

**TEACHERS' ENTHUSIASM IN ELT CLASSES:
VIEWS OF BOTH STUDENTS AND TEACHERS**

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**İNGİLİZCE ÖĞRETİM YAPILAN SINIFLARDA ÖĞRETMEN
COŞKUSU: ÖĞRENCİLERİN VE ÖĞRETMENLERİN GÖRÜŞLERİ**

ÖZET

Öğretim ve öğrenim işleminde motivasyonu ve bağlı olarak da sınıf içi çalışmalarına katılan öğrencilerin başarılarını etkileyen değişik faktörler vardır. Bu faktörlerden birisi ders anlatımında öğretmen coşkusudur. Çünkü sınıfta öğretmen ne kadar istekli ders anlatırsa öğretim ve öğrenim işlevi o kadar iyi olur.

Bu çalışmanın amacı, Çukurova Üniversitesi Eğitim Fakültesi İngiliz Dili ve Eğitimi Anabilim Dalında İngilizce öğretilen sınıflarda öğretmen coşkusunu ortaya çıkarmaktır. Bunun için, öğretmen coşkusu ile ilgili durumu bildiren 17 tümceden oluşan bir anket 18 öğretmen ve bu öğretmenlerin öğretim yaptığı sınıflardaki 146 öğrenciye verildi. Elde edilen veriler, sosyal bilimler için hazırlanan bir istatistik programı olan SPSS ile çözümlendi. Sonuçlar, anketteki üç maddenin öğretmen ve öğrenci görüşleri arasında istatistiksel olarak önemli bir farklılık olduğunu göstermesine rağmen diğer maddelerde herhangi bir önemli farklılık olmadığını ortaya koymuştur

ABSTRACT

In teaching/learning process, there are different factors that affect motivation and thereby success of learners becoming involved in the activities employed in class. One of these factors is teachers' enthusiasm in their presentation since it is believed that the more motivated the teacher is, the better teaching/learning process occurs in class.

The purpose of this study is to find out teachers' enthusiasm in ELT classes. A questionnaire consisting of 17

statements pertaining to teachers' enthusiasm was administered to 18 teachers and to 146 students whom these teachers have taught.

The data obtained were analysed through SPSS, a statistical programme for social sciences. The results show that although there are three items concerning the statements in the questionnaire that reveal statistically significant difference, there is not any statistically significant difference in the other items between teachers' and students' responses.

INTRODUCTION

It is believed that the success and failure in presentation of a lesson is mainly bound to the teacher (Brophy and Good, 1986; Cajkler, Adelman, 1992). According to Arends (1989) formal presentations by the teachers comprise one-six to one-fourth of all classroom time. The amount of time devoted to presenting and explaining information increase at the higher levels of elementary school, in middle schools, and at high schools this devoted time may increase to a higher point. The popularity of presenting and explaining is not surprising since the most widely held objectives for education are those associated with the acquisition and retention of information. Teaching and learning process is built up on curricula which help to structure the information organised such as Applied Sciences (mathematics, biology, and so on) and, Social Sciences (history, geography, foreign language and so on). In other words, curriculum guides, textbooks, and tests routinely used by teachers are similarly organised. The question of what makes the difference in teaching & learning process lies on who presents the lesson effectively.

In a classroom, the teacher can use different presentation models in order to attract his/her students' interests into the lesson. There may be some constraints such as teacher clarity, organising the lesson, questioning, choosing content, and the most important one teacher enthusiasm. Arend, (1989: 274) states that teacher enthusiasm is an interesting concept for two reasons:

1. enthusiasm is often confused with theatrics and its associated distractions,
2. the research on the relationship between teacher and enthusiasm and the student learning is mixed.

Rosenshine (1970) reviewed the research on teacher enthusiasm and reported that there was a close relationships between teacher enthusiasm and student learning. Since then researchers have conducted more precise designs and have developed training programmes to help teachers become more enthusiastic while they are presenting their lessons. Collins (1978) developed and tested a training programme that looked at specific set of enthusiastic behaviours. The researcher sought the following features in order to measure teacher enthusiasm:

1. rapid, uplifting, varied vocal delivery,
2. dancing, wide-open eyes,
3. frequent demonstrative questions,

4. varied dramatic body movements,
5. varied emotive facial expressions,
6. selection of varied words, especially adjectives,
7. ready animated acceptance of ideas and feelings
8. exuberant overall energy (Borg and Gall, 1983: 35).

Looking for the above features in the teacher during the presentation of some observed lessons, Collins (1978) found that the students in the classes of enthusiasm-trained teachers did better than those in classes of untrained teachers. Bettencourt (1979) was also interested in the relation between students' success and teacher enthusiasm. He replicated Collins study at the University of Oregon and could find no difference in achievement between enthusiasm-trained and untrained teachers. In the light of this two different results, Bettencourt (1979) reviewed several of the earlier studies on enthusiasm. Besides, in 1983 studying together and finding the new results Borg and Gall and made the following statement:

Four of the previous experiments had demonstrated a positive effect of teacher enthusiasm and student achievement. Only one had found an absence of effect. We discovered that the few experiments with positive results have one feature in common. The comparison treatment (the no-training condition) in each study required the teacher to purposefully act in a non-enthusiastic manner. For example, in one of the comparison treatments the teacher 'read the entire speech from a manuscript' and made no gestures or direct eye contact and held vocal inflection to a minimum'. In the two experiments reporting no effect, however, the comparison group were ... allowed to use their natural reaching style (Borg and Gall 1983: 38).

Drawing on the above mentioned literature on teacher enthusiasm, it appears that there is evidence revealing the positive effect of teacher enthusiasm on student learning. Thus, the purpose of this study is to investigate both ELT (English Language Teaching) teachers' and students' views on the extent to which teachers are enthusiastic in class. The study also looks at whether there is a relationship between students' and teachers' views on this issue.

METHODOLOGY

Participants in the Study

The participants of this study consisted of the first, second, third and fourth year students and lecturers of ELT Department, Faculty of Education, Çukurova University. The questionnaire was administered to 146 students and 18 lecturers. Special attention was taken to select lecturers who have taught the students participated in the study. Gender and age for both students and lecturers were not considered as variables, however, most of the participants involved were females.

Instrumentation

For the purpose of the research, two questionnaires adapted from Arends (1989) --one for students and one for lecturers – were prepared. There were 17 statements concerning lecturers' enthusiasm in class. The statements were categorised in eight areas, all of which reflect teachers' enthusiasm in class. These were vocal delivery, eyes, gestures, movements, facial expression, word selection, acceptance of ideas or feelings and overall energy. Space was also provided for the participants' additional comments but the comments obtained were mainly reflected what was stated in particular categories in the questionnaire.

Procedure

For the purpose of administering questionnaires, one group of 1st, two groups of 2nd, 3rd and 4th year students were chosen. The inclusion of only one group from the 1st years was the possibility that they might not have the chance to take the courses from all the lecturers included in the research. In the questionnaires, the students were asked to rate their lecturers' enthusiasm on a four-scale matrix and likewise the lecturers were asked to rate their own enthusiasm. The questionnaire was prepared in English and administered to the participants by the researchers themselves. In the course of administration of the questionnaire to students, additional care was taken to explain the items to avoid any possible misunderstandings.

ANALYSIS AND FINDINGS

The obtained data were analysed through a statistical programme for social sciences (SPSS). Mann Whitney U-Wilcoxon Rank Sum W Test was used in order to find out what the percentage of students and teachers on teachers' enthusiasm, and to determine if there is any statistically significant difference between students' and teachers' views on this issue. The analyzed data was presented in appendices 1,2,3. Table 1 shows the students' views, Table 2 the teachers', and Table 3 the statistical correlation of students' and teachers' responses.

Analysis of Students' and Teachers' Views

As is seen in Table 1 (Appendix I), when we consider "always" and "sometimes", an overwhelming majority of students participated in the study conceive their teachers enthusiastic on the basis of the categories included in the questionnaire. Additionally, the table indicates that even though most of the items has a percentage over 80%, item 6 has a 52%; item 7, 61.6%; item 10, 71.9%; and item 11, 76%. The students opted for these items distribute their responses among the four options even if their preferences are on "always" and "sometimes."

On the other hand, when the data presented in Table 2 (Appendix II) are taken into consideration, using the same criteria applied in the case of students, it is obvious that except for item 6, almost all of the teachers state that they "always" or "sometimes" possess the features indicated in the questionnaire.

The correlation of the students' and teachers' views

In order to find out whether there is a statistically significant difference between the students' and teachers' views concerning the teachers' enthusiasm, Mann Whitney U -Wilcoxon Rank Sum W was applied. The findings are presented in Table 3 (Appendix III).

As has been noted before, both the students and the teachers were asked to indicate their responses on a scale of 1 (Always) to 4 (Never). In interpreting the means of the responses of the two groups, the following diagram was considered:

Never	4.00 - 3.50
Rarely	3.49 - 2.50
Sometimes	2.49 - 1.50
Always	1.49 - 1.00

As is seen in Table 3, students and teachers share similar ideas in most of the items related to teachers' enthusiasm in class. However, there are significant differences between the teachers' and students' views in item 9, (categorised as facial expression) and in items 12 and 13 (categorised as acceptance of ideas and feelings). In addition, although statistical analysis results show no significant difference between the participants' views regarding the seventh and fifteenth statements they are close to the significant point (p =0.0803, 0.0639).

In other words, when the mean responses given to statements 9, 12 and 13 are taken into consideration (see means column in Table 3), it is obvious that students claim that their teachers' facial expression "sometimes" (1.6301) shows if they are joyful, excited, surprised, and so on whereas teachers state that their facial expression "always" indicates their mood (1.2222). When statement 12 is considered, we can observe almost the same results. The mean results show that while the students opt for "sometimes" (1.9110), the teachers claim that they "always" accept the students' ideas with a great enthusiasm (1.3333). In addition, statement 13 indicates another disagreement between students and teachers. While the students state that their teachers "sometimes" praise and encourage in the event of responding to their questions and responses, the teachers claim that they "always" praise and encourage their students.

Although, the results of some of the statements are very close to be statistically significant, other statements do not reveal any significant differences between students' and teachers' views (at .05 level of significance). This means that the students and their teachers show very close agreement on the relative frequency of teachers' enthusiasm in the class apart from the three mentioned above (see the mean and P values shown in Table 3).

CONCLUSIONS

Along with the physical environment, the emotional environment plays a vital role in teaching/learning process. However, it has taken less attention than physical resources. Cohen and Lawrance (1989) state that there are some features such as "teacher's voice, his attitudes and expectation, his belief system, humour, techniques of control, favoured leadership styles and the use of praise" (p. 255) playing vital role in

building up an appropriate teaching/learning situation. These features are related to teachers and they are responsible for providing emotional environment together with physical environment. In addition, emotional environment must take the priority in setting up learning environment since an enthusiastic teacher can make use of anything available so as to build up physical environment. Cohen and Lawrance (1989) claim that teachers' emotional attitudes "may be more important than the physical environment for not even the most desirable ordering and use of the physical environment can compensate for an impoverished emotional one" (p. 256)

The results of this study show that the teachers working at ELT Department are mostly aware of the importance of emotional environment. This is understandable under the light of data findings indicating almost a close agreement between teachers' and students' responses given the questionnaires (except item 9, 12 and 13)

In short, using the information provided in Tables 1,2 and 3, the teachers working at ELT Department of Faculty of Education, Çukurova University can be claimed to be almost enthusiastic considering both students' and teachers' responses given to the items categorised under "vocal delivery, eyes, gestures, movements, word selection and overall energy." However, considering students' responses, the teachers are claimed not to be sensitive about the categories illustrating "facial expression and acceptance of ideas and feelings."

IMPLICATIONS

According to Rivers (1968) teachers are the main component of learning. In other words, a teacher in class may let the lesson go on with a great pleasure or may make it unbearable. According the same researcher methods, techniques, materials used by teacher can affect students very much but the most significant one is the teacher enthusiasm. A class without an enthusiastic teacher looks like a place where a lot of people are under the guns to come together. No learning and teaching circumstances occur without having a pleasant atmosphere. Therefore, teacher enthusiasm trigger students' interests. However, they drop their interests when there is a boring atmosphere in the class.

As is stated above, emotional environment is vital in order to foster effective learning in class. This is provided by the teachers, and their enthusiasm is the key element which stimulate emotional environment. If students have a positive attitude towards teachers, they are often keen to involve in the activities carried out in class. Therefore, teachers should be careful about using vocal delivery, eyes, gestures, movements facial expression, word selection, acceptance of ideas and feelings and overall energy.

Teachers' voice is one of the factors (even the most effective one) which enable them to make an enthusiastic presentation. Cohen and Lawrance (1989) state that "if the teachers' voice is relaxed, natural and mainly conversational manner, it will assist in creating a relaxed, tension free atmosphere favourable to interaction and learning." The movements of eyes and eye brows can often tell what teachers would like to say without uttering a word. Making eye contact with students may imply approval, attention, warning, and anger. Body movements are another issue that should

be considered by teachers. Cajkler and Addelmen (1992) claim that smiles, nods, and other body movements provide visible sign of teachers' approval, and they "help to create a relaxed atmosphere conducive to work" (p. 22). Moving about the classroom instead of sitting behind the desk can also encourage an enthusiastic lesson. In addition, since facial expression can easily reveals what teachers feel, they should be able to control their facial expression. They should also try to show their positive emotions on their faces.

Students tend to get bored even after the lesson started. Using the same or similar words can create a dull lesson, which distract students from becoming involved in the lesson. Using the different words and adjectives can contribute a variety which may appeal to students' interests.

Positive approaches towards the ideas generated by students, provide any award for their responses, and helping students in their false statements are also vital for an enthusiastic lesson. Cajkler and Addelmen (1992) suggest that "praise is an important reward" and it can take the form of appreciative smile from the teachers, applause by the class or a fun activity" (p.19).

Maintaining the lively atmosphere in class plays a great role as well. It is even the spring board of above-mentioned do's. Without keeping their a high degree of spirit from the beginning to the end of the lesson, teachers can not provide a flow in the lesson. Therefore, if teachers would like to keep up the flow, they should add some varieties such as humorous touches, light-hearted comments, jokes, anecdotes, even some enjoyable personal experience. Using these kinds of elements, teachers can lift and make the lesson enjoyable (Cajkler and Addelmen 1992).

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APPENDIX I

TABLE 1. FREQUENCY DISTRIBUTION OF THE STUDENTS' RESPONSES INDICATING THE FREQUENCY OF TEACHERS' ENTHUSIASM

VOCAL DELIVERY	ALWAYS		SOMETIMES		RARELY		NEVER	
	f	%	f	%	f	%	f	%
1. While lecturing, our lecturers stress the words and intones when necessary	95	65.2	47	32.2	4	2.7	00	0.0
2. While lecturing, our lecturers makes many changes in tone of their speech	78	53.4	49	33.6	11	7.5	8	5.5
EYES								
3. While lecturing, our lecturers keeps their eyes fully open and sparkling	106	72.6	27	18.5	12	8.2	1	0.7
4. While lecturing, our lecturers make eye contact with all students	98	67.1	41	28.1	5	3.4	2	1.4
GESTURES								
5. While lecturing, our lecturers use body movements such as head, arms, hands, and face	83	56.8	50	34.2	9	6.2	4	2.7
6. While lecturing, our lecturers clap their hands in order to attract our interest and to praise us	30	20.5	46	31.5	44	30.1	26	17.8
MOVEMENTS								
7., While lecturing, there is not a certain place for our lecturers and they walk around the class	52	35.6	38	26	27	18.5	29	19.9
8. While lecturing, our lecturers changes their body movements in the course of the lecture	64	43.8	50	34.2	23	15.8	9	6.2

FACIAL EXPRESSION								
9. While lecturing, our lecturers facial expression shows if they are joyful, excited, surprised, and so on	86	58.9	35	24	14	9.6	11	7.5
WORD SELECTION								
10. While lecturing, our lecturers choose many adjectives in order to take our interest	39	26.7	66	45.2	31	21.2	10	6.8
11. While lecturing, our lecturers use different vocabulary	51	34.9	57	39	24	16.4	14	9.6
ACCEPTANCE OF IDEAS AND FEELINGS								
12. While lecturing, when we generate ideas, our lecturers accept them quickly with a great enthusiasm	45	30.8	66	45.2	26	17.8	9	6.2
13. While lecturing, when we respond to the statements or questions, our lecturers praise and encourage us if our responses are correct	82	56.2	48	32.9	9	6.2	7	4.8
14. While lecturing, our lecturers clarify ambiguities if our responses are irrelevant or incorrect	102	69.9	31	21.2	8	5.5	5	3.4
15. While lecturing, our lecturers include many variations in responding to our statements or questions	62	42.5	64	43.8	13	8.9	7	4.8
OVERALL ENERGY								
16. While lecturing, our lecturers keeps their high degree of spirit throughout lesson	90	61.6	41	28.1	11	7.5	4	2.7
17. While lecturing, our lecturers provide a lively atmosphere in the class	84	57.5	44	30.1	9	6.2	9	6.2

APPENDIX II

TABLE 2. FREQUENCY DISTRIBUTION OF THE TEACHERS' RESPONSES INDICATING THE FREQUENCY OF TEACHERS' ENTHUSIASM

	ALWAYS		SOMETIMES		RARELY		NEVER	
	f	%	f	%	f	%	f	%
VOCAL DELIVERY								
1. While lecturing, I stress the words and intones when necessary	15	83.3	3	16.7	0.0	0.0	0.0	0.0
2. While lecturing, I make many changes in tone of my speech	13	72.2	5	27.8	0.0	0.0	0.0	0.0
EYES								
3. While lecturing, I keep my eyes fully open and sparkling	13	72.2	5	27.8	0.0	0.0	0.0	0.0
4. While lecturing, I make eye contact with all of the students	13	72.2	5	27.8	0.0	0.0	0.0	0.0
GESTURES								
5. While lecturing, I use body movements such as head, arms, hands, and face	12	66.7	5	27.8	1	5.6	0.0	0.0
6. While lecturing, I clap my hands in order to attract my students' interests and to praise them	1	5.6	4	22.2	11	61.1	2	11.1
MOVEMENTS								
7. While lecturing, there is not a certain place for me and I walk around the class	7	38.9	10	55.6	1	5.6	0.0	0.0
8. While lecturing, I change my body movements in the course of the lecture	7	38.9	10	55.6	1	5.6	0.0	0.0
FACIAL EXPRESSION								
9. While lecturing, my facial expression shows if I am joyful, excited, surprised, and so on	15	83.3	2	11.1	1	5.6	0.0	0.0
WORD SELECTION								
10. While lecturing, I choose many adjectives in order to take my students' interests	4	22.2	13	72.2	0.0	0.0	1	5.6
11. While lecturing, I use different vocabulary	8	44.4	9	50.0	1	5.6	0.0	0.0
ACCEPTANCE OF IDEAS AND FEELINGS								
12. While lecturing, when my students generate ideas, I accept them quickly with a great enthusiasm	12	66.7	2	33.3	0.0	0.0	0.0	0.0

13. While lecturing, when my students respond to the statements or questions, I praise and encourage them if their responses are correct	15	83.3	3	16.7	0.0	0.0	0.0	0.0
14. While lecturing, I clarify ambiguities if my students' responses are irrelevant or incorrect	13	72.2	4	22.2	0.0	0.0	1	5.6
15. While lecturing, I include many variations in responding to my students' statements or questions	12	66.7	5	27.8	1	5.6	0.0	0.0
OVERALL ENERGY								
16. While lecturing, I keep my high degree of spirit throughout lesson	13	72.7	5	27.8	0.0	0.0	0.0	0.0
17. While lecturing, I provide a lively atmosphere in the class	13	72.7	5	27.8	0.0	0.0	0.0	0.0

APPENDIX III

TABLE 3. STATISTICAL CORRELATION OF STUDENTS' AND TEACHERS' RESPONSES

VOCAL DELIVERY	N		MEAN	STD. DEV.	P VALUE
	STUD	TEAC			
1. While lecturing, our lecturers stress the words and intones when necessary	STUD	146	1.3767	0.540	0.1139
	TEAC	18	1.1667	0.383	
2. While lecturing, our lecturers makes many changes in tone of their speech	STUD	146	1.5959	0.819	0.0819
	TEAC	18	1.2778	0.461	
EYES					
3. While lecturing, our lecturers keeps their eyes fully open and sparkling	STUD	146	1.3699	0.665	0.8531
	TEAC	18	1.2778	0.461	
4. While lecturing, our lecturer make eye contact with all students	STUD	146	1.3904	0.626	0.5865
	TEAC	18	1.2778	0.461	
GESTURES					
5. While lecturing, our lecturers use body movements such as head, arms, hands, and face	STUD	146	1.5479	0.734	0.4057
	TEAC	18	1.3889	0.608	
6. While lecturing, our lecturers clap their hands in order to attract our interest and to praise us	STUD	146	2.3973	1.034	0.1592
	TEAC	18	2.7778	0.732	
MOVEMENTS					
7. While lecturing, our lecturers choose many adjectives in order to take our interest	STUD	146	2.1772	1.147	0.0803
	TEAC	18	1.6667	0.594	

8. While lecturing, our lecturers use different vocabulary	STUD TEAC	146 18	1.7603 1.6667	0.889 0.594	0.9078
FACIAL EXPRESSION					
9. While lecturing, our lecturers facial expression shows if they are joyful, excited, surprised, and so on	STUD TEAC	146 18	1.6301 1.2222	0.925 0.548	0.0430 *
WORD SELECTION					
10. While lecturing, our lecturers choose many adjectives in order to take our interest	STUD TEAC	146 18	2.0822 1.8889	0.867 0.676	0.3680
11. While lecturing, our lecturers use different vocabulary	STUD TEAC	146 18	2.0068 1.6111	0.950 0.608	0.1246
ACCEPTANCE OF IDEAS AND FEELINGS					
12. While lecturing, when we generate ideas, our lecturers accept them quickly with a great enthusiasm	STUD TEAC	146 18	1.9110 1.3333	0.854 0.485	0.0012 *
13. While lecturing, when we respond to the statements or questions, our lecturers praise and encourage us if our responses are correct	STUD TEAC	146 18	1.5685 1.1667	0.796 0.383	0.0217 *
14. While lecturing, our lecturers clarify ambiguities if our responses are irrelevant or incorrect	STUD TEAC	146 18	1.3425 1.3889	0.679 0.778	0.8060
15. While lecturing, our lecturers include many variations in responding to our statements or questions	STUD TEAC	146 18	1.6507 1.3889	0.766 0.608	0.0639
OVERALL ENERGY					
16. While lecturing, our lecturers keeps their high degree of spirit throughout lesson	STUD TEAC	146 18	1.5137 1.2778	0.754 0.461	0.2771
17. While lecturing, our lecturers provide a lively atmosphere in the class	STUD TEAC	146 18	1.5822 1.2778	0.845 0.461	0.1861

STUD = STUDENTS

TEAC = TEACHERS

P = 0.005