

EXAMINING TEACHER CREDIBILITY AND LANGUAGE ACHIEVEMENT IN LIGHT OF EMOTIONALIZATION AND LIFE SYLLABUS

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ABSTRACT

Given the significance of teacher credibility and its impacts on learning and teaching processes, the present study aims to investigate whether there are any significant relationships between teacher credibility, and the two newly-developed concepts (i.e., emotionalization and life syllabus) in relation to achievement scores of English as a Foreign Language (EFL) learners. To this end, 300 EFL learners were asked to take teacher credibility, emotionalization, and life syllabus scales. Structural Equation Modeling (SEM) was utilized to examine the probable relationships. Findings revealed that involvement, as a component of emotioncy, can lead to higher achievement scores, while involvement, as another component of emotioncy hierarchy, brings about the opposite results. Furthermore, the findings indicated that higher rates of teacher credibility can lead to higher achievement scores. It was also revealed that life syllabus and emotionalization increase teacher credibility although they do not affect achievement scores directly. Finally, the results were discussed, and some suggestions were made for future studies in the realm of language education.

Keywords: Achievement score; Emotionalization; Emotioncy; Life syllabus; Teacher credibility

INTRODUCTION

Among the most widely studied constructs in learning is teacher credibility, which refers to the degree to which a teacher is believable to students (Banfield, Richmond, & McCroskey, 2006). This concept is rooted in Aristotle's ethos, or in other words, his theory of source credibility (Umeogu, 2012), which according to Wanzer and McCroskey (1998) is the degree to which a person is perceived to be believable by his/her audience. To put differently, the extent to which a message can be believable to receivers "is dependent on the credibility status of the sender in the minds and the eyes of the receivers" (Umeogu, 2012, p. 112). Hence, teacher credibility may be able to answer questions such as: why do some learners prefer one teacher to another? and why do they, academically, perform better in a classroom whose teacher is considered to be much more credible? According to Teven (2001), one way to predict students' academic performance is to check their perceptions of their teacher credibility, which as Russ, Simonds, and Hunt (2002) maintained, can have a significant impact on students' overall academic performance, classroom dynamics, and communication.

Source credibility has three dimensions, namely, competence, trustworthiness, and caring (McCroskey & Teven, 1999; Santilli, Miller, & Katt, 2011) among which, competence refers to the degree that a teacher is perceived to be knowledgeable and competent in what s/he is teaching (McCroskey, 1998). One of the factors that can affect students' perceptions of teachers' knowledge, experience, or in one word, competence, is the materials and also the

ways that the teachers choose to teach their students. That is to say, the materials and the syllabus teachers choose to teach may affect the students' opinions about their teachers, and thus affect their academic achievement, too. Moreover, Rockoff (2004) states that the syllabus can represent teachers' experience and quality, and consequently can affect students' learning and achievement. Besides, caring, which is another dimension of source credibility, refers to the extent to which a teacher cares about and values the well-being, interests (McCroskey & Teven, 1999), and emotions of the students. In this regard, incorporating *life syllabus*, as a newly-developed concept introduced by Pishghadam and Zabihi (2012), into language learning process can have a profound influence on both students' academic performance and their perceptions of teacher credibility. The logic behind life syllabus, which is still a philosophy and has not been introduced as an actual syllabus document, is that primacy should be given to the improvement of the quality of learners' lives in advance of enhancing their linguistic knowledge (Pishghadam & Zabihi, 2012). To clarify, English language teachers need to first care about and reinforce learners' creativity, motivation, and emotions, and then teach the linguistic matters. As Walters (1997) states, teaching is not just helping students to reach academic achievement but considering learners' feelings, emotions, and thinking styles is of high importance.

Likewise, Pekrun (1992) and Schutz and Pekrun (2007) hold the view that learners' emotions can affect their learning process, performance, and overall achievement. In this regard, Pishghadam, Adamson, and Shayesteh (2013), influenced by Greenspan's (1992) *Developmental Individual-Difference Relationship-Based* (DIR) model, presented *Emotion-Based Language Instruction* (EBLI). It assumes that when a person has strong emotions toward language entities (e.g., vocabularies) s/he can learn them better, deeper, and easier. In other words, the higher the level of *emotioncy* (emotion + frequency) is, the faster and easier the language entities can be learned (Pishghadam, Shayesteh, & Rahmani, 2016). According to Pishghadam, et al. (2013), emotionalizing the language can bring about better outcomes in second/foreign language learning. Simply put, world and word are inextricably related to each other and cannot be separated. When it comes to first language acquisition, a child knows the world but lacks the word while in second/foreign language learning, the opposite pattern happens. Hence, it can be said that both contextualization and emotionalization are important factors in second language teaching. According to Pishghadam (2015), "emotioncy ranges on a hierarchical order of null, auditory, visual, kinesthetic, inner, and arch emotioncies" (p. 1). Based on this definition, the lower levels of emotioncy (auditory, visual, & kinesthetic) lead to *exvolvement* as they involve students' emotions from outside, while the upper levels of emotioncy (inner & arch) lead to *involvement* as they involve learners from inside. For instance, null emotioncy happens when one has not heard about, seen, or experienced a concept or an object. Auditory emotioncy happens when one may have only heard about something (e.g., a teenager living in a village who has only heard the word Bugatti), while inner emotioncy occurs when one experiences something directly (e.g., a person who drives Bugatti himself). Arch emotioncy occurs when one has deeply done research on something.

Since this study deals with English language education in Iran, this point should be kept in mind that the current English as a Foreign Language (EFL) approach applied in Iranian language institutes is similar to that of other parts of the world, where English is taught as a foreign language. Normally, textbooks are the pivots around which language learning revolves in Iranian language institutes. Although the processes of language learning and teaching are mainly based on communicative approach, it has had little impact on helping Iranian learners grow socially due to reasons such as lack of access to native speakers of English, restricted classroom activities, and restricting policies imposed by the government. Hence, incorporating life syllabus and emotioncy into EFL contexts can help learners achieve more social skills and improve other aspects of life such as safety, happiness, and human rights, which cannot be

enhanced through a mere focus on routine textbooks. However, it is important to note that the paradigm supporting the model introduced in this study is *applied ELT*, emphasizing on the necessity of linguistic and non-linguistic issues in syllabi. According to Pishghadam, Zabihi, and Shayesteh (2015) applied ELT is “a new paradigm in second/foreign language studies, giving the field of English language teaching and learning a new breath of life” (p. 39). They also give three clues for the importance of promoting life qualities in education: studies on human development, the philosophy of education for life, and humanistic education.

In brief, although several studies have been done on factors affecting teacher credibility and academic achievement, this body of research, which takes a quantitative approach, can be distinguished from prior literature and traditional approaches to language teaching and learning in terms of its focus on incorporating life syllabus and emotionalization into EFL settings to enhance teacher credibility and EFL students’ language achievement. Thus, this study aims to answer the following research question:

Are there any significant relationships between teacher credibility, life syllabus, and emotionalization with respect to learners’ achievement scores?

THEORETICAL BACKGROUND

Teacher credibility

As already mentioned, the concept of ethos or source credibility was first developed by Aristotle (Umeogu, 2012) and since classical times, this concept has been one of the main aspects of the study of persuasion and social influence (McCroskey & Teven, 1999). According to Aristotle, there are three principal means of persuasion, namely, ethos, logos, and pathos, among which ethos plays an important role in shaping and influencing the thoughts and beliefs of the audience (Umeogu, 2012). Based on Aristotle’s definition, ethos can be defined as the element of a speech that presents the speaker as trustworthy and believable (McCroskey, 1998; Wisse, 1989). In this regard, Braet (1992) takes the stance that true credibility is gained when the audience attributes three qualities, namely, good sense, virtue, and goodwill to the speaker.

The role of source credibility in communication has been studied quite extensively by researchers for several decades (e.g., Dholakia, 1987; Eisend, 2006; Hovland & Weiss, 1951; McCroskey, 1998; McCroskey & Teven, 1999; McCroskey & Young, 1981; Teven, 2008). Previous research has indicated that in an instructional environment such as a classroom, there is a positive relationship between ethos/source credibility and learning (Beatty & Zahn, 1990; Frymier, 1994; McCroskey & Teven, 1999). To put in other words, the fact that how well students perform in an academic setting can be predicted by considering what perceptions students have toward their teachers (Teven & McCroskey, 1997; Thomas, Richmond, & McCroskey, 1994).

Having analyzed the literature review of source credibility from a philosophical viewpoint, Umeogu (2012) gathered three models for source credibility theory. According to him, these three models are the factor model, which refers to the degree to which a source is judged as credible by a receiver, the functional model, which refers to the extent to which a receiver is satisfied by a source, and the constructivist model, which seeks to analyze the reaction of a receiver toward the sources proposal.

However, based on a former classification, competence, trustworthiness, and perceived caring are considered to be three key dimensions of source credibility (McCroskey & Teven, 1999; McCroskey & Young, 1981; Teven & McCroskey, 1997). Competence refers to the degree to which a teacher is perceived to be knowledgeable and competent in what s/he is

teaching (McCroskey, 1998). Competent teachers explain the material well, use good class management techniques, have the ability to answer student questions, and communicate effectively (Teven & Hanson, 2004). Trustworthiness is related to the degree to which a teacher is perceived to be trustworthy and honest (McCroskey, 1998). A trustworthy teacher offers rational explanations for grading, treats students fairly, and gives immediate feedback (Teven & Hanson, 2004). Finally, caring refers to the extent to which a teacher cares about and values the well-being and interests of the students (McCroskey & Teven, 1999). Perceived caring is seen as a means of opening communication channels more widely (McCroskey & Teven, 1999). Perceived caring, as discussed by Teven and McCroskey (1997), is similar to Aristotle's conceptualization of a speaker's goodwill toward an audience. Teachers need to be able to communicate with their students effectively and care about them so that they would be perceived as caring (Teven & Hanson, 2004). That is to say, a teacher who has a positive continuous relationship with his/her students is more likely to be accepted as a credible source because as Teven (2001) states, students' perceptions of a teacher's communication style are not often based on a single interaction and relate to a continuing pattern of interactions.

As stated before, teacher credibility can play a significant role in communication and classroom dynamics (Russ et al., 2002). However, there are factors such as instructor nonverbal immediacy (e.g., Santilli et al., 2011), teacher self-disclosure (e.g., Rahimi & Askari Bigdeli, 2016), use of technology (Finn & Ledbetter, 2013), and teachers' classroom discipline (Rahimi & Hosseini Karkami, 2015) that may have a relationship with teacher credibility, and that may diminish or enhance it. For instance, Santilli et al. (2011) examined the relationship between instructor nonverbal immediacy and teacher credibility in the U.S. and Brazil. Based on their findings, teacher nonverbal immediacy was positively correlated with all three aforementioned dimensions of source credibility among American students, while among Brazilian students, instructor nonverbal immediacy was positively correlated with only competence and caring. In the same vein, Beatty and Behnke (1980) examined the relationship between teachers' nonverbal behavior and teacher credibility. They suggest that teachers can increase their credibility by maintaining consistency between verbal and nonverbal messages. In another study, Thweatt and McCrosky (1998) examined the impacts of teacher immediacy and teacher misbehavior on three aforementioned dimensions of credibility. The results revealed that teacher immediacy has strong positive effects on all three dimensions of source credibility while teacher misbehavior can have strong negative effects on them.

Life Syllabus

Applied linguistics, which is defined as "the theoretical and empirical investigation of real-world problems in which language is a central issue" (Brumfit, 1997, p.18), is often said to be concerned with solving or improving social problems involving language (Davis & Elder, 2005). For example, Bloomfield (1983) holds the view that the study of language can help us understand and solve human problems. Similarly, Widdowson (1979) asserts that applied linguistics is not just concerned with language teaching and learning but with speech therapy, language use in everyday life, and social interaction, to name a few. Similarly, Corder (1986) states that although any language learning program needs to be linearly defined based on some linguistic criteria, the aim of language learning should not be the mere analysis of linguistic forms because "the best learning is likely to take place when the learner's attention is concentrated on other aspects of what is happening, rather than language" (Corder, 1986, p. 187). In fact, he suggests that making use of knowledge of the world leads to better learning of the structure of language. Likewise, Bandura's (1971) social learning theory emphasizes that

language learning happens within social context and communication. Keeping this in mind, Baleghizadeh (2008) states that traditional approaches to syllabus design in EFL contexts have failed to fulfill students' communicative needs. In this regard, Pishghadam and Zabihi (2012), who introduced life syllabus, hold the view that traditional EFL syllabi mostly consist of linguistic features such as grammatical and lexical issues. From Pishghadam and Zabihi's (2013) point of view, EFL learning contexts must be the place where considerable attention is given to life issues and language needs to be secondary to life. To rephrase it, language learning must be integrated with life issues and with the learners' needs in life (Pishghadam & Shayesteh, 2017). Hence, ELT practitioners are expected to improve different facets of learners' lives such as critical thinking, creativity, and motivation, along with language learning (Pishghadam, 2011). In a study, Bahari (2014) took the stance that a move toward life syllabus should take place provided educational English teachers, syllabus designers, and material developers seek to improve life qualities. Likewise, Pishghadam, Zabihi, and Ghadiri (2014) argued that teaching should not only encompass helping students acquire academic achievement, but it should also include the consideration of emotions, relationships, attitudes, thinking styles, feelings, and values.

Emotionalization

There are many unmet challenges in the long history of examining the role of emotion in human development. Surprisingly, according to Pishghadam, Zabetipour, and Aminzade (2016), "there is no single agreed-upon definition of emotion" (p. 508). In fact, the effect of emotional interactions in human development in spite of its importance has been uncovered (Greenspan, 1992). Greenspan's (1992) DIR model emphasizes on the role of early interactive emotional signaling between child and caregiver as an important element in a child's later cognitive development. Inspired and influenced by Greenspan's (1992) DIR, Pishghadam et al. (2013) introduced EBLI which indicates that when a person has strong emotions toward language entities learning is easier (Pishghadam, Shayesteh et al., 2016). According to Pishghadam et al. (2013), emotionalizing the language can bring about better outcomes in second/foreign language learning. Emotionalization focuses on the role of prior emotion in information processing, and it is different from the concept of prior cognition. In general, individuals experience different levels of emotions for different language items due to their idiosyncratic sensory experiences (Pishghadam, Jajarmi, & Shayesteh, 2015). In this regard, Pishghadam (2015) described emotioncy as a six-level concept ranging from null, auditory, visual, and kinesthetic (exvovement) to inner, and arch (involvement) emotioncies (see Figure 1).

Emotioncy, in fact, refers to the sense-induced emotions which may relativize cognition (Pishghadam & Abbasnejad, 2017; Pishghadam & Shayesteh, 2017). For instance, Pishghadam, Baghaei, and Seyednozadi (2017) examined the role of emotioncy as a potential source of test bias indicating that emotioncy as a dynamic sensory test bias can change the test takers' performance. In another study, having examined the relationships among emotioncy, willingness to communication (WTC), and anxiety, Pishghadam (2016) found out that emotioncy can change learners' WTC. Thus, teachers need to use topics with which learners have higher levels of emotioncy. Moreover, Pishghadam and Abbasnejad (2016) indicated that an increase in learners' emotioncy levels leads to an increase in comprehension and readability. Moreover, it was found that language learners are more willing to read the texts with which they have higher emotioncy (Borsipour, 2016). Likewise, learners with higher levels of emotioncy perform better than those with lower levels of emotioncy in conference genre comprehension tasks (Amini, 2016). In another study which aimed to examine the relationship

between flow, emotioncy, and reading comprehension, it was found that flow and emotioncy are predictors of reading comprehension and that emotioncy has a distal impact on reading comprehension (Shahian, 2016). Shakeebae (2016) also showed that there is a relationship between involvement, life syllabus and ethnocentrism, and that exvovement is highly correlated with foreign language achievement scores.

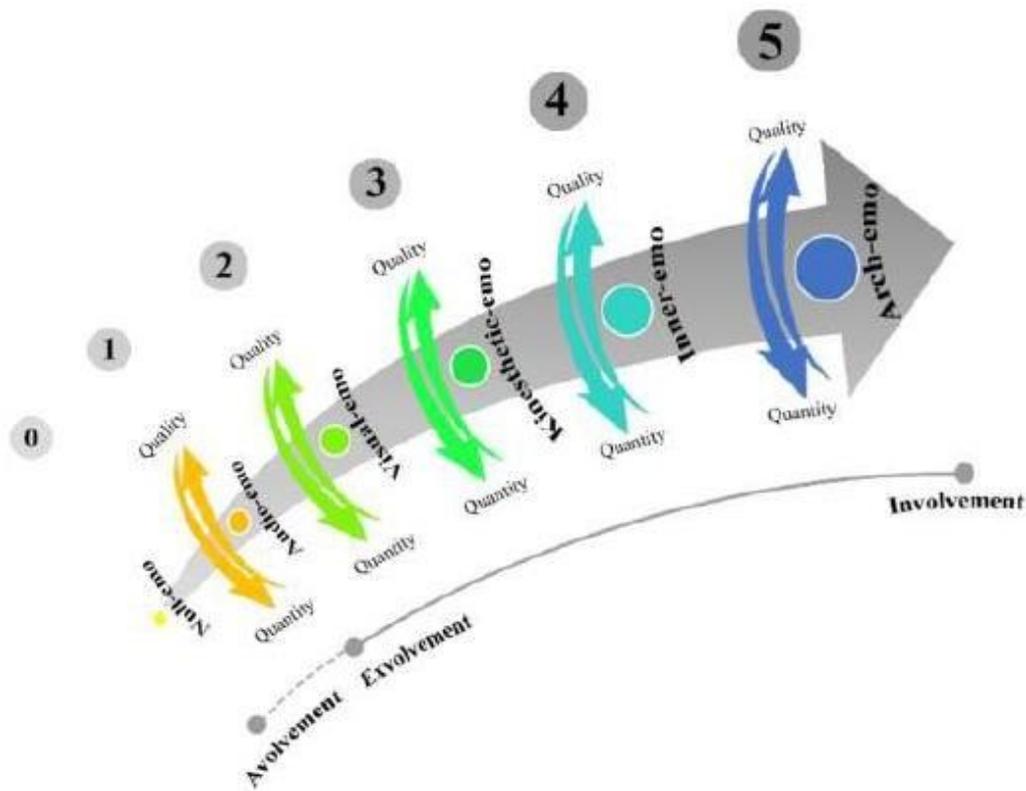


Figure 1: Emotioncy levels

(Adapted from Pishghadam, 2015. Emotioncy in language education: From exvovement to involvement. Paper presented at the 2nd Conference of Interdisciplinary Approaches to Language Teaching, Literature and Translation Studies. Iran, Mashhad).

Pishghadam (2016) later expanded the emotioncy model to incorporate frequency and emotion. As can be seen, the following metric (Figure 2) consists of two major parts: emotion and frequency. The emotion aspect ranges from negative to neutral, and positive. The frequency aspect, which ranges from *a little* to *a lot*, deals with the measurement of the amount of exposure to specific senses. In fact, this model integrates and measures sensing (sense), feeling (emotion), and doing (frequency).

One more point which needs to be clarified here is that, there is a minute difference between *emotioncy-based education* (emotionalization) and *embodied education*. While the former rests on the assumption that sense-induced emotions for an entity or a concept can change cognition, and the increase in the levels of emotioncy facilitates learning and reduces cognitive load (Pishghadam & Abbasnejad, 2016), the latter considers body as a tool in education based on which sensory and motor interactions during learning can affect cognition (Kiefer & Trumpp, 2012). For instance, based on embodied education, sitting on comfortable chairs, listening to music, drinking hot coffee, and moving around the class may change the process of learning unconsciously.

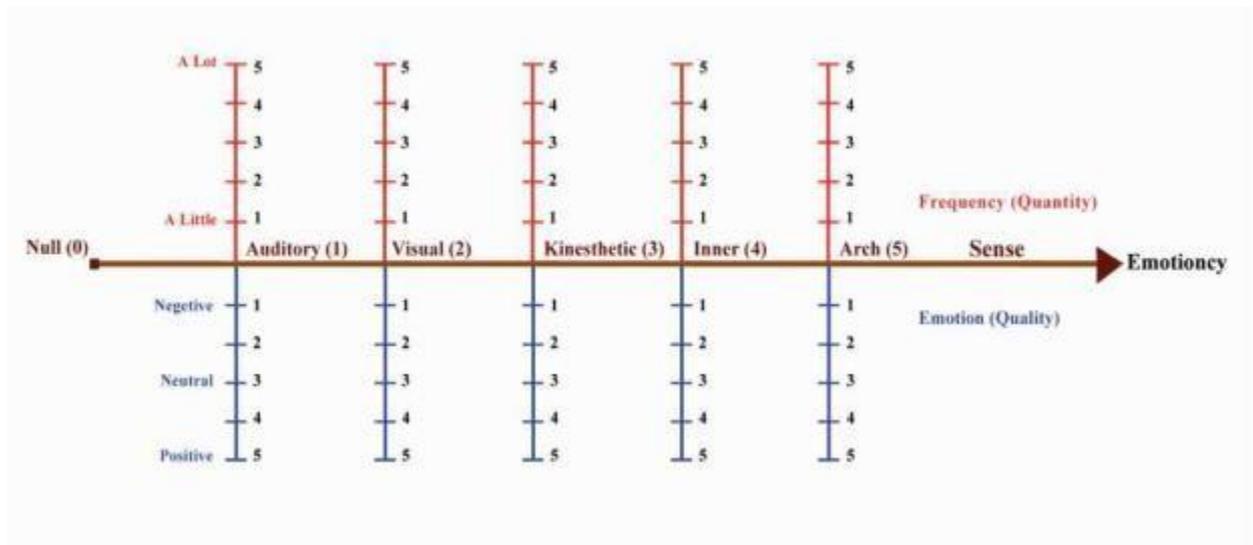


Figure 2: A metric for measuring emotioncy

(Adopted from Pishghadam, R. 2016. *Emotioncy, extroversion, and anxiety in willingness to communicate in English*. Paper presented at the 5th International Conference on Language, Education, and Innovation. England: London).

METHODOLOGY

Participants and setting

Three hundred (98 males, and 202 females) pre-intermediate to advanced English language learners from three language institutes in Mashhad, Iran, participated in the present study voluntarily based on convenience sampling. The participants' ages ranged between 18 and 40 ($M = 24.70$, $SD = 7.20$), and they all spoke Persian as their mother tongue. These participants were contacted by one of the authors, who explained the research procedure in person. The reason beyond selecting three different private language institutes was that, data could have been collected from students of more than 30 language teachers who came from different socioeconomic status, and had a various length of experience in teaching. It is assumed that it can warrant generalizability. Secondly, in such private institutes, attention is given to factors like learners' motivation and emotion by incorporating videos, music, and other resources that are somehow related to issues raised in life syllabus and emotionalization.

Instruments

Teacher Credibility Scale

To evaluate the teachers' level of credibility, the Teacher Credibility Scale designed by McCroskey and Teven (1999) was used. This scale, which has 18 items measured by a seven-point bipolar scale, was originally composed in English. This scale has three sub-scales which are trustworthiness (TR), competence (CO), and goodwill (GO). The present researchers translated it into Persian to increase the return rate. Then, an expert back-translated the scale into English in order to ensure the accuracy of the Persian translation. Afterwards, the English back-translation and the original English scale were compared and examined carefully. Finally, another expert in translation double-checked it and revised a few items. The reliability of the Persian scale was 0.86 using Cronbach's alpha.

Emotionalization Scale

To assess the level of the established emotioncy by teachers, the participants were required to answer the emotionalization questionnaire (Pishghadam, Shayesteh, et al., 2016) consisting of 23 items. This scale is a five-point Likert scale, ranging from 1 (*never*) to 4 (*always*). It was validated through Confirmatory Factor Analysis (CFA) and in the present study, its reliability was 0.80 utilizing Cronbach's alpha. It is also important to note that this questionnaire has two dimensions; involvement and exvovement. The involvement dimension includes inner (IN), and arch (AR) emotioncies, and the exvovement dimension is comprised of auditory (AU), visual (VI), and kinesthetic (KI) emotioncies.

Life Syllabus Scale

To assess the teachers' use of life syllabus through students' evaluation, a 29-item scale (Bahari, 2014), measured by a five-point Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly agree*) was used. This scale was validated through Rasch measurement and in the present study, its reliability was 0.89 utilizing Cronbach's alpha. However, in another study, Shakebaee (2016) divided the items comprising this scale into four sub-scales including life qualities (LQ), mind-based (MB), society-based (SB), and linguistic-based (LB) syllabi. The scales are *not* given to save space. Interested readers can contact the first author for a copy.

Procedure

To collect the data, the authors administered all three scales, namely, Teacher Credibility, Emotionalization, and Life Syllabus to EFL learners of three private language institutes. It took around 20 minutes for the participants to complete the scales. It is also important to note that the participants were assured that their answers would remain anonymous and that their participation was not obligatory. After collecting the data, they were entered into and processed with the Statistical Package for Social Sciences (SPSS) program. To measure the reliability, Cronbach's alpha was estimated for each scale. The relationships between the variables were also analyzed through using Structural Equation Modeling (SEM), and to examine the structural relations; the proposed model was tested using the Amos statistical package.

RESULTS

As stated before, this study aims to investigate whether there are any relationships among Teacher Credibility, Emotionalization, and Life Syllabus with regard to learners' language achievement scores. Simply put, there were five variables in the study, which are involvement, exvovement, life syllabus, credibility, and achievement scores. Table 1 presents the mean, standard deviation, and correlation matrix.

SEM was conducted to answer the research question. Figure 3 indicates the interrelationships among life syllabus, emotionalization, teacher creditability, and foreign language achievement scores. To examine the structural relations, a model was proposed. As shown in Table 2, a number of fit indices were examined to evaluate the model fit: the chi-square magnitude which should not be significant, the chi-square/*df* ratio which should be lower than 2 or 3, the comparative fit index (CFI), the good fit index (GFI) with the cut value

greater than .90, and the Root Mean Square Error of Approximation (RMSEA) of about .06 or .07 (Schreiber, Nora, Stage, Barlow, & King, 2006).

Table 1: Correlation matrix along with the mean and standard deviation of the five variables

Variables	M(SD)	1	2	3	4	5
1. Involvement	28.33(5.44)	1.00				
2. Exvovement	49.55(7.21)	-.33**	1.00			
3. Life Syllabus	97.42(13.29)	.71**	.30**	1.00		
4. T. Credibility	71.02(11.08)	.35**	.53**	.25**	1.00	
5. Achievement Score	77.89(15.50)	-.20*	.67**	-.09	.70**	1.00

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

*Correlation is significant at the 0.05 level (2-tailed).

Table 2: The goodness of fit indices

	X ²	df	X ² /df	GFI	CFI	RMSEA
Acceptable fit			<3	>.90	>.90	<.08
Model	115.521	51	2.265	.99	1.00	.066

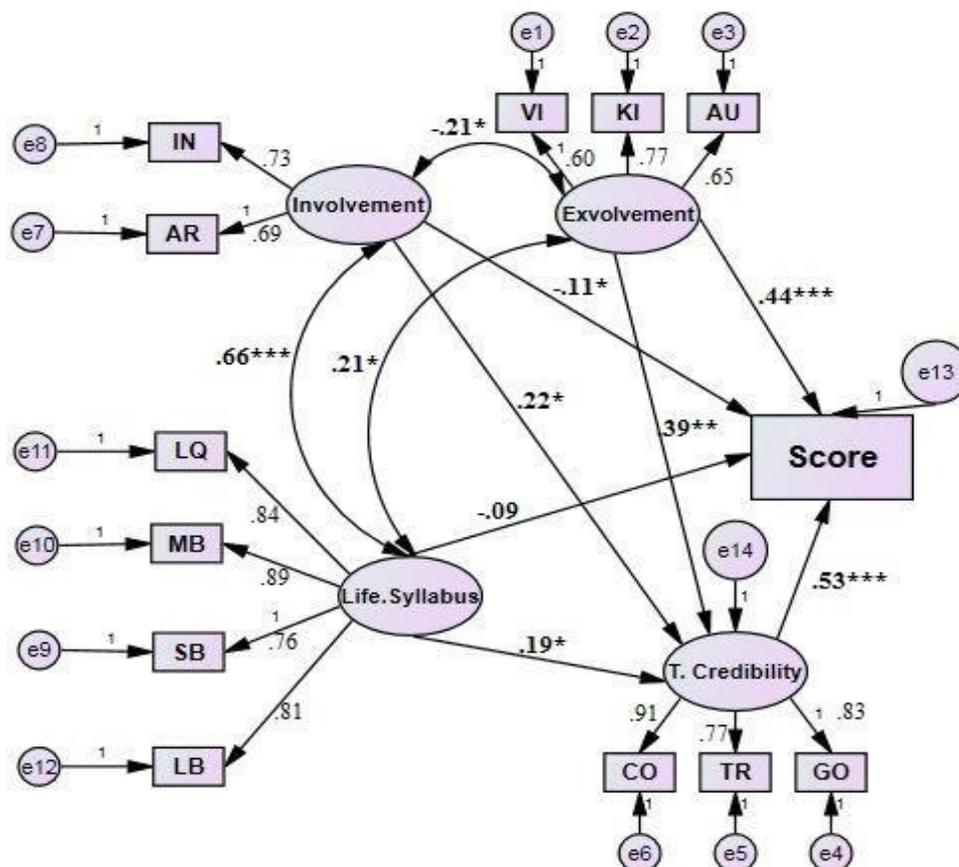


Figure 3: The interrelationships among life syllabus, emotionalization, teacher credibility and foreign language achievement score

As the figure shows, exvovement is a positive and significant predictor of students' foreign language achievement scores ($\beta = .44, p < 0.05$). Similarly, the path from teacher credibility to achievement score is positive and significant ($\beta = .53, p < 0.05$). However, there is a significant but negative relationship between involvement and achievement scores ($\beta = -.11, p < 0.05$) while the relationship between life syllabus and achievement scores was negative but not significant ($\beta = -.09, p > 0.05$).

DISCUSSION

The purpose of this study was to measure the relationship between teacher credibility, as a form of educative influence, life syllabus, and emotionalization with regard to EFL learners' language achievement scores. The results revealed a positive relationship between teacher credibility and achievement scores. The finding is in line with that of Pogue and Ahyun (2006), indicating that in order to increase the chance of students' success, teacher credibility should be increased. In other words, the higher the teacher credibility is, the more successful students are. This finding also accords with the assertions made by Frymier and Thompson (1992), and Teven and McCrosky (1997), who argue that teachers with higher levels of credibility are more capable of increasing students' motivation, their drive to succeed, and their overall academic achievement scores. Thus, it can be concluded that teacher credibility is a prominent prerequisite for effective instruction (Russ et al., 2002). Effective teaching is not just disseminating knowledge, but the teachers must be experts in their discipline as well as experts in the social dynamics of classroom communication (Bolkan & Goodboy, 2009).

The analysis of the SEM model also indicated that the emotionalization including exvovement and involvement, and life syllabus can influence teacher credibility significantly. In fact, the more the students are engaged in emotionalization and life syllabus in the class, the more the teacher is perceived to be credible. Emotionalization can be a manifestation of life syllabus as it emphasizes on learners' emotional relations and capacities. According to Pishghadam and Zabihi (2012), life syllabus considers issues of concern in learner's life as its priority. It enhances learners' life qualities in addition to the language-related skills and knowledge. The finding of this study indicates that paying attention to learners' emotions, values, opinions, and in one word, lives, leads to a direct increase in teacher credibility and an indirect increase in learners' language achievements. This finding is in accord with previous studies that, for instance, indicated an individual's happiness is an essential factor in relation to and along with education (Noddings, 2003), and that self-determination can be the primary goal of education (Walker, 1999). In the same vein, Matthews (2006) emphasizes on the improvement of emotional abilities, and others like Hare (1999), and Winch and Gingell (1999) prioritize critical thinking and individuals' autonomy, all showing such life-related issues are of high importance prior to and along with education. According to Pishghadam, Zabetipour, et al. (2016) teachers need to assist their students in managing, regulating, and controlling their emotions and feelings in language classrooms.

Although being deeply involved in learning seems to be more influential, as it was shown, exvovement, which refers to lower levels of emotioncy including visual, auditory, and kinesthetic, is significantly more effective than involvement in increasing teacher credibility. There are several reasons for such an outcome. This finding advocates that of Pishghadam, Shayesteh, et al. (2016) which indicated that in comparison with involvement, exvovement is a better predictor of teachers' success. In addition, the negative relationship between involvement and achievement scores revealed that while involvement influences teacher credibility, it does not directly lead to better achievement scores. This finding is in line with the

assertion Pishghadam, Shayesteh, et al. (2016) made, arguing that incorporating involvement activities (e.g., doing research, and interacting with English native speakers) into language learning and teaching needs a large amount of time and sufficient educational facilities. According to them, students mostly find them time-consuming and irrelevant to their books because such issues are not included in the textbooks taught in Iran. Hence, considering the focus of today's textbooks on linguistic issues and aspects, it can be argued that if some non-linguistic activities related to life issues had been designed and inserted into textbooks, the participants of this study might have shown more openness and willingness to the involvement aspect of emotioncy. That is why, the practicality and feasibility of involvement activities (e.g., watching English language videos and movies, and listening to foreign songs) eclipse those of involvement, which are somehow uncommon to employ in language institutes. According to Pishghadam, Shayesteh, et al. (2016), involvement activities mostly consist of out-of-class activities through which learners can experience a real native/native-like context, while in an EFL context like Iran due to not having any interaction with native speakers or native/native-like contexts, Iranian learners may feel demotivated, and thus may not prefer such out-of-class activities. In the same vein, Shakebaee (2016) argued that carrying out involvement tasks such as doing research may distract students from the main goal of the class, which is covering the pre-determined book that merely focuses on linguistic issues. She also found that involvement activities are more available and practical than involvement ones, and teachers make more use of them, which can affect the language scores.

On the other hand, the relationship between life syllabus and achievement scores is negative but not significant. As mentioned earlier, life syllabus increases teacher credibility, which may lead to students' better achievement. However, as the findings of this study suggest, it does not directly affect achievement scores. In fact, although life syllabus may develop and improve learners' life qualities such as learners' creativity, motivation, and emotional intelligence, it does not necessarily affect achievement scores. According to Shakebaee (2016), achievement scores that are obtained from language institutes are based on the product-oriented syllabus while the life syllabus cannot be considered as a product-based one. Product-oriented syllabi, which are rooted in linguistics, focus on the learners' language achievements. In fact, they neglect the basic purpose of education, which is the improvement of individuals' lives. In other words, they merely emphasize on the results of instruction (Shakebaee, 2016). In contrast, life syllabus goes beyond linguistic knowledge and it does not confine itself to learning linguistic matters, since improving learners' life qualities alongside language learning is its priority (Pishghadam & Zabihi, 2012). Incorporating life syllabus into language teaching and learning can lead to better performance of learners during learning through a series of actions they take, which can affect their emotional capacities too (Pishghadam, Shayesteh, et al., 2016).

As the findings of this study revealed, although life syllabus and emotionalization do not directly affect achievement scores, it is beneficial to apply them in the classroom along with other materials due to the fact that they can influence language learning indirectly. As already stated, they increase teacher credibility and the teacher credibility itself affects achievement scores positively and significantly. Hence, the more emotionalized language learners are, and the more life-related issues are included in the syllabus, the higher the level of teacher credibility becomes, which in turn leads to higher achievement scores. In sum, given the significant impacts of teacher credibility on language achievement, and since life syllabus and emotionalization can increase teacher credibility, this study suggests language teachers pay a considerable attention to life issues included in life syllabus and involvement and involvement activities. According to Pishghadam, Shayesteh, et al. (2016), "a successful teacher is the one who strikes a balance between language and life pursuing the emotions learners bring to the

class from their L1” (p. 120). If teachers contextualize and emotionalize the materials, they experience more success in both their own credibility and their students’ achievement. Future research also can be conducted to draw a comparison between male and female language learners regarding how and to what extent each one of these variables may affect their language performance.

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