017).

[...] For me, respect is a huge motivator and de-motivator. When students are disrespectful to each other, to me, or even to their privilege it upsets me (Instructor, Reflection data, November 7th, 2017).

Based on the quantity and the quality of the reflections mentioned about the students, it is seen that instructors' emotions and emotional well-being is determined by the relationship with their students. This relationship is shaped mutually and it can be both positive and negative. Lastly, students' attitudes towards learning and to their instructors, respect, participation and having a good connection are the main factors influencing the way instructors feel and teach.

4.4.2 Instructor related factors. Instructors' emotions and emotional well-being depend heavily on their learners, however, as well as student-related factors, there are also instructor related factors affecting their emotions and emotional well-being. The following statements display the instructors' reflections about themselves and how their private lives and personal issues have an impact on their emotions:

[...] Lack of sleep and family issues affect me most (Instructor, Reflection data, November 7th, 2017).

[...] Spending my classroom management time effectively is important...rather than disciplining, I'd like to be connecting and enhancing the classroom experience (Instructor, Reflection data, November 7th, 2017).

[...] As well as motivation of my students, the most important another factor affecting my well-being is whether I am well-planned or not (Instructor, Reflection data, November 7th, 2017).

To conclude, instructor related factors on the emotions and emotional well-being of instructors themselves are associated with some factors and these factors are found to be mainly related to their' own teaching methodologies, feeling of being sufficient and private lives.

4.4.3 Institution related factors. As for the factors modifying instructors' emotions and emotional well-being, the places where they are working has a great impact on them. Although they do not have the priority, these institutional factors are associated with financial issues or colleagues. The following comments show how institutions shape instructors' emotions and what factors are critical.

[...] Intellectual capacity of students and colleagues in general are essential factors for me (Instructor, Reflection data, November 7th, 2017).

[...] A positive, friendly atmosphere and the salary are my main criteria (Instructor, Reflection data, November 7th, 2017).

To clarify the findings associated with the institutions, it can be seen that financial issues and a positive working environment and colleagues are also key factors defining instructors' emotions.

In brief, when all types of factors are examined, it is evident that student related factors are generally the ones that causes positive emotions to emerge whereas negative emotions are caused by factors related to the private lives of instructors. Moreover, institution related factors are associated positively with work environment, and negatively with financial issues.

4.5 Suggestions to Foster Positive Emotions and Help ELPP Instructors to Abstain from Negative Emotions in English Language Preparatory Programs

In an attempt to answer the last research question of the study, the findings of the scale and the reflections were examined. By looking at the mean scores and standard deviations of emotions and content analysis of teachers' reflections, it is obvious to say that most of the factors that affect instructors' emotions and emotional well-being are related to the learners, their motivation, and the connection with them.

In the scale, instructors mentioned how they are affected by the relationship with their students, especially when the students fire up them (item 15) (24 instructors sometimes agree, 9 instructors about half the time agree, and 9 almost always agree) and when they felt worried about how to engage their learners (item 20) (23 instructors sometimes agree, 14 instructors about half the time agree, and 10 almost always agree). The following excerpts from teachers' reflections also support these issues:

[...] Students' motivation and respect play an important role in my teaching (Instructor, Reflection data, November 7th, 2017).

[...] I believe that students' effort and their progress are my priority determining my emotions (Instructor, Reflection data, November 7th, 2017).

[...] Students' attention and their learning ability affects my mood and attitude towards them a lot (Instructor, Reflection data, November 7th, 2017).

[...] Learners' attitude and response towards learning have a profound effect on my teaching and emotions (Instructor, Reflection data, November 7th, 2017).

[...] Connection with students - if we are on the same page, it doesn't matter if the lesson doesn't go as planned or if we face some difficulties with the material. If the connection and mutual empathy is not there, I can have the best planned lesson, but little would come of it (Instructor, Reflection data, November 7th, 2017).

Besides, the factors related to instructors' private life included their own motivation, life styles, and health whereas institutional factors included the work environment. In the quantitative part of the study, instructors thought that they feel pressured about imbalance of work and life (item 13) (25 instructors sometimes agree, 10 instructors about half the time agree, and 13 almost always agree). Furthermore, teachers sometimes feel pressured that their students do not accept their new teaching style which is adjusted to fit new policies/or reforms resulting from the institution (item 22) (18 instructors sometimes agree, 11 instructors about half the time agree, and 8 almost always agree). The following excerpts clarify the obtained findings:

[...] Level of life standards you have and the environment you are living in are effective factors (Instructor, Reflection data, November 7th, 2017).

[...] I assume that having a peaceful and supportive working environment have a great value on the fluctuation of my emotions (Instructor, Reflection data, November 7th, 2017).

[...] My health and motivation level are the main factors altering my emotions and emotional well-being (Instructor, Reflection data, November 7th, 2017).

As can be concluded from the findings, instructors mostly have positive emotions towards their occupation. However, to maintain this, instructors themselves

should be very meticulous in the relationship with their learners with the aim of seeing their progress and motivation, while students are also expected to be more attentive towards the lesson and more respectful in terms of behaviour.

Moreover, although institutions cannot interfere with teachers' private lives directly, they might take the lead to go over their promotion policies considering the living standards of the country.

Finally, while institutions make improvements in their curriculum, they should include their instructors during the process and act cooperatively with them in order to eliminate possible concerns felt by the instructors.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The main purpose of this study was to investigate the emotions and emotional well-being of instructors working in ELPP programs in İstanbul. Furthermore, this study also aimed to figure out the factors that cause fluctuations in instructors' emotions. In line with these purposes, data were collected using both quantitative and qualitative methods. A mixed method research design was adopted for data analysis. This chapter initially examines the results of the study including each research question delicately and then provides with pedagogical implications, conclusions and recommendations.

5.1.1 Discussion of findings of RQ 1: What are the most common emotions felt by the EFL instructors working in English Language Preparatory Programs (ELPPs)? The first research question attempted to investigate the most common emotions felt by the EFL instructors working in ELPPs through the Teacher Emotion Inventory (TEI) scale and reflective essays. Based on the ratings and perceptions of the instructors, the analysis showed that on a rating scale from 1 to 5, all the emotions except one of them were rated above 3 (average) out of 5, and the different one was rated above 4, which showed that one of the emotions was the most common emotion felt by the instructors. Specifically, the emotions examined in the study were sorted from the most to the least experienced ones as follows: *joy*, *anger*, *love*, *sadness*, and *fear*.

The findings revealed that "*joy*" was the most experienced emotion among ELPP instructors and it was related to instructors' teaching efficiency and the relationship with their colleagues and students, and students' motivation. Moreover, in the study conducted by Chen (2016), it was also found as the most frequently experienced emotion. Similarly, in a study by Hagenauer and Volet (2014), it was shown that instructors' feeling of joy increases when the learners show interest and are motivated to complete their assignment and tasks.

As the second most commonly felt emotion, "*anger*" was not related to instructors' relationship with their learners. It was mostly associated with external factors, such as social, institutional and financial problems. In line with these, Sutton

and Wheatley (2003) claimed that irresponsible parents, unhelpful colleagues and being tired in general affect instructors' emotions negatively.

As for the third mostly felt emotion, "*love*" was experienced in the form of being respected by the society, seeing how the next generations grow up, and having a stable job. However, financial issues were not related to being an instructor and feeling "*love*". Sutton and Wheatley (2003) also say that excitement and pride are positively correlated with seeing learners' improvement over the years or by hearing from former students.

Moreover, "*love*" was followed by the emotion "*sadness*" and the findings were parallel with not being appreciated for their efforts and having issues with their learners. As Hagenauer and Volet (2014) stated in their study, unwillingness and lack of engagement are some of the elements related to the causes of negative emotions in instructors.

As the least experienced emotion, "*fear*" was related to instructors' feeling themselves not sufficient enough for their learners and at the same time feeling worried for them in case they do not take responsibility for their own achievement.

To sum up, when the instructors' emotions are investigated in depth, it was clear from the results, there was a significant difference among "*joy*" and the other emotions. That's to say, instructors in ELPPs attached a lot of importance to their feeling of "*joy*" more than to other emotions and they mostly felt happy about their occupations. Also, it was evident from the reflections that instructors mostly mentioned what could help them enjoy and feel motivated more in their teaching.

5.1.2 Discussion of findings of RQ 2: Is there any significant difference between positive and negative emotions of ELPP instructors? The second research question of this study aimed to find out whether there are differences between positive and negative emotions of ELPP instructors based on the TEI Scale and reflections of the instructors. According to the findings through mean comparison, it was stated that the positive emotions were rated higher than negative emotions by ELPP instructors. In alignment with these findings, it can be assumed that needs of the instructors working in ELPPs are mostly fulfilled. Also, it can be assumed that instructors are satisfied with their lives and work conditions so that they experience positive emotions more than negatives ones (Diener, 2000). It is also revealed in the findings that instructors attach a lot of importance to their emotions

and when they are asked about the factors shaping their emotions, they responded by giving some suggestions in terms of how to make improvements or what makes them feel good instead of what does not make them feel good regarding their occupation.

In addition, as was shown by Chen (2016), pleasant emotions were related to the classroom environment and the interactions with the colleagues whereas unpleasant emotions were mostly related to the changes in the educational and institutional policies. Therefore, as mentioned in the reflections of the instructors in this study, it can be assumed that instructors would like to maintain a connection with their administration when significant changes were considered for implementation.

To summarize, instructors were found to experience positive emotions more than negative ones. However, the findings do not guarantee that instructors will always feel these particular feelings during their teaching years. Therefore, it should not be disregarded by the institutions that emotions are generally not stable and may fluctuate for various reasons.

5.1.3 Discussion of findings of RQ 3: How do the years of experience of ELPP instructors affect their emotions? For the third research question, the study's purpose was to find out the effect of years of teaching experience on ELPP instructors' emotions. As it is also expressed by Hargreaves (2005) emotions are related to the years of experience in the field. To achieve this aim, instructors were divided into two groups as high (>10 years) and low (<10years) experienced and their emotions were compared through an independent sample t-test. At the end of the analysis, the statistical significant difference found between high experienced group of instructors and low experienced group of instructors was only for the emotion "joy" regarding their occupation. Although most of the instructors expressed their opinions related to their positive emotions in depth, high experienced group of instructors specifically felt more "joy" than the others.

In addition, the findings are in line with other studies (Nikoopour, Farsani, Tajbakhsh, & Kiyae, 2012; Tabatabaei & Franzmehr, 2015) conducted in the field and it was also found that years of experience is positively correlated with high emotional intelligence, which was also related to job satisfaction of the teachers. Moreover, in a study conducted in Turkey by Çubukçu (2012), the relation between young and experienced instructors' emotions was examined and it was revealed that

young instructors tend to express more negative emotions whereas experienced ones shared mostly positive feelings. In line with the findings from the reflections of this study, the feelings mentioned in Çubukçu's study (2012) were also associated with the learners' being on task, fulfilling their responsibilities, and showing motivation. Furthermore, in some studies (Sarı, 2005; Gürsel, Sünbül, & Sarı, 2002), it was disclosed that more experienced groups of instructors feel the sense of personal accomplishment more than young instructors and this naturally enables them to feel more pleasant towards their occupation.

To summarize, it is assumed that the more experienced the instructors are, the more joy they experience in their occupation. It might be due to both the higher amount of time they spend with the students, and seeing the results of their endeavours over time. Therefore, it is thought that years of experience makes a positive contribution to instructors' emotions and emotional well-being.

5.1.4 Discussion of findings of RQ 4: What are the major factors leading to change in the emotions and emotional well-being of the participants? For this research question, the participants were asked to share their beliefs and opinions about the factors affecting their emotions and emotional well-being. The data was gathered from the reflection questions which allowed instructors to express themselves freely. The findings revealed that the instructors' emotions were affected by three major factors; student-related, instructor-related and institution-related factors.

Specifically, student-related factors were based upon the relationship between the instructors and students. The instructors mostly attributed their well-being to their learners' happiness in class, willingness to learn, amount of dedication and motivation they show in class. As Houser & Waldbuesser (2017) also claimed, both the learners and the instructors get benefit from a favourable class atmosphere. In addition, instructors mentioned that critical thinking, autonomy development, responsibility taking, and showing respect are other side factors leading to change in their well-being and emotions in teaching.

Secondly, instructor-related factors are the second most effective criteria causing a change on the well-being and emotions of instructors. When the reflections of the instructors were considered, instructors' teaching efficiency, family issues, the life standards they have, and personal well-being surpassed the other factors. To put

it another way, the findings were echoed in the study conducted by Day and Qing (2009) and it is seen that keeping a healthy state of mind and personal well-being are crucial factors.

Last but not least, institution-related factors were grounded in the relationship with colleagues, and the atmosphere of the work environment as well as financial issues. Instructors often mentioned how their work environment needs to be friendly and supportive in addition to appreciation and the salary they get from their institutions. As stated by Wills (2009), the work environment has a huge impact on influencing instructors' personal well-being.

In brief, as mentioned by Bakker (2005), emotions are contagious and the more teachers enjoy their work environment, the more they feel motivated during their lesson planning and teaching. Also, instructors' motivation is directly connected with students' engagement and when the learners are engaged, instructors overcome the obstacles easily when encountered (Day & Qing, 2009). Regarding the factors, it can be indicated that all the factors mentioned above are linked to each other in an inseparable way.

5.1.5 Discussion of findings of RQ 5: What suggestions can be provided to foster positive emotions and help ELPP instructors to abstain from negative emotions in language preparatory programs? The last research question attempted to provide suggestions for the promotion of positive feelings of ELPP instructors working in Istanbul. The data was obtained through reflections coming from the instructors. The findings of the reflections revealed that instructors' emotional well-being is determined by various factors associated with their students, personal life, and the contexts they are working in.

In the study, the findings highlight that instructors need to develop a healthy relationship with their learners. For that reason, starting from their teacher training programs, it is advisable for teacher education programs to cover the importance of developed emotional competence. As mentioned by Jennings & Greenberg (2009), if instructors are emotionally competent, they tend to handle with their emotions more successfully and this helps them to encourage their learners while motivating themselves.

In this study, most of the instructors were found to experience positive emotions. Apart from emotional competency mentioned above, the emotional intelligence and emotional literacy of the instructors are essential factors to be taken into consideration by teacher education programs and teacher trainers working in institutions (Khodadady, 2012; Sharp, 2000). In fact, it might be assumed that teachers in ELPP programs are mostly satisfied with their occupation due to the fact that they have a high level of emotional intelligence. In this sense, it might also be supposed that the more developed emotional intelligence instructors have, the better they communicate with their learners and colleagues. Besides, the education standards improve and it provides mutual benefits.

Another point made clear by the findings of the instructors' reflections was that their job satisfaction and emotional well-being were highly correlated with the years of experiences they had. As they get older and more experienced, they showed more positive feelings (Sarı, 2005). The reason behind this finding may be due to the experienced instructors' fulfilling more goals when compared to less experienced ones. Most probably, they have might have experienced various different situations and emotional states throughout their teaching years; however, a broad judgement regarding their years of experiences with their occupation might have led them to perceive themselves as much more joyful than the less experienced ones.

In accordance with these assumptions, considering the institution-related factors, it was discovered that emotional support and supportive statements by colleagues and head teachers are as important as other factors. Thus, instructors were found to be influenced by the energy of their work environment. However, it was also brought to light that instructors do not enjoy the curriculum reforms made by their institutions without their opinions being asked for. The reason why they would like to be informed beforehand is, they strongly agree that the changes in the curriculum directly affect their teaching and thus, their learners' motivation and engagement. In addition to their motivational factors, it is also inferred from the findings that for some of the instructors, financial issues are the main criteria. However, at this point the only suggestion that is possible to make is to inform institutions or let the government address the issue and make improvements.

In brief, it was clearly revealed there is never only one factor shaping instructors' emotions and emotional well-being, but there are many factors that cause fluctuation in their emotions. Therefore, the findings of this research should be taken

into account as suggestions to improve instructors' emotional well-being in terms of making enhancements by including instructors during the curriculum reform processes or by considering financial issues.

5.2 Pedagogical Implications

This study has compelling pedagogical implications for English language instructors working in ELPP programs. As discussed before, there is limited quantity of research on instructors' emotions and emotional well-being in the language teaching field and this study is intended to contribute to inadequate literature in its particular context. As previously argued, several researchers emphasized the various practical advantages of instructors' emotions and how they have an impact on their teaching and perceptions towards their occupation. However, most of the studies conducted in Turkey took place in primary, elementary or high school contexts. To fill in this gap regarding university instructors working in private universities, the present study was designed to go beyond and try to expand the understanding of emotions in education field. Therefore, this study involved English language instructors from different institutions and data were collected mainly on instructors' perceptions and reflections with respect to their emotions.

Furthermore, this study has implications both for administrators of language programs and teacher trainers in ELT programs as well. First of all, the study demonstrates that instructors' emotions vary according to different factors, such as their years of experience, students, personal issues or the context they are working in. As this is the case, it might not be wrong to assume that administrators need to be aware that the students' education and the factors influencing their language learning process also depend on their instructors' emotional well-being. Besides, it is also highlighted in the study that instructors' emotional competence, intelligence, literacy, labour and emotion regulation are critical for their efficiency in EFL classrooms. Therefore, it can be taken for granted that for ELT degrees in universities, the curriculums should include the significance of emotions in teaching and create awareness in forthcoming teacher candidates.

Regarding the aforementioned points, the findings of the current study are significant for creating awareness on the importance of instructors' emotions and emotional well-being. In this sense, the present study may serve as a model study for

future studies which will aim to investigate the factors having an impact on instructors' emotions in connection with the education field.

5.3 Conclusions

The results of this research study revealed that in-depth analysis of English Language Preparatory Program instructors' emotions has beneficial gains to the education field. The data collected through a scale and reflections of ELPP instructors displayed that ELPP instructors are quite pleased with certain components of their occupation and they mostly experience positive emotions; however, emotions from the most regularly felt to the least felt can be sorted as; *joy*, *anger*, *love*, *sadness*, and *fear*. Moreover, it was revealed that the felling of *joy* experienced by the instructors regarding their occupation may show variety depending on their teaching experiences. The more they have experience in teaching, the higher joy they get from teaching. The findings of the study also proved that there are various factors impacting instructors' emotions and emotional well-being positively or negatively. Regarding these findings, the factors were gathered under the three board topics, such as student-related, instructor-related, and institution-related factors.

To conclude, the preeminent purpose of this study was to investigate the emotions and emotional well-being of EFL instructors working in English language preparatory programs of private universities. Also, it revealed the variables that might have an effect on the fluctuation of their emotional well-being as well as the effects of years of experiences and their perceptions regarding their emotional labour. The study mostly focused on how to foster instructors' emotional well-being positively and what should be done to protect them from negative feelings in order to improve the quality of English language preparatory programs in universities.

5.4 Recommendations for Future Research

This study has a few important recommendations for further research. To begin with, this study was carried out in a limited time period and at the beginning of the academic year. However, it can be assumed that timing of the data collection may have an effect on the results of the study. In this sense, instructors may experience different emotions towards the end of the academic year. Therefore, a further study

could be conducted to for a longer time period or throughout the year to find out whether the sorting of emotions show variety among each other and the timing of the data collection have a significance.

Secondly, this study was only conducted with the participation of ELPP instructors in private universities in İstanbul. In other words, the results may not be generalized to the other contexts and settings within or outside Turkey. Therefore, to obtain more reliable and valid findings, another nation-wide follow-up study could be conducted with more participants from different universities (both state and private) so that the results could be generalized and the study would not have a limited external validity. Also, this could provide an opportunity to administer a comparative study whether the emotions of ELPP instructors working in private and state universities show variation.

Thirdly, this study used TEI scale as one of the data collection instruments and it was designed to measure primary school teachers' emotions. Therefore, an inventory to measure preparatory program instructors' emotions can be developed and implemented in different educational contexts.

In addition, this study included only ELPP instructors; however, a follow up study could be carried out by including language learners and the program coordinators as well in order to find out their perceptions on their own emotions and emotional well-being.

Despite these limitations, this study is still expected to contribute to the growing body of research on the emotions of instructors in language teaching.

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APPENDICES

A. Scale Sample

Dear Participants,

I am studying on my Master's degree in English Language Teaching Program at Graduate School of Educational Sciences at a foundation (non-profit, private) university in İstanbul, Turkey. The purpose of the scale is to investigate the emotions of English Language Preparatory Program (ELPP) instructors and bring the differences in the amount of positive and negative emotions to light based on the years of experience of instructors. The scale consists of two parts; first part intends to get information about your background while the second part aims to reveal your positive and negative emotions felt at university context.

It is preferred that you complete the scale preferably in your work environment and in a quiet place in order to avoid distractions.

Your responses will provide me valuable data and your name and data will be kept confidential by the researcher. If you have any further questions about the study, you can contact me through e-mail address which is provided below.

Thank you for your contribution and participation.

Buse Aral

The Department of English Language Teaching

MA Student at Bahçeşehir University

E-mail: busearal@gmail.com

PART 1: Background Information

Please answer the questions below. Specify your answer with a **TICK** (✓).

1. Age

20-25 26-30 31-35 36-40 above 40

2. Gender

Female Male

3. Highest Education Degree

BA Field: _____

MA Field: _____

PhD Field: _____

Others: _____

4. Years of teaching experiences in total

1-4 5-9 10-14 15-20 above 20

5. Years of experiences in your current university

1-4 5-9 10-14 15-20 above 20

6. All levels at which you have taught in your current university

(You can tick more than one.)

Beginner (A1) Elementary (A2)

Lower-Intermediate (B1) Intermediate (B1+)

Upper-Intermediate (B2) EAP (English for Academic Purposes)

7. Number of students in your classroom

1-14 students 15-29 students 30-44 students above 45

8. Benefits provided by the university or government

Private health Insurance

Food card (Set card, Ticket etc.)

Transportation

Budget to attend professional development activities

Other

9. Number of days off in total without excuse (Annual Leave)

1-6 days

7-14 days

15-29 days

30-60 days

60-90 days

10. Number of weekly lesson hours

1-4 hours

5-9 hours

10-14 hours

15-19 hours

20-24 hours

25-29 hours

30-34 hours

over 35 hours

11. Have your classes technologically equipped well? (If yes, please mark the options)

Yes No

Computer

Smart Board

Projector

Sound System

Overhead Projector

Others:

PART 2: Teacher Emotion Inventory & Original scale taken from Chen (2016)

Please read the statements below carefully and specify your answer with a **TICK (✓)**.

1=(never) 2=(rarely) 3=(sometimes) 4=(about half the time) 5=(almost always)

	ITEMS	1	2	3	4	5
1.	I enjoy sharing with my colleagues.					
2.	I feel angry when the society and/or public misunderstand our teachers.					
3.	I am worried that students don't take responsibility for their study.					
4.	I feel disappointed when I do not get what I should get.					
5.	I love my teaching job because it is a profession which could obtain respect and recognition from society.					
6.	I am worried about competition with my colleagues.					
7.	I am motivated by students' care.					
8.	I love my teaching job because it is stable.					
9.	I feel pressured when I suffer from shortage of time with too much work.					
10.	I love my teaching job because I could see how our next generation grows up which is different from other jobs.					
11.	I am indignant when the society and/or public blame our teachers without any evidence.					
12.	I am motivated by support from my colleagues and leaders.					
13.	I feel pressured about imbalance of work and life.					
14.	I love teaching because the wage is reasonable.					
15.	I feel really sad when my students fire up at me.					
16.	I feel angry when I am treated unfairly (i.e., workload arrangement, salary level).					
17.	I feel proud when I see my students make progress.					
18.	I feel frustrated when my promotion is stuck by stiff policies.					
19.	I feel disappointed when my school leaders ignore my efforts and contributions.					
20.	I am worried about how to improve my student engagement and achievement.					
21.	I am so excited when my students interact with my teaching.					
22.	I feel pressured that my students could not accept my new teaching style which is adjusted to fit new policies/or reforms (i.e., curriculum reform).					
23.	I am glad that my students enjoy my teaching.					

Table 9

Factor Loadings from Confirmatory Factor Analysis

Scale and item

F1. Joy

- 8. I am motivated by students' care.
- 11. I feel proud when my students enjoy my teaching.
- 13. I am glad that my students enjoy my teaching.
- 15. I am so excited when my students interact with my teaching.
- 9. I am motivated by support from my colleagues and leaders.
- 10. I enjoy sharing with my colleagues.
- 12. I am moved for parents' understanding and support.

F2. Love

- 1. I love my teaching job because I could see how our next generation grows up which is different from other jobs
- 2. I love my teaching job because it is a profession which could obtain respect and recognition from society.
- 4. I love my teaching job because it is stable.
- 6. I love my teaching job because the wage is reasonable.

F3. Sadness

- 31. I feel really sad when my student fire up at me.
- 32. I feel disappointed when my school leaders ignore my efforts and contributions.
- 33. I feel frustrated when my promotion is stuck by stiff policies.
- 34. I feel disappointed when I do not get what I should get.

F4. Anger

- 24. I am annoyed when I am misunderstood by parents.
- 25. I am indignant when the society and/or public blame our teachers without any evidence.
- 27. I feel angry when I am treated unfairly. (i.e., workload arrangement, salary level).
- 28. I feel angry when the society and/or public misunderstand our teachers.

F5. Fear

- 43. I feel pressured from high expectations of parents.
 - 40. I am worried about how to improve my student engagement and achievement.
-

Table 9 (cont'd)

Scale and item

39. I am worried about competition with my colleagues.

52. I am worried that student don't take responsibility for their study.

46. I feel pressured about the imbalance of work and life.

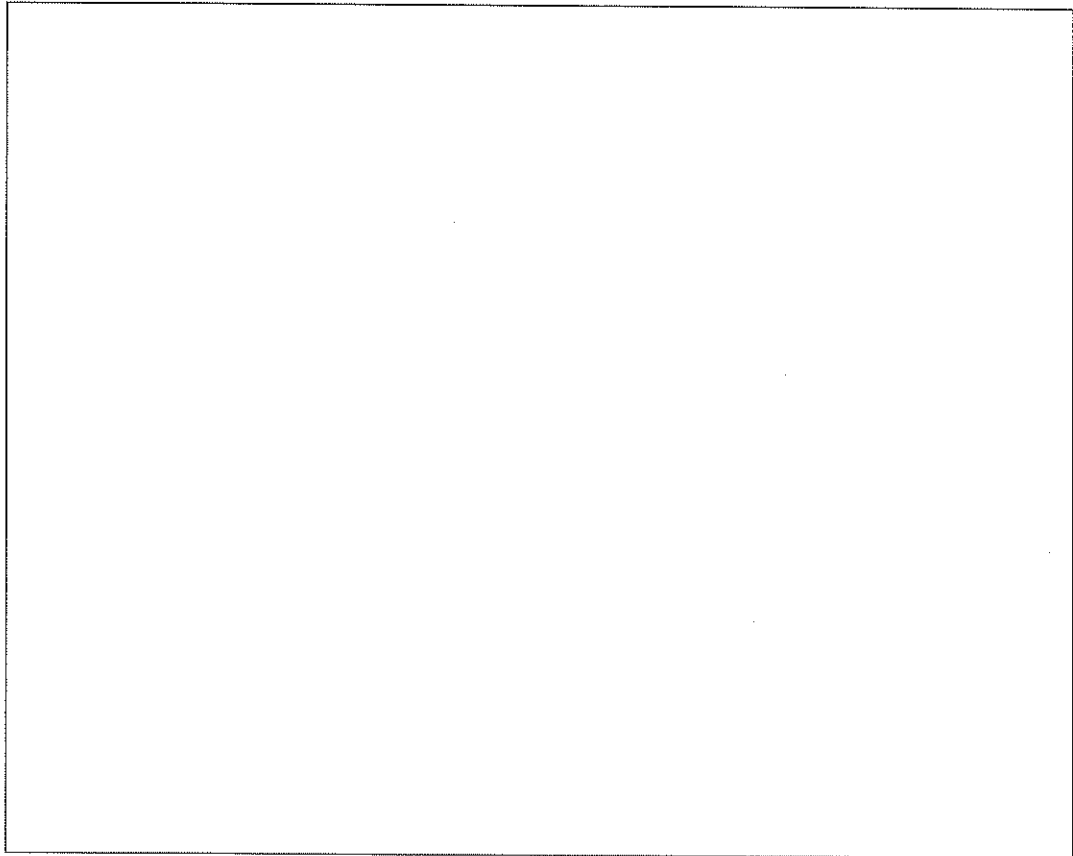
47. I feel pressured when suffer from shortage of time with too much work.

48. I feel pressured that my students could not accept my new teaching style which is adjusted to fit new policies/or reforms (i.e., curriculum reform).

Note: Original Scale (Chen, 2016)

B. Teacher's Reflection

What are the most important criteria (factors) affecting your emotions and emotional well-being while teaching? Please focus on the positive and negative emotions you experience during your classroom practices.



C. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Aral, Buse

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Date and Place of Birth: October 3rd, 1991, İstanbul

Marital Status: Single

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e-mail: busearal@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2018
BA	İstanbul Bilgi University	2014
High School	Fatin Rüştü Zorlu Anadolu Lisesi	2009

WORK EXPERIENCE

Year	Place	Enrollment
2014 – present	İstanbul Bilgi University	English Preparatory Program Instructor
2014 – 2014	Koç University	English Instructor for ELC for Kids Summer Programme

FOREIGN LANGUAGES

Advanced English, Intermediate German

CERTIFICATES

- 2016, April 17th - (Speaker) GlobELT 2016 International Conference, To Be More Accurate: A Study to Investigate the Importance of Explicit Teaching in Monolingual Language Classroom Settings
- 2015, June İstanbul Bilgi University, In-service Training Sessions Certificate
- 2015, February Şişli Terakki Schools, Terakki ELT Conference

- 2014 May - (Concurrent Speaker) Yıldız Technical University: 1st International ELT Conference: Shifting Paradigms and Minds: The Implications of Innovations in ELT
- 2014 March Terakki ELT (TELT) Conference: From here to where? :Terakki Foundation Schools
- 2012 May IATEFL Teacher Development SIG & Learning Technologies SIG Joint Forces: Teacher Development With or Without Technology? : Yeditepe University
- 2012 May Using Resources Efficiently- Open Invitation to Collaboration: Joint forces for joint goals; a common platform for high schools and prep departments: İstanbul Bilgi University
- 2012 April The Third International ELT Students Conference: The Power of Collaboration: Turning from Theory to Practice In ELT: İstanbul Bilgi University & Boğaziçi University
- 2011 November Turning Challenges into Opportunities: Doğuş University 1st International ELT Conference: Turning Challenges into Opportunities
- 2011 October Final Conference of Mlarg (Mobile Learning for Young People at Risk Groups), A European Commission-Education & Training-Lifelong Learning Programme Leonardo da Vinci (LdV) Transfer of Innovation Project: Boğaziçi University
- 2011 May A World to Come for Teaching and Learning: Remodeling Perspectives and Trends: Bahçeşehir University Preparatory Program 3rd ELT Conference
- 2010 May Open Invitation to Collaboration: Joint forces for joint goals; a common platform for high school and prep departments: Istanbul Bilgi University

PUBLICATIONS

- Aral, B., Doğan, S., & Oliver, B. W. (2016). To Be More Accurate: A Study to Investigate the Importance of Explicit Teaching in Monolingual Language Classroom Settings. *Procedia-Social and Behavioral Sciences*, 232, 583-590.

HOBBIES

Volleyball, Fitness, Roller Skating, Photography, Visiting Art Exhibitions,
Theatre, Language