

EXAMINING THE INTERPLAY OF EFL TEACHERS'
EMOTIONAL EXPERIENCES, PERSONALITY, AND THEIR USE OF
MOTIVATIONAL STRATEGIES



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Emotional Experiences, Personality, and Their use of Motivational Strategies

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DECLARATION OF ORIGINALITY

I, Neslihan Karadeniz Çildan, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date

STATEMENT OF TRANSPARENCY

As a part of academic honesty and integrity, I would like to acknowledge the external sources that I have made use of throughout the preparation process of the present thesis. First of all, at some points during the review of the existing literature related to the topic of my research, I utilized two digital tools powered by artificial intelligence: Scite and ChatGPT, for the purpose of reaching a wide variety of sources in the literature to extend my readings of relevant articles and research to as far as possible. I also utilized Grammarly provided by Boğaziçi University database to avoid any kinds of misspelling in my sentences. I should emphasize that no artificial intelligence tools were used for generations of ideas or the writing process. During data analysis, I took advice from my colleagues who were more experienced than I was in using SPSS to make sure running all the analysis accurately. I would also like to state that all the sources and quotations I have used in the present thesis have been cited appropriately.

ABSTRACT

Examining the Interplay of EFL Teachers'

Emotional Experiences, Personality, and Their Use of Motivational Strategies

The present study examined the interplay of English as a foreign language (EFL) teachers' emotional experiences, second or foreign language (L2) teacher grit, and use of motivational strategies in teaching. The objectives were to explore the extent EFL teachers experience shame, guilt, anger, anxiety, boredom, and enjoyment, have grit, and use motivational strategies in teaching; to examine the relationships among EFL teachers' emotions and their L2 teacher grit; to analyze the effects of shame and guilt on EFL teachers' anger, anxiety, boredom and enjoyment; to address the impacts of EFL teachers' emotions on their grit; and to discover the effects of EFL teachers' emotions and grit on their use of motivational strategies. Quantitative data were collected by an online questionnaire from 224 EFL teachers working in Türkiye and analyzed by correlation and multiple regression analyses. Correlation analyses revealed significant relationships between EFL teachers' emotions and grit. Regression analyses indicated that shame positively predicted anger, anxiety, and boredom while it negatively affected enjoyment; guilt positively predicted enjoyment and negatively affected anger, anxiety, and boredom; grit was predicted positively by enjoyment and negatively by anxiety and boredom; and use of motivational strategies were found to be positively influenced by guilt, anger, anxiety, enjoyment, and grit and negatively by shame. Investigating EFL teachers' emotional experiences, grit, and use of motivational strategies, the study aimed to contribute to the understanding of EFL teachers' emotional experiences and their potential outcomes.

ÖZET

İngilizce Öğretmenlerinin Duygusal Deneyimleri, Kişilik Özellikleri ve Motivasyon Stratejileri Kullanımları Arasındaki Etkileşimin İncelenmesi

Bu çalışma İngilizce öğretmenlerinin duygusal deneyimleri, İngilizce öğretme azimleri ve motivasyon stratejileri kullanımları arasındaki ilişkiyi incelemektedir. Çalışmada İngilizce öğretmenlerinin utanç, suçluluk, öfke, kaygı, can sıkıntısı ve keyif gibi duyguları ne düzeyde deneyimledikleri, İngilizce öğretme azmine ne derece sahip oldukları ve motivasyon stratejilerini ne ölçüde kullandıkları; duygular ve İngilizce öğretme azimleri arasındaki ilişki; utanç ve suçluluğun öfke, kaygı, can sıkıntısı ve keyif deneyimleri üzerindeki yordayıcı etkileri; utanç, suçluluk, öfke, kaygı, can sıkıntısı ve keyfin azme etkileri ve duyguların ve azmin motivasyon stratejileri kullanımına etkilerinin incelenmesi amaçlanmıştır. Çalışmada Türkiye’de İngilizce öğretmenliği yapan 224 katılımcıdan çevrimiçi anket tekniği ile toplanan nicel veriler korelasyon ve çoklu regresyon analizleri ile incelenmiştir. Korelasyon sonuçları, bahsedilen duyguların tamamının İngilizce öğretme azmi ile anlamlı ilişkide olduğunu göstermiştir. Regresyon analizleri utancın öfke, kaygı ve can sıkıntısını olumlu, keyfi olumsuz yordadığını; suçluluğun keyfi olumlu, öfke, kaygı ve can sıkıntısını olumsuz etkilediğini; azmin keyif tarafından olumlu, kaygı ve can sıkıntısı tarafından olumsuz etkilendiğini ve motivasyon stratejileri kullanımlarının suçluluk, öfke, kaygı, keyif ve azim tarafından olumlu; utanç tarafından olumsuz etkilendiğini göstermiştir. İngilizce öğretmenlerinin duygularını, azimlerini ve motivasyon stratejileri kullanımlarını inceleyen bu çalışma, İngilizce öğretmenlerinin duygusal deneyimlerinin ve bu deneyimlerin olası etkilerinin anlaşılmasına katkı sağlamayı hedeflemektedir.

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CHAPTER 1

INTRODUCTION

Motivation is a factor that plays a directive role in achievement settings as it reveals, regulates and maintains behavior (Rani & Kumar-Lenka, 2012), which directs people psychologically to increase their eagerness to perform and work better (Kalita, 2023). According to Dörnyei (1994), motivation is among the key factors that affect learning a second language (L2) and the role of motivation in L2 learning has been addressed by several studies so far (e.g., Cocca & Cocca, 2019; Ghani & Azhar, 2017; Lee, Ahn, & Lee, 2022; Sparks, Patton, Ganschow, & Humbach, 2009; Zhang, Lin, Zhang, & Choi, 2017). Considering the significance of learners' motivation for their L2 achievement from different perspectives, it is vital for teachers to seek ways of keeping their students motivated in language classrooms. This is possible through the means of a set of strategies. Teachers make use of certain motivational strategies to make their students get engaged in the class and provide a prosperous learning environment.

Dörnyei (2001) categorized motivational strategies into four components in L2 education: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. Under these components, several micro strategies were proposed for L2 teachers to use for getting their students motivated in learning and sustain this motivation by engaging them in class through a positive and reinforcing classroom environment. Since there is a positive relationship between L2 teachers' use of motivational strategies and language learners' levels of the motivated learning behavior in addition to their motivational state (Guilloteaux & Dörnyei, 2008), it can

be said that L2 teachers' adoption of motivational strategies is of great significance yet exploring the factors determining the utilization of these strategies is another important issue.

Teachers' use of motivational strategies is closely related to their emotional experiences in class. According to Hargreaves (1998), teaching comprises a significant quantity of emotional work and comprehension. So, teachers experience different emotions from time to time (Teng, 2017), just as the students do. Most of the time, learners are considered as the core of an educational process. This is not completely mistaken, as the ultimate goal in an educational process is to provide learners with intended learning outcomes and teachers are the ones who are responsible for ensuring a qualified educational process runs its course. However, this is a complex responsibility as teachers are not only supposed to instruct and expect their learners to learn; but they also need to provide learners with a classroom environment where learners experience positive emotions and get motivated towards learning. All these require constant interaction between the teacher and the students, and these interactions give rise to teachers' experiencing several emotions, as well, and these emotional experiences are likely to have encouraging or discouraging impacts on teachers' practices and use of motivational strategies since according to Teng (2017), teachers may take different actions from they usually do if they have intense emotions. For instance, a teacher who experiences negative emotions most of the time in teaching might not have concerns about fostering motivation among the learners.

Besides their influence on the utilization of motivational strategies, teachers' emotional experiences are important for two more main reasons: firstly, how teachers feel is likely to affect how their students feel, which in turn will have an impact on

students' motivation to learn. According to Frenzel, Daniels, and Burić (2021), since emotions can be observed, collocutors in an interaction can notice them and be influenced by them. Namely, as Sutton and Wheatley (2003) put it, even when teachers try to hide their emotions, students commonly realize them. As a result, these emotions of teachers might affect their students' emotions and finally the students' motivation to learn because academic motivation may be encouraged, maintained or discouraged by emotions (Pekrun, Goetz, Titz, & Perry, 2002). Thus, it can be said that fostering positive emotions in classrooms is one important means of keeping learners motivated. Research has proved that teachers have a role in students' positive emotional experiences (Dewaele, Witney, Saito, & Dewaele, 2018; Dewaele & MacIntyre, 2014; 2019; Khajavy, MacIntyre, & Barabadi, 2017; Li, Jiang, & Dewaele, 2018; Pavelescu & Petrić, 2018), willingness to learn (Sánchez, de González, & Martínez, 2013), and curiosity and engagement (Mahmoodzadeh & Khajavy, 2018) in L2 learning. Secondly, how teachers feel is also likely to directly influence their students' motivation, which is another important facilitator in learning. Research by Toraby and Modaressi (2018) revealed that manifestation of some positive emotions like pride and enjoyment by L2 teachers can be used as a means of motivating learners and students believe that teachers' emotions are linked to their success in teaching.

The direct and indirect relationships between teachers' emotions and learners' emotions and motivation touched upon above is in fact quite important in any educational process because as Richards (2022) stated, teaching is not only an objective but also a social action, and the interaction between teachers and students are inevitable. Thus, from the viewpoints of teachers and students, it is essential to discover teacher psychology both for its own sake and its possible effects on learner

psychology and the quality of teaching (Mercer, 2018), This should be especially the case with L2 education as social interaction is vital and inevitable in L2 classes and both learning and teaching an L2 are loaded with emotions (Richards, 2022). Galmiche (2018) argued that various emotions with beneficial or detrimental effects might arise in consequence of teaching and learning a foreign language. According to Mercer, Oberdorfer, and Saleem (2016), teachers' and students' well-being are related, and teachers can affect their students' psychology since there is a transmission between them, while they also get affected positively by learners who are engaged in the process. Also, L2 teachers' emotional well-being is of vital importance since to be able to deal with the challenges of language teaching without much struggle, one should be in a good condition both mentally and physically (Mercer & Gregersen, 2020). In order to gain and maintain this well-being, though, teachers should first be aware of their own emotional states. However, according to Dumančić, Martinović, and Burić (2022), there is still much remaining unknown even if the field has figured out L2 teaching is emotionally complex. They also asserted that in the field of L2 education, learners' emotions rather than those of teachers had been focused more, still, this tendency is changing dramatically with more and more research focusing on teachers' psychology.

Among the emotions that L2 teachers are likely to experience, both positive and negative ones can be exemplified. In the scope of the present research, a total of six emotions, namely, shame, guilt, anger, anxiety, boredom, and enjoyment were addressed since they are believed to take place in L2 teaching context and they might have significant relationships both among themselves and with L2 teachers' use of motivational strategies. Although these emotions might be related, their sources and effects can vary. Shame, for instance, takes place when individuals focus their own

selves instead of their actions (Tangney, Stuewig, & Mashek, 2007) after an undesirable outcome of a deed; while guilt in the same context, occurs if they focus on their behavior rather than their selves and guilt causes less pain than shame does (Lewis, 1971; Lewis, 1995; Tangney et al., 2007). The actions taken by people who feel ashamed or guilty also differ. While shame triggers individuals to put the blame of the action on other people (Tangney, Wagner, Fletcher, & Gramzow, 1992; Teimouri, 2018), or want escape from the situation (Tangney, Miller, Flicker, & Barlow, 1996a); guilt is likely to enhance reparative actions for the wrongdoing (Lewis, 1995; Tangney et al., 2007; Teimouri, 2018). In L2 teaching context, their difference is highly significant. Namely, the actions that shame-prone and guilt-prone teachers are expected to take are likely to have important different impacts on both their students and their teaching practices such as the utilization of motivational strategies.

Among the other emotions that are likely to take place in teaching, anger, anxiety, boredom, and enjoyment can be exemplified. Anger is an intense emotion causing teacher burnout (Chang, 2009) and it is likely to stem from student-related factors such as student misbehavior (Sutton, 2004). Similarly, anxiety is another negative emotion that possibly causes L2 teachers to experience burnout along with having lower motivation and enthusiasm towards teaching (Liu & Wu, 2021). The other emotional experience with possible undesirable outcomes is boredom. According to Dumančić (2018), boredom is a negative and deactivating emotion with debilitating effects on people's motivation and work quality. Among the positive emotions, enjoyment, an emotion triggering happiness and self-improvement (Seligman & Csikszentmihalyi, 2000), is a significant one experienced by teachers as it has been proved by research that teaching enjoyment gives rise to learning

enjoyment (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009; Solhi, Shirvan, & Benlioğlu, 2024). Also, considering the effects of teachers' emotions on their students' emotions, a pleasant experience of teaching enjoyment should exist in L2 classes. To sum up, considering the potential negative impacts of shame, anger, anxiety, and boredom and positive effects of guilt and enjoyment on individuals experiencing them, these emotions worth being examined in L2 teaching context both in terms of their relationships among themselves and their link with L2 teachers' use of motivational strategies.

Another factor that is likely to affect L2 teachers' use of motivational strategies in language classes is their personality traits. Grit, for instance, was defined as "perseverance and passion for long-term goals" by Duckworth, Peterson, Matthews, and Kelly (2007, p. 1087) and gritty people are expected to determinedly pursue their long-term goals even when they face obstacles (Duckworth & Gross, 2014). Considering L2 teachers' goal is to teach their students a second language effectively, gritty L2 teachers can be said to put their effort as much as possible, not give up easily, search for ways of overcoming obstacles in their teaching, and be more engaged in their profession. In their study, Liu, Fathi, Allahveysi, and Kamran (2023) pointed out that grit is a direct predictor of EFL teachers' work engagement. Namely, the grittier EFL teachers are, the more engaged they become in their profession. Naturally, more engaged teachers can also be expected to endeavor to get their students more engaged in the learning process, as well. Therefore, it can be hypothesized that gritty EFL teachers are likely to use certain strategies to keep their learners motivated and engaged in learning a second language.

To sum up, having knowledge about teachers' emotions is necessary for understanding teachers and teaching (Sutton & Wheatley, 2003). Emotional

experiences of teachers possibly affect teaching on a large scale (Shamsafrouz & Haghverdi, 2015) and they can enhance the stability and quality of education (Cabaron & Oco, 2023) or debilitate the teaching process. They might affect teachers' use of motivational strategies, they may impact learners' emotions in learning an L2, and they could directly affect learners' motivation. L2 teachers' personality traits are also important in terms of their preferences of teaching practices and utilization of motivational strategies. Considering all these, having a better understanding of L2 teachers' emotional experiences and personality traits along with exploring how these components affect their use of motivational strategies, which in turn directly or indirectly influences learners' achievement, through research is of vital importance in terms of providing a prosperous educational process. To the best of the researcher's knowledge, there is no study measuring the effects of L2 teachers' emotions on their use of motivational strategies in the field and this study aims to fill this gap in the literature. Given the importance of teachers' use of motivational strategies and their emotions both individually and in terms of their relationship, the present study aimed to investigate L2 teachers' use of motivational strategies, emotional experiences, and grit in their English teaching practices from different aspects. More specifically, the purpose of the study was to gain a deeper understanding of the extent to which L2 teachers experience emotions such as shame, guilt, anger, anxiety, boredom, and enjoyment; use motivational strategies; and have grit in their teaching. Also, the relationships between these concepts were aimed to be revealed and discussed in this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Motivational strategies

Although motivation is tried to be defined by different perspectives through various theories (Madrid, 2002), it is not easy to define (Kimura, Nakata, & Okumura, 2001), but shortly and clearly, it is “what ‘moves’ us” (Kalita, 2023, p.1). Dörnyei and Otto (1998, p. 64) defined motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out”. It influences one’s behavior in terms of its essence, power and continuousness (Rani & Kumar-Lenka, 2012). Interacting with environment mutually, motivation comes from within the individual (Madrid, 2002), and it is an intangible means of explaining the underlying reasons of people’s thoughts and behaviors (Dörnyei, 2001).

Both teachers and learners use the term motivation in their try to clarify any achievement or failure in learning an L2 (Dörnyei & Csizér, 1998). Being a significant element in contemporary education, motivation is claimed to be at a high level in order success to take place (Balog & Pribeanu, 2010), as it is driven by the aim of change (Kalita, 2023). According to Dörnyei & Csizér (1998), even an individual with exceptional talents will not be able to reach their long-term goals if they are not motivated enough and likewise, a proper curriculum or qualified teaching fall short in guaranteeing learner achievement. This is also the case with L2 settings. Motivation has undeniably important effects on language learning, and it is one of the most important notions (Jodaei, Zareian, Amirian, & Adel, 2018). Namely,

it is a key element for learning an L2 successfully (Maeng & Lee, 2015). According to Dörnyei and Csizér (1998, p. 203), L2 motivation “provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process”. Being a highly influential and important factor on its own, motivation also plays a compensatory role in L2 learning. According to Dörnyei (2005), if learners are highly motivated, they can overcome their inadequacies in their language aptitudes or learning conditions.

The importance of motivation in learning an L2 has been addressed through several studies so far. For instance, in their longitudinal research that lasted ten years, Sparks et al. (2009) collected data from 54 students and the results of the study revealed that L2 motivation is one of the predictors of the students’ L2 reading comprehension, listening, speaking, and their total L2 proficiency. In another study, Zhang et al. (2017) examined the relationship between motivation and L2 vocabulary learning through data collected by means of two questionnaires from 107 high school students in China. The results of the research indicated that while learners’ extrinsic motivation indirectly enhances their L2 vocabulary learning, their intrinsic motivation both directly and indirectly improves their vocabulary knowledge. Similarly, in their quantitatively designed research with the data from 185 Korean adolescents who learn English as an L2, Lee et al. (2022) found out that learners’ motivation directly predicts both the strategies to learn L2 vocabulary and the vocabulary knowledge of the students. In another research by Ghani and Azhar (2017), data from 123 university students learning English as an L2 revealed that motivation positively affects the learners’ use of L2 frequency for oral communication. Finally, in the research by Cocca and Cocca (2019) with 354

university students, the motivational intensity of the learners was found to predict their L2 achievement reported in placement tests.

Having such an important role in L2 achievement settings, motivation to learn has been tried to be provided for the learners by the teachers through some strategies. These strategies, namely the motivational strategies, are defined by Dörnyei (2001, p. 28) as the “techniques that promote the individual's goal-related behavior”. He further grouped several micro strategies into four main headings in his framework, specifically in L2 education as: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. The aim of using these strategies is to get learners actively engage in the learning process and help them increase and sustain their willingness to learn by means of teacher support, a pleasant classroom environment and sense of satisfaction as they learn. Although not every teacher can use the exact same strategies in every language class since there are several factors that make each class and its needs unique, they can and should adopt what is best for their classes in accordance with this framework. While doing this, on the other hand, teachers should also pay attention to the emotional experiences their students go through because motivation and emotion are related (Rani & Kumar-Lenka, 2012). Emotions can have a boosting role in personal functioning, and they motivate people to stick to their goals (Ward, 2017). Hence, emotions can be said to have a determining role in the direction towards which motivation will progress. Thus, it can be regarded as important for teachers to provide a classroom environment with emotions that are likely to enhance learning and keep the students motivated by utilizing motivational strategies.

Not being extensively focused on as a research topic in L2 context, the importance of using motivational strategies has been addressed in a couple of studies. For instance, research by Guilloteaux and Dörnyei (2008) with 27 teachers and around 1.300 EFL students in South Korea indicated that teachers' motivational practices are associated with language learners' increased levels of the motivated learning behavior along with their motivational state. Likewise, research by Papi and Abdollahzadeh with 741 learners of English as an L2 taught by 17 teachers in Iran (2012) demonstrated that the relation between the motivated behaviors of students and the teachers' motivational practice is significant. What is more, Karimi and Nikbakht (2019), in their research with 120 EFL teachers and 2,045 learners, found a significant positive correlation between EFL use of motivational strategies and L2 learners' achievement. Similarly, quasi-experimental research by Moskovsky, Alrabai, Paolini, and Ratcheva (2012) with 14 Saudi EFL teachers and 296 learners provided evidence that teachers' use of motivational strategies enhances the motivations of EFL learners. Utilization of motivational strategies is likely to be favored by learners, as well. Research by Xue (2020) conducted with university students revealed that students' perception of motivational strategies is positive as they consider that these strategies promote their participation in the activities, help their interest arise about the content of the class and give inspiration to them in learning.

Given the importance of these strategies for both enhancing learners' motivation and their positive attitudes towards learning an L2, it can be said that the motivational strategies should be closely attached importance and adopted by L2 teachers. Teachers inherently play a determinant role whether to utilize these strategies for encouraging their students' learning motivation. This means that the

teachers themselves should have the desire and motivation to use these strategies for a prosperous classroom environment. However, there might be some emotional or personality-related factors that affect teachers' implementation of motivational strategies. In other words, teachers' emotional experiences in a classroom environment or their personality traits might have encouraging or discouraging impacts on their willingness to use certain strategies to motivate their students. For this reason, the relationship between the teachers' emotions as well as their personality traits and their use of motivational strategies is worth having a better understanding.

To sum up, student motivation is crucial for learning to take place in L2 settings, and it should be encouraged by teachers through certain strategies. Whether to implement these strategies in classes or to what extent to adopt them is up to teachers, which requires a deeper understanding of the utilization of the motivational strategies from the teachers' perspectives. Namely, some emotional and personality-related factors that are likely to affect teachers' adoption of these strategies should be identified and the relationships between these factors and teachers' adoption of motivational strategies should be focused on. Thus, in the following sections, some emotional and psychological concepts which are hypothesized to have an impact on L2 teachers' use of motivational strategies in their language classes will be addressed.

2.2 Emotions

"Everyone knows what an emotion is, until asked to give a definition." (Fehr & Russel, 1984, p. 464). This explains the controversial nature of emotion when it comes to defining it. According to MacIntyre and Vincze (2017), emotion has

proven to be significantly hard to define in psychology. In fact, there have been several attempts to put forward a distinct definition of the notion for a significantly long time and one can encounter a good deal of them in the literature. However, the notion is not easy to define correctly although there are as many definitions of emotions as the books that point them out (Goran & Negoescu, 2014). Ultimately, it can be considered that there is not an agreed definition of emotion in the literature (Cabanac, 2002; Cunningham & Kirkland, 2012; Mulligan & Scherer, 2012). One of the most accepted and adopted definitions of emotion was introduced by James (1884, p. 189), as “the bodily changes follow directly the perception of the exciting fact, and that our feeling of the same changes as they occur is the emotion”. In almost every significant event in life, there are emotions (Smith & Lazarus, 1990).

Emotions can be categorized into two as *basic emotions* and *self-conscious emotions*. According to Tracy & Robins (2004), what makes self-conscious emotions different from basic emotions is, initially, that the former necessitates self-awareness and self-representation, and self-conscious emotions are likely to be experienced only when the people are conscious of they have reached or fallen short of living some ideal or actual self-representation. Basic emotions such as anger, joy, sadness, or fear (Izard, 2007), in other respects, arose through humans’ evolution for getting adapted to meet their primary needs (Ekman, 1992). On the other hand, Tangney et al. (2007) defined shame, guilt, embarrassment and pride as members of “self-conscious emotions” family which are evocated by retrospection and self-assessment. Similarly, Lewis (1995) exemplified the self-conscious emotions as shame, guilt, pride and hubris; and claims that these demand a high degree of intellectual improvement, and that people need to have both and understanding of self and certain standards in order to experience these emotions.

Self-conscious emotions do not emerge at the earliest phases of one's life and necessitate certain cognitive capacity to be inducted (Lewis, 2008). Self-evaluation can be considered as one of the most distinctive features of the self-conscious emotions since if a situation does not put self-evaluation processes in operation, it may produce basic emotions, but not the self-conscious ones (Tracy & Robins, 2004). Just because self-conscious emotions necessitate one's self-assessment doesn't mean that these emotions have nothing to do with people's interaction with their environment. They are thoroughly related both to self and to our relations with other people (Tangney, 1999), as they are common in people's everyday lives, and also serve a substantial function in behavior (Gilead, Katzir, Eyal, & Liberman, 2016), which directly influences one's communication, and consequently the relations, with others. For instance, affecting the individuals' perception of themselves or their behavior, shame and guilt play significant roles in their relationships with the environment. More specifically, upon self-evaluation in consequence of an action, individuals experiencing shame are likely to regard the flaw is on their own selves rather than their action (Tangney et al., 2007) or put the blame on the other people around them (Tangney et al., 1992; Teimouri, 2018); while the ones who experience guilt are more likely to admit the wrongdoing and endeavor for compensation (Tangney et al., 1996a). In short, self-conscious emotions are the means that people deepen their understanding of themselves and the interactions with their environment.

In summary, basic or self-conscious, people go through several emotions throughout their lives and these emotions either lead them to fulfill their essential needs or form a basis for their perception of themselves or the others around them. Without emotions, it is impossible for a normal individual to perform in working

with others or on their own (Turković, Talović, Hodžić, Ormanović, & Ćirić, 2022) because humans are social creatures who interact with their environment to maintain their lives and those interactions are likely to give rise to different emotions.

Considering the omnipresence of emotions in every aspect of life and their functions in both intra and interpersonal levels, it can be said that they are inevitable to take place in achievement settings, as well. For this reason, the emotions of both learners and teachers should be a point of interest in terms of their effects of learning and teaching practices. Thus, in the following sections, the importance of emotions will be covered in educational settings; namely in learning, teaching and specifically L2 teaching.

2.2.1 Emotions in learning

As discussed above, emotions comprise a basis for social interaction rather than solely being a result of it and they structure the way human activities' organization, management and completion (Imai, 2010). They are dynamic aspects of individuals and regardless of their being positive or negative, they have presence in every organization including schools (Hargreaves, 1998). Therefore, in the following sections, emotions in educational settings will be addressed in terms of their importance, sources, and probable effects. First, emotional experiences of learners will be referred to with preliminary evidence. Then, they will be approached from teachers' perspectives, namely, the importance of teachers' emotions and their impacts on the teaching processes. Finally, more specifically, L2 teachers' emotional experiences will be touched on.

The fact that emotions are revealed during interactions in a particular context makes them important to be explored in the classroom setting (Op't Eynde, De Corte,

& Verschaffel, 2007). In settings of achievement, emotions are omnipresent (Pekrun & Stephens, 2010). The influence of emotions on people does not have to be limited to their mental or psychological well-being, but it can be manifested physically, as well. According to Teng (2017), as emotions present intricate condition of feelings that can be concluded in physical and psychological alterations, they constitute an integral component of education. Emotions are reckoned to noticeably affect learning contexts alongside the cognitive factors (Bieg et al. 2017), and what is more, emotions also have an influence on the cognitive factors at the same time. Emotions experienced by students during activities are connected to not only their learning goals and volition, but to their cognitive and metacognitive knowledge and strategies, as well (Op't Eynde et al., 2007). According to Tyng, Amin, Saad, and Malik (2017), emotions have a considerable degree of impact on one's cognitive functions such as perception, attention, learning, memory, reasoning, and problem solving. Having such an impact on one's cognitive capabilities, emotions can be seen as one of the most important determinants of a successful educational process.

Students' emotional experiences in academic settings have been a topic of interest in educational context. Research through 7 cross-sectional, 3 longitudinal, and 1 diary studies conducted by Pekrun et al. (2002) with school and university students indicated that students experience a wide variety of emotions during their learning. The results of their study pointed out that there is a substantial relationship between the students' emotions and many factors that could affect the learning processes and outcomes including their learning strategies, motivation, cognitive resources, and achievement. Another study by Pekrun, Goetz, Frenzel, Barchfeld, and Perry (2011), in which they developed *the Achievement Emotions Questionnaire (AEQ)* to assess students' emotions in their learning and performance with 389

participants among university students, revealed that there is a relationship between students' achievement emotions including enjoyment, anger, anxiety, shame and boredom and their motivation, use of learning strategies, and academic performance along with other factors closely related to their learning. Lichtenfeld, Pekrun, Stupnisky, Reiss, and Murayama (2012) developed another version of *Achievement Emotions Questionnaire* for elementary school students (*Achievement Emotions Questionnaire-Elementary School, AEQ-ES*) and obtained results in the direction that there is a link between student's achievement emotions and their academic performance in the elementary school level, as well.

Students' emotions during a class are constituted by their personal characteristics along with the properties of specific tasks and the context of the classroom (Op't Eynde et al., 2007). This is what makes emotional experiences specific to an individual, which can be explained by Appraisal Theory. Smith and Lazarus (1990, p. 616) use the term "appraisal" to describe "how a given individual reacts emotionally to an encounter depends on an evaluation of what the encounter implies for personal well-being". In the scope of the theory, appraisals are considered to be the source of emotions (Clore, 1994; Roseman & Smith, 2001). According to Roseman (2013, p. 142), appraisal in emotional system plays a role as "to guide emotional responding". So, how one perceives their environment or attributes a meaning to a specific event shapes their emotional outcomes and there is no guarantee that a specific occurrence gives rise to the exact same emotions among different individuals.

Emotions in school contexts are mostly derived from social rejection and acceptance, social activities and other social issues (Weiner, 2007). Students with a positive mindset during learning mostly recognize constructive cues while the ones

with a negative mindset focus on the disruptive cues in the environment where learning takes place (Boekaerts, 2007), which can be seen as the manifestation of the psychological concept “perceptual selectivity” in the educational discourse. Thus, understanding the way emotions arise in the classroom context is significant in order to encourage emotions that enable learning (Bieg et al. 2017), because students remember the times when they perform unsatisfactorily, or they are discredited in the presence of their peers (Boekaerts, 2007). Research by Pekrun, Lichtenfeld, Marsh, Murayama, and Goetz (2017) investigating the development of 3.425 German students in math suggested that there is a reciprocal relationship between the students’ emotions and their predicted subsequent achievement. Namely, there is a positive prediction of positive emotions such as enjoyment and pride on students’ subsequent achievement and the other way around while there is a negative prediction of negative emotions such as anger, anxiety, shame, boredom on their achievement, and the other way around as well. Thus, reinforcing positive emotional outcomes should be seen important in academic settings. The importance of positive emotions was also emphasized by the concept of *positive psychology* by Seligman and Csikszentmihalyi (2000), and they advocated that understanding and exploring positive factors would help people and societies flourish.

Naturally, the connection of many teachers with their students is considerably emotional (Hargreaves, 1998) and emotion management is crucially affected both by the teachers and the students in the classroom (Dewaele, 2015). Furthermore, emotions have an impact both on students’ and teachers’ achievement, interest and engagement besides their self-improvement and well-being (Pekrun & Schutz, 2007). According to Meyer and Turner (2007), emotions justify participating in or averting from teaching and learning possibilities. Besides, students are frequently conscious

of their teachers' emotions, even if teachers try to hide them (Sutton & Wheatley, 2003) because their observable feature make emotions be noticed by the interlocutors and able to affect them (Frenzel et al., 2021). So, if the aim is fostering a learning environment for learners with positive emotions, these emotions should be experienced by teachers, as well; since it seems highly likely that teachers' emotions have influential effects on their students' emotions and that teachers' emotional experiences potentially impact their teaching practices, their use of motivational strategies, for instance; which eventually affects the students' emotions and engagement in the class. Therefore, it can be concluded that students are not the only ones whose emotions should be taken into account in a classroom and getting a better understanding of the teachers' emotions is of vital importance.

2.2.2 Emotions in teaching

Apart from its challenges, teaching entails commitment, enthusiasm and passion (Fabelico & Afalla, 2020) and this high-powered job is not restricted with the classroom settings. Teachers have to take decisions in many areas while planning, conducting and evaluating processes of teaching (Altıışıldört, 2010). Therefore, teachers are required to put a lot of effort and commitment into their occupation before, during and after teaching, which is likely to bring a variety of emotions to the stage. Since teachers' careers might be affected by emotions to a large extent (Shamsafrouz & Haghverdi, 2015), to be able to understand teachers and teaching, one has to know about the emotions of teachers (Sutton & Wheatley, 2003)

Epistemologically and structurally, there is an intricate interrelation between emotions and teaching (Zembylas, 2004). It is impossible to limit teaching, an emotional practice, to clinical standards or technical knowledge since it involves a

substantial amount of emotional work and comprehension (Hargreaves, 1998).

Teachers' job is not to teach only, they should constantly keep learning, as well.

Before they start teaching as a profession, they learn how to teach, and they are responsible for updating their teacher selves in many aspects every day. According to Richards (2022), learning how to teach is not just about knowing the ways of conveying the information to the students but it also includes controlling the emotional aspects of education since emotions may affect how teachers teach and students' eagerness to benefit from what they learn.

Teachers establish their own thoughts or develop practical knowledge about how to be and act like teachers and form their teacher identity (Teng, 2017). As the famous proverb "different strokes for different folks" says, what kind of a teacher to become is under the initiative of the teachers themselves, and this process is likely to be shaped by their emotional experiences. Namely, it can be said that teachers' actions, thoughts, feelings and beliefs have an impact on the classroom experiences and thus, their students (Mercer, 2018) and whether to make an exciting or uninteresting classroom by proper conduct is up to teachers as emotional practitioners (Teng, 2017). So, it is important for a teacher to be aware of the effects of their emotional experiences and regulate them if necessary. The impact of teachers' emotional experiences on their students is not unidirectional, though. Frenzel et al. (2021) emphasize that teachers are not the only source of student and classroom variables, instead there is a recursive reciprocal interaction between the teacher emotions and student outcomes. For example, the students who are affected by the emotions of their teacher can have an increasing or decreasing level of interest in the lesson, which in turn, affects the emotions of the teacher back. Thus, as two of

the most important stakeholders in education, both students' and teachers' emotions should be researched and evaluated together.

According to Frenzel et al. (2021), emotional experiences of teachers might have at least three potential effects on students: teachers' emotions can be directly transferred to their students, they essentially structure the quality of relationships between teachers and students, and they express significant social messages that might affect the beliefs of students. There are a number of studies supporting these claims in the literature. For instance, in research by Becker, Goetz, Morger, and Ranellucci (2014) with 149 students, teachers' instructional behavior along with their joy, anger, and anxiety were rated by their students. The results suggested that teachers' emotions, as well as their instructional behavior, have significant impacts on their students' emotions by joy having the strongest effect, followed by anger and anxiety respectively.

Considering the effects of teachers' emotions on the relationship between the teachers and learners, in their study with 129 adult learners of English as a second of foreign language from 28 different nationalities, findings of Moskowitz and Dewaele (2020) revealed that students have a more positive approach towards the friendlier teachers and the ones who they perceive as being able to control their own emotions during the class. These findings can be interpreted as learners, to some extent, expect friendliness and stability from their teachers, which indicates that the students' perception of their teachers' attitudes and emotions affect the relationship of this dyad.

Additionally, the role of teachers' emotions as a social message for students' beliefs was discussed in a study by Taxer and Frenzel (2020). The study focused on undergraduate students' perceptions of teachers' feedback in the case of failure. The

results indicated that different approaches of teachers during their feedback affect the messages that students receive. For example, feedback with anger could be interpreted by the students as “lack of effort” while feedback with pity was associated with “lack of competence”. Overall, directly or indirectly, teachers’ emotions can be claimed to influence the feelings and beliefs of their students and thus should be well understood.

Another reason that the emotional experiences of teachers’ matter is that teachers may take actions that are different from what they typically do when encouraged by strong emotions (Teng, 2017). For this reason, the point should be that these actions would be in the direction that constitute an enhancing learning environment for the students. According to Richards (2022), teaching may include both positive (happiness, joy, passion, pride, satisfaction, confidence, curiosity, etc.) and negative (anxiety, sadness, anger, frustration, stress, tension, etc.) emotions. Negative emotions can have a detrimental influence on their teaching practices. Chang (2009) argued that repetitive negative emotions experienced by teachers can stem from the teachers’ habitual practices of opinions about behaviors of students and other teaching duties, which may ultimately cause burnout. Therefore, encouraging positive emotional experiences for teachers is as important as doing the same for the students.

Chang (2009) also stated that it is helpful for teachers to interpret, examine and be conscious of their judgements underpinning their emotions in terms of understanding the way these judgements stimulate the negative emotions and learning to bring an order to these emotions in an efficient way. Understanding and evaluating their emotions would also help teachers develop and use strategies to regulate their emotions when necessary. A qualitative study by Sutton (2004)

conducted with 30 teachers about their emotional regulation indicated that teachers use different strategies to regulate their emotions, and they assume that regulating their emotions is helpful for their teaching effectiveness purposes and/or it is in accordance with their ideal emotion image of a teacher.

In conclusion, emotions that are experienced by teachers are important beyond dispute (Musliu & Frenzel, 2023), in terms of their impact both on learners and on teachers' practices in classroom. Therefore, teachers should be encouraged to identify the potential reasons and results of their emotions. Identifying their emotional experiences and their possible effects will help teachers to be able to regulate them in necessary cases and to reinforce positive emotions in their teaching. For these reasons, emotional experiences that take place in teaching should be well understood and focused on more by researchers. In the following section, this issue will be addressed in L2 teaching context.

2.2.2.1 Emotions in L2 teaching

Learning a second language can be quite emotional (Plonsky, Sudina, & Teimouri, 2022), and learners are likely to experience different positive and negative emotions not only inside but also outside of the classroom (Ross & Stracke, 2016). The reason why L2 learning is potentially full of different emotions is the unique structure of L2 learning that distinguishes it from other fields in education. Teimouri, Sudina, and Plonsky (2021) pointed out the differences between learning an L2 and other subjects as the former is associated with the target language's and its community's background in certain domains such as culture, history, psychology, and education. Therefore, it can be considered that learning a language is a complicated process that includes not only linguistic but psychological and social factors as well (Gannoun &

Diana Deris, 2023), and these factors bring about various emotions in L2 classrooms. This distinctive structure of L2 education also applies to L2 teachers; since, as emphasized, emotions play a significant role both for the learners and the teachers of a language (Richards, 2022; Teimouri, 2017). In addition to being responsible for understanding and evaluating the emotions experienced by their students, teachers are also likely to experience several different emotions themselves. Therefore, their emotions in L2 teaching contexts should also be paid close attention.

Teachers' impact on L2 classes is crucial (Irhamna & Fithriani, 2023). As their common word stem "teach" suggests, teachers are the core of a teaching process. For this reason, language teaching cannot be considered irrespective of language teachers; and teachers have to be emotionally competent for effective performance and protection of their health both physically and mentally (Dumančić et al., 2022). Language teaching, a complicated and interactive process (Nazari & Oghyanous, 2021); is full of emotions (Richards, 2022), fragilities, disagreements and challenges (Hiver & Dörnyei, 2017). Emotions that L2 teachers experience in teaching can vary. The result of a qualitative study through teacher diaries conducted by Dumančić et al. (2022) with 21 English language teachers in Croatia revealed that EFL teachers tend to experience positive emotions such as satisfaction, joy, and pride. They also found out that the negative emotions EFL teachers mostly experience are frustration, irritability, and disappointment. The findings of the study pointing out EFL teachers are more likely to experience positive emotions are elating for some reasons.

First, as mentioned before, learners are likely to be influenced by their teachers' emotions. This influence can be explained with the term "emotional contagion", a process through which individuals consciously or unconsciously get

affected by the emotions of others around them (Hatfield, Cacioppo, & Rapson, 1992) and the *emotional crossover theory* defined as “the process of the crossover of discrete emotions such as anger and joy” by Härtel and Page (2009, p. 238). Namely, in the educational contexts, teachers and students are likely to be affected by feelings of each other and thus, it can be said that for learners to have pleasant feelings towards learning, their teachers should have pleasant feelings towards teaching, as well. Second, the emotional experiences of teachers are also important for their engagement in teaching. Teachers can be expected to be more motivated and willing to teach if their emotional experiences are not struggling for them and as a result, they would be more likely to motivate their students, as well.

According to Dumančić et al. (2022), in L2 context, studies have focused on learners’ emotions rather than the teachers’, yet, since the researchers are contributing to the field, this trend has started to change. This is good news since, as mentioned earlier, how language teachers feel is important both for the teachers themselves and their students’ experiences in and attitudes towards the language class, which ultimately influence the prosperity of the classes either directly or indirectly. For example, in their research conducted with 162 English learners and 9 EFL teachers in Iran, Solhi et al. (2024) examined the relationships among the L2 teaching and learning enjoyment, as well as the students’ willingness to communicate over 2 weeks, through the dynamic structural equation modelling analysis. The results pointed out that there is a mutual relationship between L2 learning enjoyment and teaching enjoyment and teachers’ enjoyment enhanced learners’ enjoyment, which in turn ending up with an increase in teachers’ enjoyment. It was also indicated that learning enjoyment increases the students’ willingness to communicate, which ultimately increases learning enjoyment. From these findings, it

can be clearly seen that L2 teaching enjoyment can foster language learners' enjoyment and their willingness to communicate.

Another study by Liu and Wu (2021) conducted with 151 EFL teachers working at colleges in China investigated teaching anxiety and foreign language anxiety of teachers. The findings of the study indicated that anxiety has important impacts on EFL teachers' daily and work lives and these impacts are associated with some negative outcomes such as insomnia, depression, burnout or lowered motivation to work. As can be seen, both studies approaching the emotional experiences of L2 teachers, one examining a positive feeling of enjoyment and the other focusing on the negative experience of anxiety, and their possible outcomes and their findings revealed that how L2 teachers feel matter and these emotional experiences have important effects on the course of teacher-student relationships, and the quality of teaching and learning.

To conclude, occurrences that induce emotions are inevitable in educational settings, especially in language classrooms both for learners and teachers. Given the importance of L2 teachers' emotional experiences in terms of these emotions' potential effects on the students and learning outcomes directly or indirectly through teaching practices, teachers' emotions should be paid closer attention. Thus, a number of emotions that L2 teachers are likely to experience during teaching and that may have an impact on their teaching practices, particularly the utilization of motivational strategies, will be addressed in the following sections. These emotions are shame, guilt, anger, anxiety, boredom, and enjoyment; and they will be discussed individually both in terms of their definitions and implications in L2 classroom context.

2.2.3 Shame and guilt

How shame is different from guilt is one of the most controversial topics in literature (Teroni & Deonna, 2008) and the terms shame and guilt are disposed to be used interchangeably by many, including scientists and ordinary people (Tangney, 1999). One reason for this confusion is that they have some common features. The common features of shame and guilt was remarked in the study by Tangney et al. (1996a) with 182 undergraduate students at a university in United States, which demonstrated that shame and guilt have common features in that they are sizably intense and negatively valanced emotions that arise from different kinds of personal faults or violations that require a considerable amount of self-assessment or introspection. Also, according to Tangney et al. (2007), both shame and guilt play a role as a barometer that measures emotional morality and give us an instant and remarkable feedback on our acceptableness from social and moral perspectives. This is also one of the reasons that they are both accepted as self-conscious emotions.

Another reason for shame and guilt to be confused is probably because of the fact that particular circumstances that cause shame and guilt show remarkable similarities (Tangney et al., 1996a), which makes these two difficult to be distinguished from time to time. This means, to be able to distinguish between shame and guilt, examining the situation that gives rise to them is not enough. Tangney's (1992; 1994) analyses of narratives from children and young adults showed that the same situation was associated with shame by some people, while it was associated with guilt by others. Since the situation that triggers both emotions are the same, it can be concluded that the evaluations of people experiencing these emotions differ.

Lewis (1971, p.30) explained the differences in personal evaluations of the same events with self versus behavior distinction. According to her, "The experience

of shame is directly about the self, which is the focus of evaluation. In guilt, the self is not the central object of negative evaluation, but rather the thing done or undone is the focus. In guilt, the self is negatively evaluated in connection with something but is not itself the focus of the experience.”. Namely, as a result of a specific situation, people are likely to feel ashamed when they focus on their “self” while they are likely to feel guilty if the focus is on the “behavior” itself, which connotes the assertions of the *appraisal theory* again, mentioned in the previous sections. This suggests that the way to make a clear distinction between shame and guilt goes through determining their possible indications on the people who experience them, rather than the incidents that give rise to those emotions.

It is challenging to directly evaluate shame and guilt, as internal emotive notions (Tangney, 1996). Still, in order to evaluate these emotions, there have been researchers aiming to develop scales specifically assessing shame and guilt (e.g., Cohen, Wolf, Panter, & Insko, 2011; Maliňáková et al., 2019, Tangney, Wagner, & Gramzow, 1989; Tangney, Ferguson, Wagner, Crowley, & Gramzow, 1996b; Tangney, Dearing, Wagner, & Gramzow, 2000). Also, students’ shame and guilt have been a topic of research in educational settings from different perspectives like students’ self-efficacy (Baldwin, Baldwin, & Ewald, 2006), academic dishonesty (Rujoiu, 2009), goals (Kaya, Aşti, Turan, Karabay, & Emir, 2012), bullying (Romera, Ortega-Ruiz, & Falla, 2019), or writing habits (Gutierrez, Horton, & Murray, 2020). Under the scope of L2 teaching, however, the research on shame and guilt together is quite limited and studies have focused on shame alone more than guilt or two of these emotions together.

The primary reason for this might be the scarcity in domain-specific scales of shame and guilt. To fill the scale gap in the field of L2, Teimouri (2018), introduced

the Second Language Test of Shame and Guilt Affect (L2-TOSGA), a scenario-based questionnaire specifically designed for assessing L2 learners' shame and guilt proneness and encouraged the L2 domain specific research of shame and guilt. To the best of the researcher's knowledge, though, there is not an L2 domain specific scale developed for measuring language teachers' shame and guilt and research on this topic is quite limited. For this reason, shame and guilt in L2 settings will be addressed in the following two sections individually, mostly from the learners' perspective with preliminary evidence.

In summary, both shame and guilt can stem from similar or same kinds of events, however; what makes them different from one another is how people interpret these events and in what direction they feel or react as a result. However, although they are mentioned together most of the time, shame and guilt are distinct emotions in terms of both their manifestations and effects. For this reason, in the following sections, they will be explained as psychological concepts, regarding their features and their roles in L2 learning and teaching separately.

2.2.3.1 Shame

There are no clear-cut examples of the occurrences that guarantee the inducement of shame because rather than a particular incident, how an individual interprets that incident generates shame (Lewis, 1995). Thus, it can be said that the experience of shame is relative and subjective. The target of the criticism is on the experiencers themselves rather than what they have done. For this reason, shame is considered to be more painful than guilt for having an unsettling effect on one's confidence, hindering reparative and recoverable actions (Uji, Nagata, & Kitamura, 2012), and for involving the individual's core self rather than solely their action (Tangney et al.,

2007). According to Miceli and Castelfranchi (2018), shame can be felt for a fault as long as the individual focuses on his or her own shortcomings instead of paying attention to responsibility matters, which is determining a discrepancy between one's actual self and his or her ideal self where the actual self falls short.

The previously mentioned research by Tangney et al. (1996a) also revealed that the participants in the study assumed shame as a stronger and more intimidating feeling than guilt with more explicit physiological switches and it was found out that they experienced isolation, diminishment and inferiority from other people as well as the necessity to hide and lower predisposition of admitting their acts. Being a profoundly unpleasant and agonizing condition (Lewis, 1995), shame commonly comes along with a feeling of shrinking and being small alongside valuelessness and weakness (Tangney et al., 2007; Teimouri, 2017). Shamed individuals are also prone to blame others for undesirable situations (Tangney et al., 1992; Teimouri, 2018), or they want to hide themselves or escape from the shame-inducing situation (Tangney et al., 1996a). Finally, shame is accompanied by the feeling of being exposed as it frequently involves the vision of how one's defective self would be seen by others, in spite of the fact that there is no obligation for shame to occur in front of actual observers who track one's inadequacies (Tangney et al., 2007).

Shame, a self-conscious and moral emotion, plays a crucial role in the classroom interactions between the learners and the teacher due to its characteristics (Wilson, 2016). However, shame, as a study subject, had not taken enough attention by researchers of L2 education for a significantly long period of time, until Teimouri (2017) introduced shame in the field of second language acquisition in his study, with 524 Iranian adolescents who learn English as an L2, under the scope of its relationship with L2 future self-guides. According to Galmiche (2018), the reason

behind the research scarcity on shame may result from the nature of the emotion and its being unutterable. Shame comes along with the individual's tendency to disclaim, conceal, or go away from the experience that causes shame (Tangney et al., 2007). So, people are likely to conceal shame, the experience of which is perceived shameful as well, or deny its existence as it is a taboo in several communities (Ahmed, 2022). All these make it harder to detect and evaluate shame as an emotional concept. Nevertheless, studies of shame in second language classrooms have attracted, albeit limited, attention in the field for a while.

Teimouri (2017), through his study introducing shame into the field of L2 acquisition conducted among 524 Iranian adolescent L2 learners of English, examined the relationship between L2 learners' feelings of shame and their L2 future self-guides. The results of the study indicated that there is a positive relationship between the learners' experiences of shame and their ideal and ought-to L2 selves according to themselves and others. Another study by Teimouri (2018), with 198 Iranian L2 learners of English, by means of self-reports of the learners, revealed that in L2 classrooms encounter with occasions that stimulates shame experiences of learners are frequent. The study also revealed that shame is negatively correlated with L2 learners' willingness to communicate and attention, and there is a positive relation between shame and externalization of blame, which was discussed to hinder learner motivation and thus affect achievement negatively.

In her study with 30 learners of English as a foreign language, Galmiche (2017), by means of interviews, found out that shame have detrimental effects on not only the learners' linguistic competence but also their sense of identity and self-respect. Moreover, she found out that shame causes persisting L2 anxiety and triggers avoidance from interaction and speaking activities and retreating from L2

learning. With different research questions, Galmiche (2018) this time proposed there might be learner-internal factors that lead to shame such as learners' personalities, issues related to pronunciation and accent, poor vocabulary knowledge and inaccuracies in grammar use and failure in representing a positive image in other peoples' mind; along with the learner-external factors related to teachers or peer learners. She also listed possible outcomes of shame experience as a circle of shame-anxiety and internalization of shame and indicated that shame has debilitating effects on learners' academic potential and their psychological state.

Another research by Karimi & Fallah (2021) revealed the negative effects of shame for L2 learners. In their quantitatively designed research with 306 Iranian EFL learners, shame is found to be positively correlated with academic burnout of learners to a considerable extent and also there is a negative correlation between teacher affective support and student shame. In addition to the impact of shame on learners, this study is also important in highlighting the impact of teachers' support on student emotions. As discussed before, to be able to provide learners with a supportive and pleasant classroom environment through positive emotions, which in turn increases the quality of the educational process, teachers should have positive attitudes towards teaching. Overall, research provides evidence that shame is not uncommon in L2 classes among learners. This situation gives rise to the idea that shame should also be examined from the L2 teachers' perspectives. Although not many, there are some studies focusing on this issue.

EFL teachers' shame was addressed in a study by Khajavy, Ghonsooly, and Fatemi (2016) where the researchers aimed to search out EFL teachers' teaching motivation and examine a burnout model predicated on their motivation and emotions. The study was conducted with 326 Iranian EFL teachers and pointed out

that among the three types of motivation (altruistic, intrinsic, and extrinsic), teachers who are extrinsically motivated are less likely to experience shame. They also found that negative emotions trigger burnout in teachers. Another study by Khajavy, Ghonsooly, Fatemi, and Frenzel (2018) aimed to explore the precursors of EFL teachers' negative and positive emotions. This qualitatively designed study where data were collected by means of semi-structured interviews with 11 EFL teachers in Iran suggested that teachers experience shame when they regard themselves being responsible for failure of their students and when they are unable to answer their students' questions.

Another study conducted to explore L2 teachers' emotional experiences was by Dumančić et al. (2022). Data for the study were collected through diaries from 21 EFL teachers in Croatia. The aim was to explore the emotional experiences of EFL teachers that take place at their workplace, while they are interacting with their students or conducting activities and better understand their emotion regulation. According to the findings, shame was among the negative emotions reported to be experienced by EFL teachers; however, it was one of the least frequent emotions reported in the study. Still, these findings show that experience of shame is present among L2 teachers and regarding its negative association with other emotions and potential adverse effects on L2 teachers' practices such as their use of motivational strategies; it should be attached importance and understood better through research.

2.2.3.2 Guilt

Similar to shame, being an aroused kind of emotional distress, guilt stems from the likelihood that the individual might be at fault or that the other people perceive so (Baumeister, Stillwell, & Heatherton,

1994). In guilt, however, the focus is on the behavior rather than the self; so, it is less painful than shame (Lewis, 1971; Lewis, 1995; Tangney et al., 2007). According to Tangney et al. (2007) instead of being in the need of advocating the exposed core of their personality, people suffering from guilt tend to think over their action and its outcomes, which results in negative feelings like stress and regret over the bad action. Namely, people experiencing guilt are likely to face the unpleasant results of their actions and take responsibility of that particular action without associating it with their self-concepts. The unpleasant feelings that guilt triggers such as regret and remorse (Tangney et al., 2007; Teimouri, 2018), on the other hand, may have some potential positive outcomes in the future. According to Uji et al. (2012), being prone to guilt allows people to reorganize their prospective actions. Upon evaluating their behavior, people experiencing guilt are likely to take reparative actions such as apologies, admissions and compensating the outcomes of the behavior (Lewis, 1995; Tangney et al., 2007; Teimouri, 2018) since guilt relates to one's liability for a detrimental manner or action (Miceli & Castelfranchi, 2018).

Like shame, guilt is an emotion, the experience of which is likely to take place in educational settings, where social interaction is inevitable; but its outcomes are more likely to be constructive compared to shame. A recent quantitative study by Chawla (2023) among 155 undergraduate and postgraduate students in India investigated the students' guilt proneness and prosocial behavior intentions. The results indicated that the participant students' guilt proneness significantly and positively predicts their prosocial behavior intentions. Also, Curtis (2023) in his study with 459 higher education students most of whom are Australian, aimed to research students' proneness to shame and guilt, their academic misconduct intentions and their anticipation of shame and guilt experiences if they engage in

academic misconduct. The findings suggested that guilt proneness negatively predicted the intentions of academic misconduct among the learners.

In L2 learning context specifically, Teimouri (2018) conducted the previously mentioned study where data were collected from 198 Iranian EFL learners through self-reports. The aim was to investigate the likelihood that learners experience shame and guilt in L2 classes. Findings of the study revealed that guilt is ubiquitous among L2 learners. Further, he studied the effects of L2 learners' shame and guilt proneness on their language achievement and motivation with quantitative data from 174 English-major university students. The results pointed out that guilt strongly and positively predicts a variety of motivation types, and it is negatively correlated with learners' externalization of blame. What is more, guilt is also found to have a slightly increasing effect on learners' grammar course grades. Another study Ghafouri & Hassaskhah (2022), investigated L2 learners' shame, guilt, and grit. The mixed-designed study's data were collected with surveys and semi-structured interviews from a total of 263 high school students in Iran. The results of the correlational analyses pointed to a positive relationship between L2 learners' guilt and grit.

In the previously mentioned qualitative study by Dumančić et al. (2022), guilt, like shame, was reported but it was found to be the one of the least frequent emotions among participant L2 teachers and emergence of guilt was reported to stem from occurrences such as a test's being not prepared appropriately beforehand or a student's having an accident during a workshop. The fact that guilt was not reported to be as frequent as the other emotions does not make it uncommon, though. It can still be prevalent among teachers, but there might be other emotions that are even more likely to take place during teaching. Another qualitative study by Song (2023) with 12 teachers of Korean as a second language showed that experience of guilt was

reported by teachers for their own perception of not being sufficiently skilled in English, even if they are not responsible teaching English. The reason for this was explained in terms of expectations of Korean culture, namely the expectations of being a teacher that knows everything. Thus, it can be concluded that falling short in meeting necessary qualifications or experiencing the sense that a kind of inadequacy or failure is in existence, teachers might feel guilty. However, as addressed before, guilt triggers reparative actions and an individual who is feeling guilty generally have an aspiration to compensate the inadequacy or wrongdoing, thus; L2 teachers' guilt experiences might be beneficial for their conducts in L2 classes.

To sum up, shame and guilt are emotions that are being experienced in L2 settings both by learners and teachers; and although they are closely associated with each other, their potential effects on teachers' other emotional experiences and teaching practices are probably quite different from each other. Namely, it is likely that shame and guilt trigger a set of separate emotions and given that the differences in their natures, they are also likely to have different effects on teachers' use of motivational strategies. Thus, in the following sections, four basic emotions which are believed to be common in L2 teaching and hypothesized to be triggered by shame and guilt will be addressed.

2.2.4 Anger

Mostly regarded as an unpleasant feeling, anger is an emotion whose experience can be encountered commonly. It is another emotion that is likely to be experienced by teachers as well, and it might have some significant relationships with other emotional experiences and/or an effect on their classroom practices, particularly on their use of motivational strategies. Therefore, in this section, anger will first be

referred to as a psychological concept and then, the sources of anger experience from teachers, and specifically L2 teachers' perspectives will be provided in the light of the literature addressing teacher anger.

Anger, like the concept of emotion itself, is hard to define, even if it is likely to be experienced commonly by anybody. There is not a consensus on the definition of anger, nor on its origin (Manfredi, 2020). Thus, rather than defining anger, the occurrences that give rise to it or its expected physical or psychological outcomes in different domains are referred to in most studies. Anger has been a subject of investigation for a very long time. Research on anger dates back to 4th century BC when it was handled by Plato and Aristotle and the contributions to the concept have been continued since then (Manfredi, 2020), as topic of research in several different fields. The source of anger can vary. For example, one can show anger as a reaction when they are threatened, socially provoked or frustrated (Blair, 2018) or when they assume that their rights or standards are transgressed (Suter & Byrne, 2000) and as a result, search for justice and retribution is encouraged by anger (Smith & Lazarus, 1990) from time to time.

On the other hand, anger does not only affect the person experiencing it and experience and expression of anger do not always have to be devastating. It is also possible to express anger in a constructive way, as well. In some cases, it helps others realize that there is a moral wrong done and if it is accepted, guilt is experienced by the addressee of anger (Weiner, 1990). As mentioned before, guilt generally stimulates reparative action; thus, the interlocutor of the person who experiences anger may search for ways to compensate for the deed caused anger. According to Holt (1970, p. 8), if people are constructively angry, their purpose is "to establish, restore, or maintain a positive relationship with the other". Namely,

they try to negotiate with others about anger inducing situations, which might result in compensation for what caused anger and may lead to improvement in the relationship between individuals.

Anger in educational context has been researched for a long time. Affecting both teachers and their students, it is quite common among teachers (Burić & Frenzel, 2019). As teaching is a highly emotional occupation which requires constant interaction with the environment, there are several possible reasons and sources that cause anger. A qualitative study by Sutton (2004) through interviews with 30 teachers reported that participant teachers pointed out the most common source for their anger was detention of their academic targets by students' misbehavior or lack of attention and motivation. Another qualitative study by Burić and Frenzel (2019), conducted by means of interviews with 25 teachers in Croatia, pointed out that possible sources of anger for teachers are properties of educational system, teachers' interactions with the students, parents, and colleagues.

The sources of anger do not show much difference in L2 context. In the research by Khajavy et al. (2018), 11 EFL teachers in Iran were interviewed for the purpose of investigating the antecedents of EFL teachers' emotions. Among the participants who reported the experience of anger, the most frequent source was reported to be disciplinary issues. Other sources were proposed to be students' not doing the tasks or their homework and the necessity for teachers to explain a subject many times when the subject is not understood by students. Similarly, a mixed-designed study by Alhebaishi (2019) with survey data from 70, and semi-structured interviews with 30 EFL student teachers in Saudi Arabia revealed that student teachers during their practicum experience anger in situations that learners behave disrespectfully or unfriendly, forget doing their assignments, waste time during class

and do not obey the rules. Also, a quantitative study by Ghafouri (2023) with 276 Iranian EFL teachers again showed that the misbehavior of students leads to teachers' experience of anger.

Overall, it seems that L2 teachers' source of anger mostly stems from students' misbehavior or lack of engagement in learning in some ways, which are very likely to occur in classroom settings. Also, as put by Chang (2009) in her literature review article about teacher emotions and burnout; anger as an intense emotion, causing teacher burnout. This means teachers' anger experience might have some detrimental effects in their profession. Thus, experiences of anger by teachers are worth being studied since there are a number of situations that might possibly trigger regarding to what extent teachers do L2 teachers experience anger in their classes or how this experience affect their use of motivational strategies in L2 teaching.

2.2.5 Anxiety

Another emotion which is believed to be experienced by L2 teachers is anxiety. In the present section, anxiety will first be addressed in terms of its reasons and effect as a psychological concept. Then, as it has been a topic of interest for a long time and there are a considerable number of studies about it, language learning anxiety will be referred to. Finally, anxiety will be specifically explored from L2 teachers' points of views along with its sources and effects.

If a forthcoming event is unpredictable or there is an evaluation issue regarding the results of the event, anxiety comes to light (Irhamna & Fithriani, 2023). It emerges as a result of an approaching and potentially threatening circumstance and it is associated with some states such as tension, annoyance, uneasiness and worry

(Yue, Yu, & Yang, 2023). It is one of the self-directed emotions, where feelings and thoughts generating the emotion at stake is related to the people themselves. (Weiner, 2007). Anxiety is also one of the characteristics of shame and psychopathology of one who is prone to shame can manifest as a preoccupation about other people's judgements (Uji et al., 2012). Thus, getting a better understanding of anxiety is important in many domains, where human interaction is inevitable. Being a complicated and recondite phenomenon, anxiety hinders individuals from their activities and have the potential to impair their lives (Şimşek & Dörnyei, 2017). Therefore, it is mostly approached in terms of the negative consequences that it leads.

Anxiety often makes it challenging for people to carry out tasks in educational settings (Irhamna & Fithriani, 2023), as well; so, it is frequently addressed by educational researchers. Foreign language learning is also affected by anxiety (İpek, 2016). Experience of anxiety in L2 settings is so remarkable that it is even referred to as a specifically distinct concept. According to Horwitz, Horwitz, and Cope (1986), if anxiety is confined to language learning setting, it becomes a part of specific anxiety reactions and they conceptualized foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Likewise, as MacIntyre and Gardner (1994b) enounced, feeling tense or apprehensive in contexts particularly related to L2 such as listening, speaking or learning can be explained as language anxiety. Horwitz et al. (1986) claimed that it is compulsory to identify, handle and overcome foreign language anxiety, which is a factor that influences the experiences of foreign language learners. This effort is necessary since language anxiety is common in L2 learning

(MacIntyre & Gardner, 1994a) with some negative effects on students' success. In their meta-analysis of 97 research conducted in 23 different countries between the years 1985 and 2017, Teimouri, Goetze, and Plonsky (2019) drew the conclusion that there was a moderate and negative association between L2 anxiety and language achievement. Anxiety might sometime have positive effects on L2 learners' motivation, though. For instance, research by Tahmouresi and Papi (2021) with 85 undergraduate level EFL learners in Iran revealed that although the learners' L2 anxiety predicted their L2 writing achievement negatively, it positively affected their motivation in L2 writing. Thus, it can be said that the impacts of anxiety on individuals should be investigated from different perspectives. The good news is, anxiety in L2 context has not been overlooked by researchers, at all. According to Teimouri (2017), among the emotions, anxiety was the most researched one in SLA by then.

However, like many other emotions, the focus of the foreign language anxiety is largely on the learners (İpek, 2016) and literature has mostly concentrated on the language learning anxiety and teacher anxiety has drawn less interest (Kobul & Saraçoğlu, 2020) in spite of the fact that a number of determinants are at stake in teachers' success in classroom management and affective ones like anxiety are one of those determinants (Irhamna & Fithriani, 2023). Anxiety, and other negative emotions, might affect the teachers' teaching practices and identity, and students' learning; thus, identifying these emotions are very significant for teachers, students and researchers in order to enhance learning and standards of language education (Gannoun & Diana Deris, 2023). Teacher anxiety is important for effective classroom management, to reach educational targets at the highest rank (Irhamna & Fithriani, 2023). According to Kobul and Saraçoğlu (2023), a remarkable number of

studies have shown that teaching anxiety and teaching performance are inversely correlated. Thus, it can be claimed that the experience of anxiety by teachers is important beyond question.

The reasons for experiences of anxiety by teachers might depend on several factors. For example, research by Hagenauer, Hascher, and Volet (2015) with 132 teachers revealed that interpersonal relationships between the students and teachers strongly predicted teachers' anxiety. Namely, the more teachers felt connected to their students the less they reported anxiety. Another finding of the study indicated that lack of discipline was a positive predictor of teacher anxiety. Another possible source of teacher anxiety was their competence. According to Sutton, Harper, and Dworkin (2009), teachers may feel anxious when their competence is in question. This is especially the case with L2 teachers teaching a language other than their mother tongue. According to Horwitz (1996), language teachers who are not native speakers of the language they teach are likely to experience anxiety, which leads to negative outcomes in the teaching process. Also, according to Kobul and Saraçoğlu (2020), it is commonsense that L2 teachers experience anxiety to a degree, especially in the initial phases of their teaching.

The effects of teacher anxiety as well as its probable sources is also an important research topic, especially considering the prevalence and the disturbing nature of anxiety as an emotion. In her study with nonnative L2 teachers and preservice teachers, Horwitz (1992) found out that most participants experience foreign language anxiety, and she claimed that foreign language anxiety experienced by teachers might lead them to avoid using the target language, which may end up with learners' lessened exposure to extempore target language (Horwitz, 1996). Also, previously mentioned study by Liu and Wu (2021) with 151 college EFL instructors

in China revealed that anxiety has important effects on EFL teachers' daily and professional lives. According to the findings, most teachers touched upon the negative effects of anxiety on their lives such as lowered motivation and enthusiasm towards their work and burnout, as well as lack of concentration to work, insomnia and depression.

To sum up, it can be clearly seen that teachers are likely to experience anxiety for different reasons either related to themselves or to their students. Besides, the potential effects of teaching anxiety have been made clear through research.

Considering all these, it is important to have a better understanding of anxiety in L2 teaching context in terms of its prevalence, its relationships with other emotions, as well as its impact on teachers' use of motivational strategies in L2 classrooms.

2.2.6 Boredom

Although it is mostly expressed by students, boredom is an emotion that is likely to be experienced by teachers, as well. In this section, boredom as an emotion and psychological concept will first be addressed by its definition, sources, and manifestation in general terms. Then, it will be referred to from learners' perspective and in terms of the teachers' influence on learner boredom. Finally, the reasons, manifestations, and effects of boredom will be approached from L2 teachers' points of view.

There isn't a consensus on the definition of boredom (Goldberg, Eastwood, LaGuardia, & Danckert, 2011; Koerth-Baker, 2016) and it is not well-understood (Goldberg et al., 2011; Martin, Sadlo, & Stew, 2006; Raffaelli, Mills, & Christoff, 2017) in terms of its definition, correlation and function although it is intrinsically omnipresent (Raffaelli et al., 2017); however, it has been attempted to be measured

empirically many times, according to Goldberg et al. (2011). Still, definitions have made almost the same points regarding the characteristics of the emotion. According to Mikulas and Vodanovich (1993, p. 3), boredom is “a state of relatively low arousal and dissatisfaction, which attributed to an inadequately stimulating situation”.

Another scholar, Barbalet (1999, p. 631), defined boredom as “a restless, irritable feeling that a subject's current activity or situation holds no appeal, and that there is a need to get on with something interesting”. Thus, it can be said that boredom is likely to be experienced when one feels what they do is not engaging enough.

Negative feeling, thoughts that are not related to the task, overestimation of the time that has passed, lessened agency beside over or under stimulation are associated with boredom (Raffaelli et al., 2017). The negative emotional condition is started to be reflected by a bored individual's thoughts, and they might focus on how slow the time passes, as an example. (Dumančić, 2018). According to Eastwood, Frischen, Fenske, and Smilek (2012), boredom shouldn't be considered as harmless, although it is generally associated with unmalicious circumstances, and it can have important psychosocial outcomes with its ability to be a chronic and prevalent element of stress. Moreover, boredom, a negative and deactivating emotion, has an impact on people's cognition and motivation and reduces their work quality (Dumančić, 2018).

According to Dumančić (2018), boredom can take place in several forms and its experience can vary among different people and it is believed to be one of the most widespread emotions felt by learners in the academic settings, affecting the learners' progress damagingly. A meta-analysis by Tze, Daniels, and Klassen (2015) of 29 studies conducted with 19,052 students in total showed that academic boredom has the most negative influence on students' motivation for learning and their

adaptive study strategy use, and affects their achievement negatively. Research by Amiri, Elkarfa, Sbaihi, Iannàccaro, and Tamburini (2022) with 190 university in Morocco students revealed that students assume that their teachers play an important role in their struggle against boredom by providing a supportive and emotionally safe setting. So, it can be said that the negative feeling of boredom that students go through can be eased by their teachers. This highlights the important influences of teachers on their students' emotions, yet, what if teachers get bored while they are teaching, as well? For teachers to be able to manage the positive classroom environment, it would not be wrong to say that teachers should first be aware of their own feelings of boredom and find ways to overcome it since having such a negative effect on students' motivation in learning, boredom brings to mind that it is likely to have some probable impacts on teachers, too. However, there is so little information about when teachers feel bored and how they deal with it (Dumančić, 2018). Thankfully, teacher boredom in L2 context has started to attract attention by researchers.

Dumančić (2018) in his qualitatively designed study where he collected open-ended survey data from 38 Croatian EFL teachers pointed out that EFL teacher boredom mostly stem from their content of teaching, especially grammar tasks. Some other sources of teacher boredom in general terms were found to be related to activities, assessment, teaching materials and students. Also, reports of some EFL teachers in the study showed that one of the manifestations of boredom experienced by teachers is the desire to change the activity. This manifestation can be challenging for teachers, since they cannot always simply drop what they are doing and continue with something that they find more interesting while teaching. The obligation to

carry out the activity that they do not fancy may have some negative impacts on teachers.

In another study Dumančić et al. (2022) with 21 Croatia EFL teachers' collected data through teacher diaries with five questions related to teachers' emotional experiences. The results showed that grammar tasks, students' failure in using grammar correctly or testing give rise to teacher boredom in L2 teaching context. Again, all these circumstances are what L2 teachers have to experience while teaching a language. Thus, experiencing boredom and not being able to escape it might affect L2 teachers in different aspects. A previously mentioned study by Khajavy et al. (2016) with 326 Iranian EFL teachers pointed out that EFL teachers' boredom is negatively related to their altruistic and intrinsic motivation, and it is positively correlated with their burnout.

In conclusion, boredom can be said to be an emotion that takes place in educational settings and is experienced not only by learners, but also by teachers. Considering its negative relationship with teachers' motivation and positive association with their burnout, boredom might be correlated with other emotions experienced by teachers in classrooms related to their classroom practices, the use of motivational strategies to be more precise. Therefore, teacher boredom should be investigated deeper and its relationships with other emotions, as well as its association with the use of motivational strategies in L2 classroom settings, should be understood better.

2.2.7 Enjoyment

Inducing a pleasant feeling, enjoyment is one of the most popular emotions in both psychological and educational domains. In this section, first, the definition of

enjoyment as a psychological concept will be provided. Then, the importance of positive emotions will be referred to in the light of Frederickson's (1998) *broaden-and-built theory*. Next, the role of enjoyment in classrooms will be mentioned with preliminary studies under the scopes of teachers' impacts on learners' enjoyment, the sources of teachers' enjoyment and the relationship between L2 teaching and learning enjoyment.

Although an important quantity of literature on enjoyment has been contributed by philosophers and psychologists, definitions of the notion diversify (Lin & Gregor, 2006). According to Seligman and Csikszentmihalyi (2000, p. 12), enjoyment implies "the good feelings people experience when they break through the limits of homeostasis". Just like the previously mentioned emotions, the positive experience of enjoyment is prevalent in people's lives. However, in many fields, negative emotions tend to be focused on and examined more than positive ones. Fredrickson (2003) proposed some possible reasons that lie behind the fact that positive emotions have been paid little attention as following: there is an inclination of examining something affects individuals' well-being negatively, the amount of positive emotions is less than that of negative emotions' and the former is harder to be discriminated (for example, negative emotions can be distinguished by facial expressions which is not always likely for the positive emotions), and positive emotions have been tried to be examined by models which are most useful in understanding negative emotions.

Nevertheless, positive emotions are not less worthy to be examined than negative emotions, as the experience of the former might hinder or suppress the occurrence or at least outcomes of the latter. Fredrickson (1998, p. 315) proposed a model, which is now called broaden-and-built theory, for some positive emotions,

claiming that “these positive emotions broaden (rather than narrow) an individual's thought-action repertoire, with joy creating the urge to play, interest the urge to explore, contentment the urge to savor and integrate, and love a recurrent cycle of each of these urges”, and she claimed consequently “these broadened thought-action repertoires can have the often incidental effect of building an individual's personal resources, including physical resources, intellectual resources, and social resources.”. So, it can be said that understanding and encouraging positive emotions is important in terms of one's continuous well-being and self-development. Thus, positive emotions like enjoyment should be taken into consideration in different disciplines, including education.

Enjoyment gives rise to happiness in the long run and self-improvement (Seligman & Csikszentmihalyi, 2000), which is important for a classroom setting. According to Al-Shara (2015), students' experience of enjoyment is crucial for a fruitful educational process, and it boosts their motivation for learning. So, a pleasant experience of enjoyment should be an important component of educational settings, and its possible grounds and effects should be understood well. Study by Li (2022) with 868 university students studying in China revealed that foreign language enjoyment is positively related to both learner-internal and teacher-related variables and teacher friendliness is found to be the strongest predictor of teacher-related learner enjoyment. Thus, it can be inferred that teachers play an important role in learners experience of enjoyment in L2 settings with their attitudes and as emotional human beings, teachers' attitudes are likely to be affected by their emotions, which makes examining enjoyment also from teachers' perspectives highly important because classes where teaching and learning enjoyment exist possibly encourage growth and success besides opportunity to deal with setbacks (Frenzel et al., 2009).

From the teachers' point of view, sources of teaching enjoyment can vary. Research by Frenzel, Fiedler, Marx, Reck, and Pekrun (2020) with 244 secondary school teachers revealed that if teachers positively appraise the motivation attainment, discipline and the quality of teacher-student relationship they reported to experience enjoyment more on the between-person level. Another study by Proietti Ergün & Dewaele (2021) with 174 teachers of Italian as a foreign language showed that predictors of foreign language teaching enjoyment are resilience and well-being. The previously mentioned study by Dumančić et al. (2022) showed that some other sources of L2 teaching enjoyment are a pleasant classroom environment, students' achievement, and good relationships with students. It is essential to identify these sources of teaching enjoyment and encourage them in teaching context for both for teachers' own good and their impact on the learners, since teaching is an affective work mirroring the emotions of both the teacher and the students (Hernik & Jaworska, 2018) and teachers should be well aware of the reasons and effects of their emotional experiences to maintain a prosperous classroom environment.

Literature demonstrates that there is a significant link between teaching and learning enjoyment. Research by Frenzel et al. (2009) with 1,542 students and 71 teachers in Germany revealed a strong connection between teacher enjoyment and student enjoyment in math classes and the findings suggested that teachers' enjoyment affects students' enjoyment by means of disclosed enthusiasm of teachers. The connection between teacher and learner enjoyment manifests itself in L2 education, as well. The previously mentioned study by Solhi et al. (2024), with 162 English learners and 9 EFL teachers in a language school in Iran proved that there is a mutual relationship between learning enjoyment and teaching enjoyment and teachers' enjoyment encouraged learners' enjoyment, which increases the students'

willingness to communicate, essentially enhancing the learning enjoyment. Given the important effects of teachers' enjoyment on their students' learning enjoyment, it can be concluded that teachers should first identify factors that positively affect their own enjoyment, and then use them as sources to rise enjoyment among their students since it is possible for teachers to carry out their teaching duties and perpetuate their affective well-being in classrooms filled with positive emotions (Frenzel et al. 2009). To be able to achieve this, it is highly important to have a better understanding of the experience of enjoyment in L2 teaching.

So far, in the previous sections, emotion as a psychological concept has been defined and explained. Considering the prevalence and importance of emotional experiences in educational settings, two self-conscious emotions: shame and guilt, and four basic emotions: anger, anxiety, boredom, and enjoyment have been referred to both from learners' and L2 teachers' points of view. Namely, the possible sources and impacts of these emotions on both learning and teaching practices have been discussed. In the following section grit, a personality trait which is likely to affect teachers' classroom practices and their use of motivational strategies, will be focused on. First, its definition will be provided. Then, its importance for learners and L2 teachers will be discussed in the light of the existing literature.

2.3 Grit

Grit is defined by Duckworth et al. (2007, p. 1087) as "perseverance and passion for long-term goals" and by Duckworth and Gross (2014, p.319) as "the tenacious pursuit of a dominant superordinate goal despite setbacks". It is associated with standing firm against obstacles, setbacks and stability through continuous endeavor (Bashant, 2014). It can be deduced from the conceptualization of Duckworth et al.

(2007) that grit is a personality trait with two important components: consistency of interest and perseverance of effort (Duckworth et al., 2007). Namely, gritty individuals are attached to their goals and make efforts towards these goals consistently, even if they encounter some obstacles. Thus, a gritty person can be characterized by some specific features.

According to Bashant (2014), taking stamina as an advantage, a gritty person considers achievement as a marathon and even in the absence of positive feedback they are likely to set long term targets and pursue these targets. Considering educational contexts, both learners and teachers set themselves goals in classrooms. In the simplest terms, a learner's goal is to learn, and a teacher's goal is to teach and the way towards these goals is not constantly fail-safe. Grit plays an important part in whether to make an effort to overcome the possible failures or not, and it is more likely for gritty learners to stick to their learning goals. Teimouri, Plonsky, and Tabandeh (2022) developed a valid language-domain-specific measurement of L2 students' grit (L2-Grit scale) and in their research with 191 language learners, they demonstrated that grit is positively correlated with language learners' success. Moreover, another study by Solhi, Derakhshan, and Ünsal (2023) conducted with 259 Turkish EFL learners revealed that L2 learners' grit predicting their coping strategies with boredom.

Grit is a significant personality trait for teachers, as well. In their prospective longitudinal study with 390 teachers, Duckworth, Quinn, and Seligman (2009) revealed the positive predictive feature of teachers' grit on their performance, which was estimated through their students' gains. Another study by Baraquia (2020) with 1425 teachers in the Philippines pointed out that the teachers' perseverance in teaching predicted their performance. Moreover, quantitative study by Fabelico and

Afalla (2020) with 128 teachers in the Philippines showed that there is a positive correlation between grit and educational attainment and grit and self-efficacy of teachers.

In L2 domain, a quantitative study by Derakhshan, Dewaele, and Azari Noughabi (2022) with 450 Iranian EFL teachers where they aimed to study the effects of teachers' resilience, well-being, and grit on their teaching enjoyment, revealed that grit is a strong predictor of teachers' enjoyment in teaching. This prediction is likely not to be unidirectional, though. Another quantitative study by Fathi, Zhang, and Arefian (2023) with 476 EFL teachers in Iran pointed out teachers' grit is significantly correlated with their work engagement, and it plays a mediating role in the relationship between teacher identity and work engagement. Also, teacher grit was found to be directly affected by their teaching enjoyment. So, it can be deduced that grit has an important place in different aspects for L2 teachers and should be further examined in terms of its relationship with emotions that are probable to be experienced while teaching a language and teachers' use of motivational strategies.

2.4 L2 Teaching in Turkish context

Since the present research was conducted in Turkish context, a brief background information about EFL education as well as the requirements that one needs to fulfill to become an EFL teacher in Türkiye will be provided in this section. Then, to present a deeper understanding of the EFL education in Turkish context, research that focused on EFL teachers' challenges and their perceptions regarding the quality of EFL education in Türkiye will be mentioned. Finally, the use of motivational

strategies, emotional experiences, and grit of EFL teachers' working in Türkiye will be mentioned briefly in the light of previous studies.

In the Turkish educational system, students studying at public schools learn English as an L2 starting from 2nd grade until they graduate from high school at the end of the 12th grade. In private schools, English lessons generally start from kindergarten level. At the universities, depending on the regulations of the university and the department that the student is going to major, students can attend preparatory classes and continue learning English as an L2. To be able to teach English in public schools from primary to high school levels, one should meet certain requirements such as holding a bachelors' degree in English Language Teaching or completing a pedagogical formation program after graduating from English language related departments such as English Language and Literature, American Culture and Literature or Translation and Interpreting Studies. If they meet these requirements, teachers take a central exam named KPSS (Public Personnel Selection Examination) and they get appointed to public schools within a quota that changes every year according to the teacher shortage. To teach English at university level, instructors are required to have at least a master's degree in English-language related departments, and they are hired through the scores they get from central exams such as YDS (Foreign Language Exam) and ALES (Academic Personnel and Postgraduate Education Entrance Exam).

There is no restriction for EFL teachers about the sector (public or private) or the level (kindergarten, primary school, secondary school, high school, or university preparatory class) they teach as long as they meet the mentioned requirements. This means an EFL teacher can work at different types of institutions, teach English at various levels and gain divergent experiences throughout his/her career and in the

literature, there are examples of several studies that focus on EFL teachers' perceptions and experiences in Turkish context from different aspects. For example, in his study, Valizadeh (2021) collected data from 153 EFL teachers teaching different age groups at public or private institutes in Türkiye through the means of an online questionnaire with both close and open-ended questions, regarding the challenges they face during teaching English as a foreign language. The findings highlighted that insufficient emotional support provided by principals, crowded classrooms, inconvenient school facilities, and lack of cooperation by parents are among the challenges that EFL teachers in Türkiye face. The findings also indicated that there is not a significant impact of the sector (public or private) that the teachers worked, their age, or their years of experience on the challenges they reported. Regarding the quality of teaching English as an L2 in Türkiye from EFL teachers' perspectives, Uztosun (2018) conducted a study with 2,476 teachers from primary, secondary, and high school levels working across Türkiye. Results indicated that teachers do not think English language teaching is efficient in Türkiye, and according to the participants, this generally is the case since curriculums are intense and structure-based, the class hours are restricted, textbooks are not qualified enough, classrooms are crowded, and students have negative perceptions towards English.

In terms of the teaching practices, several studies were carried out in Turkish context regarding the teachers' use of motivational strategies in L2 classes. For instance, Atay (2004) conducted research with 210 EFL teachers working at private and public primary school levels and examined the EFL teachers' use of motivational strategies along with the importance they attach to these strategies. It should be noted that in 2004, primary schools covered the first 8 years of the educational process in Türkiye. Also, at that date, English language teaching in public schools started from

the 4th grade. Thus, in today's conditions, it can be said that the data were collected from primary and secondary school levels. The study's findings suggested the difference between the importance attached to the use of motivational strategies by teachers working in private and public institutions do not differ significantly. On the other hand, EFL teachers working in private schools were found to use certain motivational strategies more than the other group did. In another study with 52 instructors EFL instructors working at university preparatory classes, Uştuk (2018) found out that EFL instructors regard the use of motivational strategies as quite significant, and this perception increased as they become more experienced in teaching. Finally, research by Erdil-Moody and Thompson (2020) with 454 EFL instructors teaching at universities in Türkiye revealed that the EFL instructors often use strategies to motivate their learners.

EFL teachers' emotional experiences and grit have also been a subject of study in the Turkish context. In their qualitatively designed research with 24 EFL teachers working in Türkiye, Noughabi, Yüce, and Fekri (2024) found out that students' motivation is quite important for teachers' foreign language teaching enjoyment. This finding can highlight the importance of the utilization of motivational strategies once more. Also, Solhi, Ünsal-Görkemoglu, Noughabi, and Atay (2024) in their research with 172 EFL instructors working at universities in Türkiye pointed out that EFL instructors' well-being and their emotional regulation significantly predicts their L2 teacher grit. All these findings suggest that EFL teachers' use of motivational strategies, their emotional experiences, and L2 teacher grit are somewhat related to one another and worth being examined through research.

2.5 Research objectives

Overall, given the importance of EFL teachers' use of motivational strategies for student motivation and achievement, as well as the significance EFL teachers' emotional experiences and L2 teacher grit for the utilization of these strategies, the present study has five main objectives: (1) To explore the extent of EFL teachers' use of motivational strategies, their emotional experiences of shame, guilt, anger, anxiety, enjoyment, and boredom and their L2 teacher grit, (2) to analyze the relationships between EFL teachers' emotional experiences of shame, guilt, anger, anxiety, enjoyment, boredom and their grit, (3) to find out the impacts of EFL teachers' shame and guilt on their enjoyment, anger, anxiety, and boredom experiences, (4) to identify the predictive roles of EFL teachers' emotions on their grit, and (5) to investigate the influence of EFL teachers' emotions and grit on their use of motivational strategies.

To address these objectives, the following five research questions (RQ) will be addressed in the present research.

1. To what extent do EFL teachers use motivational strategies, experience shame, guilt, anger, anxiety, enjoyment, boredom and have grit in their teaching?
2. To what extent is there a meaningful relationship among EFL teachers' experiences of shame, guilt, anger, anxiety, enjoyment, boredom and their L2 teacher grit?
3. To what extent do EFL teachers' shame and guilt predict their other emotional experiences of enjoyment, anger, anxiety, and boredom?
4. To what extent do EFL teachers' emotions (shame, guilt, anger, anxiety, enjoyment, and boredom) predict their L2 teacher grit?

5. To what extent do EFL teachers' emotions (shame, guilt, anger, anxiety, enjoyment, and boredom) and L2 teacher grit predict their use of motivational strategies?



CHAPTER 3

METHODOLOGY

3.1 Research design

A quantitative survey method was adopted for the present study. The main reason for selecting a quantitative method in the study was to reach as many participants as possible from different demographic backgrounds and obtain a rich database and to increase the generalizability of the findings of the study to EFL teacher populations in Türkiye.

3.2 Participants

A total of 269 EFL teachers participated in the study. After quality checking, data from 45 participants were eliminated. Of the remaining 224 participants, 49 (22%) were male, 173 (77.6%) were female and two did not prefer stating their gender.

Their age ranged from 22 to 60 ($M= 38.45$) and years of experience in L2 teaching from 1 to 40 years ($M= 14.54$). Of the total participants, 148 (66.1%) were working in public institutes while 76 (33.9%) of them were employed in private institutes. Of the total participants, 3 (1.3%) teachers reported teaching at kindergarten, 14 (6.3%) at primary school, 29 (12.9%) at secondary school, 31 (13.8%) at high school, 136 (60.7%) at university preparatory class and 11 (4.9%) stated to have experience in more than one of these institutes.

3.3 Instruments

An online questionnaire, consisting of four sections, on Qualtrics was developed for the present study. In the first section, participants were asked to fill out the

Motivational Strategies Questionnaire (Cheng & Dörnyei, 2007). In the second section, they were presented with Second-Language Test of Shame and Guilt Affect of Teachers (L2-TOSGA Teachers) (Teimouri et al., 2025). The third section included the Teacher Emotions Scale (Frenzel et al., 2016) and L2 Teacher Boredom Scale (Teimouri et al., 2025). Finally, in the last section, L2-Teacher Grit Scale (Sudina et al., 2021) was conducted. Before beginning to fill out each section, participants were provided with detailed instructions and examples of how they would make a selection of the most appropriate options according to them.

3.3.1 Motivational Strategies Questionnaire

Motivational Strategies Questionnaire, developed by Cheng and Dörnyei (2007), was one of the five instruments used in the present study (see Appendix A). With a total of 48 items, the questionnaire was used to measure how frequent L2 teachers make use of certain strategies to motivate their students for the English-language classes. Cheng and Dörnyei grouped these 48 items under ten macro strategies, and the mean Cronbach Alpha of ten macro strategies was reported to be .70. The macro strategy categories are as following: (1) proper teacher behavior (i.e., *Show your enthusiasm for teaching.*), (2) recognize students' effort (i.e., *Monitor students' progress and celebrate their victory*), (3) promote learners' self-confidence (i.e., *Provide students with positive feedbacks.*), (4) create a pleasant classroom climate (i.e., *Bring in and encourage humor*), (5) present tasks properly: (i.e., *Give clear instructions by modelling.*), (6) increase the learners' goal-orientedness (i.e., *Encourage students to set learning goals.*), (7) make the learning tasks stimulating (i.e., *Introduce various interesting topics.*), (8), familiarize learners with L2-related values (i.e., *Invite English-speaking foreigners to class.*), (9) promote group cohesiveness and group

norms (i.e., *Ask students to work toward the same goal.*), and (10) promote learner autonomy (i.e., *Allow students to assess themselves.*). Originally, 6-point Likert scale with labels ranging from “*hardly ever*” to “*very often*” was used in the questionnaire. In this research, the number of options stayed the same, but the labels were changed into range from “*never*” to “*always*”.

3.3.2 The Teacher Emotions Scale

The Teacher Emotions Scale was developed by Frenzel et al. (2016) and it consists of three sub-scales: enjoyment, anger and anxiety (see Appendix B). There are four items in each of the subscales to measure teachers’ enjoyment (i.e., *I generally teach with enthusiasm.*), anger (i.e., *Teaching generally frustrates me.*), and anxiety (i.e., *I feel uneasy when I think about teaching.*), so the overall scale has 12 items in total. In the development of the questionnaire, a four-point Likert scale with labels ranging from “*strongly disagree*” to “*strongly agree*” was used by the developers. In this research, however, with a slight change only in the number of Likert scale, a six-point Likert scale was used in data collection with same labels and additional two options as “*slightly disagree*” and “*slightly agree*” were added for the purpose of providing participants with more options.

3.3.3 L2-Teacher Grit Scale (L2TGS)

L2-Teacher Grit Scale was developed by Sudina et al. (2021) as a L2 domain specific measurement tool of teachers’ grit (see Appendix C). The scale consists of 9 items referring to L2 teachers’ consistency of interest (i.e., *My level of interest in teaching ESL/EFL changes from year to year.*) and perseverance of effort (i.e., *I put a lot of time and effort into overcoming my language teaching weaknesses.*). The respondents

were asked to score the likelihood of the items regarding their English language teaching experiences on a 5-point Likert scale labeled between “*not like me at all*” and “*very much like me*”.

3.3.4 L2-Teacher Boredom Scale

L2-Teacher Boredom Scale is a questionnaire developed by Teimouri et al. (2025) to assess the boredom of L2 teachers (see Appendix D). The questionnaire consists of 16 items in total referring to L2 teachers' boredom experiences related to different situations while teaching (i.e., *I feel bored when I have to teach the same level or group of students for a long time.; I feel bored when I have to follow a rigid curriculum or syllabus.; I feel bored when I have to deal with classroom management issues.*). Participants were asked to decide to what extent they agree with the statements in the items considering their experiences in English language classes, on a 6-point Likert scale ranging from “*strongly disagree*” to “*strongly agree*”.

3.3.5 Second-Language Test of Shame and Guilt Affect of Teachers (L2-TOSGA Teacher)

Second-Language Test of Shame and Guilt Affect of Teachers (L2-TOSGA Teacher) is a scenario-based questionnaire developed by Teimouri et al. (2025) which aims to measure L2 teachers' shame/guilt proneness (see Appendix E). It consists of 15 scenarios likely to take place during teaching English as an L2 (i.e., *After teaching a lesson in class, you start to get feedback from the students. Contrary to your expectations, you realize that most of the students haven't understood the lesson.*) and each scenario is presented with four possible reactions that teachers might give. Each

reaction refers to different constructs: shame-proneness (i.e., *I'd feel a sense of failure.*), guilt-proneness (i.e., *I'd try to explain the lesson again.*), externalization of blame (i.e., *The students did not pay enough attention*), and detachment (i.e., *I wouldn't think too much about it.*). Participants were asked to assign values to each reaction on a 6-point Likert scale ranging from “*not at all*” to “*very much*”.

3.4 Data collection

As the first step, necessary permission for data collection was obtained from Boğaziçi University Institutional Review Board for Research with Human Subjects (see Appendix F). Then, both convenience and snowball sampling methods were used as sample selection methods. As the first step of sampling, L2 teachers who were personally known by the researcher were contacted via their mobile phone, and they were asked to voluntarily participate in the study after they had been informed about the study. In the cases that they agreed to participate in the study, they were also asked to nominate other EFL teachers they knew. Also, EFL teachers who lecture in preparatory classes at public and private universities in Türkiye were contacted via their institutional e-mail addresses. Data collection was conducted online via Qualtrics. In the survey link, participants were first informed about the researcher and the purpose of the study, sections of the questionnaire, and estimated duration of the research. They were required to click on the button stating that they participated in the study on a voluntary basis, otherwise they weren't allowed to continue with the survey questions. The survey link included all the questionnaires, section by section, and had 145 items in total. There was no time limit for participants to fill out the survey and they were able to pause answering and continue later at any time to avoid participant exhaustion. Data collection was completely

anonymous, and information gathered from participants as demographic background included their gender, age, years of experience in teaching English as an L2, type of the institution being worked (public or private) and the grade(s) being taught was not identificatory. The collected data were kept in the researcher's personal computer in an encrypted file and was not open to access by any other person.

3.5 Data analysis

Data were analyzed with SPSS package program. As noted, originally, a total of 269 EFL teachers participated in the study. Regarding the duration of completing the survey, data of the participants who spent considerably less time than the average ($M = 20.8$ minutes) were eliminated. Besides, if the data of the participants who had not answered a significant portion of the questionnaire, they were also not included in the analysis. Outlying data were also eliminated. For the elimination of the outlying data, first, the values on the dependent variables were examined by means of univariate analysis method. By analyzing the box plot, data outside the lower (25%) and upper (75%) quartile values were eliminated. Then, the dependent and the independent variables were examined together and outliers in the scatterplot were analyzed by multivariate method. Finally, the values which were found to be three standard deviations away from the mean were eliminated through the calculation of z-scores. Ultimate analysis was run with the data of 224 participants. Regarding the number of missing data is quite small compared to the number of overall items; by means of SPSS transformation processes, these missing data were assigned an average value (Cohen, Cohen, West, & Aiken, 2013). Normality was determined by kurtosis and skewness coefficients, which fell between -1 and 1, besides visual check of the Q-Q plot graphs and histograms. Before starting the correlation and regression

analyses, descriptive and reliability analyses for the scales and subscales were conducted, first. Next, Spearman's correlations were run to examine the interrelationship among all the variables. Finally, in order to answer the research questions, Multiple Regression analyses using the Enter methods were run. To compensate for the small sample size, regression analyses were bootstrapped based on 1,000 samples.



CHAPTER 4

RESULTS

4.1 RQ1: To what extent do EFL teachers use motivational strategies, experience shame, guilt, anger, anxiety, enjoyment, boredom and have grit in their teaching?

Before starting the correlational and regression analyses, reliability analysis for each scale and subscale was run. Cronbach Alpha values of the scales are found to be between .78 and .92. Also, for L2-Teacher Boredom and L2-TOSGA Teacher scales, item response analyses were run. According to the initial item analyses, the standard deviations of the items in L2-Teacher Boredom scale were between 1.03 and 1.57. Also, the item-total correlation (ITC) values ranged between .37 and .66. Regarding the subscales of L2-TOSGA Teacher, initial item analysis showed that the standard deviations of the items were between .72 and 1.69. ITCs of the four subscales were calculated and none of them was found to fall below .30. Also, the average internal consistency of the four subscales was found to be .86.

As can be seen below in Table 1, mean scores ranged between 1.98 and 5.17. Accordingly, participants can be said to use motivational strategies to a significant degree, experience a variety of emotions, and have high levels of grit in their L2 teaching. Namely, participant EFL teachers were found to experience positive emotions more than they experience negative emotions. They reported to experience guilt the most ($M= 5.17$), followed quite closely by enjoyment ($M= 5.16$); while the experience of negative emotions was reported to be less than the experiences of guilt and enjoyment. Boredom was found to be the most experienced negative emotion ($M= 3.21$), which was still quite less than guilt and enjoyment; followed by shame ($M= 2.61$), anger ($M= 2.14$), and anxiety ($M= 1.98$). Participants' grit ($M= 3.75$) and

their use of motivational strategies in their L2 classes were also seen to be high ($M=4.61$).

Table 1. Reliability Analyses of Scales and Subscales

	Variables	<i>M</i>	<i>Mdn</i>	<i>SD</i>	α	95% CI	
1	Motivational St.	4.61	4.66	.631	.92	.908	.936
2	Enjoyment	5.16	5.25	.017	.80	.761	.844
3	Anxiety	1.98	1.75	.080	.81	.763	.846
4	Anger	2.14	2.00	.252	.78	.715	.814
5	Grit	3.75	3.77	.131	.78	.720	.811
6	Boredom	3.21	3.21	.968	.83	.793	.859
7	Shame	2.61	2.46	.417	.89	.866	.909
8	Guilt	5.17	5.20	.277	.84	.786	.855
9	Externalization	2.80	2.80	.497	.86	.829	.883
10	Detachment	2.71	2.66	.757	.85	.821	.878

4.2 RQ2: To what extent is there a significant relationship among EFL teachers' experiences of shame, guilt, anger, anxiety, enjoyment, boredom and their L2 teacher grit?

To answer the second research question, Spearman's correlation analysis was administered. Results of the analysis are presented below in Table 2. Accordingly, most of the variables were found to have a meaningful correlation with each other. A positive correlation was observed between EFL teachers' level of enjoyment and their guilt ($r= .38$); while the correlation was negative between their level of enjoyment and anger ($r= -.44$), anxiety ($r= -.45$), boredom ($r= -.38$), and shame ($r= -.18$). Their level of anger was found to be positively correlated with their anxiety ($r= .59$), boredom ($r= .59$), and shame ($r= .20$) while the correlation was weakly negative between their anger and guilt ($r= -.17$). Also, the relationship between their level of anxiety and boredom ($r= .54$) and shame ($r= .45$) was positive, while there was a negative correlation between the level of anxiety and guilt ($r= -.15$). EFL teachers'

boredom was also observed to be positively correlated with their shame ($r = .20$).

Finally, grit was found to be significantly correlated with all the emotions. Namely, it was positively related to EFL teachers' enjoyment ($r = .53$), and guilt ($r = .25$) and negatively related to their anger ($r = -.49$), anxiety ($r = -.53$), boredom ($r = -.47$), and shame ($r = -.28$).

Table 2. Mean Scores of the Variables and Results of Spearman's Correlations

Variable	Enjoyment	Anger	Anxiety	Grit	Boredom	Guilt	Shame
Enjoyment	1	-.44*	-.45*	.53*	-.38*	.38*	-.18*
Anger		1	.59*	-.49*	.59*	-.17*	.20*
Anxiety			1	-.53*	.54*	-.15*	.45*
Grit				1	-.47*	.25*	-.28*
Boredom					1	.08	.20*
Guilt						1	.11

$p < 0.05$

4.3 RQ3: To what extent do EFL teachers' shame and guilt predict their other emotional experiences of enjoyment, anger, anxiety, and boredom?

To answer the third research question, four separate multiple linear regression analysis were run by having shame and guilt as independent variables, with enjoyment, anger, anxiety, and boredom being the dependent variables respectively. Before running the analyses, the main assumptions underlying regression analysis were examined. Accordingly, all correlation values between the variables were less than .80 and no multicollinearity problem was found, std. residual values were between -3.29 and 3.29, Durbin-Watson statistics values were found to be 1 between 1 and 3, and Cook's Distance values were not greater than 1 (Field, 2009; Green &

Salkind, 2005; Hair, Anderson, Tatham, & Black, 1998). According to the multiple linear regression analysis, the distribution can be observed to be normal in histograms provided in the graphics (see Appendices G, H, I, and J). Results of the analyses are presented below in Table 3.



Table 3. Regression Analyses of Shame and Guilt with Enjoyment, Anger, Anxiety, and Boredom as Criterion Measures

	Unstandardized Coefficients		Standardized Coefficients	Sig.	95,0% Confidence Interval for B	
Variables	B	Std. Error	Beta		Lower Bound	Upper Bound
<i>Enjoyment</i>						
Shame	-.191	.052	-.229***	.000	-.292	-.089
Guilt	.470	.084	.348***	.000	.305	.635
<i>R/Adjustment R²</i>			.397/.150/ (F= 20.703 p < 0.01)			
<i>Anger</i>						
Shame	.310	.064	.306***	.000	.183	.436
Guilt	-.334	.104	-.203**	.002	-.540	-.129
<i>R/Adjustment R²</i>			.350/.115/ (F= 15.418 p < 0.01)			
<i>Anxiety</i>						
Shame	.544	.059	.522***	.000	.428	.659
Guilt	-.417	.095	-.246***	.000	-.605	-.230
<i>R/Adjustment R²</i>			.555/.301/ (F= 49.110 p < 0.01)			
<i>Boredom</i>						
Shame	.220	.053	.270***	.000	.116	.324
Guilt	-.172	.086	-.130*	.045	-.341	-.004
<i>R/Adjustment R²</i>			.289/.075/ (F= 10.035 p < 0.01)			

Note. Bootstrapped results are based on 1,000 samples.

* $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

The F value that was obtained from all the regression analysis was significant at the level of 0.01. This suggests that the regression models were appropriate and at least one of the independent variables (shame and guilt) had a significant effect on the dependent variables (enjoyment, anger, anxiety, and boredom). When the R^2 value was examined for the first analysis, the independent variables in the model were found to explain 15% of the variance in dependent variable, EFL teachers' enjoyment. In conclusion of the analysis results, both shame and guilt were found to have a meaningful impact on EFL teachers' enjoyment ($p < 0,01$). In consideration of the squares of the EFL teachers' enjoyment standardized regression coefficient (β_2), a one-unit change in the independent variable, shame, resulted in a negative change of -.229 on the dependent variable, EFL teachers' enjoyment. On the contrary, a one-unit change in guilt resulted in a positive change of .348 in enjoyment.

R^2 value in the second analysis also suggested that shame and guilt in the model were found to explain 11% of the variance in EFL teachers' anger. Results suggested that both shame and guilt had meaningful impacts on teachers' anger ($p < 0,01$). In consideration of the squares of the EFL teachers' anger standardized regression coefficient (β_2), a one-unit change in shame resulted in a positive change of .306 in EFL teachers' anger, whereas a one-unit change in guilt in a negative change of -.203 in participants' anger experience.

In the scope of the third analysis, R^2 value also showed that shame and guilt in the model were found to explain 30% of the variance in L2 teachers' anxiety. Both shame and guilt were found to have a meaningful impact on EFL teachers' anxiety ($p < 0,01$). In consideration of the squares of the EFL teachers' anxiety standardized regression coefficient (β_2), a one-unit change on shame resulted in a positive change

of .522 in EFL teachers' experiences of anxiety. Conversely, a one-unit change in guilt resulted in a negative change of -.226 in anxiety.

Finally, R^2 value in the fourth analysis pointed out that shame and guilt in the model were found to explain 7% of the variance in EFL teachers' boredom. Results suggested that both shame and guilt meaningfully predicted EFL teachers' boredom ($p < 0,01$). In consideration of the squares of the EFL teachers' anger standardized regression coefficient (β^2), a one-unit change in shame resulted in a positive change of .270 in EFL teachers' boredom. On the contrary, a one-unit change in guilt resulted in a negative change of -.130 in their boredom.

4.4 RQ4: To what extent do EFL teachers' emotions (shame, guilt, anger, anxiety, enjoyment, and boredom) predict their L2 teacher grit?

To answer the fourth research question, multiple linear regression analysis was run with anger, anxiety, enjoyment, boredom, shame and guilt taken as the independent variables; and grit taken as the dependent variable. Before running the analysis, a number of assumptions were examined. These assumptions are as follows: all correlation values between the variables were less than .80 and no multicollinearity problem was found; std. residual values were between -2.4 and 2.4, which were not smaller than -3.29 or more than 3.29; Cook's Distance values were between .00 and .11 and these values were not greater than 1. Durbin-Watson statistics values were found to be between 1 and 3, and finally, the histogram (see Appendix K) shows a normal distribution (Field, 2009; Green & Salkind, 2005; Hair et al., 1998). The results of the multiple regression analysis are presented below in Table 4.

Table 4. Regression Analyses of Anger, Anxiety, Enjoyment, Boredom, Shame and Guilt with Grit as Criterion Measures

Variables	Grit					
	Unstandardized Coefficients		Standardized Coefficients	Sig.	95,0% Confidence Interval for B	
	B	Std. Error	Beta		Lower Bound	Upper Bound
Anger	-.054	.049	-.082	.265	-.151	.042
Anxiety	-.141	.052	-.219**	.007	-.243	-.040
Enjoyment	.187	.052	.231***	.000	.086	.289
Boredom	-.174	.056	-.209**	.002	-.284	-.063
Shame	-.047	.041	-.069	.258	-.128	.035
Guilt	.103	.061	.094	.094	-.018	.224
<i>R/Adjustment R²</i>						.651/.408/ (F= 26.628 p < 0.01)

Note. Bootstrapped results are based on 1,000 samples.

p ≤ 0.05, **p ≤ 0.01, *p ≤ 0.001*

The F value that was obtained from the regression analysis was significant at the level of 0.01. This suggested that the regression model was appropriate and at least one of the independent variables (anger, anxiety, enjoyment, boredom, shame, and guilt) had a significant effect on the dependent variable (grit). When the R^2 value was examined, the independent variables in the model were found to explain 40% of the variance in the dependent variable, EFL teachers' grit. In conclusion of the multiple regression analysis results, three independent variables were found to have a meaningful impact on L2 teacher grit. These were anxiety, enjoyment and boredom ($p < 0,01$).

In consideration of the squares of the EFL teachers' grit standardized regression coefficient (β^2), a one-unit change in the independent variable, anxiety, resulted in a negative change of -.219 in EFL teachers' grit. Similarly, a one-unit change in EFL teachers' enjoyment resulted in a positive change of .231 in the dependent variable, EFL teachers' grit. Conversely, a one-unit change in participants' boredom resulted in a negative change of -.209 in their grit.

4.5 RQ5: To what extent do EFL teachers' emotions (shame, guilt, anger, anxiety, enjoyment, and boredom) and L2 teacher grit predict their use of motivational strategies?

To answer the fifth research question, multiple linear regression analysis was run. A number of assumptions were examined before the administration of the analysis.

These assumptions were as follows: all correlation values between the variables were less than .80 and no multicollinearity problem was found; std. residual values were between -2.4 and 2.4, which were not smaller than -3.29 or more than 3.29, Cook's

Distance values were between .00 and .11 and these values were not greater than 1. Durbin-Watson statistics values were found to be 1 between 1 and 3; and finally, the histogram (see Appendix L) showed a normal distribution. (Field, 2009; Green & Salkind, 2005; Hair et al., 1998). The results of the multiple regression analysis are presented below in Table 5.



Table 5. Regression Analyses of Emotions and Grit with Motivational Strategies as Criterion Measures

Variables	Motivational Strategies					
	Unstandardized Coefficients		Standardized Coefficients	Sig.	95,0% Confidence Interval for B	
	B	Std. Error	Beta		Lower Bound	Upper Bound
Enjoyment	.298	.047	.438***	.000	.206	.391
Anger	.090	.043	.161*	.038	.005	.175
Anxiety	.114	.046	.209*	.015	.022	.205
Grit	.193	.060	.230***	.001	.075	.311
Boredom	-.020	.051	-.029	.696	-.120	.080
Guilt	.181	.055	.197***	.001	.073	.288
Shame	-.147	.036	-.260***	.000	-.219	-.075
<i>R/Adjustment R²</i>			.605/.346/ (F= 17.823 p < 0.01)			

Note. Bootstrapped results are based on 1,000 samples.

* $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

The F value that was obtained from the regression analysis was significant at the level of 0.01. This suggested that the regression model was appropriate and at least one of the independent variables (experience of anger, anxiety, enjoyment, boredom, shame, guilt, and grit) had a significant effect on the dependent variable (use of motivational strategies). When the R^2 value was examined, the independent variables in the model were found to explain 34% of the variance in the dependent variable, EFL teachers' use of motivational strategies. In conclusion of the multiple regression analysis results, six independent variables were found to have a meaningful impact on EFL teachers' use of motivational strategies. These were guilt, anger, anxiety, enjoyment, grit, and shame.

In consideration of the squares of the EFL teachers' use of motivational strategies standardized regression coefficient (β^2), a one-unit change in the independent variable, anger, resulted in a positive change of .161 in the dependent variable, EFL teachers' use of motivational strategies. Similarly, a one-unit change in EFL teachers' experiences of anxiety resulted in a positive change of .209 in their use of motivational strategies. Moreover, a one-unit change in their enjoyment resulted in a positive change of .438 on their use of motivational strategies. Likewise, a one-unit change in EFL teachers' grit resulted in a positive change of .230 in their use of motivational strategies. Besides, a one-unit change in guilt resulted in a positive change of .197 in the use of motivational strategies. On the other hand, a one-unit change in shame resulted in a negative change of -.260 in L2 teachers' use of motivational strategies.

CHAPTER 5

DISCUSSION

5.1 RQ1: To what extent do EFL teachers use motivational strategies, experience shame, guilt, anger, anxiety, enjoyment, boredom and have grit in their teaching?

The results of the descriptive analyses among EFL teachers' use of motivational strategies, their emotional experiences and grit in language classes revealed that guilt was the most experienced emotion, followed quite closely by enjoyment while anxiety was found to be the least frequent one. Guilt, an emotional experience that seems negative yet has positive outcomes, and enjoyment, an inherently positive emotion, outscored the negative emotions in the present research.

These findings are in line with the study by Dumančić et al. (2022), where they found out that L2 teachers mostly experience pleasant feelings including joy; with Mevarech and Maskit (2015), where the participant teachers were found to experience positive emotions more than they do negative emotions; and with Keller, Chang, Becker, Goetz, and Frenzel (2014), in which German secondary school teachers reported to experience enjoyment the most and anxiety the least among anger, anxiety, and enjoyment. According to the results of the analysis in the present research, EFL teachers also experience negative emotions such as shame and anger much less than they experience enjoyment. Boredom, on the other hand, was found to be the second most prevalent unpleasant emotion experienced by teachers, being still much less common than enjoyment. All these are supporting the idea that teachers are more likely to experience positive emotions in their teaching.

Guilt, on the other hand, was found to be the most prevalent one among six emotions. Although it is considered as an unpleasant emotion, it was discussed to be

a trigger for positive outcomes along with reparative and constructive actions. In the scope of this research, then, it can be said that EFL teachers are much more guilt-prone than they are shame-prone and this finding is promising; since teacher guilt is likely to suggest that teachers are prone to be more motivated to teach and conduct their classes accordingly, along with compensating their wrongdoings, which in turn is also likely to encourage their positive emotions and mitigate the effects of negative emotions such as shame, anger, anxiety, and boredom.

In one of the scenarios of L2-TOSGA Teacher which was “*In class, you are giving instructions about a class activity, in which you are asking students to work on it in groups. Most of the students do not understand your instructions and look confused.*”, guilt prone teachers were expected to rate the item “*I would give the instructions again in simpler language.*” with a higher point than the others, which suggests that if teachers feel guilty about their instruction, they will look for ways to improve it. Another scenario “*You are teaching a new grammar topic in class. You expect the students to take notes. However, most of the students are not enthusiastic and do not take any notes.*” had the item “*I’d try to teach in a more engaging way.*”, measuring teachers’ guilt, also suggests that guilt prone teachers are also likely to seek ways to raise their students’ enthusiasm, as well. Considering all these, the high mean score of guilt among participants suggests that EFL teachers are ready to take responsibility for their shortcomings and revise their lessons conduct accordingly.

Grit, as a personality trait, also seemed relatively common among the EFL teachers who participated in the present research. It should be noted that although the mean score seems lower than some other variables in this study, EFL teachers’ grit was evaluated on a 5-point Likert scale while their emotional experiences and use of motivational strategies were measured on 6-point Likert scales. In this sense, this

result showed similarity to those of Sudina et al. (2020), where domain specific L2-Teacher Grit Scale was introduced to the field and L2 teachers were found to have grit to a substantial extent ($M= 3.88$). These findings are also promising as having grit suggests an undeterred endeavor towards one's aim in spite of obstacles (Duckworth & Gross, 2014).

Finally, another promising result is EFL teachers seemed to make use of motivational strategies in their teaching, which can be said to be in line with the findings of Erdil-Moody and Thompson (2020). This result can be interpreted as EFL teachers are conscious of the fact that students' motivation is important for their engagement in class and consequently for their success. Also, it can be considered that L2 teachers are aware of the fact that simply giving a lesson in the class is not sufficient and they are supposed to do more than just lecturing to enhance motivation of their students in L2 classes. To that end, EFL teachers seem willing to enrich their teaching with the utilization of certain strategies.

In consequence, it can be said that EFL teachers are experiencing emotions that are either positive in nature (enjoyment) or in terms of their consequences (guilt), more than they experience negative emotions such as shame, anger, anxiety, and boredom in their language teaching. In the scope of the emotional crossover theory, this finding is promising since if there is an emotional transmission from teachers to learners, it can be said that this transmission would mostly be in a positive way. Also, they are found to be gritty besides seeming to enrich the classroom environment and endeavoring to make their students more motivated and engaged in the learning process by means of motivational strategies. Despite the challenges that EFL teachers encounter inside and outside of the classroom, these

findings are full of promise. In the next section, the relationships between EFL teachers' emotions will be discussed under the scope of the second research question.

5.2 RQ2: To what extent is there a significant relationship among EFL teachers' experiences of shame, guilt, anger, anxiety, enjoyment, boredom and their L2 teacher grit?

Significantly meaningful correlations between the emotions themselves were found as results of the analysis. For example, enjoyment was found to be negatively correlated with shame and positively linked to guilt. Regarding the negative correlation between enjoyment and shame, it can be said that it is either that the more teachers feel ashamed, the less they enjoy teaching or vice versa. Given the negative and painful impacts of shame on the self of the experiencer, it is more likely that as they feel ashamed, teachers' sense of joy toward teaching is diminishing. On the other hand, the positive relationship between enjoyment and guilt may seem perplexing at first glance since guilt is generally associated with negative feelings. However, it is not actually that surprising. EFL teachers who are more prone to feel guilty in their teaching for some reason, probably try harder to redress their wrongdoings or deficient features of their teaching practices. This will help them to get a sense of progress and achievement, which is likely to end up with the emergence of positive emotions (Teimouri, 2025). Also, when their efforts are reciprocated with desirable outcomes, such as students' engagement in or positive attitudes towards language learning, it is reasonable to consider that teachers experience a feeling of enjoyment.

On the other hand, being the only positive emotion in this research context, enjoyment was also found to be negatively related to anger, anxiety, boredom. Anger

and anxiety, contrary to enjoyment, are distressing and disturbing emotions for the experiencer and either they possibly withhold EFL teachers from enjoying teaching or the vice versa; teachers who enjoy what they are doing might be less interested in the factors that might cause them to get angry or anxious. As there is no much research addressing the relationships between L2 teachers' enjoyment and anxiety, this finding has been compared to the ones in the previous studies that were conducted in L2 learning and the negative correlation between enjoyment and anxiety has been found to be in line with previous research (e.g., Dewaele & MacIntyre, 2014; Dewaele, Botes, & Greiff, 2023a; Dewaele, Botes, & Meftah, 2023b; Wang & Li, 2022).

EFL teachers' boredom was also found to be negatively related to their enjoyment. The relationship between boredom and enjoyment has also been mostly referred to from L2 learners' perspectives by previous studies and the negative correlation revealed in the present study is in accordance with research conducted with L2 learners (Dewaele et al., 2023a; Dewaele et al., 2023b; Li, 2022; Wang & Li, 2022; Zhao & Yang, 2022). This negative relationship between enjoyment and boredom is also accepted as boredom takes place when the ongoing activity, which is EFL teaching in this case, is not engaging enough. Teachers have to keep teaching even if they do not feel engaged with the classes, and this might lead them not to enjoy what they are doing and feel bored, eventually.

The findings also indicated a positive relationship between anger and shame and negative correlation between anger and guilt. Shame is associated with experiencers' being harshly judicial on themselves or putting the blame of the negative experience on others; thus, it is likely for a person who feels ashamed to experience anger at the same time. The findings of the present study indicate a

positive correlation between shame and anger, and this constitutes supportive evidence to previous studies' findings. Results of the correlational analyses of the research data collected from undergraduate students by Tangney et al. (1992) revealed a positive correlation between participants' shame proneness and anger arousal. Similarly, in their study with 1,099 participants from different variety of ages, Tangney, Wagner, Hill-Barlow, Marschall, and Gramzow (1996c) found out a positive relationship between shame proneness and anger, as well. On the contrary, anger is found to be negatively related to guilt. As a result of undesired outcomes of an event, individuals who feel guilty are likely to critically assess their behavior and seek ways to make up for the wrongdoing, rather than getting angry at themselves or others. Thus, this finding is also in accordance with the characteristics of the emotions.

Given that they are both negative emotions, it is also not surprising that anger and anxiety were positively correlated with each other. The previously mentioned study by Hagenauer et al. (2015) with 132 teachers pointed out that interpersonal relationships between students and teachers are strong predictors of anxiety. If these relationships are not positive, they may lead to both anxiety and anger experiences of the teachers. Anger was also found to be positively related to boredom and. Boredom, as an emotional experience associated with insufficient stimulated circumstances (Mikulas & Vodanovich, 1993) was found to be related to anger in previous studies. In their research with undergraduate students in the United States, Rupp and Vodanovich (1997) revealed that participants who reported being more boredom prone, also scored higher in anger on the Anger Expression Scale used in the study. This study was replicated and extended by Dahlen, Martin, Ragan, and Kuhlman (2004) with undergraduate students and the results also pointed out that

boredom predicted participants' anger experience tendency. From teachers' perspective, the positive correlation between boredom and anger might be because they end up with decreased patience and endurance when bored, which leads them to be less tolerant and become angry more easily.

The findings also suggested a positive correlation between anxiety and shame and a negative relationship between anxiety and guilt. Shame-prone individuals are likely to escape from the situation that induces their shame experience, or they tend to externalize the blame for the failure. These kinds of attitudes are likely to restrain them from correcting what is wrong, and the wrong done stays where it is, which is likely to trigger anxiety. The other way around is also possible. Teachers who are overwhelmed with anxious states may not feel emotionally strong enough to face their mistaken practices and take action to correct them. On the other hand, as mentioned before, guilt motivates individuals to take responsibility for their behavior and a desire to make up for the negative consequences for that particular behavior. So, teachers who feel guilty for some reason about their teaching are likely to reorganize their behavior or teaching practices, which possibly ends up with their anxiety to settle. Also, guilt-prone teachers better handle their anxiety by means of a number of strategies (Teimouri, 2025).

The positive correlation that the findings indicated between anxiety and boredom is also in line with previous research carried out with L2 learners (Dewaele et al., 2023a; Dewaele et al., 2023b; Wang & Li, 2022). In the qualitative study by Dumančić (2018), EFL teachers reported the desire to change the activity when they feel bored. This is expected because bored individuals experience disengagement and wish to sidestep from what they are doing (Xie, 2021). However, it is clearly not possible all the time. Teachers' obligation to keep up with the activity that they do

not enjoy, or in a more general sense, to keep up with the teaching when they experience boredom and not being able to leave what they are doing may cause them to feel anxious. Finally, boredom was found to be positively related to shame. Ashamed individuals are likely to be estranged from shame-inducing situations and suffer from an intense and disturbing experience. This negative emotional experience and estrangement might lead them to disassociate from their environment, possibly ending up with their reduced interest in what they are doing, and finally the experience of boredom.

To sum up, it can be seen that EFL teachers are likely to experience various emotions while teaching and these emotions are found to be related to each other in different ways. Shame was found to be positively related to anger, anxiety, and boredom, while it was negatively correlated with enjoyment. On almost the exact opposite, guilt was found to be negatively related to anger and anxiety, while it was positively related to enjoyment. Also, enjoyment was observed to be negatively related to anger, anxiety, and boredom. According to the findings, anger was found to be positively related to anxiety and boredom, as well. Finally, a positive correlation between anxiety and boredom was also established.

Regarding the relationships between EFL teachers' L2 grit and emotional experiences, there are several significant findings. EFL teachers' L2 teacher grit was found to be either negatively or positively correlated with all their emotions. First of all, a positive correlation between grit and enjoyment was observed. This finding is in line with the previous studies in L2 learning context (Bensalem, Thompson, & Alenazi, 2023; Shirvan, Taherian, Shahn timer, & Yazdanmehr, 2021; Liu & Wang, 2021; Teimouri et al., 2020; Yang, 2021). Namely, EFL teachers who enjoy teaching a language tend to be grittier in their teaching, or the other way around. Enjoyment,

as a pleasant emotion, might motivate teachers to stick up to their goals and as they endeavor towards their goals and get accomplishments, they are likely to feel a sense of joy. Thus, this relationship can be reciprocal. Likewise, EFL teachers' guilt and grit was also found to be positively correlated with each other, which is in accordance with the study by Ghafouri and Hassaskhah (2022), where they found a positive correlation between grit and guilt of 263 EFL learners in Iran. As mentioned, guilt triggers makeup actions of a wrong done and this behavior is likely to be exhibited by teachers who are not disengaged from their teaching objectives in spite of the setbacks and negative experiences, which are the characteristics of grit. In other words, teachers who fall short at their teaching practices at some points are likely to be more willing to accept their responsibility and take corrective actions instead of sinking into despair and giving up if they are gritty enough in what they do.

On the other hand, not surprisingly, grit was found to be negatively correlated with all the negative emotions, namely anger, anxiety, boredom, and shame, investigated in the present study. Since, to the best of the researcher's knowledge, there is no study addressing the relationships between EFL teachers' negative emotional experiences and grit, the findings are intended to be supported by evidence from L2 learners. For instance, the findings suggesting a negative relationship between grit and shame is in accordance with the previously mentioned study by Ghafouri & Hassaskhah (2022) in L2 learning context and between grit and anxiety with Musumari et al. (2018), research conducted with university students. As grit is a personality trait, gritty people are likely to have some emotional characteristics. In this sense, since grit requires people's interests in a certain activity to be stable and their endurance towards obstacles, teachers who are gritty in their teaching

experiences are likely to show less tendency to give rank to the negative emotions in their teaching experiences, or more prone to deal with them. For example, quantitative research by Solhi et al. (2023) with 259 EFL learners in Türkiye showed that grit strongly predicts EFL teachers use of strategies to cope with boredom in learning English. This might also be the case with the teachers. Namely, gritty teachers might find or at least search for ways to overcome their negative emotional experiences in teaching since they are resilient against the setbacks they face, and they are perseverant and passionate about their profession.

As can be seen, EFL teachers' L2 teacher grit was related to all the emotions explored in the scope of this research. Namely, it was positively related to the pleasant experience of enjoyment as well as guilt, whose positive constructive effects have been discussed. Besides, grit was found to be negatively correlated with unpleasant experiences of shame, anger, anxiety, and boredom. Therefore, it can be concluded that gritty teachers are likely to enjoy teaching an L2 and they are capable of facing the results of their wrongdoings and taking reparative actions. They can also be said to feel less ashamed, angry, anxious, or bored in their teaching process. Overall, given the significant relationships among EFL teachers' personalities and their emotional experiences, the direction of these relationships should be better understood. For this reason, first, the two self-conscious emotions investigated in the present research: shame and guilt, will be discussed in terms of their impacts on the other emotional experiences in the next section.

5.3 RQ3: To what extent do EFL teachers' shame and guilt predict their emotional experiences of enjoyment, anger, anxiety, and boredom?

To answer the third research question, four individual regression analyses were administered. In the first analysis, shame and guilt are found to explain 15% of the variance in EFL teachers' experience of enjoyment. The results suggested that both shame and guilt were meaningful predictors of EFL teachers' enjoyment in teaching in different directions. Shame was found to predict EFL teachers' enjoyment negatively. Namely, a one-unit change in EFL teachers' experience of shame resulted in a negative change of $-.229$ in their enjoyment. Shame, as a painful experience, is likely to end up with EFL teachers' severe criticisms of their teacher-selves for their wrongdoings and the feeling of not being competent enough in teaching. This feeling of self-inadequacy may hinder their sense of joy in teaching. Also, their tendency to keep their distance from shame-inducing situations for fear of facing the irritating consequences of shame experience, may be triggering them avoid teaching and because this is not an option for teachers, they are likely to do it reluctantly without a sense of joy.

On the contrary, guilt was found to predict EFL teachers' enjoyment positively. A one-unit change in guilt resulted in a positive change of $.348$ in their enjoyment. As mentioned, this finding is actually not surprising. The aforementioned research about guilt of learners indicated that guilt positively predicts their intentions of prosocial behaviors (Chawla, 2023) and negatively predicts their intentions of academic misconduct (Curtis, 2023). Also as mentioned, among L2 learners, guilt was found to increase different types of L2 learning motivation and even have a slightly increasing role in learners' grammar course grades (Teimouri, 2018). Considering the positive outcomes of the guilt experience on learners, the finding

that it triggers enjoyment on EFL teachers is expectable. EFL teachers who face their wrongdoings, or not doing anything at all, and take responsibility for these behaviors are likely to take corrective actions. If these actions result positively, they may think they receive a recompense for their effort and experience satisfaction and enjoyment.

In the second regression analysis, it was found that shame and guilt together explained 11% of the variance in EFL teachers' experiences of anger. According to the results, both shame and guilt were found to have impacts on EFL teachers' anger experiences. The directions of these impacts are different, though. Shame was found to be a positive predictor of the anger experiences of the participants. A one-unit change in shame resulted in a positive change of .306 in anger. The positive relationship between shame and anger is in line with the preliminary research (Bennett, Sullivan, & Lewis, 2005; Cook, 2006; Lewis, 1971; Tangney et al., 1992; Tangney et al., 1996c; Thomaes, Stegge, Olthof, Bushman, & Nezlek, 2011). According to Tangney et al. (1992), shame may reduce the individual's confidence, and this lowered confidence may cause anger. This proposition is likely to be valid for L2 teachers who experience shame, as well. Namely, a shame-prone L2 teacher may question his/her competency and as ashamed individuals perceive the fault in themselves rather than their actions, this predisposition may reduce their confidence, resulting in their experience of anger. Also, as mentioned, ashamed individuals are not prone to take reparative actions. Not taking corrective actions may lead the shame-inducing incident to continue, and a lasting experience of shame might catalyze the sense of anger.

On the other hand, findings suggested that guilt had a meaningful negative impact on EFL teachers' anger. Namely, a one-unit change in guilt resulted in a negative change of -.203 in L2 teachers' anger. This finding is also partially in align

with the studies by Tangney et al. (1992), indicating guilt that was free of shame was found to be negatively correlated with some anger indications and Tangney et al. (1996c), where guilt was found to be positively linked with constructive behaviors in dealing with anger. Therefore, it can be said that guilt-prone EFL teachers in the present research desire to compensate for the behavior that leads to the guilt experience and cope with their anger in a constructive way rather than exposing themselves or others around them to their anger. These compensatory and constructive actions might have a reinforcing influence on their students, as well, and the students consequently get more engaged in the activities that lead their teachers to experience anger less.

In the scope of the third regression analysis, shame and guilt in the model were found to explain 30% of the variance in EFL teachers' anxiety. Both shame and guilt were found to have a meaningful impact on EFL teachers' anxiety in different directions. Shame was found to positively predict EFL teachers' anxiety. A one-unit change in shame resulted in a positive change of .522 in L2 teachers' anxiety. In her study with L2 learners, Galmiche (2017) pointed out that shame-prone EFL learners experience anxiety as their fear of ending up with a shameful situation restrains their learning and as they learn less, they become more ashamed and anxious. This can also be the case with L2 teachers. Namely, shame-prone teachers may detain themselves from potential shame-inducing situations and this might affect their teaching practices and the learning outcomes, which possibly ends up with more anxiety in teaching. Also, as mentioned and discussed before, shame is a painful emotion for the experiencers, causing them to question or even disregard their self-efficacy. Thus, teachers experiencing shame while teaching tend to be less confident in their profession. This feeling of inadequacy may lead them to feel anxious as "bad

teachers”, as teachers are likely to experience anxiety when their competence is in question (Sutton et al., 2009).

On the other hand, guilt was found to predict EFL teachers’ anxiety negatively. Namely, a one-unit change in guilt resulted in a negative change of $-.246$ in their anxiety. Although guilt is mostly associated with negative experiences, regarding its reinforcing effects, this finding is not surprising. Teachers experiencing guilt are likely to milden their anxiety over their teaching as they are likely to identify and confront the situations that lead them to feel guilty and take necessary constructive actions against them. Upon the compensatory behavior regarding their teaching, it is likely for teachers to face less anxiety-inducing situations in the future. In this case, the experience of guilt can be regarded as an advantage and opportunity for reducing anxiety related to EFL teaching.

The fourth regression analysis pointed out that shame and guilt in the model were found to explain 7% of the variance in EFL teachers' boredom. Again, both shame and guilt were found to impact EFL teachers’ boredom meaningfully. Results suggested that shame had a meaningful prediction on EFL teachers’ boredom. A one-unit change in shame resulted in a positive change of $.270$ in EFL teachers’ boredom. Experience of shame sometimes results in a desire to abandon the shameful experience. However, as mentioned, this is not the case with teachers. An ashamed teacher does not always have suitable conditions to go away. They are supposed to be there, in the classroom, and keep teaching. Being somewhere that they do not want to be or doing something that they do not want to do may lead teachers to involuntarily and compulsorily accept the situation and keep their existence in the classroom without any engagement, ending up their getting bored.

Finally, guilt was found to predict EFL teachers' boredom negatively. A one-unit change in guilt resulted in a change of $-.130$ in the participants' boredom. This finding was also expected. Although labeled as a negative emotion, guilt with its positive and constructive effects that leads to reparative actions encourages people to try and compensate for their guilt-inducing deeds. This way, guilt plays a role as a stimulator and requires individuals to take action and seek solutions. Namely, guilt keeps individuals busy with the thought and enthusiasm to recover from their wrongdoings. As mentioned, boredom mostly takes place where the environment is deprived of stimulators. As such, being quite different from boredom by its nature, guilt is a reasonably mitigating factor for the experience of boredom.

In conclusion, as two strong emotions, shame and guilt were found to be sources for all the other negative or positive emotions taken into consideration in the present research. This should definitely highlight the importance of shame and guilt as factors encouraging or discouraging other emotional experiences of L2 teachers. Guilt positively predicted the only positive emotion investigated in the research, enjoyment. This finding is important in shedding light on the positive and constructive outcomes resulting from guilt experience. In the study by Teimouri (2018) with EFL learners, guilt was found to be a predictor of different positive outcomes such as increase in EFL learners' different types of motivation and their grammar course grades. It can be suggested that the constructive structure and positive outcomes of guilt can help EFL teachers' self-development, which is in align with the propositions of broaden-and-built theory. This self-development in turn might be providing them with a feeling of enjoyment. On the other hand, shame only has a negative impact on enjoyment, providing evidence for its painful and deteriorating manifestation. In the same study by Teimouri (2018), shame was found

to be negatively affecting EFL learners' willingness to communicate and their attention. This disengaging effect of shame on individuals is likely to result in their not experiencing enjoyment from what they do. These meaningful and statistically significant findings suggest that shame and guilt are worth being investigated further in terms of their relationships with and predictivity of other emotions, as well as their possible effects on teachers' use of motivational strategies, which will be discussed in the last section of this chapter. Before that, in the next section, given the meaningful correlations between the emotions and grit, the possible effects of emotions on EFL teachers' grit will be discussed.

5.4 RQ4: To what extent do EFL teachers' emotions (shame, guilt, anger, anxiety, enjoyment, and boredom) predict their L2 teacher grit?

For the purpose of answering the fourth research question, multiple linear regression analysis was run. The independent variables in the model were found to explain 40% of the variance in EFL teachers' grit. In conclusion of the multiple regression analysis results, three independent variables were found to have a meaningful impact on EFL grit. These were anxiety, enjoyment and boredom.

Enjoyment was positively predicting EFL teachers' grit, which is in accordance with the results of the study by Fathi et al. (2023). Namely, a one-unit change in enjoyment resulted in a positive change of .231 in L2 teachers' grit. Previous studies demonstrated a positive correlation between the level of enjoyment and grit in L2 learning context (Bensalem et al., 2023; Shirvan et al., 2021; Liu & Wang, 2021; Teimouri et al., 2020; Yang, 2021), and the predicting effects of enjoyment on L2 grit (Pawlak, Zarrinabadi, & Kruk, 2022). In L2 teaching context, in the scope of the present research, this relationship is supported to some degree.

Enjoyment, a positive emotion, is highly likely to play a stimulating role for EFL teachers towards their teaching goals, ending up with an increase in their L2 grit. Namely, the pleasant experience of enjoyment might be a motivating and triggering factor for EFL teachers to sustain their interest in teaching and be resilient to failures or unpleasant circumstances, which is again in accordance with what broaden-and-built theory suggests, namely, positive emotions “broaden people’s momentary thought-action repertoires and build their enduring personal resources” (Fredrickson, 2001, p. 219).

On the other hand, anxiety and boredom were found to predict EFL teachers’ grit negatively. A one-unit change in EFL teachers’ experiences of anxiety resulted in a change of $-.219$ in their grit. In the aforementioned study with 151 EFL teachers, Liu and Wu (2021) exemplified some outcomes of anxiety as lowered motivation and enthusiasm towards their work and burnout, besides lack of concentration to work. These effects substantially contradict the components of grit, which are the consistency of interest and perseverance of effort, according to the conceptualization by Duckworth et al. (2007). Teachers dealing with teaching anxiety and who have lessened concentration are expected to have lower consistency in their interest regarding their work, which might reduce their grit level.

Finally, a one-unit change in boredom resulted in a negative change of $-.209$ in EFL teachers’ grit. This finding is not surprising as one of the mentioned components of grit is consistency of interest and on the contrary, boredom is associated with regarding the current situation disengaging and bored individuals are likely to have thoughts about things unrelated to the task at hand (Raffaelli et al., 2017) and be in search of something more interesting (Barbalet, 1999). In other words, EFL teachers who experience boredom in their language teaching classes are

likely to encounter a sense of disengagement and thus they may probably not be able to keep their interest nourished and stable, which contradicts with a gritty person's expected characteristics.

To sum up, EFL teachers' grit is likely to be affected by some emotional experiences that teachers face within their language classes. That means emotions and personality trait grit are not free of each other and to be able to encourage grit among teachers, positive emotional experiences of teachers should be made room in language classes. On the other hand, the fact that the only two negative emotions found to impact teachers' grit are anxiety (the least experienced emotion by the participants) and boredom is also promising to some extent. As mentioned, this result is not surprising as grit has fundamentally incompatible features with anxiety and boredom. However, regarding the other negative emotions such as anger and shame, it can be concluded that grit is immune to some of the negative emotions that take place while teaching a language and these emotions cannot overshadow EFL teachers' grit. Given the relationships between EFL teachers' emotions and grit, then; how these emotions and grit affect EFL teachers' use of motivational strategies in their classes is another question worth answering and will be discussed in the next section.

5.5 RQ5: To what extent do EFL teachers' emotions (shame, guilt, anger, anxiety, enjoyment, and boredom) and L2 teacher grit predict their use of motivational strategies?

To seek an answer to the last research question, multiple linear regression analysis was run. As a result of the analysis, EFL teachers' emotions and their L2 grit were found to explain 34% of the variance in their use of motivational strategies. In

conclusion of the multiple regression analysis results, six independent variables were found to have a meaningful prediction on EFL teachers' use of motivational strategies. These were guilt, anger, anxiety, enjoyment, grit, and shame.

Among the 6 emotions and grit, EFL teachers' enjoyment was found to be the strongest predictor of their use of motivational strategies. Namely, a one-unit change in their experience of enjoyment ended up with a positive change of .438 in their use of motivational strategies. As Frenzel et al (2009) stated, it is important that classrooms host positive emotions in terms of teachers' well-being and teaching practices to be achieved. It can be indicated from these results that the positive experience of enjoyment motivates EFL teachers to use certain strategies to foster pleasant feelings in their students and motivate them towards learning, as well. Thus, this finding is not surprising and can be supported by the propositions of broaden-and-built theory again since for teachers to be able to use motivational strategies in their classes, they need to be motivated to do so, and this motivation is likely to be encouraged by positive emotions like enjoyment. Teachers who do not enjoy teaching would not be expected to endeavor to motivate their students and foster their engagement in learning. Also, teachers who use certain motivational strategies are likely to get their students to be more willing to and engaged in learning, which in turn provides them with enjoyment of teaching as a reward for their efforts, which again triggers their motivation to use certain strategies. In their research, Frenzel, Becker-Kurz, Pekrun, Goetz, and Lüdtke (2018), investigated the reciprocity between teacher and student enjoyment and they found positive reciprocal relationships among teacher and student enjoyment, and their perceptions of enjoyment of each other. These findings can be seen to support the previous claim.

Another positive predictor of EFL teachers' use of motivational strategies was guilt. A one-unit change in participant EFL teachers' guilt resulted in a change of .197 in their use of motivational strategies. As mentioned, EFL teachers who experience guilt for some reason are likely to feel regret about something they do or don't in their teaching practices and tend to compensate for it. Namely, as they criticize their practices in teaching, they seek ways to develop them and provide their learners with a more prosperous learning context. In this context, it is probable that teachers who are feeling guilty about their teaching in some ways are likely to take actions of compensation, which may be the use of motivational strategies here, to constitute a more enhancing classroom environment. In this case, it is also promising that guilt was found to be the second strongest predictor of EFL teachers' use of motivational strategies, considering its possible positive effects on both teachers' teaching practices and learners' motivation.

Anger was another positive predictor of EFL teachers' use of motivational strategies. A one-unit change in their anger resulted in a change of .161 in their use of motivational strategies. This finding might seem perplexing at first as anger is mostly associated with negative feelings and it can be expected to have negative outcomes. However, as mentioned before, people who are angry in a constructive way aim to "establish, restore, or maintain a positive relationship with the other" (Holt, 1970, p.8). Thus, this finding might suggest that EFL teachers are able to deal with their anger constructively and by adopting certain strategies to motivate their students for learning, they seek solutions for reducing the anger-inducing situations. Also, in EFL context, some sources of teacher anxiety were found to be disciplinary issues (Alhebaishi, 2019; Khajavy et al., 2018), students' misbehavior (Ghafouri, 2023), and their not completing assignments (Khajavy et al., 2018). When these are the

cases and teachers get angry, it is likely for teachers to seek ways to make their students more engaged in the learning process and eliminate the factors causing students to misbehave or ignore the importance of the tasks, which ultimately leads EFL teachers to revise their teaching practices and make use of certain motivational strategies.

The other independent variable that was found to positively predict EFL teachers' use of motivational strategies was their anxiety in teaching. Namely, a one-unit change of EFL teachers' anxiety resulted in a positive change of .209 in their use of motivational strategies. This finding is also interesting like the previous one, as anxiety is associated with negative outcomes most of the time, as well. However, as previously mentioned, teachers might feel anxious when their competence is in question (Sutton et al., 2009). If teachers feel they are not competent enough in teaching and start feeling anxious about it, they may possibly look for ways to prove themselves otherwise. This might lead them to use motivational strategies to get their students more engaged and successful; ending up with their own feeling of achievement and competence.

Finally, L2 grit was also found to predict EFL teachers' use of motivational strategies positively. A one-unit change in L2 grit led to a positive change of .230 in teachers' use of motivational strategies. Previously mentioned studies revealed that there are positive correlations between teachers' grit and work engagement (Fathi et al., 2023) and performance (Duckworth et al., 2009; Baraquia, 2020). Also, considering the characteristics of gritty people, it can be said that teachers who have grit are likely to be more engaged in their teaching and reach their goal, which is providing their students with educational achievement. In this sense, it is expectable that grit is a catalyzing personality trait for teachers to use motivational strategies in

their classes so that a successful teaching and learning environment takes place and they reach their ultimate goal of making students learn.

On the other hand, shame was found to be the only negative predictor of EFL teachers' use of motivational strategies. A one-unit change on EFL teachers' experiences of shame was found to cause a negative change of $-.260$ on their use of motivational strategies. This means that the negative experience of shame is strong enough to have an impact on teachers' practices. This finding is not surprising, though. Considering the features and manifestation of shame, ashamed teachers are likely to be so occupied with criticizing their selves and thinking about how poor their teaching is that they do not focus on evaluating their practices and improving them. Also, contrary to guilt, as mentioned previously, shame triggers a wish to go away from the situation or environment that caused it. In a manner of speaking, from two options of fighting or flighting, ashamed individuals prefer the latter. Also, they sometimes blame others around them for the shameful situation, so they do not tend to think they can take corrective actions to fix it since they do not consider their actions as the source of situation. When they are the cases, it is not surprising that teachers experiencing shame are not associated with compensatory actions or practices to fix or enrich their teaching or students' learning, which possibly ends up with their being less prone to use strategies to motivate in their classes.

To sum up, the emotional experiences of EFL teachers were found to have significant impacts on their use of motivational strategies, which was mentioned to be directly linked to their students' achievement. Thus, it can be said that teachers' emotional experiences are likely to have, if not direct, an indirect impact on their students' success. What is promising here is that only one negative emotion, which is shame, except guilt since it has positive outcomes, was found to have an impact on

EFL teachers' use of motivational strategies and that teachers are likely to be influenced by their positive emotional experiences and get motivated to use strategies to motivate their students, as well. Additionally, having been the two of the four predictors of EFL teachers' use of motivational strategies with different directions, shame and guilt experiences of L2 teachers as self-conscious emotions, are worth being focused on more by researchers in the future.



CHAPTER 6

CONCLUSION

6.1 Limitations and suggestions for further research

The present research has some important limitations. The first limitation can be regarded as the restricted sample size, which may prevent the generalizability of the results, even though all the regression analyses were bootstrapped based on 1,000 samples. The second limitation can be stated as the unequal distribution between the genders of participants since female participants constitute 77.6% of the sample in this study. The third limitation is the unequal distribution among the numbers of participants working at different levels. The purpose of collecting data from different levels was to gather comprehensive information by focusing on the experiences of EFL teachers working at different levels and institutions. However, this might affect the homogeneity of the data as EFL teachers' use of motivational strategies, emotional experiences or L2 teacher grit might show variance depending on the sector or level they are working at. The fourth limitation can be put forward as the research's lack of qualitative data. Thus, for further research, collecting data from a larger sample with a more equal distribution between genders and levels being taught along with the analyses focusing on teachers' institution or level-based experiences are suggested for future research, as the emotional experiences, grit and the use of motivational strategies of teachers might show difference depending on these variables. Also, to have a deeper understanding of the findings, data collected from EFL teachers can be enriched by observing their use of motivational strategies in language classes or by interviewing them about their emotional experiences and grit in EFL teaching.

6.2 Pedagogical implications

First of all, the findings suggested that EFL teachers' shame has some significant impacts on their other emotions. Namely, it plays a triggering role in EFL teachers' teaching-related anger, anxiety, and boredom, while it decreases their teaching enjoyment. It was also found to reduce EFL teachers' use of motivational strategies. Thus, it can be said that shame-prone EFL teachers do not only experience the pain stemming from shame, but they also get more angry, anxious, or bored while they enjoy the L2 teaching process less and they are less likely to use certain strategies to motivate their students. In the long run, intense negative emotional experiences are quite likely to cause EFL teachers' getting disengaged from what they do and experience burnout. EFL teachers' negative emotional experiences might also be transferred to their students, leading the learners to develop negative attitudes towards learning the target language. Being such an influential emotion with significant negative impacts on EFL teachers' and possibly on their students' emotional experiences, and teachers' teaching practices, shame should be given more place in L2 teaching-related research so that EFL teachers identify and better understand the sources and effects of their shame experiences. Besides, as shame and guilt can stem from the same event yet end up with quite different reactions, teachers should be encouraged to understand the distinction between this dyad by means of informative in-service training programs and workshops about how to identify their shame and turn it into guilt.

Anger was another negative emotional experience studied in the scope of the present research, and it was found to affect EFL teachers' use of motivational strategies positively. This means EFL teachers who participated in the study are able to deal with their anger in a constructive way. However, still being a negative

emotion with potential negative impacts on teachers, it should be kept under control. Among the sources of anger in L2 context, disciplinary issues and students' not doing the tasks (Khajavy et al., 2018) are exemplified, so, in order to find a solution to these issues and keep teaching-related anger under control, courses regarding the effective classroom management should be given more place in EFL teacher candidates' undergraduate programs. Likewise, anxiety was also found to improve EFL teachers' use of motivational strategies, yet it also reduces their L2 teacher grit. Teachers might feel anxious when their competence is being questioned (Sutton & Harper, 2009) and to prove the otherwise, they might look for ways to get their students more motivated and successful; but this anxiety might also lead them to have difficulties in following their long-term goals. Thus, like anger, anxiety should be approached carefully and kept under control. Some sources of teaching anxiety are also lack of discipline and interpersonal relationships between students and teachers (Hagenauer et al., 2015). So, in addition to the suggestions made to reduce anger, it is recommended that events and activities that can strengthen the positive relationships between the learners and students be given place in the curriculum and encouraged by school managements. Also, for teachers to feel more competent and less anxious, they should be provided with in-service training programs regarding their teaching and classroom management on a regular basis. Finally, boredom was found to be another negative predictor of L2 teacher grit. L2 teachers' boredom might stem from the grammar tasks and teaching materials (Dumančić, 2018). So, within certain plans and learning objectives, curriculums should be designed in a way that EFL teachers be given more freedom in terms of designing their teaching and choosing the materials. Finally, considering all the negative emotions touched upon so far, it is also advised that EFL teachers be supported by professional psychological

guidance when they feel overwhelmed with negative experiences in their teaching processes.

Encouraging positive emotions is not less important than discouraging the negative ones. Under the propositions of the broaden-and-built theory, it can be said that EFL teachers' positive emotional experiences are likely to contribute to their "personal resources" (Fredrickson, 1998, p. 315) and eventually their self-development. The experience of positive emotions is also important in terms of their effects on the learners since emotions might be contagious (Hatfield et al., 1992). In the present research, guilt was found to be the most experienced emotion by the participant EFL teachers. Guilt-prone EFL teachers were found to experience enjoyment more, while they experience anger, anxiety, and boredom less in their L2 teaching processes. The findings also revealed that guilt encourages the EFL teachers' use of motivational strategies. Regarding the previously mentioned resemblance of the events that cause shame and guilt, it is important for EFL teachers to interpret these events in a way that they will experience guilt rather than shame. This is possible through their awareness of the sources and effects of their guilt experience, which can be achieved through informative in-service training programs and workshops as mentioned. In addition, enjoyment was found to be the second most experienced emotions by the participants, and it positively affects both L2 teacher grit and EFL teachers' use of motivational strategies. Some sources of L2 teaching enjoyment can be exemplified as students' achievement and teachers' good relationships with students (Dumančić et al., 2022). Thus, as suggested before, activities that can consolidate the good relationships and bond between teachers and students should be encouraged. Finally, grit was found to positively affect EFL teachers' use of motivational strategies, so it is also important to encourage L2

teacher grit among teachers. L2 teacher grit is positively correlated with their teaching-engagement (Fathi et al., 2023), so teachers should also be motivated to get more engaged in their profession, which can be managed through the encouragement of positive attitudes towards teaching.

There is still a considerable discrepancy between the number and scope of research about learners and research about teachers. Being responsible both for themselves and their students in many aspects, teachers should be focused on more as research subjects. For this reason, the present research shed light on EFL teachers' emotional experiences, L2 teacher grit and use of motivational strategies and various relationships among these variables and thus have several implications for L2 teaching. Findings suggested that a wide variety of emotions are being experienced by EFL teachers and these emotional experiences have relationships among themselves, they trigger one another, and they affect L2 teacher grit and teaching practices. Therefore, realizing, understanding, and controlling these emotions are of high importance for teachers in their classroom practices. Teachers who are aware of the sources and effects of their emotions and personality traits are possibly more likely to control and make use of them for a more prosperous classroom environment. Thus, research on EFL teachers' emotions, personality traits, and classroom practices should be given more importance.

6.3 Conclusion

Regarding the importance of the use of motivational strategies for learners' achievement and teachers' emotional experiences in terms of these emotions' reflection on their teaching practices, EFL teachers' emotional experiences, L2 grit, and use of motivational strategies in L2 classrooms were investigated and measured

quantitatively in the scope of this research. Among the six emotions, namely shame, guilt, anger, anxiety, boredom, and grit; EFL teachers were found to be prone to experience guilt the most, followed closely by enjoyment. Anxiety, on the other hand, was the least reported emotion by the participants. Also, grit was found to be a personality trait possessed by EFL teachers to a sustainable degree.

Accordingly, the relationships among the six emotions that EFL teachers are likely to experience, and their level of grit were analyzed, and the findings revealed significant correlations between almost all of the emotions. What is more, all of the emotions investigated in the scope of this research were found to be negatively (anxiety, anger, boredom, and shame) or positively (enjoyment and guilt) related to EFL teachers' grit. Further, by means of four other multiple regression analyses, the predictivities of shame and guilt on EFL teachers' other emotions were also investigated. Results pointed out that shame and guilt, positively or negatively, predicted all the emotions that were touched upon in the present research. Namely, shame positively predicted teachers' anxiety, anger, and boredom, while it negatively predicted their enjoyment. On the other hand, guilt was revealed to be a positive predictor of enjoyment and a negative predictor of anger, anxiety, and boredom.

Moreover, the effects of EFL teachers' emotional experiences on their grit were investigated. Out of the six emotions, enjoyment was found to be the positive predictor of L2 teachers' grit, while anger and boredom were observed to affect grit negatively. Finally, through multiple regression analysis, the effects of EFL teachers' emotional experiences and grit on their use of motivational strategies in teaching were investigated. Guilt, anger, anxiety, enjoyment, and grit were found to be the positive predictors of the tendency to use motivational strategies, while shame was found to impact it negatively.

The results suggested that EFL teachers experience a diversity of emotions, both positive and negative. Among these emotions the self-conscious ones, namely shame and guilt significantly have either encouraging or discouraging impacts on other emotions. Also, these emotions along with others have significant impacts on teachers' grit and their use of motivational strategies as a teaching practice, as well. Considering all these, EFL teachers' emotions, specifically their shame and guilt experiences, are required to be focused more and researched in the field; both in terms of EFL teachers' own well-being and the possible impacts of their emotions on their teaching practices. Also, encouraging positive emotions as well as keeping negative emotions under control should be given importance both by teachers and by the other stakeholders of the educational processes for a more prosperous L2 learning and teaching environment.

APPENDIX A

MOTIVATIONAL STRATEGIES QUESTIONNAIRE

	never	seldom	not sure	sometimes	often	very often
1. Bring in and encourage humour and laughter frequently in your class.						
2. Show students that you respect, accept and care about each of them.						
3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).						
4. Familiarize the learners with the cultural background of the English language.						
5. Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.						
6. Give clear instructions about how to carry out a task by modelling every step that students will need to do.						
7. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.						
8. Monitor students' accomplishments, and take time to celebrate any success or victory.						
9. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).						
10. Encourage students to select specific, realistic and short-term learning goals for themselves (e.g. learning 5 words every day).						

11. Design tasks that are within the learners' ability so that they get to experience success regularly.						
12. Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes, pop stars or travelling).						
13. Make tasks challenging by including some activities that require students to solve problems or discover something (e.g. puzzles).						
14. Teach the students self-motivating strategies (e.g. self-encouragement) so as to keep them motivated when they encounter distractions.						
15. Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.						
16. Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.						
17. Show your enthusiasm for teaching English by being committed and motivating yourself.						
18. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).						
19. Invite some English-speaking foreigners as guest speakers to the class.						
20. Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).						
21. Use short and interesting opening activities to start each class (e.g. fun games).						
22. Involve students as much as possible in designing and running						

the language course (e.g. provide them with opportunities to select the textbooks; make real choices about the activities and topics they are going to cover; decide whom they would like to work with).						
23. Establish a good relationship with your students.						
24. Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching).						
25. Give good reasons to students as to why a particular activity is meaningful or important.						
26. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.						
27. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).						
28. Encourage learners to try harder by making it clear that you believe that they can do the tasks.						
29. Give students choices in deciding how and when they will be assessed/evaluated.						
30. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.						
31. Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.						
32. Bring various authentic cultural products (e.g. magazines, newspapers or song lyrics) to class as supplementary materials.						
33. Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.						

34. Notice students' contributions and progress, and provide them with positive feedback.						
35. Include activities that require students to work in groups towards the same goal (e.g. plan a drama performance) in order to promote cooperation.						
36. Teach students various learning techniques that will make their learning easier and more effective.						
37. Adopt the role of a 'facilitator' (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).						
38. Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or English speaking pen-friends).						
39. Motivate your students by increasing the amount of English you use in class.						
40. Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.						
41. Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).						
42. Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.						
43. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.						
44. Encourage students to share personal experiences and thoughts as part of the learning tasks.						
45. Enrich the channel of communication by presenting various auditory and visual aids						

such as pictures, realia, tapes and films.						
46. Show students that their effort and achievement are being recognized by you.						
47. Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes.						
48. Give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance).						



APPENDIX B

THE TEACHER EMOTIONS SCALE

		strongly disagree	disagree	agree	strongly agree
Enjoyment	1. I generally enjoy teaching.				
	2. I generally have so much fun teaching that I gladly prepare and teach my lessons.				
	3. I often have reasons to be happy while I teach.				
	4. I generally teach with enthusiasm.				
Anger	5. I often have reasons to be angry while I teach.				
	6. I often feel annoyed while teaching.				
	7. Sometimes I get really mad while I teach.				
	8. Teaching generally frustrates me.				
Anxiety	9. I generally feel tense and nervous while teaching.				
	10. I am often worried that my teaching isn't going so well.				
	11. Preparing to teach often causes me to worry.				
	12. I feel uneasy when I think about teaching.				

APPENDIX C

L2-TEACHER GRIT SCALE

	very much like me	like me	not sure	not like me	not like me at all
1. I tend to lose focus on projects that take more than a few months to complete.					
2. My level of interest in teaching ESL/EFL changes from year to year.					
3. I have been obsessed with a certain idea, project or ESL/EFL teaching approach for a short time but later lost interest.					
4. At times, I have lost interest in teaching ESL/EFL.					
5. I am a hardworking ESL/EFL teacher.					
6. I finish whatever I begin related to my teaching plans and goals.					
7. As an ESL/EFL teacher, I am diligent.					
8. Nothing will stop me from progressing in my profession as an ESL/EFL teacher.					
9. I put a lot of time and effort into overcoming my language teaching weaknesses.					

APPENDIX D

L2-TEACHER BOREDOM SCALE

	not at all	not so much	so- so	a little	quite a lot	very much
1. I feel bored when I teach grammar topics.						
2. I feel bored when I use the same textbook or materials for a long time.						
3. I feel bored when I have to repeat the same instructions or explanations to my students.						
4. I feel bored when my students are not interested or motivated in the class activities.						
5. I feel bored when I have to deal with classroom management issues.						
6. I feel bored when I have to grade papers or exams.						
7. I feel bored when I have to attend meetings or workshops that are not relevant to my teaching.						
8. I feel bored when I have to follow a rigid curriculum or syllabus.						
9. I feel bored when I have to teach the same level or group of students for a long time.						
10. I feel bored when I have to teach topics or skills that I am not interested in or familiar with.						

APPENDIX E

SECOND LANGUAGE TEST OF SHAME AND GUILT AFFECT SCALE

(L2-TOSGA Teacher)

This questionnaire contains a list of different situations that teachers are likely to experience in their English-language classes. Please read each situation carefully and imagine yourself in that situation. Then, determine how likely the corresponding items may express your thoughts and feelings in that situation. Below is a general example:

One morning, as usual, you leave home to go to the gym. When you arrive, to your surprise, you find out that the gym is closed.		not at all	not so much	so- so	a little	quite a lot	very much
a.	I would go home and sleep.						
b.	I would exercise alone in the park.						
c.	I would contact the gym supervisor and inquire about the reason.						
d.	I would look for other things to do.						

Please be advised that this is not a test, and there are no right or wrong answers. Your answers only describe *your* thoughts and feelings associated with each situation. The results of this study will be used solely for research purposes. You do not need to write down your name. Your cooperation is very much appreciated.

1. In class, you are giving instructions about a class activity, in which you are asking students to work on it in groups. Most of the students do not understand your instructions and look confused.		not at all	not so much	so- so	a little	quite a lot	very much
a.	I would give the instructions again in simpler language						
b.	I wouldn't care; it happens sometimes.						
c.	Students should have tried harder to understand me.						

	d. I'd feel incompetent in giving clear instructions						
2. It's mid-term. You give students a test to evaluate their learning of the materials you have taught in class. The results are not satisfactory: Most learners get low grades.							
		not at all	not so much	so-so	a little	quite a lot	very much
	a. I'd try to enhance my teaching methods.						
	b. I'd feel incompetent in teaching.						
	c. The students didn't work hard enough.						
	d. So what?! It happens.						
3. You are teaching a new grammar topic in class. You expect the students to take notes. However, most of the students are not enthusiastic and do not take any notes.							
		not at all	not so much	so-so	a little	quite a lot	very much
	a. I'd try to teach in a more engagingly. way.						
	b. It is not important; I'd continue my teaching.						
	c. I would feel not confident in my teaching.						
	d. The students are lazy.						
4. You are reading a text in class. One of the students claims that you have mispronounced a word in the text. In the presence of all the students, you check its pronunciation in a dictionary. You realize that the student was right, and your pronunciation was incorrect.							
		not at all	not so much	so-so	a little	quite a lot	very much
	a. I'd accept my mistake and apologize.						
	b. I'd feel irresponsible for not being prepared.						
	c. It's OK. Anyone can make such a mistake.						
	d. I'd say I was distracted.						
5. During your teaching, you write some notes on the board. A student reminds you that you have misspelled a word.							

	not at all	not so much	so- so	a little	quite a lot	very much
a. I'd correct my mistake after double-checking its dictation.						
b. I'd blame myself.						
c. No big deal; it happens.						
d. I'd come up with an excuse.						
6. After teaching a lesson in class, you start to get feedback from the students. Contrary to your expectations, you realize that most of the students haven't understood the lesson.						
	not at all	not so much	so- so	a little	quite a lot	very much
a. I'd try to explain the lesson again.						
b. I'd feel a sense of failure.						
c. The students did not pay enough attention						
d. I wouldn't think too much about it.						
7. An observer is present in your class. While the class is coming to an end, you realize that a significant portion of the lesson is still remaining. Meanwhile, the observer is taking notes.						
	not at all	not so much	so- so	a little	quite a lot	very much
a. I'd do my best to enhance my time management.						
b. I'd feel incompetent.						
c. It does not matter.						
d. The observer's presence affected my teaching.						
8. It is the end of the semester. After reviewing the students' class evaluation forms, you realize that most students are not satisfied.						
	not at all	not so much	so- so	a little	quite a lot	very much
a. I'd try to improve my teaching weaknesses.						

	b. What's done is done.						
	c. I'd question myself as a teacher.						
	d. The students did not work hard.						
9. You decide to use (any sort of) technology during your teaching. However, you fail to use it correctly, and as a result, a significant amount of class time is wasted. Most of the students looked frustrated.							
		not at all	not so much	so-so	a little	quite a lot	very much
	a. I'd try to have an alternative plan next time.						
	b. I'd feel dumb.						
	c. So what?! It's not my fault						
	d. You can never trust technology.						
10. A student is speaking in English in class. You realize that they mispronounce a word several times. You interrupt the student to correct their mispronunciation. The student remains silent for the rest of the class.							
		not at all	not so much	so-so	a little	quite a lot	very much
	a. I'd try to encourage them to speak up again.						
	b. I'd feel inconsiderate.						
	c. It doesn't matter; they need to learn.						
	d. The student is acting immature.						
11. You have developed a test to assess students' progress. During the test administration, some students noticed several issues with your test.							
		not at all	not so much	so-so	a little	quite a lot	very much
	a. I should have spent more time designing the test.						
	b. I'd blame myself for not being careful.						
	c. What's done is done.						

d. The students are not in a position to question the test.						
12. It's the end of the term. To your surprise, you realize that the grades of most of your students are lower than your expectations.						
	not at all	not so much	so-so	a little	quite a lot	very much
a. I'd feel bad; I'd try to work harder the next time.						
b. I'd think I am not a good teacher.						
c. There is nothing else I can do.						
d. The students did not study hard.						
13. You're teaching a class as a substitute. Despite your efforts to establish a friendly connection with the students, they are not cooperating.						
	not at all	not so much	so-so	a little	quite a lot	very much
a. I'd change my approach to gain their trust.						
b. I'd feel like a failure.						
c. It's not important.						
d. The students should be more cooperative.						
14. Due to some reasons, you go to class without enough preparation. During your teaching, one of the students asks you the meaning of a word in the new lesson. You don't know the answer.						
	not at all	not so much	so-so	a little	quite a lot	very much
a. I'd feel small.						
b. I'd regret going to class unprepared.						
c. It's not a big deal; it happens sometimes.						
d. It's the student's responsibility to check the meaning of words.						
15. It's a new term, and many students are present in your class. During your teaching, some of the students crack a joke, causing disruption in disturbing the class. You lose control.						

		not at all	not so much	so- so	a little	quite a lot	very much
	a. I'd try to regain control of the class.						
	b. I'd feel the students are laughing at me.						
	c. I wouldn't care; I'd keep teaching.						
	d. I'd blame the misbehaving students.						



APPENDIX F

ETHICS COMMITTEE APPROVAL



T.C.
BOĞAZİÇİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (Sbinarek)



Sayı : E-84391427-050.01.04-159658
Konu : 2023-28T Kayıt Numaralı Başvurunuz
Hakkında

26.12.2023

Sayın Dr. Öğr. Üyesi Yasser TEIMOURI

Tez danışmanlığını yürüttüğünüz öğrenciniz Neslihan Karadeniz Çıldan'ın "Shame and Guilt in Second Language Teaching" başlıklı projesi ile Boğaziçi Üniversitesi Sosyal ve Beşeri Bilimler İnsan Araştırmaları Etik Kurulu (SBİNAREK)'e yaptığınız 2023-28T kayıt numaralı başvuru 22.12.2023 tarih ve 2023/10 sayılı kurul toplantısında incelenmiş ve projeye etik onay verilmesi uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya on-line olarak katılımıyla ve oybirliği ile alınmıştır. Onay mektubu tüm üyeler adına Komisyon Başkanı tarafından e-imzalanmıştır. Bilgilerinizi rica ederiz.

Saygılarımızla,

Dr. Öğr. Üyesi Işıl ERDUYAN
Kurul Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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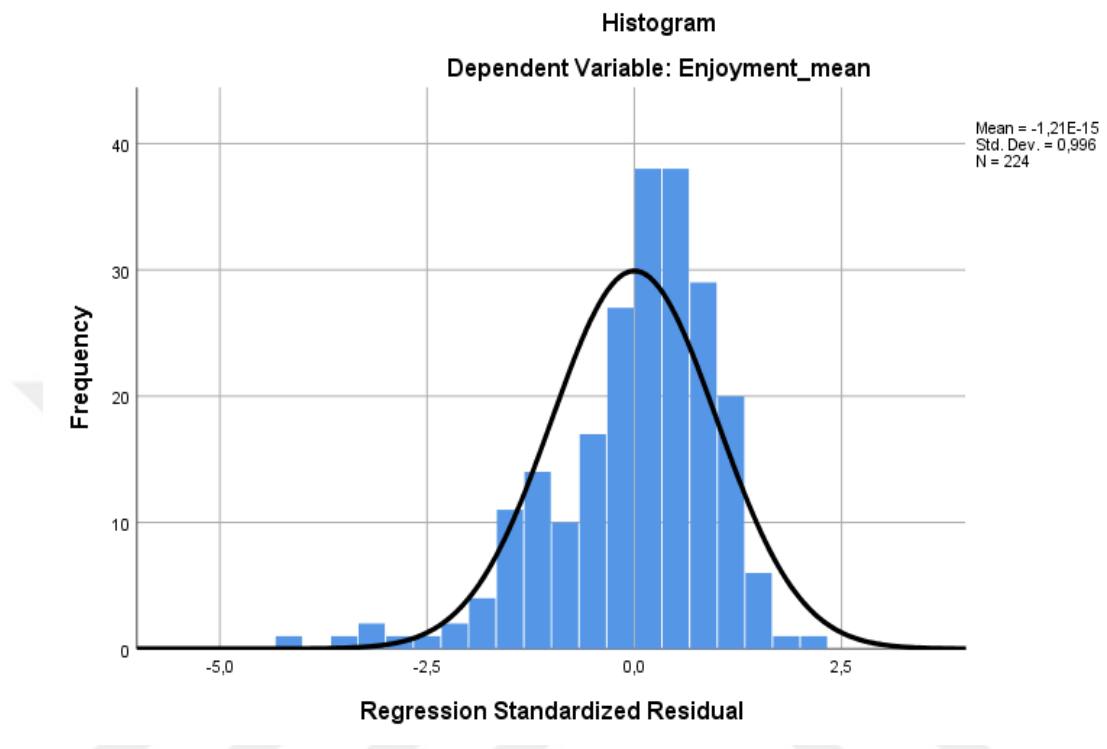
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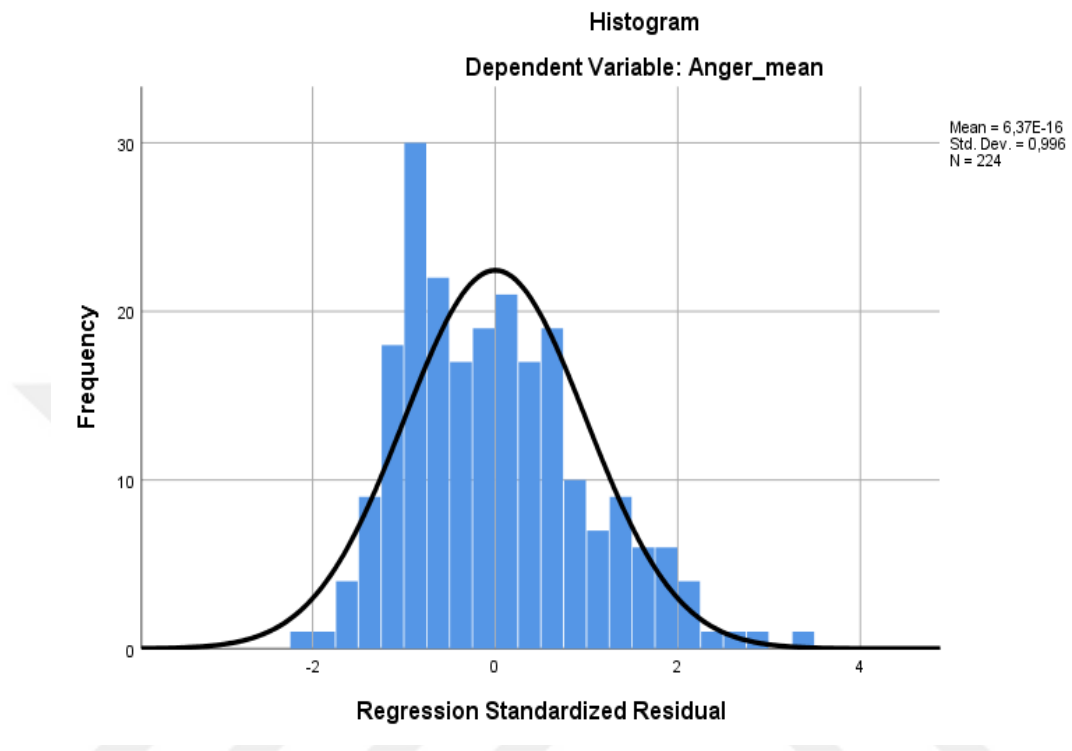
APPENDIX G

HISTOGRAM OF SHAME, GUILT, AND ENJOYMENT IN REGRESSION



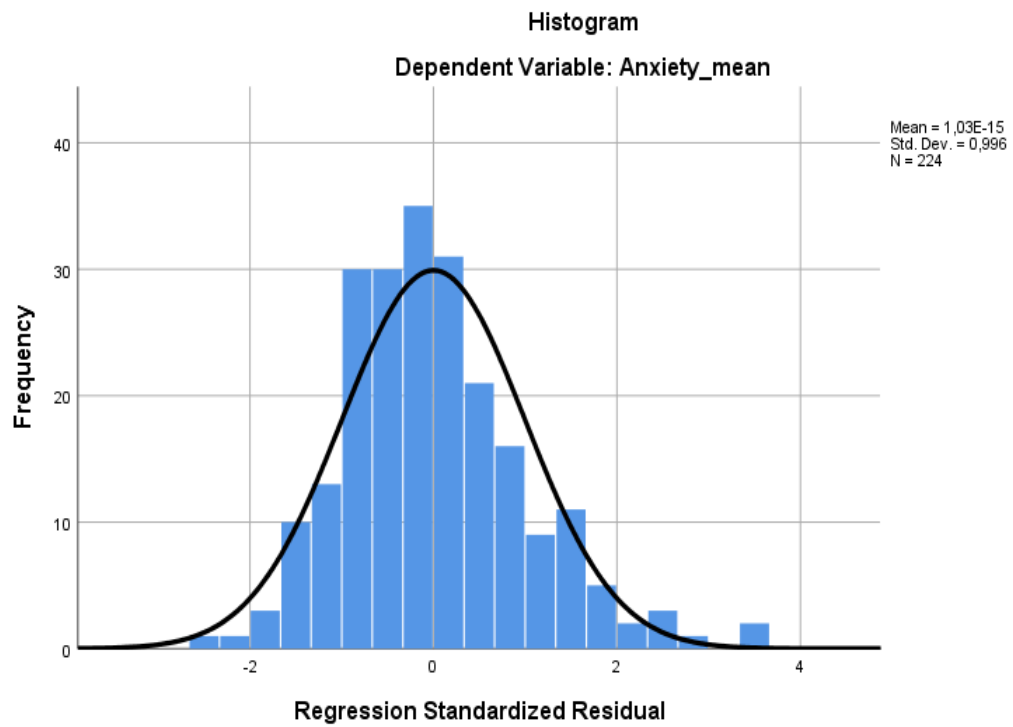
APPENDIX H

HISTOGRAM OF SHAME, GUILT, AND ANGER IN REGRESSION



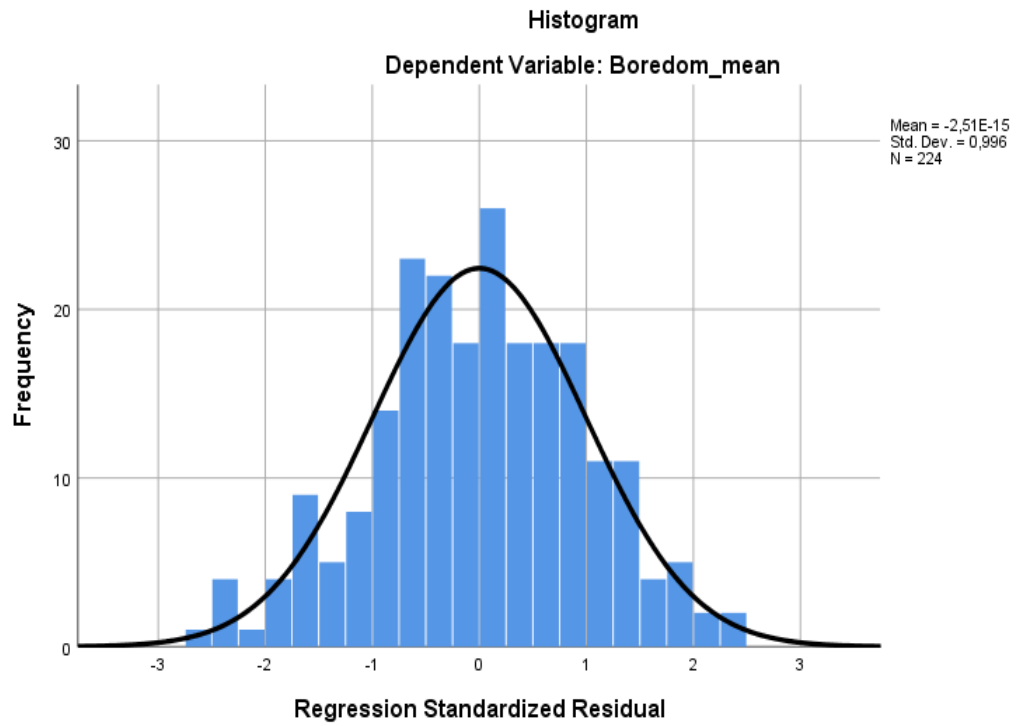
APPENDIX I

HISTOGRAM OF SHAME, GUILT, AND ANXIETY IN REGRESSION



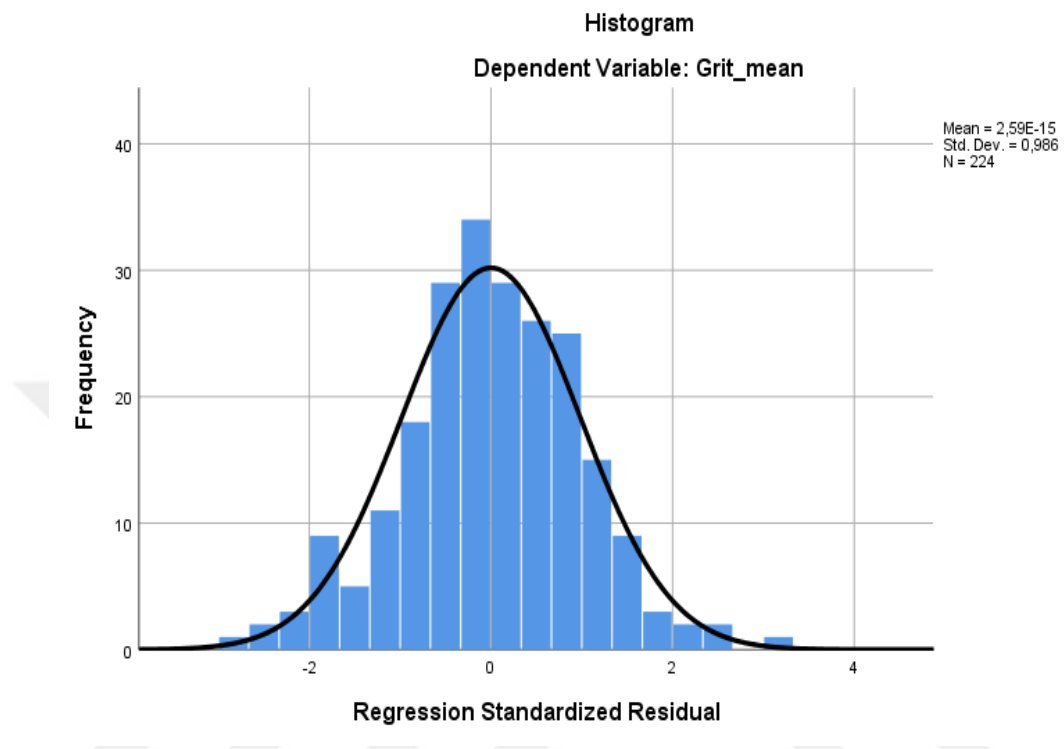
APPENDIX J

HISTOGRAM OF SHAME, GUILT, AND BOREDOM IN REGRESSION



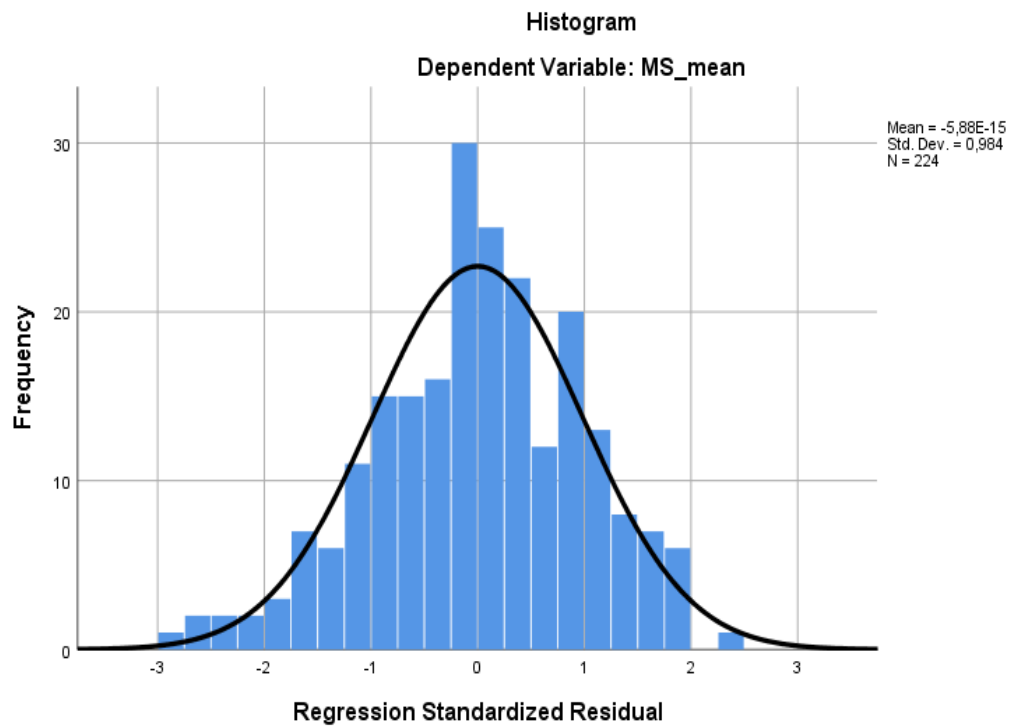
APPENDIX K

HISTOGRAM OF EMOTIONS AND GRIT IN REGRESSION



APPENDIX L

HISTOGRAM OF EMOTIONS, GRIT,
AND USE OF MOTIVATIONAL STRATEGIES IN REGRESSION



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