

A Study on the Emotional Labor in the Professional Development of Novice International Chinese Language Teachers

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How to cite this paper: Liu, G., & Zabir, M. N. B. (2025). A Study on the Emotional Labor in the Professional Development of Novice International Chinese Language Teachers. *International Journal of Educational Development*, 1(2), 1–14. ISSN Print: 3104-4263; ISSN Online: 3104-4271.

<https://doi.org/10.63313/IJED.9013>

Published: 2025-08-15

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Abstract

Teaching is a job that requires a lot of emotional labor, and as teachers are generally emotional laborers, their emotional states are not only a byproduct of teaching; rather, they are a part of the entire process of professional development. As they move from being students to teachers, novice international Chinese language teachers must put in a lot of emotional labor that might lead to burnout and psychological tiredness, which can hinder their professional development. This study uses Novice International Chinese Language Teachers as its research subject in order to identify the variables influencing their emotional labor, assist them in making the most of their professional development path's coping mechanisms, and ultimately help them finish the positive emotional labor.

Keywords

professional development; emotional labor; novice international Chinese language teachers

1. Introduction

Those who have finished pre-service training, earned the national teaching qualification certificate, officially started their teaching career, and have been involved in education and teaching in schools for one to three years are referred to as novice teachers. Novice teachers must put in a lot of emotional effort to modify their inner feelings and outward performance to fit the demands of their job in the face of a completely new work environment and interpersonal interactions. Their job, physical and mental health, enthusiasm for teaching, and even their long-term professional identity and development can all be negatively impacted by emotional illnesses.

Hochschild's (1983) study of workers in the service industry gave rise to the idea of

emotional labor. Hochschild discovered that these interpersonally oriented workers frequently had to control their emotions in order to comply with the organization's work requirements and regulations, or "the management of emotions in order to create an overtly visible facial and bodily display," in order to accomplish work goals. We refer to this process as emotional labor. In contrast to emotion management, which stresses the necessity of adhering to external regulations in order to control one's own sentiments and emotions, emotion management places greater emphasis on one's own psychological processes (YIN, 2017).

Emotional labor is a common phenomenon in teachers' professional practice, as it is the "third kind of labor" distinct from physical and mental labor (GAO&YU, 2018). Both positive and negative emotions will undoubtedly arise during the process of interacting with students, colleagues, leaders, parents, and other professionals. This is because teacher professional development is a dynamic and complex process that covers all the activities to improve the professional level of the teacher's career. However, outside of the teacher's profession, the need to constantly align their behavior with social expectations and educational rules gives rise to emotional labor. Long-term emotional labor tends to have two extreme effects: positive emotional labor helps to promote personal fulfillment and ease depersonalization (WU, LIU & LING, et al., 2011), while negative emotional labor can lead to a number of issues like teacher burnout and stress (YANG & HU, 2010), which will negatively affect teachers' professional development. adverse effect on the professional development of teachers.

Burnout, emotional labor strategies, early childhood teachers, primary and secondary school teachers, special education teachers, university teachers, psychological capital, and mental health are the main topics of research on emotional labor in the field of education in China (HE&ZHOU, 2022). The primary emphasis of the research object is domestic teachers working in kindergartens, schools, colleges, and institutions. Little research has been done on the emotional labor of international Chinese language teachers, particularly new teachers. The majority of studies on international Chinese language teachers have concentrated on the teachers' professional knowledge, teaching abilities, and teaching skills. All teachers must go through the novice teacher stage in their careers, during which they frequently deal with issues like identity shift, cultural discomfort, inexperience, and social skepticism. Once the "freshness" of the job has worn off, challenges from the subject matter and the school environment impact the teacher's mental and emotional state, leading to burnout, a diminished sense of professional identity, and other detrimental outcomes that impact new teachers' professional development. In order to better understand the factors influencing the emotional labor of novice International Chinese Language Teachers, this paper uses them as the research object. Based on this understanding, it hopes to identify useful strategies for assisting novice International Chinese Language Teachers in optimizing their professional development paths'

coping strategies and, ultimately, completing the positive emotional labor.

2. Theoretical foundation

Surface acting and deep acting are two strategies of emotional labor that Hochschild (1983) summarized. Surface acting refers to people who alter only their outward emotional expressions to display appropriate emotions, while deep acting refers to people who alter those factors that influence their inner feelings in order to produce appropriate emotional expressions. A transformation devoid of "real feelings" is referred to as "superficial" acting. The internal process of bringing oneself into "consistency" is known as deep acting. Furthermore, Ashforth and Humphrey (1993) propose four emotional labor strategies: autonomous regulation, surface acting, deep acting, and dysregulated acting (which happens when an employee is asked to express emotions that are not truly felt in a particular context). as well as autonomic control.

By offering a working model of emotional labor as a reasonably comprehensive and well-developed analysis, Grandey (2000) further introduced it into the field of education. This model breaks down the influences on emotional labor into four perspectives: interaction styles, organizational factors, emotional events, and individual characteristics. Gender, emotional expressivity, emotional intelligence, self-monitoring, and emotional role are examples of individual traits. Autonomy and assistance from coworkers and superiors are examples of organizational factors. Positive and negative events' effects on people are primarily referred to as affective events. Conversely, interaction styles encompass the frequency, duration, and rules of emotional display of interactions.

Acheson et al. (2016) argued that second language teachers are willing to engage in a great deal of emotional labor in order to motivate their students to participate in linguistic communication in the classroom. Ghanizadeh and Royaei (2015) found that second language teachers would use three emotional labor strategies, Surface acting, deep acting, and authentic expression, to motivate students. The use of the deep acting strategy reduces the risk of emotional exhaustion and burnout, while the Surface acting and authentic expression strategies result in greater emotional depletion. Language learning places a strong emphasis on interpersonal interaction (Long M H, 1996), and emotional labor is vital to teacher-student interaction and emotional communication in the classroom.

The aforementioned theories make it abundantly evident that emotional labor is the process by which a teacher suppresses, produces, and controls his or her emotions as well as expresses them in a learning environment. Teachers' own and other people's conduct and work attitudes may be positively or negatively impacted by this type of emotional labor. In order to successfully finish the teaching task and guarantee the quality of instruction in the process of interpersonal interaction centered on teaching and learning, international Chinese language teachers must control their

internal emotions and outward manifestations. This is known as emotional labor.

3. Methodology and research design

Since emotional labor is a part of human-human interaction and involves the intricate internal expression processes of individuals as well as the impact of various situational factors, it is more appropriate for this study to use qualitative interviews rather than quantitative data like questionnaires.

Seven inexperienced international Chinese language teachers were chosen to help with sample and the "snowballing" technique, and the interviews were semi-structured.

Considering the diversity of gender, region, subject matter, and educational attainment, all of the respondents have earned nationally recognized teaching credentials and are currently employed as teachers in different universities in China's Henan Province. (For basic information, as shown in Table 1.1.)

Table 1.1. Basic information of the interviewees

Code	Gender	Work location	Teaching time	Educational background	Major with the highest degree
I-T-1	Male	Kaifeng	3	Doctor	Chinese Language and Literature
I-T-2	Male	Zhengzhou	3	Master	Teaching Chinese to Speakers of Other Languages
I-T-3	Female	Zhengzhou	2	Undergraduate	Chinese Language and Literature
I-T-4	Female	Zhengzhou	1	Doctor	Pedagogy
I-T-5	Female	Xinxiang	2	Master	Foreign Language
I-T-6	Female	Jiaozuo	1.5	Undergraduate	Teaching Chinese to Speakers of Other Languages
I-T-7	Male	Zhengzhou	2	Master	Philosophy

(Explanatory Note: "I" for "interview", "T" for "teacher")

Each interviewee's interview time was limited to 30 to 60 minutes, and the interviews were primarily conducted online one-on-one via audio calls on Tencent conferences and WeChat. Each interview was recorded by the author with the interviewees' permission, and at the conclusion of the conversation, the text was uniformly transcribed. The concept of "emotional labor" was not mentioned in the interviews to avoid positional preconceptions. Instead, the interviews focused on the following topics: describing whether the ICCS was a good place for her to learn and work; describing how to deal with negative emotions at work; describing how satisfied she was with the school's management; describing whether the professional development activities she took part in were reasonably helpful; and describing the positive (or negative) events that impressed the interviewee during her teaching career. Explain the knowledge and abilities required of international Chinese language teachers, as well as how to obtain them. You should also discuss your feelings about your work as an international Chinese language teacher and whether you regret picking this path. The interviews attempted to replicate authentic work envi-

ronments and emotional experiences.

To investigate the emotional tactics, long-term outcomes, and contributing variables to the emotional occurrences; to comprehend the actual emotional journey in the professional development of new teachers. Additionally, to make the coding process easier, the interview materials were filtered for content based on relevance. The 30,000-word interview transcripts were then arranged, and the interviewers themselves attested that they did not misrepresent their actual opinions.

4. The Emotional Labor Journey for Novice International Chinese Language Teachers' Professional Development

Professional development for international Chinese language teachers is the process of teachers continuously improving their teaching skills, professionalism, and career level through a variety of methods and means throughout their careers. There are typically two methods: individual development and group development (DING, 2024). The development of teachers' capacity for self-reflection, lifelong learning, and scientific research is an example of individual development (ZHAO&LI, 2024). Peer observation, senior teaching, group lesson planning, and the organization of group activities like research bases, reading clubs, development associations, and teaching and research workshops are all ways to foster group growth (LIU, 2021). Emotional labor frequently results from the interpersonal interactions of the aforementioned channels. diverse emotional labor events result in diverse results and coping mechanisms.

Emotional labor methods are the ways in which educators control their emotions in response to situational and organizational demands. Surface acting (internal and external inconsistencies that are only adjusted to external expressions), deep acting (internal and external consistency adjusted to internal and subjective emotions), and natural expressions (internal and external consistency that are not adjusted in any way) are the three categories into which emotional labor strategies can be divided based on whether or not teachers' internal subjective emotions are adjusted to external expressions (QUE & CUI, 2021). According to the findings of the interviews, teachers essentially use the surface acting strategy when their identities are restricted; they use the deep acting strategy when they practice professional affective fulfillment; and they prefer the natural expression strategy when their personal and professional identities coincide.

4.1. Surface acting

When teachers conceal their subjective emotions and disguise their outward responses to satisfy situational and organizational objectives, they create Surface acting. The results of the interviews indicate that after completing post-service formal training and full-time systematic learning, Novice International Chinese Language Teachers possess a particular degree of knowledge, abilities, and experience. How-

ever, the limitations of their status as "novice teachers" caused them to lose their voice when confronted with the demands and suggestions of their leaders, lead teachers, and more seasoned colleagues. This resulted in negative feelings that they had to suppress and restrain, leading to Surface acting that compromised the teachers' values. Furthermore, the fact that the teachers' outward performances do not reflect their true emotions may make the negative sentiments worse.

The lead teacher will believe that using his prior experience is preferable. An argument will start if you disagree with the lead teacher on the more important topics since he will feel as though he cannot understand you. The reason for this is that everyone has a different style, not that mine is undesirable. Consequently, I either follow the lead teacher or he is unhappy. [I-T-3]

We suffered greatly psychologically as a result of several of the leader's demands. I understood that the issue couldn't be resolved while I didn't comprehend the chores and demands he placed on me; I would repress my feelings and eventually adjust. [I-T-1]

Furthermore, one of the most significant sources of professional information for new teachers is training activities arranged by higher-level organizations and educational institutions, in addition to their regular teaching duties. Due to their varying developmental needs, teachers are unhappy with required but ineffective training. However, new teachers must choose to participate negatively and repress their negative emotions in order to pass their performance reviews, which compromises their professional autonomy and causes them to accumulate negative emotions.

It seems pointless and a waste of time when the school organizes new teacher training in which we, the same group of new teachers, participate in the work of the new teachers together to engage in training without following any professional or subdiscipline guidelines. but not only required to take part, but also taken into account when evaluating performance. [I-T-4]

4.2. Deep acting

It is possible to argue that deep acting—teachers' manifestations of modifying their internal subjective feelings to satisfy situational and organizational needs—reflect the "real demands" of new teachers. According to interviews, Novice International Chinese Language Teachers tended to change their negative emotions into positive ones and modify their subjective feelings in an effort to achieve a profound performance that brought their "roles" and "selves" together when they were able to meet some of their professional development goals, sense of belonging, sense of accomplishment, sense of responsibility, and sense of caring for their students. Teachers often strive for a profound performance that balances "role" and "self" by transforming negative emotions into positive ones and modifying their subjective sensations. Teachers' affective motivation will also be further increased by the wonderful experience that the deep performance brings.

My lead teacher was eager to teach me and highly responsible. I prepared for the demonstration lessons by following her, and even though it was exhausting and labor-intensive, my teaching abilities really increased. She is my role model, and I simply feel that I should adopt her thinking and perspective, think more deeply, and work more practically like her. [I-T-6]

College students these days want to stay up late, so the first one or two classes in the morning are the worst. When I see the pupils who are sleeping in, I decide to let them study alone because the first class is at 8:00 a.m. However, I didn't. I would try to cheer them up by changing myself because I couldn't change them. However, not all students are like this; some still pay close attention in class, and their comments support my decision to involve myself in international Chinese language instruction. [I-T-2]

According to the findings of the aforementioned interviews, teachers frequently experience negative feelings including impatience, disappointment, and rage as a result of their extensive object interaction, hectic schedules, and high levels of pressure. On the other hand, when teachers experience negative emotions, they develop emotional "interdependence" with the outside world, and they can satisfy professional development goals, teaching sense of accomplishment, and other professional feelings. This is essentially an emotional compensation for teachers, which encourages them to produce deep acting and positive emotional experiences, which increases their internal drive and stimulates their desire to further improve. They are inspired to increase their level of professional proficiency.

4.3. Expression in nature

Teachers' true feelings are expressed subconsciously through natural expression, which doesn't call for emotional pretense or very intense emotional control techniques. According to the interview results, beginning teachers' motivations for using the natural expression strategy were primarily based on their pre-existing professional identities, where the "role" and the "self" were one and natural expression served as a cathartic outlet for their ego.

Sometimes I simply vent my frustrations, or the student will go even farther. I must inform them that I am "good" at my job. This impacts not just my work but also other students' learning. However, I will give the students my sincere praise if they perform really well. [I-T-2]

In classes with which I have a stronger rapport, I will talk to the kids and correctly express my actual feelings in order to improve my own mood and strengthen my bonds with them. I also hope I'll be liked by the pupils. [I-T-7]

According to interviews, Novice International Chinese Language Teachers were very dedicated to their profession and did not experience burnout at the start of their careers. They also stated that their role as "teachers" aligned with their beliefs and that they were honest about how they felt.

The "internal and external inconsistency" of Surface acting, which are harmful to a

person's physical and mental well-being, use up the greatest psychological resources, according to resource conservation theory. Conversely, deep acting are "internally and externally congruent" through internal emotional adjustment, which necessitates a person's deliberate effort; nonetheless, resource compensation is produced throughout the process of creating a sense of success and self-affirmation (Que & Cui, 2021). Teachers must continuously analyze their emotions during the teaching and learning process, which could cause them to overinvest in their emotional resources. Teachers may experience emotional exhaustion if this emotional involvement is not appropriately restored and balanced. According to the interview results, a few inexperienced foreign Chinese language teachers pursued further professional development after seeing an increase in their level of professional satisfaction in their teaching practice.

Even though I'd like to attend graduate school, I still want to work as a teacher. My goal is to advance both academically and as a teacher. [I-T-6]

In addition to developing avoidance strategies and experiencing job burnout, some teachers have considered quitting or are even prepared to do so.

In fact, I don't work as hard today as I did at the beginning, and I would rather not take things too seriously. The work ethic of some of the school's younger teachers is the source of this, and I would ask myself, "Why can't I just lie down like him?" [I-T-5]

I was quite straightforward when I first started attending our institution since I believed that there were some things that needed to be clarified. I believe my commander was a little less kind to me after that day. The leader typically compliments other teachers, but he simply told me that I hadn't done enough, which made me feel unappreciated and like I was no longer able to perform my duties. [I-T-3]

5. Elements Affecting the professional development of Novice International Chinese Language Teachers through Emotional Labor

5.1. Personal characteristics of teachers

The images, models, and concepts of teaching and learning that a teacher has learned as a student are the sources of the most significant and enduring influences on his instructional practices, according to ZHU's (2020) research. The histories, experiences, and self-perceptions of particular teachers can all have an impact on their affective work.

Novice teachers gain knowledge about the teaching profession and emotive experiences during their learning process, which can have a more significant and long-lasting effect on the individual. In this interview, a few of the new teachers talked about how their personal experiences led to the development of particular behaviors. New teachers can learn a lot and develop their teaching abilities more rapidly by drawing on the experiences and insights of others.

Personal growth experiences, in my opinion, also have an effect because, while I was learning, I came across people with whom I believed to be unqualified teachers. Their

emotions can have a very detrimental effect on me and my other skills, so I believe that I should do everything in my power to avoid that as I teach. [I-T-1]

The term "teaching experience" primarily refers to the information or abilities teachers have gained from experiencing the unique daily routines of teaching and learning as well as the compilation of standard techniques created in the execution of teaching and learning (HUANG, 2023). As a result, the quality of teachers' classes, their on-the-spot response, and the state of their classrooms are all significantly impacted by their teaching experience. When faced with unforeseen challenges, inexperienced newbie teachers at the start of their careers are more likely to feel overwhelmed, uneasy, and uncomfortable.

When I was preparing the lesson, I was doubting my ability to present it effectively and to properly apply the teaching style and procedure that I had considered, but I frequently failed to meet my expectations. [I-T-2]

Additionally, teachers will be more motivated to advance their professional knowledge and attributes if they have a better degree of self-awareness. At the same time, new teachers will take the initiative to study and enhance their overall quality because of their sense of professional responsibility. In addition to being slow to use their professional expertise, Novice teachers' emotional control is also impacted by their incapacity to effectively monitor both their own and their students' emotions throughout instruction.

You've failed to learn what you need to learn because teaching is a vocation that requires lifelong learning. As someone who deviates from the norm, I would assume that because I'm going to do it, I'll attempt to deal with it without thinking too badly. [I-T-2]

Since we have attended school for a long time, starting when we were little, you will undoubtedly want to follow the teacher and take in new information if your classroom is dynamic. The more you listen to a teacher who is boring or who speaks in a hypnotic manner, the more drowsy you become. [I-T-6]

Even though I spend a lot of effort into creating courseware since I'm not very good at it, if I'm not prepared or the final product is subpar, it aggravates me before class and intensifies my negative feelings. [I-T-2]

5.2. Aspects of the student

Because they are inseparable from international Chinese language teachers, students are the primary social object of these teachers. Teachers of Chinese as a second language strive to get closer to their students, interact with them, and gain their affection and recognition. In order to better preserve classroom discipline and accomplish their teaching objectives, teachers simultaneously wish to retain their authority in front of the students. The inexperienced teacher must therefore exert part of his or her efforts in order to meet these two demands. The emotional needs of the inexperienced teacher will be satisfied if the pupils collaborate, the

As a result, energy expenditure is balanced. Conversely, when students disobey instructions and fail to collaborate with inexperienced professors, it will also wear them out and result in more unpleasant emotional experiences. The author also discovered that when foreign Chinese language teachers are expressing themselves naturally, it is typically when the students do really well and the teachers are happy. The inexperienced teachers mostly employed the emotive methods of surface behavior, deep behavior, and deliberate dissonance when their students misbehaved and refused to participate in their lessons.

You see, I don't feel all that separated from the pupils because we aren't that different in age. There may therefore be greater affinity on their emotional level as well. However, I believe that the teacher's grandeur is still more significant since, in order to maintain control over the classroom, you occasionally need to act forceful, don't you? [I-T-6]

I am really pleased to see that the majority of my students, some of whom are international, take their schoolwork seriously. Even though their proficiency in Chinese is poor, the students are eager to communicate with me during our after-class conversations. [I-T-7]

I initially tried expressing my displeasure at pupils who don't listen, but I soon found that it doesn't actually help. Instead, you make them feel better and constantly support them, which makes a small difference. [I-T-5]

5.3. Environmental considerations from the outside

There is a considerable amount of tension experienced by Novice International Chinese Language Teachers. The external environments—the school, the organizational and cultural environment, the educational policy environment, and the peer support system—have a significant impact on teachers' emotional labor, according to the analysis of the interview data. Novice International Chinese Language Teachers are more likely to experience unpleasant emotions and require additional resources to cope when they are faced with unsolvable circumstances or under a lot of strain. A sense of crisis will arise if the resources used by the individual are not refilled in a timely manner. This will cause the individual to feel burned out and helpless at work, and it will also cause the rookie teacher's views about their work and profession to falter. Teachers can replenish their positive energy resources, restore confidence, maintain their personal emotional stability, and strengthen their professional identity if they perceive support from society, leaders, colleagues, and other sources.

6. Findings and Consequences

In addition to the cerebral and physical work that comes with teaching, Novice International Chinese Language Teachers must also work emotionally, which is difficult to attract outside attention to. Teachers' job is significantly impacted by the various forms of emotional labor. Teachers often slack off, evade, and quit the field

due to emotional events and reasons that lead to superficial performances, which stops their professional progress. Conversely, positive professional development is facilitated by strong performance, less burnout, and greater career satisfaction. As a result, the researcher investigates ways to maximize the emotional labor of Chinese language teachers on a social and personal level.

6.1. Social Aspects

6.1.1. Encouraging humanistic care and strengthening the occupational system

The emotional labor tactics of international Chinese language teachers are significantly influenced by their career plans. Teachers' professional dedication and career planning are strongly related, and one significant intrinsic incentive that propels their instructional practice activities is identification with the career of international Chinese language teachers. Thus, one important strategy to lessen teachers' emotional exhaustion throughout the teaching process is to help them feel more connected to their career. As of right now, the method for teaching Chinese is still lacking, and the caliber of the teachers varies. To ensure the quality of the teaching force, it is necessary to raise the entry threshold for teachers in International Chinese Language Education and implement a diversified selection process. At the same time, a set of mature vocational systems appropriate for the field must be established, market supervision must be strengthened, salary and welfare benefits must be improved, and the market for International Chinese Language Education must be given a humanistic touch.

6.1.2. Enhancing unit management techniques and fostering a positive work environment

When Novice International Chinese Language Teachers first start working, they will exhibit a lack of clarity and confidence regarding their role and working methods. Their initial instinct will also be to seek assistance from the company when they run into issues at work. The organization must provide Novice teachers with a certain level of humanistic care, meet their reasonable personal demands, and look out for their health and safety if we want them to work more happily and with greater enthusiasm. As a result, it is advised that the appropriate businesses provide new teachers a chance to become accustomed to their workplace. To improve the relationships between new teachers and their colleagues, plan additional group-building exercises. Collective lesson preparation, or lesson preparation by the old with the new, can be used to improve the ability of new teachers to prepare lessons, strengthen bonds among coworkers, and maintain a welcoming and cohesive work environment, all of which help the new teachers feel more like they belong to the group.

6.1.3. Offering teachers various forms of emotional assistance to enhance their psychological growth

On a daily basis, novice international Chinese language teachers deal with a variety of emotional situations. As a result, offering diverse emotional support to new teachers is very crucial.

To lessen the negative feelings brought on by busyness, family members might give new teachers extra attention and seek to create a warm and joyful home environment. Teachers' emotional tension can be efficiently reduced by the company and support of family members, who can also help them rest and relax, so stabilizing their mood and preserving their working conditions. Furthermore, friends' support and guidance are invaluable. Teachers can effectively enhance their emotional state by talking to their friends. Therefore, offering international Chinese language teachers a variety of emotional support systems not only lessens their bad feelings but also advances their professional development and psychological well-being.

It is important to note that improving the pre-service emotional labor education of international Chinese language teachers is essential for the field of international Chinese language teaching. Colleges and universities should view emotional labor education as a significant educational job and include it in their curricula for Chinese language teachers. To improve the competency and caliber of aspiring international Chinese language teachers in the field of emotional labor, colleges and universities should increase the awareness and acceptance of emotional labor and integrate its knowledge and skills into their curricula.

6.2. At the individual level

6.2.1. Strengthening of instruction to increase individual teaching proficiency

Enhancing professionalism is essential for educators who are dedicated to teaching Chinese as a foreign language. This can be achieved through professional skills training, but it also requires constant refinement and improvement in the classroom. Therefore, in order to improve their professional knowledge and steer clear of typical issues like imprecise grammar explanations or low student participation in the teaching process, international Chinese language teachers should actively get training in professional competency. In order to improve their classroom management and emotional control abilities and avoid emotional issues brought on by inadequate professional knowledge or poor course management, Chinese language teachers should also actively engage in educational internships and observe the classrooms of more seasoned educators.

6.2.2. Adding value to the teaching profession and raising awareness of environmental disparities

The teaching experience of teachers is essential to resolving issues in a multicultural classroom. International Chinese language teachers in particular must deal with complex and diverse teaching materials, which calls for not only a wealth of real-world experience and the capacity to handle cross-cultural difficulties, but also a

thorough comprehension of social concepts and cultural variances across nations. Teachers can become more adept at handling cross-cultural issues and raise their awareness of environmental differences by accumulating more teaching experience and building positive relationships with students from various nations, cultural backgrounds, and social circles. In addition, teachers must learn how to manage potentially emotionally upsetting situations, steer clear of unproductive emotional drains, and keep their own emotional balance. These methods are crucial for raising the caliber and efficacy of international Chinese language teachers in addition to advancing the professional development of individual educators.

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