

Teachers' Enthusiasm: A Predictor of Students' Motivation to Learn English

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ABSTRACT

Aim of the Study: Although the role of the teacher in the affective field has gained much attention in the field of second language (L2) motivation, the impact of teacher enthusiasm has not been thoroughly explored in low-resourced contexts, such as those in South Asia. This study aimed at the level of perceived teacher enthusiasm, the level of students' motivation to learn English and the extent to which perceived teacher enthusiasm predicts motivation of secondary school level female students learning English as foreign language (EFL) in government schools of Quetta city, Pakistan.

Methodology: A five-point Likert questionnaire, with a validated enthusiasm subscale consisting of six items ($\alpha = .866$) and a motivation subscale comprising of fifteen items ($\alpha = .933$), were used to collect data from ($n=365$) female students (Grades 9–10) using a descriptive–correlational design.

Findings: The descriptive statistics revealed that the learners' perceptions of their English teachers' enthusiasm was high ($M = 3.60$, $SD = 0.77$), and the overall level of their motivation was high ($M = 3.55$, $SD = 0.70$). Teacher enthusiasm also correlated significantly and positively with students' motivation ($r = .49$, $p < .001$), and was a significant predictor of students' motivation ($\beta = .490$, $t = 10.69$, $p < .001$), accounting for 24% of the variance of students' motivation ($R^2 = .240$).

Conclusion: The results are in favor of an emotional contagion theory of L2 motivation and indicate that enthusiasm can be developed by teachers and is a useful trait for them to cultivate for motivational purposes in an L2 classroom where resources are limited. Discussions of implications for teacher education and classroom practice are provided.

Keywords: Teacher Enthusiasm; EFL Motivation; Emotional Contagion; Secondary Education; Pakistan; Positive Psychology.

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1. INTRODUCTION

English is central to Pakistan's educational system, as a mandatory school language, access to higher education and also as having a role in social and economic mobility. Although they have been studying English formally for several years, many of the learners of government schools are neither confident nor motivated to use English in the secondary schools after they have completed their secondary education. Maintaining the motivation of students is often a difficulty for teachers in Balochistan and other provinces where classrooms are typically large, teaching resource is limited, and there is little outside of school contact with English. In recent years, it is reported that motivation, not aptitude alone, plays a crucial role in language learning success in the Pakistani context, while teacher-led language learning motivation strategies have been found to be the most effective motivational strategies to boost motivation (Ramzan et al., 2023; Chen & Ramzan, 2024).

Affective quality of teaching has become a focus of growing concern within the cluster of teacher variables that impact on motivation. The emotional climate of the classroom is now considered an important factor in engagement, alongside method and curriculum, in a significant strand of research in the psychology of language learning (Botes et al., 2022; Kong, 2022). Enthusiasm is especially relevant among positive teacher emotions due to its obviousness to students, which is evident in verbal and non-verbal actions, and which seems to be easily transmitted to the learners (Dewaele & Li, 2021; Bieg et al., 2022). Studies reveal that teachers' enthusiasm can positively influence learners' enjoyment, decrease boredom and anxiety, and enhance the behavioural and emotional involvement in various EFL settings (Shi & Liu, 2025; Yan et al., 2023).

Looking at teacher enthusiasm from a theoretical perspective is nothing new. Early experiments showed that an enthused teacher increased pupils' intrinsic motivation and vitality (Patrick et al., 2000), and that some causal evidence of the effect of a teacher's expressive energy on pupils' attitudes to a topic was available. This has been extended by more recent studies into L2 research, revealing that perceived teacher affective support is connected to the wellbeing and resilience of L2 learners, which in turn has been correlated to an increase in L2 learners' grit and decrease in burnout (Wu et al., 2023). Motivation, in turn, is considered to be one of the most consistent predictors of ultimate attainment in a foreign language, and is believed to mediate the long-term effect of aptitude, effort and persistence. Whereas the affective quality of teaching has a significant effect on motivation, and motivation has a significant effect on attainment, it is important to determine which observable teacher behaviours are most strongly associated with motivation, especially where there are less motivational resources at the students' disposal.

While there has been considerable research on teacher enthusiasm, there are several gaps that need to be addressed. First, most of the empirical studies have been conducted in university EFL classrooms, especially in East Asian nations, and the results of previous studies are not generalizable to secondary school learners in developing educational systems. Second, the majority of the research has been conducted on the engagement, enjoyment and emotional experiences of the learner rather than comparatively fewer studies have investigated students' motivation as a separate educational objective. Thirdly, there is limited quantitative evidence from resource-constrained public schools in Pakistan including Balochistan on the issues of English language learning, especially in terms of limited instructional resources, large classes, and limited opportunities for authentic language. In this extraordinary educational environment, it is therefore not clear if teacher enthusiasm can have a similar motivational effect. These gaps, the present study examines how the teacher's attitude towards English learning affects the students' motivation to learn English in government schools of Quetta city of Balochistan province among female secondary school students. The study extends the findings to a context of education that has been less explored in existing literature, namely in the EFL context, thus adding to the existing research on teacher affective behaviours and learner motivation in EFL education.

For this reason, the present study aims to empirically test the role of perceived teacher enthusiasm as a significant predictor of student motivation in a context of underrepresented educational setting, government secondary schools in Pakistan, in order to expand the coverage of other motives to the underrepresented educational context.

1.1 Significance of the Study

The present study aims to fill the gap in literature on teacher related affective factors by presenting empirical evidence on the contribution of teacher enthusiasm in improving the motivation of English learners in secondary school in an EFL environment with limited resources. This research works differs from the former studies which were mainly based on higher education and higher developed countries because the study is based on the women students of the government secondary schools of Quetta, Pakistan. The results have implications for teachers, teacher trainers and policy makers, as they reveal the significance and trainability of teachers' enthusiasm as a factor that can enhance students' motivation to learn English. The study also contributes to the extension of the application of Emotional Contagion Theory in an under-studied educational context and serves as evidence for teacher professional development for enhancing the English language learning outcomes.

1.2 Study Objectives

The study aimed to achieve four objectives:

1. To find out the level of teacher enthusiasm perceived by secondary EFL learners in Quetta city government schools.
2. To find out the level of EFL learners' motivation to learn English.
3. To find out the relationship between teacher enthusiasm and students' motivation to learn English
4. To find out whether teacher enthusiasm significantly predicts EFL learners' motivation to learn English.

1.3 Research Questions

RQ1: What is the level of teacher enthusiasm perceived by secondary EFL students?

RQ2: What is the level of EFL learners motivation to learn English?

2. LITERATURE REVIEW

2.1 The Measures of Teacher Enthusiasm

Teacher enthusiasm is frequently defined as the energy, interest and positive emotions that a teacher conveys during a lesson, and a teacher's evident enjoyment of the subject and of teaching. It is possible to differentiate between the internal emotional state (experienced enthusiasm) and the external expression (displayed enthusiasm) of this feeling, and it is the latter that is heard and felt by learners (Bieg et al., 2022; Keller & Becker, 2021). But, so does the authenticity of displayed enthusiasm: If learners see the enthusiasm as authentic – and thus real – and not deceptive – and thus fake – its motivational benefits are the greatest (Keller & Becker, 2021). Enthusiasm is a behaviour not an attribute and it is therefore more amenable to development of the behaviour through training, making it particularly important to teacher education for practical purposes.

2.2 Emotional Contagion and the 'Broaden and Build' View

Emotional Contagion Theory has been widely discussed to explain the connection between teacher enthusiasm and learner motivation (Kong, 2022). When applied to language classrooms, contagion theory suggests that when teachers are excited, they pass on that enthusiasm to the learners, who are excited, enjoy the class, and are more willing to participate. There is evidence for the reciprocal spread of enjoyment from teachers to learners (Frenzel et al., 2018; Moskowitz & Dewaele, 2021), and reviews

have confirmed that positive emotions like enjoyment and enthusiasm are some of the most reliably 'contagious' states in L2 environments (Kong, 2022). This picture is complemented by Fredrickson's account of the broaden-and-build perspective: positive emotions in the classroom expand learners' attention and cultivate enduring cognitive and motivational resources, while negative emotions narrow attention and limit learning opportunities (Shi & Liu, 2025). Enthusiasm, then is not just a nice add-on in the classroom, but a system to activate the resources on which motivation relies.

2.3 Enthusiasm, Enjoyment, and Motivation in EFL

Recent empirical studies report consistently to the relation between teacher enthusiasm and various positive learner outcomes in EFL classrooms. Enthusiasm does not directly impact upon motivation in all situations, but seems to work its way through a number of emotional and behavioural processes. In various educational contexts, students' positive attitudes towards teachers are linked to increased involvement, enjoyment, motivation to learn, and decreased boredom and anxiety in the classroom (Dewaele & Li, 2021; Shi & Liu, 2025; Yan et al., 2023). Empirical data also indicate that foreign language enjoyment is a strong predictor of achievement and engagement (Botes et al., 2022), and that classroom climate studies indicate that positive teacher behaviours make classroom learning psychologically supportive, which promotes continued engagement (Hosseini et al., 2022). Similarly, research on teacher mindfulness and compassion shows that the affective qualities of teachers as a whole are associated with increased enjoyment and motivation in learners, through increased positive relationships within the classroom (Huang, 2022). Overall, the results indicated that teacher enthusiasm is a significant instructional behavior which positively affects learners' motivational experience through their emotional processes. That notwithstanding, the majority of the available evidence comes from the university-level EFL environment in East Asia, so the extent to which similar relationships can be found in secondary schools under conditions of limited resources and educational facilities like the government schools in Pakistan remains uncertain.

While many recent studies in EFL have focused on engagement or enjoyment, motivation is another concept that is different from it and in fact has more implications in the sense that it concerns the direction, intensity, and persistence of learners' efforts over time. This is important because a student might be interested or amused for a short time before moving onto another subject, but not be motivated to learn the language enough to persevere through the challenges. Naturally, the evidence of teacher enthusiasm at this motivational level is well documented: Patrick et al. (2000) conducted an experimental study to show that students' experience of enthusiasm in the delivery of the teacher had a causal effect, rather than being merely a correlate, on their feelings of increased vitality and intrinsic motivation. Complementary research shows that teachers' affective attitude does not simply happen in the moment but impact learners' more enduring dispositions, as positive teacher affective support and enthusiasm are correlated with increased L2 grit and decreased burnout (Wu et al., 2023), which suggests that a positive affective attitude on the part of teachers can help students develop a positive attitude toward persistence in L2 learning that is not momentary but enduring. The overall impression that can be gleaned from this body of work is that it supports the belief that enthusiasm should predict not only the enjoyment learners feel in learning English, but their desire to continue to learn it.

2.4 The Pakistani and Baluchistan Context

The teaching of English in the government schools of Pakistan is confined to many constraints as documented: overcrowded classrooms, inadequate materials, examination-oriented grammar translation method, and minimal exposure to the English language. Learner-centred and affectively supportive teacher behaviours are shown to promote enhancing motivation and vocabulary learning in such conditions (Ramzan et al., 2023), while technology-supported, motivation-oriented interventions are shown to improve both motivation and performance of English as a second language (Chen & Ramzan, 2024). These results indicate that in environments where structural resources are less available, interpersonal and affective behavioral styles of the teacher are relatively more significant motivational

resources. Balochistan has some of the toughest educational challenges in Pakistan, with a lack of qualified teachers, limited instructional resources, and limited opportunities to access the English language. The affective characteristics of teachers in this case, enthusiasm, can thus be especially significant in the motivation of learners when the external learning resources are limited. In spite of this context, there is only limited empirical research which investigates the motivational state of female secondary-school teachers in government schools in terms of their enthusiasm. This is crucial in order to see whether the results of studies reported in international EFL settings are equally applicable in the public-school system in Pakistan.

2.5 Hypotheses

H1: There is significant relationship between teacher enthusiasm and secondary EFL students' motivation to learn English.

H2: Teacher enthusiasm significantly predicts secondary school EFL students' motivation to learn English.

3. RESEARCH METHODOLOGY

3.1 Research Design

The study used a quantitative descriptive-correlational design that involved the measurement of variables as they naturally occurred in the school environment, without manipulation, and was appropriate for determining the nature and intensity of the relationships between affective classroom variables.

3.2 Participants/Sample

The Krejcie and Morgan (1970) sampling criterion was used to select 365 female students, in Grade 9 and 10, from the government secondary schools of Quetta city in Balochistan, out of a larger target population of female government-school students, which represented 91.3% usable questionnaires from 400 questionnaires distributed, after data screening. The majority of respondents were in Grade 10 (50.7%) and Grade 9 (49.3%) and the age group of 14-17 years accounted for approximately 69%.

3.3 Data Collection

The data were collected in a structured questionnaire with the use of a five-point Likert scale, two of which were analyzed here: the teacher's enthusiasm (six items scale representing observable enthusiastic behaviors in the classroom; e.g., teacher is enthusiastic while teaching English, teacher makes lessons interesting, teacher motivates students, teacher uses varied methods to engage the class), and students' motivation (fifteen items scale covering their engagement, interest, persistence and intrinsic/extrinsic motivation in studying English). Internal-consistency reliability was high, as was the Cronbach's alpha for the enthusiasm subscale (.866) and the motivation scale (.933), both surpassing the .70 guideline. Questionnaires were given in classrooms during regular school hours and were anonymous and voluntary; appropriate permissions were obtained.

3.4 Data Analysis

Data analysis was done with descriptive statistics (mean, S.D., mean level classification), Pearson product-moment correlation to test H1, and simple linear regression to test H2. The regression analysis used students' motivation as the dependent variable and perceived teacher enthusiasm as the independent variable, to see the prediction of students' motivation from the independent variable. Mean scores were interpreted using the bands 1.00–2.59 = low, 2.60–3.39 = moderate, and 3.40–5.00 = high.

3.5 Ethical Consideration

Research was conducted in an ethically compliant and responsible manner. Prior to the data collection, permission was gained from the relevant educational authorities and school administrations. The

participants were given information about the study and the purpose of the study and their participation was voluntary. The participants were informed and consented prior to taking the questionnaire. They were informed that their answers would be anonymous, that they would only be used for research, and that they would be free to discontinue participation in the study at any time without any repercussions.

4. RESULTS

Table 1: Item-wise descriptive statistics for perceived teacher enthusiasm ($N = 365$)

Item	M	SD
My teacher uses different methods to engage students	3.80	0.97
My teacher makes the lesson interesting	3.72	0.92
My teacher motivates students to learn English	3.66	1.04
My teacher teaches English with energy	3.58	1.04
My teacher encourages students to participate	3.43	1.01
My teacher shows interest in teaching	3.39	1.01
Enthusiasm subscale (overall)	3.60	0.77

Note. Response scale: 1 = strongly disagree to 5 = strongly agree. Overall subscale $\alpha = .866$.

The descriptive statistics for students' perceptions of teacher enthusiasm in English language classroom are given in table 1. The results for the teacher enthusiasm subscale revealed an overall mean score of 3.60 (SD = 0.77), which meant that the overall mean score for students perception of teacher enthusiasm towards the teaching of English was considered as moderately high. The highest mean scores (M) were obtained for the items: My teacher uses different methods to engage students (M = 3.80, SD = 0.97), My teacher makes the lesson interesting (M = 3.72, SD = 0.92), and My teacher motivates students to learn English (M = 3.66, SD = 1.04), which indicated that students perceived these aspects of teacher enthusiasm as the most positive. Generally, the mean scores indicated favourable perceptions with the remaining items that included teaching with energy (M = 3.58, SD = 1.04), encouraging students to participate (M = 3.43, SD = 1.01), and showing interest in teaching (M = 3.39, SD = 1.01). Overall, these results indicate that students' English teachers were enthusiastic in their teaching practice and the high internal consistency of the subscale (Cronbach's $\alpha = .866$) also suggests that the items measured the construct of teacher enthusiasm reliably.

Table 2: Descriptive statistics for students' motivation and its dimensions ($N = 365$)

Dimension	M	SD	Level
Intrinsic/Extrinsic Motivation	3.79	0.72	High
Interest	3.68	0.79	High
Engagement	3.50	0.81	High
Persistence	3.29	0.76	Moderate
Students' Motivation (overall)	3.55	0.70	High

Note. Level bands: 1.00–2.59 = low; 2.60–3.39 = moderate; 3.40–5.00 = high. Overall scale $\alpha = .933$.

Table 2 shows the descriptive statistics of students' motivation for learning English and the dimensions of English language learning motivation. The results showed that the respondents' overall mean score for students' motivation was 3.55 (SD = 0.70) which indicated that the students' motivation was high in general. The highest mean score (M = 3.79, SD = 0.72) was for the first dimension, Intrinsic/Extrinsic Motivation indicating that students were strongly motivated by intrinsic and extrinsic reasons to learn English. Interest (M = 3.68, SD = 0.79) and Engagement (M = 3.50, SD = 0.81) were also at a high level, meaning that students were highly engaged in learning English and took part in classroom activities. The mean score for Persistence (M = 3.29, SD = 0.76) was the lowest at a moderate level, indicating that students were comparatively less persistent in sustaining their efforts in the face of learning challenges. Overall, these results suggest that the respondents had relatively high motivation to learn English and

persistence was the dimension in which they needed to be improved. Additionally the overall motivation scale had high internal consistency (Cronbach's $\alpha = .933$) which indicated that the measure was reliable in measuring students' motivation.

Table 3: *Pearson Correlation between Teacher Enthusiasm and Students' Motivation (N = 365)*

Variable	1	2
1. Teacher Enthusiasm	1	
2. Students' Motivation	.490***	1

Note. *** $p < .001$ (2-tailed). N = 365.

The Pearson product-moment correlation between teacher enthusiasm and students' motivation to learn English is shown in Table 3. The findings showed there is a moderate positive correlation and statistically significant between the two variables ($r = .490$, $p < .001$) such that students' motivation to learn English was positively correlated with their teacher's enthusiasm in teaching English. The correlation coefficient is positive, indicating that the degree of teacher enthusiasm is closely related to the motivational results of students, which shows that the teacher's motivation-enhancing effect on learners' motivation through their enthusiastic teaching is proved. Based on the findings, it can be concluded that the assumption is correct in that teacher enthusiasm is important to students' motivation in secondary EFL classrooms.

Table 4: *Model Summary for Simple Linear Regression*

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
1	.490	.240	.238	.614	1.98

Predictor: Teacher Enthusiasm, *Dependent Variable:* Students' Motivation

Table 4.1: *ANOVA for Simple Linear Regression*

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	43.10	1	43.10	114.30	< .001
Residual	136.45	363	0.376		
Total	179.55	364			

Table 4.2: *Regression Coefficients for Teacher Enthusiasm Predicting Students' Motivation*

Predictor	B	Std. Error	Beta (β)	t	Sig.
Constant	1.284	0.170		7.55	< .001
Teacher Enthusiasm	0.458	0.043	.490	10.69	< .001

Dependent Variable: Students' Motivation

The results of the simple linear regression analysis that looks at the predictability power of teacher enthusiasm on the students' motivation to learn English are shown in Table 4, 4.1, and 4.2. As can be seen in Table 4, teacher enthusiasm was moderately positively correlated with students' motivation ($R = .490$), accounting for 24.0% of the variance in students' motivation ($R^2 = .240$, Adjusted $R^2 = .238$). The standard error of the estimate was 0.614, and the Durbin-Watson statistic was 1.98, which is a good indicator of the residual independence. The regression model proved to be statistically significant ($F(1, 363) = 114.30$, $p < .001$) and students' motivation to learn English was significantly predicted by teacher enthusiasm, as presented in Table 4.1. Teacher enthusiasm also significantly positively regressed ($B = 0.458$, $\beta = .490$, $t = 10.69$, $p < .001$) as shown in Table 4.2. This means that an increase of 1 in teacher enthusiasm was correlated with an expected increase in students' motivation of 0.458. In general, the results show that teachers' enthusiasm is a positive and significant factor motivating secondary EFL students to learn English.

5. DISCUSSION AND FINDINGS

The present study investigated the effect of teacher enthusiasm on EFL student's motivation to learn English in government girls' schools of Quetta, Pakistan. The results showed that overall, the students' impression of their English teachers' enthusiasm was moderate. The highest ratings were given to teachers' use of different instructional methods to engage students and their ability to make English lessons interesting. The results indicate that students appreciate skills that involve teachers in creating environments that are engaging, lively, and interactive. The same results have been found in previous studies that positive teaching attitudes improve students' learning experiences in the classroom by attracting students' attention, involvement, and enjoyment in learning language (Pašalić, 2023; Xu & Wang, 2024).

The findings also indicated students' overall high level of English learning motivation. Intrinsic and extrinsic motivation was the most potent dimension and interest and engagement the next, while persistence was of moderate significance. The pattern here shows that students seem to like learning English language and look forward to learning activities in the classroom but at the same time, they have a tendency of showing a relatively lower level of effort when they encounter challenges in learning. Consistent with recent EFL research, the study revealed that students' motivation is multi-dimensional and that the sustained effort relies heavily on the motivational climate in the classroom and the positive teacher behaviours in the classroom (Jin, 2024; Zaim et al., 2024).

The most important finding in this study is that the teacher enthusiasm is positively related to the student motivation ($r = .490$, at $p < .001$). There is a moderate correlation between the students' English learning motivation and their teachers' enthusiasm, indicating that the more students perceive their teachers' enthusiasm, the greater their motivation to learn English. This research confirms the findings of previous studies exemplified through the literature that enhanced teaching is linked to positive emotions, primarily of the teacher, which, in turn, foster learners' curiosity and enrich them with the joy of learning through active participation in the learning process (Pašalić, 2023; Tu & Thao, 2022).

The regression analysis also showed that the teacher enthusiasm significantly predicted the students' motivation and accounted for 24% of the variance of the students' motivation. While family support, self-efficacy, learning strategies, classroom climate and teacher-student relationship are among the factors that influence the motivation of students, the present results suggest that teacher enthusiasm has a significant role in motivating secondary learners of English as a foreign language. The positive regression coefficient also implies that as the teachers get more enthusiastic, the students' motivation increases accordingly. The results align with the recent studies in education that have shown that teachers' attitudes have a positive impact on teaching quality, classroom engagement, and students' motivation results (Xu & Wang, 2024; Zaim et al., 2024).

The results are significant in the light of the public secondary schools in Pakistan where English is a foreign language and students have not so many chances to practice English outside the classroom. In these situations, the teacher is one of the most powerful motivators of language learning. Active teaching, diversified teaching methods and positive classroom atmosphere, teachers' enthusiasm can give rise to a learning environment where students can confidently participate in learning and show continuous learning interest in English. These findings echo recent longitudinal studies, which found that teacher enthusiasm leads to positive learning outcomes in the long term, increases student enjoyment, and fosters supportive classroom practices (Lazarides et al., 2024). The results indicate that the overall extent of teachers' enthusiasm is consistent with the increasing body of evidence from positive psychology and motivation theories to suggest that teacher enthusiasm is a desirable personal characteristic and an effective instructional strategy that directly affects students' motivation and engagement in the learning process. Thus, continuous teacher professional development and a proper school atmosphere can be considered as an effective approach to increase teachers' enthusiasm, which in turn can improve the outcomes of EL in secondary schools in Pakistan (Hasanzadeh et al., 2024).

6. CONCLUSION

In conclusion, the study highlights the important role of teachers' enthusiasm in creating supportive and engaging English language learning environments for secondary EFL learners. Good English teaching goes beyond the mere transmission of content, and involves designing classroom experiences to stimulate engagement, participation and interest in learning in the students. Thus, supporting teachers' pedagogical skills, professional development and classroom practices should be taken into consideration. Schools and learning authorities should also set enabling conditions for teachers to be enthusiastic and engage in learner-centred approaches to English language teaching. Overall, the development of positive and engaging classroom environments can help to support more meaningful learning experiences for secondary school students.

7. PRACTICAL IMPLICATIONS

The results of the study have implications for practice and policy in education. First, it is essential to recognize that the enthusiasm of teachers is an important factor in effective EI teaching, as it plays a significant role in enhancing students' motivation. School administrators need to foster instructional methods that support vigor, involvement in the classroom, and good teacher-student relationships. Second, teacher training institutions and professional development programs should incorporate instruction in motivational teaching practices, engagement strategies for classroom, and expressive instruction approaches in order to help teachers convey their enthusiasm for teaching. Third, there is a need for educational policymakers to integrate teacher enthusiasm and student engagement measures into classroom observations and teacher evaluation processes. Last but not least, English teachers should be motivated to diversify teaching strategies, design interesting learning activities, and give continuous encouragement so as to keep students motivated, especially those who lack persistence.

8. LIMITATIONS AND FUTURE RESEARCH

There are several limitations in this study that need to be taken into account when interpreting the results. First, the study was a cross-sectional research design that makes it difficult to conclude causal relations between teacher enthusiasm and students' motivation. Research is required to investigate the relationship between teacher enthusiasm and students' motivation in a long-term perspective through a longitudinal study, as well as through an experimental study. Secondly, the study was based on self-reported perception of students only; this might be influenced by response bias and personal perception. More in-depth understanding of teacher enthusiasm could be achieved by supplementing student questionnaires with classroom observations, teacher self-reports, and interviews in future studies. Third, the study was conducted on Government Secondary schools in Quetta with female students; hence the results of the study may not be generalizable to other educational settings. Future studies should take into account male students, private schools, and participants in various provinces of Pakistan. Last, as mentioned earlier, students' motivation is affected by various factors, so future research should examine other factors like teacher self-efficacy, classroom climate, teacher-student relationship, instructional quality, and student's language anxiety to allow for the creation of more comprehensive models of motivation in the English language learning domain.

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Conflict of Interest

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