Fostering EFL Teacher Enthusiasm through Vision Enhancement and its Relationship with Students' Attitude and Effort

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Abstract
Teacher enthusiasm and its impact on students' learning and emotions have remained unnoticed in the realm of second language learning and teaching. This study aimed at exploring the possibility of boosting language teacher enthusiasm and its potential relationship with language learners' effort and attitude for language learning. In order to foster teacher enthusiasm, the highly novel concept of vision was utilized and a vision enhancement program was conducted to improve language teacher enthusiasm. Four EFL teachers and their 46 students participated in the research project. Two of the teachers were assigned to the six-week visionary intervention and the other two received no treatment. A Likert-scale questionnaire measuring perceived teacher enthusiasm, intended effort, and attitude to language learning was administered to all the students before and after the treatment. Results of ANCOVA revealed that those students whose teachers were subjected to vision enhancement were significantly different from the students whose teachers did not receive the treatment. Moreover, linear regression analyses demonstrated that students' perception of teacher enthusiasm can positively predict their effort and attitude. The efficiency of visionary training for improving teacher enthusiasm gained empirical support. Besides, the findings underscore the link between teacher enthusiasm and students' effort and attitude.

Keywords: Teacher enthusiasm, vision, teacher behavior, student perception, attitude to language learning

Introduction

Teaching is the art of combining and applying knowledge, methodology, and technology through appropriate instructional behavior to create the best learning opportunity for students. Therefore, educational research has dealt with those characteristics of teacher behavior that may be conducive to improving students' learning. Effective teacher behavior is concerned with the instructional activities and practices that can potentially produce the desired learning outcomes (Murray, 1997; Skinner & Belmont, 1993). Effective teacher characteristics such as motivation, rapport or enthusiasm are closely related to many student variables such as achievement, interest, and motivation. In fact, research has demonstrated that the way students perceive their teachers' behavior affects their academic achievement, emotions, attitude, and motivation (Becker, Goetz, Morger & Ranellucci, 2014; Guilloteaux & Dörnyei, 2008; Henderson & Fisher, 2008; Maulana, Opdenakker, den Bork & Bosker, 2011; Meyer & Turner, 2006; Misbah, Gulikers, Ridwan & Mulder, 2015; Moskovsky, Alrabai, Paolini & Ratcheva, 2013).

One of these effective teacher characteristics is teacher enthusiasm. It has been recognized as an important feature of an effective teacher as well as a predictor of student learning behavior, emotional states, interest and performance (Brophy & Good, 1986; Goetz, Lüdtke, Nett, Keller, Lipnevich, 2013; Long & Hoy, 2006; Kim & Schallert, 2014; Kunter et al., 2008; Patrick, Hisley & Kempler, 2000).There are two broad conceptualizations of teacher enthusiasm: enthusiasm as instructional behavior, and enthusiasm as a personality trait. The former view construes teacher enthusiasm as a quality of effective teaching behavior that influences students' performance by displaying high levels of energy and interest in the subject matter and presenting the materials in a lively, inspiring manner. It is related to teachers' expressiveness and ability to transport the importance and intrinsic value of the learning materials to students (Kim & Schallert, 2014; Kunter et al., 2008; Patrick, Turner, Meyer & Midgley, 2003; Turner et al., 2002).The latter perspective views teacher enthusiasm as a personal disposition and affective component. It is conceptualized as a recurring emotion that shows the degree of enjoyment, excitement, and pleasure that teachers typically experience in their professional activities (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009; Kunter, Frenzel, Nagy, maumert, & Pekrun, 2011; Long & Hoy, 2006; Pekrun, 2006).

As a feature of effective teacher behavior, teacher enthusiasm was operationally defined as a set of in-class behaviors. Collins (1978) identified eight components that constituted teacher enthusiasm:

1.varying speed and tone of voice
2.maintaining eye contact
3.using demonstrative gestures
4.body movement
5.showing a lively facial expression
6.using illustrative words
7.showing willingness to accept students' ideas and feelings
8.maintaining vitality

In a slightly modified fashion, Murray (1983) defined teacher enthusiasm as consisting of the following nine teaching behaviors:

1.speaking in a dramatic expressive way
2.variation in pitch and volume
3.vocal inflection
4.smiling or laughing while teaching
5.moving about while lecturing
6.gesturing with hands or arms
7.exhibiting facial gestures or expressions
8.eye contact
9.humor

The significant influence of teacher enthusiasm on student learning behavior and performance has been highlighted in the literature. The earliest studies focused on the relationship between teacher enthusiasm and student achievement. Several studies found out the positive effect of teacher enthusiasm on students' academic achievement (Bettencourt, Gillett, Gall & Hull, 1983; Brigham, Scruggs, & Mastropieri, 1992; McKinney, Robertson, Gilmore, Ford & Larkins, 1984).

Later, teacher enthusiasm was considered a major factor in motivating students too (Patrick, Hisley & Kempler, 2000; Wild, Enzle & Hawkins, 1992). Dörnyei and Ushioda (2011) stated that "the teacher's level of enthusiasm and commitment is one of the most important

factors that affect the learners' motivation to learn" (p. 158). The generated passion is contagious (Csikszentmihalyi, 1997; Dörnyei, 2001; Becker et al., 2014). Therefore, as students themselves become passionate and enthusiastic about learning, they become intrinsically motivated and will expend more effort (Patrick et al., 2000). Closely associated with the notion of intrinsic motivation, learner enjoyment is claimed to be affected in a similar way. Frenzel et al. (2009) found a positive relationship between students' level of enjoyment and their perceptions of their teacher's enthusiasm. Goetz, Pekrun, hall and Haag (2006) examined student perceptions of their teacher enthusiasm and learning environment. They found a significant relationship between students' perception of teacher enthusiasm and reports of enjoyment and pride. Conversely, feelings of anger and boredom were negatively correlated with learners' perception of teacher enthusiasm. Using students' perception of their teachers' enthusiasm, Wild, Enzle, Nix, and Deci (1997) have also linked teacher enthusiasm to students' learning outcomes. Teacher enthusiasm is also associated with student interest. Students are expected to demonstrate higher levels of attention and interest in classes led by enthusiastic teachers (Allen, Witt & Wheeless, 2006; Bettencourt et al. 1983; Keller, Goetz, Becker, Morger & Hensley, 2014; Kim & Schallert, 2014; Meyer & Turner, 2006).

Other positive connections were found between teacher enthusiasm and students' on-task behavior and attention (Bettencourt et al., 1983), test performance (Marlin, 1991), recall (Stewart, 1989), and attitude toward learning (McMillan, 1976).

Regarding the mechanism by which teacher enthusiasm affects student characteristics, some hypothetical explanations could be seen in the literature. Keller et al. (2013) mentioned three main hypothesized mechanisms underlying this connection. The first explanation centers on the role of increased attention of students. This explanation is especially relevant when teacher enthusiasm is defined in terms of gestures, body movements, facial expression or vocal variation. Murray (1997) suggested that "if a stimulus is unchanging and predictable, we tend to stop paying attention to it" (p. 184). That is why students are more likely to attend to teachers who speak expressively, show facial expressions, and utilize eye contact. Enthusiastic teachers perform more dynamically and less monotonously than their unenthusiastic colleagues. As a result, their students invest more attention and achieve better outcomes.

According to the second view, enthusiastic teachers become role models for their students (Frenzel et al., 2009).Enthusiasm can be projected through the process of modeling. In fact, teachers have the opportunity to set ideal examples for their students (Dörnyei 2001). According to Dörnyei and Ushioda (2011), modeling is one of the most effective motivational strategies. Teachers can transmit their enthusiasm by sharing their interest and preference for teaching in general and the subject matter in specific. Consequently, student could possibly take on similar positive attitudes and strive to live up to the model.

The third explanation is related to the infectious effect of enthusiasm and enjoyment. The generated emotional energy is caught and carried over by students. This phenomenon is called emotional contagion (Hatfield, Cacioppo & Rapson, 1994). Enthusiastic teachers contribute to creating an emotionally positive and bright atmosphere that is capable of keeping the students enthralled and engaged.

Vision

In ordinary terms, vision is understood as the ability to think about or plan the future with imagination. It is associated with clear mental images of the future. More technically, it was defined as "a mental representation that occurs without the need for external sensory input"

(Stopa, 2009, p. 1). In order to understand the concept of vision in teaching and to figure out its relationship with teacher behavior, a review of its theoretical background is necessary.

Markus and Nurius (1986) proposed the concept of possible self (selves) as representing individuals' ideas about what they might become, what they would like to become, and what they are afraid of becoming in the future. So, possible selves are manifestations of one's future aspirations that let the individual experience the imagined future state (Dörnyei & Ryan, 2015). Possible selves are similar to visions about oneself of what one could possibly be. Higgins (1987) believed that these possible selves can be used as self-guides to direct one's behavior. In his self-discrepancy theory, Higgins (1987) proposed that there is a salient difference (discrepancy) between what an individual is (actual self) on one hand, and what he/she would like to be in the future (ideal self) or what he/she considers his/her obligation to become (ought-to self) on the other. As a result of this tension or conflict of selves, individuals are motivated to take action toward reducing the gap and approximating their aspired future states. Therefore, self-guides and visions have a significant motivational power to guide people's behavior (Dörnyei & Ryan, 2015).

It is clear that without vivid mental images of the future selves, the motivational power of the future self-guides cannot be harnessed and used (Muir & Dörnyei, 2013). Thus, imagery is the essential requirement for creating vision. Besides, adding more sensory information to the vision enhances people's motivation to achieve it. People who have detailed ideal self-images and enriched visions are more likely to be motivated and pursue their goals with more enthusiasm and energy (Dörnyei, 2009; Dörnyei & Chan, 2013).

In their pioneering work, Dörnyei and Kubanyiova (2014) provided a book-length discussion of motivational power of vision and imagery for both language learners and teachers. They offered many techniques and classroom activities which can be organized into a vision enhancement program to improve learners' or teachers' vision in order to enable them to concentrate on their ideal selves and better visualize their future states.

According to Dörnyei and Kubanyiova (2014), different teacher behaviors in the classroom can occur as a function of teachers' vision. Teachers must possess a personalized vision of their future classrooms and of what they could ideally do. Thornbury (1999) referred to such images as mental scripts of lesson plans that guide teachers' performance and behavior. Effective teaching behavior is more likely to happen when teachers get the chance to view themselves teaching before actually entering their classrooms.

While the motivational function of vision and imagery for L2 learners has recently been discussed and just partially studied, the potential role of vision and imagery in teacher behavior and performance is remarkably less researched. A few recent studies demonstrated a tendency toward investigating the role of vision and imagery in teacher development (e.g., Feryok & Pryde, 2012; Hiver, 2013; McElhone, Hebard, Scott & Juel, 2009). Yet, the effects of vision and imagery on teachers' enthusiasm or motivation have not received their due attention.

The Current Study

Previously, EFL teacher motivation and emotion have been largely unnoticed in the literature and the few existing studies have focused on teachers' job satisfaction, stress and burnout. However, as Dörnyei and Ushioda (2011) stated, teacher enthusiasm and commitment are being increasingly recognized as significant factors that potentially affect learners' motivation and behavior. Also, imagery and vision enhancement techniques and activities have recently been introduced to boost students' and teachers' motivation. Many of the proposed techniques seem

suitable for teachers' conceptual transformation, which means the activities could be used to highlight the dissonance between their desired and actual teaching selves (Kubanyiova, 2012).

Three of the suggested activities and techniques in Dörnyei and Kubanyiova (2014) are especially relevant to the goals of the current research and are appropriate for boosting enthusiasm. They are: "engaging with the values, moral purposes and teaching philosophies; guided imagery; and sparking creative tension" (p. 130-138). These activities are the most appropriate for building ideal images and vision and also, for helping teachers see the potential gap between their vision and reality.

Because the concepts of vision and future self-guides are highly novel in the realm of language teaching and teacher development, to the best of the researchers' knowledge, no research has been yet conducted to explore the effects of imagery and vision enhancement activities on language teacher enthusiasm. Therefore, the current study aims to answer the following questions in order to investigate the effect of vision enhancement on language teachers' enthusiasm and its subsequent relationship with students' attitude toward learning and their intended effort.

Q1. Is there a statistically significant relationship between EFL students' perception of their teachers' enthusiasm and their intended effort?

Q2. Is there a statistically significant relationship between EFL students' perception of their teachers' enthusiasm and their attitude to language learning?

Q3. Does vision enhancement have any significant effect on EFL teachers' enthusiasm as perceived by their students?

Q4. Does students' perception of their teacher's enthusiasm after the vision enhancement predict the students' intended effort?

Q5. Does students' perception of their teacher's enthusiasm after the vision enhancement predict the students' attitude to language learning?

Method

Participants

The participants of this study were 4 Iranian EFL teachers (two male and two female) and their respective students at a language institute in Mazandaran, Iran. Their pseudonyms for this study are Rose, Emma, John, and Harry. All of the teachers were between 28 to 32 years of age and held MA in TEFL. None of them had experienced life or work in a foreign country and their first language was Persian. They were working as part time instructors in a few English language institutes and had 3 to 7 years of teaching experience. The students were 46 Iranian male and female language learners who were studying English at the same language institute. Their proficiency levels were pre-intermediate (22 students) and intermediate (24 students). Their ages ranged between 14 to 31 years with a mean of 21.5. All of them were native speakers of Persian as well. The students were assigned by the institute to 4 independent classes, each taught by one of the teacher participants. The summary of participants' characteristics can be observed in Table 1. The classes met three times a week for 90 minutes each session. All of them used the same book series and instructional materials.

Table 1. *Summary of Participants' Characteristics*

teacher	Age/sex	class	number and sex of students	level
Rose	28/F	A	12/F	Pre-inter.
	29/M	B	10/M	Pre-inter.

John Emma	31/F	C	14/F	intermediate
Harry	32/M	D	10/M	intermediate

Materials

In order to investigate the research questions, a questionnaire was used as the major instrument (see the appendix). It consisted of 22 five-point Likert scale items (from strongly disagree to strongly agree) within three subscales representing three main constructs:

1. Perception of teacher enthusiasm (PTE) (9 items): for example, "My teacher exhibits facial gestures or expressions when lecturing."
2. Intended effort (IE) (7 items): for example, "I would like to study English even if I was not required to do so."
3. Attitude to language learning (AL) (6 items): for example, "I always look forward to my English classes."

The first subscale (PTE) was devised by the researcher according to Murray's (1983) taxonomy which focused on teachers' expressive behaviors. The other two subscales and their respective items were adopted from Taguchi, Magid, and Papi (2009). The constructed and adopted items were all in English. Thus, they were translated into Persian by the researcher and then reviewed by three experienced teachers to find the probable pitfalls that might hinder comprehension. Finally, the prepared questionnaire was piloted by being administered to a group of 97 language learners with similar characteristics as the target groups. In order to validate the questionnaire, the obtained data were subjected to factor analysis by using SPSS version 16.

The 22 items of the three constructs were subjected to principal components analysis (PCA). Prior to performing PCA the suitability of data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of coefficients of .3 and above. The Kaiser-Meyer-Oklin (KMO) value was .61, exceeding the recommended value of .6 and the Bartlett's Test of Sphericity reached statistical significance, supporting the factorability of the correlation matrix. Principal components analysis revealed the presence of three components with eigenvalues exceeding 1. Also, the screen plot showed a clear break after the third component. The three components explained a total of 0.63% of the variance. Therefore, the validity of the questionnaire was secured.

Procedure

The present research was quasi experimental in design. Since there was no possibility of random sampling of participants for the project, intact classes were selected based on convenient sampling. The design of the research consisted of a pre-treatment measure (first administration of the questionnaire to the students), treatment (given to the teachers), and finally, a post-treatment measure (second administration of the questionnaire to the students).

The four teachers and their classes were divided into two groups. One of the groups (including two teachers and 22 students) was taken as the experimental group to undergo the treatment. The other group (two teachers and 24 students) was assigned as the control group to do their normal teaching and learning activities. Rose and Harry were in the experimental group, while John and Emma constituted the control group. They were chosen to denote different sexes

and proficiency levels equally (an intermediate and a pre-intermediate class teacher in each group).

After the preparation and validation of the instrument, it was administered to the four groups of participants during the third week of the academic semester, on two consecutive days (because male and female students attended their classes on odd and even days respectively). The third week was chosen instead of the first week so as to let the learners experience the atmosphere of their classrooms and meet their teachers' performance and behaviors. The administration was conducted by the first researcher himself so that the necessary guidance could be provided. The students were reassured that their responses would be kept confidential and they were safe from any potentially negative effect.

The treatment phase was performed by holding vision enhancement sessions for two of the teacher participants. This program was designed to be accomplished in six one-hour sessions. The sessions were held during a period of three weeks. The consecutive sessions and the related activities are displayed in Table 2.

The first session was allotted to the introduction of the topic and its significance. Also, the teachers were encouraged to verbalize their teaching values and philosophies and remember their valuable reasons for becoming a language teacher. The second session was spent doing guided imagery in which the teachers were taken on an imaginary tour to their ideal classroom. They had the opportunity to see and hear their own teaching behavior and their students' reaction through imagination. They were guided by asking question such as "*What are you hearing when walking around the classroom*?", "*What are your students doing while you are lecturing*", or "*What is your facial expression when a student asks a smart question*?" etc. The participants were given two tasks; first video recording their next classroom with the learners, and second, writing a narrative of their own imaginary ideal classroom. They were prompted to describe it in as vivid sensory details as possible by focusing on people's behaviors. The third session was used for reading them and sharing comments and ideas which entailed laughing and fun. During the fourth and fifth sessions, the recorded videos were watched and discussed. The participants watched themselves (self-observation) and their colleague (peer-observation) teaching. Especial attention was paid to the expressive aspects of teacher behavior, voice, body language, movement and other relevant aspects. Then, the group shared their ideas and commented on their own and their peer's performance. Finally, suggestions were given for improvement. The last session was conducted as a focus-group interview. Four more experienced teachers were invited from other institutes and colleges to make a group of six instructors. They took part in a semi-structured discussion by sharing experiences, challenging opinions and giving ideas about inspirational teaching behavior.

Table 2. *The Treatment Session and Related Activities*

session	objective	activities
1	Introduction of teacher enthusiasm Engaging with the "whys"	Recalling the reason for being a teacher Discussing teaching philosophies and values and personal beliefs
2	Generating ideal teacher images	Guided imagery on ideal classroom and teacher behavior (prompt given for video recording one's own classroom)
3		Writing a narrative about one's ideal teaching

		behavior and sharing the content
4		Watching the recorded videos (1), self-observation and peer-observation
5	Sparking creative tension	Watching the recorded videos (2), self-observation and peer-observation
6		Focus-group interview with other guest teachers to discuss teaching behavior

The final stage of the research (the post-treatment measure) was a replication of the pre-treatment measure. Two weeks after the treatment was finished, the same questionnaire was administered to the same students following an identical procedure as was performed in the pre-test phase. The collected data were subjected to further scrutiny in order to see the potential links and relationships between the variables.

Results

The quantitative data of the research project were processed, described and analyzed using SPSS version 16. Table 3 presents the descriptive statistics of the data and the reliability estimates of the multi-item scales calculated through applying Cronbach alpha. As far as the internal consistency of the questionnaire is concerned, all the three scales demonstrated high measures of reliability on both the pre-intervention and post-intervention administrations.

Table 3. *Descriptive Statistics of both Pre-treatment and Post-treatment Measures*

	Scales	Mean	SD	Cronbach α	N
1st administration (pre-test)	PTE	2.85	0.47	0.74	46
	IE	3.24	0.39	0.78	46
	AL	2.90	0.35	0.78	46
2nd administration (post-test)	PTE	3.20	0.54	0.83	46
	IE	3.51	0.41	0.84	46
	AL	3.26	0.39	0.85	46

The first and second research questions concerned the relationship between the students' PTE and their IE and AL. In order to investigate these research questions, correlational analyses were conducted.

The relationship between PTE and IE was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a significant, positive correlation between the two variables [r=.43, n=46, p<.0.01], with levels of PTE associated with levels of students IE. The summary of the results is presented in Table 4.

Table 4. *Correlation between PTE and IE*

		PTE	IE
PTE	Pearson Correlation	1	.431**
	Sig. (2-tailed)		.003
	N	46	46

IE	Pearson Correlation	.431**	1
	Sig. (2-tailed)	.003	
	N	46	46

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

Also, the relationship between PTE and students' AL was investigated using Pearson product-moment correlation coefficient. There was a strong, positive correlation between the two variables [r=.55, n=46, p<.0.01], with levels of PTE associated with levels of students' AL. The results are summarized in Table 5.

Table 5. *Correlation between PTE and AL*

		AL	PTE
AL	Pearson Correlation	1	.504**
	Sig. (2-tailed)		.000
	N	46	46
PTE	Pearson Correlation	.504**	1
	Sig. (2-tailed)	.000	
	N	46	46

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

The third research question dealt with the effectiveness of the treatment. The mean differences between the experimental and control groups on both the pre-treatment and post-treatment measures are provided in Table 6. As Table 6 shows, the gap between the experimental and control groups widened considerably after the treatment. The post-treatment data were compared with the pre-treatment data to investigate whether the difference in the students' PTE was statistically significant.

Table 6. *Mean and standard deviations for pre- and post-treatment measures of PTE*

	Grouping	Mean	SD	N
pre-treatment	experimental	3.6212	.37976	22
	control	2.8102	.50279	24
post-treatment	experimental	2.9525	.45197	22
	control	2.7626	.51843	24

Due to the non-random selection of the participants, the probable differences which might have existed before the intervention needed to be controlled for. Therefore, a one-way analysis of covariance (ANCOVA) was performed in order to exclude the possibly pre-existing differences. The independent variable was the treatment, and the dependent variable consisted of measures of

PTE obtained through the questionnaire after the intervention was completed. Participants' responses on the pre-treatment administration of the questionnaire were used as the covariate in this analysis. Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-treatment measures, there was a significant difference between the experimental and control groups on post-treatment outcomes on PTE [F (1,43)=70.44, p<0.001, partial eta squared=.62]. The results indicated that the experimental group's PTE measures were significantly higher than those of the control group. Also, a partial eta squared of .62 indicated a remarkably large effect size. The results are summarized in Table 7.

Table 7. *Results of ANCOVA on Post-treatment Measures Using Pre-treatment Measures as a Covariate*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	13.444[a]	2	6.722	98.032	.000	.820
Intercept	2.011	1	2.011	29.322	.000	.405
PTE	5.894	1	5.894	85.960	.000	.667
Grouping	4.831	1	4.831	70.448	.000	.621
Error	2.949	43	.069			
Total	486.864	46				
Corrected Total	16.393	45				

a. R Squared = .820 (Adjusted R Squared = .812)

Research questions 4 and 5 were posed to further examine the link between PTE and students' IE and AL. The purpose was to see if students' IE and AL could be predicted from their PTE after their teachers' enthusiasm had been boosted through the vision enhancement program. To answer those questions, two simple linear regression analyses were conducted.

In order to see whether students' IE could be predicted from their PTE simple linear regression analysis was performed. PTE was the independent variable and IE was the dependent variable. The data were screened to check the assumptions of linearity, normality, independence, homoscedasticity and homogeneity. The results of the linear regression suggested that PTE predicted 20% of the explained variance in students' IE (R^2=.20) The regression model was a good fit for the data [F(1,20)=4.79, p=0.4]. The second regression analysis was carried out to investigate the extent to which measures of PTE (independent variable) can predict students' AL (dependent variable). According to the results (R^2=.21), measures of PTE could predict about 21% of the explained variance in students' AL. The regression model was statistically significant [F(1.20)=5.16, p=.03].

Discussion

This research was the first of its kind to draw upon vision and imagery from L2 motivation theories and design an innovative program to examine the effects of vision enhancement on teacher enthusiasm. The purpose of this study was to investigate the effect of vision enhancement on L2 teachers' enthusiasm, and to explore the potential link between students' PTE and their own IE and AL. The findings showed that there is a significant

relationship between them. The results also indicated the effectiveness of vision enhancement in fostering language teacher enthusiasm. Students' PTE improved considerably after the teachers underwent the treatment. Finally, analysis of post-treatment findings suggested that improvement in PTE can significantly explain improvement in students' IE and AL.

The main focus of this research project was on the effectiveness of vision enhancement in improving teacher enthusiasm. The findings indicated that enhancing vision can efficiently boost teacher enthusiasm. Due to the lack of any preceding similar studies, our results cannot be compared to those of any other papers. However, the potential power of vision to improve enthusiasm can be partially explained by looking at the motivation literature. Vision is the sensory aspect of future self-guides (Dörnyei& Ryan, 2015). People can visualize their ideal selves by using their imagery capacity. It means that vision can enrich future-oriented goals with senses and images to render them more tangible and realistic. Imagined realities are generated through the same neural mechanisms that are activated when individuals experience the event in reality. In other words, the brain can hardly distinguish a real event from a detailed vision of the same event (Muir &Dörnyei, 2013). That is why vision has a remarkable potential to affect emotion, motivation and behavior. Mental simulations are realized as genuine possibilities and create strong emotional reactions. The generated positive emotionality is projected backward onto the tasks and processes which are associated with the vision. As a result, previously boring and tiring activities or duties can all of a sudden become enjoyable and pleasant (Dörnyei, Ibrahim & Muir, 2015). As Dörnyei, Henry and Muir (2016) stated, an accessible and activated vision can have a substantial impact on the ongoing behavior of individuals. It can potentially increase their energy, concentration, commitment and enthusiasm.

The same process may have affected the teachers in the current study. Visualizing their ideal future states possibly generated positive emotions which by themselves gave rise to their enjoyment and enthusiasm. These emotions were manifested in their teaching behavior and expressiveness. Subsequently, according to their students' perception and ratings, a significant increase could be seen in their enthusiasm.

Regarding the link between teacher enthusiasm and students' effort and attitude, the findings of the current study are in line with those presented by Frenzel et al. (2009) and Goetz et al., (2013) who pointed out the relationship between teachers' emotions and presentation style on one hand and students' emotions on the other. According to their findings, supportive and enthusiastic presentation style is associated with students' feelings of enjoyment and positive emotionality. In the same vein, our findings suggest that PTE is a rather strong predictor of students' IE and AL, which means students who feel their teachers are enthusiastic tend to hold more positive attitude to language learning and would probably exert more effort in learning.

A potential explanation for such emotional associations between teachers and students could be found in Hatfield et al. (1994) and Becker at al. (2014). They believed that students' may be affected by *emotional contagion* or *emotional cross-over*. Human beings catch emotional states of other people with whom they interact. Emotional contagion refers to the tendency to match one's facial expression, body language, vocalizations, and movement to those of another person and finally, "to converge emotionally" (Hatfield et al., 1994, p. 5). That is why emotions can be carried over from the emotions of other people. As a result, enthusiastic performance and teaching behavior (e.g. sense of humor, dramatic delivery, varied intonation, etc.) could possibly affect students' attitude to learning and improve their interest and enjoyment. Enthusiastic teachers make their students develop positive feelings towards the subject as a valuable and interesting thing (Goetz, et al., 2013; Keller, et al., 2014). Also, our findings confirm Kim and

Schallert's (2014) conclusion that students' perception of teachers' positive emotions towards the content instills in them positive attitude towards the course.

Conclusion

Despite the limitations of this study, it was able to demonstrate the feasibility of visionary intervention for enhancing teacher characteristics and performance. It provides the first empirical evidence to confirm that vision has the capability to be used in teacher education and training. Besides, it further reminds the importance of teacher-student emotional interaction. The implications of the study can be extended to educational contexts, where in-service training programs for language teachers can utilize imager and vision enhancement programs to refresh and improve teachers' enthusiasm. The effect of teacher behavior on students' attitude and effort implies that teacher training programs need to concentrate on emotional and affective factors as well as teachers' cognitive abilities and skills.

Future research must explore teacher enthusiasm from the currently emerging perspective which construes teacher enthusiasm as a personal trait rather than instructional behavior. Also, it could be fruitful to conduct investigations by using other measurement instruments. Instead of relying on students' perception and judgment of teacher characteristics, researchers must devise other methods which directly focus on teachers. These may include valid observation tools, interviews, or a mixture of these with well-designed self-report questionnaires.

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Appendix
Language Learning Questionnaire

We would like to ask you to help us by participating in this survey, to better understand the thoughts and beliefs of learners of English in Iran. This questionnaire is not a test so there are no "right" or "wrong" answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely to ensure the success of this project. Thank you very much for your help!

We would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 5. Please do not leave out any items.

strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
1	**2**	**3**	**4**	**5**

Example: if you strongly agree with the following statement, circle 5.

I walk when I am thinking.	**1**	**2**	**3**	**4**	**5**

Teacher enthusiasm					
My teacher speaks in a dramatic or expressive way and matches his/her voice to the content.	1	2	3	4	5
My teacher moves around while teaching and avoids staying still for a long time.	1	2	3	4	5
My teacher makes gestures with hands or arms to help us understand.	1	2	3	4	5
My teacher exhibits facial gestures or expressions when lecturing.	1	2	3	4	5
My teacher makes sufficient eye contact with his/her students while teaching.	1	2	3	4	5
My teacher has a good sense of humor and tells jokes too.	1	2	3	4	5
My teacher has good spirit in the classroom and I see him/her smiling or laughing quite often.	1	2	3	4	5
My teacher uses variation in the pitch and volume of his/her voice and avoids sounding monotonous.	1	2	3	4	5
My teacher uses a variety of words, instead of repeating the similar words and phrases.	1	2	3	4	5
Intended effort					
. If an English course was offered in the future, I'd like to take it.	1	2	3	4	5
. I am prepared to expend a lot of effort in learning English.	1	2	3	4	5
. I think that I am doing my best to learn English.	1	2	3	4	5
. I would like to spend lots of time studying English.	1	2	3	4	5
. If my teacher would give the class an optional assignment, I would	1	2	3	4	5

certainly volunteer to do it.					
. I would like to study English even if I were not required to do so.	1	2	3	4	5
. I frequently think over what we have learnt in my English class.	1	2	3	4	5
Attitude to language learning					
. I like the atmosphere of my English classes.	1	2	3	4	5
. I find learning English really interesting.	1	2	3	4	5
. I always look forward to English classes.	1	2	3	4	5
. I really enjoy learning English.	1	2	3	4	5
. I really like the actual process of learning English.	1	2	3	4	5
. I think time passes faster while studying English.	1	2	3	4	5

Thank you again for your time and help!

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