

M.K. Jandildinov^{1*}, Z.Zh. Kashkinbayeva², Ye.Yu. Dergunova³, G.T. Yersultanova⁴

^{1,2,3} JSC «Zhezkazgan Baikonurov Univeristy», Zhezkazgan, Kazakhstan;

⁴ EI «Almaty Management University», Almaty, Kazakhstan

(e-mail: m.jandildinov@gmail.com)

ORCID ID 0000-0001-6240-0841, ORCID ID 0000-0003-4202-7394

ORCID ID 0000-0003-1108-6615, ORCID ID 0000-0001-8913-6067

Investigating “Hidden side” of Foreign Language Teacher: Cognition, Affect, and Motivation

The primary aim of this study is to investigate “hidden side” of foreign language teacher. In order to describe foreign language teacher such factors as Cognition, Affect, and Motivation were taken and investigated. The study used English language teachers in order to investigate “Foreign language teacher”. The research sample consists of 40 English language teachers working in different public schools from different cities, teaching levels and various ages and work experiences in Kazakhstan. In order to describe general portrait of foreign language teacher Professional orientation method was used. According to the results, English language teachers have three professional orientations: Self-orientation, Communication-orientation, and Task-orientation. Based on these orientations cognitive, affective, and motivational sides of the teachers were described and compared. The results provide detailed comparison and description of English language teachers with respect to cognition towards communicative approach, motives to work and emotions about teaching English at schools.

Keywords: hidden side, English language teacher, teacher profile, teacher cognition, teacher affect, teacher motivation.

Introduction

L2 Teachers (foreign language teachers) have an important effect in the process of teaching and learning. The academic success of acquiring English totally depends on the ability of teachers. The concept of teaching foreign language includes variety of aspects from the side of L2 Teacher. There are various characteristics of Effective ELT, such as verbal ability, knowledge, experience, certification, etc. [1]. However, all these characteristics can be grouped together that can cover the term of effective L2 Teacher.

To investigate the idea of “hidden side” of teaching of L2 teacher, we need to examine the teacher from different perspectives. According to Bier the picture of L2 teacher can be divided into three categories such as: cognition (knowledge and thoughts), affect (feelings), and motivation (desires) [2]. These three categories are interacted with each other and have an important role on forming the picture of foreign language teacher.

The elements to describe the “hidden sides” of teachers are distinguished by factors such as: cognition, affect, and conation (motivation) [3]. According to Bier these three aspects interact with each other and therefore affect the ELT teacher’s motivation. A lot of studies were done in order to investigate the profile of ELT teachers [2]. The results of the research, done in Turkey, show that the cognition is the most influencing factor affecting L2 Teachers [4]. Gabrys-Barker says that the L2 Teachers affect in teaching context is one of the most significant factors that help to improve interaction, classroom dynamics and language achievement of the students [5]. Investigating teacher motivation is also crucial as it is a variable that impacts not both the teacher only but also learners too [6].

This study aims to investigate the factors influencing L2 Teacher’s formation. It is believed by psychologists and linguists that the characteristics of foreign teacher can be described using three factors such as cognition, affect, and motivation. Teacher cognition means what the teachers know, believe and think about their profession. Affect is what the teachers feel about teaching. Teachers’ emotions and feelings in terms of their sphere of education also form the profile of an ELT teacher too. Motivation is the wish or desire of the teachers. Motivations of the ELT teachers play an important role in describing L2 teacher. There is an assumption that these three aspects have a close relationship between each other and have a considerable impact on teacher’s formation. The three dimensions are examined in detail and found some links between these dimensions.

Motivation for the study

The investigation of “the hidden side” of L2 teacher is an important process as it defines the common image of the foreign language teachers. The information about the cognition of teacher can give the image of the common thoughts, beliefs, and attitudes of English language teacher. The affect of the teacher describes the emotional process of the ELT teacher. And lastly, motivation tells us the professional orientation of English language teacher. All these three factors are considered to describe the profile of English language teacher.

Teaching foreign language is interesting and challenging job. In order to improve the quality of teaching foreign languages, teachers should first of all understand their inner part of teaching. That is to say, we need to know cognition, affect, and motivation of teachers to choose teaching foreign languages as a profession. These factors have been investigated before. However, these three factors were not investigated deeply in terms of L2 teachers. Professional profile of L2 teachers should be investigated as it is still researchable topic. The beliefs, emotions, and motives need to be examined together in order to find out what lays behind the term “hidden side” of teaching foreign languages. Current study aims to find out the both interrelation and connection among three factors: cognition, affect, motivation. There is a high expectation that these three factors are closely connected with each other and therefore affect the image of foreign language teacher. There is a need to investigate the “hidden side” of L2 teachers in order to improve the current educational system of teaching foreign languages. More specifically, the following *research questions* need to be addressed:

1. Which professional orientations characterize L2 teacher?
2. How do intrinsic and extrinsic motives impact L2 teachers’ job satisfaction?
3. What kind of beliefs do L2 teachers form towards communicative approach?
4. Which positive and negative emotions affect L2 teachers’ job satisfaction and coping with stress?

The long term goal of the research is to investigate beliefs, emotions and motives influencing L2 Teacher’s formation. The profile of foreign language teacher will be described with the investigation of three factors: beliefs, emotions, and motives.

Methodology

The process of data collection, research design, information about participants, chosen instruments, used methodical procedure are described in this part of the study.

Research Design

The research study is descriptive which uses both qualitative and quantitative research design. Quantitative study was held by using four questionnaires. The questionnaires examine teacher personality orientations, motivation of professional activity, attitude scale, and teacher affect of L2 teachers. These questionnaires include set of numeric data which will analyze by mathematically based methods in order to find out the answers to research questions. This study is also qualitative as there is an open-ended survey with the in service foreign language teachers. The research can also be considered descriptive and exploratory as describes professional portrait of L2 teachers. Both questionnaires and open-ended survey were held online.

Participants

There were 40 English language teachers who participated in this study. The participants are working in local schools. These teachers have different ages, years of experience and place of work.

There are 4 male teachers and 36 female teachers. The teachers are working in different schools. They are teaching English as a second language in Primary and Secondary schools. The ages and years of experience varied. The names of the teachers were not mentioned on the table. It was coded by the numbers. The youngest teacher is 21 years old while the oldest is 54. There were 19 teachers from Private schools and 21 teachers from public schools. We selected these participants intentionally. The main criteria for selecting these participants were having different age groups and years of experience. The teachers should not only be experienced or inexperienced teachers. Moreover, the place of work of the participants is divided into two categories: private schools and public schools. We believe that difference in the ages, years of experience and place of work make the study more reliable. The diversity of participants would help us to understand “Hidden side” of L2 teacher.

Instruments

The first step of the research is to survey the subjects with 4 diagnostic methods: professional orientation, motivation of professional activity, attitude scale, and teacher affect scale. Data was collected online using

Google Forms. The second step in our research is to calculate raw scores and create a coding table in Excel. All the data was collected in one Excel sheet. All the answers of questionnaires and open-ended survey were recorded there. The third step of our research is the mathematical processing of the data obtained. The data array obtained using diagnostic techniques was summarized by us in a pivot table and subjected to mathematical processing using Pearson correlation. It correlated the link between the answers for the questionnaires. After finishing with the questionnaires participants answered to the Open-ended survey.

The first questionnaire is based on *Teacher Personality Orientation* method. This method was developed by Czech psychologists V. Smekal and M. Kucher. The methodology is developed by a questionnaire by B. Bass. Smekal and Kucher investigated and developed further this questionnaire [7]. Their method is formed on the verbal answers of the respondents in special work situations. Participants' answers are totally dependent on the type of satisfaction and reward they would like to receive. Therefore, the method of Teacher Personality orientation will help us to identify main position at work of the foreign language teachers. After the questionnaire we will identify if the foreign language teacher is Self-oriented, Communication-oriented, or Task-oriented.

Self-orientation is a type of professional orientation where the motives of a teacher are his/her own well-being. These teachers have a desire for personal superiority and prestige. That is to say, these teachers are usually caring about themselves, their own emotions, success and results. Self-oriented teachers (SOT) mostly pay less attention on people around them. The work and teaching process is the place where they can satisfy their own needs. SOT may somehow show some competitiveness and rivalry.

A *communication orientation* is a type of professional orientation where the actions of the teachers are identified by their need to communicate with others. These teachers want to have a good relationship with students, colleagues and other people. Communication-oriented teachers (COT) always want to work in groups. COT wants social approval. They love to be significant and want to show their significance to other people. The society is extremely important to these teachers. These teachers are extremely good in communication skills and interpersonal relations. This kind of teachers is aware of their talent and tries to fulfill themselves through them.

Task orientation is type of professional orientation where teachers have dominant motives generated by the activity. Task-oriented teachers (TOT) are interested in the teaching process itself. TOTs want to master their teaching skills, knowledge and abilities. Task-oriented teachers prefer to cooperate with the group. These teachers are high achievers paying more attention on the results of the activities. TOTs are good problem solvers. These groups of teachers are considered to be energetic, executive and trying to bring the work started to the end.

These three types of professional orientations can be separated from each other. All three types can be found in one person. However, one type is a dominant in a teacher's personality.

The second questionnaire is *Motivation of Professional activity* which is based on K. Zamfir's technique modified by A. Rean. The technique is used to identify professional motives of teaching of foreign language teachers. The next step that helped to identify motivational factors affecting foreign language teachers was method of Zamfir [8].

The third questionnaire was based on *Attitude scale* developed by Karavas-Doukas [9]. This method helps to diagnose attitude of teachers towards communicative approach. There are 5 thematic groups with 24 statements. These groups are: Group/pair work; Quality and quantity of error correction; The role and contribution of learners in the learning process; The role of the teacher in the classroom; Place/importance of grammar. The highest score that the respondent can get is 120 by scoring 5 in all 24 statements. And the lowest is 24.

The next questionnaire is *Teacher affect scale*. This method was based on Kubanyiova model [10]. The method has 5 degrees of scale. The participants need to indicate an answer which applies to them. This method identifies affective structure of Foreign language teacher. The teachers need to rank the statements from 1 to 5. The statements were adapted from Kubanyiova's method. There are several factors that can be measured. These factors are: interpersonal relations, job satisfaction and emotional exhaustion. There are 8 statements in total.

The last method is *Open-ended questionnaire (survey)*. This helps us to identify their attitude towards teaching. The questions in the survey are these:

1. Give your positive and negative feelings about teaching English.
2. What is your reaction if your students misbehave or do not show any interest in the classroom?
3. What kind of emotions do you usually experience a. during the lesson and b. after typical work day?
4. What could be major reason/reasons for you to quit teaching and change your job?

Procedure

The procedure of the research was done in three stages: pre-experimental stage, experimental stage, and post-experimental stage.

Pre-experimental stage in this research is the stage where we selected participants. We looked at their personal and professional information. After selecting 40 participant teachers, we sent them the letter of consent. Afterwards, all the participant teachers were explained about the questionnaires. They are told about the results of the three methods. The duration of completing all methods was about 50 minutes.

The next significant stage encompassed the researchers' involvement into the researching process. The links for the Google Forms to fill in the questionnaires were sent to all participant teachers. After completing the questionnaire we found which teachers are self-oriented, task-oriented, or communication-oriented. Then we found the motives of these teachers for teaching foreign languages and their attitude toward communicative approach. Finally, the teachers were interviewed. All these procedures were conducted online.

The final, post-experimental stage included analysis and discussion of collected data, selection of the most valid results, followed by creation of tables and diagrams to illustrate the answers of the research questions. Data processing was held in two steps:

Step 1 — descriptive statistics: arithmetic mean and percentage;

Step 2 — correlation analysis of the relationship between motivational, cognitive and affective structures of the personality of a foreign language teacher.

For quantitative data analysis, we used the Pearson method r . Pearson's r measures linear correlation between two variables. The formula to find out the correlation is:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

The correlation coefficient ranges from -1 to 1. The numbers close to 1 show that the correlation between variables is strong and dependent on each other. This method will help us to see if there is a relationship between professional orientations and three factors: cognition, affect, motivation.

Results and Discussion

English language teachers' professional orientations

Research Question 1: Which professional orientations characterize L2 teachers?

Research Tool: Teacher Personality Orientation method

Objective: to explore personality orientations of L2 teacher

According to the results of questionnaire English Language teachers are mostly Communication oriented and Task oriented. 14 out 40 teachers are Communication Oriented and other 14 are Task oriented teachers. There are 12 teachers who have dominance in Personal (self) orientation. The difference among these professional orientations is not considerably high. However, we need to describe the teachers according to their dominance of professional orientation (Table 1).

Table 1

Professional orientation

Professional orientations	Number of teachers	Percentage of teachers
Self-orientation	12	30%
Communication-orientation	14	35%
Task-orientation	14	35
Total	40	100

By analyzing the results of personality orientation test of English language teachers, it was found out that those who focus on Communication and Task were the same. 35% of English teachers had dominance in Communication and 35% were dominant in Task orientation, and 30% had focus on Self-orientation. In this way, English teachers with task orientation strive to perform the functions assigned to them as best as possible. Task oriented teachers are able to defend their own opinion in the interests of business, are focused on business cooperation, which characterizes the business orientation of the individual. The motivational factor that drives these categories of teachers is to achieve success in teaching process. These teachers do as much as possible to help students to learn target language. Meanwhile, the other half, communication oriented teachers, are truly willing to help their students; they are very good at communicating with students and love working in groups.

If the results are between 0 and 20 it is considered that the type of professional orientation is low. If the scores are between 21 and 49 it is regarded as average level. Very high level is after 50. All the participants got medium level. However, some teachers got 40 and more, which means high level of orientation.

The results of teachers showed us that there is no dominant category by professional orientations. English teachers have all three professional orientations. Self-orientation, communication-orientation, and task-orientation teachers are taken to investigate further more about cognition, motivation and affect.

Motivation of English language teachers

Research Question 2: How do intrinsic and extrinsic motives impact L2 teachers' job satisfaction?

Research Tool: Motivation of Professional activity

Objective: to identify motivational complex of L2 teacher

The next step that helped to find more about L2 teachers was a method of Zamfir. It is believed that the motivation of labor activity is determined by both external and internal factors. Internal motives are generated by labor activity itself: its social utility, the satisfaction that work brings due to the possibilities of creativity, invention, participation in organization and leadership, communication with people contained in it. External motivation contains those motives that are outside of labor as such and itself [8]. It is believed that in the optimal version of the motivational complex, internal motivation is of the greatest importance compared to other components, while external positive motivation is also provided at a high level, but its indicators are lower than those of internal negative motivation (Internal>External Positive>External Negative or Internal=External Positive>External Negative).

On the basis of the results obtained, the motivational complex of the personality is calculated — the ratio of three types of motivation to each other: Int, Ext P and Ext N.

The installation, optimal, motivational complexes should be attributed to two possible types of combinations: Int > Ext P >Ext N and Int = Ext P > Ext N.

Zamfir's test helped to identify that 72% of the respondents had optimal version of motivational complex: 57,5% of these teachers had dominant internal motives (Internal>External Positive>External Negative) and 7,5% had the same intrinsic and extrinsic positive motives (Internal=External Positive>External Negative). Other 35% of respondents had not optimal motivational factors such as extrinsic motives were higher than other two motives or they were the same.

Interestingly, all communication-oriented teachers (COT) have 100% of intrinsic motives. Their test results showed that 72% of communication-oriented teachers had optimal motives in teaching English. 28% of these teachers had the same level of all types of motives (Int=Ext P=Ext N). It means that communication oriented teachers are motivated mostly by intrinsic motives. These teachers are interested in teaching process itself. According to Zamfir, extrinsic negative motives have impact on professional development and do not allow the teachers to focus on intrinsic needs and interests. This means that communicator teachers have perfect ratio. 28% of communicators had the same level of three motives. However, it is important to note that even the levels of motives were the same; all of them had 100% for each of the motive. Compared to the Communication-oriented teachers, Task oriented teachers had less optimal ratio, 72%. All of these participants with optimal ratio of motives had intrinsic motives higher than extrinsic positive motives (IM>EPM>ENM). Remaining 28% of teachers had also high intrinsic motives.

Table 2

Mean of Professional orientation

	Intrinsic (mean)	Extrinsic Positive (mean)	Extrinsic negative (mean)
OT	93%	90%	79%
OT	100%	92%	77%
OT	95%	81%	68%

Table 2 represents mean of all three professional orientations. The highest mean percentage is in intrinsic motives group while the lowest was in Extrinsic negative group. Extrinsic Positive mean was quite similar to Intrinsic motives too.

However, the teachers' motivation of professional activity differed compared to other two groups of teachers. 50% of Self-oriented teachers had optimal ratio. Some of the teachers had the same amount of intrinsic and extrinsic motives (4 respondents) and one respondent's intrinsic motives were less than extrinsic positive and negative motives.

Table 3

Information about Motivational structure of teachers

	SOT	COT	TOT
Optimal ratio	59%	72%	72%
Non-optimal ratio	8%	0%	21%
Equal ratio	33%	28%	7%

Table 3 shows us the number of teachers who have optimal and non-optimal ratio in motivational structure. Optimal ratio is when the intrinsic and extrinsic positive motives are the highest while non-optimal is when extrinsic motives are the higher. Equal ratio is when all the motives are the same. In the given results the highest is optimal ratio in all teacher groups.

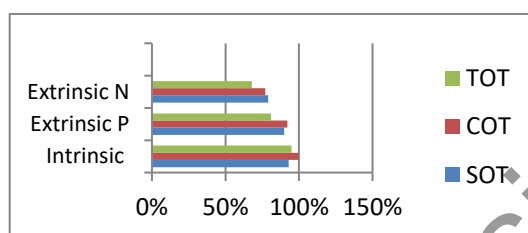


Figure 1. Professional motives of teachers.

Figure 1 shows that intrinsic motives are the highest in all three professional orientation groups. The communication orientation had the highest level of intrinsic and extrinsic motives for teaching foreign languages. It is important to note that Extrinsic negative motives were high in Self orientation while the lowest were in task orientation.

Table 4

Correlation between professional orientations and motives

	Intrinsic	Extrinsic P	Extrinsic N
OT	0,393	0,868	0,492
OT	0,320	0,165	0,093
OT	0,144	-0,647	-0,188

Table 4 shows correlation between professional orientation and professional activity. The Pearson correlation shows that there is a very high connection between Self-oriented teachers and Extrinsic positive motives. Also, it is seen from the table that there is a high negative correlation between extrinsic positive motives and task-oriented teachers. Other results present that the moderate correlation was found between two variables.

The results of the Professional activity show that English teachers are mostly motivated by intrinsic and extrinsic motives. Being an English teacher because of intrinsic and extrinsic positive motives is connected with the job satisfaction with the work process. English teachers are inspired by simple things such as pride with being a teacher, happiness of working with students, etc.

Cognition of English language teachers

Research question 3: What kind of beliefs do L2 teachers form towards communicative approach?

Tool: Attitude scale.

Objective: to examine L2 teachers' attitudes towards teaching English.

English teachers are first of all linguists. Therefore, there is a high possibility that foreign language teachers mostly prefer Communication in their method of teaching. Communicative approach includes the factors that satisfy all the professional orientations. Role of the teacher, learner, grammar, error correction, group/pair work are the factors that can be found in Communicative approach. In order to find more about foreign language teachers, the cognitive side should also be taken into account. Therefore, there was given an attitude scale developed by Karavas-Doukas [9]. This attitude scale consisted of 24 statements about Communicative approach in teaching foreign languages. It was divided into 5 thematic groups such as:

1. Role of group and pair work;

2. Quality and quantity of error correction;
3. The role of teachers in learning process;
4. The role of learners in learning process;
5. Role of grammar.

The investigation of attitudes of teachers could help us to find about preferences and difficulties they face in the classroom. The communicative approach is helpful to measure different teaching and learning styles. Attitude scale is an instrument that identifies these varieties.

The highest score in this method is 120 points. There was a considerable range of scores of 40 participants. However, it can be seen from Table 6 that most of the teachers hold positive attitude towards communicative approach. One teacher had 100% positive attitude. The lowest score was 61% which is also high. The average score was 87.4. These scores tell us that overall, teachers have positive attitude towards communicative approach during their lesson.

We tried to investigate teachers' motivation and attitude together. There was not a close relation between professional orientations and attitude. However, the teachers who have dominance in communication orientation have higher scores than other two groups of teachers. The average score of Communication orientation teachers was 90, self-orientation teachers — 85 and task oriented teachers — 88. As it was mentioned before, the scores are quite high. That is to say, teachers of foreign languages hold the opinion that teaching languages is strongly connected with communicating. The teachers and students need to communicate in order to achieve the goals.

We used Pearson correlation method to find out the connection between Teachers Personality orientation and Teacher Cognition. The research shows that the correlation results between self-oriented teachers and Cognition are noticeable. If the teacher is self-oriented, cognitive attitude is supposed to be high. The results for Communication oriented teachers and Task oriented teachers were almost the same, low interrelation with Cognitive variable.

The method of Karavas Doukas has 5 factors: role of communication, role of error correction, role of learners, role of teachers, and role of grammar [9]. We tried to look at each factor. The answers of three categories of teachers were different from each other. Interestingly, all three categories of the participant teachers got maximum amount of scores for Role of Grammar. All the teachers have very positive attitude towards role of grammar in foreign language teaching. However, self-oriented teachers and task-oriented ones have also positive attitude towards the role of the learners. These teachers think that the learning process is mostly dependent on learners. Communication oriented teachers prefer teachers being active in the learning process. These teachers think that teachers are mostly responsible for the learning process. There is not any difference in the answers of all teachers for the role of group and pair work. All the teachers have a positive attitude towards the role of group and pair work in the foreign language learning environment. Compared to four categories of this method, role of error correction got the lowest marks. That is to say, all the teachers do not pay so much attention on the error correction during the learning and teaching process.

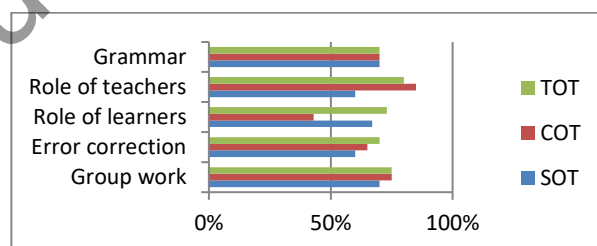


Figure 2. Attitude scale of three professional orientations

Figure 2 shows the mean score of each factor by each category of teachers. All categories of teachers have the same attitude towards grammar (with 70%). Foreign language teachers believe that teaching grammar plays fairly important role in teaching and learning foreign languages. Role of teachers in the classroom is extremely important for Communication oriented teachers while less important for Self-oriented teachers. Role of learners in the learning process gained high percentage in Task oriented and Self oriented teachers' responses. However, Communication oriented teachers gave only around 40%. Task oriented teacher marked error correction high, because these teachers pay more attention to the results of the students. By correcting the students they believe that students will progress more than expected. Interestingly, all the teachers had

positive attitude to group work. Task oriented and communication oriented teachers have 75% and Self oriented teachers 70%.

Affect of English language teachers

Research question 4: Which positive and negative emotions affect L2 teachers' job satisfaction and coping with stress?

Tool: Affect scale and open-ended survey.

Objective: to define emotional complex of L2 teacher.

Foreign language teachers' affect was investigated by two methods. The first method is Teacher affect scale. The method was developed by Pinar, Bardakci, Arslan [4]. The teachers need to rank the statements from 1 to 5. The statements are about job satisfaction, emotional freedom, emotional suffering, and interpersonal relationship. The second method was taking an open-ended survey from the participants. The teachers were asked four questions.

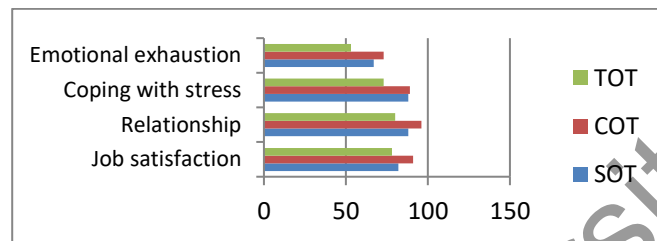


Figure 3. Results of Teacher affect scale

Teacher affect scale showed us four factors about teacher affect: job satisfaction, interpersonal relationship, coping with stress, and emotional exhaustion. We divided the answers based on three categories of teachers too. Job satisfaction is the most important factor in evaluating the emotions of teachers. If the teachers are satisfied with the work they are doing, the results of the students will be productive too. Overall results of all participants are not bad, more than 80%. However, compared to other categories of teachers, communication-oriented teachers were the most satisfied group. Communication-oriented teachers ranked this factor as the highest. They feel emotionally free and satisfied. The relationships with others are also high in Communication-oriented teachers. They feel that they have satisfactory relationship with others. The results of Self-oriented teachers in relationship factor are also high (88%) while Task-oriented teachers showed 80%. Interestingly, Self-oriented teachers and Communication-oriented teachers know well how to cope with stress at work. The results are the same for both categories, 88% respectively. However, only 72% of Task-oriented teachers marked that they know how to deal with work stress. Communication-oriented teachers showed high results in all four factors. In emotional exhaustion category communication-oriented teachers are the first too. By feeling emotionally satisfied, they feel exhausted at the same time too (78%). Task-oriented and Self-oriented teachers agree with emotional exhaustion at 67% equally.

Table 5

Correlation between Teacher affect and professional orientation

	Job satisfaction	Relationship	Coping with stress	Emotional exhaustion
OT	0,531	0,141	-0,091	0,083
OT	0,205	-0,011	-0,335	-0,013
OT	-0,285	-0,230	-0,022	-0,333

The Pearson correlation between Teacher Professional orientation and Teacher Affect scale shows weak correlation. There is a positive weak correlation between self-oriented teachers and job satisfaction. The correlation between communication-oriented teachers was negligible. However, the negligible correlation between job satisfaction and task-oriented teachers was negative. The relationship between teachers, students of all three groups of teachers are weak too. But self-oriented teachers have positive correlation while communication-oriented teachers and task-oriented teachers have negative. When it comes to the ability of coping with stress, all the teachers have almost the same results: negative connection between teacher personality orientation and coping with stress. Task-oriented teachers have negative moderate correlation with emotional exhaustion. Self-oriented and communication-oriented teachers have very weak correlation with emotional

exhaustion. The difference is that self-oriented teachers have positive while communication-oriented teachers have negative correlation.

Emotions are difficult to explain only by questionnaires. Therefore, asking to fill in the open ended survey was an important part of knowing more about feelings of Foreign language teachers. In the survey part there are four questions. In interpreting the survey we coded the participants and divided the answers by the teacher personality groups.

1. *What is your general positive and negative feeling about teaching English?*

Most of the feelings about teaching English are positive. First of all, we looked at the answers of all participants. The most common feelings were: satisfied, motivated, happy, enjoyable, fun, successful, challenging. The negative feelings that they mentioned were complicated, stressed, tired, difficult, and nervous. We grouped these feelings into 3 groups such as 1) excited, happy, good; 2) motivated, inspired; 3) satisfied, succeeded and proud. It is seen from the table of positive feelings that the most popular positive feelings are excited, happy, and good. After Foreign language teachers feel motivated and inspired while teaching English language.

Table 6

Positive emotions experienced by teachers about teaching

Positive emotions	Number of teachers
Excited, happy, good	37,5%
Motivated, inspired	30%
Satisfied, succeeded, proud	32,5%

The Table 6 presents and compares the number of teachers by category of personality orientation. It is clearly seen that most of the Communication-oriented teachers feel motivated and inspired (58%) and excited, happy, or good (36%). Interestingly, just 7% of the teachers from communication-oriented group chose satisfied, and succeeded. Compared to COT, Self-oriented teachers mostly feel excited, happy, good and proud of their profession. The less number of teachers of SOT feel motivated or satisfied. Emotional priorities of Task-oriented teachers are similar to Self-oriented teachers' results.

Table 7

Positive emotions experienced by orientation categories of teachers about teaching

Positive emotions	SOT	COT	TOT
Excited, happy, good	42%	36%	36%
Motivated, inspired	17%	58%	14%
Satisfied, succeeded, proud	41%	7%	36%

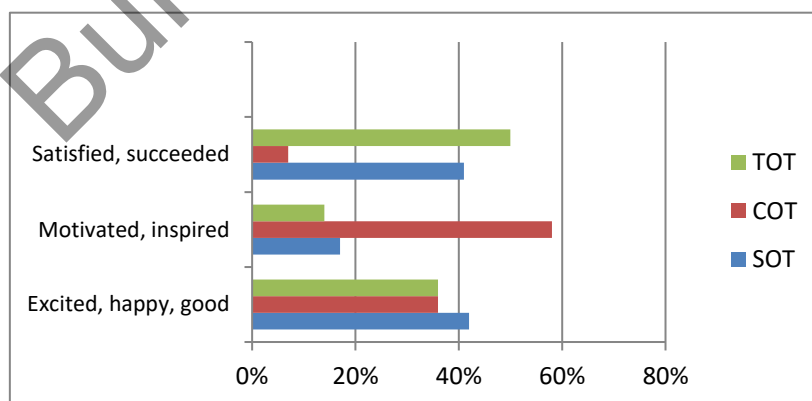


Figure 4. Positive feelings experienced by orientation categories of teachers

There are three groups in negative feelings. We also combined the negative feelings that teachers associated with teaching foreign languages. The most common negative feeling was tired, exhausted, and over-worked. 50% of all participants said that they feel tired.

Table 8

Negative emotions about teaching

Negative emotions	Number of teachers
Complicated, difficult	22,5%
Stressed, nervous	27,5%
Tired, exhausted, overworked	50%

The results in Table 9 and Figure 5 showed that Self-oriented teachers and Communication-oriented teachers mostly feel tired, exhausted, and overworked. They also feel stressed and nervous. Task-oriented teachers mostly feel stressed and nervous.

Table 9

Negative feelings about teaching by orientations

Negative emotions	SOT	COT	TOT
Complicated, difficult	25%	21%	21%
Stressed, nervous	17%	21%	43%
Tired, exhausted, overworked	58%	58%	36%

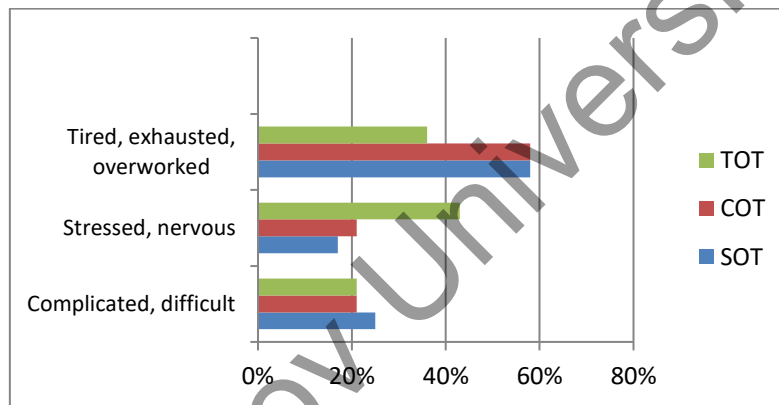


Figure 5. Negative feelings experienced by orientation categories of teachers

2. *What is your reaction if your students misbehave or do not show any interest in the classroom?*

The next question of open-ended survey about the reactions of foreign language teachers if the students are not interested or misbehave in the classroom. We combined similar answers into 5 groups. The groups are 1) warning or private talk; 2) change the method of teaching; 3) ignore or feel neutral; 4) demotivation or negative emotion; 5) feel motivated to become better.

Table 10

Reactions of teachers to misbehavior and disinterest of students

Reactions of teachers	Number of teachers
Warning, private talk	17,5%
Change the method	22,5%
Ignore, neutral	27,5%
Demotivation, negative emotions	20%
Motivation to be better	12,5%

Compared reactions by groups of personal orientation, we found (Table 11 and Fig. 6) that Self-oriented teachers mostly prefer to ignore or just feel neutral when the students misbehave or show any interest in the classroom. Communication-oriented teachers feel demotivated and have some negative feelings. Task-oriented teachers try to change the methods of teaching and feel motivated to become better in teaching foreign language.

Table 11

Reactions of orientation categories of teachers to misbehavior and disinterest of students

Reactions	SOT	COT	TOT
Warning, private talk	17%	28%	8%
Change the method	17%	14%	36%
Ignore, neutral	58%	14%	14%
Demotivation, negative emotions	8%	36%	14%
Motivation to be better	0	8%	28%

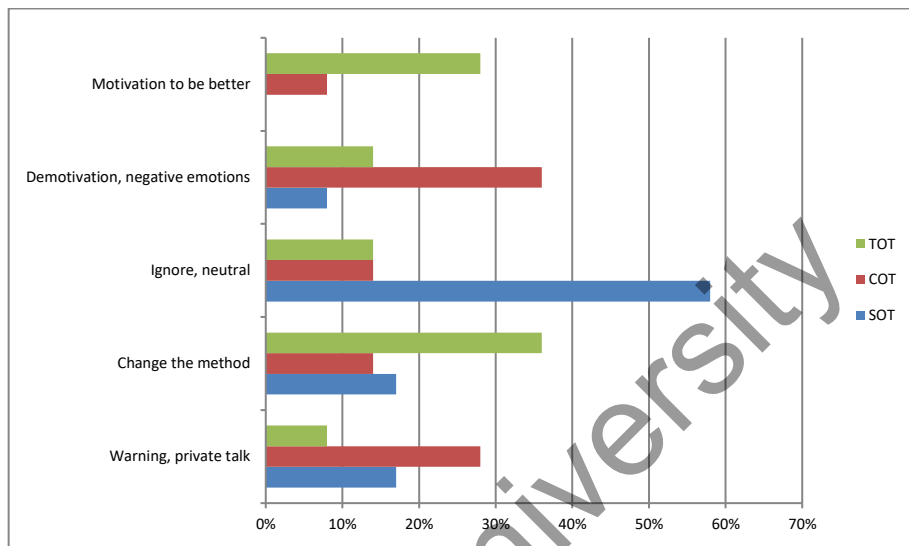


Figure 6. Reactions of teachers to misbehavior and disinterest of students

3. What kind of emotions do you experience a) during the lesson and b) after typical work day?

The third question of open-ended survey has two answers: feelings during the lesson and feelings after the lessons. Interestingly, all the participants feel positive emotions during the lessons. The teachers did not mention any negativity in this question. For example, T18 said: *I feel very motivated during the lesson. I prepare a lot of tasks to my students and I want my students to finish and understand the lesson.*

Another Teacher gave this answer: *I set some goals to myself and to my students. And during the lesson I feel to achieve these goals together with my students (Teacher 5).*

Table 12

Emotions of teachers experienced during the lesson

Emotions during the lesson	Number of teachers
Happy, excited, energetic	37,5%
Motivated, focused	30%
Goal oriented, wishing to achieve	32,5%

The results by Personality orientation showed us that Self-orientated teachers feel happy, excited, or energetic. Task-oriented teachers mostly feel goal oriented. The results of Communication-oriented teachers showed almost the same numbers in all three categories of answers.

Table 13

Emotions of teachers experienced during the day by professional orientations

Emotions during the lessons	SOT	COT	TOT
Happy, excited, energetic	50%	36%	28%
Motivated, focused	33%	36%	21%
Goal oriented, wishing to achieve	17%	28%	50%

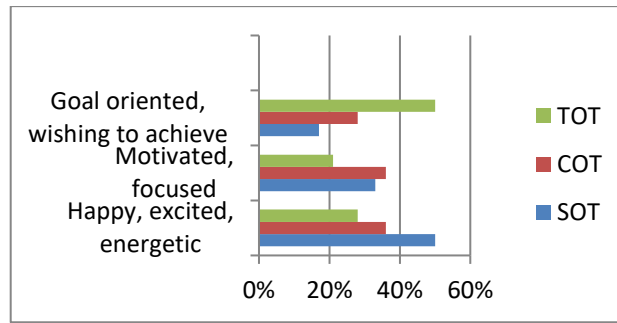


Figure 7. Emotions during the day

The emotions after the lessons are different than during the lesson. There are both positive and negative emotions mentioned. More than half of the teachers said that they feel tired or exhausted. Some teachers said that they feel happy while others have some feelings of satisfaction.

Table 14

Emotions after the lessons

Emotions after the lessons	Number of teachers
Happy, relaxed	25%
Exhausted, tired	55%
Satisfied	20%

After the typical work day all categories of teachers feel exhausted. The number of teachers feeling tired are higher than other two groups of feelings. Other two groups of feelings have almost the same number of teachers.

Table 15

Emotions experienced after the lesson by professional orientations

Emotions	SOT	COT	TOT
Happy, relaxed	25%	22%	28%
Exhausted, tired	58%	50%	58%
Satisfied	17%	28%	14%

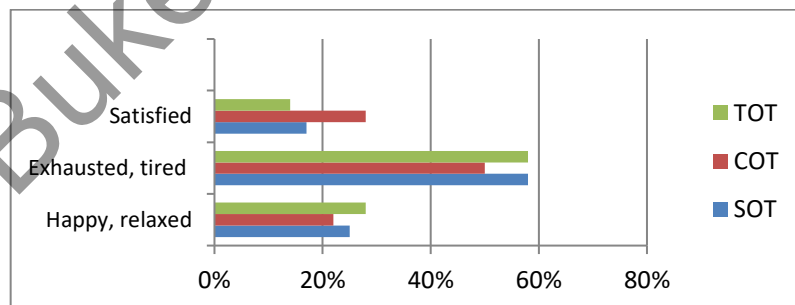


Figure 8. Emotions experienced after the lessons

4. What could be major reason for quitting or changing the teaching profession?

The last question in the open-ended survey was about quitting or changing the profession of teaching foreign language. In this part we have 5 groups of answers. Interestingly, there are some teachers that said that they will never change their job. For example, Teacher 15: *I do not see any reasons to change my job. The main reason might be retirement. Only in this case I will change my job. I have never thought about changing my profession* (Teacher 33).

Another category of answers was about money or salary. The teachers said that the decrease in salary might be the reason of quitting the job. *Sometimes I feel that the balance between salary and workload we have are not the same. Therefore, this might be the reason* (Teacher 2).

Professional development was the next category of answers. The teachers said that sometimes they feel like they are not developing further as a teacher. They need some courses or qualifications to teach their students. *Teaching at school is like a daily routine. The same things and the same topics. I think if this continues I might stop teaching* (Teacher 7).

Parents and School staff and administration were also mentioned in the possible reasons for quitting the profession.

I do not want to change my job. But in the same time I feel pressured from the side of parents. Parents attitude might be the main reason (Teacher 39). *School administration gives so much work. They also underestimate our work* (Teacher 11).

The majority of the Communication-oriented teachers (Fig. 9) do not want to change their job. Self-oriented teachers might change their profession because of school administration or staff. However, task-oriented teachers might quit teaching because of lack of professional development.

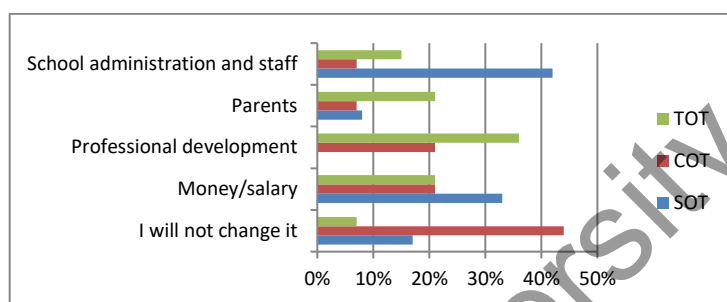


Figure 9. Possible reasons of quitting teaching by professional orientations

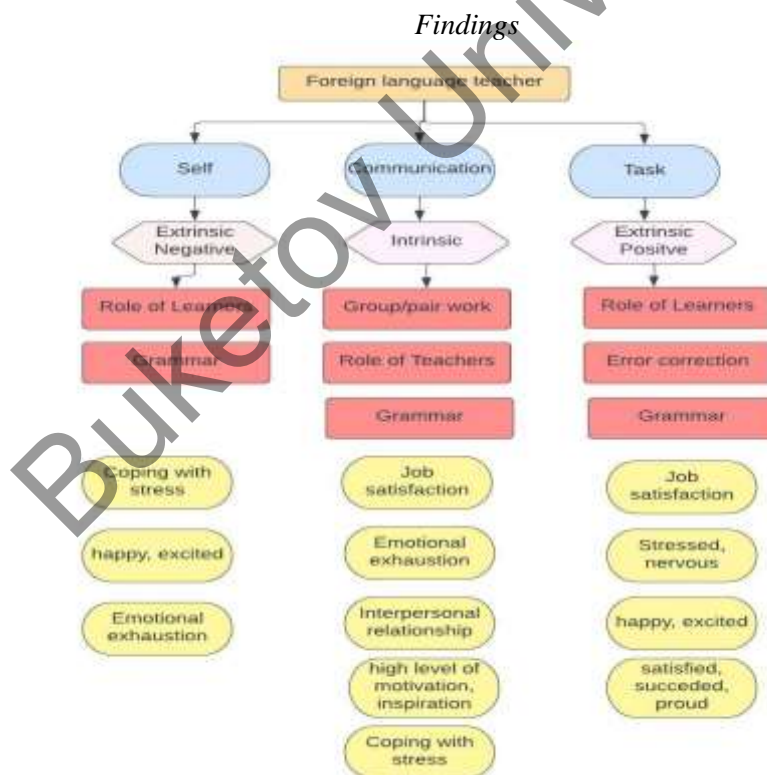


Figure 10. Foreign Language Teacher Profile

The results of the study showed (Fig. 10) that English language teachers may be Self-oriented, Communication-oriented and Task-oriented. For Self-oriented teachers (SOT) the work and teaching process is the place where they can satisfy their own needs and obtain personal superiority and prestige. Communication-oriented teachers (COT) are more focused on obtaining good relationship with students and colleagues and

maintain social approval. Task-oriented teachers (TOT) use classroom to master their teaching skills, knowledge and abilities and achieve high results in activities.

The majority of the English language teachers have optimal ratio of motives which means that their motivation is driven by internal or external positive motives. While Communication-oriented teachers demonstrated the best motivational complex with highest intrinsic and extrinsic motivation to teach, only half of Self-oriented participants managed to reach the balance. Moreover, there is a high degree of correlation between Self-oriented teachers and extrinsic positive motives, which means the higher is the salary, respect from others or praise of the English language teachers, the more effective the Self-oriented teachers are. This explains why Self-oriented teachers are mostly motivated by extrinsic rewards. Compared to SOT, Task-oriented teachers have strong negative correlation with extrinsic positive motives. That is to say, Task-oriented teachers are not really motivated by salary or social compliment. They get passion in getting the job done the most effective way. Thus, if the teacher's personality dominance is Task-orientation, the less attention is paid to the extrinsic positive rewards. Overall, they managed to reach almost high optimal motivational complex. The results of the participants of Zamfir's method showed that English language teachers have optimal ratio which means that the teachers specifically chose their profession and they have interest to teach the students. The teachers are happy during the lessons and motivated from the lesson itself, demonstrating a good level of job satisfaction.

English language teachers have positive cognitive attitude towards Communicative approach. These teachers are interested in using communicative approach while teaching English. However, three groups of teachers with different professional orientations revealed a number of different beliefs and teaching preferences. Interestingly, Role of Grammar and Group work in teaching English are rated moderately by all three categories showing high similarity; meanwhile, the biggest discrepancy is discovered in their attitudes to the Role of Learners and Role of Teachers. For example, Communication-oriented teachers place twice as much responsibility for Teacher role in communication, demonstrating the highest level among all three groups. At the same time, Role of Learners is rather underestimated by COT. Task-oriented teachers find Roles of Learners and Teachers similarly valuable; whereas Self-oriented teachers believe that learners should contribute more than teachers. Compared to four criteria of communicative approach, Role of error correction got the lowest marks. That is to say, all the teachers do not pay so much attention on the error correction during the learning and teaching process. Teachers cognitive preferences are supported by Pearson in a strong correlation with SOT and moderate correlation with COT and TOT.

In the affective factor, which illustrates how EFL teachers cope with teacher stress, enjoy building relationship with students, experience job satisfaction or emotional exhaustion, all three groups of teachers obtained different results. The leader in all criteria was Communication-oriented teachers: they are most satisfied, inspired by relationship with students, use helpful strategies to cope with stress and at the same time feel most exhausted by the end of the day. Surprisingly, Task orientation interferes with ability to build relationship and get satisfaction from work; meanwhile, prevents emotional exhaustion; it is demonstrated by Pearson moderate negative correlation results Task-oriented teachers of which obtained with job satisfaction, interpersonal relationship and emotional exhaustion. They are less prone to emotional burnout, in contrast to Communication-oriented ones who tend to burn at work. It is also important to note that if the professional orientation of English language teacher is Self-oriented, the job satisfaction is expected to be higher. Self-oriented teachers and Communication-oriented teachers are equally good at coping with stress at work.

Thus, the most emotionally exhausted English language teachers are Communication-oriented teachers while the least exhausted are Task-oriented teachers. This result was also supported by open-ended survey. Self-oriented teachers and Communication oriented teachers answered that the negative feelings that they associate with teaching English at school can be tired, overworked, and exhausted while very small number of Task-oriented teachers mentioned those feelings. Three categories of teachers reveal different strategies to cope with stress. For example, SOTs mostly try to ignore or have neutral feeling towards the students who are not interested in the lesson; whereas COTs lose motivation for teaching in this situation. The students who are not interested is the reason for teachers' demotivation. If students misbehave or do not show any interest in the lesson TOTs prefer to change the method of teaching in order to make the lesson better.

It was found out that attitude of school administration and colleagues play an important role on the feelings of SOTs. This can even force them to quit their job if they are not respected and appreciated enough. However, most of the COTs answered that they do not want to change their job for any reasons. For TOTs professional development is the most important attribute as they indicated they could stop teaching if they do not see any way of professional development.

Conclusions

The current study explored “hidden side” of English language teachers. “Hidden side” of foreign language teachers is described by three main factors such as cognition, affect and motivation. By investigating these factors English language teacher profile was described. Professional orientation method was taken as a base-ment of the study. The results of the method helped us to identify the dominant orientation of English language teachers. It was found that all three professional orientations are dominant in English language teachers. There-fore, English language teachers were described and compared by three professional orientations: self-orienta-tion, communication-orientation, and task-orientation. Teachers based on their professional orientations dif-fered by motives, cognitive attitudes, and emotional states.

According to the results of current study the majority of English language teachers are motivated by intrinsic and extrinsic positive motives. The study found that English language teachers prefer to work at school because this brings them happiness and joy. The teachers are also working as English language teachers be-cause teaching foreign language at school is associated with higher salary, respect or social prestige.

ESL teachers have positive Cognitive attitude towards Communicative approach. The teachers believe that teaching and learning process should be done in group and pair works. The role of learners and teachers are considered to be very important in the teaching process too. The attitudes and beliefs of three categories of teachers about teaching English are quite similar to each other. The teachers generally think that nowadays paying too much attention on correcting students and grammar should be minimized and communication should be improved during the lessons.

ESL teachers generally feel happy and satisfied with their profession. Teaching English is associated with positive feelings. However, we cannot deny the fact that English language teachers feel emotional exhaustion and burnout. There are several factors that bring ESL teachers to emotional exhaustion such as school admin-istration, colleagues or parents’ attitudes.

The study revealed the factors influencing teachers the most and may give some ideas to improve the quality of teaching foreign languages in schools. Teachers should improve and promote communicative skills at workplace with parents, colleagues and school administration. There should be done some activities in order to help teachers to cope with stress. There should be some professional development courses done in order to improve teaching process at schools. Administrators should facilitate professional learning and need to provide opportunities for professional development.

References

- 1 Stronge, J.H., Tucker, P.D., & Hindman, J.L. (2004). *Handbook for qualities of effective teachers*. Alexandria, Va: Association for Supervision and Curriculum Development.
- 2 Bier, A. (2014). The Motivation of Second/Foreign Language Teachers, A review of the Literature. *EL LE*, 3(3).
- 3 Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- 4 Pınar, S., Bardakçı, M., & Arslan Yalçın, F. (2021). Factors Influencing Teachers’ Professional Learning: A Study of Turkish EFL Teachers. *Journal of Language and Linguistic Studies*, 17(Special Issue 1), 173–192.
- 5 Gabryś-Barker, D. (2015). We are human beings not robots. *Topics in Applied Psycholinguistics*.
- 6 Gardner, R.C. (2007). Motivation and second language acquisition. *Porta Linguarum*.
- 7 Vasilenko, Yelena, Grach, Yulia, Gudz, Tatiana, Romanovska, Lyudmila, & Kravchyna, Tetiana (2019). Analysis of the For-mation of Personal and Professional Qualities of Future Social Workers for Street Social Work. *Revista Romaneasca pentru Educatie Multidimensionala*, 11, 288. 10.18662/rrem/170.
- 8 Zamfir, K. (2018). New Testament Studies. *Journal for the Study of Religions and Ideologies*, 17 (51), 3–20.
- 9 Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Jour-nal*, 50/3.
- 10 Kubanyiova, Magdalena. (2012). Teacher Development in Action, Understanding Language Teachers’ Conceptual Change, 10.1057/9780230348424.
- 11 Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: an overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39:2, 175–189. DOI: 10.1080/03057640902902252.
- 12 Beijjaard, D., Meijer, P.C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107–128. <https://doi.org/10.1016/j.tate.2003.07.001>.
- 13 European Trade Union Committee for Education (2008). *Teacher education in Europe. An ETUCE policy paper*. Brussels: European Trade Union Committee for Education.

14 Alsurp, J. (2005). *Teacher Identity Discourses: Negotiating Personal and Professional Spaces*. Mahwah, NJ: Lawrence Erlbaum Associates.

15 Cooper, K., & Olson, M.R. (1996). The Multiple 'I's of Teacher Identity. *Changing research and practice: Teachers' professionalism, identities and knowledge*, 78–89.

М.К. Джандильдинов, З.Ж. Кашкинбаева, Е.Ю. Дергунова, Г.Т. Ерсултанова

Шет тілі мұғалімінің «жасырын жағын» зерделеу: таным, ықпал және мотивация

Зерттеудің негізгі мақсаты — шет тілі мұғалімінің «жасырын жағын» зерттеу. Шет тілі мұғалімін сипаттау үшін таным, ықпал және мотивация сияқты факторлар алынып, зерттелді. Зерттеуге Қазақстанның әртүрлі қалаларынан, яғни педагогикалық деңгейлері, жасы мен жұмыс тәжірибесі әртүрлі, мектептерде жұмыс істейтін 40 ағылшын тілі мұғалімдері іріктелініп алынды. Зерттеу барысында ағылшын тілі мұғалімдеріне сауалнама жүргізілді. Шетел тілі мұғалімінің жалпы бейнесін сипаттау үшін кәсіптік бағдар беру әдісі қолданылды. Нәтижелерге сәйкес, ағылшын тілі мұғалімдерінде үш басым кәсіби бағдар бар. Олар: өзін-өзі бағдарлау, коммуникативті бағдарлау және тапсырмаға бағдарлау. Осы бағдарлардың негізінде мұғалімдердің когнитивтік, аффективтік, мотивациялық аспектілері сипатталып, салыстырылды. Нәтижелер ағылшын тілі мұғалімдерінің коммуникативті тәсілді білуге, жұмыс мотивтеріне және мектептерде ағылшын тілін оқыту бойынша эмоцияларға қатысты егжей-тегжейлі салыстыру мен сипаттамасын береді.

Кілт сөздер: жасырын жағы, ағылшын пәні мұғалімі, мұғалім бейнесі, мұғалім танымы, мұғалім ықпалы, мұғалім мотивациясы.

М.К. Джандильдинов, З.Ж. Кашкинбаева, Е.Ю. Дергунова, Г.Т. Ерсултанова

Изучение «скрытой стороны» учителя иностранного языка: познание, влияние и мотивация

Основной целью данного исследования является изучение «скрытой стороны» учителя иностранного языка. Для описания учителя иностранного языка были взяты и исследованы такие факторы, как познание, аффект и мотивация. В исследовании участвовали учителя английского языка. Выборка исследования состоит из 40 учителей английского языка, работающих в разных государственных школах из разных городов, с разным уровнем преподавания, возрастом и опытом работы в Казахстане. Для описания общего портрета учителя иностранного языка был использован метод профориентации. Согласно результатам, учителя английского языка имеют три доминантные профессиональные ориентации: самоориентация, коммуникативная ориентация и ориентация на задачу. На основе этих ориентаций были описаны и сопоставлены когнитивная, аффективная и мотивационная стороны педагогов. Результаты дают подробное сравнение и описание учителей английского языка в отношении познания коммуникативного подхода, мотивов работы и эмоций по поводу преподавания английского языка в школах.

Ключевые слова: скрытая сторона, учитель английского языка, портрет учителя, познание учителя, аффект учителя, мотивация учителя.

Information about authors

Jandildinov, M.K. — PhD in Pedagogy and Psychology, Associate Professor, JSC «Zhezkazgan Baikonurov Univeristy», Zhezkazgan, Kazakhstan;

Kashkinbayeva, Z.Zh. — Candidate of pedagogical sciences, Docent, JSC «Zhezkazgan Baikonurov Univeristy», Zhezkazgan, Kazakhstan;

Dergunova, Ye.Yu. — Candidate of pedagogical sciences, Senior lecturer, JSC «Zhezkazgan Baikonurov Univeristy», Zhezkazgan, Kazakhstan;

Yersultanova, G.T. — PhD in Linguistics, Assistant Professor, EI «Almaty Management University», Almaty, Kazakhstan.