

**Implications of Teacher Emotions on the Motivation of 10th Grade Students Towards Learning
English**

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Abstract

This exploratory case study aimed at analyzing the influence of teacher's emotions on the motivation of 10th grade students towards learning a second language in a public school, in Medellin. One English teacher was interviewed on three factors: teacher' emotions towards teaching, the language and students. In addition, 17 students completed a questionnaire that asked for responses to 2 factors: extrinsic and intrinsic motivation. The data analysis led to the conclusion that teachers' emotions can affect the motivation of students; however, the students' motivation can also affect the attitude of the teacher. Furthermore, some students may not feel any motivation for the English class, regardless of the teacher's efforts to engage them in the class.

Keywords: teacher emotions, motivation, English learning, student engagement

Degree Requirement

This exploratory case study is submitted as a requirement to graduate from the Bachelor's Degree in Foreign Languages Teaching - English (Licenciatura en Lenguas Extranjeras con Énfasis en Inglés) at the school of humanities and education, Universidad Católica Luis Amigó, in Medellín, Colombia.

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1. Introduction

1.1 Statement of the Problem

In the English classes we have observed, students often show a lack of interest in learning the language; they focus on everything except the teacher's explanation; this problem arises because the relationship of students with the teacher does not generate a connection to have meaningful learning.

Furthermore, negative and positive emotions play a fundamental role in the process of learning a second language; for example, if the teacher is disconnected or affected by some external factor, it will be difficult for students to feel motivated. On the contrary, they will feel lost, as they will notice the teacher's emotions through their body language and the way they speak. For that reason, teachers should try to manage their emotions during the development of the class.

Some studies refer to teacher emotions and how they get influenced by students' motivation or participation; however, there is no clear idea about how teacher emotions influence students' motivation. We aim to overcome this gap by exploring this relationship in a public school with tenth-grade students when they are learning English.

1.2 Literature Review

According to Keller et al. (2014), teachers do not feel so good when their students do not feel comfortable in class. Teachers perceive students' attitudes and motivation at the moment of participating, when the lack of motivation is evident. Teachers feel frustrated when they do not have a close relationship with students. Teachers experience negative emotions when students are distracted and do not care about the class; that motivation affects them a lot. Teachers get frustrated when they do not receive answers from their students and when there is no evident enjoyment in their response.

According to Shen et al. (2015), teachers' burnout is often associated to students' demotivation in class, because the performance of the teacher does not have positive results, so the class engagement is missing. When the students do not focus in the class, teachers' anxiety and exhaustion increase. When the motivation is low, the teacher does not feel comfortable enough to establish a connection with the learners; every detail that the teacher perceives in students affects them.

As expressed by Seifert (2004), teacher emotions play a fundamental role in students' learning. In many academic contexts, students' motivation has been compromised. If students are engaged with the teacher's performance, they feel confident and motivated. But if the students are

not comfortable with how the teacher interacts with them, they are going to lose the motivation that moves them to learn.

According to Kimura (2010), students express their emotions towards the class through motivation; they react to certain teacher emotions with specific behaviors. Teacher emotions have real effects on students, so they can drastically change the environment of the class. Students' response depends largely on what they receive. Motivation is the aspect of students' psyche most affected by teacher emotions. When students perceive joy and enthusiasm from the teacher, they participate more.

As expressed by Frenzel et al. (2011), "enjoyment is a very supportive emotion which causes a positive effect in students, because anger produces less motivation and gets a negative response by students" (p.133). Positive and negative emotions produce an impact on students' motivation which is connected to students' behavioral responses. When students perceive some teacher emotions, they immediately react to them. Teachers' support is fundamental, but their anger is the opposite. Such emotions coming from the teacher can create conflict that emerges as part of students' response to those emotions.

1.3 Theoretical framework

1.3.1 Emotions

Emotions are reactions people have in any situation according to the experiences lived. According to Mulligan and Scherer (2012), "emotions can be understood as synchronized, coherent patterns of central nervous and peripheral-physiological reactions that are reflected in action tendencies and facial, vocal, and gestural expressions that are integrated into subjective experiences" (p.352) people can communicate their emotions in different contexts such as teaching an English subject to several students from different levels.

Teachers' emotions focus on their experiences; as humans, they interact with others and share particular (special or non-special) moments that can positively or negatively affect their emotions; however, when teachers are teaching in the classroom, they can act different with their students because of their positive or negative experiences. As postulated by Schutz et al. (2006), emotions are "socially constructed, and personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (p. 344). Teacher emotions arise in a classroom and students can understand them through teachers' expressions. For example, if the teacher had a bad experience, their emotions become negative, and students perceive the teacher's emotional state in elements of body language such as facial expressions, tone of voice,

and movement. In short, emotions play an important role in the classroom, as they define teachers and students' responses towards teaching and learning.

1.3.2 Motivation

Motivation can be defined as the condition in which people behave according to what they want; they respond to something they can like or dislike. As explained by Harmon Jones et al. "Motivation may involve or be associated with a variety of processes, such as attention and the development of plans, but we focus on the urge to act" (2013, p.1). For that reason, people focus their activities on what they need to achieve, considering the internal response.

According to Wigfield et al. (2019) "In terms of motivation and education, researchers studying school motivation look at things like the engagement and interest students have in different academic activities, the choices students make about which academic activities to do, their persistence at continuing the activities, and the degree of effort they expend" (p 463). Motivation can influence positively or negatively students' behavior in a classroom when they are learning a second language because they sometimes can do their activities, or participate in the classroom, but they do not care about the class and the teacher's explanation. Furthermore, students can express motivation in an intrinsic way as they carry out the activities proposed in the class because they want to. In light of the principles of Self-Determination Theory (SDT), Niemiec and Ryan argue that "intrinsic motivation is sustained by satisfaction of the basic psychological needs for autonomy and competence" (p.3).

In the case of extrinsic motivation, the individual's focus is placed on external factors. On this matter Niemiec and Ryan explain: "The least autonomous type of extrinsic motivation is external regulation, whereby behaviors are enacted to obtain a reward or to avoid a punishment" (2009, p.5). Intrinsic and extrinsic motivation can appear in the classroom when students are learning a second language. Students with an extrinsic type of motivation may not feel motivated because they do not like English or because of the teacher's emotions or attitude towards the subject.

1.4 Research question

- How do teacher emotions affect the motivation of 10th grade students towards learning a second language in a public school?

1.5 Objectives

1.5.1 General objective

- To analyze the implication of teacher emotions on the motivation of 10th grade students towards learning a second language in a public school.

1.5.2 Specific Objectives

- To recognize the teacher's emotions towards teaching the language and towards teaching their students.
- To identify the levels of motivation of 10th grade students towards learning the language and towards the teachers' class.
- To relate the teacher's emotions with the students' motivation towards learning the language.

2. Method

2.1 Methodology

We conducted an exploratory case study, in which the intervention being evaluated has no clear, single set of outcomes (Baxter et al., 2008), since our general question is to investigate in depth how teacher emotions affect students' motivation in learning a second language. We intend to analyze in this study when students feel motivated or discouraged and how teacher emotions can affect that process. We opted for the case study because some internal and external aspects are not questionable in real life regarding the values and perceptions of the participants. We decided to investigate an English class in a public school.

Furthermore, this qualitative study was conducted under an interpretive and constructivist paradigm. According to Taylor and Medina (2013) This paradigm "enables researchers to build rich local understandings of the life-world experiences of teachers and students and of the cultures of classrooms, schools and the communities they serve" (p.4). Given this, the purpose is to understand the emotions of an English teacher and their implications on students' motivation in an English class. So, we considered the values, perceptions, and social experiences of students and teacher to understand and explore the relationship between them in the classroom.

Learning is a daily construction in which a teacher's emotions have a bear. The study proposes to analyze how teacher emotions can affect students' motivation in the process of learning a second language. We selected this paradigm because it is a current phenomenon in which students do not feel motivated partly because of the teacher's attitude.

2.2 Context and Participants

We developed the project at Institucion Educativa el Diamante, a public school located in Robledo - El Diamante neighborhood, in Medellin; it has two campuses: high school and primary. It started on October 11, 2013. We decided to intervene in the institution because it was one of the practicum agencies in which one of the researchers created a close relationship with the teacher, coordinator, and director.

Participants were selected through convenience sampling (Etikan et al., 2016). Convenience samples are sometimes regarded as *accidental samples* because elements may be selected simply "as they just happen to be situated, spatially or administratively, near where the researcher is conducting the data collection" (p.2). After all, we collected data in the practicum agency of one of the researchers because we did not have access to other institutions.

Participants were one English teacher and 17 students in 10th grade. The English teacher graduated from Universidad de Antioquia with a bachelor's degree in foreign languages; she knows English and French as second languages. She taught Spanish and English at school in 7th, 8th, and 10th grades. The 17 students had an age range between 14 to 18 years old; they belonged to a middle socioeconomic background. We chose these participants because their reflections and perceptions regarding the English class could help us understand our research object.

Firstly, we obtained a consent form before applying the instruments in the institution. The coordinator was the first person to sign; he gave us permission to apply the instruments; then, the teacher signed; and finally, the students' parents. There were 38 students in the class, but only 17 parents signed the consent form. In the consent form, we had a presentation of the project, the general objective, and the researchers' information.

2.3 Data collection

For data collection, we interviewed the English teacher. The interview had 25 questions; some of which addressed teacher emotions towards teaching, the English language, and students. The teacher felt comfortable answering each question; she talked about some emotions she experienced at the moment of teaching and about the relationship she had with her students.

We also developed a questionnaire for the students. The students answered 12 questions in total in which 10 questions were an agree-disagree Likert scale and the other 2 were open questions. These questions helped us determine how motivated students felt towards the class and whether their motivation was extrinsic or intrinsic. We included two open questions where students expressed their thoughts and opinions about the class and reflected on how the teacher's emotions influenced their motivation.

According to our objectives, we conducted the interview in July 2022; it was in Spanish. We listened several times to the teacher's answers before coding them. In August we administered the questionnaire to identify the levels of motivation of the students. Once we had the results, we created some graphs to show some quantitative information. After that, we analyzed the last category about the relationship between teacher emotions and students' motivation. Table 1 below shows our research design and our category structure.

Table 1. Research Design

Objective	Date	Categories	Instrument
Recognize the teacher's emotions towards teaching the language and towards teaching their students.	July 2022	Teacher's emotions. <ul style="list-style-type: none"> Teacher's emotions towards teaching. Teacher's emotions towards language. Teachers' emotions towards the students. 	Interview
Identify the levels of motivation of 10th grade students towards learning the language and towards the teachers' class.	August 2022	Students motivation <ul style="list-style-type: none"> Intrinsic motivation Extrinsic motivation 	Questionnaire
Relate the teacher's emotions with the students' motivation towards learning the language.	February, 2023	Relation between teacher emotions and students' motivation <ul style="list-style-type: none"> Direct positive relationship between TE and SsM. Direct negative relationship between TE and SsM. No relationship 	Analysis Matrix

2.4 Data Analysis

Firstly, we made a category tree in which we wrote general definitions about our categories and subcategories with the idea of answering the specific objectives. After that, we continued with the coding of the questionnaire and interview, in which we found some essential parts to take into consideration in our project. In the category tree, we started analyzing the first two categories (teacher's emotions and students' motivation). We analyzed each question of the interview, searching for pieces of information to support the subcategories; in the same way, we focused on the questionnaire looking for information on the students' answers, and we organized the last category, which is the relation between teacher emotions and students' motivation. To that aim we searched for information on the open questions in the questionnaire and the student's answers.

On the category matrix, we specified our objectives, the main categories, the subcategories and the excerpts belonging to each subcategory as well as their location in the questionnaire or the interview. Then we wrote descriptive observations to summarize the information of each category as reflected in the data; and interpretive memos, whereby we analyzed the relation between categories and made some interpretations to construct our findings.

In our research we ensure trustworthiness through familiarity with participants' culture (Shenton, 2004); through this measure, researchers become familiar with the place where they will develop the research. In our case one researcher knew about the context and she had a previous

relationship with the teacher and students, so this strategy helped to identify the research problem and analyze the relation between the two central categories.

3. Findings

3.1 Teacher Emotions

The collected data showed that the emotions that the teacher presents in the classroom are happiness, worry, sadness, empathy, sympathy, and confidence with respect to the class, students, and language. We discovered that her positive emotions depended on students' participation and reinforcement; however, her negative emotions arose when students did not want to participate, did not speak, fought each other, copied and pasted, made the decision to desert, or refused to go to the school technique offered by school. Emotions towards teaching started with her background because she liked to teach since she was a child; furthermore, she considered English important because it gave her economic stability and she considered it necessary for academic life.

- “Me generan simpatía, me generan empatía, confianza, alegría a veces tristeza, me generan admiración en algunos” (P1. Q4.3 In)
- “cuando ellos aprenden me pone muy feliz, cuando ellos ponen atención también cuando llevan una tarea, cuando hacen un refuerzo porque se están esforzando, entonces a mí me gusta” (P1. Q2.4.1 In)
- “experimento tristeza cuando algunos rechazan a otros cuando hay peleas entré ellos, uno siempre trata de estar en esa como en esa mediación” (P1. Q2.4.1 In)
- “que yo digo, que en la vida ustedes se van a graduar y yo sé que en la universidad el inglés les va a tocar pagar, el inglés es necesario es obligatorio” P1.Q2.5 In

3.2 Students Motivation

The data showed that the majority of students regarding intrinsic motivation proposed activities that helped to the development of the English class, they studied a certain topic which they considered difficult, they carried out tasks and activities in the English area, not evaluative, and they participated in the activities proposed by the teacher; furthermore, they considered important the extrinsic motivation because if they received prizes or high grades their motivation increased taking into consideration the importance of learning English as it increases their chances to get a good job or to travel abroad. The majority of students were focused on intrinsic motivation that can help them to learn and achieve new things regarding their education.

The majority of students propose activities that help to the development of the English class. (64.7%). They also manifest concerns or doubts they may have about the lessons. These results are shown in Figures 1 and 2 below.

Figure 1. Proportion of Students' Contributions to Class Activities

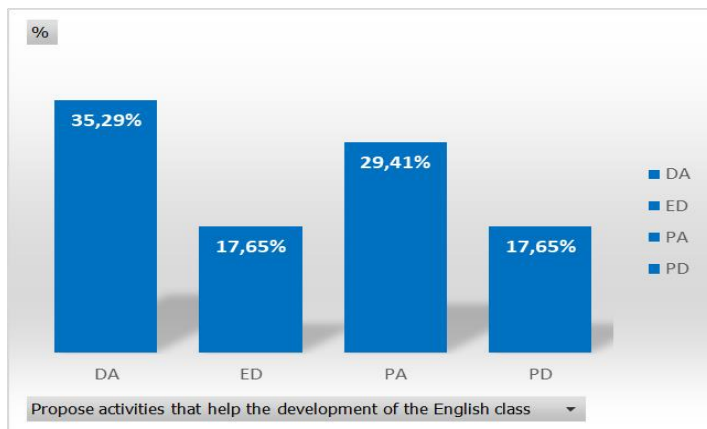
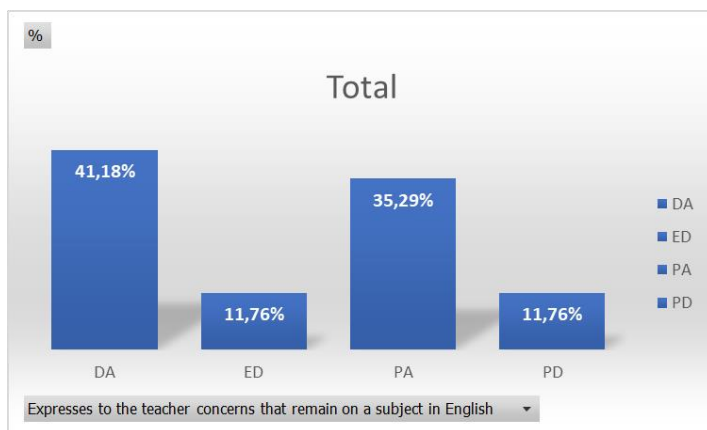


Figure 2. Proportion of Students Manifesting Concerns about The Class.



Concerning motivation, the majority of students agreed and partially agreed that their motivation towards the class increased if they received prizes or high marks. The majority of students also agreed that English is important to them because it allows them to access academic and job opportunities. Figures 3 and 4 below show these results.

Figure 3. Students' Motivation in Relation to External Stimuli

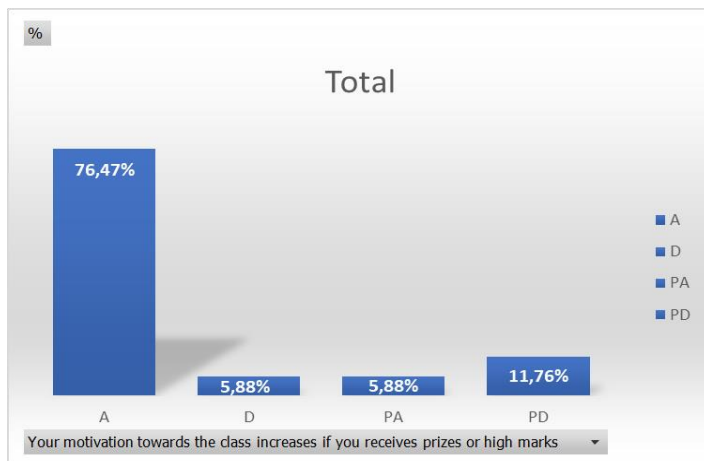
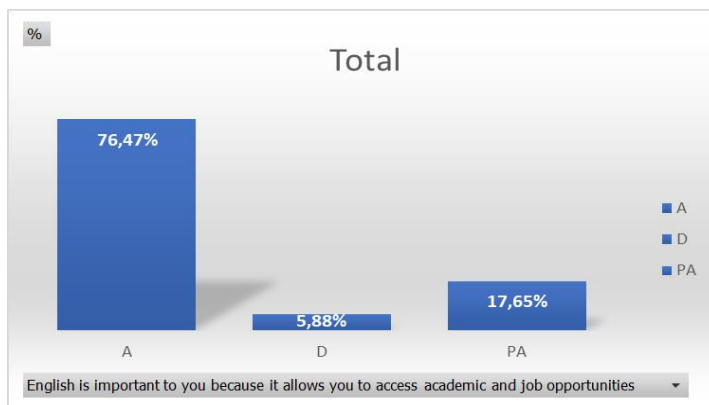


Figure 4. Students' Perception of the Importance of English



3.3 Relation between Teacher Emotions and Students' Motivation

We observe a strong relationship between teacher emotions and students' motivation since the teacher considered that when she arrived at the classroom with a bad temper, students reacted to that by becoming aggressive and distant; furthermore, when she arrived happy, they took the class as a joke. Students considered that the presence of the teacher was important in the class to feel comfortable; they needed help from the teacher; however, when the teacher proposed funny and interesting activities, students felt that they wanted to participate in the classroom. Nevertheless, some students answered that the teacher can have good methodologies, but their motivation did not change; they preferred to do other things. Also, students considered necessary a balance between the teacher's emotions and their motivation because when the teacher arrived at the classroom with a good attitude their response was to show interest in the activities.

- "uno hay veces, que llega de mal genio, cuando uno llega de mal genio a un aula, en el aula eso se refleja, ellos se vuelven agresivos, ellos se vuelven distantes, ellos se ponen serios con uno" (P1.Q4.6.IN)
- "cuando uno llega muy contento entonces ya ellos toman la clase cómo un chiste" (P1.Q4.6.IN)
- "Pienso que la docente debe estar presente en el proceso de aprendizaje de cada estudiante ya que esto dará entender que recibe cierto apoyo y el estudiante tendrá más confianza en la materia, se sentirá más cómodo al realizar actividades de esta materia." (P12.OPQ 11.Q)
- "En muchas ocasiones porque pone actividades interesantes y divertidas durante la clase y dan ganas de participar en lo propuesto." (P9.OPQ 11.Q)
- "Pienso que por parte y parte tenemos que tener motivación, la profe en ocasiones tiene una buena actitud y las clases son divertidas y le ponemos interés" (P13.OPQ 11.Q)

4. Discussion

Teacher emotions influence students' response in the classroom; if the teacher shows a bad attitude, students react to that. Teacher emotions play a fundamental role in students' learning. If students are engaged with the teacher's behavior, they will feel confident and motivated (Seifert, 2004). Teachers want students to learn, to participate, to understand, and to acquire knowledge; nevertheless, the teacher is conscious that some students do not enjoy learning English. They are not interested in learning, sometimes because of the teacher's emotions and attitude towards the class.

Furthermore, students value the teacher's support. It is necessary to have someone to help them with the activities and that expresses a good attitude while teaching the language. "Students need to feel teachers are involved with them" (Klem & Connell, 2004, p.1)

On the other hand, external factors can affect the motivation of students. Likewise, teachers do not feel so good when their students do not feel comfortable in class. Teachers perceive attitudes and motivation by students in the moment of participation, and that lack of motivation is evident (Keller et al. (2014) because students can not feel motivated for the class or learning a second language for external factors.

Students can perceive the classroom and the teacher with a good methodology and attitude, but their motivation does not change. They think that English is not necessary for multiple things and in this part, their levels of motivation towards the class, the teacher, and the language can vary regarding their intrinsic and extrinsic motivation, they consider it important to learn English because

accessibility and they help to construct that learning proposing activities in the classroom and doing all the activities proposed by the teacher.

4.1 Implications and Suggestions

In our research project, we developed a questionnaire for the students to identify their level of motivation in the class. Some students were absent and did not want to complete the questionnaire. Students answered each question according to their process in the class. At the moment of analyzing the students' responses, we perceived those two classmates had the same answers, so we considered this situation anti-ethical because this was a space to express their thoughts, opinions, and comments. We gave them enough time to develop this activity, which was very different in comparison to a test, but they just copied the answer between them, so we removed both participants from our data analysis.

For the next research some suggestions we can make is to develop a deep observation in the context; for example, in a classroom it is important to observe what is happening, what is controversial, and what is behind that situation; the idea is to analyze different angles. It is better to develop your research when you know the real situations which are present when you have an idea of the location of your place, the administrators because when you are collecting the information that you need, you know that those data are connected with the perception that you have from your observations not about other perceptions. Likewise, making observations can help you to improve the validity and trustworthiness of your work. Another suggestion is to try to triangulate to avoid bias in your work having different opinions from different sources.

4.2 Conclusions

In our research project, we learned that teachers and students build a connection in the classroom, where every action that the teacher implements or emotion that the teacher experiments affect the development of the class. The same happens with students; their motivation contributes to the emotional stability of the teacher. It is important that teachers learn to manage their emotions in their teaching; it is not an easy process, but teachers should try to understand what happens on a regular basis in the classroom and what actions they can implement to address negative issues that affect the learning process.

Some students have negative backgrounds and antecedents that affect their motivation, so they do not care to learn. Learning a second language is a hard process, so it is important for teachers to learn how they can help learners. It is important to have support not only for students but for teachers as well, so they can learn how to manage their emotions with the idea of having a better teaching and learning process.

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