



Active/Passive Motivation and Teacher Emotions: A Mixed-Methods Study

Zahra Koohestanian¹, Tahereh Zamani Behabadi^{1*}

¹Islamic Azad University, Quchan, Iran

Abstract The present study, as a mixed-methods study, aimed to identify the possible predictors of teacher emotions in active/passive motivation components and analyze teachers' reactions to the role of active/passive motivation in their teaching emotions. In doing so, a number of 145 EFL teachers participated in the quantitative part of the study, and a pool of six teachers participated in the qualitative phase of the study, using purposive sampling. A number of instruments were used to measure active/passive motivation and teacher emotions. The Pearson product-moment correlation, multiple regression, and the semi-structured interviews were conducted to analyze the data. The results showed that there was a positive relationship between active/passive motivation and teacher emotions. Moreover, the results revealed that the best predictor of teacher emotions in active/passive motivation components was active/cognitive motivation. Following the intercoder reliability, the results emerged from the interviews included nine common codes. Finally, the study offered some practical implications for EFL learners and teachers.

Keywords: *Active/passive motivation, Teacher emotions, Cognitive motivation, Sociocultural motivation, Sensory motivation*

1. Introduction

Passive motivation is an aspect of motivation that is often neglected, as noted by Pishghadam et al. (2019). Researchers should study the reasons behind this passivity. This motivation is influenced by individual differences and inequalities, as defined by Pierre Bourdieu's (1977) habitus concept. Habitus refers to the dispositions developed through everyday life experiences. Pishghadam et al. (2013) focused on sensory involvement based on the emotion model, a new emotion-based classification that integrates the senses. Later, they introduced the concept of engagement to consider cognition. According to Pishghadam et al. (2019), the relationship between participation and engagement results in four distinct sub-constructs of motivation, each representing a unique condition: active motivation, active demotivation, passive motivation, and passive demotivation. It has been observed that apart from the medical condition of stroke, teachers can also be influenced by emotional factors to motivate their students to learn more. Pishghadam et al. (2019) have identified different relationships between participation and engagement that can lead to the development of four unique

*Corresponding Author:

Tahereh Zamani Behabadi
Taherehzamani76@gmail.com

Received: February 2024

Revised: April 2024

Accepted: April 2024

Published: May 2024

© 2024 Koohestanian and
Zamani Behabadi.

This is an open-access article
distributed under the terms of
the Creative Commons
Attribution License (CC BY).

<https://doi.org/10.22034/cee.2024.448056.1019>

sub-constructs of motivation - active, active, passive, and passive. To evaluate active/passive motivation, Pishghadam et al. (2019) have developed a 24-item questionnaire that is relevant to the subject.

Furthermore, motivation is interwoven with emotional factors (Dörnyei, 2010). Indeed, within the realm of second language instruction, it has been widely acknowledged that positive emotions hold more significant influence than negative emotions (Chang, 2009). Based on Frenzel's (2014) empirical findings, a reciprocal relationship exists between motives and emotions, as posited by the reciprocal model of emotions. The emotional state of teachers within the classroom setting influences various other emotional factors. Based on a study by Keller et al. (2014), a positive association exists between negative emotions and burnout, while conversely, positive emotions exhibit an inverse relationship with burnout.

Existing research has established a connection between teaching motivation and teachers' emotions. While studies on teaching motivation and teachers' emotions have shown how the two factors are related, there have been few studies on the hidden factors of motivation, such as active motivation and passive demotivation, and how they relate to teachers' emotions in the context of Iran (see Pishghadam, et al., 2019). It seems that providing positive emotions by teachers would increase active motivation for the students. The present study attempts to address this existing research void. The significance of the study lies in the growing interest in Vygotsky's (1978) theory of motivation's social basis. For example, Arnold and Walker (2008) conducted several sociocultural studies and proposed that social processes lead to motivation. Furthermore, motivation is no longer just a psychological characteristic but is now embedded in the cultural and social environment, as Pishghadam et al. (2019) have observed. Various studies have shown that teachers require motivation just like students to perform better, and several factors might enhance their motivation (Tziava, 2003). The essential concept is that work happiness and self-actualization complement each other (Lather & Jain, 2006). A motivated teacher is more likely to be content with their career, and a satisfied teacher is more likely to be motivated. Moreover, research into emotions is of great importance because the emotions that teachers experience influence their performance, satisfaction, and their interaction with students (Keller et al., 2014).

Despite the significant advancement of theories and models, according to Pishghadam et al. (2019), the existing literature on human motivation has mainly overlooked active motivation. Active motivation refers to the persistent contemplation of particular ideas or behaviors, such as dedicating time to performing a task effectively without putting in any effort to execute it (Pishghadam et al., 2019). Although studies have shown the relationship between teaching motivation and teachers' emotions, there have not been any studies on the hidden motivation factors, such as active/passive motivation and demotivation, and their connection with teachers' emotions in Iran. This research aims to fill this gap. When people are actively motivated to complete a task, they are focused and committed. If individuals do not exert enough mental effort, their ideal performance can become a mechanical action known as active demotivation. Passive motivation, on the other hand, happens when people cannot put their thoughts or preferred motivational techniques into practice but continue to think about them. The least active condition is passive demotivation, a lack of cognitive or physical activity.

The present research investigates the correlation between active and passive motivation and teachers' attitudes toward English as a Foreign Language (EFL) instructors at private English institutions in Iran. The main aims of this study are: 1) to investigate the significant correlation between active and passive motivation and the emotions experienced by English as a Foreign Language (EFL) teachers; 2) to identify potential factors that predict teachers' emotions within the components of active and passive motivation, including cognitive active motivation, cognitive passive motivation, sociocultural active motivation, sociocultural passive motivation, sensory active motivation, and sensory passive motivation; and 3) to examine how students perceive the role of active and passive motivation in influencing teachers' emotions.

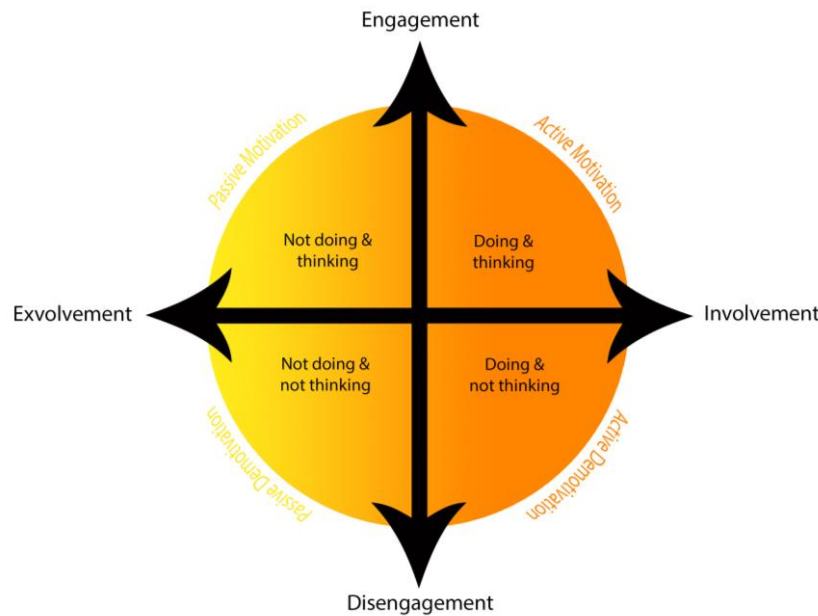
2. Theoretical Framework

Pishghadam et al. (2019) suggested a dual continuum model to comprehensively understand motivation through immersion. The model includes two separate continuums: engagement and involvement.

Engagement refers to the active aspect of motivation, while involvement pertains to the passive aspect. In other words, the model acknowledges both action and cognition in motivation and aims to establish a more thorough understanding of it. Figure 1 illustrates the two continuums of the model.

Figure 1

The Dual Continuum Model of Motivation



The two concepts, involvement and engagement, are related but distinct. Involvement is linked with thinking or mental activity, while engagement is associated with physical activity or action. The model classifies people into four groups based on their engagement level and the presence or absence of incentives or disincentives that interact with different levels of sensation. The four groups are active motivation, active disincentive, passive motivation, and passive disincentive. These groups are further divided into active/passive halves and four segments. Positive motivation works best when people are fully engaged in their work, but without sufficient mental effort, it can lead to mechanical action. Passive motivation describes a situation where people cannot translate their thoughts and motivational preferences into action but continue to think about the problem. The least active state is passive motivation, characterized by the absence of specific cognitive or physical activity.

2.1. Motivation in Second Language Learning and Teaching

When we elaborate on what drives people at work, we refer to their emotional energy and the experiences that either help them succeed or get in the way. Campbell (2007) mentions that this part emphasizes motivation. Schunk et al. (2008) concur that a person's level of motivation is correlated with the trajectory of their aspirations. Both internal and external influences may impact an individual's motivation, according to Ryan and Deci (2000). There have been attempts to explain teachers' attitudes and working circumstances, but Garrett (1999) contends they need to be simplified. Teachers' interest, effort, and desire to stay in education are all factors that contribute to their motivation, according to Moreira et al. (2002). In search of more opportunities for professional growth, job satisfaction, and overall quality of life, dissatisfied educators may go outside their current profession.

The study by de Jesus and Lens (2005) found that educators' intrinsic drive significantly impacted their pupils' desire to learn. Motivated educators raise education standards and shape the next generation into productive members of society (Rashid & Dhindsa, 2010). Bishay (1996) discovered that their pupils

perform better when educators are enthusiastic about their work. On the other hand, pupils' learning and overall well-being are significantly affected when teachers lack motivation (Michaelowa, 2002).

Gardner and Tremblay (1994) argued that motivational strategies may seem helpful practically, but more is needed to make strong claims in favor of using them with empirical evidence. In response, Dörnyei and Csizer (2002) conducted a study of Hungarian English teachers who evaluated 51 motivational strategies and rated their importance and frequency of use. The researchers then produced a list of the ten most critical motivational macro-strategies emerging from the Hungarian study, called the 'Ten Commandments for Motivating Learners'.

2.2. Teacher Emotions

Emotion is a multi-faceted phenomenon, as stated in the current research. The evaluation of an experience and personal preferences shapes the many components of an emotion. Although different theoretical frameworks necessitate different terminology, most scientists agree on describing the same or comparable components. For example, according to the educational psychologists Sutton and Wheatley (2003), there are five main parts to emotion: evaluation, subjective experience, physiological change, emotional manifestations, and action inclinations. Emotions, expressive actions, antecedent cognitive assessment, cognitive interpretation, and neural systems are the same components used by clinical psychologist Izard (2010).

Many academic fields and traditions use theoretical frameworks to study emotions, including the physical sciences, philosophy, history, sociology, feminism, authoritative studies, anthropology, and spirituality. Fried et al. (2015) discovered a connection between teachers' emotions and other distinguishing features. Hosotani and Imai-Matsumura (2011) suggest that teacher mood may be significant in the classroom. Meyer and Turner (2006), Farsad and Modarresi (2023), and Khorsand and Modarresi (2023) found that the emotional states of teachers and students are highly correlated. Frenzel et al. (2013) identified a favorable correlation between teacher and student well-being in the classroom. These findings support the notion that the student-teacher relationship is vital (Hargreaves, 1998). Rahimi and Modarresi (2023) found that there was a significant relationship between teacher emotions, teacher energy, teacher time perspective, and teacher success. Just recently, Akbari and Pishghadam (2022) developed a new kind of software to measure the emotional loads of texts.

Newberry (2010) suggests that teachers must form meaningful connections with their students, and they must receive proper training and support. When teachers and classmates maintain a positive mood, students are more likely to thrive and succeed in school (Yan et al., 2011). All these arguments revolve around the idea that emotions serve a purpose in our daily lives, and managing them is crucial. For example, anger can make others feel intimidated, motivate a person to attack or defend, and create physical distance between individuals (Masuyama, 1994). Some scholars (e.g., Yan et al., 2011; Yariv, 2009) contend that teachers' emotions should be considered alongside those of their students and other school staff members in a school setting. A teacher's emotions might influence their approach towards a particular student (Winograd, 2003).

The present research focuses on two major variables: active/passive motivation and teacher emotions, which have been underrated by researchers in the field of SLA. In this regard, the main aims of this study entail: 1) investigating the significant correlation between active/passive motivation and teacher emotions; 2) identifying the possible predictors of teacher emotions in the components of active/passive motivation, including cognitive/active motivation, cognitive/passive motivation, sociocultural/active motivation, sociocultural/passive motivation, sensory/active motivation, and sensory/passive motivation; and 3) exploring how teachers perceive the role of active/passive motivation in influencing their emotions.

3. Methodology

In this study, the researchers employed a sequential mixed-methods research design (Johnson & Christensen, 2012) that included a qualitative phase to gain more in-depth information through semi-structured interviews about the role that active/passive motivation has in teacher emotions.

3.1. Participants

3.1.1. Quantitative Phase

The quantitative phase of the research included 145 English language teachers (females: $n=96$, 66.2%; males: $n=49$, 33.8%; Mean age=36.12, $SD=1.68$) who work at private English language schools in Mashhad and Quchan, cities in Iran's Khorasan Razavi Province. Instead of using a random selection approach, the sampling method is based on criteria. The following requirements were met: a) holding a BA or MA in English Language Teaching, b) being an EFL Institute English teacher, and c) having at least three years of teaching experience.

3.1.2. Qualitative Phase

In the qualitative phase of the study, six of the teachers (females: $n=4$, 66.7%; males: $n=2$, 33.3%; Mean age=37.83, $SD=6.52$) were selected to participate based on purposive sampling. The data were collected until no new information was added.

3.2. Instruments

The researchers used three tools in their study to measure the motivation and emotions of teachers.

3.2.1. The Active/Passive Motivation Questionnaire

The first tool was a questionnaire on active/passive motivation consisting of 24 items with six components- cognitive/active motivation, cognitive/passive motivation, sociocultural/active motivation, sociocultural/passive motivation, sensory/active motivation, and sensory/passive motivation. This questionnaire was developed by Pishghadam et al. (2019).

3.2.2. The Teacher Emotions Questionnaire

The second tool used was Frenzel et al.'s (2013) emotions questionnaire for teachers to measure enjoyment, anxiety, and anger. Khajavy et al. (2016) also created questions to measure pride, embarrassment, and boredom. Each emotion was evaluated using four items on a six-point Likert-type scale, ranging from 1 (strongly disagree) to 6 (strongly agree). The reliability of the questionnaire was estimated at 0.85.

3.2.3 Semi-structured Interview

The last tool used in the study was a semi-structured interview that groups the students' replies based on themes. This technique was developed by Dörnyei (2007). The questions centered on the familiarity of teachers with the concept of active/passive motivation, their perspectives of an active, motivated teacher or a passive-motivated teacher, the extent to which they pay attention to the emotional loadings of the words you use in the class, and the kinds of motivation that they think to influence more the teachers' emotions in the class. First, the information gathered from open-ended surveys is organized and classified using a theme-based classification method. Transcribing complicated data allows for its structuring. The transcript is then categorized by removing repeats and tangents. Finally, the researchers examined the data using general qualitative and particular interview analysis techniques.

3.3. Procedure

3.3.1. Data Collection

In five weeks, the participants collected data from 145 EFL teachers. The researcher tried to employ more samples since, in correlational investigations, the sample size has to be sufficient to generalize the results (Dörnyei, 2007).

The participants answered the active/passive questionnaire distributed by the researchers during the first week, and they were told how to complete it and how much time they had to do so. The participants answered the questionnaire about teaching emotions in the second week, and they were told how to respond to the questions and how much time they had to do so. The researchers wrote the questions in English, and the participants were required to answer them precisely in the third, fourth, and fifth weeks

to collect the participants' responses to the interview regarding their perceptions of the role of active/passive motivation in teachers' emotions. A semi-structured interview could express participants' opinions with minimal interruption.

3.3.2. Data Analysis

The researchers examined the research questions based on statistical techniques, including descriptive and inferential statistics. They examined the link between active/passive motivation and teaching emotions using the Pearson Correlation Coefficient Formula to address the first objective of the study. Furthermore, they also used multiple regression to address the study's second objective, which was to determine how many variables in teacher emotions could be described by the six active/passive motivation elements. Finally, they employed constant comparison analysis to examine the data to address the last research objective, which concerned what the teachers believe about the role of active/passive motivation in their teaching emotions. They adhered to the three main stages of constant comparison analysis (Strauss & Corbin, 1998) concerning constant comparison analysis.

First, the data that came from open-ended questions were prepared through "theme-based categorization" (Dörnyei, 2007) by structuring and classifying the commonalities that emerged from the responses. Then, the transcripts were classified by eliminating repetitions. The resulting categories were then reported in the English language according to the factors that emerged from the data. The inter-coder agreement of the findings was ensured as both coders reached the same conclusion.

4. Results

4.1. Active/Passive Motivation and Teachers' Emotions

The study aimed to probe the connection between EFL active/passive motivation and teacher emotions. Twenty-four questions totaled active/passive motivation; the range of possible scores on the questionnaire was 24–144. Similarly, the teacher emotions questionnaire included 24 items; the minimum possible score was 24, and the maximum was 144. The researchers checked the score normality assumptions and improved their analysis of the scatter plots to better understand the nature of the variables' relationship before running the calculation. The scatter plot showed a positive correlation between the variables, where a line connecting the dots would go from the bottom left to the top right.

Table 1
Descriptive Statistics for Active/Passive Motivation and Teachers' Emotion

	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Active/passive motivation	145	88.60	11.36
teaching emotions	145	82.55	12.58
Valid N (listwise)	145		

As indicated in Table 1, we ensured that the normality assumptions (i.e., skewness and kurtosis) were not violated before further analysis. We found that the variables were within the acceptable range of +2 and -2. The findings showed that the mean scores and standard deviations for active/passive motivation were 88.60 (SD=11.36), and for teachers' emotions were 82.55 (SD=12.58).

Following this, the Pearson product-moment correlation coefficient was used to assess the link between active/passive motivation scores and teaching emotions after a preliminary analysis was conducted to verify that there were no violations of the assumptions of normality. The results showed that there was a positive association between active/passive motivation scores and teaching emotions ($r=.27$, $n=145$, $p<.05$).

4.2. The Predictors of Teachers' Emotions

The second research objective focused on the factors influencing teachers' emotions. These components include cognitive/active motivation, cognitive/passive motivation, sociocultural/active motivation,

sociocultural/passive motivation, sensory/passive motivation, and sensory/active motivation. The researchers used multiple regression analysis to obtain statistical results.

First, any issues related to multicollinearity were checked, which occurs when the independent variables are highly correlated. The correlation between the variables in the model did not show any violation of data, as the correlation between the variables was less than 0.09. Table 2 displays the findings as labeled coefficients, which include VIF and tolerance. The researchers used cut-off values to identify multicollinearity in the data; a VIF value more than ten or a tolerance value lower than ten indicated multicollinearities. According to Table 2, all independent variables had tolerance values greater than 10, meaning the multicollinearity assumption was not violated. Further evidence for this came from the VIF value, which was much lower than the threshold of 10. Hence, no violation occurred. This was also verified by analyzing the plot of the regression standardized residuals. From the bottom left to the top right, the points were shown to be in a reasonably straight diagonal line in the plot. This meant that the data stayed consistent with the norm.

The researchers checked the independence of residuals, homoscedasticity, and outliers once data collection was complete. The Outliers were examined using Mahalanobis distances. The number of independent variables in this study was six, and using Tabachnick and Fidell's (2001) guidelines, the critical value in this case should not exceed 22.46 since it was 13.46, and no violation occurred. The ANOVA Test was used to determine whether the data were statistically significant. A null hypothesis about the population's multiple R being zero was tested (0). The model reached statistical significance ($F=2.30$, $Sig=.03$).

Table 2
Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1(Constant)	72.477	10.993		6.593	.000		
Cognitive/active motivation	.878	.334	.216	2.625	.010	.970	1.031
Cognitive/passive motivation	-.081	.427	-.016	-.189	.851	.864	1.157
Sociocultural active motivation	-.310	.311	-.085	-.998	.320	.905	1.105
Sociocultural passive motivation	.585	.329	.146	1.776	.078	.969	1.032
Sensory/active motivation	.227	.343	.055	.662	.509	.957	1.045
Sensory/passive motivation	-.525	.376	-.116	-1.395	.165	.946	1.057

As shown in Table 2, cognitive/active motivation had the largest beta coefficient at 0.21, so that this variable contributed the most to understanding teacher emotions after controlling all other factors in the model. Since each of the other variables showed no significant values because their values were more than 0.5, we concluded that their Beta values were not statistically significant and they made no significant contribution to predicting teachers' emotions. Thus, the best predictor of teacher emotions was cognitive/active motivation.

4.3 Content Analysis

For the third objective of the study, the main themes extracted from the interviews are reported below. The results of the interviews revealed that teachers who are more motivated and have a good vibe for teaching the English language are more attractive to the students and devote enough time to work with the students and examine their assignments. Teachers should be cautious since this would have a negative effect, too. One of the teachers stated:

Some teachers are hasty and try to teach the lessons fast, and although they work well in the class and are on the board most of the time, they and their classes are not attractive to the students, and they transfer their passive motivation to the students. I am so eager to be in the class. I like to exert more energy and effort.

The results of the interviews showed that thinking and doing is a motivating factor for the students, and students like the teachers who pay attention to them as well as their homework. One of the teachers said:

In previous years, I struggled with certain personality traits that made it difficult for my students to participate in class discussions. This left me feeling drained and discouraged. However, during the last term, I made a conscious effort to be more positive and encouraging, which helped to turn things around. I pushed the students to participate in class discussions, and I was emotionally supportive. This behavior helped me fortify their English language and promote their learning development.

Teachers feel that emotional support, engagement, and involvement are determining factors, and the students would like to be more valued. Another teacher mentioned:

When the teacher shows a lot of enjoyment and motivation, he/she finds himself/herself more motivated and involved in accomplishing the learning tasks. Some of the teachers blame the students when they cannot speak in English, and this kind of feedback disappoints them, and I became frustrated.

Afterward, the researchers assessed the consistency of the data collected by the teacher from the interviews. The data was coded and provided to the supervisor for a second coding round. Both researchers arrived at similar conclusions with minor differences. The inter-coder reliability was established using the guidelines suggested by Campbell et al. (2013), and the researchers found 64% inter-rater reliability by dividing the number of coding agreements by the total number of agreements and disagreements. There were 14 common themes, and nine of them were invoked by both coders. The overall inter-coder reliability was 64% ($9/14=0.64$).

Table 3
Common Themes Emerged from the Interviews

Participants	Themes
EFL teachers	1) energy, 2) valuing class time, 3) emotional support, 4) active motivation, 5) cultural issues, 6) recognizing students' potential, 7) attractive personality, 8) engagement, and 9) interest

As displayed in Table 3, the common themes were reduced to nine codes, which included energy, valuing class time, emotional support, active motivation, cultural issues, recognizing students' potential, attractive personality, engagement, and interest.

5. Discussion

The results of the study are inspiring and informative. The study revealed that the association between active/passive motivation and teaching motivation is significant, and active/cognitive motivation contributes the most to understanding teaching emotions. More information about the connection between active/passive motivation and teacher emotions is needed in the literature. However, informative results emerged from the current study in the Iranian context. The study confirmed a positive correlation between active/passive motivation and teacher emotions. Additionally, the findings indicated that the most significant predictor of teacher emotions was active/cognitive motivation. Finally, the content analysis of the responses provided nine codes with high inter-coder reliability.

As for the first objective of the study concerning the relationship between active/passive motivation and teacher emotions, the results obtained from the study align with Mertler's (2002) research, which found a clear correlation between higher motivation levels and more academic success. Additionally, the

results of the study are consistent with those of Karsli and Iskender's (2009) investigation that surveyed 400 teachers in Turkey and determined that those with higher motivation levels performed better in their learning. Williams and Burden (1997) noted that the cognitive and socially contextualized essence characterizes L2 motivation. Furthermore, the present study revealed that teaching motivation can enhance the students' willingness to participate in a social and dialogical classroom environment.

As for the second objective of the study concerning the possible predictors of teacher emotions in active/passive motivation, the study is consistent with Croucher's (2013) findings, which indicated that participation willingness was positively linked to language learning. Liu and Jackson (2008) found that students who lacked motivation were less likely to communicate, implying that demotivation in language learning significantly predicted students' reluctance to communicate. Furthermore, the study demonstrated that encouraging students to participate actively in class could motivate them to learn. The results of the study are consistent with the previous study conducted by Francis and Woodcock (1996), which demonstrated a strong relationship between motivation and stroke subscales. The literature also emphasizes the importance of stroke-rich environments in educational settings, as highlighted by studies by Freedman (1993) and Kusluvan (2003). According to Kusluvan (2003), the students' motivation levels decrease when they receive more strokes. The findings also support the previous research by Stewart (2008) and Wang and Holcombe (2010), indicating that motivation is positively correlated with academic performance. Additionally, increasing student motivation is a critical factor in reducing school dropout rates among students, as evidenced by Christenson and Reschly (2010) and Wang and Fredricks (2014). Li and Lerner (2011) also suggest that higher levels of behavioral and emotional engagement among students significantly reduce the rate of depression, delinquency, and substance use.

Moreover, the findings support the results of Pishghadam and Khajavy's (2014) research, which indicated that motivation was positively correlated with intrinsic and extrinsic factors and negatively associated with demotivation. Gardner (2000) states that individuals who are motivated show effort in achieving their goals, remain persistent, prioritize the tasks necessary for achieving their goals, possess a strong desire to achieve what they want, find pleasure in the activities required for achieving their goals, are encouraged to seek their goals and maintain expectations regarding their independent learning.

As for the third objective of the study concerning how teachers perceive the role of active/passive motivation in influencing their emotions, the results of the study are consistent with the study by Stewart and Joines' (1987) research confirmed that paying attention to the students' homework, class participation, asking questions, and engaging in discussions are among the factors that promote learning. The interviews revealed that students were more motivated to learn when teachers noticed them. This highlights the need to establish a stronger connection between emotion and cognition in our education system. The results of the study align with the study by Fried et al. (2015), who found that teacher emotions can impact their cognitive processes and their students' perceptions and emotions, as emotional expressions can influence others directly.

Through its quantitative and qualitative results, this research sheds new light on teachers' emotional support in the classroom. In order to actively motivate their students, teachers should reinforce and motivate them on a cognitive and sociocultural level, make time for each student, check their work, and praise their development. As Krause (2014) correctly mentioned, good conduct produces joy and laughter. As a result, students would become more engaged, and the classroom environment would be more pleasant, promoting better learning. Moreover, teaching emotions like stroke and active/cognitive motivation might be quite helpful; just by looking at them and smiling, teachers could increase their engagement, which would help them learn better. The results of the study are consistent with the study carried out by Modarresi (2022), who confirmed the positive effect of learner engagement on task accomplishment.

Because of the high student-teacher ratio in our classrooms, most lessons are teacher-centered, with the teacher taking complete control of the room and students participating only in a passive role; however, teachers can bridge this gap and create a more engaging learning environment by modeling active motivation for their students and showing appreciation for class time. Teachers adept at making the

most of their students' mental capacity are more appealing to them. According to Kumaravadivelu (2006), rethinking language education and teacher preparation hinges on the post-method situation. He elaborates that it calls on ELT experts to examine classroom instruction from every ideological and pedagogical angle.

The researchers of the current study came to the following conclusions: first, EFL students would be more engaged and productive in class if their teachers inspire them to do so; second, students would have a better impression of their teachers' empathy and appreciation for their presence if they see that their teachers care about their work and make an effort to pursue their progress. Motivated educators who do not evade their duties are more appealing to pupils learning language as it is intricately intertwined with culture. According to Khajavy et al. (2016), western culture emphasizes the importance of teachers' active encouragement in their students' growth and emphasizes classroom punctuality and psychological aspects. When educators are intrinsically driven by their own cognitive and sociocultural reasons, they bring their whole selves to the classroom, fostering an environment where students may think critically, creatively, and independently.

Research like this lends credence to the idea that EFL students need to practice speaking and listening in class in order to improve their communication abilities; consequently, the traits that teachers exhibit have a significant impact on how well their students engage with the material, how interesting their discussions get off the ground, and how engaged they remain throughout the lesson (Fried et al., 2015). The researchers of the present study believe that these kinds of research justify including emotional literacy in school curricula; doing so will hopefully help students learn to control their feelings, replace negative emotions with positive ones, and make sense of the connection between their thoughts, feelings, and actions. Equally, in recent years, studies on English as a foreign language and English as a second language have focused on the principles of motivation in achieving academic goals.

These results show how critical motivational factors are for students' present and future success; students who go on to have successful careers can take inspiration from these factors, and students can use their teachers' emotional feedback to connect with their EFL lessons and control their progress. There may be a need for greater variety in the current approaches to teaching language in classrooms and universities. Teachers sometimes fail to engage their students and prevent them from contributing to class discussions, either because they lack the necessary enthusiasm and focus or because they are exhausted after a long day on the job. Nevertheless, teachers can change this by motivating and inspiring their students to study (Pennycook, 2001).

Regarding second language learning, the results of this research strongly suggest that additional factors, such as happy emotions, should be considered. Considering the large class size at the undergraduate level, motivational factors would be effective in promoting learners' development so that they can assess and reassess their progress. This is because providing emotional support to learners triggers their active cognitive motivation.

The research findings have several implications for EFL learners and teachers in the second language environment. Teachers are advised to boost their energy levels and work actively with their students to increase their motivation, which is a conscious process that transforms negative emotions into positive ones. Therefore, EFL teachers need to participate in pre-service and in-service training programs to become more aware of their attitudes toward emotions and to receive training in conscious thinking about positive emotions. Teachers should also enhance their cognitive and sensory motivations in their teaching practices, consider society and the altruistic factors that can enhance society, and act as scaffolding for their students to feel supported in their lessons and lives. Highly motivated teachers are more optimistic about their jobs and are more likely to be satisfied with their practice.

As for EFL learners, it is suggested that they show respect towards their teachers and take advantage of the emotional support and effort that they provide. This will help them become more motivated and engaged, improving their study progress. Students should understand their teachers' emotions and motivations and absorb positive emotions such as enjoyment and pride in their academic life. Furthermore, students must not allow negative emotions to hinder their pursuit of learning the English language. Students should try to understand better how they make sense of their educational

experiences, and language teachers should aim to reveal how learners interpret their language learning experiences within the learning context (Frenzel et al., 2013).

The current research delved into how EFL teachers' emotions are related to active/passive motivation for their students. Furthermore, the study identified the most effective predictor of EFL teachers' emotions regarding active/passive motivation components. Additional research is needed to replicate the current findings to validate and confirm the efficacy of such activities in the educational setting. Future studies should establish a connection between active/passive motivation and students' grit, motivation, and willingness to communicate. Further research could also explore whether these factors differ based on the participants' gender and sociocultural level. Lastly, another study may examine the correlation between active/passive motivation, teacher emotions, and job satisfaction.

Disclosure Statement

The authors claim no conflict of interest.

Funding

The research did not receive any specific grants from funding agencies.

References

- Akbari, M. H., & Pishghadam, R. (2022). Developing new software to analyze the emo-sensory load of language. *Journal of Business, Communication, & Technology*, 1(1), 1-13. <https://doi.org/10.56632/bct.2022.1101>
- Arnold, L. S., & Walker, R. (2008). Co-constructing classroom environments that improve academic outcomes. In P. A. Towndrow, C. Koh, & T. H. Soon (Eds.), *Motivation and practice for the classroom* (pp. 165-184). Sense Publishers.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Science*, 3, 147-154.
- Campbell, M. M. (2007). Motivational systems theory and the academic performance of college students. *Journal of College Teaching & Learning*, 4(7), 11-24. <https://doi.org/10.19030/tlc.v4i7.1561>
- Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding in-depth semi-structured interviews: Problems of unitization and inter-coder reliability and agreement. *Sociological Methods and Research*, 42(3), 294-320. <https://doi.org/10.1177/0049124113500475>
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218.
- Christenson, S. L., & Reschly, A. L. (2010). Check and connect: Enhancing school completion through student engagement. In E. Doll & J. Charvat (Eds.), *Handbook of prevention science* (pp. 327-348). Routledge.
- Croucher, S. M. (2013). Communication apprehension, self-perceived communication competence, and willingness to communicate: A French analysis. *Journal of International and Intercultural Communication*, 16(1), 298-316. <https://doi.org/10.36923/jicc.v16i1.708>
- de Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology: An International Review*, 54(1), 119-134. <https://doi.org/10.1111/j.1464-0597.2005.00199.x>
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Dörnyei, Z. (2010). Researching motivation: From integrativeness to the ideal L2 self. In S. Hunston & D. Oakey (Eds.), *Introducing applied linguistics: Concepts and skills* (pp. 74-83). Routledge.
- Dörnyei, Z., & Csizer, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey. *Applied Linguistics*, 23(4), 421-462. <https://doi.org/10.1093/applin/23.4.421>
- Farsad, L., & Modarresi, G. (2023). EFL learners' construction of L2 ego and its relationship with emotional intelligence. *Journal of Research in Applied Linguistics*, 14(1), 124-139.
- Francis, D., & Woodcock, M. (1996). *The new unblocked manager: A practical guide to self-development*. Gower Publishing.

- Freedman, M. (1993). *The kindness of strangers: Adult mentors, urban youth and the new volunteerism*. Jossey-Bass Publishers.
- Frenzel, A. C. (2014). Teacher emotions. In L. Linnenbrink-Garcia & R. Pekrun (Eds.), *Handbook of emotions in education* (pp. 494–519). Routledge.
- Frenzel, A. C., Pekrun, R., & Goetz, T. (2013). *Emotions questionnaire for teachers (EQT) –User’s manual*. University of 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), 415-441.
- Gardner, R. C. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology*, 41, 1-24. <https://doi.org/10.1037/h0086854>
- Gardner, R. C., & Tremblay, P. F. (1994). On motivation, research agendas, and theoretical frameworks. *The Modern Language Journal*, 78(3), 359-368. <https://doi.org/10.2307/330113>
- Garrett, R. M. (1999). *Teacher job satisfaction in developing countries*. Department for International Development.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854. [https://doi.org/10.1016/S0742-051X\(98\)00025-0](https://doi.org/10.1016/S0742-051X(98)00025-0)
- Hosotani, R., & Imai-Matsumura, K. (2011). Emotional experience, expression, and regulation of high-quality Japanese elementary school teachers. *Teaching and Teacher Education*, 27(6), 1039-1048. <https://doi.org/10.1016/j.tate.2011.03.010>
- Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions, activation, and regulation. *Emotion Review*, 2(4), 363-370. <https://doi.org/10.1177/1754073910374661>
- Karsli, M. D., & Iskender, H. (2009). To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment. *Procedia–Social and Behavioral Sciences*, 1, 2252-2257. <https://doi.org/10.1016/j.sbspro.2009.01.396>
- 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). Routledge.
- Khajavy, G., Ghonsooli, B., & Hosseini, A. (2016). Willingness to communicate in English: A microsystem model in the Iranian EFL classroom context. *TESOL Quarterly*, 50(1), 154-180. <https://doi.org/10.1002/tesq.204>
- Khorsand, M., & Modarresi, G. (2023). The relationship between teachers’ emotions, strokes and academic achievement: The case of BA English-major students. *Language and Translation Studies*, 56(2), 71-107. <https://doi.org/10.22067/lts.2023.81620.1179>
- Krause, R. (2014). *Humor: An important spice to use in teaching*. Freie Universität Berlin. <http://www.geisteswissenschaften.fuberlin.de/we06/engdid/ressourcen/pdf>
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59-81. <https://doi.org/10.2307/40264511>
- Kusluvan, S. (2003). *Managing employee attitudes and behaviors in the tourism and hospitality industry*. Nova Publishers.
- Lather, A. S., & Jain, S. (2005). Motivation and job satisfaction: A study of associates of public and private sector. *Delhi Business Review*, 6(1), 77-84.
- Li, Y., & Lerner, R. M. (2011). Trajectories of school engagement during adolescence: Implications for grades, depression, delinquency, and substance use. *Developmental Psychology*, 47, 233-247. <https://doi.org/10.1037/a0021307>
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners’ unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- Masuyama, E. (1994, July 18). *A number of fundamental emotions and their definitions* [workshop]. The 3rd IEEE International Workshop on Robot and Human Communication, Padua, Italy. <https://doi.org/10.1109/ROMAN.1994.365938>
- Mertler, C. A. (2002). Job satisfaction and perception of motivation among middle and high school teachers. *American Secondary Education*, 31(1), 43-53.
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(1), 377-390. <https://doi.org/10.1007/s10648-006-9032-1>

- Michaelowa, K. (2002). *Teacher job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan Africa* [HWWA Discussion Paper]. Hamburg Institute of International Economics.
- Modarresi, G. (2022). The impact of task-based collaborative output activities on learner engagement in writing tasks. *Journal of Language Horizons*, 6(2), 81-101. <https://doi.org/10.22051/lghor.2021.35238.1453>
- Moreira, H., Fox, K., & Sparkes, A. C. (2002). Job motivation profiles of physical educators: Theoretical background and instrument development. *British Educational Research Journal*, 28(6), 845-862. <https://doi.org/10.1080/0141192022000019099>
- Newberry, M. (2010). Identified phases in the building and maintaining of positive teacher-student relationships. *Teaching and Teacher Education*, 26(8), 1695-1703. <https://doi.org/10.1016/j.tate.2010.06.022>
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Lawrence Erlbaum Associates.
- Pishghadam, R., & Khajavy, G. H. (2014). Development and validation of the student stroke scale and examining its relation with academic motivation. *Studies in Educational Evaluation*, 43(1), 109-114. <http://doi.org/10.1016/j.stueduc.2014.03.004>
- Pishghadam, R., Adamson, & Shayesteh, S. (2013). Emotion-based language instruction (EBLI) as a new perspective in bilingual education. *Multilingual Education*, 3(9), 1-16. <https://doi.org/10.1186/2191-5059-3-9>
- Pishghadam, R., Makiabadi, H., Shayesteh, S., & Zeynali, S. (2019). Unveiling the passive aspect of motivation: Insights from English language teachers' habitus. *International Journal of Society, Culture and Language*, 7(2), 15-26.
- Rahimi, M., & Modarresi, G. (2023). Teacher emotions, energy, and time perspective in teacher success: A mixed-methods study. *Journal of Cognition, Emotion, & Education*, 2(1), 40-54. <https://doi.org/10.22034/cee.2023.412453.1010>
- Rashid, M., & Dhindsa, H. (2010). Science teachers' motivation to teach: Intrinsic factors. *Brunei International Journal of Science & Math Education*, 2(1), 16-31.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Pearson Merrill Prentice Hall.
- Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school- and individual-level factors on academic achievement. *Education and Urban Society*, 40(2), 179-204. <https://doi.org/10.1177/0013124507304167>
- Stewart, I., & Joines, V. (1987). *TA today: A new introduction to transactional analysis*. Lifespace Pub.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Sage.
- 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. <https://doi.org/10.1023/A:1026131715856>
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th ed.). Harper Collins.
- Tziava, K. (2003). *Factors that motivate and demotivate Greek EFL teachers* [Unpublished doctoral dissertation, The University of Edinburgh]. Moray House School of Education.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, M. T., & Fredricks, J. A. (2014). The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child Development*, 85(2), 722-737. <https://doi.org/10.1111/cdev.12138>
- Wang, M. T., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47(3), 633-662. <https://doi.org/10.3102/0002831209361209>
- Williams, M., & Burden, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge University Press.
- Winograd, K. (2003). The functions of teacher emotions: The good, the bad, and the ugly. *Teachers College Record*, 105(9), 1641-1673. <https://doi.org/10.1046/j.1467-9620.2003.00304.x>

- 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. <https://doi.org/10.1080/02568543.2011.533115>
- Yariv, E. (2009). The appraisal of teachers' performance and its impact on the mutuality of principal-teacher emotions. *School Leadership and Management*, 29(5), 445-461. <https://doi.org/10.1080/13632430903152302>

ON PRESS