



EFL Teachers' Emotions and Learners' Views of Teachers' Pedagogical Success

Ehsan Toraby

M.A., Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran,
parkd82@yahoo.com

Ghasem Modarresi

Asst. Prof., Corresponding author, Department of English, Quchan Branch, Islamic Azad University, Quchan, Iran, qasem.modarresi@gmail.com

Emotions that teachers experience are not only important for their performance and satisfaction in the classroom, but they also affect their interaction with students and students' achievement. The present study mainly aimed to examine the association between teachers' emotions and students' perspectives towards the their teachers' success in teaching, and to determine the predictors of students' views on teachers' pedagogical success in teachers' emotions components. Finally, the study tries to explore the students' views regarding the influence of teachers' emotions based on semi-structured interview. In so doing, 80 homogeneous university students majoring in TEFL form different universities in the northeast of Iran and 20 EFL teachers teaching English to the students of foreign languages participated in this study. The results obtained from Pearson Correlation Coefficient confirmed that there was a moderate, positive correlation between teachers' emotions and students' views on teachers' pedagogical success. Moreover, running Multiple Regression, the study indicated that the best predictors of students' views on teachers' pedagogical success in teachers' emotions components was for enjoyment. Finally, the findings from the interviews revealed that display of emotions such as pride, and enjoyment can be used to motivate the students. The study offers practical implications for language teachers and learners.

Keywords: emotional factors, learners' views, multiple regression, teachers' pedagogical success, teacher emotions

INTRODUCTION

Interdisciplinary research has been developed due to the need to integrate contributions from different disciplines to pay the way for more discovery and concentrate on the solution to more complicated questions (Spolsky, 2008). As explained by Fried, Mansfield and Dobozy (2015), like motivation, research in the field of emotion has

Citation: Toraby, E., & Modarresi, G. (2018). EFL Teachers' Emotions and Learners' Views of Teachers' Pedagogical Success. *International Journal of Instruction*, 11(2), 513-526. <https://doi.org/10.12973/iji.2018.11235a>

mostly focused on student emotions. However, a growing body of research recently has examined teacher emotions (Keller, Chang, Becker, Goetz, & Frenzel, 2014; Taxer & Frenzel, 2015). While teaching, teachers may experience a range of different emotions. These emotions can be positive or negative. There are different negative emotions such as anxiety, anger, and boredom. Positive emotions also include feelings such as enjoyment and pride (Frenzel, 2014).

Previous studies showed that positive emotions are more dominant than negative ones (see Chang, 2009). Emotions teachers feel in the classroom also influence other affective variables. Keller, Chang, Becker, Goetz, and Frenzel (2014) found that positive emotions are inversely related to burnout and negative emotions are directly related to burnout. The same results were reported in some other studies (Carson, 2006; Makhwathana, Mudzielwana, Mulovhedzi, & Mudau, 2017; Kim, Williams, Childers, & Kemp, 2013). According to Frenzel's (2014) reciprocal model of cause and effects of emotions, motivations and emotions affect one another. Therefore, it can be inferred that teachers who are motivated with different reasons may feel different emotions in the classrooms. However, these relations are not clear and previous studies have not examined it before. A deeper understanding of the possible relations can shed more light on the nature of this relation.

Although emotions are considered to be the heart of teaching (Hargreaves, 1998), teaching effectiveness, being a multifaceted notion, encompasses many dimensions. Effective teachers are found to be able to provide adequate quantity of instruction, organize and manage the classroom, use instructional time effectively, structure instructional material, provide learners with ample practice and application opportunities, provide good classroom environment, and have enough subject matter knowledge (Campbell, Christofidon, Kyriakides, 2002, as cited in Monshi Toussi, Boori, Ghanizadeh, 2011).

Moreover, the importance of teacher-student relationships has recently been emphasized by scholars in the classroom setting (Kyriacou, 2001; Hargreaves, 2000). That students hold a positive or negative view of their teachers' pedagogical success intrinsically requires emotional involvement from the teachers (Spilt, Koomen & Thijs, 2011). Indeed, previous descriptive and correlational research confirms that teachers' emotions are associated with their students' perceptions of their teachers' behaviour. As an example, Yoon (2002), in her study on student-teacher relationships in the classroom setting, concluded that students had a negative view of their teachers due to the stress and negative emotions displayed by the teacher.

Nevertheless, the interactive relationships between teachers and students have been mostly underrated as a factor of significance to the teachers' success (Friedman 2000). As Newberry and Davis (2008) commented, few research has been conducted on the students' perceptions of the teachers and the extent to which this factor shapes the future success and wellbeing of the teachers. In the Iranian context, Pishghadam and Moafian (2009) explored the students' views of their teachers' success in EFL environment, and they validated a scale for measuring the characteristics of a successful EFL teacher as perceived by their learners.

LITERATURE REVIEW

Emotions: A Brief Overview

There have been no anonymous agreement on the definition of emotion among the professionals in ELT, and there is not sufficient agreement across disciplines, or for that matter within disciplines (Boler, 1999) on how to capture this elusive concept. As explained by Oatley (2000), researchers address the concept of *emotion* in ways which represent their different theoretical perspectives including physiological, philosophical, historical, sociological, feminist, organisational, anthropological and psychological perspectives. Vygotskian theory (1978) offered an integrated perspective on emotions, declaring that they were part of a social-cognitive process of development, closely associated with thoughts and actions and formed by the institutional, cultural and historic settings in which we live (Kozulin, Gindis, Ageyev & Miller, 2003). This perspective could not influence the focus for early emotion research with most researchers accepting a psychological viewpoint (Zembylas, 2003).

Lately, Izard (2010) has contended that defining emotion is still thought-provoking, although there seems to be some agreement on the structure and function of emotion. There is now agreement that emotion is multi-componential; that is, each emotion includes a number of more or less unordered collections of components, together triggered by how an event is appraised and by component propensities (Scherer, 2000). Although various terminology is used depending on theoretical viewpoint, most scientists refer to similar, or the same components. For example, the educational psychologists Sutton and Wheatley (2003) refer to components of emotion as appraisal, subjective experience, physiological change, emotion expressions and action tendencies. While he was mentioning to similar components, Izard (2010), as a clinical psychologist, used the terms neural systems, response systems, feelings or a feeling state, expressive behavior, antecedent cognitive appraisal and cognitive interpretation.

Fried, Mansfield and Dobozy (2015) explored the literature on teacher emotion and found the relationship between teacher emotion and other significant factors yielded interesting results. Results obtained from these studies have emphasized the significance of teacher emotion in classrooms and the possible influences on classroom life. Teacher emotions have also been displayed to be inseparably associated with student emotions (Meyer & Turner, 2006). Teacher educators specified that there is a positive relationship between teacher and student enjoyment within classrooms (Frenzel, Goetz, Ludtke, Pekrun & Sutton, 2009) and that student and teacher relationships act as an important “emotional filter” (Hargreaves, 1998). Newberry (2010) believed that teachers must be provided with instruction or support for the development of personal relationships with students, as this regularly includes substantial emotional work. Classrooms that are categorized by positive emotion in regards to teaching and learning seem to provide the best circumstances for student development and achievement (Yan, Evans & Harvey, 2011).

Teacher Education and Teacher Pedagogical Success

As commented by Lanier and Little (1986), for a long time, teacher education has been recognized as a field of study which is of little importance to the academy. Keller,

Frenzel, Goetz, Pekrun, & Hensley (2014) pinpointed that positive emotional factors are more dominant in teachers' pedagogical success. According to Bullough and Kauchak (1997), in this new century, teacher education is beginning to be better documented and valued as an object of academic research. To them, late in the 20th century, a search for new ways of preparing teachers emerged; For example, one could detect an increase in the number of alternative certification programs (which often emanated from the problem of teacher shortages) and a trend to make programs that were closely linked to professional development schools (Darling-Hammond, 2001). In such efforts to restructure teacher education, an emphasis on practice instead of theory came to the fore.

Birjandi and Bagherkazemi (2010) reported EFL teachers' feelings as positively related to their professional success. As explained by Dordinejad and Porghoveh (2014), there is more to an active teacher than simply didactic and subject matter knowledge. To offer an insightful instruction, teachers not only ought to have area knowledge, but also have to screen their beliefs, motivation, and self-regulatory factors related to teaching and learning. Various eras have had different explanations for teacher effectiveness and success. Behaviorism had a product-oriented perspective and evaluated teacher effectiveness based on predefined behaviors and achievement. Lately, Neville (2013) contended that because "cognition and emotion are fully integrated" (p. 22), we must focus on the role emotions display in teaching success.

PURPOSE OF THE STUDY

The present study mainly aimed to find out the association between teachers' emotions and students' perspectives towards their teachers' success in teaching and the study also tries to see the predictors of students' views on teachers' pedagogical success in teachers' emotions components. Finally, the study tries to explore the students' views regarding the influence of teachers' emotions based on semi-structured interview. Therefore, the present study set out to find an answer for each of the following research questions:

Q1. Is there any significant relationship between teachers' emotions and students' views on teachers' pedagogical success?

Q2. What are the predictors of students' views on teachers' pedagogical success in teachers' emotions components?

Q3. What do the students think about the influence of teachers' emotions and students' views on teachers' pedagogical success?

METHOD

The study followed both quantitative and qualitative research methods to carry out the study; however, the study was mainly correlational design.

Participants

The sample consisted of 80 university students majoring in TEFL from Islamic Azad University of Quchan, Islamic Azad University of Mashhad, Islamic Azad University of

Torbat-e Heidarieh, University of Bojnord, Imam Reza University of Mashhad, and Tabaran University of Mashhad. The students were both male and female and they were junior and senior students at approximately intermediate level as all of the students are studying English language in their academic career. The target sample was selected based on convenience sampling. However, at first stage, the homogeneity of the participants was made based on their scores on the Nelson Proficiency Test. Indeed, in order to make our sampling fairly homogenous in terms of their level of proficiency, the researchers just included those students whose scores on Nelson Proficiency Test used in this study fell one standard deviation below or above the mean and ignores the rest. The number of students reduced from 103 to 86 participants and six of the students were not eager to fill the questionnaires so that the final number of participants was 80.

Moreover, 20 EFL teachers teaching English to the students of foreign languages and their intact classes that included around 80 learners participated in this study. They all have been teaching English in the above-mentioned universities have at least 5 years of working experience with language learners in different levels. They held MA or PhD in teaching English as a foreign language. Their ages ranged from 30 to 50. Both male and female participated in this study.

Instrumentations

The first instrument was the 50-item Nelson English Language Proficiency Test. This multiple-choice test includes cloze passages, vocabulary, structure, and pronunciation. The English language proficiency test used in the present study is adopted from Fowler and Coe (1978). The reliability coefficient of this proficiency test is high, Cronbach's Alpha = 0.82 (Hashemian, Roohani & Fadaei, 2012). The scoring of the test is calculated out of 50, one score for each question.

The Emotions Questionnaire for Teachers (EQT) designed and validated by Frenzel, Pekrun, and Goetz (2013) was used to assess enjoyment (e.g. I generally enjoy teaching), anxiety (e.g. I generally feel tense and nervous while teaching), and anger (e.g. I often feel annoyed while teaching). Moreover, Khajavy, Ghonsooli, and Hoseini (2016) developed items for pride (e.g. I am proud of my teaching), shame (e.g. I am generally ashamed of my teaching), and boredom (e.g. teaching sounds boring to me). Each emotion was measured by four items on a six-point Likert type scale ranging from 1 (strongly disagree) to 6 (strongly agree). The questionnaire enjoyed construct validity by means of factor analysis and SEM and a high estimate of internal consistency ($\alpha=.85$).

To evaluate language teachers' performance and success in language teaching, the researchers employed the Characteristics of Successful Iranian EFL Teachers Questionnaire which was designed by Pishghadam and Moafian (2009). The questionnaire included 48 items in 5-likert scale. The results of reliability analysis exhibited that the total reliability of the questionnaire is very high ($\alpha=.94$).

A number of interview questions were designed by the researchers based on the theoretical framework and contents of the questionnaires asking the participants regarding the influence of teachers' emotions on their perceptions towards their

teachers' pedagogical success. Two experts in the field of ELT who had been teaching English courses at Ferdowsi University of Mashhad and Islamic Azad University of Quchan checked the content validity of the questions.

Procedure

The data were gathered from 80 EFL students as well as 20 EFL teachers in three weeks from the participants. The researchers tried to make use of more samples since in correlational studies the number of the participants should be large enough in order to generalize the findings (Dörnyei, 2007). During the first session, the researchers administered Nelson Proficiency Test to the participants. Students' whose scores were one standard deviation above and below the mean were selected for the study. During the second week, the researchers administered teachers' emotions questionnaire to the teachers and they were informed about the way they should answer the test and the given time. During the third week, the researchers administered Characteristics of Successful Iranian EFL Teachers Questionnaire to the students and they were informed about the way they should answer the test and the given time.

Before distributing the relevant questionnaire, the researchers provided the students with the instructions in their classes by prior agreement with the teachers at the target universities including Islamic Azad University of Quchan, Islamic Azad University of Mashhad, Islamic Azad University of Torbat-e Heidarieh, University of Bojnord, Imam Reza University of Mashhad, and Tabaran University of Mashhad. The researchers clarified that teachers' emotional support contributes to the students' perceptions of their teachers' success and behaviour. The teachers' emotional factors pertinent to the present study were defined and explained for them entailing enjoyment, anxiety, anger, pride, shame and boredom. A brief review of research into teachers' emotions and perceptions of students were presented to the students. They were informed that teachers' emotional support is interwoven with their learning processes and learning development as positive feedback from the teachers increase their motivation and effort.

To gather the participants' responses to the interview regarding the influence of teachers' emotions on their perceptions towards their teachers' pedagogical success, the questions were written in Persian Language and the students were required to reply to the questions in Persian Language since using their native language, they could express themselves more easily and precisely. Their writings were, then, translated into English, analyzed, and categorized. Using a simple writing task for data collection was most likely the best way to get the students express their thoughts about the issues mentioned above. The writing task resembled a semi-structured interview, in which subjects could express their thinking with very little interference.

FINDINGS

The researchers analysed the research questions based on the statistical procedures including descriptive statistics and inferential statistics.

Teachers' Emotions and Students' Views on Teachers' Pedagogical Success

To find an answer for the first research question regarding the significant relationship between teachers' emotions and students' views on teachers' pedagogical success, the

researchers ran Descriptive Statistics and Pearson Correlation Coefficient Formula since the two variables yielded interval data. Teachers' Emotions included 24 items in 6-likert scale. The lowest score one could obtain on the questionnaire was 24 and the highest score one could obtain was 144. Moreover, the Characteristics of Successful Iranian EFL Teachers Questionnaire included 48 items in 5-likert scale. The lowest score one could obtain on the questionnaire was 48 and the highest score one could obtain was 240.

Initially, the researchers performed the preliminary analysis to ensure no violation of the assumptions of normality (i.e., skewness and kurtosis which were between +2 and -2 for the variable).

Table 1
Descriptive Statistics for the variables

	N	Mean	SD	Skewness	Kurtosis
Students' Views on Teachers' Success	20	190.0	8.55	.22	-.74
Teachers' Emotions	20	94.45	11.62	1.02	1.15
Valid N (listwise)	20				

Table 1 shows the means and standard deviations of the scores for teachers' emotions (M= 94.45; SD=11.62) and students' views on teachers' success (M= 190, SD=8.55).

Table 2
Correlations between variables

	Means of Students' Views on Teachers' Success
Teachers' Emotions	Pearson Correlation .468*
	Sig. (2-tailed) .038
	N 20

The results obtained from Pearson product-moment correlation coefficient showed the relationship between scores of teachers' emotions and scores of students' views on teachers' success (See Table 2). There was a moderate, positive correlation between the two variables [$r=.46$, $n=20$, $p<.05$], with higher scores on teachers' emotions is associated with higher scores on scores of students' views on teachers' success, based on the guideline proposed by Cohen (1992):

$r=.10$ to $.29$ small; $r=.30$ to $.49$ medium; $r=.50$ to 1.0 large.

The Predictors of Students' Views on Teachers' Pedagogical Success in Teachers' Emotions

As for the second research question of the study regarding the best predictors of students' views on teachers' pedagogical success in teachers' emotions components including enjoyment, anxiety, anger, pride, shame and boredom, the researchers opted for Multiple Regression. First, the assumptions of Outliers, Normality, Linearity, Homoscedasticity, and Independence of Residuals were checked by inspecting the

residuals scatter-plot and the Normal Probability Plot of the regression standardized residuals that were requested as part of the analysis.

Then, the researchers checked the value given under the heading **R Square** in Table 3, Labelled Model Summary box. This indicated how much of the variance in the dependent variable (scores on students' views on teachers' success) was explained by the model (which included the variables of enjoyment, anxiety, anger, pride, shame and boredom).

Table 3
Model summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.684	.537	5.815

a. Predictors: (Constant), boredom, shame, enjoyment, anxiety, pride, anger

b. Dependent Variable: Means of Students' Views on Teachers' Success

As displayed by table 3, In this case the value was .684. Expressed as a percentage (multiply by 100, by shifting the decimal point two places to the right), it implies that the model (which included scores on enjoyment, anxiety, anger, pride, shame and boredom components) explained 68.4 percent of the variance in teachers' emotions scores. This is a respectable result.

Table 4
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	949.36	6	158.22	4.67	.010 ^b
	Residual	439.58	13	33.81		
	Total	1388.95	19			

a. Dependent Variable: Means of Students' Views on Teachers' Success

b. Predictors: (Constant), boredom, shame, enjoyment, anxiety, pride, anger

To assess the statistical significance of the results, it was necessary to look in Table 4 labeled ANOVA. The model reached statistical significance (F=4.67, Sig = .010, this really means $p < .05$).

Table 5
Coefficients

Model		Standardized Coefficients		Sig.
		Beta	t	
1	(Constant)		4.27	.00
	enjoyment	.56	3.26	.00
	anxiety	.22	1.20	.25
	anger	-.12	-.47	.64
	pride	.14	.65	.52
	shame	-.20	-1.07	.30
	boredom	-.05	-.22	.82

As shown in Table 5, looking down the Beta column, he found that the largest beta coefficient was .568, which was for enjoyment. This means that this variable made the strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model was controlled. The Beta value for other variable was not significant since the Sig value for each of them was more than .05 so that it made no significant contribution to the prediction of the dependent variable. Therefore, the best predictor of the scores was enjoyment.

Results Obtained from the Interviews

As for the last research question concerning the students' thought about the influence of teachers' emotions and students' views on teachers' pedagogical success, the students received the instructions both orally and in writing. Five of the students were participated based on availability sampling and they had a positive view towards the effectiveness of emotional factors in the classroom. One of the students believed:

“When the teacher provides the students with cognitive feedback, it would help them to progress in their lessons, but when the teacher offers them not only cognitive feedback but also emotional feedback, this would increase our motivation and expectancy of success”.

Another student believe that when the teacher enjoys his or her job, the students gain more knowledge and these teachers are more energetic and this energy is also transferred to the students. He added:

“In our English classes, I have several teachers and when we are having class with a kind and of course knowledgeable teacher, I have a good sense and this sense makes the class interesting to me to the extent that I see myself listening to the teacher attentively and involving in the lessons”.

The important point is that students are sensitive to their teachers' behaviors and those teachers who are not behaving in an angry way are more attracted by the students. Teachers who have less anxiety about their own lives could create a better environment for the students and students learn best when they accept their teachers from both academic and personality perspectives. Another student said:

“Unfortunately, because of some financial problems, some of the teachers in our classes are complaining about teaching as a job, and they show a feeling of shame and have a negative feeling about their jobs.

In sum, the students believed that the teachers, who pay attention to the emotional factors, understand more the students' social, cultural and economic problems, and they can provide the best conditions for the student development. Indeed, display of emotions such as pride, and enjoyment can be used to motivate the students. On the contrary, display of emotions such as anger and anxiety can be detrimental factors which demotivate the students and may result in dropout and designation.

DISCUSSION

As for the first research question of the study concerning the association between teachers' emotions and students' views of teachers' success, the study showed that the

link between teachers' emotion and teachers' cognition should be highly emphasized in our field of study. This link has been explored in other fields of study, with evidence that negative emotions reduce working memory (Linnenbrink & Pintrich, 2002) and positive emotion may broaden thought-action repertoires (Tugade & Fredrickson, 2007). As expressions of emotions can directly influence others, it is expected that teacher emotions will not only affect their own cognitive processes but also those of their students. The researchers found that the students learn better from the teachers with whom they have an emotional relationship, and this shows that the emotional aspects influences cognitive aspects and are influenced by cognitive aspects.

As for the second research question of the study regarding the predictors of students' views on teachers' pedagogical success in teachers' emotions components, the present study also showed that emotional factors such as enjoyment can be influential in students' perceptions of the teachers' pedagogical success. Likewise, Hargreaves (2000) conducted in-depth interviews with 60 teachers and found that relationships with students were the most important source of enjoyment and motivation. The results of the study are in line with that of Khajavy, Ghonsooli and Hoseini (2016) who came to the conclusion that emotions and motivations predicted different dimensions of burnout. Indeed, emotions had a stronger effect on burnout than motivation. Moreover, the results obtained from the study are in agreement with the findings of Fried, Mansfield, and Dobozy (2015) who concluded that as expressions of emotions can directly influence others, teacher emotions not only affect their own cognitive processes but also those of their students' perceptions and feelings.

As for the last research question regarding the students' thought about the influence of teachers' emotions, the results of the interviews with the students also revealed that students are monitoring their teachers' feelings and they think that the teachers' emotions are associated with their teaching success. The point is that in our educational system, there is a need to make a greater link between cognition and emotion. As Goleman (1995) proposed the notion of 'emotional illiteracy' and he put forth as a solution a new vision for education, bringing together mind and heart in the classroom. For this, teachers should create a climate in the classrooms where mistakes can be made without embarrassment, where learning tasks lead to the feeling of success not failure.

Actually, teachers themselves are in need for positive, personal relationships with individual students (Spilt, Koomen & Thijs, 2011), and their emotions contribute to their future success. The present study revealed that happy, energetic, and kind teachers are more welcomed by the students as this was also mentioned by the students in their interviews. Indeed, emotion is a multi-componential concept; that is, each emotion consists of a number of more or less unordered collections of components, jointly activated by how an event is appraised and by component propensities (Scherer, 2000).

Furthermore, that the components of teachers' emotions could predict the students' views on the teachers' pedagogic success also contribute to the future success of the students. Indeed, affects, like happiness and satisfaction for success, and sadness and frustration for failure are labelled as "outcome dependent-attribution independent" because their elicitation depends on attainment or non-attainment of a goal and not the

cause of those outcomes (Weiner, 2000). Following this, if the outcome is negative, unexpected, or important, then attributional processes are elicited to determine the cause of that outcome. It has been documented that the emotion process begins with the interpretation of an event as a perception or view on the part of the students.

Indeed, when the teacher indicates positive feelings about their jobs, this encourage the students to work actively and they would praise their teachers' success in the classes; however, as the results of the interviews also confirmed, when the teachers have severe deficiencies relating to academic and social skills, this highly discouraged and disengaged students from class activities. As a result, the students also develops more negative attitudes towards their teachers, which contributes to worsen the relationship.

CONCLUSION AND IMPLICATIONS

Although previous research on the issue shows that measuring teachers' emotions and students' perceptions of teachers' success are hard in the domain of second language education, the present study illustrated that the work on the emotional lives of the teachers highlights the complexity of socio-psychological factors in second language acquisition. Point taken, there are some shared discourses among the teachers emotions and the researchers found out that in the context of Iran, teachers mostly are proud of their jobs and they try not to display their problems for the students in the classroom and they are not ashamed of what they are doing. These are cultural matters that seem to be important to the teachers since despite their insufficient facilities, they work whole heartedly with the students, and they like their students.

Indeed, teachers are the key influential figures who can create a positive classroom climate, and their emotional support influences the perception students would have of them. Although pedagogical success of the teachers mostly refers to their cognitive abilities and their academic and professional knowledge in the field of English Language Teaching, teachers who have both emotional literacy and professional literacy are most welcomed by the students. The teachers who have positive attitudes towards the courses or materials show greater tendency and enthusiasm to their jobs and their classes so that they can manage the classroom effectively and transfer their good vibes about the courses to the students.

The study offers major practical implications for language teachers, language students and material developers. In the second language learning context, creating positive emotions and lessening the negative emotions both on the part of the teachers as well as the learners could increase motivation, effort and success. As for language teachers, they are recommended to gain more knowledge of psychology for language teachers and get familiar with the major concepts and components of teachers' emotions and try to display their knowledge in their behaviour and moods and to stimulate the development of learners' views on teachers' success in the L2 classrooms, the teachers can motivate the students by teaching to establish personal goals. They can encourage learners to find self-satisfaction in doing a task well. The teachers can practice to downplay the negative emotions because it is dangerous to refer too much to negative emotions due to the fact that if the teachers display such detrimental factors in the classrooms, some students will

come out badly in this respect. On the contrary, it is safe to reflect on the role of positive emotions because it facilitates future achievement both for the teachers themselves and the students.

As for the language learners, they are suggested to pay attention to their teachers' emotions and absorb the positive emotions such as enjoyment in academic life and a feeling of pride and do not let the negative emotions affect their pursuance of learning English and understand better the ways in which they are seeking to make sense of their educational experiences and for language teachers in particular to reveal the way in which learners make sense of their language learning experiences within the learning context.

The research work also offers psychological implications for syllabus designers not to ignore the roles of emotions while designing their syllabi. They need to design activities and tasks that highlight the roles of teachers' emotions and how the students' interpret their teachers' emotions and the effects of students' perceptions in learning environment. For example, they can select the tasks in keeping with learners' wants, feelings and interests.

REFERENCES

- Birjandi, P., & Bagherkazemi, M. (2010). The relationship between Iranian EFL teachers' ability and their professional success. *English Language Teaching*, 3 (2), 23-35.
- Boler, M. (1999). *Feeling power: Emotions and education*. London: Routledge.
- Bullough, Jr, R. V., & Kauchak, D. (1997). Partnerships between higher education and secondary schools: Some problems. *Journal of Education for Teaching*, 23 (3), 215-234.
- Carson, R. L. (2006). *Exploring the episodic nature of teachers' emotions as it relates to teacher burnout*. Purdue University, West Lafayette, Indiana.
- Chang, M. L. (2009). An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers. *Educational Psychology Review*, 21(3), 193–218.
- Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 58 (8), 12-17.
- Dordinejad, F., & Porghoveh, T. (2014). The relationship between EFL teachers' gender and their success as perceived by learners. *Procedia – Social and Behavioral Sciences*, 98, 599 – 603.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Fowler, W., & Coe, N. (1978). *Quick check test*. London: Thomas Nelson.
- Frenzel, A. C. (2014). Teacher emotions. In L. Linnenbrink-Garcia & R. Pekrun (Eds.), *Handbook of emotions in education* (pp. 494–519). New York: Routledge.
- Frenzel, A. C., Goetz, T., Ludtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment. *Journal of Educational Psychology*, 101(3), 705-716.
- Frenzel, A. C., Pekrun, R., & Goetz, T. (2013). *Emotions questionnaire for teachers (EQT)–User's manual*. University of Munich: Department of Psychology: Munich.

- Fried, L., Mansfield, C., & Dobozy, E. (2015). Teacher emotion research: Introducing a conceptual model to guide future research. *Issues in Educational Research, 25*(4), 2015 415.
- Friedman, I. A. (2000). Burnout in teachers: Shattered dreams of impeccable professional performance. *Journal of Clinical Psychology, 56*, 595–606.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14* (8), 835–854.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education, 16*, 811–826.
- Hashemian, M., Roohani, A., & Fadaei, B. (2012). On the cognitive style of field (in)dependence as a predictor of L2 learners' performance in recognition and text-based tests of metaphor. *Journal of Language Teaching and Research, 3, 5*, 876-887.
- Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions, activation, and regulation. *Emotion Review, 2*(4), 363-370.
- Keller, M. M., Chang, M.-L., Becker, E. S., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience sampling study. *Frontiers in Psychology, 5*, 1–10.
- Keller, M. M., Frenzel, A. C., Goetz, T., Pekrun, R., & Hensley, L. (2014). Exploring teacher emotions: A literature review and an experience sampling study. In P. W. Richardson, S. Karabenick & H. M. G. Watt (Eds.), *Teacher motivation: Theory and practice* (pp. 69–82). New York: Routledge.
- Khajavy, Gh., Ghonsooli, B., & Hoseini, A. (2016). Testing a burnout model based on affective-motivational factors among EFL teachers. *Current Psychology, 24*, 1-13.
- Kim, H. Williams, K. H., Childers, C., & Kemp, E (2013). Stimulating and enhancing student learning through positive emotions. *Journal of Teaching in Travel & Tourism, 13* (3), 209-227.
- Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (2003). *Vygotsky's educational theory in cultural context*. Cambridge University Press.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*, 27–35.
- Lanier, J., & Little, J. (1986). Research in teacher education. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 527-569). New York: Macmillan Publishing Co.
- Linnenbrink, E. A., & Pintrich, P. R. (2002). Achievement goal theory and affect: An asymmetrical bidirectional model. *Educational Psychologist, 37*(2), 69-78.
- Makhwathana, R. M., Mudzielwana, N. P., Mulovhedzi, S. A., & Mudau, T. J. (2017). Effects of teachers' emotions in teaching and learning in the foundation phase. *Journal of Psychology 8* (1), 28-35.
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review, 18*(4), 377-390.
- Monshi Toussi, M. T., Boori, A., & Ghanizadeh, A. (2011). The role of EFL teachers' self-regulation in effective teaching, *World Journal of Education, 1* (2), 45-60.

- Neville, B. (2013). The enchanted loom. In M. Newberry, A. Gallant & P. Riley (Eds.), *Emotion and school: Understanding how the hidden curriculum influences relationships, leadership, teaching and learning* (pp. 3-23). Bingley, UK: Emerald.
- Newberry, M. (2010). Identified phases in the building and maintaining of positive teacher-student relationships. *Teaching and Teacher Education*, 26(8), 1695-1703.
- Newberry, M., & Davis, H. A. (2008). The role of elementary teachers' conceptions of closeness to students on their differential behavior in the classroom. *Teaching and Teacher Education*, 24, 1965-1985.
- Oatley, K. (2000). Emotion: Theories. In A. E. Kazdin (Ed.), *Encyclopedia of psychology*, Vol.3 (pp. 167-171). New York: Oxford University Press.
- Pishghadam, R., & Moafian, F. (2009). The development and validation of characteristics of successful Iranian EFL teachers Questionnaire. *Foreign Language Research Journal*, 54, 127-142.
- Scherer, K. R. (2000). Emotions as episodes of subsystem synchronization driven by nonlinear appraisal process. In M. D. Lewis & I. Granic (Eds.), *Emotion, development, and self-organization: Dynamic systems approaches to emotional development* (pp. 70-99). New York: Cambridge University Press.
- Spilt, J. L., Helma, M. Y., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educ Psychol Rev* 23, 457-477.
- Spolsky, B. (2008). Introduction: What is educational linguistics. In B. Spolsky, & F. Hunt, *The handbook of educational linguistics* (pp. 1-9). Oxford: Blackwell Publishing.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, 15(4), 327-358.
- Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, 49, 78-88.
- Tugade, M. M., & Fredrickson, B. L. (2007). Regulation of positive emotions: Emotion regulation strategies that promote resilience. *Journal of Happiness Studies*, 8 (3), 311-333.
- Vygotsky, L. (1978). *Mind in society*. US: President and Fellows of Harvard College.
- Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. *Educational Psychologist Review*, 12 (1), 1-14.
- Yan, E. M., Evans, I. M., & Harvey, S. T. (2011). Observing emotional interactions between teachers and students in elementary school classrooms. *Journal of Research in Childhood Education*, 25(1), 82-97.
- Yeo, L., Ang, R., Chong, W., Huan, V., & Quek, C. (2008). Teacher efficacy in the context of teaching low achieving students. *Current Psychology*, 27, 192-204.
- Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality: an international journal*, 30, 485-493.
- Zembylas, M. (2003). Emotions and teacher identity: A post-structural perspective. *Teachers and Teaching: Theory and Practice*, 9(3), 213-238.