An Investigation of Iranian EFL Teachers' Enthusiasm to Teaching: The Case of the Level of their Reflective Practice

Milad Sheikhbanui

Islamic Azad University, Kermanshah Branch, Department of ELT and Linguistics, Iran

Abstract

The current study is an endeavour to explore Iranian EFL (English as Foreign Language) teachers' enthusiasm for teaching and their level of reflection. This study investigates the relationship between Iranian EFL teachers' enthusiasm for teaching and their reflective practices during teaching in the classroom. The other aim of the study was to find out whether EFL teachers' level of enthusiasm is a significant predictor of the degree of their reflective practice. The participants consisted of 170 Iranian male and female EFL teachers. The researcher used The Reflective Teaching Instrument and Teachers Enthusiasm Scale to gather the required data. The first questionnaire was used to assess the participants' level of reflection, and the second one was used to investigate their teaching enthusiasm. The results of data analysis using the Pearson Correlation test indicate that there was a significant correlation between the Iranian EFL teachers' reflection and their teaching enthusiasm. The findings showed that the two variables of the study had a significant effect on each other and, accordingly, marking teachers' enthusiasm as a predictor for their reflective practice.

Keywords: *EFL Teachers, Enthusiasm, Reflection, Reflective Practice, Teaching Enthusiasm*

Introduction

In recent years, the notion of reflection has been increasingly utilized in different teacher education programs to help teachers to evaluate and improve their teaching practices (Bean & Stevens, 2002; Conway, 2001; Freese, 2006). Day (1999a) argues that reflection includes the engagement in a critique for practice, the implicit merits in that practice, the contexts in which practice occurs, and the use of these practices to improve that practice. By engaging in reflective

practice, teachers could face the uncertainties and unexpected conditions in the educational context since reflection encourage them to critically appraise themselves, current attitudes, and their correlations with the learners and others in the school (Lange,1990). By reaching a better knowledge of their own instructing and practice via reflective practice, teachers could develop their effectiveness (Ferraro, 2000). Accordingly, reflective practice has always been viewed as a significant element of effective teaching (Day, 1999b) and viewed as a useful tool for the development of effective teachers (Van Manen, 1991).

Since teachers are the most influential element of education, their educational and affective status has a significant effect on learners' learning. It is clear that effective teaching has a significant and positive effect on the students' education as it stimulates learners' curiosity and effective learning, develops their analytical, logical, and creative thinking, and improves both their desire and capacity for further learning (Mills & Satterthwait, 2000). Moreover, Rosenshine (1970), as cited in Williams & Burden, 1997), reviewed some of the previous studies conducted according to the process-product model and identified some crucial aspects relating to successful teaching that involved some factors such as clarity of presentations, teacher enthusiasm, variety of activities during a lesson (p.355). When asking teachers which characteristics comprise an effective teacher, "enthusiasm for teaching" comes up as one of the most important factors (Witcher et al., 2001). Arends (1989, p.274) states that teacher enthusiasm is an interesting notion for two reasons: First, it is often confused with theatrics and its related distractions. Second, the study of the correlation between teacher and enthusiasm and learner learning is mixed. Motivated by the paucity of study in this area, the present paper was an endeavour to address the possible correlation between Iranian EFL teachers' engagement in reflective practice and their enthusiasm for teaching. Of particular importance to the current research was investigating the degree to which teachers' reflective practices could predict their teaching enthusiasm.

In previous years, studies on reflective practice have increased. However, little is known about Iranian EFL teachers' enthusiasm and their reflection. In other words, to the researcher's knowledge, there are not many studies that have attempted to explore the possible correlation between Iranian EFL teachers' enthusiasm and their reflection. The significance of the current research lies in the importance of reflection for an effective language instructing for both learners and instructors, especially in contexts like Iran where teachers lack high reflectivity in their teaching (Marzban & Ashraafi, 2016). What distinguishes the present paper from the previous ones is that teachers' enthusiasm is considered as an important characteristic of successful teachers, and also view reflection as a significant factor in teachers' success in teaching.

Since it seems that both reflective practice and teachers' enthusiasm help teachers to become more effective and successful, this paper will try to explain the question 'Is there any relationship between the Iranian EFL teachers' level of reflection and their enthusiasm to teaching?'. In addition, the current study is an attempt to inquire whether the Iranian EFL teachers' level of reflective practice could predict their amount of teaching enthusiasm.

The Literature Review

In the last decades, the concept of reflection has received considerable attention. Dewey (1933) proposed the concept of reflection and believed that reflective thinking is an especial type of problem-solving that includes a careful linking and ordering of beliefs (Hatton & Smith, 1995). Dewey (1933) referred to reflection as a shape of thought growing from perplexity felt indirectly experienced condition and a significant aspect of learning from experience. He asserted that reflective thinking leads the practitioner to act in a deliberative and intentional way rather than blindly and impulsively. Reflection relates to professional development and assists teachers to acquire new ideas about the process of their teaching (Malmir & Mohammadi, 2018). Reflective practice is a purposeful act of critical thinking and meditation about learning and instructing to address deep influences and develop future experiences (Bawaneh, Moumene & Aldalalah, 2020). Although education practitioners have suggested some different frameworks to explain how instructors may engage in reflective practices (e.g., Jay & Johnson, 2002), the process can be defined in three stages. First, instructors are aroused to reflect on their practices via facing problematic or riveting issues in their classes, technically named puzzles of practice' (Munby & Russell, 1990). At the next stage, they fulfil critical assessment of the teaching notes in question, endeavouring to evaluate them from different views. At the final step, the acquired findings from parsing the puzzles of practice are integrated to judge how to confront them, an endeavour that will finally result in improved teaching (Seydi Shahivand & Moradkhani, 2020). The results of previous studies indicated that adequate training in reflective practices is necessary for teachers to improve learners' learning and reflective practice becomes a significant element of the teaching curriculum in educational contexts all over the world (Bawaneh et al., 2020). Reflective practice dissolves the processes that teachers use to review their previous teaching practice, test their actual practice in the classroom, and propose more efficient practice for more improvement (Bawaneh et al., 2020). Teachers are considered to think about all of the teaching activities in their classroom. They would review, elaborate, and investigate the conditions to acquire novel reflective attitudes for developing further practices (Bawaneh et al., 2020). Reflective practice is not only thinking about what and how the teacher teaches, but also it is a cyclical critical way to assess the effect of teaching and a final means to improve teaching professionally (Bawaneh et al., 2020).

Since Brophy (1984) recognized "teacher enthusiasm" as one of the important teacher characteristics of effective teaching, this term has been utilized to define an especial influential mode of delivering information to learners (Walberg & Paik, 2000). Teacher enthusiasm includes positive affective experiences and manners of clarification (Keller et al., 2016). Affective experiences consider the enjoyment instructor feel when teaching and contain inherent value and passion (Jungert, Levine & Koestner, 2020). The notion of teacher enthusiasm has been studied in different researches, in the format of instructional quality in the classroom and beyond (Kunter, Tsai, Klusmann, Brunner, Krauss & Baumert, 2008). As these approaches are inscribing in particular theoretical and methodological frameworks, conceptualization and operationalization of "enthusiasm" vary considerably.

In instructional quality studies, teacher enthusiasm is often viewed as the instructor's capacity to transfer the significance and intrinsic merit of learning or the content to be learned to students (Patrick, Turner, Meyer & Midgley, 2003; Turner, Midgley, Meyer, Gheen, Anderman, Kang, & Patrick 2002). Accordingly, teacher enthusiasm is usually inferred from observations of teachers' instructional behaviours (Patrick et al., 2003). It seems that this type of enthusiastic instructional behaviour develops active learning and learners' engagement (Patrick et al., 2003). Frenzel et al. (2009) said that enthusiastic teachers become role models for their students. In this way, teacher enthusiasm helps the students to adopt the teachers' attitudes in terms of enjoyment and enthusiasm, which results in a higher level of learning activity and more positive feelings toward learning.

Lazarides, Fauth, Gaspard, and Göllner (2021) stated that teacher enthusiasm makes them able to become more attentive to learners' requirements and to pay more attention to learners' behaviours in the classroom. They also show that teacher enthusiasm for teaching is a significant resource during this critical developmental stage of learners' academic lives (Lazarides et al., 2021). Based on the results of their study, Lazarides et al. (2021) suggested a dynamic classroom conception in which enthusiastic teachers were capable of preventing disruptions in the classes.

Based on a review of the research literature on the relationship between teachers' enthusiasm and reflective practice, the researcher concluded that there is no empirical study on the relationship between these two variables. Accordingly, the following research questions were suggested:

RQ_1. Is there any significant relationship between Iranian EFL teachers' enthusiasm and their reflection?

RQ_2. Is EFL teachers' level of enthusiasm a significant predictor of the degree of their reflective practice?

Method
Participants
A group of EFL teachers were recruited for the study. In order to achieve the objectives of this study, 170 (89 males and 81 females) English language teachers who taught in different schools in Kermanshah, located in the west of Iran, were selected. All of them were native speaker of Persian. The teachers taught English at different levels of language proficiency (differing from elementary to advanced). Their teaching experience varied from less than two years to 18 years, and their age ranged between 24 and 47years old. All of the participants held English-related academic credentials (English Literature, English Translation, and TEFL). They were selected using convenience sampling, and their participation was voluntary.

Instruments
The Reflective Teaching Instrument
The Reflective Teaching Instrument (Akbari, Behzadpoor, & Dadvand 2010) was used in this study to assess the participants' level of reflective teaching. It includes 29items in a 5-point

Likert scale ranging from "always" to "never", which has been devised based on six factors; practical, cognitive, affective, metacognitive, critical, and moral. This inventory was chosen for the purpose of this study because it was developed for measuring teachers' reflective practice in the context of Iran, and it enjoys high reliability and validity, as indicated by the researchers, as a measuring instrument for teacher reflective practice. Akbari et al. (2010) approved the Cronbach alpha reliability of the questionnaire to be acceptable (Cronbach alpha = .91).

Teachers Enthusiasm Scale

A 17-statement questionnaire adapted to Arends's (1989) one was applied to measure teachers' enthusiasm in class. These statements were divided into eight areas which were as vocal delivery, eyes, gestures, movements, facial expression, word selection, acceptance of ideas or feelings and overall energy.

Data Collection and Analysis

The participants were approached by email, they were provided with an overall introduction of the aims of the research, and the way the questionnaires should be filled, then they were asked to complete the survey. A total of 195 completed questionnaires were collected, followed by doing an initial investigation to find and discard carelessly filled out questionnaires. The Statistical Package for the Social Sciences (SPSS 21.00) was utilized to analyze the data. At the first stage, the normality of the data distribution, then Pearson correlation and Regression were performed.

Results

Table 1 displays the normality of the distribution of the obtained data, which was investigated using the One-Sample Kolmogorov-Smirnov Test.

Table 1

One-Sample Kolmogorov-Smirnov Test of Teachers' Enthusiasm and Reflection

		enthusiasm	Reflective practice
N		170	170
Normal Parameters[a]	Mean	58.9059	99.5941
	Std. Deviation	4.24995	13.47164
Most Extreme Differences	Absolute	.126	.181
	Positive	.103	.150
	Negative	-.126	-.181
Kolmogorov-Smirnov Z		1.641	2.356
Asymp. Sig. (2-tailed)		.009	.000

a. Test distribution is Normal.

Based on the above table, the distribution of data of all types was normal (sig>0.05), and it was possible to use a parametric test to assess the possible relationships among variables of the study. At the next stage, the Pearson correlation test was used to find out whether there was a

significant, meaningful relationship between EFL teachers' enthusiasm and their reflective practice. Table 2 shows the results of this test.

Table 2

Pearson Correlation Test of Teachers' Enthusiasm and Reflective Practice

		enthusiasm	reflection
enthusiasm	Pearson Correlation	1.000	.280**
	Sig. (2-tailed)		.000
	N	170	170
Reflective practice	Pearson Correlation	.280**	1.000
	Sig. (2-tailed)	.000	
	N	170	170

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 presents that there is a strong significant correlation between teachers' teaching enthusiasm and their reflective practice. According to this Table, the significance of the correlation is described at $p<0.05$, which is shown with stars. It indicates that EFL teachers' enthusiasm has a meaningful relationship with their reflection.

At the next stage of data analysis, to answer the second research question, a Regression test was used. The main aim of this test was to investigate whether the Iranian teachers' level of teaching enthusiasm forecasts their level of reflective practice in the class. The findings are reported in the next Table.

Table 3

Regression Test of teachers' Enthusiasm and their Reflective Practice

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47.40	13.86		3.41	.001
	enthusiasm	.886	.235	.280	3.77	.000

a. Dependent Variable: reflective practice

Table 3 shows the results of the Regression test of the participants' enthusiasm and reflective practice. According to this Table, Beta= 0.280 and Sig=0.00. Since Sig<0.05, the results show that the two variables of the study have a significant effect on each other and, accordingly, marking teachers' enthusiasm as a predictor for their reflective practice.

Discussion

The first research questions soak whether there was any relationship between Iranian EFL teachers' enthusiasm and their reflective practice. To answer this research question and to analyze the obtained data, the Pearson correlation test was used. The findings indicated that there

was a significant correlation between Iranian EFL teachers' enthusiasm and their reflective practices. This relationship may be attributed to the fact that when teachers are enthusiastic about teaching, they would spend more time thinking and reflect on their teaching. In this regard, they may found more positive results from doing reflective practices in their classes and gain more insights regarding their teaching. It is obvious that enthusiastic teachers are eager to teach, and since they love their job more than teachers who possess low levels of enthusiasm, they enjoy thinking about their way of teaching and try to find their teaching strengths and weaknesses, and this would improve their level of reflective practices which will lead to learners' success in language learning.

Moreover, since an enthusiastic teacher could develop a great difference in students' achievement and engagement to learning, it may make teachers reflect more on their teaching and look for their teaching strengths and weaknesses. An enthusiastic teacher has been regarded as an individual who possesses knowledge, skills and particular training in teaching and education (Hooda & Annu, 2018). It would result in the teachers' development in doing some actions, including reflection and reflective practice. Teacher Enthusiasm has been considered as an effective teacher behaviour that affects different aspects of teaching and learning (Carlise & Phillips 1984). It seems that enthusiastic teachers have a positive belief toward teaching and think about the content more, associate more positive emotions toward the subject of teaching and eventually achieve more teaching experience and knowledge (Brigham, Scruggs, & Mastropieri, 1992). The results of this study revealed the relationship between reflective practice and enthusiasm, which is a reason that teachers' emotional status has an effect on their teaching behaviour.

Since reflection and reflective practice has a crucial positive effect on teachers' academic behaviour, it is important to develop their level of reflective practice. In addition, as teachers play a significant role in students' educational success, it is necessary to improve their feelings, such as their teaching enthusiasm, to develop the quality of teaching. The results of the current study indicated that there is a direct relationship between these two variables, and both of them could be considered as the characteristics of effective teaching. Enthusiastic teachers gain a positive learning experience towards the course materials and, by thinking and reflecting on their teaching, provide new insights for teaching.

The results of previous studies also indicated the relationship between teachers' enthusiasm and some of the other characteristics that are attributed to effective teachers. As these two variables (teachers' reflective practice and teaching enthusiasm) are regarded as the characteristics of effective teaching, the founded relationship is a sign that these two variables have some effect on each other, and both of them are necessary for effective teaching. Based on the results of the previous studies, (e.g. Long & Hoy, 2006; Witcher et al., 2001; El Helou et al., 2016), both teacher enthusiasm and reflective practice is considered to be one of the valuable conditions for effective teaching (Long & Hoy, 2006).

On the other hand, reflective practice lead to the increase of new knowledge, abilities, and enthusiasm in teachers by boosting critical contemplation of teaching acts in the classroom as a

real-world context. When teachers devote time to use reflective practices to improve their teaching, they become more eager to evaluate their teaching practice and become more enthusiastic about improving the quality of their teaching. In other words, reflective teachers have a serious glance at their job and consider teaching as a progressive learning process which in turn develop the level of their enthusiasm.

Regarding the second research question, the findings of the present study revealed that enthusiasm for teaching is a direct predictor of teacher reflective practice, and it influences reflective practice. In other words, these two constructs have a direct effect on each other, and development in one of them would lead to the development of the other one.

This may be explained by the possible relationship between these two constructs and their direct effect on each other. Considering the significant relationship between teachers' enthusiasm and their reflective practise, it could be assumed that reflective practice may entirely depend on teachers' enthusiasm.

Since teacher enthusiasm is considered as a key feature of high-quality teaching and is reflected in teachers' competence and motivation, the more teachers are motivated to teach and strive for raising student motivation and achievement, the higher is their tendency to feel enthusiastic and behave enthusiastically (Kunter & Holzberger, 2014) which in turn leads to improvement of their level of reflective practice. However, despite identified importance of teacher enthusiasm for teachers and their students, the existing research has little emphasis on how different affective factors such as enthusiasm stimulate teachers to reflect effectively on their teaching. Previous studies support the idea that teacher enthusiasm is important (Brophy & Good, 1986; Kunter et al., 2013). It was revealed that teachers' enthusiasm is highly predictive of supportive instructional behaviours like autonomy, social support, and monitoring. Concepts such as enthusiasm associates with high-quality teaching and effects student outcomes (Kunter et al., 2013).

Teacher enthusiasm has long been considered as an effective element of effective teaching (Kunter et al., 2011; Patrick et al., 2000); consequently, this study demonstrated the power of teacher enthusiasm in predicting the level of reflective practice. As expected, the findings revealed that teacher enthusiasm is a significant predictor of teachers reflective practice. The results demonstrate the previous arguments on the functions of teacher enthusiasm in the classroom (Natof & Romanczyk, 2009; Patrick et al., 2000; Stewart, 1989). The positive results of teacher enthusiasm are also consistent with the influences of positive feelings in improving performance, success, and satisfaction (Fredrickson, 2001; Wright, Cropanzano, & Bonett, 2007).

In the last decades, the researchers paid more attention to reflective practice as a notion that has a crucial role in education (Willingham, 2008). The reflective practice could assist teachers to improve their effectiveness (Ferraro, 2000), and it has always been considered a significant part of effective teaching (Day, 1999a). In addition to reflective practice, which was considered as an influential aspect of effective teaching, some other characteristics of effective teachers were proposed, such as teachers' enthusiasm, self-efficacy, job satisfaction, and so on. In tandem

with the findings of the current study, the results of some previous research have indicated the correlation between reflective practice and some other characteristics of teachers (El Helou et al., 2016; Seydi Shahivand & Moradkhani, 2017).

The findings of the current research may have some implications. Firstly, the EFL education policymakers should pay more attention to reflective practice and help EFL teachers improve their level of reflective practice and become aware of its significant role in education in general and in EFL education in particular. In addition, efforts should be made to develop teachers' enthusiasm that will result in enjoyment and pleasure in the teaching behaviour. Accordingly, behaviour courses for EFL teachers should contain strategies to improve their positive emotional experiences. There are different ways to reach this aim. First, teachers' psychological requirements for competence, autonomy, and good feeling (Ryan & Deci, 2017) should be supplied in proper emotional environments. In addition, teachers should be instructed to utilize emotion regulation strategies that could maintain their positive affective experiences.

Conclusion

In conclusion, the results of the current paper provided empirical support for the use of reflection as an effective tool that helps teachers in the various aspects of their professional development. These results call for more attention to assisting teachers to boost their level of reflective practice and enthusiasm to teaching to become more effective teachers. Teaching enthusiasm is one of the characteristics of effective teachers. Teachers play a significant role in forming the behaviour and educational success of learners, and as such, they hold a huge responsibility in the classroom. Teachers must devote time and resources to identify the difficulties and come up with solutions, and it is almost impossible without the instructor being dedicated and emotionally attached to his job (Shirazizadeh & Karimpour, & Heidari-Shahreza, 2019) and enjoy the proper level of teaching enthusiasm. It is not surprising that a reflective teacher identifies more with his career, is more emotionally dependent on his role, and considers the challenges of teaching as nutrition for thought and motivators of learning and improvement (Shirazizadeh & Karimpour, & Heidari-Shahreza, 2019).

Teacher Enthusiasm helps make teaching effective. Enthusiastic teachers influence a positive learning experience towards the course materials. Rosenshine (1970) reviewed the studies on teacher enthusiasm and stated that there is a direct correlation between teacher enthusiasm and student learning. In recent years, researchers have conducted and developed more plans and programs to help teachers foster their enthusiasm for presenting their lessons. Most EFL teachers always seek ways to make their teaching more effective. As teachers' reflection is another important factor in their success in teaching, it could help the teachers to become more effective.

The findings of the current research indicated that there is a significant correlation between teachers' enthusiasm and their reflective practice. In other words, the results revealed that the teachers who enjoy higher levels of reflection are more enthusiastic in teaching. Based on the findings, it was revealed that teachers who reflect more on their teaching and find their teaching strengths and weaknesses are more enthusiastic about teaching. Therefore, encouraging

instructors to have more reflection on their teaching may assist them to become more influential and enthusiastic teachers.

The present study had some limitations. As the first limitation, the researchers used convenience sampling to select the participants. A major shortcoming of this sampling procedure is that caution must be exercised in generalizing the findings (Bornstein et al., 2013). Second, the sample was not large enough, and thus, no generalizable results could be drawn from the results. Moreover, this study was conducted in one of the cities of Iran, and doing this study in more geographic areas may yield different results.

There are some suggestions for future research, too. More studies must be conducted to investigate how other variables may predict teachers' reflective practices. This could result in a more comprehensive view of factors affecting EFL teachers' reflective practice. Moreover, the findings on the predictive power of teachers' enthusiasm could be further studied by considering other effective factors to come to a wider view of the notion.

References

Akbari, R., Behzadpoor, F., & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System*, 38(2), 211-227. http://dx.doi.org/10.1016/j.system.2010.03.003

Arends, R. I. (1989). *Learning to Teach.* Singapore: McGraw-Hill.

Bawaneh, A. K., Moumene, A. B. H., & Aldalalah, O. (2020). Gauging the level of reflective teaching practices among science teachers. *International Journal of Instruction*, *13*(1), 695-712. https://doi.org/10.29333/iji.2020.13145a

Bean, T. W. & Stevens, L. P. (2002). Scaffolding reflection for preservice and inservice teachers. *Reflective Practice,* 3(2), 205-214. http://dx.doi.org/10.1080/14623940220142343

Bornstein, M. H., Jager, J., & Putnick, D. L. (2013). Sampling in developmental science: Situations, shortcomings, solutions, and standards. *Developmental Review*, 33(4), 357-370. http://doi: 10.1016/j.dr.2013.08.003

Brigham, F.J, Scruggs, T.E, & Mastropieri, M.A. (1992) Teacher enthusiasm in learning disabilities classrooms effects on learning & behavior. *Learning Disabilities Research & Practice, 7*, 68-73.

https://doi.org/10.3102/00346543062004377

Brophy, J. E. (1984). *Teacher behavior and student achievement* (No.73). Institute for Research on Teaching, Michigan State University.

Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (Vol. 3); (pp. 328 375). New York: Macmillan.

Carlisle, C. & Phillips, D.A. (1984). The effects of enthusiasm training on selected teacher and student behaviors in pre-service physical education teacher. *Journal of Teaching in Physical Education, 4*, 64-75. DOI: https://doi.org/10.1123/jtpe.4.1.64

Conway, P. F. (2001). Anticipatory reflection while learning to teach: from a temporarily truncated to a temporarily distributed model of reflection in teacher education. *Teaching and Teacher Education,* 17(1), 89-106. https://doi.org/10.1016/S0742-051X(00)00040-8

Day, C. (1999a). *Developing Teachers: The Challenges of Lifelong Learning*. London, Falmer Press.

Day, C. (1999b). Professional development and reflective practice: purposes, processes and partnerships. *Pedagogy, Culture & Society*, *7*(2), 221-233. DOI: 10.1080/14681366.1999.11090864

Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston, D. C. Heath and Company.

El Helou, M., Nabhani, M., & Bahous, R. (2016). Teachers' views on causes leading to their burnout. *School Leadership & Management*, 36(5), 551-567. https://doi.org/10.1080/13632434.2016.1247051

Ferraro, J. M. (2000). Reflective practice and professional development. ERIC Digest, No: ED449120.

Fredrickson, B.L. (2001). The role of positive emotions in positive psychology. *American Psychologist, 56*, 218-226. doi:10.1037/0003-066X.56.3.218

Freese, A. R. (2006). Reframing one's teaching: Discovering our teacher selves through reflection and inquiry. *Teaching and Teacher Education,* 22(1), 100–119. Doi:10.1016/j.tate.2005.07.003

Frenzel, A. C., Goetz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: exploring the relationship between teacher and student enjoyment. *Journal of educational psychology*, 101(3), 705. https://doi.org/10.1037/a0014695

Hatton, N., & Smith, D. (1995). Reflection in teacher education: towards definition and implementation. *Teaching and Teacher Education,*11(1), 33-49. https://doi.org/10.1016/0742-051X(94)00012-U

Hooda, M. & Annu, A. (2018). Determinants of teacher enthusiasm. *International Journal of Research in Engineering, IT and Social Sciences,*7(8), 1-3.

Jay, J. K., & Johnson, K. L. (2002). Capturing complexity: a typology of reflective practice for teacher education. *Teaching and Teacher Education* 18(1), 73-85.

Jungert, T., Levine, S., & Koestner, R. (2020). Examining how parent and teacher enthusiasm influences motivation and achievement in STEM. *The Journal of Educational Research*, 113(4), 275-282. https://doi.org/10.1080/00220671.2020.1806015

Keller, M. M., Hoy, A. W., Goetz, T., & Frenzel, A. C. (2016). Teacher enthusiasm: Reviewing and redefining a complex construct. *Educational Psychology Review*, *28*(4), 743-769. https://doi.org/10.1007/s10648-015-9354-y

Kunter, M., Tsai, Y. M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. *Learning and instruction*, *18*(5), 468-482. http://dx.doi.org/10.1016/j.learninstruc.2008.06.008

Kunter, M., Frenzel, A., Nagy, G., Baumert, J., & Pekrun, R. (2011). Teacher enthusiasm: Dimensionality and context specificity. *Contemporary Educational Psychology*, *36,* 289-301. doi:10.1016/j.cedpsych.2011.07.001

Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: effects on instructional quality and student development. *Journal of Educational Psychology, 105*(3), 805 820. https://doi.org/10.1037/a0032583

Kunter, M., & Holzberger, D. (2014). Loving teaching: Research on teachers' intrinsic orientations. In P. W. Richardson, S. A. Karabenick, & H. M. G. Watt (Eds.), *Teacher motivation: Theory and practice,* 83-99. New York, NY, US: Routledge.

Lange, D. (1990). A blueprint for a teacher development program. In J. C. Richards and D. Nunan (Eds.) Second language teacher education. Cambridge: Cambridge University Press, 245-268.

Lazarides, R., Fauth, B., Gaspard, H., & Göllner, R. (2021). Teacher self-efficacy and enthusiasm: Relations to changes in student-perceived teaching quality at the beginning of secondary education. *Learning and Instruction*, *73*, 101435.

Long, J. F., & Hoy, A. W. (2006). Interested instructors: A composite portrait of individual differences and effectiveness. *Teaching and Teacher Education*, *22*(3), 303-314. https://doi.org/10.1016/j.tate.2005.11.001

Malmir, A., & Mohammadi, P. (2018). Teachers' reflective teaching and self-efficacy as predicators of their professional success: A case of Iranian EFL teachers. *Research in English Language Pedagogy*, 6(1), 117-138. Doi:10.30486/RELP.2018.538818

Marzban, A., & Ashraafi, N. (2016). Assessing reflective thinking skills in EFL/ESL instructors based on differences in graduation degree and nationality. *Reflective Practice: International and Multidisciplinary Perspectives,* 17(6), 681-693. https://doi.org/10.1080/14623943.2016.1206879

Mills, M. & Satterthwait, D. (2000). The disciplinary of pre-service teachers: reflections on the teaching of reflective teaching. *Asia-Pacific Journal of Teacher Education,* 28(1), 29-38. https://doi.org/10.1080/135986600109426

Munby, H., & Russell, T. (1990). Metaphor in the study of teachers' professional knowledge. *Theory into Practice* 29(2), 116-121. doi:10.1080/00405849009543441.

Natof, T.H., & Romanczyk, R.G. (2009). Teaching students with ASD: Does teacher enthusiasm make a difference? Behavioral Interventions, 24, 55-72. doi:10.1002/bin.272

Patrick, B.C., Hisley, J., & Kempler, T. (2000). "What's everybody so excited about?": The effects of teacher enthusiasm on student intrinsic motivation and vitality. *The Journal of Experimental Education, 68*, 217-236. doi:10.1080/00220970009600093

Patrick, H., Turner, J. C., Meyer, D. K., & Midgley, C. (2003). How teachers establish psychological environments during the first days of school: associations with avoidance in mathematics. *Teachers College Record,* 105(8), 1521-1558. https://doi.org/10.1111/1467-9620.00299

Rosenshine, B. (1970). Enthusiastic teaching: A research review. *The School Review*, 78(4), 499-514. https://doi.org/10.1086/442929

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York, NY, US: The Guilford Press.

Seydi Shahivand, E., & Moradkhani, S. (2020). The relationship between EFL teachers' trait emotional intelligence and reflective practices: A structural equation modeling approach. *Innovation in Language Learning and Teaching*, 14(5), 466-480. https://doi.org/10.1080/17501229.2019.1620241

Shirazizadeh, M., Karimpour, M., & Heidari-Shahreza, M. A. (2019). An investigation of the relationships among EFL teachers' perfectionism, reflection and burnout. *Cogent Education*, 6(1),1667708. Doi: 10.1080/2331186X.2019.1667708

Stewart, R.A. (1989). Interaction effects of teacher enthusiasm and student note taking on recall and recognition of lecture content. Communication Research Reports, 6,84–89. Doi:10.1080/08824098909359838

Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E. M., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance strategies in mathematics: a multimethod study. *Journal of Educational Psychology,* 94(1), 88-106. https://doi.org/10.1037/0022-0663.94.1.88

Van Manen, M. (1991). Reflectivity and the pedagogical moment: the normativity of pedagogical thinking and acting. *Journal of Curriculum Studies,* 23(6), 507-536. http://dx.doi.org/10.1080/0022027910230602

Walberg, H. J., & Paik, S. J. (2000). *Effective educational practices,* Brussels, Belgium: International Academy of Education.

Williams, M., & Burden, R. L. (1997). *Psycology for language teachers*. Ernst Klett Sprachen.

Willingham, L. (2008). Reflections on the 28th ISME World Conference, July 20-25, 2008 Bologna, Italy. *The Canadian Music Educator*, 50(1), 14.

Witcher, A. E., Onwuegbuzie, A., & Minor, L. C. (2001). Characteristics of effective teachers: perception of preservice teachers. *Research in the Schools, 8*(2), 45-57.

Wright, T.A., Cropanzano, R., & Bonett, D.G. (2007). The moderating role of employee positive well-being on the relation between job satisfaction and job performance. Journal of Occupational Health Psychology, 12,93–104. Doi:10.1037/1076-8998.12.2.93

Acknowledgements

Funding

Ethics Declarations

Competing Interests

No, there are no conflicting interests.

Rights and Permissions

Open Access