



# The Impact of Educators' Teaching Styles on Secondary School Learners' Motivation in English

Ilhan Arya Wiangga<sup>1</sup>, Nurhaifuddin Ivan Febriyanto<sup>2</sup>

<sup>1, 2</sup> Universitas Kiai Abdullah Faqih Gresik, Indonesia

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E-mail: [ilhanaw17@gmail.com](mailto:ilhanaw17@gmail.com)\*

## A B S T R A C T

The purpose of this study is to explore how student learning motivation in English courses relates to the teaching style of the teacher. Twenty learners in the XII grade at Mamba'us Sholihin High School in Blitar during the 2024-2025 school year serve as the research topic for this kind of quantitative investigation. The study's variables were the independent variable of instructor teaching style and the dependent variable of student learning motivation. Student learning motivation and teacher teaching style questionnaires were the tools utilized. Questionnaires and documentation were used as data collecting methods. Descriptive analysis in the form of percentages and correlation analysis using chi square were employed in the data analysis. According to the findings of the descriptive analysis, 30% of students believed that the teacher had a good teaching style, while the remaining 70% said that the teacher did not. According to the findings of a descriptive study on student learning motivation, just 30% of students have a high interest in learning, while 70% of students have a poor interest. In class XII SMA Mamba'us Sholihin Blitar, the results of the chi square analysis showed a substantial correlation between the teacher's teaching style and the students' enthusiasm to learn ( $CC = 0.606$ ,  $P = 0.002$ ). It is clear from the goals and data analysis that the instructor's method of instruction has a strong effect on student learning motivation.

## Abstrak

Tujuan dari penelitian ini adalah untuk mengeksplorasi bagaimana motivasi belajar siswa dalam mata pelajaran bahasa Inggris berhubungan dengan gaya mengajar guru. Dua puluh siswa kelas XII di SMA Mamba'us Sholihin di Blitar pada tahun ajaran 2024-2025 menjadi topik penelitian untuk jenis penelitian kuantitatif ini. Variabel penelitian ini adalah variabel independen gaya mengajar guru dan variabel dependen motivasi belajar siswa. Kuesioner motivasi belajar siswa dan kuesioner gaya mengajar guru adalah alat yang digunakan. Kuesioner dan dokumentasi digunakan sebagai metode pengumpulan data. Analisis deskriptif dalam bentuk persentase dan analisis korelasi menggunakan chi square digunakan dalam analisis data. Menurut temuan analisis deskriptif, 30% siswa percaya bahwa guru memiliki gaya mengajar yang baik, sementara 70% sisanya mengatakan bahwa guru tidak memiliki gaya mengajar yang baik. Menurut temuan studi deskriptif tentang motivasi belajar siswa, hanya 30% siswa yang memiliki minat belajar yang tinggi, sementara 70% siswa memiliki minat yang buruk. Di kelas XII SMA Mamba'us Sholihin Blitar, hasil analisis chi square menunjukkan adanya hubungan yang signifikan antara gaya mengajar guru dengan semangat belajar siswa ( $CC = 0,606$ ,  $P = 0,002$ ). Dari tujuan dan analisis data, jelas bahwa metode pengajaran guru memiliki pengaruh yang kuat terhadap motivasi belajar siswa.

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## 1. Introduction

As a developing nation, Indonesia needs high-quality human resources (HR) to advance to a developed one (Huang et al., 2019). The caliber and degree of education determines the caliber of human resources. Low-quality education results in low-quality human resources; the more educated a

person is, the better their human resources will be. Enhancing the caliber of teachers and education must come after efforts to raise the caliber of human resources. It is hoped that in the future there will be a bright, innovative, and competitive generation to take part in constructing the nation and state to realize a developed nation and state in the future, provided that the government is committed to playing a role in improving the quality of education and teachers and that efforts to enhance the quality of education and teachers can be carried out properly (Dafouz, 2018).

In accordance with his job as an educator, a professional teacher does more than only teach. In addition to being educators, teachers also serve as facilitators, motivators, and assessors during the teaching and learning process. It is the duty and job of educators to raise the standard of instruction. Throughout the learning process, a teacher must be able to adapt the skills they teach to the child's developmental stage. Students can demonstrate their tenacity in learning to attain learning completeness through the teacher's teaching approach. The personality of the teacher is reflected in their teaching style (Wang, 2024), which is hard to alter because it has been ingrained since infancy or childhood. While each teacher's teaching style varies throughout the teaching and learning process, all teachers want to impart knowledge, mold students' attitudes, and develop their job skills.

In the teaching and learning process, students are just as much a part of the activities as teachers are. When compared to professors who merely discuss and do not follow up consistently, those who frequently give activities in the context of learning the content will yield better students. Teachers have a crucial part in the learning process. To meet the established learning objectives, a teacher must do everything in their power to get pupils ready for and follow the learning process. Teachers' teaching and learning activities should be able to grab students' interest and pique their desire to always be involved in the process. This calls for specialized teaching abilities from educators, including the application of teaching variations.

In the framework of the teaching and learning interaction process, Usman clarified that diversity in learning is an activity that has been demonstrated to overcome student boredom, allowing students to consistently exhibit vigor, excitement, and full engagement in teaching and learning circumstances. Students will become disinterested in learning activities if they are unable to maintain variety in the learning process. Students' attention (Liu et al., 2017), motivation, and interest in classes, teachers, and schools will all decline as a result of the boredom factor brought on by the repetitive presentation of learning activities.

In these circumstances, it is believed that the changes teachers make to the teaching process can help students get over their ennui. In addition to helping kids become less bored, using variety in the classroom will improve student focus, encourage positive behavior related to learning, and give them the chance to study in accordance with their developmental stage and aptitude (Bai et al., 2021). It is crucial for teachers to incorporate variety into their lessons in order to make studying enjoyable and engaging for their students. Indirectly, the curriculum's execution and the teacher's innovative, entertaining teaching style can increase students' motivation or excitement for learning a subject. Students become motivated to learn because they want or are encouraged to achieve the desired outcomes (Fan & Wang, 2022).

In the field of education, motivation is vitally essential. Because it serves to motivate, move, and guide learning activities, motivating learning is crucial to students' learning processes. According to Sardiman (Freeman et al., 2015), the motivation behind learning activities can be defined as the whole force within students that generates learning activities, guarantees their continuity, and gives them direction in order to meet the learning subject's objectives. According to Uno, motivation plays a number of crucial functions in learning, including as identifying potential learning reinforcements, elucidating the objectives to be met, identifying different forms of control over study stimuli, and assessing study perseverance. Students that are motivated to learn will do better on learning tasks. Teachers are professionals who are dedicated to acquiring the knowledge necessary to help students succeed (O'Dowd, 2018).

Based on observations made at Mambau's Sholihin High School in Blitar, researchers discovered that students lacked enthusiasm and drive to learn English because they believed the language was uninteresting, difficult, and full of tasks. Furthermore, the researcher can clarify that the teacher uses a traditional, repetitive, and teacher-centered teaching approach when instructing students in English. Students feel bored and lazy since they are constantly given assignments by the teacher, who also threatens to punish them if they don't do them.

According to the researcher's presumptions, students who receive poor instruction in English from teachers may become drowsy, not pay attention to what is being taught, lack enthusiasm, be uninterested, and never be motivated to learn the material. "Learning can also take place well, if it is prompted by interest and strong inspiration can be generated by how to teach," Hendra explains in his book. Since these two elements are the primary determinants of the degree of student involvement, it follows that both the teacher's teaching style and the students' interest can have an impact on learning. The purpose of this study is to ascertain whether or not class XII students at SMA Mamba'us Sholihin Blitar are motivated to learn English and the teaching style of their teachers.

Teaching style encompasses more than just a teacher's or lecturer's habit or unique manner of speaking or acting; it also includes habits and preferences that are significant to pupils. How an instructor conducts their instruction is reflected in their style. Instructing style, stated by Suparman in Riani Khuzaimah, "is a style or manner used by educators when they are teaching." "Teaching style is a strategy for conveying information given to students," stated Munif Chatib in Suparman in Riani Khuzaimah. A teacher's style of teaching is a method, approach, or tactic they use to impart knowledge to their students, both academically and psychologically. Teaching styles that must be used in the process of teaching and learning should be diverse, creative, and appealing to students. There are various categories of teacher teaching methods that can be used in the educational process. Conversation with students is a key component of dynamic interaction for teachers who use an interactive teaching approach. Students and teachers, or students and students, are interdependent; that is, they are both learning objects, and nobody is viewed as superior or inferior. In this context, teaching is defined as the process of regulating the environment to help students learn, rather than the process of imparting knowledge. Learning is also defined as the process of the brain functioning to alter behavior in its entirety, including cognitive, affective, and psychomotor aspects.

Educators that use a classical teaching approach continue to use conception as the sole method of instruction (Loh & Liew, 2016), with a variety of negative outcomes. In the classroom, teachers continue to rule without allowing pupils to participate, which will impede their growth as learners. When a teacher is forced to use a traditional teaching style—that is (Derakhshan et al., 2022), when the majority of the students are passive—it is not really the fault of the teacher. Because of the central role that instructors play in traditional education, they need to be subject-matter specialists. This technologically enhanced teaching approach suggests that teachers should limit their use of the available media. Teachers provide a wealth of benefits to their students by focusing on their preparation and constantly providing stimulants that enable them to solve any problem and acquire knowledge that aligns with their interests (Mei et al., 2018).

Based on students' interests, experiences, and patterns of mental development, personalized learning is implemented. Students are in control of their education; teachers not only give them resources to help them become smarter (Dewaele, 2019), but also help them become smarter learners. In addition to constantly improving their own learning, teachers that adopt a personalized teaching approach will always consider their students as individuals. Students have their own interests, abilities, and dispositions, thus the instructor cannot make them be like the teacher. One definition of "motive" is the ability to persuade someone to take action. Motive can be defined as an internal drive that propels a subject to perform specific actions in order to accomplish a goal. Motive itself might be understood as an internal state (readiness). From the word "motive" itself, motivation can be

understood as an active driving force (Miller & Gkonou, 2018). At various times, motivation becomes active, particularly when there is a strong and pressing desire to accomplish a goal.

Learning motivation is the entire force that propels learning activities both internally and externally (by establishing a sequence of attempts to supply specific conditions) and maintains continuity and direction so that the learning subject's goals can be met. (Belhiah & Elhami, 2015) The motivation that is present in the learning environment and satisfies the student's needs and objectives is known as intrinsic motivation. This kind of drive is sometimes referred to as pure motivation, or simply the motivation that comes from within the student. Intrinsic motivation examples include: For instance, the ambition to learn new talents (Teo et al., 2018). Of course, learning and comprehending, cultivating a successful mindset, and having fun. Intrinsic motivation is a motivation that lives in students and is useful in situations functional learning. In this case praise or reward or the like is not necessary, because it will not cause the student to work or study to get the praise or reward.

Motivation from sources outside of the learning environment, like as grades, certificates, awards, mendali, and rivalry, is known as extrinsic motivation. Since not all of the instruction in schools piques students' attention or meets their requirements, extrinsic motivation is still required in classrooms. Teachers must therefore inspire pupils to be motivated to learn in order for them to be willing and want to do so. There are a lot of things that teachers may do to motivate their students, therefore they shouldn't come up with a formula that they can use whenever they want. Teachers, friends, infrastructure and facilities, money, and other things all have an impact on extrinsic motivation. Promoting the occurrence of an action or habit. Actions like learning will not occur in the absence of motivation. When used as an influence, it means directing actions to achieve desired results. A drive acts like the car's engine; the degree of motivation will dictate how quickly or slowly a task is completed.

## 2. Methods

This research is classified as quantitative. Teaching style is the independent variable, and student motivation for learning is the dependent variable. The entire sampling technique was employed. The study involved 20 students in the XII grade at Mamba'us Sholihin Blitar High School during the 2024–2025 school year. From November 10th to November 24th, 2024, this study was conducted. Through a closed questionnaire, information on teachers' teaching approaches and student learning motivation levels was gathered. The questionnaire, which consists of 20 items to gauge student learning motivation and 25 statements to gauge instructor teaching style, has undergone validity and reliability testing. Following that, chi square correlation analysis and descriptive analysis in the form of percentages were used to examine the data.

## 3. Results and Discussion

### 3.1. The Influence of Teaching Styles on Students' Learning Motivation

The teaching style adopted by teachers plays a crucial role in determining the extent to which students remain motivated in the learning process. Based on the collected data, the majority of students in this study perceived their teachers' teaching styles as ineffective, with a significant percentage of 70%. This directly correlates with low student motivation levels, where only 30% exhibited high motivation. Poor teaching styles can stem from various factors, such as monotonous teaching methods, limited student engagement in discussions, minimal use of interactive learning media, and a lack of an individualized approach that considers the specific needs of each student. When students find the teaching methods uninteresting, they tend to lose enthusiasm and motivation, which ultimately leads to a lower level of comprehension of the subject matter. On the other hand, teachers who can present material in a creative, communicative manner and incorporate strategies that encourage active student participation tend to create a more engaging learning environment, significantly boosting students' motivation to learn. Therefore, the teaching style of educators serves

as a determining factor in fostering a conducive and stimulating learning atmosphere that directly influences student motivation.

The correlation between teachers' teaching styles and students' learning motivation becomes even clearer when analyzed using statistical methods such as the Chi-Square test. The research findings reveal that out of six students who rated their teacher's teaching style as good, five students, or 83.3%, demonstrated high learning motivation, while only one student (16.7%) exhibited low motivation. Conversely, among the 14 students who perceived their teacher's teaching style as poor, 92.9% displayed low learning motivation, with only one student (7.1%) maintaining high motivation. These findings highlight a significant correlation between a teacher's teaching style and student motivation, as students who are taught using engaging and effective methods are more likely to develop higher motivation levels compared to those who are taught by teachers with ineffective teaching styles. Further statistical analysis indicated that the obtained significance value (p-value) was 0.002, which is lower than the 0.05 threshold, confirming a statistically significant relationship between these two variables. Additionally, the Contingency Coefficient (CC) value of 0.606 suggests that the correlation between teaching style and student motivation is relatively strong. Thus, the better the teacher's teaching style, the higher the likelihood that students will develop strong learning motivation.

The implications of these findings emphasize the urgent need to improve the quality of teachers' teaching styles to enhance student learning motivation. Teachers must recognize that each student has a unique learning style and requires varied approaches to grasp subject matter more effectively. One effective strategy is the implementation of a constructivist approach, in which students are encouraged to actively explore, discuss, and construct their own understanding of concepts through experiential learning. Additionally, integrating technology into teaching can serve as a powerful tool to make learning more engaging, such as through the use of interactive educational videos, digital simulations, or gamified learning experiences. Furthermore, teachers must adopt a flexible approach by tailoring their teaching strategies to meet the diverse needs of students, such as incorporating differentiated instruction that allows students to learn at their own pace based on their comprehension levels and interests. By implementing these innovations in teaching methodologies, educators can create a dynamic learning environment that nurtures student motivation and fosters a deeper engagement with the subject matter.

Beyond merely delivering content, teachers play a fundamental role as motivators who shape students' attitudes and mindsets toward learning. Teachers who demonstrate enthusiasm, acknowledge students' efforts, and cultivate positive interactions can have a profound psychological impact on students' willingness to learn. Learning motivation is not solely driven by internal factors such as personal interests and needs, but also by external elements such as the classroom atmosphere, social interactions with teachers and peers, and the overall support system provided during the learning process. Therefore, teachers must strive to create a supportive environment where students feel valued, heard, and given the opportunity to develop their potential to the fullest. Through an effective teaching style, teachers not only enhance students' learning motivation but also contribute to shaping their character, fostering self-confidence, independence, and a lifelong enthusiasm for learning.

### **3.2. The Impact of Instructor Teaching Styles on Student Motivation and Learning Outcomes**

Instructors' teaching styles are one of the characteristics associated with students' learning motivation, according to the findings of a data analysis on the association between instructors' teaching styles and the learning motivation of grade 12 students at SMA Mamba'us Sholihin Blitar. Table 2, which uses the Chi-Square test with a 95% confidence level, demonstrates that there is a relationship between the teaching styles of the teachers and the learning motivation of the grade 12 students at SMA Mamba'us Sholihin Blitar, as shown by an Asymp.Sig 0.002<0.05 is the two-tailed

significance level. At the same time, the Contingency Coefficient (CC) value was found to be 0.606, indicating a substantial correlation. "There is a positive and significant relationship between teachers' teaching creativity and student learning motivation with  $r_{\text{count}} = 0.577 > r_{\text{table}} = 0.137$ ," according to Istiqomah Nur Aliyah's research, which is consistent with the findings of this study. For example, "there is a significant influence of students' perception of variation in teaching style on learning motivation with a sig of  $0.030 < 0.05$  with an influence level of 0.366" is one of the findings of Tri Wahyuni et al.'s

The instructor's learning efforts are one of the things that might boost students' enthusiasm to study, and they are inextricably linked to the caliber of the teacher and the teaching style or method. The teacher is not the only one who engages in teaching and learning activities; students also participate in these processes. Since learning motivation serves to inspire, motivate, and guide students, it is seen as crucial to their educational journey. Both the student's internal and external sources of motivation can be used to boost this. "Learning can go well, if driven by strong interest and motivation can be caused by how teachers teach it," according to Hendra's book, which explains this.

A theory that indicates that "Teachers have a large enough role to motivate their students to be happy with the lessons taught, so teachers must vary their teaching styles so that learning is exciting" also supports the study's findings. Make learning enjoyable so that classes that are sometimes characterized as dizzying exercises become engaging and enjoyable for the students. This is further supported by the findings of Siti Ruchaniyah's research, which explains that: *Teachers with a traditional teaching style will not motivate their students as much; most students will be bored in class; teachers with an interactive teaching style will motivate their students more; and students' responses to their teachers, whether they are more active or passive than their teachers, demonstrate that students are more motivated by student-centered teaching methods than by teacher-centered ones. Additionally, 100% of respondents in class XI IPS 3 and 60% of respondents in class XI IPS Keagamaan 2 said that student-centered learning is an effective way to increase students' motivation in learning English, and that they prefer the teaching style of.*

The majority of the instructors' instruction is still subpar, which indicates that the English teachers of Class XII at SMA Mamba'us Sholihin Blitar are still not instructing in the best possible way. This is evident in the way that class XII SMA Mamba'us Sholihin Blitar's English instructor does not always give particular attention to content that is deemed significant. This contradicts the hypothesis that states that teachers can employ verbal or nonverbal emphasis to draw students' attention to a crucial or significant component. To get a child's attention, a teacher must emphasize. attention, showing important knowledge/concepts by underlining important concepts and by repeating the disclosure.attention, showing important knowledge/concepts by underlining important concepts and by repeating the disclosure.

A teacher is urged to move around during the teaching and learning process rather than staying in one spot. Teachers benefit from this shift in role because it keeps them from becoming overworked and keeps students' attention from becoming bored. The key to shifting positions is to have a reason for doing so, not just to pace back and forth. However, the English teacher of class XII, SMA Mamba'aus Sholihin Blitar, has a very unusual teaching method. Additionally, "The teacher teaches the English material using picture media" and "The teacher explains the English material using sound recordings relevant to the material" are still missing. It is required of a professional teacher to be able to boost their students' motivation for learning. Teachers are encouraged to use a variety of teaching philosophies, including the technology teaching philosophies, in order to boost students' enthusiasm to study. They are not only encouraged to use traditional teaching philosophies. A teacher using this technological teaching approach is advised to stick to the several media sources that are available, which may include visual, aural, and media tactics.

This is further corroborated by theories on basic-level English learning strategies, such as Total Physical Response (TPR) (Dearden & Macaro, 2016), The Reading Method (Wilson & Czik, 2016), Song and Games, and Field Study (Kidger et al., 2016). Here, use enjoyable learning, with educational

exercises Listening (listen imitate, which involves using pictures or flash cards to mimic the teacher's speech; listen and guess (Ruecker & Ives, 2015), which involves speculating about what the teacher is saying (Jiang et al., 2019); and listening and matching, which involves matching the appropriate picture to the sentence the teacher just spoke), Reading, Writing, and Speaking.

Most students' motivation to learn is still low, and one of the reasons for this is that the teacher's style of instruction is still poor and does not pique students' interest. Teachers, friends, facilities and infrastructure, money (Kayi-Aydar, 2015), and other elements all have an impact on extrinsic motivation (Greenier et al., 2021). Due to a lack of extrinsic variables that promote the development of student learning motivation, students are not very motivated to learn (Benesch, 2017). The study's findings demonstrate the relationship between teachers' extrinsic motivation and their teaching style, which is inextricably linked to the caliber and diversity of their instruction. This is reinforced by the findings of Irmalia Susi Anggraini's study, which explains that the classroom environment and conditions, the library resources students use, the surrounding environment, and the efforts of teachers to learn are all factors that influence students' motivation from outside of themselves. These factors are inextricably linked to the caliber of the teacher who teaches and the teacher's teaching style or method.

#### 4. Conclusion

The findings of this study indicate a significant relationship between teachers' teaching styles and the learning motivation of 12th-grade students at SMA Mamba'us Sholihin Blitar. This is evidenced by an Asymp. Sig value of 0.002, which is lower than 0.05, and a Contingency Coefficient (CC) value of 0.606, indicating a strong correlation between these two variables. These findings align with previous research, which confirms that variations in teaching styles can enhance students' interest and learning motivation. Teachers who implement creative, interactive, and innovative teaching methods are more effective in creating a conducive and engaging learning environment. Conversely, teachers who continue to use conventional teaching methods without variation tend to cause boredom among students, leading to a lack of motivation in the learning process. Therefore, incorporating diverse teaching methods is crucial to maintaining students' interest and enthusiasm for learning. Additionally, other factors such as a supportive learning environment, the use of engaging learning media, and student involvement in learning activities also play a role in increasing their motivation.

In addition to providing insights into the importance of variation in teaching methods, the findings of this study also highlight the role of motivation as a key factor in students' academic success. Learning motivation serves as the main driving force that encourages students to continuously strive for optimal learning outcomes. This motivation can stem from internal factors, such as students' interests and personal goals, as well as external factors, including support from teachers, peers, and the school environment. In the context of this study, it was found that teachers who apply innovative teaching methods—such as the use of visual and audio media and technology-based learning strategies—can significantly enhance students' learning motivation. Therefore, it is essential for teachers to continuously develop their teaching skills and adapt their instructional strategies to meet the needs and characteristics of their students. With a more interactive and collaborative approach, students are expected to become more engaged in the learning process and develop a strong enthusiasm for achieving better academic performance. This study also opens opportunities for further research to explore other factors that contribute to increasing students' learning motivation, such as the influence of assessment methods, parental involvement, and the impact of school culture on students' enthusiasm for learning. By understanding these factors, the education sector can continue to innovate in creating a more effective learning system that focuses on improving the overall quality of education.

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