

Impact of Teachers' use of Language on Students' Emotion

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ABSTRACT: *Language is a very powerful tool in the classroom. It has the power to build or destroy students both emotionally and psychologically. The present study investigated the teachers' use of language on students' emotion. The study employed convergent mixed methods guided by a pragmatic paradigm. The data were collected through survey, interview and classroom observations from three schools in Samtse dzongkhag (district). Quantitative data were analysed using SPSS version 23, and thematic analysis was used to analyse qualitative data (Braun & Clark, 2018). The finding revealed that positive language used by teachers have a positive impact on students' emotions, as well as their behaviour, motivation, and cognitive abilities. In contrast, the teacher's negative use of language has a detrimental impact on the students' emotions, conduct, and cognitive ability. The findings also highlighted that student prefer polite language. Based on the findings, it was recommended that teachers must be aware of the importance and necessity of using positive language. Without this consideration, schools may produce students who are emotionally, psychologically or cognitively unsound.*

KEYWORDS: Impact, emotions, teacher, student, positive, negative, language.

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1. Introduction

Language is an indispensable and powerful tool for teachers in the classroom. Teachers use language in the classroom for different purposes such as imparting knowledge, to inspire, motivate and dissuade. Teachers have a central role in advancing social interaction and creating a positive atmosphere in their classes. Therefore, the kind of language a teacher uses in the classroom has both immediate and far-reaching effects. Podobińska (2017, p.6) stated "the words the teachers say to their pupils can be blissful, inspiring, opening new doors but unfortunately they can be the opposite as well and shut many doors forever." Additionally, Teacher plays a pivotal role in creating positive atmosphere in the classroom. Laine *et al.* (2019, p.7) positions "in the classroom, interaction occurs between the teacher and the pupils, and between the pupils themselves. In this interaction, the teacher is more central as he or she decides who is allowed to talk and what to talk about". The use of formal, polite, encouraging and appropriate level of language can create conducive atmosphere and stimulate children's interest in learning, whereas, the use

of colloquial, slang, abusive and grammatically incorrect language de-motivate learning and affect children's emotions (Podobińska, 2017).

STATEMENT OF THE PROBLEM

Drawing on my experience of teaching for almost decades, I have observed that when I use polite, encouraging remarks, praises, requests, positive warning, suggestions and inspiring words/language, my students exhibit happy faces with lots of smiles and energy and also show the signs of forwardness in doing the activities assigned in the class. They also participate in the classroom actively making an elevated difference in their performance. Conversely, when I use impolite, negative warnings, discouraging words, some students show their anger, temper tantrum showing their rebellious behaviour which suggest that my words hurt their emotions. Furthermore, once on a bus journey, my seat mate mentioned that his brother did not complete his studies because he was offended by the way his English teacher spoke to him. His sibling dropped out of school because he was ashamed in front of his classmates. Therefore, it indicates that the kind of language a teacher uses in the

class has corresponding impacts on the emotions of the students. Although there is literature on the teachers' use of language and its impacts on students' emotion in the international context, there is no study carried out on this topic in the Bhutanese context. Hence, it is imperative to conduct research on this topic. The findings from the study may benefit different teachers in being cautious with the use of words with students.

RESEARCH QUESTIONS

Main research question

What are the impacts of teachers' use of language on students' emotion?

Sub-questions

1. What are the positive impacts of teachers' use of language on students' emotion?
2. What are the negative impacts of teachers' use of language on students' emotion?
3. What kind of teachers' language do students prefer?

2. Literature review

Emotion

Emotions are a part of who we are as humans. Among other feelings, they experience love, hatred, joy, shame, guilt, despair, and revenge. Individuals and civilizations can be brought together or torn apart by emotions. When steps are done to meet one's biological and transactional requirements, emotions are triggered in persons (Turner, 2007). Rinchen (2014) states that humans' fundamental emotions can be triggered at three different levels of intensity: low, medium, and high. Further, our bodies are never the same and our minds secure unused experiment with each moment that passes. We are flux, in steady change" (Goleman, 2004, p.77).

The diverse emotions that students may experience during learning activities can cause different affective reactions in students. Emotions have an impact on learning. "Emotions play a fundamental role in our existence. As human beings, our emotions, as well as those of others around us, influence our conduct, attitudes, and thinking" (Ruiz, 2016, p.73). Despite the fact that positive feelings appear to generate student motivation, research has pointed out that teachers' care is an important motivational generator for

students (Sutton & Wheatley, 2003). The feeling component reflects the subjective experience that is often equated with emotion. Collin's 2004 study (as cited in Rinchen, 2014), "emotional energy is generated when there is synchrony in body movements, facial expressions, and vocalisations of actors involved in the interactions". Emotions are central for activating a reduction of the discrepancies between students.

Teacher's use of language in the class

The primary role of the teacher in a multidimensional language class is to establish conditions and develop activities so that students are able to practice the language in a meaningful context. Fillmore (2000) states that teachers use language in the class for different purposes such as to teach, lecture, ask questions, coordinate discuss and give verbal answers to questions. Laine *et al.* (2019) states that teachers have a central role in advancing social interaction and a positive atmosphere in their classes. The use of formal, polite, encouraging and appropriate level of language can create a conducive atmosphere and stimulate children's interest in learning, whereas, the use of colloquial, slang, abusive and grammatically incorrect language de-motivate learning and affect children's emotions. The language used by the teachers in the classroom can be categorized as request, command, apology, suggestion, warning - both positive and negative, and acknowledgement (Giri, 1999; National Institute of Education [NIE], 2003).

Effect of language on students' emotion

Teachers need to be sensitive to students 'emotion. Take a look at what you do from time to time". Language is an exceedingly powerful tool. When educators fail to appreciate the importance of students' emotions, they fail to appreciate a critical force in students.

Lindquist *et al.* (2015) also put forward that language is particularly likely to be involved in emotion because concepts of emotion such as frustration, disgust and fear are expressed and abstract representations that form conceptual information. Fredrickson (2001) supports that teachers' use of language can create positive emotions such as joy that urges to play, expand boundaries, interest that generates an urge

to explore, absorb new information, self-development, contentment allows one to savour positive events and pride that urges to share accomplishments, which provokes a greater interest in the subject matter and makes the student more participatory because of enthusiasm from the teacher.

Positive impacts of teachers' language

Students' emotions are greatly influenced by their relationships with teachers. Positive teacher language has a significant impact on students' emotions. As Denton (2007) states: when delivered in a calm voice, a teacher's words send the idea that he or she feels they are willing to listen, learn, and perform good work. This increases the likelihood of students behaving properly. They are more willing to listen and cooperate if they feel valued. Positive language teaches how to alter language so that it comes across as positive and constructive, rather than abrasive, hostile or confrontational. Bacal (n. d.) agrees that use of positive language tends to reduce conflict, improve communication, reduce defensiveness in others and helps show the speaker as convincing and decent. So, teachers' positive language has lots of power to change students' emotion. When focused on using positive words with children, they have less tantrums, whine less, and exhibit fewer problematic behaviours overall (Brogle & Giacomini, 2013).

Denton (2007) also contends that words, tone, pacing, listening are the powerful tools that can nurture children's self-control, build their sense of belonging, and help them gain academic and social skills. Further, Podobińska (2017) express that the teacher's positive language makes students feel safe and motivated, and it also empowers a child to make the correct decision on his or her own, which can boost self-esteem. Thus, teachers express will affect whether the message is received positively or negatively.

Negative impacts of teachers' language

Teachers are aware that emotions have important influence upon students in the learning process. The choice of words and the language selections are critical to the self-esteem, academic success, and healthy mental and emotional development of the students.

Bradley (2021) states that negative phrasing and language characteristics such as subtle tone of blame, words as such can't, won't, unable to, doesn't stress positive actions that would be appropriate, or positive consequences which in return cause high emotional stress to the learners. In addition, emotions play a fundamental role in our existence. Pekrun *et al.* (2002) investigated in depth the impacts of emotions upon learning and concluded that negative deactivating language used by the teacher takes a negative toll in the classroom, and positive activating language renders a positive effect on student learning.

Kind of language students' prefer/Students' Preference of teacher' language

Teachers have a significant and lifelong impact on their students. This impact involves not only the teaching of particular academic skills, but importantly, the kind of language teachers' use. The kind of language that students prefer are praise, positive feedback, good tone, humours and confirmation which are elaborated below.

Praise: Praise is an expression of approval, commendation, admiration or praise is communication about someone's good work or qualities. Brainy (n.d.) argue, "Nothing is more effective than sincere, accurate praise, and nothing is lamer than a cookie cutter compliment" (p.19). Praise is delivered contingently upon students' performance of desirable behaviours or genuine accomplishment, provides information to students about their competence, encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.

Feedback: According to the definition of Cambridge Dictionary, feedback refers to helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. Feedback is essential in teaching for motivating students. While, Stenger (2014) explains that feedback will increase motivation, build on existing knowledge, and help students reflect on what they have learned. Ovando (1994) agrees, "Students of teachers who emphasize teaching behaviours such as praise and encouragement tend to learn more than students of teachers who emphasize criticism

and punishment” (p.105).

Tone: Tone matters especially with the teacher when communicating with students. It is one of the most important ways to influence students’ learning environment. Saint Joseph College [SJC] (2009) shares:

Tone can range from sarcastic to humorous, from serious to informal, or from questioning to persuasive or informational. However, the tone that the students prefer is a polite and good tone which will help them to be approachable at any time. Podobińska (2017) supports: The right tone of voice is as important as the words teachers use for the simple reason that it also helps effectively pass the information and teach. It’s a professional voice which often differs from ordinary speaking voice.

Confirmation: Learning will be accomplished most successfully in a classroom in which a climate of “unconditional positive regard” is established. In an educational context, this concept refers to the teacher’s complete acceptance of his/her students, a respect for their worth and value as individuals. Morgan *et al.* (2007, p.4), point out, “The confirming teacher indicates that students’ responses are appreciated, listens to students, is available outside of class”. So students like teachers using this kind of language.

Morgan *et al.* (2007, p.4), further explains: Features of the confirming teacher such as giving constructive written or oral feedback on students’ work, demonstrates that he/she knows students’ names, communicates that he/she is interested in whether students are learning, makes an effort to get to know students, provides oral or written praise or encouragement on students’ work, establishes eye contact during class lectures, communicates that he/she believes that students can do well in the class, smiles at the class.

Humours: According to Podobińska (2017) contents: Humour as a universal communication phenomenon and therefore it is necessary to incorporate into classrooms to facilitate teaching and learning process. Humour lowers students’ anxiety, engages them, and often helps show the teachers as more approachable and more human communicators.

Moreover, the skills associated with effective

classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes (Podobińska 2017). However, this is often easier said than done. Certainly, a part of this problem’s solution should come from the teachers themselves as they are trained in child psychology during the training and also being matured enough.

3. Methodology

Research design

Mixed methods research involves the collection and analysis of both quantitative and qualitative data, and integrating the two sets of results at some point in the research to draw inferences from the quantitative and qualitative results. This design has enabled gaining an in-depth understanding of the impacts of the teachers’ language on the students’ emotion within an inclusive setting, and thus provided insight into the experiences of the participants. During the data collection, the researcher interacts socially with participants, using semi-structured interviews to gain a thorough knowledge of the impacts of teachers’ use of words on students’ emotions.

Data collection procedures

This study used survey, observation and interview as the data collection tools. A discussion of each tool is provided in the following section.

Survey. According to O’Leary (2014) ‘Surveying’ is the process by which the researcher collects data through a questionnaire” (p.107). A ‘questionnaire’ is the instrument for collecting the primary data (Cohen, 2013). ‘Primary data’ by extension is data that would not otherwise exist if it were not for the research process and is collected through both questionnaires and interviews, (O’Leary, 2014).

The impact of teachers’ use of language on students’ emotion was measured using statements with five-point Likert scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5=Strongly agree). The questionnaire was administered to students in their classroom by the researcher. Students were also informed of the purpose of the research before they started responding to the questionnaire and also

to comment on the items that were difficult to understand and confusing so that researchers can rephrase the statement later.

An ‘interview’ is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to the interviewer (Creswell & Creswell, 2018). Researcher conducted semi-structured interview. Unstructured format or semi-structured interview stimulates prompts or probes that remind the interviewer about topics to discuss. The interview participants were both teachers and students. Each interviewee took approximately 10-30 minutes. All interviews were recorded

after seeking approval from the participants.

Class observation

The study used direct observation to collect the data. The researcher observed three classrooms, which added in-depth information to the study. The researcher observed the teacher’s use of language and its impact on students’ behaviour, motivation, and cognition. Perceptions of these themes were gathered using guiding questions.

Sampling and sampling size

The researcher used the purposive random sampling strategy. The participants of the study were teachers and students. For the survey, students were the participants, and for the

Table 1. Name of the School and Respondents

Name of the school	Class	Total Population	Total Respondents
SA	IX	70	57
	X	71	20
SB	X	113	38
	XI	195	30
	XII	92	42
SC	IX	224	80
	X	132	90
Total		897	356

Table 2. Demographic Information of the Interviewees

School	Numbers of interviewees	Teachers	Students
SA	5	1	4
SB	5	2	3
SC	4	2	2
Total	14	5	9

Data analysis procedure

Table 3. Scale to Measure Mean and Standard Deviation

5 point Likert scale	Range	Level of opinion
Strongly disagree	1.00-1.80	Very low
Disagree	1.81-2.60	Low
Neutral	2.61-3.40	Moderate
Agree	3.41-4.20	High
Strongly agree	4.21-5.00	Very high

(Adapted from Vagias & Wade)

interview, both teachers and students participated. The study region chosen was Samtse dzongkhag. Although the participants were chosen at random, the researcher purposefully included students in grades ix-xii. The researcher employed voluntary sampling since some students were eager to participate in the interview. The study used the pseudonym for the names of the school such as SA, SB and SC. Researcher involved 356 students for the survey. Researchers conducted one-on-one or personal interviews. Nine students were chosen at random for qualitative data employing random sampling, regardless of their grades. The five teachers chosen for the interview were not only English teachers, but also those who taught other disciplines. The researcher was only able to observe one class each of two teacher interviewees. The sample for the survey questionnaire was determined based on Yamane’s (1967) formula: $n=N/1+Ne^2$ Where ‘n’= is the sample size, ‘N’ is population size and ‘e’ is the acceptable sampling error at all levels 0.05 (p.1886). Thus, 356 respondents were selected out of 897 students. As to maintain reliability and reliability researcher had analysed the item’s reliability and validity with the help of the instrument Cronbach alpha (.798) as the reliable measuring instrument does contribute to validity. Further, member checking was done right after the transcription was done to explore the credibility of the result.

The quantitative data analysis, data was entered into SPSS, version 23. Descriptive statistics such as mean, standard Deviation and correlation were used to describe and summarize the demographic information in the form of table as show in table 3. Thematic analysis were used for qualitative data. Findings from the two methods were integrated.

4. Results

Teachers’ use of language

Teachers’ use of language relates to the language used by the teachers in the classroom which include both positive and negative language. Each of these components is discussed in the following sections.

As evident from Table 4, the overall mean (M=3.798) and standard deviation (SD= .9068) indicate a high students’ opinion on teachers’ language. Of the 9 items, “The language used for teaching is good” and “My teachers use clear and understandable language” with the highest score further indicates that teachers’ use of positive language with the students. Similarly, in the interview most of the students shared that their teachers use polite, caring, soft, inspirational, kind language and praises. For example, S1 said, “They [teachers] talk politely, caringly, they talk softly, they ask in a very polite manner, and obviously our feelings change.” Additionally, S9 expressed, “...They [teacher] speak comforting

Table 4. Mean and Standard Deviation of Teachers’ positive use of Language

No		Mean	SD	Level of Opinion
1	My teachers’ way of talking doesn’t affect me.	3.58	1.132	High
2	I can talk to my teacher about my problem.	3.57	1.092	High
3	I like talking to my teacher.	3.94	.886	High
4	I understand my teachers’ instructions well.	3.90	.754	High
5	The language used for teaching is good.	4.234	.7498	Very High
6	My teachers smile at me.	3.67	.873	High
7	My teachers use clear and understandable language.	4.08	.822	High
8	My teachers are friendly to me.	3.58	.924	High
9	My teachers are aware of different learners’ emotions.	3.64	.929	High
	Overall	3.798	.9068	High

language like praising words, encouraging words.” Similarly, all the teachers expressed that they use positive language with their students. For example, T1 said, “I have use encouraging words that will make the children happy.”

As shown in Table 5, the overall mean (2.8122) and standard deviation (.82373) indicate moderate level of opinion. This shows that participants have somewhat agreed that teachers use negative language. In the interview, some of the students have indicated that their teachers use harsh words. For example, S1 said, “I sometimes feel sad with the harsh words.” Similarly, S4 expressed, “Some teachers speak in a polite way, others harsh way but I prefer polite way.” In a similar manner, T5 articulated, “When we use negative words, they try to skip participating in the assigned tasks.”

Positive affectivity

Positive affectivity in the context of this study refers to the positive impact of teachers’ use of language on students’ behaviour, motivation and intellect. During the observation also, it was found that the teachers used requests, suggestions, positive warnings and praises. The analysis of the data showed that when teachers use polite language, it entails a positive impact on students’ emotion. This impact pertains to their behaviour, motivation and cognition. These different spheres of impact are discussed in the following sections.

Behaviour

Table 5. The Mean and Standard Deviation of Teachers’ negative use of Language

No.	Items	Mean	Standard Deviation	Level of opinion
1	Sarcastic words are frequently used in the classroom.	2.92	1.099	Moderate
2	My teachers get angry at me.	2.67	1.032	Moderate
3	My teachers raise their voices or shout at me.	2.64	1.084	Moderate
4	The way my teachers’ speak really affects my emotions.	3.01	1.347	Moderate
Overall		2.8122	.82373	Moderate

Table 6. Mean and Standard Deviation of Impact of Teachers’ use of Language on Students’ behaviour

No.	Item	Mean	SD	Level of Opinion
1	Positive language of the teacher encourages me to be a good student.	4.44	.808	Very High

As shown in Table 6, the mean and standard deviation of M=4.44 and SD=.808 indicate a very high level of opinion. This shows that participants have highly agreed that teachers’ positive use of language has an impact on their behaviour, specifically it encourages them to be good students. The interview data revealed that the majority of the teachers have reported that their positive use of language has a positive impact on students’ behaviour. For instance, line T4 shared “...Because of my language use it brings an immediate change in them, they become very active, they engage well.” Similarly, some of the students also highlighted that when teachers use positive language in the classroom, it promotes a more conducive environment. As a result, they feel at ease and enjoy coming to class, which minimizes absenteeism. Students also claimed that the teacher’s calm and pleasant language rejuvenated them and relieved tension, resulting in a shift in their attitude toward hard work.

Teachers also reported that a means of utilizing positive disciplining techniques is for them to use positive phrases to suppress negative attitudes when students exhibit a bad attitude in the middle of a lesson. The statement by S7 supports this point: “The use of positive language will make the class room silent because students will concentrate”.

Motivation

Table 7 provides the mean and standard deviation of impact of teachers’ use of language

on students' motivation.

As evident in Table 7, the overall mean and standard deviation of $M=4.28$ and $SD=.82366$ indicate a very high level of opinion. This shows that participants have highly agreed that the teacher's language impacts their motivation. This finding is corroborated by the finding from the interview. Most students have articulated that their teachers' language impacts their motivation. This notion is represented in the quote by S5 "The teacher's encouraging language and motivational phrases have aided us in becoming emotionally strong and expressive, particularly the poor achievers, in boosting our self- esteem, being a good human being, responsible, and genuine." Similarly, most teachers also opined that their language impacts students' motivation. For example T3 said, "Some of the motivational words are: I say you just try to live up to your expectations, good enough, well tried, excellent, outstanding."

Cognition

The impact of teachers' language on students' cognition is provided.

The overall mean and standard deviation of $M=4.37$ and $SD=.7715$ shows a very high level of opinion which depicts that participants have highly agreed that their teachers' language impacts their cognition. Similarly, in the interview, most teachers have expressed that when they use encouraging words, students are motivated

to work hard which leads to their intellectual enhancement. . For instance, T5 pronounced: I have been teaching the same class for the last three years looking at their performance. When we use encouraging words their performance and participation do increase...

Majority of students support this opinion. They indicated the positive impacts of teachers' use of language on their cognition. This view is represented in the quote by S9: We feel more comfortable talking to the teacher and are happier as a result of the teachers' use of positive language of respect and friendliness. It motivates us to maintain positive ties with their teachers and demonstrate enthusiasm for the studies or learning excitement.

A moderate positive correlation was found between positive language ($r=.510$; $p=.001$) and positive impact ($r=.510$; $p=.001$). This indicates that positive use of language by the teachers has a positive impact on students' emotions. The interview data too revealed that positive language has positive impacts on students' emotion. For instance, T1 said, "... Good words and encouraging make the children feel glad." Similar opinion was shared by T2 who said, "I often use positive words after every task in the class, after completion of those tasks we [teachers] make sure that they are given positive words to encourage them so that they participate in the following activity". Correspondingly, some of the students added that the positive language

Table 7. Mean and Standard Deviation of Impact of Teachers' use of Language on Students' motivation

No.	Items	Mean	SD	Level of Opinion
1	I value my teachers' words.	4.44	.808	Very High
2	I feel motivated when my teachers use encouraging words.	4.36	.805	Very High
3	My teachers' language change my mind	4.04	.858	High
	Overall	4.28	.82366	Very High

Table 8. Positive Language Impact of Teachers' use of Language on Students' cognition

No.	Items	Mean	SD	Level of Opinion
1	I feel motivated to do my best in school.	4.26	.750	Very High
2	My teachers encourage me to work hard.	4.49	.793	Very High
	Overall	4.37	.7715	Very High

Table 9. Correlation between Positive Use of Language and Positive Impact

		Positive language	Positive impact
Positive language	Pearson Correlation	1	.510**
	Sig. (2-tailed)		.000
	N	356	356
Positive impact	Pearson Correlation	.510**	1
	Sig. (2-tailed)	.000	
	N	356	356

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

Table 10. Negative Impact of Teachers' negative use of the Language on Students' emotion

No.	Items	Mean	SD	Level of Opinion
1	I feel nervous when I talk to my teacher.	3.48	1.149	High
2	I get totally hurt when my teachers talk in a harsh way.	3.65	1.264	High
3	When the teachers shout at me I feel uncomfortable.	3.84	1.155	High
4	Negative language used by the teacher makes me feel bad.	3.84	1.341	High
Overall		3.621	1.2272	High

used by the teachers motivates them to come to school and study whatever they [teachers] have taught.

Negative affectivity

Negative affectivity is conceptualised as the negative impact of teachers' use of language on students' emotion.

As illustrated in Table 10, the overall mean rating for the items on the negative impact of teachers' use of negative language is 3.621 and the standard deviation is 1.2272 which corresponds to a high level of opinion. This indicates that participants' agreement that teachers' negative use of language has negative impact on their emotion. The qualitative data analysis showed that most teachers have identified that their negative use of language has negative impacts on their students' emotion. It makes them feel worthless and unimportant. For example, T1 stated: "Yes, I guess the language of the teachers can impact students' emotions because when teachers talk harshly with the students they feel sad, they don't get interested in studies. They [students] start to hate his subject and all then they don't score well also. Their studies are

affected."

Moreover, a few students echoed the voice of the teachers. For example, S1 expressed, "I feel humiliated in front of others and sometimes in frustration, I get angry." Similarly, students have shared that when their teachers use negative language, they get angry (S2), feel disheartened (S4, S5, S6), feel sad (S8) and get hurt (S7).

Behaviour.

The mean and standard deviation for the item "When the teachers shout at me, I feel uncomfortable" of M=3.84 and SD=1.155 correspond to a high level of opinion. This indicates that participants have agreed that teachers' negative use of language negatively impacts their behaviour. The analysis of the qualitative data revealed that almost all of the students voiced out that when their teachers use harsh language, they develop bad feelings and behaviours. For example, S9 opined, "I really feel bad and I don't like to come in front of that teacher because I feel ashamed of coming in front of that teacher." Further, the students also expressed that teachers' negative use of language causes sadness and that they are reluctant to

come to school. Teachers also expressed that when they use negative language, it has negative impact on students' behaviour.

Cognition.

The negative words used by teachers have a direct impact on the intellectual or cognitive growth of students, according to the viewpoints of teachers and students. This view is demonstrated by S8: "Students feel sad, they don't get interested in studying. We start to hate his subject and then they don't score well also. Our studies will be affected". Similarly teachers have also identified the negative impacts of language on students' cognition. For instance, T4 said:

This negative use of language shouldn't be happening in the beautiful process of teaching learning because teaching learning involves growth because growth intellectual growth and moral growth too. Especially with young people we should be mindful. We should restrict ourselves and minimize our negative use of language as per my experience.

The quote by T1 demonstrates this view, "Negative way of speaking makes students become angry, sad. They [students] do not feel interested in studies. They [students] have disregard for the teacher." "Overall, the findings indicate that teachers' negative use of language has a negative impact on students' emotion.

A moderate negative correlation was found between the themes negative language ($r=.403$; $p=.001$) and negative impacts ($r=.403$; $p=.001$). This indicates that negative use of language by the teachers has a negative impact on students' emotions. The interview data too suggested

that. Almost all the teachers expressed the same concern from their personal experiences. For instance, T1 said, "So it does it in a negative way that students become angry, sad. They [students] do not feel interested in studies. They have disregard for the teacher." Additionally, T2 uttered:

The negative language the words that we use really affects because when we were students we were given lots of words. We were described with so many nicknames so I still remember the names given to us by our teachers...

Some of the students were of the similar opinion. For example S6 expressed "I feel that the language of a teacher can impact students' emotion because when teachers start harsh words, it will make us feel upset and disappointed." S7 also shared "Speaking in harsh way we don't feel like studying."

Language preference

The analysis of the qualitative data showed that students have identified a repertoire of language that they prefer. They shared that they like when their teachers use polite, caring and soft language. For instance, S5 said, "It's not only my opinion but it's others opinion too. Most of the students, even me, prefer politeness." In addition, S8 expressed, "I like the polite way of speaking. When they speak politely, we feel like studying." Students justified by stating that when teachers use polite language, they feel motivated. The student participants further pointed out by the students that they prefer teachers who speak realistic and truthful words. This view is demonstrated in the following quote by S5:

Table 11. Correlation between Negative Use of Language and Negative Impact

		Negative language	Negative impact
Negative language	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	356	356
Negative impact	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	356	356
**Correlation is significant at the 0.01 level (2-tailed).			

I had one ex- teacher, ex- Dzongkha teacher when I was studying in Class X. He used to speak Zheysa (honorific terms) even to the students. Even when he is scolding in a polite way, so we don't feel like he is scolding us, we just feel he is just saying something good to us and when we go deep into the meaning he is just saying harsh words but in the polite way. So, we didn't feel emotional or angry.

This view is echoed by the teachers who expressed, "Teachers who tend to use language in a very assertive tone, and assertiveness helps to see themselves in a better way." Teachers articulated that when they use praises it motivates the students. Overall, students indicated that they prefer positive use of language by the teachers.

5. Discussion

Use of language

One of the findings of the study is that teachers use both positive and negative language.

Teachers' positive use of language

The quantitative data analysis showed the overall mean ($M=3.79$) and standard deviation ($SD=.906$) which indicates that teachers use positive language. The qualitative finding showed that most of the students shared that teachers use polite, caring, soft, inspirational, kind and praises. The teachers also said that they are careful in using the language. Additionally, the observation data also showed that teachers used requests, suggestions, praises and feedback in the classroom. This finding is consistent with literature that shows that teachers use positive language (Muir & Rarr, 2012). Additionally, literature stated that teacher's use positive language at school to help children become more confident and independent (Brogle et al., 2013). The finding indicates that teachers use positive language with the students. Use of positive language in the class is imperative as it would entail many positive effects on the students.

Teachers' negative use of language

The overall Mean (2.812) and Standard Deviation (.823) indicate moderate level of opinion. This shows that participants have somewhat agreed that teachers use negative language. In the interview, some of the students

indicated that their teachers use harsh words. This could be because teachers might be reluctant to share since they do not want to expose themselves and students may be thinking of the repercussions for sharing their teachers' negative use of language in the classroom.

Positive affectivity

The finding of the study reveals that the positive use of language by the teachers have positive impact on the students specifically on their behaviour, motivation and cognition. The finding for each of these aspects are discussed in the following sections;

Behaviour.

Teachers that employ positive language have a favourable impact on their students' behaviour. The item "Positive language of the teacher inspires me to be a good student" scored very high ($M = 4.44$, $SD=.808$) in the positive affectivity on behaviour findings. The analysis of the interview data revealed that the majority of the teachers elucidated that their positive use of language has a positive impact on the students' behaviour. Teachers stated that their good and encouraging words made the students happy and encouraged which resulted in their engagement in the activity. This finding is in line with the study by Bacal (n.d.) that showed that the use of positive language tends to reduce conflict, improve communication, reduce defensiveness in others and helps show the speaker as convincing and decent. Thus, the finding shows that the teachers' positive use of language positively impacts students' behaviour.

Motivation.

The finding of the study suggests that teachers' positive use of language positively impacts students' motivation. The quantitative finding on the positive use of language and impact on students' motivation showed an overall $M=4.28$ and $SD=.823$, which indicate a very high level of opinion. This shows that participants have highly agreed that the teacher's language impacts their motivation. This finding is corroborated with the interview. Most teachers also opined that their language impacts students' motivation. This result is consistent with those of other studies (Moorman & Weber, 1989; Pranowo,

2009). Moreover, Podobińska (2017) stated the teacher's positive language makes children feel safe and motivated. This finding suggests that teachers' positive language can impact students' motivation. Motivation is essential in everything that the students do.

Cognition.

The results of the present study indicates that teachers' positive use of language positively impacts students' cognition. The overall mean and standard deviation of ($M=4.37$, $SD=.771$) exhibited a very high degree of opinion, indicating that participants strongly agree that their teachers' language influences their cognition. Similarly, in the qualitative data, most teachers have expressed that when they use encouraging words, students are motivated to work hard which leads to their intellectual enhancement. This opinion has been concurred and supported by the majority of the students who have indicated positive impacts of teachers' use of language on their cognition. Consistent with this finding, Pajares (1992) noted that teachers' word choices and discourse structuring play a significant effect in developing students' self-concept and academic achievement. Similarly, Denton (2007) pointed out that words, tone, pacing, and listening are important tools that can help children develop self-control, sense of belonging, and academic and social abilities. Hence, the current finding highlights the correlation between teachers' use of language and students' cognition leading to their academic achievement.

Negative affectivity

The study indicates that teachers' negative use of language has negative impacts on the students' emotion and behaviour. These findings are elucidated in the following sections.

Emotion.

The finding of the study revealed that negative use of language by the teachers have negative impact on students' emotion. The quantitative finding on the negative impact on students' emotion owing to the use of negative language by the students showed a Mean of is 3.621 and the Standard Deviation of 1.2272 which corresponds to a high level of opinion. This indicates that participants have agreed that teachers' negative

use of language has a negative impact on students' emotion. The qualitative data analysis showed that most teachers have identified that their negative use of language has a negative impact on their students' emotion; it makes them feel worthless and unimportant.

Moreover, a few students echoed the voice of the teachers. This result is in agreement with Chen (2016 as cited in Pekrun et al. (2002) where students experienced a list of seven distinct emotions as a result of the teacher's bad language: anger, anxiety, embarrassment, guilt, boredom, sadness, and fear. Similarly, studies have also shown the negative impact of negative teachers' language on students' emotion (Bacal, n.d; Rinchen, 2014). The finding implies the correlation between teachers' negative use of language and negative impacts on students' emotion. It is, therefore, important for teachers to refrain from using negative language as the emotional dent caused by it may not be repairable.

Behaviour.

The finding suggests that negative use of language by the teachers has a negative impacts on students' behaviour. This finding is confirmed by the overall ($M=3.621$, $SD=1.227$), as well as the $M=3.84$ and $SD=1.155$ for the item "When the teachers shout at me, I feel uncomfortable," which indicates a high degree of opinion. This indicates that participants have agreed that teachers' negative use of language negatively impacts their behaviour. The analysis of the qualitative data revealed that almost all of the students have voiced out that when their teachers use harsh language, they develop bad feelings and behaviours. S9 pronounced, "I really feel bad madam and I don't like to come in front of that teacher because I feel ashamed of coming in front of that teacher." Teachers also expressed that when they use negative language, it has a negative impact on students' behaviour. Corroborating the finding, Podobińska (2017) stated that when teachers yell it can provoke harmful emotions of guilt, anguish, shame, and inferiority in students.

Similarly, Pekrun., et al(2002) agreed that negative deactivating language used by the teacher takes a negative toll in the classroom.

Additionally, name –calling [bad names] can stir negative feelings that lead to undesirable consequences such as low self-esteem, depression, loss of friends, loss of confidence, withdrawal, aggression, revenge, poor grade, and leaving school incomplete, if it continues over a period of time (Fredrickson, 2013). The finding suggests that negative use of language by the teachers impacts students' behaviour. If this process persists, it might entail detrimental impact on the other domains of students' emotion and behaviour.

Kind of language students prefer

The finding of the study reveals that students prefer polite, caring, soft and humorous language. Majority of the students shared that they like when their teachers use polite, caring, humorous and soft language. The students justified by stating that when teachers use polite language, they feel motivated. This has relevance to Saint Joseph College, (2009) study which found that tone can range from caustic to light-hearted, from serious to casual, and from inquisitive to persuading or informative. However, the students prefer a friendly and pleasant tone that allows them to be approachable at any moment. Teachers articulated that when they use praises it motivates the students. The use of praise is an expression of approval, commendation, admiration or praise is communication about someone's good work or qualities coheres with the findings of Brainy (n.d.) who found that nothing works better than genuine, correct praise, and nothing works worse than a generic compliment.

Humour has the ability to heighten attention and interest than non- humour. Students also stated that their teachers employ humour in class and that one of them has become their role model. Furthermore, according to Podobiska (2017), good humour lifts students up and helps them feel relaxed and comfortable, whereas sarcasm may merely mock and dismiss them. Hence, they must be cautious with the type of words/language used in the classroom.

6. Conclusion

The study's finding demonstrated that teachers' positive language use has positive impacts on the students. This finding is crucial since it

provides insights into the effect of teachers' use of language and its consequences on the students. Further, the finding signifies that teachers have to be mindful of the language and use positive language.

The study also discovered that positive language use has a positive impact on students' behaviour. Students were motivated to attend the classes. This study shows that good, pleasant and polite words can boost students' spirits, reduce absenteeism, stimulate them to work hard, and keep them focused on their academics. As a result teachers must always utilize and capitalise on the power of positive words to garner positive behaviour from the students. Thus, teachers must use positive words to fuel students' motivation which could have a cascading effect on other domains of students' life and learning today and in future.

Other the other hand, the study suggested that teachers' negative use of language had negative impact on students' emotions. Students experience sadness, disappointment, and feeling of insignificance when they are showered with negative language by the teachers. Teachers must, therefore, be cautious with the language used in the classroom.

Given the numerous negative impacts of teachers' negative use of language, they must be cautious with the words as they have the power to damage the students. So, use of language by the teachers can either develop or destroy different aspects of students' emotion and psychology, they must be mindful in the use of language because the damage done during the school days cannot be remediated; its footprints can be seen and felt throughout the students' lives.

The study also recommended for future researchers to employ a sequential explanatory mixed methods in which the qualitative data would help explain in more detail the initial quantitative results. Additionally, since the study area and sample size are small, the findings cannot be used for generalization. Moreover, relevant stakeholders must create awareness for the teachers on the importance and the necessity for using positive language.

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