



Developing and Validating a Questionnaire for Iranian EFL Teachers' Emotionality in the Iranian Context

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ABSTRACT

Teacher emotions refer to the range of feelings and affective states experienced by educators during their professional practice, particularly in the context of teaching and interacting with students. This study aimed at developing a questionnaire for Iranian EFL teachers' emotionality. In so doing, a qualitative thematic analysis method was used. The participants recruited for this study included 25 Iranian EFL teachers (15 males and 10 females) (in the qualitative phase) and 200 Iranian EFL teachers (120 males and 80 females) (in the quantitative phase) who were selected from different language institutes of Iran through convenient sampling. To collect the data, semi-structured interviews, audio-reflective journals, and observations were used. To analyze the data, thematic analysis and exploratory factor analysis (EFA) were used. According to the results, a questionnaire namely, the Questionnaire for Iranian EFL Teachers' Emotionality in the Iranian Context was developed in 30 Likert items in six sub-scales including enjoyment, anxiety, burnout, responsiveness, emotional support, and flexibility. The results confirmed the reliability and validity of the developed questionnaire for Iranian EFL teachers' emotionality. In line with the findings of the study, it can be concluded that Iranian EFL teachers experience emotionality in the form of positive and negative emotions. They experience such positive emotions as enjoyment, responsiveness, emotional support and flexibility. The negative emotions they experience include anxiety and burnout. Therefore, EFL teaching is a profession intermingled with diverse emotions. The findings have some implications for EFL teachers, learners, teacher education administrators and researchers.

KEYWORDS: Anxiety; Burnout; Emotionality; Emotional Support; Enjoyment; Flexibility; Responsiveness

INTRODUCTION

Emotions are complex psychological and physiological responses to internal and external stimuli (Hodges, 2015). They play a significant role in human behavior, cognition, and overall well-being. While there is no single universally agreed-upon definition, several scholars (e.g., Ekman, 1992; Gross, 1998; LeDoux, 1996) have provided insightful descriptions that capture the essence of emotions. One prominent definition comes from Paul Ekman, a renowned psychologist known for his research on facial expressions and emotion. Ekman (1992) defines emotions as a brief, automatic response to a specific situation that prepares the organism for an adaptive response. This definition underscores the evolutionary significance of emotions in helping individuals respond to various environmental challenges effectively. Emotions serve as rapid, prewired reactions that help us navigate our surroundings. Another perspective on emotions is offered by LeDoux (1996), a leading researcher in the field of emotion and the brain. He describes emotions as reactions to a threat or reward that are often associated with the activation of the body. LeDoux (1996) emphasizes the role of the brain's neural circuitry in generating and processing emotions. This definition



highlights the intimate connection between the brain and emotions, as well as the body's physiological responses to emotional stimuli.

Teacher emotions refer to the range of feelings and affective states experienced by educators during their professional practice, particularly in the context of teaching and interacting with students (Uitto et al., 2015). These emotions encompass both positive and negative feelings that teachers encounter as they engage in their work within the classroom and educational settings. Teacher emotions are an integral part of the teaching profession and play a crucial role in shaping the learning experience for both teachers and students. Understanding these emotions is a crucial aspect of educational research and practice (Chen, 2016) since they can significantly impact their teaching effectiveness, student learning outcomes, and overall classroom dynamics. Research on English as a Foreign Language (EFL) teacher emotions is not old and goes back to the last decade (Gkonou et al., 2020). Before that, teachers' emotions were not the center of focus of researchers in the field (White, 2018). In fact, cognitive factors affecting EFL teaching/learning took the heed of scholars more than the affective factors. The 'emotional turn' (De Costa et al., 2019) in EFL research has paved ground for probing emotional factors that impact EFL teaching (White, 2018). As a recurrent theme in this line of research, emotional labor can be mentioned. As a pioneer in this regard, Hochschild (1983) referred to emotional labor as a construct relevant to the general service industry. However, more recently, researchers have begun to use this framework in studies on EFL teachers because the belief is that it leads to teachers' emotional burnout, attrition, and exhaustion (Acheson & Nelson, 2020), and impacts teachers' organizational commitment, professional satisfaction, and self-confidence (Nazari & Karimpour, 2022).

According to the post-structuralist stance (Benesch, 2018), emotion is conceived as a non-monolithic concept that can be explored in diverse contexts. Therefore, it lends itself well to EFL settings. Accordingly, teachers' emotions refer to personal and subjective feelings of teachers that are not easily understandable (Reeve, 2018) because of their complex and multi-layered nature. This complexity can be justified referring to the unquantifiable and subjective nature of emotions. A problem that is posed here is that in spite of their huge effect on EFL teaching, teachers' emotions are taken as the opposite of cognition or reason. This is why EFL researchers have not taken it as a dominant research area (Agudo, 2018). However, the fact is that, as put by Hargreaves (1998), teachers' emotions are the cornerstones of teaching. Thus, scrutinizing teachers' emotions is necessary and inevitable in solving several teaching problems. Similarly, Agudo (2018) has noted that teaching is an emotionally-laden act and investigating teachers' emotionality in teaching is what provides us with useful insights into how teachers address emotionally demanding classroom contexts.

Studying teacher emotions is of paramount importance in the field of education for several compelling reasons, as supported by research and scholarly work (e.g. Uitto et al., 2015; Chen, 2016; Han & Yin, 2016). Understanding and addressing teacher emotions can have a profound impact on various aspects of pedagogy such as enhancing teaching effectiveness, fostering positive teacher-student relationships, enhancing student learning outcomes, preventing burnout and improving teacher well-being, informing professional development, etc. Teacher emotions can significantly influence the way educators approach their work. Positive emotions such as enthusiasm and satisfaction are associated with more effective teaching practices (Burić & Moe, 2020; Chen, 2019). When teachers are emotionally engaged and motivated, they are more likely to create engaging and innovative lessons that benefit students. The emotional climate in the classroom plays a crucial role in shaping teacher-student relationships. Teachers who experience positive emotions are more likely to build supportive and nurturing relationships with their students (Wentzel, 2016). Strong teacher-student relationships are linked to increased student engagement and achievement. Research has shown that teacher emotions can directly impact student learning. Students are more likely to thrive in an emotionally positive classroom environment where teachers exhibit enthusiasm, care, and empathy (Frenzel et al., 2018). Conversely, as suggested by Glazzard and Rose (2019) negative teacher emotions like stress



and frustration can hinder student progress. By studying teacher emotions, educators can gain insights into the factors contributing to teacher burnout.

However, reviewing the literature unveiled that although teachers' emotions have been the focus of some Iranian and foreign studies (e.g., Derakhshan et al., 2023; Esmaeili et al., 2019; Fried et al., 2015; Khany & Ghasemi, 2018; Nazari & Karimpour, 2022; Ordone, 2023; Sisiyan et al., 2023; Song, 2016), no EFL teachers' emotionality questionnaire has been developed in the context of Iran. According, there is research paucity on this important aspect of EFL teaching. To fill this gap, this study sought to develop a questionnaire for EFL teachers' emotionality in the context of Iran base on Iranian EFL teachers' perceptions and practices. In this way, the way is paved for further studies on teachers' emotionality as a missing link in the EFL studies conducted so far, at least in the context of Iran. To this end, the following research questions were formulated:

1. What are the perceptions of Iranian EFL teachers toward the idea of emotionality?
2. How do Iranian EFL teachers practice emotionality?
3. What a questionnaire can be developed for Iranian EFL teachers' emotionality based on EFL teachers' perceptions and practices?

REVIEW OF THE RELATED LITERATURE

Song (2016) examined how English language teachers' emotional responses affect their identity and practice. This study shows how emotional experiences of language teachers are influenced by social and institutional contexts and influence their identity formation. Khany and Ghasemi (2018) explored Iranian EFL teachers' emotionality and reported emotional support and sensitivity as prevalently experienced emotions among Iranian EFL teachers. Esmaeili et al. (2019) conducted a study that explored the impact of EFL teachers' emotions on various aspects of their identity development, including instructional, vocational, and local identity, as well as their teaching strategies. The study revealed that changes in teachers' identity were influenced by their emotionality. Noughabi et al. (2020) conducted a study with the aim of investigating the interplay between autonomy, emotions, engagement, and immunity in a group of 390 experienced in-service EFL instructors in Iran. The study's results suggest that autonomy, emotions, and engagement may collectively serve as significant predictors of language teacher immunity. Notably, the study found that teacher autonomy emerged as the most influential factor in determining the level of immunity experienced by in-service EFL teachers. Moreover, the research underscores the inseparable connection between the immunity of EFL teachers and their autonomy, engagement, and emotional experiences. Heydarnejad et al. (2021) developed and rigorously validated an instrument designed to effectively gauge how language instructors manage their emotions in the workplace. Their process began with the creation of a six-component model for language teacher emotion regulation, informed by a comprehensive review of existing literature and insights derived from semi-structured interviews. To ensure the instrument's validity and reliability, they employed exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and reliability assessments. The resulting Language Teacher Emotion Regulation Inventory (LTERI) comprises a total of 27 items, categorized into six distinct dimensions. Participants are tasked with rating each item on a 5-point Likert scale. In the final phase of their study, the researchers applied the validated instrument, known as the Language Teaching Environment Rating Instrument (LTERI), to evaluate language teaching practices in two distinct settings in Iran: schools and universities. This assessment was facilitated through the use of an independent samples t-test. The outcomes from this phase of the study revealed a statistically significant differentiation between English as a foreign language (EFL) instructor in the two contexts concerning the emotion management mechanisms they employ in their professional roles. Nazari and Karimpour (2022) conducted an investigation into the impact of emotion labor on the development of English language teacher identity in Iran. The results of the study demonstrated that teachers' emotion labor and their intricate identities are regulated by institutional work.



Xiyun et al. (2022) conducted an empirical investigation on the topic of teacher self-efficacy, emotion regulation, and psychological wellbeing among English teachers. The SEM results indicated that both teacher self-efficacy and emotion regulation significantly contribute to teachers' psychological wellbeing. Sisiyan et al. (2023) identified the fundamental variables that contribute to the success of teachers through their passion. This study successfully identified five dimensions comprising 22 subcomponents and a total of 65 conceptual elements. Individual characteristics were designated as the initial dimension of the study. The subcomponents falling under these categories were identified as 'Self-awareness', 'Personal Lifestyle', and 'Potential Ability'. Psychological characteristics were identified as the second dimension of the study. The subcomponents classified under these categories encompassed 'Anger Management', 'Emotion', 'Positive Attitude', and 'Flexibility'. In conclusion, teachers exhibited fervor in attaining success, while also expressing a desire for conducive working conditions, students' eagerness to learn, increased autonomy, and the implementation of fair and consistent educational approaches. Derakhshan et al. (2023) addressed EFL teachers' perspectives about their emotions and showed that most of Iranian EFL teachers experience anxiety in their work. Ordone (2023) explored English teachers' emotions and found that burnout and attrition are very prevalent among them. Namaziandost et al. (2023) undertook an investigation to explore the potential connections between response time (RT), emotion regulation (ER), and immunity among Iranian English as a Foreign Language (EFL) teachers. Their study also aimed to establish whether ER was notably linked to immunity. The results of their path analysis revealed significant associations between the RT, ER, and immunity of EFL teachers. Additionally, the findings underscore the noteworthy relationship between the EFL teachers' ability to regulate their emotions and their immunity.

METHODOLOGY DESIGN

In line with the objectives of the present study, a qualitative thematic analysis method was used. This method is appropriate for extracting the recurrent themes and patterns in the data (Ary et al., 2010). Because this study dealt exclusively with the qualitative data, qualitative thematic analysis method was the best choice for it.

PARTICIPANTS

The participants recruited for this study included two groups. The first group who took part in the qualitative phase of the study included 25 Iranian EFL teachers (15 males and 10 females) with more than 10 years of teaching EFL experience at different language institutes of Iran, who were selected through convenient sampling. They were B.A. and M.A., and Ph.D. holders in different branches of English language major including Applied Linguistics and English Literature and Language. Their first language was Persian. They were in the 40-55 age range. This group was interviewed and submitted their audio-reflective journals to the researcher to extract their perceptions of emotionality. Moreover, one session of their classes was observed to see how they really practice emotionality in the classroom. Data saturation (the point where no new information was obtained) was achieved through interviewing this sample size. Demographic features of the participants of the qualitative phase are shown in Table 1.

Table 1
Demographic Features of the Participants of the Qualitative Phase

No.	25
Gender	15 males & 10 females
Age	40 to 55
Native Language	Persian
Major	Applied Linguistics and English Language and Literature
Experience	More than 10 years
Education	10 B.A., 8 M.A., 7 Ph.D.



The participants of the quantitative phase consisted of 200 conveniently selected Iranian EFL teachers (120 males and 80 females) who were all involved in teaching English language in Iranian language institutes. They held B.A. and M.A., and Ph.D. in Applied Linguistics and English Literature and Language. Their age ranged from 27 to 63 years. All of them were Persian native speakers. They had 3 to 30 years of teaching experience. This group filled the designed Questionnaire for Iranian EFL Teachers' Emotionality so that its validity and reliability could be measured.

To observe research ethics, the participants' consent was taken for participation in the present study. Moreover, the anonymity and confidentiality of their personal information were ensured. Demographic features of the participants of the quantitative phase are shown in Table 2.

Table 2

Demographic Features of the Participants of the Quantitative Phase

No.	200
Gender	120 males & 80 females
Age	27 to 63
Native Language	Persian
Major	Applied Linguistics and English Language and Literature
Experience	3 to 30 years
Education	141 B.A., 40 M.A., 19 Ph.D.

INSTRUMENTS

SEMI-STRUCTURED INTERVIEW

A series of semi-structured interviews (Appendix A) were conducted with the aim of extracting the participants' perceptions of emotionality. The interviews consisted of four open-ended questions addressing teachers' emotions in EFL teaching. The language of the interview was English and no time limitation was set for it. The researcher himself conducted and audio-recorded the interviews. To establish the dependability and credibility of the interview data, low-inference descriptors and member checks were used. Using low-inference descriptors mean citing some quotations from the participants when presenting the results of data analysis. Using member checks means that the researcher checked some random interpretations of the data with the participants to make sure that his interpretation is the same with what the participants meant. Moreover, five Applied Linguistics experts were asked to put comment on the interview questions and their comments were considered.

OBSERVATIONS

To observe the participants' classes to see how they really practice emotionality in EFL teaching, an additional instrument employed was the meticulous transcription of classroom observations, augmented by detailed handwritten field notes. This method aimed to provide a nuanced understanding of how teachers practice emotionality in class. Aligned with the qualitative nature of the study, the researcher conducted observations without relying on a pre-determined checklist. This approach was intentional, allowing the exploration of the data without the imposition of predefined categories. In essence, the observation process was meticulously designed to capture the dynamic and multifaceted nature of teacher emotionality, adhering to the principles of grounded theory and qualitative inquiry. The length of the observation sessions was 90 minutes. During the observation sessions, both the teachers and students knew that the class is being observed but they did not know what aspect of the teaching is concerned with. In this way, the teachers could not intentionally manipulate their emotions and showed their emotions naturally.



AUDIO-REFLECTIVE JOURNALS

To implement data triangulation in the present study, the participants were invited to engage in audio-reflective journaling (Appendix B). This involved asking participants to record their spontaneous thoughts, feelings, attitudes, mental images, and free associations on their emotions in EFL teaching without any time constraints. The participants were asked to hit record and start talking through their thoughts about their emotions in EFL teaching. It was used because audio-reflective journaling serves as a participatory research method, encouraging individuals to express their perceptions through creative means, self-reflection, and active participation (Ary et al., 2010). In fact, keeping an audio-reflective journal is a convenient technique for people to capture and articulate their thoughts. This is different from interview in the sense that they can say whatever comes to their mind without being limited by a set of questions and without the natural boundaries felt by individuals in any interview or questionnaire. Subsequently, participants were requested to share their audio-recorded reflective journals with the researcher through social platforms, such as WhatsApp and Telegram.

PROCEDURES

Data collection started with sampling the participants and informing of the objectives of the study. Thereafter, they were interviewed as explained above. Then, the audio-recorded files of the interviews were transcribed verbatim. Next, the participants were encouraged to partake in audio-reflective journaling. This participatory research approach aimed to capture participants' perspectives through creative expressions, self-reflection, and spontaneous thoughts regarding their emotions in EFL teaching. Participants were given the freedom to record their thoughts without any time constraints, and the resulting audio files were submitted to the researcher via social platforms such as WhatsApp and Telegram. Then, the researcher transcribed the received journals verbatim. Finally, the transcriptions of interviews and journals were subjected to thematic analysis. Afterwards, the observation procedure started wherein the research observed one 90-minute class of each interviewee to see how they really practice emotionality in their classes with regard to the emotions identified in the interview. To make the observation as exploratory as possible, no observation checklist was used. Instead, the researcher benefited from detailed handwritten field notes. Finally, the data collected through the interviews, audio-reflective journals, and observations were exposed to qualitative thematic analysis. The main themes extracted from the data were converted into the questionnaire sub-scales. Moreover, the quotations and observations related to each theme were converted into the questionnaire statements or items.

DATA ANALYSIS

Data analysis was done qualitatively and quantitatively. The former involved thematic analysis of the interview, audio-reflective journal and observation field notes data in four steps inductively. Initially, the researcher sought familiarity with the data by taking notes or reviewing it. Subsequently, the data underwent coding procedures including open, axial and selective coding. Open coding entailed highlighting specific phrases and sentences and assigning corresponding codes to encapsulate the content of the emphasized portions. Axial coding included categorizing all similar phrases and sentences under a main theme. Selective coding involved categorizing all the themes under a main category namely, a questionnaire for EFL teachers' emotionality in the context of Iran. In the third step, the codes were scrutinized to identify recurring patterns. Finally, the extracted themes were reviewed to confirm their accuracy. The latter included running Exploratory Factor Analysis (EFA) to validate the developed questionnaire of Iranian EFL teachers' emotionality.

RESULTS

With regard to the first research question 'What are the perceptions of Iranian EFL teachers toward the idea of emotionality?', the outcome of the thematic analysis of the interviews and audio-reflective journals was identification of the following themes:

ENJOYMENT

According to this theme, an emotion which is experienced by teachers in teaching profession is enjoyment. That is, teachers enjoy teaching in various ways. The following quotations from interviews and audio-reflective journals reflect this:



I enjoy teaching. Teaching is enjoyable for me. I like it. It gives me a good feeling. (teacher 5 in interview)
Teaching is so enjoyable that I happily prepare myself before coming to the class. I come to the class happily. (teacher 7 in interview)

I am usually happy when I am teaching. Teaching generates a sense of joy in me. (teacher 12)
I teach with enthusiasm. This work is enthusiastic for me. It is exciting for me. I look at teaching as an excitement. (teacher 20 in audio-reflective journal)
I like teaching job. I go to class with happiness and smile. I am happy with my profession. (teacher 13 in audio-reflective journal)

ANXIETY

This theme reflects the meaning that an emotion that is experienced by teachers in teaching is anxiety. Some aspects of teaching the sources of anxiety in teachers. This is shown by the following quotations from interviews and audio-reflective journals:

I sometimes feel nervous in teaching. I think that my teaching may not be what my students expect. This irritates me. (teacher 18 in interview)
I am anxious that I cannot teach well. This negative feeling reduces the quality of my teaching. It weakens my performance. (teacher 13 in interview)
Becoming prepared for teaching makes me anxious. Teaching preparation is full of anxiety. Each class needs specific preparation. (teacher 20 in audio-reflective journal)
I feel anxious when I go to crowded classes. I feel that I cannot manage them. This causes anxiety in me. (teacher 4 in audio-reflective journal)

BURNOUT

This theme represents that one of the emotions that teachers experience is burnout or exhaustion. Teachers feel exhausted in teaching. This can be seen in the following quotations from interviews and audio-reflective journals:

I feel emotionally exhausted in teaching. Teaching makes me bored and fatigue. Teaching exhausts me. (teacher 12 in interview)
I hate some things in teaching. For instance, I feel that students' annoyance overwhelms me. They are too difficult to be controlled. (teacher 5 in interview)
I feel tired after each class. I feel that I have done a huge number of physical activities. (teacher 14 in interview)
I feel it very hard to handle students. They really make me exhausted. I am tired of them. (teacher 1 in audio-reflective journal)
I feel absurdity. Teaching has no special meaning for me. I just do it as a routine. I have no interest in it. It is tiring for me. (teacher 10 in audio-reflective journal)
Teaching job is not interesting for me. It is just a habit and a kind of obligation for me. I do it because I am obliged. (teacher 13 in audio-reflective journal)

RESPONSIVENESS

As reflected by this theme, responsiveness is an emotion that teachers experience in teaching. It refers to teachers' response giving to students from different angles. It is indicated by the following quotations from interviews and audio-reflective journals:

I respond to my students' needs. I take their needs into account when teaching. I also pay attention to students' needs when I am selecting teaching materials. (teacher 19 in interview)
I respond to students' concerns. I like to recognize their inner concerns. In this way, I can help them remove those concerns. (teacher 14 in interview)
I give answer the students' questions. They are free to ask any question they have about the content of materials or any other thing in my class. They have no limitation. (teacher 8 in audio-reflective journal)



I respond to wants of students. I ask them to tell me what they want from me. This lets me know to teach in line with their wants. This is in fact a gain-gain game. They also attain their goals by this strategy. (teacher 23 in audio-reflective journal)

EMOTIONAL SUPPORT

By this theme, it is meant that an emotion experienced by teachers in teaching is emotional support. They like to support students emotionally. This is evident in the following quotations from interviews and audio-reflective journals:

I give emotional support to my students. I love them. I express my emotions to them. I discuss about their emotions with them. I try to confirm them. (teacher 7 in interview)

I respect my students. I talk and behave with respect with them. I talk politely with them. I do not insult them. (teacher 11 in interview)

I listen to my students' sayings carefully. I pay attention to their sayings. I show them that I am careful to their sayings and put time for their sayings. (teacher 3 in interview)

I show empathy and sympathy toward my students. I allow them to share their feelings with me. I also show my emotions with them. I sympathize with them in any possible way. (teacher 9 in audio-reflective journal)

I give positive feedback to my students. I try to give positive comments on their performance. I avoid giving direct negative comments. This is an excellent strategy to motivate them in learning. (teacher 25 in audio-reflective journal)

I have mutual interaction with my students. I build conducive and friendly relations with them. I sometimes even make out-of-class relations with them. (teacher 14 in audio-reflective journal)

FLEXIBILITY

Flexibility was another category of emotions experienced by teachers. According to this, teachers are flexible in different dimensions of teaching. This is uncovered by the following quotations from interviews and audio-reflective journals:

I am flexible in teaching. I use different teaching methods. I do not constrain my teaching to just one or two teaching methods. Diversity in teaching methods and tools is a big advantage for me. Students like this. (teacher 16 in interview)

I make my students engaged in teaching affairs. I engage them in decisions. I ask them to tell their opinions on class procedures. I make changes in teaching based on their opinions. (teacher 22)

I ask my students' views on my teaching methods. If they are not satisfied with my teaching, I change it and implement another method. In contrary, if they are happy with it, I continue it. I believe in the power of congruity between students' happiness and success of my teaching. (teacher 9 in interview)

I ask my students' attitudes about my assessment methods. I think that exams and taking exam is a big fear for students. When students are involved in assessment procedures, their fear is reduced. They feel that they have power. This increases their self-confidence. (teacher 15 in interview)

I ask my students to speak about what they think of my classroom management. As you know, classroom management is a concept that has several layers. I mean that some aspects of classroom management may not be attractive for some students. Asking for students' ideas makes classroom management more convenient for me. (teacher 1 in audio-reflective journal)

I ask my students' views about the content of instruction and materials. I present a variety of contents in the class and ask students to tell me what materials are better according to them. If possible, I teach the content selected by them. (teacher 6 in audio-reflective journal)

In sum, the following emotions were extracted from the interviews and audio-reflective journals as Iranian EFL teachers' perceptions of emotionality: Enjoyment, anxiety, burnout, responsiveness, emotional support, and flexibility.



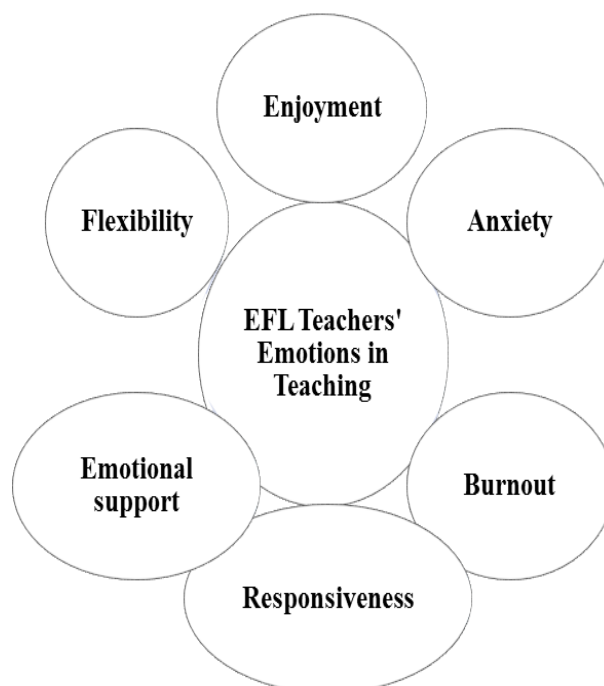
To answer the second research question ‘How do Iranian EFL teachers practice emotionality?’, according to findings of observations, teachers practiced burnout, responsiveness, emotional support and flexibility. Table 3 shows field notes samples and themes extracted from them.

Table 3
Field Note Samples and Themes

Field notes samples	Themes
Teacher showed signs of burnout in the class. Traces of tiredness was evident in his face. He was silent and inactive in the last 20 minutes of the class. Teacher was bored. Her eyes were full of fatigue.	burnout
Teacher answered her students’ questions. She was reactive to what students said in the class. She showed that students and their sayings are important for her. Teacher responded his students. Even when their questions were meaningless, he responded patiently.	responsiveness
Teacher showed attention to students. He gave them feedback. He talked with them with words of positive connotations. Teacher showed kindness to her students. She told that she loves them.	emotional support
Teacher was not rigid. She was flexible and easy taking. She asked students’ opinions repeatedly. She tried to engage students in class affairs.	flexibility

The extracted emotions from the interviews, reflective journals and observations for EFL teachers are presented in Figure 1.

Figure 1
EFL Teachers’ Emotions in Teaching



Concerning the third research question ‘What a questionnaire can be developed for Iranian EFL teachers’ emotionality based on EFL teachers’ perceptions and practices?’, based on the extracted themes from the interviews, audio-reflective journals and observations, a Likert questionnaire namely, a Questionnaire for Iranian EFL Teachers’ Emotionality (Appendix C) was developed in 30 items in a range from 1=disagree to 5=agree. The main themes



extracted from the data were converted into the questionnaire sub-scales. As stated above, the quotations and observations related to each theme were converted into the questionnaire statements or items. Accordingly, it consisted of six subscales including enjoyment (items 1 to 4), anxiety (items 5 to 8), burnout (items 9 to 14), responsiveness (items 15 to 18), emotional support (items 19 to 24), and flexibility (items 25 to 30). To pilot the initial questionnaire, five teachers whose demographic features were the same as those participating in the main phase of the study were asked to fill it so that any ambiguity or misunderstanding in initial items could be identified. It was unpacked that all the items are comprehensible and easy to understand.

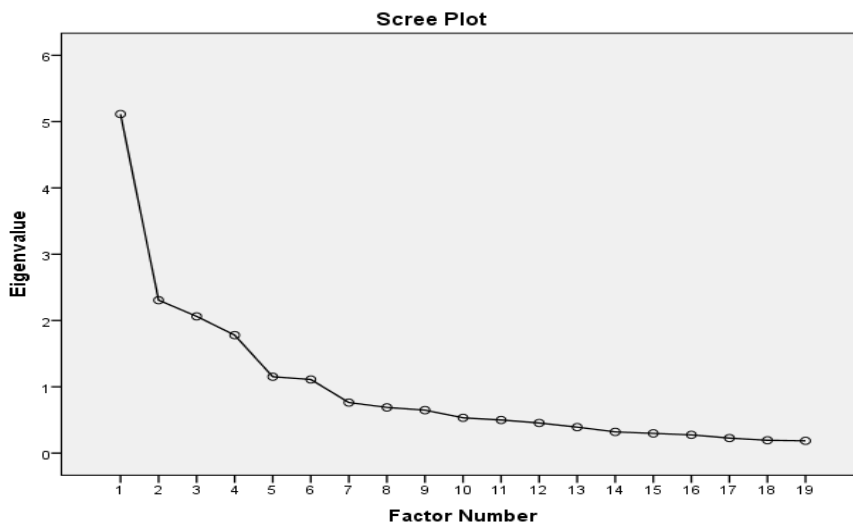
Next, to validate the developed questionnaire of Iranian EFL teachers' emotionality, EFA was run. The principal axis factoring method was used as the extraction method. To determine the number of factors, all factors with eigenvalues greater than 1 were extracted. The varimax rotation method was used to increase the precision of the factor loadings of the items. The reliability of the questionnaire was assessed using the Cronbach alpha coefficient. Before running the exploratory factor analysis, the Kaiser-Meyer-Olkin measure and Bartlett's test of sphericity were calculated to ensure that the exploratory factor analysis was appropriate for the data. The results are shown in Table 4.

Table 4
KMO and Bartlett's Test

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.783
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	1935.719
	231
	0.0001

As seen in the Table 4, the KMO measure is bigger than 0.60 (0.783) and the Bartlett's test is significant at the 0.01 level ($\chi^2 = 1935.719$, $P = 0.0001$), indicating that the use of exploratory factor analysis is unobjectionable. The scree plot resulted from exploratory factor analysis is depicted in Figure 2.

Figure 2
The Scree Plot Resulted from Exploratory Factor Analysis





As demonstrated in the Figure 2, 6 factors have eigenvalues bigger than 1. Therefore, a 6-factor solution was subjected to Varimax rotation. The results of the rotated factor analysis are shown in Table 5.

Table 5

The Results of Exploratory Factor Analysis

EFL teachers' emotionality questionnaire											
Enjoyment		Anxiety		Burnout		Responsiveness		Emotional support		Flexibility	
It	Io	It	Io	It	Io	It	Io	It	Io	It	Io
	.58		.61		.49		.55		.52		.52
	.49		.66		.70		.64		.59		.65
	.67		.70		.65		.60		.72		.58
	.60		.67		.54		.57		.47		.60
			.50						.50		.64
			.73						.68		.66

The Table 5 shows the factor loading for each item on its respective factor. The results of the Table 5 show that all 30 items are adequately and sufficiently loaded on their respective factors. The factors have been labelled as: 1. Enjoyment, 2. Anxiety, 3. Burnout, 4. Responsiveness, 5. Emotional Support, and 6. Flexibility. This 6-factor solution explained 53% of the total variance that existed in the data.

The reliability of the Iranian EFL teachers' emotionality questionnaire was assessed using Cronbach's alpha coefficient. The obtained alpha coefficients are shown in Table 6.

Table 6

Cronbach's Alpha Coefficients of the Iranian EFL Teachers' Emotionality Questionnaire

Subscales	Alpha coefficients'
Enjoyment	0.70
Anxiety	0.72
Burnout	0.85
Responsiveness	0.74
Emotional support	0.79
Flexibility	0.83

According to the Table 6, all the sub-scales of the Iranian EFL teachers' emotionality questionnaire have an acceptable reliability index.



DISCUSSION

This study sought to develop and validate a questionnaire for Iranian EFL teachers' emotionality based on the teachers' perceptions and practices of emotionality, as unveiled by the interviews, audio-reflective journals and observations. Therefore, through interviewing a group of Iranian EFL teachers, collecting their audio-reflective journals and observing their classes, a questionnaire was developed in six sub-scales including enjoyment, anxiety, burnout, responsiveness, emotional support and flexibility. It consisted of 30 items in a Likert scale from 1=disagree to 5=agree. The validity and reliability of the questionnaire were confirmed through EFA and Cronbach's Alpha test. The findings are consistent with the study by Sisiyan et al. (2023) wherein flexibility was found as a dominant passion experienced by teachers in the field of English language teaching. The results also resonate with those reported by Ordone (2023) which enumerated burnout as a recurrent emotion among English teachers. The results are also in congruity with the findings of Khany and Ghasemi (2018) that reported emotional support and sensitivity to students as recurrently experienced emotions by Iranian EFL teachers. Similar to the present study, Derakhshan et al. (2023) showed that most of Iranian EFL teachers experience anxiety at some periods of their work.

Experiencing flexibility by EFL teachers is inevitable in today's educational world. In fact, the new generation of EFL learners with whom teachers are working do not remain fully passive and recipient of what teachers deliver to them. They think critically and question and challenge everything. Such a situation calls for teachers' flexibility in teaching. Enjoyment is there whenever a person voluntarily selects a job. Clearly, teachers have no obligation to select teaching as their permanent job. Mostly they choose it out of enjoyment and personal interest. Besides, educating others and saving them from the world of negligence generates joy in any normal human being. Any work that is related to human beings requires some degree of responsiveness and sensitivity. This is also true about emotional support. Teachers cannot pass five to six hours a day with students and be indifferent to them emotionally. To be successful, they must be involved in supporting them emotionally and responding to their needs, wants, concerns, attitudes and so on. Teaching is not just a cognitive profession. It is characterized with affections and emotions. Teacher success cannot be achieved in the absence of teachers' emotional support and responsiveness.

But it cannot be neglected that teaching is not without its negative emotions. It is not more than a false exaggeration if we say that teachers just experience positive emotions. Negative emotions are also with teachers against their wishes. Teachers experience exhaustion prevalently. They are exhausted by students' behaviors, materials preparation, and crowded classes. They may also be exhausted by non-stated factors including low wage, lack of facilities, students' demotivation and so on. Last but not least, teaching is a job characterized with anxiety which can be attributed to different sources. Potentially, this emotion is reduced in the passage of time as a negative correlate of teaching experience. But the fact is that anxiety is out there to irritate teachers in one way or another. Challenges and complexities of teaching do not let it to be safe and free from anxiety. Dealing with challenges of teaching makes teachers anxious.

CONCLUSION

In line with the findings of the study, it can be concluded that Iranian EFL teachers experience emotionality in the form of positive and negative emotions. They experience such positive emotions as enjoyment, responsiveness, emotional support and flexibility. The negative emotions they experience include anxiety and burnout. Therefore, EFL teaching is a profession intermingled with diverse emotions. As understood from the interviewees' descriptions of their emotions, although some emotions such as enjoyment are internally generated and derived, most of the emotions are rooted in external factors including students, class environment, teaching preparation, and so on.

In sum, EFL teaching is influenced by various emotions. It is of significance that teachers take the role of their emotions in their teaching success into account and try to manage their emotions so that they integrate the cognitive aspects of teaching rather than block them. Teachers should recognize the role of their emotions in students' English achievement as well. Students' success, among other influential factors, is dependent on teachers'



emotionality as proved in the literature (Khany & Ghasemi, 2018). This makes the mission of teachers in paying heed to their own emotionality more important than before.

The findings have some implications for EFL teachers, learners, teacher education administrators and researchers. EFL teachers become aware of the kinds of emotions experienced in English classes and manifestations of each emotion. The questionnaire developed in the present study can be used by teacher education administrators in evaluating the emotional state of teaching volunteers. It can also be used by EFL researchers in addressing the relationships between teachers' emotionality and other teacher-related or student-related variables. Future research can replicate the present study by using other qualitative tools including narratives or journals so that the findings of the present study can be extended. Moreover, future research can replicate this study in other contexts to see whether cross-cultural factors affect teachers' emotionality or not.

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APPENDICIES

Appendix A

Interview Questions

1. What does the word ‘emotion’ mean to you?
2. What does the word ‘teacher emotion’ mean to you?
3. As a teacher, what kinds of emotions do you usually experience in teaching?
4. Explain about the emotions you mentioned in more details.

Appendix B

Audio-Reflective Journal

Please audio-record whatever comes to your mind regarding your emotions in EFL teaching. You can talk about whatever you like about your emotions in teaching. Talk freely without any limitation. Then, send your audio-recording to the researcher.

Appendix C

A Questionnaire for Iranian EFL Teachers’ Emotionality

Number	Elements	Items	1=Disagree	2=Slightly disagree	3=Moderate	4=Slightly agree	5=Agree
1	Enjoyment	I enjoy teaching.					
2		Teaching is so enjoyable that I happily prepare myself before coming to the class.					
3		I am usually happy when I am teaching.					
4		I usually teach with enthusiasm.					
5	Anxiety	I sometimes feel nervous in teaching.					
6		I am anxious that I cannot teach well.					
7		Becoming prepared for teaching makes me anxious.					
8		I feel anxious when I go to crowded classes.					
9	Burnout	I feel emotionally exhausted in teaching.					
10		I feel that students’ annoyance overwhelms me.					
11		I feel tired after each class.					
12		I feel it too difficult to work with students.					
13		I feel absurdity in teaching.					
14		Teaching job is not interesting for me.					



15	Responsiveness	I respond to my students' needs.					
16		I respond to my students' concerns.					
17		I respond to my students' questions.					
18		I respond to my students' wants.					
19	Emotional support	I give emotional support to my students.					
20		I respect my students.					
21		I listen to my students' sayings carefully.					
22		I show empathy and sympathy toward my students.					
23		I give positive feedback to my students.					
24		I have mutual interaction with my students.					
25	Flexibility	I am flexible in my teaching.					
26		I make my students engaged in teaching affairs.					
27		I ask my students' views on my teaching methods.					
28		I ask my students' views on my assessment methods.					
29		I ask my students' views on my classroom management.					
30		I ask my students' views on the content of instructional materials.					