

Investigating EFL Teachers' Passion to Teach English at the Preparatory Level

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Abstract

Passion is a psychological concept which outlines that someone, at large, and in the domain of education in particular, a teacher loves a discipline, i.e. a field of knowledge, and gets involved and seriously engaged in doing all its related issues and matters in such a way, that entails advantages and benefits to all the parties concerned. This research aims at investigating the passion of teachers of English in Iraqi preparatory schools in teaching English and identifying the differences, if any, between male and female teachers in terms of their passion to teach the subject. It hypothesizes that the teachers in question have the passion to teach English and that there are no differences between the male and female teachers in this respect. The research is limited to a sample of 30 male and female teachers of English at the preparatory level that follows the primary level for 6 years and the intermediate level for 3 years and lasts 3 years, during the academic year 2023-2024. To bring about the aims of the research and validate the hypotheses, a closed-ended 30-item questionnaire that has been designed according to a 5-point scale ranging from strongly agree to strongly disagree and the validity and reliability of which have been approved, has been administered to the randomly selected sample of teachers of English. The findings of the research indicate that teachers of English at the preparatory level have a strong passion to teach English and that there are no differences between male and female teachers of English at the researched level of study in terms of their passion to teach the subject. It is expected that the results of the current research would be beneficial to teachers of English at all study levels in Iraqi schools.

Keywords: - Passion, Teaching English, Preparatory Level.

1. The Theoretical Part

1.1 Introduction

Passion, as a psychological concept, outlines the likeness and/or preference to do something. It further indicates an individual's positive approach and inclination to do a task. In the domain of education, passion refers to teachers' interest in doing the job of teaching and their motivation to teach any school subject assigned to them. Since commitment is a very important characteristic of people in their everyday dealing with each other and fulfilling different tasks, it is a paramount need for the profession of teaching. Committed teachers are never satisfied with what they already have or do; they rather seek for the new ideas and ways to contribute to their students better understanding and achievement; i.e. they have the passion and enthusiasm for teaching and developing their knowledge in a way that directly impacts their students' academic success and personal development. Additionally, passionate teachers can successfully create authentic and effective learning and teaching environments and duly facilitate the learning process and promote learners' potential to acquire information and achieve better.

1.2 The Problem of the Research

Many teachers enter the teaching profession with either excitement for doing the job in a quite satisfactory manner, setting out from their knowledge and personal characteristics or no required readiness to manage the different aspects of their new job, hence demonstrating weakness in their control of the required skills and/or characteristics to teach efficiently (Palmer, 2017). Unfortunately, at the different study levels of Iraqi schools, and after being in the profession of teaching for some



time, some teachers seem not to have the enthusiasm and interest to teach. A phenomenon that is reflected on students' performance in the subject that such teachers teach. On this basis, the current research endeavors to shed light on this problem so as to identify the level of its prevalence among the teachers of English at the preparatory level.

1.3 The Hypotheses

The current research hypothesizes that

- teachers of English at the preparatory level have the passion to teach, and
- there are no differences between male and female teachers' passion to teach English at the preparatory level.

1.4 The Aims

This research aims at

- investigating the passion of teachers of English at Iraqi preparatory schools in teaching English, and
- identifying the differences, if any, between male and female teachers in terms of their passion to teach English at the preparatory level.

1.5 The Scope of the Research

This research is limited to a sample of 30 male and female teachers of English at the preparatory level that follows the primary level for 6 years and the intermediate level for 3 years and lasts 3 years, during the academic year 2023-2024. It is two-fold as it comprises both theoretical and practical presentation of the related literature and the analysis of the data gathered by a 30-item questionnaire.

1.6 The Significance of the Research

The intent of this study is to add to the field of research, i.e. passion to teach, an in-depth understanding of concept the passion and the characteristics of passionate teachers that are reflected in their experiences in the classroom. On this basis, the current research is expected to be of value to teachers of English at different educational levels at large and teachers of English language in particular. Also, student specialized in English as a foreign language (EFL) are expected to take benefit from this research in terms of their engagement in learning and interaction and cooperation with the teachers who are passionate in their teaching.

2. Passion

2.1 Introductory Remarks

Teachers and students rank passion as a crucial quality of effective teachers who are committed to their work, and numerous research studies have confirmed this. As a result, scholars have worked to define passion broadly and reach a consensus over the question of whether or not people can learn passion through teaching (Smoot, 2013).

Fried (2001) states that a teacher who transcends the confines of a classroom and defies cynicism or indifference is a passionate teacher. According to the same source, enthusiastic teachers have three main characteristics: They are

- knowledgeable about their subject,
- aware of global issues, and
- care deeply about their students.

There is a wealth of study in the field of education regarding the importance of passion, how it affects students' accomplishment, how passionate teachers differ from less passionate teachers, and whether or not teachers use their enthusiasm as a teaching technique (Day, 2009). Based on the preceding statement, Whitehurst (2016) views passion as an important topic to teachers due to its effectiveness as both a motivator and as a means to measure motivation and enthusiasm in learners. Teachers can notice the impact of their passion on their students' performance. Likewise, Malmquist (2019) points out that teachers' passion for teaching is reflected in the learners' passion for learning as learners can lose focus and interest in completing their learning tasks. The same author outlines that a study conducted by Public Agenda in 2019 found out that 45% of recent college dropouts listed boredom, i.e. lack of passion as a reason they decided to leave.

2.2 Definition of Passion

There have been different definitions of the term passion. This study has used Fried's definition of passion which characterizes a passionate person, in our case a teacher of English, as one who is "in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day – or captivated by all of these" (Fried, 2001, p. 1).

According to Vallerand et al. (2008: 1), passion is "a strong inclination toward an activity that people like, find important, and in which they invest time and energy".

Carbonneau, Vallerand, Fernet and Guay (2018) define passion as a strong propensity or desire to devote time and energy to something that one enjoys and considers meaningful. Metcalfe and Game (2006) characterize passion as a combination of passivity, stillness and movement, and excitement and respectful attentiveness. Passion is compassion that puts oneself on hold to make sure the student is paying attention to the instruction.

2.3 The Role of Passion in Language Teaching



Since the field of education seems to be overcrowded with many problems of, allegedly, various sources, the study of teachers' passion is important in clarifying the role of a vital and indispensable factor within the field. Teachers' passion plays a pivotal role in the way the teaching profession can be directed to achieve its desired ends. This passion is the outcome of the experience a teacher has before undertaking his profession and while in service coupled with other variables within and without the school environment.

It is suggested that a better investigation of teachers' passion can be achieved if their reaction to the teaching task conditions, interest in teaching, satisfaction of their personal needs, and the importance of education to society are taken into consideration. Consequently, the close study of teachers' passion towards the profession of teaching in general and that of a subject in particular can put forward a vivid picture of what is going on in our schools. It can also designate what repercussions passion can have on the teaching and learning of EFL at the preparatory level.

The process of teaching, and that of English is not an exception, comes under a plethora of factors that practice varied degrees of impact. Psychologically speaking, as it is evident from the available literature, the concepts of motivation, interest, attitude and passion have been pinpointed to impact the way that both teachers and learners get involved in teaching and learning and exert the required effort so as to bring about the set objectives.

2.4 Characteristics of Passionate Teachers

It is commonly known that teaching is a complex profession that calls for many skills beyond those directly related to the profession itself. For foreign language teachers in particular, the challenges are far from easy, given that their working conditions are different in many respects from those of teachers in other disciplines. Teachers are often required to work in multiple schools or multi-level groups; they must constantly adjust to the pedagogical requirements of students with varying language proficiency within a given group; and above all, their ability to create an environment in which students feel at ease expressing themselves in a foreign language is a major factor in how well they perform at work. Regardless, the frequently intricate (Goyette, 2022).

Yet, some teachers manage to evolve within the school setting while remaining passionate about their profession. But how do they achieve this? This is one of the concepts that the psychopedagogy of passion – a new field in educational sciences that combines positive psychology and pedagogy – is examining scientifically. Essentially, it studies how to learn and support passion in educational settings to promote the development of a learner's full potential. The notion of passion is therefore one of the pivotal concepts in this field (Goyette et al., 2020).

Fried (2001) defines a passionate teacher "Someone enthralled with an area of expertise, profoundly impacted by problems and concepts that confront our society, pulled to the struggles and possibilities of the adolescents who attend classes every day — or enthralled by all of these.

According to Cagri (2013), Passion is a source of inspiration that helps educators perform better in their quest to create exceptional students. Teachers that take a strong interest in what they do can create a stimulating and productive learning environment, which in turn increases student learning productivity. Based on this, it is expected that a passionate educator will have traits like commitment and determination that help students perform better. Additionally, the learners are the first to gain when teachers are enthusiastic about what they do because they are expected to show a discernible interest in studying and learning as well as to participate in the institution's activities, which makes the place more appealing to them and ensures that they will stay there until their studies are finished and they move on to higher education. Teachers' enthusiasm also aims to provide students with opportunities for social and intellectual stimulation, friendship-building, community building, knowledge-seeking, leadership development, mentoring, and leadership roles (Dukubo, 2017).

As for Andre (2011), passion is an intensely strong emotion that one finds difficult to control but that others can plainly see and feel. This author's most recent little ebook, "7 Most Important Characteristics of an Excellent Instructor Based on Learning Science," discusses the importance of passion as a component of the crucial quality of personability and how it relates to the quality of motivation.

Crosswell and Elliot (2004) consider the "passion" teachers have for their work to be a crucial component of their involvement and commitment. They write: "It is reasonable to assume that any reforms deemed desirable by schools and systems are only likely to be successful if such reforms are interpreted for teachers in a way that relates to their passions, given the core role that 'passion' appears to play in conceptions of teacher commitment" (p. 11). Mart (2013) concurs that teachers who are passionate about what they do would be more dedicated, which will increase their motivation to teach.

Fried (2001: 27) highlights another crucial point by saying that "the greatest value of teachers' passionate concerns is that they invite students to feel emotionally alive in their presence," in addition to the way that being enthusiastic in the classroom makes professors more approachable. It is even more alluring when they understand.

Andre (2011) points out that one more great quote from Fried's book: "The passionate teacher: A practical guide" (2001) is that as teachers, we have only our passions to guard against students' inclination to find things adults care about boring and not worth remembering or putting to use. But it is not enough to focus on our passionate interests. We must show our students what it means to be passionate learners as well.

Malmquist (2019) that as teachers' our excitement can be contagious since expressing their passion for **teaching** or the **subject, they teach** can grab students' attention and drive engagement. Also, teachers' love for teaching the subject they teach, can reach students through the energy they show in class, and give students the fuel to stay the course.

Passion for teaching makes the profession meaningful for some teachers, but it is not essential to being a good teacher. Therefore, to promote well-being at work, it is important to establish a good work-life balance and to be aware of the elements that provide teachers with a sense of well-being so they can face everyday challenges with enthusiasm. And if they are in fact passionate about their profession, they need to channel this passion properly to keep it harmonious and preserve



their mental health (Goyette, 2022). On his part, Yeung (n. d.) outlines that passionate teachers are effective, memorable, and keen to spread positivity and genuinely enjoy teaching and engaging with students. In addition, they are reflective, open to change, and always welcome new ideas. But with all these great qualities, there is one joint driving force behind it – the passion for what they do. Quoting Alfred Thompson’s post “Why Passion is Important for Teachers” (2007), Yeung (n. d.) states that Thompson observed how a teacher’s passion is a powerful driver of student outcome and performance in the class. By following the progression of a mathematics teacher assigned to teach a computer science class, the teacher was experienced, but the lack of enthusiasm in computer science dampened the course’s learning. As such, Thompson concluded that that passion is not something that can be faked.

2.5 Previous Studies

Bulger, Mohr, and Walls (2002) explained the *Four Aces of Effective Teaching* as a conceptual framework for increasing self-reflective practices in the higher education setting and identified them as outcomes, clarity, engagement, and enthusiasm. Bulger et al. refer to the outcome of teacher effectiveness as “process-product” research (2002, para. 8); for instance, when a teacher does something (the process), it results in student learning (the product). They pointed out that teachers can nurture a positive learning environment by showing their passion for the subject they teach, using student names, promoting student participation, demonstrating a love for the material they teach, and actively instructing the class by moving among the students are just a few ways that teachers can foster a great learning environment. Students catch on to teachers’ passion, and the more an instructor exudes enthusiasm, the more competent and confident they are in their ability to teach. The four aces offer a fantastic foundation for instructing effectively and bringing pandemonium under control.

Hattie (2008) found out that teachers who demonstrate passion receive better results and are more likely to make a difference in student lives. Teachers’ passion is contagious; it sparks inner curiosity and excitement in students that gives them the opportunity to excel. Passionate teaching makes learning fun without the need for teachers to feel like they need to entertain their students. Passionate teaching is just one part of evidence-based teaching that is crucial to teacher effectiveness and student learning.

Harper (2009) explained how difficult it is to put passion or enthusiasm in a lesson plan. Passionate characteristics are qualities of what studies indicated were valuable to great teaching but teachers did not plan to be passionate or enthusiastic within a lesson. Teachers may have been tempted to take the approach of demonstrating these characteristics when being observed but these behaviors were transparent to the students and the observer. Research showed us that people remember those teachers who were inspirational. Much of Day’s (2009) research supports these findings and he argues that passion should not be thought of as a fixed disposition- it can diminish as well as grow.

Osioma (2011) explained that passion is great enthusiasm that, coupled with strong emotion, compels a person to great sacrifice. Men and women who taught with passion outpaced themselves to leave their impact on society. Passionate teaching and curriculum development would be the engine of a functioning school in order to teach students.

Roeger (2012) suggested that whereas teacher passion has not been widely researched in academic literature, it has been proved to exist and has been manifested in classroom teaching. The study included nine students of three passionate teachers who completed entries in a journal and agreed to be interviewed. Results of Roeger’s (2012) study revealed that Sternberg’s Triangular Theory of Love could be adapted as a framework for passionate teaching and learning. The three aspects of the theory included intimacy, passion, and love. Student perception of teacher passion could be separated into four categories, including caring, creating quality lessons, personal zest, and teacher expertise in the discipline. Roeger (2012) concluded that passionate teaching awakened students to life and perpetuated the lives of teachers and their teaching.

Rampa (2012) explained how passion for teaching contributes to teacher improvement and provides insight into the work and lives of teachers. Reasons for teaching cited in Rampa’s study included teachers who wanted to make a difference, felt a calling to teach, were passionate about teaching because of role models, wanted to make a difference, liked the benefits, and they received numerous holidays. Growing teacher passion is important to the profession and relates to the development of key trends including cluster workshops and personal workshops; sustaining passion is equally important. Rampa’s (2012) findings were varied with two key points. The first was professional development and curriculum stability. Rampa (2012) noted that extrinsic motivations were mostly negative motives for choosing to teach. The second was that most participants expressed that a lack of motivation for teaching was due to their environment. Many things have changed in education over the years but passionate teaching has not.

Mart (2013) explained that passionate teachers are distinguished by their commitment to achieve for their students and that passion was an essential part of successful teaching. Passionate teachers cultivated students’ curiosity and interests while showing commitment to their learning. The qualities were shown to be important in motivating students and were key factors in the development of a student’s education. Passionate teachers consider their roles to be to encourage students to be active learners and to promote students’ education both in intellect and in moral development. Mart (2013) concluded that passionate teachers are those who make the greatest impact on our lives. Passionate teacher beliefs and actions help students realize their inner values, they motivate students, and they inspire students to perform. Passionate teachers motivate students to achieve and inspire student commitment, which is a key aspect of the learning process.

Ramirez (2013) explained that passion empowered students to overcome hardship; it motivated them to reach their goals. Two useful methods to make students passionate about learning included learning about what made the student naturally passionate, and to model passion, so it infected the entire classroom with that passion. A passion-based teacher may share a story when beginning a new lesson, to help create interest for the students. Interest could also be stimulated for students by



sharing the beauty or teacher's delight in the topic. A teacher should make learning a passion for their students by infecting them with their own passions.

Levoy (2015) addressed the impact of passion. He explained that for passionate teachers to have the profound effect they are capable of they must *tend to the flame* that makes up their passion. These teachers should read books and sign up for higher learning classes that encourage their flame to burn brightly. Levoy (2015) said passion is contagious but when teachers are no longer learning, the love of learning becomes difficult to pass along to students. It is important for teachers to understand that dispassion is also contagious.

3. The Practical Part

3.1 Population and Sample

The population of the current study comprises teachers of English, all at the preparatory level in Iraq. Out of this population a sample of (30) teachers, 18 males and 12 females, has been randomly selected to give responses to a 30-item closed-ended questionnaire during the second semester of the academic year 2023-2024.

3.2 The Research Tool: The Questionnaire

The research tool of this research is represented by a closed-ended questionnaire of (30) items. The respondents were supposed to give responses according to a 5-point scale that ranges from strongly agree to strongly disagree.

3.3 The Validity and Reliability of the Questionnaire

To prove the validity of the research tool, the questionnaire, the first draft of the items to be included in the questionnaire was handed over to a panel of (5) juries specialized in applied linguistics and methods of teaching. (See Appendix 1).

The juries were requested to check the suitability of the items to the topic under investigation. They were further requested to make any additions, deletions and modifications when necessary. By so doing, the validity of the questionnaire was brought about.

As for the reliability of the research questionnaire, the first draft of the included items stated with the 5-point scale was piloted to sample of (5) teachers of English at the preparatory level on two occasions with an interval of two weeks. On analyzing the responses and comparing the results of the analysis, the coefficient value was (0.83). Hence, the questionnaire became reliable and ready for administration for the main study.

3.4 Procedure and Data Collection

The final version of the questionnaire was administered to a randomly selected sample of 30 teachers of English at the preparatory level. Just like the pilot study, this sample was asked to give their responses to the 30 items according to the 5-point scale that ranges from strongly agree to strongly disagree. In the following section, light will be shed on the data analysis and discussion of results.

4. Data Analysis and Discussion of Results

Hypothesis no.1

- Teachers of English at the preparatory level have the passion to teach.

Aim no.1

- investigating the passion of teachers of English at Iraqi preparatory schools in teaching English.

To validate hypothesis no.1 and bring about aim no.1, the weighted arithmetic Means of the sample's responses have been calculated to see the range of their occurrence, i.e. below, at and above the mean mid-value 2.50. Table 1 demonstrates the WAMs of the sample's responses to the questionnaire.

Table 1: WAMs of Teachers' Responses to the Items of the Questionnaire

SN	Items	WAM
1	I like teaching English.	4.60
2	It is my desire to improve my teaching of English.	4.60
3	I feel teaching English is interesting at the preparatory level.	3.93
4	I like extra reading of English materials.	4.30
5	I make sure whatever happens, I attend my classes on time.	4.26
6	Teaching English makes me feel satisfaction, sense of competence, and feelings of self-efficacy.	4.43



7	I like the gradation of the materials for teaching English.	3.76
8	I am keen on giving students tests in English.	4.36
9	My desire to teach English makes me feel the time allotted is not enough.	4.30
10	Teaching English reflects the qualities I like about myself.	3.90
11	I am keen on creating a positive and supportive culture in my classroom.	4.26
12	I feel teaching English is important for the achievement of my academic ambitions.	4.40
13	I feel teaching English develops my reasoning ability.	4.26
14	I feel a sense of fulfilment as a teacher of English.	4.50
15	Teaching English makes me enjoy interacting with students.	4.63
16	I am too exact in my teaching work.	4.20
17	I feel excitement on planning and delivering my lessons of English.	4.50
18	I get upset when I miss any English class.	4.50
19	My passion inspires me to create engaging lessons.	4.20
20	I am excited to pursue my professional goals.	4.00
21	Teaching English makes me look into the future with full excitement and glory.	3.96
22	I feel teaching English makes me learn new things.	4.33
23	I feel teaching English sparks my creativity.	4.26
24	As a teacher of English, I feel I am a lifelong learner who values curiosity and development.	4.40
25	Teaching English encourages me to be constantly aware of the updated pedagogical practices.	3.96
26	I like my students' feedback as it improves my teaching practice.	4.06
27	My love of educational technology enhances my desire to teach English.	3.96
28	My love of teaching English makes me face everyday challenges with enthusiasm.	4.16
29	My desire to teach English makes me try new teaching techniques and strategies in my classes.	4.23
30	My desire to teach makes me demonstrate my willingness to adapt and innovate.	3.70

Table 1 shows that teachers' responses have been quite positive. This is evident from the values of the WAMs, all of which are very well above the mid-value 2.50. Additionally, when the mean values of the 30 items have been summed and divided by 30, it has come out to be 4.14; a value that occurs within the range of high agreement.



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Hypothesis no.1 has been further validated and aim no.1 has been also brought about by finding out the hypothetical means besides the standard deviation of the research whole sample's responses by applying the One-Sample T-test. Consider Table 2:

Table (2) The Results of the One-Sample T-Test of the Sample's Responses to the Items on Passion in General

The Sample	The Hypothetical Mean	The Arithmetic Mean	StD.	T-Value		Level of Significance	الدلالة
				Cal.	Tab.		
30	84	102.25	22.852	5.06	1.22	(0.05) (76)	There is Difference

It is evident from Table (2) that that the calculated T-Value (5.06) is higher than the Tabulated T-Value (1.22) at the (0.05) and Degree of Freedom (76). This means that there is difference between the hypothetical mean and the arithmetic mean in favor of the arithmetic mean. On this basis, hypothesis no.1 which reads: "Teachers of English at the preparatory level have the passion to teach" is accepted.

Such findings indicate and prove that teachers have passion to teaching English and that passionate teaching is noticeably used by all the teachers in the study. Passion is experienced through the care that teachers have for their students, interest in teaching, enjoyment in presenting the lessons, eagerness to develop their teaching techniques and strategies and satisfaction with the profession of teaching.

Hypothesis no.2

- There are no differences between male and female teachers' passion to teach English at the preparatory level.

Aim no.2

- Identifying the differences, if any, between male and female teachers in terms of their passion to teach English at the preparatory level.

To validate hypothesis no.2 and bring about aim no.2, the weighted arithmetic means of male teachers' responses have been calculated and compared to those of female teachers to identify the differences between the two groups as far as their passion to teach English at the preparatory level is concerned. Consider Table 3:

	Items	Males	Females
		WAMs	WAMS
1	I Like teaching English.	4.61	4.51
2	It is my desire to improve my teaching of English.	4.66	4.50
3	I feel teaching English is interesting at the preparatory level.	4.27	3.58
4	I like extra reading of English materials.	4.00	4.16
5	I make sure whatever happens, I attend my classes on time.	4.33	4.16
6	Teaching English makes me feel satisfaction, sense of competence, and feelings of self-efficacy	4.38	4.50
7	I like the gradation of the materials for teaching English.	3.66	3.66



8	I am keen on giving students tests in English.	4.11	4.66
9	My desire to teach English makes me feel the time allotted is not enough.	3.38	4.83
10	Teaching English reflects the qualities I like about myself.	3.72	4.16
11	I am keen on creating a positive and supportive culture in my classroom.	4.66	4.50
12	I feel teaching English is important for the achievement of my academic ambitions.	4.33	4.50
13	I feel teaching English develops my reasoning ability.	4.33	4.41
14	I feel a sense of fulfilment as a teacher of English.	3.88	4.58
15	Teaching English makes me enjoy interacting with students.	4.55	4.83
16	I am too exact in my teaching work.	4.11	4.33
17	I feel excitement on planning and delivering my lessons of English.	4.38	4.00
18	I get upset when I miss any English class.	3.88	3.83
19	My passion inspires me to create engaging lessons.	4.33	4.00
20	I am excited to pursue my professional goals.	4.11	4.83
21	Teaching English makes me look into the future with full excitement and glory.	3.66	4.00
22	I feel teaching English makes me learn new things.	4.00	4.83
23	I feel teaching English sparks my creativity.	4.11	4.50
24	As a teacher of English, I feel I am a lifelong learner who values curiosity and development.	4.11	4.50
25	Teaching English encourages me to be constantly aware of the updated pedagogical practices	4.05	4.00
26	I like my students' feedback as it improves my teaching practice.	4.11	4.00



27	My love of educational technology enhances my desire to teach English.	4.33	4.25
28	My love of teaching English makes me face everyday challenges with enthusiasm	4.11	4.25
29	My desire to teach English makes me try new teaching techniques and strategies in my classes.	4.11	4.16
30	My desire to teach makes me demonstrate my willingness to adapt and innovate.	4.16	4.00
	MEAN SCORE	4.22	4.26

Table 3 shows a very slight non-significant difference between the mean scores of the selected sample in terms of gender in favor of female teachers. Male teachers have scored the mean value (4.22), while female teachers have scored (4.26). On this basis, hypothesis no.2 which reads: "- There are no differences between male and female teachers' passion to teach English at the preparatory level" is accepted.

5. Conclusion

Passion is a significant factor that can contribute to learners' performance. Passionate teachers who are strongly committed to their work can make a positive difference in student achievement. In addition to being a motivating factor, passion can influence learning and teaching positively by creating excitement and action.

This research study has been designed to validate two hypotheses, namely 1) Teachers of English at the preparatory level have the passion to teach, and 2) There are no differences between male and female teachers' passion to teach English at the preparatory level, and two aims: 1) Investigating the passion of teachers of English at Iraqi preparatory schools in teaching English, and 2) Identifying the differences, if any, between male and female teachers in terms of their passion to teach English at the preparatory level. Through the application of the sound research procedures in terms of the population and sample's selection, the use of the research tool, i.e. the questionnaire and proving its validity and reliability on the basis of its administration and the application of the right tools to analyze the data, it has been found out that teachers generally have the passion to teach English at the preparatory level and that there are no differences between male and female teachers in terms of having passion to be engaged in the profession of teaching at large and the teaching of English at the preparatory level in particular.

6. Recommendations

- Since passionate teaching is a valuable factor of vital role forming in a positive teaching experience for teachers, teachers should be 1) encouraged to show passion to teach their subject with the understanding that passion for their subject is contagious and may be important in inspiring student learning; and 2) be aware that teaching with passion allows a more valuable teaching opportunity for teachers;

- Since understanding learners and their learning needs are what teachers gain from developing relationships with learners and creating meaningful, learner-focused lessons built on interest and attached to learners' prior knowledge, teachers should be aware of the importance of creating a strong relationship with their students.

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Conflict of Interest

Author declares that no conflict of interest in any manner.

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Appendix I
Questionnaire

Dear Teacher of English

I have the pleasure to benefit from your frank and clear answers to the items of the following questionnaire which investigates **EFL Teachers' Passion to Teach English at the Preparatory Level.**

Thank you for your assistance and cooperation.

Gender	Male	Female

An Example of How to Answer the Questionnaire:

For each item, the following five options are given:

1. **Strongly Agree.** موافق بشدة
2. **Agree.** موافق
3. **Undecided.** لا رأي لي
4. **Disagree.** غير موافق
5. **Strongly Disagree.** غير موافق بشدة

If your answer, for example, is **Agree** to the following item, please put (√) in the square below **Agree**, and so on:

	Item	Strongly A	Agree	Undecided	Disagree	Strongly Disagree
	I Like teaching English.		√			

The Researcher,

Asst. Lect. Ru'a Salim Mahmood

General Directorate of Education / Ninevah

	Items	Strongly A	Agree	Undecided	Disagree	Strongly Disagree
1	I Like teaching English.					
2	It is my desire to improve my teaching of English.					
3	I feel teaching English is challenging at the preparatory level.					
4	I like extra reading of English materials.					
5	I make sure whatever happens, I attend my classes on time.					
6	Teaching English makes me feel satisfaction, sense of competence, and feelings of self-efficacy					
7	I like the gradation of the materials for teaching English.					
8	I am keen on giving students tests					



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	in English.					
9	My desire to teach English makes me feel the time allotted is not enough.					
10	Teaching English reflects the qualities I like about myself.					
11	I am keen on creating a positive and supportive culture in my classroom.					
12	I feel teaching English is important for the achievement of my academic ambitions.					
13	I feel teaching English develops my reasoning ability.					
14	I feel a sense of fulfilment as a teacher of English.					
15	Teaching English makes me enjoy interacting with students.					
16	I am too exact in my teaching work.					
17	I feel excitement on planning and delivering my lessons of English.					
18	I get upset when I miss any English class.					
19	My passion inspires me to create engaging lessons.					
20	I am excited to pursue my professional goals.					
21	Teaching English makes me look into the future with full excitement and glory.					
22	I feel teaching English makes me learn new things.					
23	I feel teaching English sparks my creativity.					



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24	As a teacher of English, I feel I am a lifelong learner who values curiosity and development.					
25	Teaching English encourages me to be constantly aware of the updated pedagogical practices					
26	I like my students' feedback as it improves teaching practice.					
27	My love of educational technology enhances my desire to teach English.					
28	My love of teaching English makes me face everyday challenges with enthusiasm.					
29	My desire to teach English makes me try new teaching techniques and strategies in my classes.					
30	My desire to teach makes me demonstrate willingness to adapt and innovate.					



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Appendix II
Panel of Juries

	Name	Academic Status	Specialty	Work Place
1	Dr. Hussein Ali Ahmed	Professor	Applied Linguistics	Nawroz University College of Languages
2	Dr. Ansam Ali Ismaeel	Asst. Professor	Applied Linguistics	University of Mosul College of Basic Education
3	Dr. Sanan Shero Malo	Asst. Professor	Applied Linguistics	University of Zakho College of Humanities
4	Dr. Idrees Aki Hasan	Asst. Professor	Applied Linguistics	University of Akre College of Informatics
5	Mr. Lazgin Khidir Barani	Asst. Professor	Applied Linguistics	Nawroz University College of Languages



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