Examining the Roles of Sapioemotionality—Angloemotionality and Sensory Motivation in English Language Achievement

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Abstract

Emphasizing the significance of students' attitudes and emotions in the learning process, this study utilized Structural Equation Modeling (SEM) to investigate the roles of sapio-emotionality, angloemotionality, and sensory motivation in learners' academic accomplishments. The key aim was to devise a scale for measuring students' anglo-emotionality (a blend of native speakers' characteristics and emotionality) using SEM, while also scrutinizing the relationships between sapio-emotionality (intelligence entwined with emotionality), angloemotionality, and sensory motivation. Data was collected from 292 EFL students (156 males and 136 females) across both social and non-social sciences fields who filled in three questionnaires, namely sapio-emotionality, anglo-emotionality, and sensory motivation scales. The SEM analysis indicated that the anglo-emotionality scale has robust psychometric properties. Furthermore, it facilitated the revelation that sapio-emotionality is positively correlated with sensory motivation. However, no significant statistical correlations were discerned between anglo-emotionality and sensory motivation via SEM. Intriguingly, when mediated by angloemotionality, SEM revealed that sapio-emotionality cannot predict sensory motivation and English Language Acquisition (ELA). Also, none of the dependent variables emerged as predictors of ELA. The study concludes with a discussion of the results and their implications for future research, underscoring the utility of SEM in elucidating these intricate relationships.

Introduction

People express different feelings and emotions toward various issues based on their values, principles, and beliefs. The socio-political and economic situation of people also affects their attitudes and may alter them occasionally. People's mindsets and emotions toward intelligent ones are key factors that may influence societies. Further, intelligence impacts a person's capacity to acquire knowledge, which is connected to the psychometric perceptions of intelligence (Sternberg, 2020). Similarly, EFL learners' attitudes towards anglo-emotionality (native speakers) are also critical in how students perceive learning the English language as an L2/foreign language. Therefore, exploring the interface between sapio-emotionality, anglo-emotionality, and sensory motivation, as well as how these factors affect students' learning outcomes, is necessary.

According to Pishghadam et al. (2021), sapio-emotionality (wise+emotionality) refers to feelings and emotions that could be positive, negative, and neutral, and people reveal when they encounter intelligent ones. Academics are expected to admire and appreciate the intellectual ability of elites and intelligence. People's reactions toward intelligence and elites are embedded in their culture and linguistic expressions. Further, intelligence and how students perceive intelligent ones impact their learning ability. Similarly, anglo-emotionality is another vital factor influencing EFL students' attitudes toward learning English. According to Holiday (2018), native-speakerism represents the notion that native speakers are better instructors of the English language because they embody a Western culture from which the ideal English itself and the teaching approach take their origin. The native speakers' impacts might be seen in different parts of professional life, from employment policy to language representation.

To investigate students' attitudes towards sapio-emotionality, anglo-emotionality, and sensory motivation in English language classes, the researchers first developed and validated the anglo-emotionality scale included two subconstructs; positive and negative emotions; the sapio-emotionality scale consisted of two subconstructs; individual and social reactions, and sensory motivation scale made up of six subconstructs; namely, Cognitive/ Active Motivation, Cognitive/ Passive Motivation, Socio-Cultural/Active Motivation, Socio-Cultural/ Passive Motivation, Sensory/ Active Motivation, Sensory/ Passive Motivation. With that said, this research intended to investigate the relationship between sapio-emotionality, anglo-emotionality, and sensory motivation as well as if these variables enjoy psychometric validity and predict English language achievements.

Review of Literature

To explore the roles of sapio-emotionality, anglo-emotionality, and sensory motivation in students' academic achievements, it is essential first to review the literature on sapio-emotionality, anglo-emotionality, and sensory motivation. This section presents the abovementioned factors from different perspectives, presenting their correlation with students' academic achievements.

1. Perspectives into Sapio-emotionality

Sapio-emotionally refers to people's reactions towards intelligent ones. Different cultures may react to wise and intelligent people differently. Sapio-emotionality, which originates from language, psyche, and attitudes, indicates the feelings and excitements people express when they encounter intelligent ones. Sapio-emotionality is defined from four perspectives: psychometric (intelligence), social (intelligence), political (intelligence), and individual (*intelligence*), according to Pishghadam et al. (2021).

Intelligence means a common intellectual capacity for thinking, problem-solving, and acquiring. Because of its all-encompassing character, intelligence incorporates thinking processes like insight, thoughtfulness, retention, language, and planning. Based on this description, intelligence can be precisely measured by standardized tests, with the outcomes able to predict several common societal results, involving academic accomplishment, job performance, well-being, and durability. The advantages to people and society from a thorough knowledge of the intellect processes underlying this general mental ability can be massive. Structural and functional neuroimaging research has typically validated a frontoparietal system connected with intelligence. Additionally, it has been discovered that the same network supports cognitive processes associated with observation, temporary memory storage, and language (Colom et al., 2010).

Do intelligence tests measure intelligence? No, it is a quick and easy response to this query. Examining the definitions of the terms used in the question may help clarify the answer, given that semantics play a significant role. To measure something is to assign numbers or labels to objects, events, or people by some defined system or criteria. Intelligence tests do indeed measure something based on this criterion. Since they generate numbers, which are then given to test-takers replies on the behavior samples that make up each exam, they must do it by predetermined standards or regulations (Urbina, 2014).

1.1. Intelligence and Language Learning

There are two opposing theories regarding the association between brainpower and language learning. The first theory asserts that studying a language is distinct from learning other skills and that intelligence does not affect acquiring a language. In contrast, the second contends that acquiring a language is similar to learning other subject areas and that intelligence predicts learning. The second hypothesis is supported by Pishghadam and Khajavy's (2013) study findings, which stated that intellect is distinctive in predicting proficiency in foreign languages. The study's findings revealed that intellect and meta-cognition alone explained 12.2% and 17.6% of the variance in proficiency in foreign languages.

Scholarships revealed that IQ can be a powerful predictor of learning in general education. One of the findings most frequently supported by educational psychology research is a positive association between IQ and academic achievement. There are two main perspectives on the connection between intelligence and language learning, particularly in language education. Learning a language requires a set of abilities. According to one theory, it develops independently of other cognitive processes, which states that language acquisition capacity is the same as other abilities. Research has shown that although some children are good language

learners despite having low IQs, others with high IQs are terrible at language acquisition (Braasch et al., 2014; Primi et al., 2010).

Perspectives on NESTs and NNESTs

Alqahtani's (2022) study's findings emphasize that being a "native speaker" is far beyond just a matter of birth or even of education; this explanation demonstrates how labeling someone a "native speaker" solely on where they were born understates the complexity of the situation. The difference between native and non-native speakers was established due to group acceptance.

According to Leonard (2019), inner-circle English is still regarded as superior due to the idea that "native speakers" are more trustworthy language creators. Yet, such viewpoints point to a type of linguistic imperialism, which is, in Holliday's words (2015), "at the heart of the idealization and promotion of instructors who are built as native speakers."

Many "native speakers" teachers who work abroad benefit from their status as "native speakers" and view their jobs as exciting "adventures." In contrast, those who are destined to be seen as "non-native speaker" instructors attempt to find employment and, when hired, barely make enough money to provide for their families' needs. A viewpoint like this appears to demonize "native speaker" instructors and paint them as people who are OK with their positions at the expense of the "non-native speaker" teachers (Alqahtani, 2022).

Hence, a differentiation between "native speaker" instructors and native-speakerism should be made. The native-speakerism concept leads to discriminatory actions against "non-native speaker" instructors. However, neither those who benefit from their status as "native speakers" nor those who are destined to suffer because of their lower status as "non-native speakers" are necessarily to blame. It is now time for the entire TESOL education system to address the unfair status that persists in some parts of the world due to the uncontested and constrained standards that some recruiters employ to define a "native speaker" (Wang & Fang, 2020).

The English Language Teaching (ELT) profession widely employs the "us" and "them" polarity, where non-native teachers are perceived as socially and culturally poorer and in need of preparation in the proper Western methods for teaching and learning. This is done through the neo-racist ideology that native English speakers are better language models (Holliday, 2005). It is a way of thinking indicating a skewed worldview biased toward a specific vested interest. This is evident in how the ELT sector promotes the native-speaker brand, particularly in hiring procedures. This significantly impacts how instructors view themselves and how others, their students, and stakeholders perceive them (Akinmulegun & Kunt, 2022).

1. Students' Attitudes Towards NESTs and NNESTs

Choi (2016) studied English-Korean bilinguals in a North American institution and made the case that students in these settings have different objectives than achieving "native-like" competency. The enrollment of educators from English-speaking nations due to administration plans in South Korea has fueled the idea that these educators are linguistically and educationally superior. The participants in the study experienced hurdles, such as being classified as "non-native" in college policy and having their linguistic competence screened

while working as graduate assistants helping international learners in the institution. Choi discovered that despite this, the subjects valued academic knowledge and abilities more than achieving "native-like" proficiency and declined to submit to ideological labeling in favor of highlighting their bilingual competencies.

Akinmulegun and Kunt's (2022) study results indicated that the instructor participants better perceived their personalities and skills as NNESTs without defending their English proficiency to native speakers. As a result, they could concentrate on being effective teachers, and their self-assessments reflected this. For instance, Merve, one of their participants, stated that she first lacked confidence since she thought NESTs were the best model, but things changed after receiving much exposure through teacher education programs.

According to Wang and Fang's (2020) findings, NESTs are highly regarded for their common use of and proficiency with colloquial English in class, correctness in pronunciation and expression, and provision of in-depth knowledge of the cultures of English-speaking nations. Also, their work in creating a wealth of supplemental resources, attentiveness to interactions and interpersonal communication, meticulous planning and dedication, role as a mentor for students' independent learning, and effective teaching methods were all greatly admired. Over 67 percent of students said they had trouble learning English from NESTs, compared to more than 50 percent who said they had no trouble following the classes at NNESTs.

Brown's (2019) findings suggest that as opposed to University A (context of his study), where participants seemed to expect their language teacher to be a native speaker, some participants started to wonder if studying with a non-native speaker as a more relatable role model might have been better for their self-efficacy beliefs. There has been a long debate on whether non-native educators can provide the performance standards expected by learners, so remarkably, the subjects in this study envisioned ways that native instructors could promote a similar sense of self-efficacy in their beginner-level learners.

Motivation and Language Learning Achievements

Motivation is commonly used to describe the achievement or failure of any challenging task. It is also described as a force for doing something or choosing a specific behavior or purpose. Demotivation is the opposite of motivation, negatively impacting motivation and canceling an existing positive force. Moreover, academic motivation describes one's academic achievements and functioning (Dost Mohammadi, 2023; Zeynali et al., 2019).

Pishghadam et al. (2019) suggested a twofold scale model with engagement and involvement aspects; this model presents a comprehensive image of motivation based on immersion (action and cognition) and addresses its active and passive dimensions. Engagement and involvement are interconnected but different constructs tied to thinking (intellectual activity) and doing (physical activity). Presence or absence of involvement (i.e., involvement and exvolvement) related to various levels of sensory engagement (i.e., disengagement and engagement) splits the model into two halves (i.e., active and passive) and four parts "(active motivation, active demotivation, passive motivation, and passive demotivation)" (p. 19). Active motivation indicates that an individual is engaged and involved in a task. Passive

motivation describes the condition in which individuals do not get the chance to turn thoughts or motivational choices into action. Passive demotivation, the least active situation, describes no specific mental or physical activity (Almijbilee, 2023).

1. Motivation and Students' Academic Achievement

According to Islam et al. (2018), each person has his distinct motivation for learning. For example, some students want to acquire good grades to avoid trouble with their teachers, while others are fully interested in expanding their knowledge and understanding. Acquiring and inspiration are two notions that are associated. Motivation is the primary element in acquiring activities; with drive, one will engage in learning activities. A person is driven to outperform learning activities if motivated to learn.

Aims, duty values, capacity self-concepts, and achievement motives are a few various constructions that make up accomplishment motivation. Most inspirational constructs indicate academic success beyond intelligence. Students' capability, self-concepts and duty values are more potent in predicting their accomplishment than purposes and achievement motives, according to the few studies that have examined several motivational constructs as predictors of school learners' academic achievement above and beyond learners' cognitive capabilities and prior achievement (Steinmayr, 2019).

Besides student's motivation, external elements can influence students' efforts (Kerdijk et al., 2015). Even without high inspiration, such external situations might result in achievement. The student's aptitudes, the quality of the instructors' instruction, and the study resources all impact how well they are learning. As a result, even without greater motivation, success can grow due to better-quality learning support.

Methodology

The design employed in this research was a quantitative one. The findings were utilized to examine the degree of sapio-emotionality, angloemotionality, and sensory motivation among Herat University students. The subjects were 292 people (156 males and 136 females), aged 17-35, from various colleges of Herat University.

1. Participants

Participants of the current study were 292 Herat University students who had experience taking English language courses and were willing to share their scores with the researcher.

Table 1. *Participants' Demographic Information*

Gender	Males (N=156)	Language Proficiency Level	Basic (N = 5)	Age Range	From 17 to 35 years old	English Language Achievement	From 32 to 98 percent
			Elementary (N = 43)				
			Intermediate (N = 127)				
	Females (N=136)		Advanced (N = 90)				
			Professional (N = 27)				

2. Instruments

The researcher adapted, developed, and validated three scales for each variable: sapio-emotionality, anglo-emotionality, and sensory motivation. ***Sapio-emotionality,*** a 10-item scale, was adapted from Pishghadam et al. (2021), where items 1-5 examined sapio-emotionality from the perspectives of individuals while items 6-10 measured sapio-emotionality from the perception of society. The ***researcher developed and validated the Anglo-emotionality***, a 10-item scale with two constructs. Finally, the ***motivation***, a 24-item scale with six constructs, was adapted from Pishghadam et al. (2021). The items were designed on a six-point Likert scale of strongly agree, agree, slightly agree, strongly disagree, disagree, and slightly disagree.

3. Procedures

The findings were gathered online from 292 participants on Google Forms. The findings were analyzed through SPSS version 26 and AMOS software version 24. Moreover, structural equation modeling (SEM) was used to check the validity of the constructs on AMOS. The subjects were requested to indicate their level of agreement by selecting one of the six choices provided.

Result

1. Descriptive Statistics

Descriptive statistics, comprising mean and standard deviation, for the sapio-emotionality, anglo-emotionality, and sensory motivation scales are presented in Table 2.

Table 2. *Descriptive Statistics for Sapio-emotionality, Angloemotionality, and Sensory Motivation*

	Min	Max	Mean	SD
Sapio-emotionality	23	54	43.18	5.94
Individual Reaction	13	30	26.13	3.51
Society Reaction	5	24	17.05	3.76
Angloemotionality	13	59	38.32	11.34
Positive Emotions	6	30	20.46	6.54
Negative Emotions	5	30	17.86	6.60
Sensory Motivation	40	144	118.41	20.73
Cognitive/ Active	8	24	20.14	3.48
Cognitive/ Passive	6	24	20.25	3.75
Socio-Cultural/Active	5	24	19.99	3.88
Socio-Cultural/ Passive	4	24	19.93	4.30
Sensory/ Active	4	24	19.24	4.32
Sensory/ Passive	4	24	18.86	4.13

In the initial stage of the analysis, the normality of the findings was examined. Table 3 displays the Skewness and Kurtosis estimations, which fall within the degree of -2 and +2, revealing that the distribution of the data is normal.

Table 3. *Normality Test for Sapio-emotionality, Anglo-emotionality, and Sensory Motivation*

	Skewness	Kurtosis
Sapio-emotionality	-.683	.297
Individual Reaction	-1.308	1.490
Society Reaction	-.376	-.108
Angloemotionality	-.268	-.964
Positive Emotions	-.416	-1.067
Negative Emotions	-.136	-1.208
Sensory Motivation	-1.228	1.243
Cognitive/Active	-1.132	1.107
Cognitive/Passive	-1.366	1.722
Socio-cultural/Active	-1.410	1.988
Socio-cultural/ Passive	-1.366	1.899
Sensory/Active	-1.341	1.785
Sensory/Passive	-1.139	1.432

2. Reliability Estimates

The reliability estimates for sapio-emotionality, anglo-emotionality, and sensory motivation, as well as their underlying subconstructs, are presented in Table 4. The estimates, which all exceed the threshold of .70, are deemed satisfactory.

Table 4. *Reliability Estimates for Sapio-emotionality, Anglo-emotionality, and Sensory Motivation Scales*

	N of Items	Cronbach's Alpha
Sapio-emotionality	9	.78
Individual Reaction	5	.77
Society Reaction	4	.76
Angloemotionality	10	.91
Positive Emotions	5	.93
Negative Emotions	5	.91
Sensory Motivation	24	.96
Cognitive/Active	4	.81
Cognitive/Passive	4	.84
Socio-cultural/Active	4	.86
Socio-cultural/ Passive	4	.88
Sensory/Active	4	.88
Sensory/Passive	4	.83

3. Correlational Analysis

To investigate potential connections amongst the variables, the Pearson product-moment correlation was utilized. The results presented in Table 5 demonstrate that several variables in the study display statistically significant associations with one another.

Specifically, sapio-emotionality has a significant negative relationship with Negative Emotions (as a subconstruct for Anglo-emotionality; $r = -.14$, $p < .05$). Moreover, sapio-emotionality is positively correlated with Sensory Motivation ($r = .51$, $p < .01$) and all its subconstructs namely Cognitive/Active ($r = .51$, $p < .01$), Cognitive/Passive ($r = .48$, $p < .01$),

Socio-cultural Active (r = .47, p < .01), Socio-cultural Passive (r = .45, p < .01), Sensory Active (r = .39, p < .01), and Sensory Passive (r = .35, p < .01) Motivation.

In contrast, no significant statistical correlations were observed between anglo-emotionality and sensory motivation, nor between anglo-emotionality and any of the subconstructs of the sensory motivation scale. With regards to the subconstructs, Individual Reaction towards the Elite (as a subconstruct for sapio-emotionality) is negatively correlated with Negative Emotions (as a subconstruct for Anglo-emotionality; r = -.14, p < .05). Moreover, it is positively correlated with Sensory Motivation (r = .55, p < .01) and all its subconstructs, that is, Cognitive/Active (r = .57, p < .01), Cognitive/Passive (r = .56, p < .01), Socio-cultural Active (r = .51, p < .01), Socio-cultural Passive (r = .44, p < .01), Sensory Active (r = .41, p < .01), and Sensory Passive (r = .37, p < .01) Motivation.

Society Reaction towards the Elite (as a subconstruct for sapio-emotionality) is positively correlated with Sensory Motivation (r = .29, p < .01) and all its subconstructs, that is, Cognitive/Active (r = .27, p < .01), Cognitive/Passive (r = .24, p < .01), Socio-cultural Active (r = .26, p < .01), Socio-cultural Passive (r = .30, p < .01), Sensory Active (r = .24, p < .01), and Sensory Passive (r = .22, p < .01) Motivation.

Additionally, Negative Emotions (as a subconstruct for Anglo-emotionality) is negatively correlated with Sensory Motivation (r = -.16, p < .01) and all its subconstructs, including Cognitive/Active (r = -14, p < .05), Cognitive/Passive (r = -.12, p < .05), Socio-cultural Active (r = -.13, p < .05), Socio-cultural Passive (r = -.13, p < .05), Sensory Active (r = -16, p < .01), and Sensory Passive (r = -.16, p < .01) Motivation.

Conversely, there were no statistically significant correlations between sapio-emotionality and ELA, Anglo-emotionality and ELA, as well as Sensory Motivation and ELA.

Table 5. *Correlational Analysis for Sapio-emotionality, Anglo-emotionality, and Sensory Motivation*

	1	**2**	3	4	**5**	6	7	**8**	9	10	11	12	13	14
ELA	1													
Sapio-emotionality	.05	1												
Individual Reaction	.03	.80**	1											
Society Reaction	.04	.83**	.33**	1										
Angloemotionality	.02	-.09	-.09	-.07	1									
Positive Emotions	.05	-.02	-.01	-.01	.86**	1								
Negative Emotions	-.02	-.14*	-.14*	-.10	.87**	.49**	1							
Sensory Motivation	.01	.51**	.55**	.29**	-.09	.01	-.16**	1						
Cognitive/Active	-.01	.51**	.57**	.27**	-.09	-.02	-.14*	.86**	1					
Cognitive/Passive	.05	.48**	.56**	.24**	-.06	.02	-.12*	.84**	.75**	1				
Socio-cultural/Active	-.03	.47**	.51**	.26**	-.08	.01	-.13*	.87**	.71**	.72**	1			
Socio-cultural/Passive	-.00	.45**	.44**	.30**	-.07	.00	-.13*	.89**	.71**	.66**	.75**	1		
Sensory/Active	.03	.39**	.41**	.24**	-.09	-.00	-.16**	.90**	.73**	.68**	.73**	.76**	1	
Sensory/Passive	.01	.35**	.37**	.22**	-.07	.04	-.16**	.84**	.64**	.58**	.65**	.71**	.77**	1

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

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

4. Validation of the Sapio-emotionality Scale

To demonstrate the construct validity of the sapio-emotionality Scale, Confirmatory Factor Analysis (CFA) was utilized. Preceding the CFA, Harman's single-factor experiment was employed. The findings revealed that the first element accounted for only 33.42% of the variance, approving the construct's multidimensionality. The scale involved two subconstructs of Individual (5 items) and Society (5 items). Standardized factor loadings are seen in Figure 1. Item 10 was removed from the scale to improve model fit. Goodness-of-fit indices are reported in Table 5.
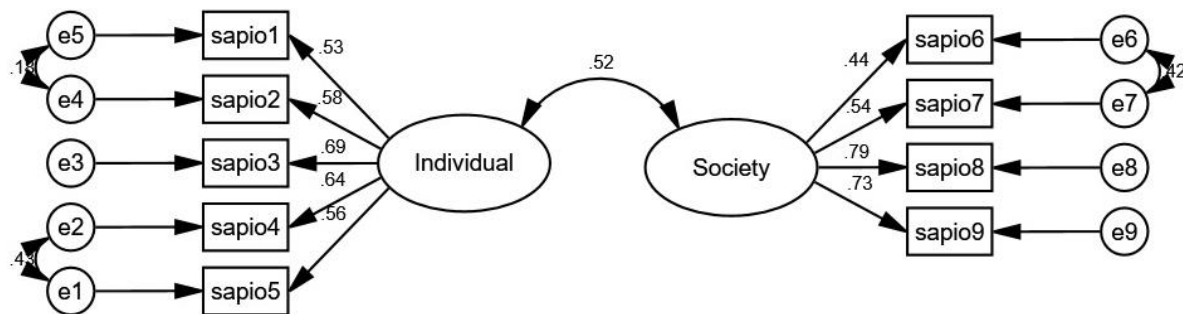
Figure 1. *Measurement Model for the Sapio-emotionality Scale*

5. Validation of the Anglo-emotionality Scale

To substantiate the construct validity of the anglo-emotionality Scale, CFA was utilized. Preceding the CFA, Harman's single-factor experiment was employed. The findings revealed that the first element accounted for only 47.20% of the variance, confirming the construct's multidimensionality. The scale comprises two subconstructs of Positive emotions (5 items) and Negative emotions (5 items). Standardized factor loadings are seen in Figure 2. No items were removed from the scale to develop model fit. Goodness-of-fit indices are described in Table 5.
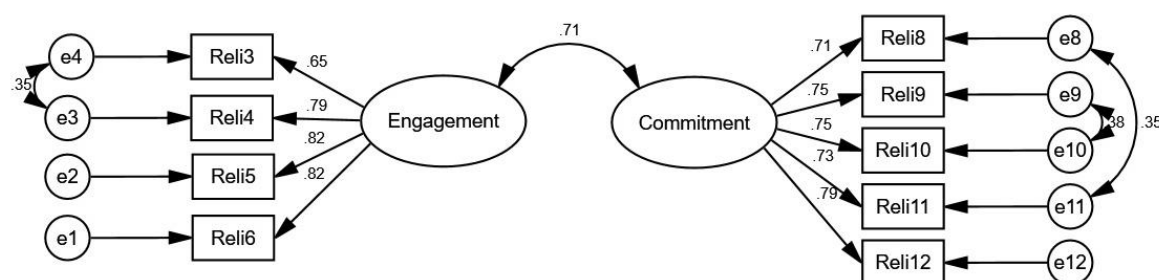

Figure 2. *Measurement Model for the Anglo-emotionality Scale*

6. SEM Analysis

To examine the predictive power of the independent variables (i.e., Sapio-emotionality and Anglo-emotionality), SEM was employed through Amos. Two models (Figures 6 & 7) were proposed for the prediction of the dependent variables (i.e., ELA & Sensory motivation). The goodness of fit indices indicated that the models fit the data satisfactorily (see Table 5).

6.1. Model 1

The first model (Figure 3) verifies the power of sapio-emotionality and anglo-emotionality in predicting ELA and sensory motivation. As Figure 3 illustrates, sapio-emotionality is a positive predictor of sensory motivation (β = .76, p < 0.001). Yet, neither of the dependent variables predicts ELA.
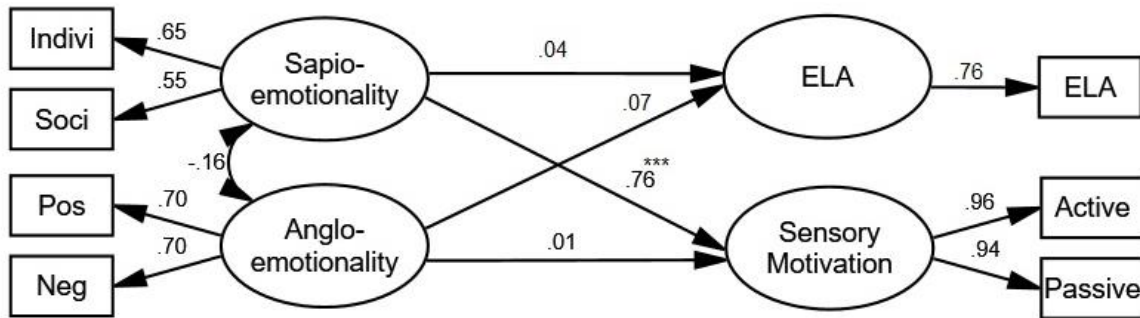
Figure 3. *The Schematic Representation of the Relationships among Sapio-emotionality, Anglo emotionality, Sensory Motivation, and ELA*

6.2. Model 2

The second model (Figure 4) verifies the power of sapio-emotionality in predicting sensory motivation and ELA, with Anglo-emotionality as the mediator. The bootstrap analysis of mediation was performed for the indirect effects. As Figure 7 illustrates, sapio-emotionality is a positive predictor of sensory motivation (β = .76, p < 0.001). Yet, mediated by Anglo-emotionality, sapio-emotionality cannot predict sensory motivation and/or ELA.
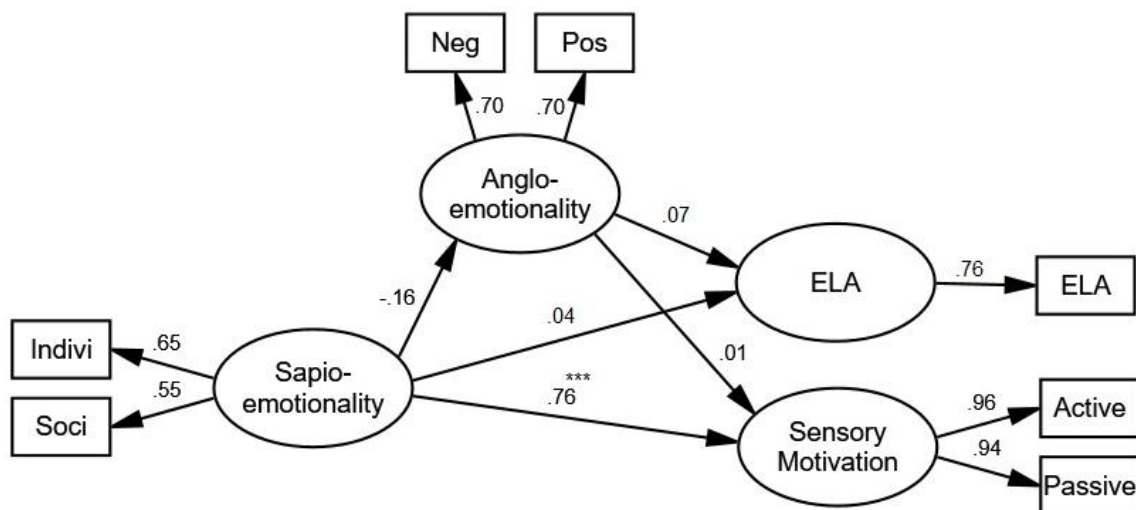
Figure 4. *The Schematic Representation of the Relationships among, Sapio-emotionality, Sensory Motivation, and ELA with Anglo-emotionality as the Mediator*

To examine if the models suit the findings, goodness of fit indices were analyzed using Amos. Table 6 displays the relative chi-square (i.e., chi-square index split by the degrees of

freedom (χ^2/df)), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Squared Error (SRMR). The standards for acceptance are different across academics. In the current study, values for χ^2/df should be less than 3 (Ullman, 2001), TLI and CFI were over .90, and RMSEA and SRMR were equal to or less than .08 (Browne & Cudeck, 1993).

Table 6. *Goodness of Fit Indices for the Models*

Models	χ^2/df	df	CFI	TLI	RMSEA	SRMR
The Sapio-emotionality Scale (Figure 4)	2.29	23	.96	.94	.07	.04
The Anglo-emotionality Scale (Figure 5)	2.18	32	.98	.98	.06	.05
Model 1 (Figure 6)	2.14	12	.98	.97	.06	.05
Model 2 (Figure 7)	2.14	12	.98	.97	.06	.05

Discussion

This study intended to examine the roles of sapio-emotionality, anglo-emotionality, and sensory motivation in English language achievements. To do so, first, the researchers developed, adapted, and validated three scales on the above-mentioned variables, second, examined the level of students' sapio-emotionality, anglo-emotionality, and sensory motivation, and third analyzed the roles of sapio-emotionality, anglo-emotionality, and sensory motivation in students' academic achievements.

The outcomes of this research study revealed that the scale that is newly-designed on anglo-emotionality is valid, assessing two subconstructs: negative and positive emotions; Further, the reliability estimates for sapio-emotionality, and sensory motivation, as well as their underlying subconstructs are deemed satisfactory.

The results revealed that sapio-emotionality is positively correlated with sensory motivation and all its subconstructs, namely, Cognitive/Active, Cognitive/Passive, Socio-cultural Active, Socio-cultural Passive, Sensory Active, and Sensory Passive Motivation. In other words, there is a positive relationship between sapio-emotionality and sensory motivation, meaning that a higher level of sapio-emotionality indicates a higher degree of sensory motivation (positive attitudes toward learning the English language), which is an excellent indication of sapio-emotionality taking its origin in the connection between language, psyche, and behavior, according to Pishghadam et al. (2021). Furthermore, this close correlation between sapio-emotionality and motivation to learn the English language is also supported by Pishghadam and Khajavy (2013), who asserted that intellect is distinctive in predicting proficiency in foreign languages.

This study's outcomes demonstrated no significant relationship between sapio-emotionality and students' academic achievements. Yet, mediated by Anglo-emotionality, sapio-emotionality cannot predict sensory motivation and ELA. There are two perspectives on the connection amongst intelligence and language learning. Learning a new language requires a specific gift and develops independently of other cognitive processes; however, one theory states that language acquisition skills are the same as other talents. Research has shown that

while some children are good at learning a language despite owning low IQs, others with high IQs are terrible at language acquisition (Braasch et al., 2014).

The findings have shown that Negative Emotions (as a subconstruct for Anglo-emotionality) are negatively correlated with Sensory Motivation and all its subconstructs, including Cognitive/Active, Cognitive/Passive, Socio-cultural Active, Socio-cultural Passive, Sensory Active, and Sensory Passive Motivation. To illustrate, the negative emotions as a subconstruct for anglo-emotionality included items asking participants to express their anxiety, anger, nervousness, and stress when they encounter English language native speakers. The results indicated that most participants do not get angry, stressed, or nervous when interacting with native speakers. Therefore, students motivated to learn English through different means have not shown any negative emotions toward native speakers; instead, they expressed positive attitudes toward native-speakerism.

Further, the results exhibited no significant correlation between anglo-emotionality and students' academic achievements. Brown's (2019) findings indicated that some participants wondered if studying with a non-native speaker as a more relatable role model might have been better for their self-efficacy beliefs. There have always been discussions on whether non-native instructors can support the performance standards expected by students, so remarkably, the subjects in this study envisioned techniques that native teachers could use to nurture a similar sense of self-efficacy in their beginner-level students.

The findings also demonstrated no significant correlation between motivation and students' academic achievements. In addition to the student's motivation, external elements may influence students' efforts (Kerdijk et al., 2015). Even without high motivation, such external conditions might result in achievement. The learner's aptitudes, the quality of the teacher's instruction (Al Abdwani, 2023), and the study materials all impact how well they are learning. As a result, even in the absence of greater motivation, achievement can rise due to improved learning support.

The outcomes of this study add to the available scholarship in an Afghan context, which is underrepresented in the field of research in general and language teaching in particular. The results also help teachers to offer quality education, increase students' learning outcomes, and develop level-appropriate and contextualized teaching materials. It also provides English language teachers with a better understanding of their context of teaching and how students' attitudes toward sapio-emotionality, anglo-emotionality, and sensory motivation affect their learning outcomes. Further research can be conducted using the current study's validated scales in a broader context. Moreover, different research methods, such as mixed or qualitative, can investigate teachers' and students' attitudes toward sapio-emotionality, anglo-emotionality, and sensory motivation.

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