



Emotion Labour of EMI Teachers: Navigating Classroom, Institutional, and Sociocultural Ecologies

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Objectives

- Examine how Bangladeshi English-Medium Instruction (EMI) teachers experience and manage emotion labour
- Identify the emotional demands associated with EMI teaching in bilingual and hierarchical educational settings
- Analyze coping strategies and their implications for teacher identity, well-being, and pedagogical performance
- Contribute to EMI and teacher emotion research from a Global South perspective, highlighting localized emotional ecologies

Background: EMI in Bangladeshi HE

- EMI expansion in Bangladeshi higher education
- Emphasis on English proficiency and internationalization
- Existing research on EMI focuses mainly on linguistic competence and pedagogy
- Emotional experiences of EMI teachers often overlooked
- Support teachers' well-being, improve professional development, and create empathetic EMI policies

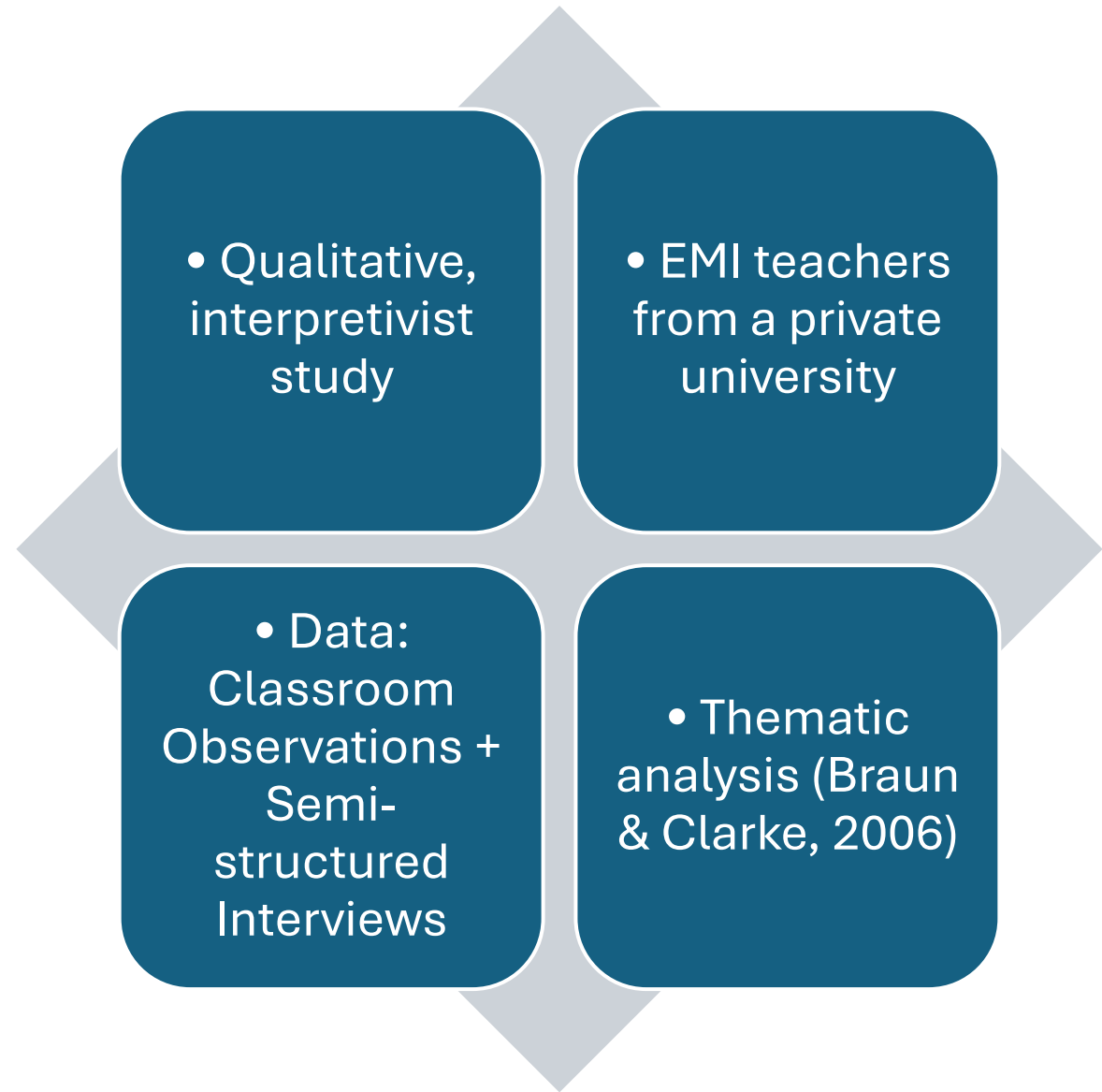
What is Emotional Labour?

- Hochschild (1983): regulating emotions to meet job expectations
- Zembylas (2004) and Benesch (2012, 2017): emotions as sociopolitical, not purely personal
- In EMI: masking insecurity, sustaining confidence, managing frustration

Research Questions

- How do EMI teachers experience and manage emotion labour?
- What emotions dominate their classroom experiences?
- How do institutions shape these emotions?
- What coping strategies emerge?

Methodology



Key Themes



1. Performing confidence in English



2. Balancing empathy and authority



3. Institutional and cultural expectations

Theme 1: Performing Confidence in English

- Teachers mask linguistic insecurity to appear competent

Example: “I smile even when I forget a word.”

- Emotional labour maintains credibility and confidence
- Reflects tension between language and identity

Theme 2: Balancing Empathy and Authority

- Teachers juggle care and control in EMI classrooms
- “If I translate too much, they’ll stop trying.”
- Emotional regulation as moral/pedagogical practice
- Developing a sense of ‘pedagogical care’

Theme 3: Institutional and Cultural Expectations

- Institutional discourse of ‘excellence’ heightens pressure
- Limited emotional or linguistic support
- Teachers use humor, peer sharing, and code-switching
- Emotional labour as both burden and resource

Discussion

- Emotional labour shaped by structural and linguistic inequities
- English = marker of professionalism → emotional strain
- Teachers show agency through care and resistance
- Emotion labour as resistance (Benesch, 2017)

Implications

1. Institutional support for emotional well-being
2. Peer collaboration and reflective practice
3. Policy recognition of affective dimensions of EMI

→ Toward humane, sustainable EMI environments

Summary

- EMI teachers perform complex emotional labour across linguistic and institutional dimensions
- Emotions are deeply tied to identity, care, and professionalism
- Emotional labour can be both exhausting and empowering
- Institutional recognition and peer support are crucial
- Understanding emotions helps build more humane EMI policies and practices.

Conclusion

- Emotion labour central to EMI pedagogy
- Teachers hold multiple identities: expert, language user, caregiver
- Recognizing invisible emotional work fosters inclusive EMI

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Thank You!

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