



University of Zabol

Faculty of Humanities and Literature

Department of English

Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)

Subject:

**ELT Teachers' Emotions While Assessing and Grading: A
Grounded Theory**

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Abstract

In spite of the fact that emotion is a very complicated human phenomenon that is at the very fabric of our existence (Ross, 2015) and has attracted us for centuries (Chen, 2016) educational researchers have largely focused on cognitive aspects of learning. They left the area of emotion strongly neglected (Pekrun & Garica, 2014). In this grounded theory study, we tended to investigate ELT teachers' emotions while assessing and grading. The aim of this study was to examine the participating teachers' emotions associated with assessing and grading and the factors in their teaching environment triggering these emotions. No consideration was given to emotion until humanistic education paid attention to the affective domain. In order to do this study, thirty three teachers including in-service (male/female) teachers using purposeful sampling were recruited. As a qualitative study, we used different kinds of interviews in data collection. Cyclical data analysis was used to have a better grasp of emerging teacher emotion. Different kinds of coding including open, axial and selective coding was used in data analysis. The results reflected different kinds of emotions that teachers experience as assessors and the factors triggering emotions. We discovered the association between context and emotion. This study promises some pedagogical implications for teachers, teacher educators, and policy makers. Teachers may consider the predictions in the process of language teaching and learning. Teachers may suitably use their emotions in the classes in order to promote learning.

Key words:

ELT Teachers' Emotions, Assessment, Grading, Grounded Theory